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Abstract: Objectives: To study the effect of emotional intelligence on the job performance of high school principals in the municipality of Shendi, River Nile State, Sudan. **Methods:** This study was conducted using Dalip Singh's model of emotional intelligence in the managerial environment. The levels of emotional intelligence of managers have been studied in terms of the three components of the model (emotional sensitivity, emotional maturity, and emotional competence) and their impact on managers' ability to lead (work teams, relationship management, and the ability to motivate workers morally), as well as their ability to manage and resolve conflict. **Methods:** The researcher adopted the descriptive and analytical approach that relies on collecting data on the phenomenon and its interpretation using the SPSS statistical program for data analysis (2018-2020).

questionnaire was used to obtain the opinions of the study sample consisting of (20) secondary education managers, using the comprehensive survey method. **Findings:** The most important finding, emotional sensitivity comes in the first place in terms of influencing job performance effectiveness (leadership, relationship management, ability to motivate, as well as conflict management and resolution); Moreover, 91% of the respondents considered to have a very high level of emotional sensitivity. **Improvements/Applications:** The study concluded that managers have the ability to manage the current environment, work in harmony with others and achieve interest in them: the reason for this is that they have this advantage.

Value: This is one of the first studies to be conducted in this region to analyze the impact of emotional intelligence on education managers.

Keywords: Emotional; Intelligence; Job performance; Educational Managers; Principals.

1. Introduction

Emotional intelligence is one of the modern concepts that has entered the fields of organizational behavior and human resource management.

In the twentieth century, the focus was on traditional intelligence, or IQ, as one of the determinants of employee performance, but recent studies have indicated that emotional intelligence is more important in determining the performance.

The research confirmed that mental intelligence determines the minimum levels of professional success, and that mental intelligence tests do not predict more than 20 percent of success factors at work, while emotional intelligence contributes about 40 percent (International Journal of Education and Practice. January 2020). It is also reported that especially those who have high mental intelligence, but have low emotional intelligence, end up working with people with low mental intelligence, but high emotional intelligence (Ahlstrom D, Levitas, D. 2014).

In a study conducted by Kelly and Kaplan on a group of American "Bell" company employees, who have high levels of mental intelligence, only 15% of them were classified as high-performance employees (with a high ability to manage crises) effectively, and their level of performance is high. Indicates that both mental skills and academic qualifications are unable to distinguish between average and high performance, but what was previously called emotional intelligence skills showed a higher differential ability between these two groups, and there is no doubt

that individuals who combine higher levels of mental and emotional intelligence will be better able to deal effectively with everyday situations.

Discrimination in professional performance between individuals is subject to several different factors, the most prominent of which is "individual differences". (Al-Samadouni A & Ibrahim S 2007)). Therefore, the science of organizational behavior is concerned with studying the capabilities of individuals in the subject of individual differences, and the science of human resource management is concerned with the study of performance and methods of managing it within the performance models of different individuals and individual differences fall under it. Several components have an impact on professional performance, and the most prominent of these components is "emotional intelligence" through which the issue of capabilities (organizational behavior) and the issue of performance are related. (Human Resource Management).

The study problem crystallizes in knowing the level of emotional intelligence of the managers working in the education department (during 2018 – 2020) and its impact on their professional performance. Twenty samples were drawn from secondary school principals Shendi Municipality, River Nile State, Sudan. The current study tries to answer the following main question:

Is there a relationship between emotional intelligence and the job performance of managers working in education in secondary school administration in the River Nile State – Sudan?

Based on what was discussed in the introduction and the research problem, the study hypotheses can be summarized according to the dependent and independent variables in a basic hypothesis, from which three other hypotheses are branched:

- H1 There is a statistically significant relationship between the components of emotional intelligence in general and the effectiveness of the job performance of managers,
- H1a There is a statistically significant relationship between emotional sufficiency as one of the components of emotional intelligence and the effectiveness of the job performance of managers in education in secondary school administration in the River Nile State – Sudan.
- H1b There is a statistically significant relationship between emotional maturity as a component of emotional intelligence and the effectiveness of the job performance of managers in education in secondary school administration in the River Nile State – Sudan.
- H1c There is a statistically significant relationship between emotional sensitivity as one of the components of emotional intelligence and the effectiveness of the job performance of managers in education in secondary school administration in River Nile State – Sudan.

