

EMOTIONAL INTELLIGENCE ON LEADERSHIP EFFECTIVENESS AMONG SCHOOL ADMINISTRATORS

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Abstract

In the current discourse on educational leadership, Emotional Intelligence (EI) has emerged as an essential construct that influences leadership effectiveness. This research delves into the impact of EI on leadership efficacy by surveying 276 teachers to gauge the perceived effectiveness of leaders in relation to their emotional competencies.

The study utilized a correlational design, revealing that domain of EI—such as Self-Awareness and Regulation, Empathy and Social Awareness, Interpersonal Effectiveness, and particularly Motivation and Achievement Orientation—are positively correlated with perceptions of leadership effectiveness. Higher EI levels were consistently associated with enhanced leadership performance, with the strongest agreement in areas like Pedagogical Leadership, Transformational and Transactional Behaviors, and notably, Adaptive Leadership in Challenging Times.

The significant Pearson r coefficient of 0.90, with a p -value of 0.000, underscored a robust positive relationship between EI and effective leadership. On the basis of these insights, the research advocates for a targeted faculty development program aimed at bolstering emotional competencies to translate into heightened leadership effectiveness, thereby fostering a supportive and progressive educational environment.

1. Introduction

Leadership is not just about possessing a superior academic record, administrative prowess, or strategic planning acumen. It is increasingly about understanding, managing, and leveraging emotions in an environment teeming with diverse challenges and stakeholders. The role of Emotional Intelligence (EI) has emerged as an imperative construct in the discourse on leadership effectiveness.

EI, initially conceptualized by Salovey and Mayer (1990) and popularized by Goleman (1995), encompasses the ability to perceive, use, understand, and manage emotions. Research over the past decades has empirically

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demonstrated the transformative impact of EI on leadership across sectors, yet its role in the context of educational leadership, especially in specific cultural contexts like Hunan, China, remains underexplored.

Hunan, a province nestled in the heart of China, represents a microcosm of the country's expansive educational and cultural heritage. The province's schools, characterized by a juxtaposition of traditional educational methodologies and a fervor for modern pedagogical innovations, call for administrators who can navigate the complex sociocultural dynamics intrinsic to the province.

The relationship between EI and leadership effectiveness is not merely transactional. Effective leadership, particularly in the field of education, requires an intricate dance of empathy, interpersonal relationships, self-awareness, and regulation. An administrator's ability to comprehend the emotional underpinnings of teacher motivations, student needs, and parental concerns can profoundly shape educational outcomes and institutional culture. Moreover, in China, where Confucian values emphasize harmony, respect, and balance, the role of EI may be even more pronounced. These values, deeply embedded in the psyche of the people, require school administrators to act not just as managerial heads but also as nurturers of a harmonious educational environment. However, research on the interplay between EI and leadership effectiveness in the context of Hunan's educational institutions is sparse. This gap is surprising, considering the growing emphasis on holistic education and the pivotal role of administrators in shaping it. In addition, as China steadily rises as a global powerhouse, understanding leadership paradigms in its educational institutions becomes even more critical, offering insights not only for the nation but also for global educational leadership models.

This research endeavors to bridge this knowledge gap by deepening the relationship between emotional intelligence and leadership effectiveness among school administrators in Hunan, China. Through this exploration, we shed light on the nuances of leadership in a province steeped in tradition yet eager for modernization. Moreover, by understanding the role of EI in bolstering leadership effectiveness, we hope to provide actionable insights that can be integrated into training and developmental programs for current and future school administrators in Hunan and beyond.

1.1. Background of the study

The subject of Emotional Intelligence (EI) has garnered considerable attention in recent years, especially in relation to its impact on job satisfaction and leadership in educational environments. Several notable studies have delved into various facets of this theme, shedding light on the intricate relationship between EI and effective leadership.

Sharma and Chahotra (2022) posit that job satisfaction extends beyond the mere contentment employees feel with their daily tasks. The study articulates that job satisfaction encompasses satisfaction with team members, company policies, the impact of work on personal life, and interactions with superiors. Furthermore, they underline EI's central role in ensuring greater job satisfaction. This is especially evident when employees exhibit the necessary skills, chiefly emotional intelligence, to accomplish their objectives. Teachers identified factors such as low wages, infrastructural issues, and teacher shortages as primary contributors to job dissatisfaction.

Heffernan and Mills (2022) delve into the intricate emotional work involved in leading schools in marginalized communities. Through case studies of principals in Australia and England, the research is framed using Lynch's concept of affective justice, spotlighting love, care, and solidarity. The findings underline the immense emotional investment that school leaders make and the potential toll it takes on their personal relationships. This study empowers principals to navigate these emotional complexities without compromising their well-being.