The aims of the study are the following:

- Recognizing the level of emotional intelligence in its three dimensions and its relationship to some demographic variables among the sample members.
- Providing recommendations and results from the scientific study that can contribute to enhancing the level of emotional intelligence among managers in education in the administration of the secondary stage in the River Nile State - Sudan.
- The possibility of benefiting from the results and recommendations of the study and the effect of emotional intelligence on the quality and effectiveness of professional performance.

The importance of the applied study is due to the nature of the relationship between emotional intelligence and the quality of the performance of managers and the chances of their professional success, on the basis that emotional intelligence is one of the dimensions of intelligence and is responsible for the individual's ability to manage his impressions, feelings, emotions and his relationship with others.

This study is prepared in response to a new trend that has begun to grow recently in the field of organizational behavior research and human resources management, and accordingly the researcher's interest has started towards studying the topic.

2. Research literature

2.1. The emotional intelligence:

There is no doubt that every organization is interested in being active and successful in achieving its goals, especially in today's world where challenges and threats are increasing and in light of the intense competition for limited financial and human resources, and in light of the changing and volatile environment. People differ in their abilities, their outlook for work, the degree of their association and response, and accordingly the levels of efforts differ, and from these capabilities that some workers may have over others is what is known as emotional intelligence, which began at the present time to attract the attention of researchers and before them the owners and financiers of organizations and institutions, what will come back to those organizations to increase the development and performance among employees.

The widespread prevalence of studies related to emotional intelligence is that it helps the leader gain multiple sources of strength and influence subordinate behaviors and outputs, enabling him to fulfill his leadership roles.

This is what organizations are looking for today. Psychological and social studies indicate that the combination of capabilities related to emotional intelligence is what constitutes perception and guides the behavior and decisions of the leader and determines his priorities and patterns of his dealings with the environment.

Salovey and Mayer (Al-Khader O. 2002), have defined emotional intelligence as: "the ability of an individual to monitor his own feelings and emotions and the feelings and emotions of others, and to distinguish the individual between them and to use this information to direct his behavior and emotions.

The Five Dimensions of Emotional Intelligence:

As Goleman (. Rida. B, David R. Litz & Scott P. 2020), believes that it must be present in every individual and group activity, it includes the following: Bar-On, R. 2006), The Bar-On model of emotional-social intelligence (ESI).

Self-Awareness (know your emotions and your impression): knowing the individual for his emotions, awareness of the individual himself, and awareness of his/ her feelings if they happen is the basis of self-confidence and is the basis upon which the individual builds own decisions that he makes in all matters and affairs of his/her life that requires decision-making.

Treating emotional aspects, manage one's emotions, and treat sentimental and emotional aspects: It is considered as the second dimension of the five dimensions of emotional intelligence, and it is concerned with how the individual deals with; and deals with feelings that may disturb or hurt him, and the ability to deal with feelings so that they are compatible with current situations.

Motivation (ability to motivate oneself):

It advances the individual and the pursuit of his/her motivations, and hope is a motivator and a component of motivation for many individuals, which makes them cling to achieving their dreams and aspirations with determination and persistence.

Empathy (the ability to recognize and understand the emotions of others):

It means understanding while concerned with the previous three-dimensional emotional intelligence concerned the same individual and what is going on inside him/her, this dimension cares about his relationships with others, it means reading other people's feelings and getting to know their expressions through their voices, their faces and even their hints.

Social Skills (social skills management of the emotions of others):

It means how the relationships and friendships of the individual and its good management with others, dealing with society with all skill, competence, problem solving, disputes and the ability to negotiate.

The importance of emotional intelligence:

The ability to control emotions and impressions is the foundation of will and the basis of a successful personality. Individuals who recognize their feelings and emotions more accurately deal with emotional issues better, and then enjoy more of their lives compared to those who realize their feelings and emotions less accurately, and emotional intelligence has an impact on the individual's ability to adapt to the requirements of the surrounding environment and deal with its pressures, and this is what he indicated (Bar-On) and (Goleman) are of the importance of emotional intelligence to success in life and happiness.

Studies in the field of emotional intelligence indicate that it is positively related to a set of variables desired personally and socially:

- Emotional intelligence is positively related to life satisfaction. It is related to the quality and size of an individual's social relationships. It is associated with positive relationships with friends.
- Individuals who are more emotionally intelligent are more able to social adaptation and social contact, and are more academic superior.
- It was found that individuals with high emotional intelligence are more successful in their professional lives, have higher job performance and a feeling of work pressure, have higher leadership skills, and have the ability to strike a balance between work and home requirements.
- Facilitates organizational change processes better, increases team performance and improves management performance.

Studies have concluded that emotional intelligence positively affects the efficiency of institutions and organizations through the following:

- Emotional Intelligence creates a stable pattern of positive public relations between individuals and employees.
- This type of public relations affects a growth characterized by its stability, institutional methodology, and management effectiveness.
- Emotional intelligence among groups and organizations affects the emotional intelligence of employees and individuals, as the "happy calm situations and feedback provide positive and safe motives for employees and individuals, which provides an atmosphere for further growth and development."
- The emotional intelligence of groups and individuals affects the improvement of production, because of its ability to avoid disturbance and work stress.
- The results of educational and psychosocial studies indicate that the impact of emotional intelligence on success in life is higher than that of general intelligence.

Various areas and applications of emotional intelligence:

Emotional intelligence has many applications in different areas of life, such as its applications in the fields of family, marital life, childhood and professional work, as well as in the field of leadership, health and psychological care, academic education and training and development programs, and some of them can be summarized in the following form:

1. Emotional Intelligence and the Family: The family is one of the vast fields that are affected greatly by emotional intelligence. Dr. Taghreed Jalaidan stated that "emotional intelligence" reduces divorce rates between the spouses, reduces the frequency of discomfort between them, reduces the discussion between the two parties, and that its use is of great importance in understanding and strengthening the relationship with children. (Bar-On R & Parker J. 2006).

2. Emotional Intelligence and Professional Work: Emotional Intelligence affects the sufficiency of institutions positively through points that can be summarized as follows:

- This pattern affects growth characterized by its stability, institutional methodology and management effectiveness.
- The emotional intelligence of groups and individuals affects production, including the remoteness of swing and disturbance.

3. Emotional Intelligence and the school and academic environment: It includes a set of skills that can be improved through education, and Golman considered schools as the first places through which students can correct the deficiencies in social and emotional competence of students, through curricula designed for this purpose. (Coral Z 2004).

As for academic performance, Richard Culver indicates that better academic performance occurs in students when they develop discipline skills towards effective learning, as this skill is a component of emotional intelligence.

At Goleman, (Demsky CA & Fritz C 2018). It was found that A and improve social interaction between members and maintain the cohesion of the group. (Flores M and Rivas T. 2008). Emotional intelligence is of the utmost importance in achieving the highest levels of job performance in all aspects of work within the organization. Some institutions have come to view flexibility and the ability to change as an essential feature of the manager who leads the organization. (Sánchez. Á, Berrios M, & Extremer, N. 2020).

There is a study conducted on 41 of the Chief Executive Officers (CEOs) to know the effect of emotional intelligence on work outcomes and performance. It turned out that those who were distinguished by high emotional efficiency were more effective than others and scientific measures were used to achieve this result, whether to measure emotional intelligence or measure leadership effectiveness (Haredi A (2003)), Managers in six different industrial sectors indicates, that managers who enjoyed a transformational leadership style had a positive impact on overall project performance. (Hashem S. 2004).

3. Emotional Intelligence Models:

3.1. Meyer and Salovey Model of Emotional Intelligence (Ability Model):

Peter Salofi presented his first model of emotional intelligence in five components: awareness of self, obedience to stormy emotions, primary readiness, empathy, and social skills. However, Salofi then presented with Mayer another model of emotional intelligence that he called the ability model and consists of four components: the identification of

emotions, using emotions to facilitate the process of thinking, understanding emotions, and finally managing emotions, and this model has become different with its previous model due to its focus on cognitive abilities on emotional and personal aspects. (Hussein S Abdel-Azim T. (2006).

3.2. Daniel Goleman Model (Mixed Model):

Daniel Goleman is an American psychologist and journalist. He talked about emotional intelligence through his book entitled "Working with Emotional Intelligence - 1998" in which he mentioned that Emotional Intelligence includes five basic skills and twenty-five sub-competencies.

- **personal competence:** It consists of four sub dimensions: self-awareness, Self-regulation and motivation.
- **Social competence:** It consists of two sub-dimensions: empathy and social skills, professional success depends on a large number of them, and emotional competence is defined as the educated ability that relies on emotional intelligence and affects the performance of the individual. (Valente, S & Branco, M & Rebelo, H & Lourenço, A & Cristóvão, M. (2020).
- **Emotional Intelligence and Professional Work:** Emotional Intelligence affects the sufficiency of institutions positively through points that can be summarized as follows:
 - a) It creates a stable pattern of positive public relations between individuals.
 - b) This pattern affects growth characterized by its stability, institutional methodology and management effectiveness.