Zarifsanaiey, Mehrabi, Z. Kashefian-Naeeni, and Mustapha (2022) highlight the profound impact of digital storytelling on the social and emotional intelligence of female elementary students. This study employed a

quantitative methodology to discern significant enhancements in the students' EI and social intelligence when digital storytelling was combined with group discussions. This lends credence to the idea of harnessing modern pedagogical tools to cultivate emotional intelligence among students.

Drawing threads from both domains, a clear pattern emerges: Emotional intelligence and effective leadership are inherently intertwined and play pivotal roles in education. Emotional intelligence catalyzes individual success by enhancing cognitive processes and interpersonal relationships. Meanwhile, leadership, whether entrepreneurial, pedagogical, or instructional, determines the trajectory of educational institutions. When these two forces converge—where leaders in education harness their emotional intelligence—it potentially sets the stage for optimized learning environments, progressive institutional practices, and holistic student development.

The available literature underscores the pressing need for cultivating emotional intelligence in leaders within the educational sector. As schools and educational systems grapple with the challenges of the 21st century, EI-equipped leadership could very well be the linchpin ensuring resilience, adaptability, and overall institutional success.

1.2. Statement of the problem

The primary objective of this research was to delve deeper into the impact of emotional intelligence on the efficacy of leadership within the realm of education. It specifically sought to answer the following research questions:

1. What is the assessment of the respondents on their school administrators' emotional intelligence in terms of
 - 1.1. Self-Awareness and Regulation
 - 1.2. Empathy and Social Awareness
 - 1.3. Interpersonal Effectiveness
 - 1.4. Motivation and Achievement Orientation
2. Is there a significant difference in the assessment of the respondents on their school administrators' emotional intelligence compared with their demographic profile?
3. What is the assessment of the respondents on their school administrators' leadership effectiveness in terms of
 - 3.1. Pedagogical Leadership
 - 3.2. Transformational and Transactional Behaviors
 - 3.3. Stakeholder Collaboration and Community Engagement
 - 3.4. Adaptive Leadership in Challenging Times
4. Is there a significant difference in the assessment of the respondents on their school administrators' leadership effectiveness compared with their demographic profile?
5. Is there a significant relationship between the assessed level of emotional intelligence and leadership effectiveness?

1.3. Significance of the study

The following groups could benefit from this study:

Educational leaders and administrators. Gaining insights into the correlation between emotional intelligence and leadership effectiveness can help educational leaders understand the value of nurturing emotional competencies. This can influence their decision-making processes, interpersonal relationships, and overall leadership practices, potentially resulting in more effective management and leadership strategies.

Teachers and educational staff. Recognizing the importance of emotional intelligence in leadership can enhance collaborative efforts in schools. When teachers and staff understand the traits and behaviors associated with

effective leadership rooted in emotional intelligence, they can better support and collaborate with their leaders, fostering a more harmonious and productive educational environment.

Students. Effective leadership influenced by emotional intelligence can lead to a more positive and conducive learning environment. This can enhance the quality of education, student engagement, and overall student outcomes.

Policymakers and educational boards. The findings can guide policy decisions related to leadership training, professional development, and hiring practices. If emotional intelligence proves to be a significant factor in leadership effectiveness, it might be prioritized in leadership training programs and recruitment processes.

Future researchers. This study can contribute to the growing body of literature on emotional intelligence and leadership effectiveness, offering new insights and potentially guiding future research endeavors in this area.

1.4. Scope and delimitation

The primary respondents for this study are teachers who are tasked with evaluating the performance and leadership capabilities of administrators. Spanning a sample size of 276 teachers, the study aimed to have a comprehensive understanding of the role of emotional intelligence in leadership. Geographically, the focus was on a specific district, subsequently shaping the applicability and generalizability of the findings. The research's timeframe may either offer a cross-sectional glimpse into the current situation or adopt a longitudinal stance, tracing changes over a defined period.

While the research sought depth and clarity, there are inherent boundaries and delimitations. For instance, the exclusive focus on teachers as respondents, while offering a grassroots perspective, also means that the study might not capture viewpoints from other educational stakeholders. Similarly, while the intent is to gauge the leadership effectiveness of administrators, certain nuances, such as their cognitive intelligence or other leadership styles, might be given less attention.