- c) The emotional intelligence of groups and individuals affects production, including the remoteness of swing and disturbance.

Bar-On Mixed Model:

Barron defined emotional intelligence as: "a system of qualifications (Capabilities), competencies or non-cognitive skills that affect one's ability to be successful in the requirements and pressures of the environment" (Johnson D. (2011).

Baron of (2000) outlined his model through a set of features and capabilities associated with emotional and social knowledge that affect our overall ability to effectively address environmental requirements, and this theory indicates an overlap between emotional intelligence and personality traits.

Theme Model - Dalip Singh Model:

Singh defined Emotional Intelligence as: "Emotional Intelligence is the individual's appropriate and successful response to emotional stimuli, which are broad and diverse and that move from within the self and the existing environment. Emotional intelligence consists of three psychological dimensions - emotional ability or adequacy, emotional maturity and emotional sensitivity - that drive an individual to recognize honestly on the dynamics of human behavior, interpreting it faithfully and taking it tactfully. (Sánchez N, Berríos M. & Extremera, N. (2020).

The current study adopts the Dalip Singh model, because it is suitable for the study environment, which is concerned with the field of administrative and leadership work.

Methods of Measuring emotional intelligence:

There are several different ways to measure or test emotional intelligence, the difference between which is due to the varied interpretation of the concept of emotional intelligence and how it is defined. (Moorhead G & Griffin, R (2001).

Performance measures and self-report models for measuring emotional intelligence, which can be illustrated in the following, table 1:

Table (1): Models of performance measures to test the level of emotional intelligence

Correction method	Scale description	Scale icon	The name of the scale
= Ability Measures -			
Assessment standards, multiple choice (MC) - the consensus of expert opinion and the opinion of a previous large sample	The scale consists of eight tasks spread over 141 items that measure various aspects of emotional intelligence	MSCEIT	Mayer S.(2003) Emotional Intelligence Test
Free response, assessment according to its quality to five levels of emotional awareness, meaning that the lowest level of awareness takes zero and the highest level takes five points according to Land and others theory of emotional awareness.	The scale consists of 20 social scenes (cinematic or television). Each scene includes two groups of individuals, one of whom has the ability to produce four types of emotions, then the examiner asks what he feels, and what the other person in the scene feels	LEAS	Levels of Emotional Awareness
The evaluation is in the form of a compulsory choice and the evaluation of the correct answer is based on the consensus of a previous sample and also the person from whom the scenario is taken (a person who gives a real position at the scene)	A test related to the recognition and awareness of emotions in the social environment, and the test includes 96 items (each item includes three short articles describing real situations in life) followed by a compulsory selection of a pair of 12 pairs of moods that express the emotional state of the owner	EARS	Emotional Accuracy Research Scale

Source: ("Geher, 2004, P.26" - "Mayer et al., 2008, P.515)

3.3. Functional performance and its relationship to emotional intelligence:

One of the definitions of job performance is the definition of individual differences, which are defined as "personal characteristics that differ from one person to another, and these differences may be physical, psychological or emotional." Individual differences distinguish a person from others and make him unique (Nagaraj D, Ramesh N. (2020), and this definition will be useful when discussing emotional intelligence as a component of personality.

There are several perspectives on the definition of performance, which can simply be regarded as a record of the results of the work accomplished, and the Oxford Dictionary defines it as: "It is the completion, implementation and realization of actions undertaken or mandated for performing (Valente, S & Branco, M & Rebelo, H & Lourenço, A & Cristóvão, A. (2020). Performance is a procedure in itself, Accordingly, Campbell and others developed a performance model consisting of eight dimensions that fall into most professions, and both Rutando and Saket defined it as: "Job performance is seen as procedures and behaviors that are subject to individual control and contribute to the achievement of organizational goals.

So a more comprehensive definition of performance can be reached if it includes both behavior and results, and this is what Braumach referred to that Performance can be defined as: " It includes both behavior and results, because behaviors emerge from the implementation in the form of an abstract idea that turns into action, and

performance is not just a measure of results, because behaviors are outcomes in themselves - they are the result of mental and physical efforts to implement tasks and can be judged as part of the results.

Types of performance:

- **Task Performance:** It refers to behaviors that contribute to the achievement of essential operations in the organization such as direct production of goods and services, sale, Stocktaking, management of dependents, and every performance that contributes directly or indirectly to the implementation of the organization's operations, for example in administrative jobs, this performance or behavior may include the need To cause the transformation of individuals from conflict by contest into a competitive atmosphere.
- **Contextual Performance:** "Circumstantial or situational performance is all behaviors that indirectly contribute to transforming and addressing the fundamental processes in the organization, and these behaviors contribute to the formation of both culture and organizational climate, and performance here is not an additional role in its nature, but Rather, it is outside the scope of the basic job tasks and depends on the circumstance in which the processes are being handled, for example, it may be directed towards colleagues (Helping colleagues in a problem related to work) or towards the organization as a whole "through diligence and continuity of enthusiasm and extra effort in the work, or directing towards volunteer work to carry out tasks outside the official role of the job, as well as following regulations and procedures when they are not compatible with the desire of the individual" (Rehman, A. (2020).
- **Counterproductive Performance:** confrontational or confrontational behavior differs from the previous two types, where it is characterized by negative behavior in work, not like delay in work hours or absence, but it includes behaviors such as deviation and aggression, abuse, violence, spirit of revenge and attack.

Factors affecting performance and its determinants:

Important factors affecting performance, internal and external influences in individual performance, where the effects of individual performance of job tasks are divided into internal personal factors such as competencies or specific courses that the individual is distinguished by as a result of previous training courses or internal training in the institution and personal study through perusal and reading all that what is new which is related to the job, while the second part of the individual's internal factors such as intelligence, emotional ability and internal motivation, emotional intelligence can be classified within these factors, the level that the individual enjoys of emotional and emotional ability is one of the individual differences that create a kind of differentiation and variation in the performance of individuals.

The performance parameters include the following:

- **Declarative Knowledge:** It includes knowledge of facts, basics, goals, and self-knowledge of the requirements of a job, and it is measured in stationery by pen and paper in a report form.
- **Procedural and Skill Knowledge:** This knowledge is related to what must be actually performed, and it is a mixture between knowing how to perform and the ability to do that, and includes cognitive skills i.e. cognitive, psychomotor skills i.e. practical skills that require the use of body muscles in work, construction, and circulation And coordinate it.
- **Motivation:** It is a combined effect of one of three behaviors: the choice of performance, the level of effort exerted, and the persistence of effort exerted. Therefore, individual differences in personality, ability, and desires are assumed to be involved and interact with education, training and experience to form the three knowledge, for which performance is a function.

The effect of emotional intelligence on job performance:

Emotional intelligence is associated with performance as follows:

- Emotional Intelligence is closely related to motivation and Stimulation that has to do with the third type of performance, which is motivational behavior. Individuals who maintain an optimistic view can overcome the negative impact of collapse, frustration, and stress.
- Emotional Intelligence also predicts procedural performance skills because part of these skills consists of self-management and social communication skills that are closely related to emotional intelligence.
- The individual performance of the tasks "whether situational performance or the task itself" depends on the successful interaction with others (colleagues, supervisors, subordinates, clients). Emotional intelligence that depends on the capabilities will improve the understanding of communication and social interaction with good relationships, and thus performance can be predicted.

4. Research Methodology:

The secondary stage administration in the municipality of Shendi- River Nile State- Sudan, is a Ministry of Governmental Services, which deals with educational, educational and knowledge issues.

Data were collected through a questionnaire distributed to secondary school principals in the municipality of Shendi (20 of them) to find out the effect of emotional intelligence on job performance. The data were analyzed and the study hypotheses were tested through the statistical program for social sciences. Through the SPSS program and the chi-square to test hypotheses, to arrive at results and recommendations.

- **Study hypotheses test:**

This topic examines hypothesis testing, and to achieve this purpose, non-laboratory tests were used. These tests include the Chi-Square Test for Independence, where this test is used to check whether there is a statistically significant relationship or not between the components of emotional intelligence and the effectiveness of the performance of managers. If Sig. (P-value) is greater than the level of significance $\alpha = 0.05$ (according to the results of the SPSS program), there is no statistically significant relationship between the components of emotional intelligence and the effectiveness of the professional response of managers, but if it is Sig. (P-value Less than the significance level $\alpha = 0.05$, there is a statistically significant relationship between the components of emotional intelligence and the effectiveness of the job performance of managers.

- **The first main hypothesis (H1):**

There is a statistically significant relationship between emotional intelligence and the effectiveness of the job performance of secondary school workers in Shendi Municipality - River Nile State - Sudan at the significance level.

Table (2): Verify that there is a statistically significant relationship between the level of emotional adequacy as a component of emotional intelligence and job performance for managers by means of the Chi-square test of independence

Probability value (Sig.)	Chi-square value	Total	The response				
			Strongly Agree	Agree	neutral	disagree	Strongly disagree
0.002	30.988	100	5.4	75.7	13.5	5.4	0.0
		100	30.7	44.5	12.0	9.9	2.9
		100	24.3	48.5	12.1	12.0	3.1
		100	24.4	46.8	15.6	10.3	2.8
		100	25.0	47.5	13.7	10.9	2.9

Source: field study, 2020

Table 2 shows that the value of the Chi-square is equal to 49.054, and the value of the coefficient (P) of the statistical significance is 0,000, and this value is less than 0.05, so the zero hypothesis, that is, the null hypothesis, cannot be accepted, that is, there is no correlation between the variables. Thus, the result of the first major hypothesis is that there is a statistically significant relationship between emotional intelligence with its three components (emotional sensitivity, emotional maturity, and emotional adequacy) and the effectiveness of professional performance according to its four dimensions (team work leadership, communication and contact, moral motivation, conflict management and conflict resolution).

To verify the hypotheses that branch from the first main hypothesis, a test was used to verify the existence of a relationship (Contingency Table) of independence by means of conjugation tables or compatibility a statistical indication between the levels of emotional intelligence for each component separately and the effectiveness of the job performance as a whole as well as the strength of the impact of each component on Effectiveness of functionality, and the following paragraphs clarify the verification of sub-hypotheses.

- **Sub-hypothesis (H1a):**

There is a statistically significant relationship between the level of emotional sufficiency as one of the components of emotional intelligence and the effectiveness of the job performance of workers in the secondary stage in Shendi Municipality - River Nile State - Sudan at the level of significance.

Table (3): Verification of the existence of a statistically significant relationship between the level of emotional maturity as a component of emotional intelligence and professional performance among managers by means of the Chi-square test of independence

Probability value (Sig.)	Chi-square value	Total	The response				
			Strongly agree	agree	neutral	disagree	Strongly disagree
0.000	60.704	100	5.4	75.7	13.5	5.4	0.0
		100	51.4	33.8	0.0	14.9	0.0
		100	23.0	50.0	14.7	10.0	2.4
		100	25.7	45.8	13.6	11.4	3.4
		100	25.0	47.5	13.7	10.9	2.9

Source: field study, 2020

From the table 3, it is clear that the value of the square of Kai is equal to 30.988, and the value of the coefficient (P) of the statistical significance is 0.002, and this value is less than 0.05, so the zero hypothesis cannot be accepted (null hypothesis, that is, there is no correlation between the variables). Thus, the result of the hypothesis (H1a) is

that there is a statistically significant relationship between the level of emotional adequacy as a component of emotional intelligence and the effectiveness of job performance.

- **Sub-hypothesis (H1b)**

There is a statistically significant relationship between the level of emotional maturity as a component of emotional intelligence and the effectiveness of the job performance of secondary school workers in Shendi Municipality - River Nile State - Sudan at the significance level.

Table (4): Verification of the existence of a statistically significant relationship between the level of emotional sensitivity as a component of emotional intelligence and professional performance among managers by means of the Chi-square test of independence

Probability value (Sig)	Chi-square value	Total	The response				
			Strongly agree	agree	neutral	disagree	Strongly disagree
0.000	36.2 13	100.0	5.4	75.7	13.5	5.4	0.0
		100.0	32.7	47.3	12.3	5.0	2.7
		100.0	27.0	42.1	15.8	11.8	3.2
		100.0	24.0	48.5	13.3	11.3	2.9
		100.0	25.0	47.5	13.7	10.9	2.9

Source: field study, 2020

From the table 4, it is clear that the value of the square of Kai is equal to 60.704, and the value of the coefficient (P) of the statistical significance is 0,000, and this value is less than 0.05, therefore the zero hypothesis cannot be accepted the null hypothesis, that is, there is no correlation between the variables. Thus, the result of the hypothesis (H1b) that there is a statistically significant relationship between the level of emotional maturity as a component of emotional intelligence and the effectiveness of job performance.

- **Sub-hypothesis (H1c):**

There is a statistically significant relationship between the level of emotional sensitivity and the effectiveness of the job performance of secondary school workers in Shendi Municipality - River Nile State - Sudan at the level of significance.

From the table 5, it is clear that the value of the square of Kai is equal to 36,213, and the value of the coefficient (P) for the statistical significance is 0,000, and this value is less than 0.05, therefore the zero hypothesis cannot be accepted (null hypothesis, i.e., no correlation between the variables). Thus, the result of the hypothesis (H1c) is that there is a statistically significant relationship between the level of emotional sensitivity as a component of emotional intelligence and the effectiveness of professional performance.

It also turned out that there is a statistically significant relationship between the level of emotional intelligence and some demographic variables at Sample individuals such as age.

5. Results and Discussion:

The results of the study showed the effect of emotional intelligence on principals working in secondary schools in Shendi locality - Sudan, which were previously analyzed as follows:

- The study showed that there is a statistically significant relationship between emotional intelligence and job performance at a level Significance of $\alpha = 05.0$, and this relationship depends on the level that managers enjoy in each component. The three components of emotional intelligence according to Dalip Singh's model (emotional sensitivity, emotional maturity, motional sufficiency) according to the following:
- The emotional sensitivity comes first in terms of influencing the effectiveness of managers job performance (Leading work teams, managing the relationship with others, and the ability to stimulate the moral, as well as management. Conflict and conflict resolution), as 91% of the sample individuals were distinguished from a high to very high level. On the level of emotional sensitivity, therefore, we conclude that there is a capacity for managers to manage the environment
- The list, harmony and comfort with others and achieve familiarity with them because of their enjoyment of this property.
- Emotional maturity comes second in terms of influencing the effectiveness of managers 'job performance. The percentage of those with a very high level of this component reached 5.57%, and this reflects the ability of managers to express their feelings and create a kind of balance between using the mind and the heart in the field of work, this is an acceptable percentage.
- Emotional sufficiency comes in the third place in terms of influencing the effectiveness of managers 'job performance. The percentage of those with a high level of emotional competence reached 8.44. %
- It turns out that emotional maturity has the greatest weight in the ability of managers to lead teams.
- The relative weight of those who agreed completely and plainly on the paragraphs of the questionnaire related to the aspect of team leadership. Work and their level was very high in emotional maturity, 82% of the sample.

- There is no differentiation between the three components of emotional intelligence in the ability of managers to manage the relationship. On others, (meaning that the effect is achieved by bringing the three components together, not alone).
- There is no differentiation between the three components of emotional intelligence in the ability of managers to motivate workers. Morally, (meaning that the effect is achieved by bringing the three components together, not separately).
- There is a greater impact of emotional intelligence "with its three components" on the ability of managers to motivate workers morally, while the effect is less on their ability to manage the relationship with others, the results indicated that 90%. Those who were distinguished by a very high level of emotional intelligence expressed their agreement with what was stated in the paragraphs of the questionnaire
- Related to the performance effectiveness section in terms of motivating workers morally, while 58% of those who were distinguished by the level of very high emotional intelligence. They showed agreement with the paragraphs of the questionnaire regarding managing the relationship with others.

The results of this research were compared with previous studies of the same topic, in which ordinary intelligence was discussed without emotional intelligence. This study is considered a useful addition in the field of emotional intelligence.

6. Conclusions and Recommendations

After reviewing the results of the study, we must put some recommendations according to which we can address weaknesses and defects, and enhance strengths with regard to emotional intelligence and its impact on the performance of job managers.

Follows:

At the level of raising the level of knowledge of managers regarding emotional intelligence as a concept new in the field of administrative work, and its impact on job performance through:

- Holding periodic seminars and lectures on the concept of emotional intelligence.
- Holding workshops to study the reality of the new concept in the institution.
- Distributing educational brochures, either electronic via e-mail or printed-paper.

In terms of performance evaluation:

- Paying greater attention to the emotional intelligence factor in the annual evaluation form in terms of the number of paragraphs and the degree of each paragraph from the total.
- Inclusion of questions in employment tests that examine the level of emotional intelligence of job applicants.
- Because there have been no studies on emotional intelligence and its effect on performance, especially in the research area, I recommend that more studies be conducted on the topic.

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