Geographical constraints could also play a role, as the study, for practical or other reasons, might be restricted to a specific district or region, thus influencing the broader resonance of the findings. In terms of participant selection, specific criteria such as teaching experience or subject specialization might influence the selection, thereby framing the context of responses.

1.5. Theoretical framework

The theoretical framework for studying leadership effectiveness in education posits that optimal educational leadership is an interplay between emotional intelligence (EI) and specific educational leadership behaviors. Drawing from Mayer and Salovey's and Goleman's models, this framework underscores the significance of leaders' capacities to perceive, understand, regulate, and harness emotions for cognitive activities. These EI competencies enable leaders to empathetically relate to stakeholders, manage challenges, and drive motivation within the educational environment.

Concurrently, principles from transformational and instructional leadership theories emphasize the role of leaders in inspiring and challenging their teams, providing clear direction, and emphasizing the school's academic mission and culture. This melding of emotional intelligence and educational leadership constructs suggests that the most effective leaders in education are those who can adeptly combine emotional insights with educational leadership practices to cultivate positive learning environments and drive institutional success.

By integrating emotional intelligence into the framework, the study recognizes that leadership, particularly in the nuanced environment of education, requires more than just task-oriented competencies. Emotionally intelligent leaders are adept at understanding their own emotions, managing them, recognizing emotions in others, and using this awareness to guide their decision-making. Such abilities are vital in an educational setting where leaders often

deal with diverse stakeholders, including students, parents, teachers, and administrative staff, each with unique emotional and cognitive dynamics.

The inclusion of educational leadership behaviors, specifically transformational and instructional leadership practices, underscores the practical and strategic aspects of leadership in schools. Transformational leaders inspire and challenge their teams, pushing them toward excellence. Instructional leaders, however, remain closely aligned with the academic mission of the institution, ensuring that pedagogical practices are optimal. In educational settings, where the primary goal is student achievement and holistic development, these leadership behaviors are paramount.

Connecting the framework to the study situates leadership effectiveness not as a singular, isolated trait but as a composite outcome of emotionally resonant interactions and strong instructional and transformational practices. Furthermore, this integrated perspective can offer invaluable insights for training programs, recruitment processes, and policy interventions, ensuring that future leaders in education are well-equipped both emotionally and practically to navigate the challenges of the modern educational landscape.

2. Methodology

This section outlines the strategy employed in this investigation. It begins with a research blueprint designed to investigate the correlation between emotional intelligence and leadership effectiveness. Subsequent details encompass the procedures for sampling, including the geographical area, intended participants, and selection methodologies.

2.1. Research locale

The chosen setting for this research is the esteemed Hunan University of Humanities and Science, an academic institution with a distinguished history dating back to 1978. Originally established as a school, the institution gained university status in 2004, marking a significant milestone in its evolution. At present, Hunan University comprises 14 secondary colleges, offering a diverse range of 53 full-time undergraduate majors and a comprehensive master's program.

2.2. Sample and sampling technique

The participant pool consisted of 966 faculty members at the Hunan University of Humanities and Science. Given the diverse range of expertise and roles within this group, careful consideration was essential to ensure that the sampling method adequately captures this diversity while also yielding reliable outcomes.

To determine the appropriate sample size, the RaoSoft online calculator was used. Applying the parameters of a population size of 966, a margin of error set at 5%, a confidence level of 95%, and a distribution rate of 50%, the calculated sample size recommended for the study is 276 respondents.

The selection of these 276 respondents was performed using simple random sampling. The use of simple random sampling remains justified in the context of examining the emotional intelligence of school administrators as perceived by the faculty at the Hunan University of Humanities and Science. This approach ensures fairness and impartiality in selecting participants, ultimately contributing to the credibility and generalizability of the study's outcomes.

2.3. Data gathering procedure

The data-gathering procedure for this study was executed meticulously, ensuring accuracy, consistency, and comprehensive coverage. The study was conducted during the second semester of the academic year 2023–2024.

1. Preparation and Orientation

Before data collection began, the participants were informed about the study's objectives, their involvement, and the confidentiality of their responses. An orientation session was conducted to clarify any questions or concerns.

2. Distribution of Questionnaires

The questionnaires were distributed to faculty members of the Hunan University of Humanities and Science, who completed them at their convenience.

3. Data Collection

The participants completed the questionnaire and provided their responses on the questionnaire prepared. An online version of the questionnaire was used to facilitate data collection.

4. Validity and Reliability Checks

Completed questionnaires were reviewed to ensure that all items were answered appropriately. A validity check was conducted to verify the content alignment of the questionnaire items with the constructs identified in the literature. Reliability was assessed using statistical techniques like Cronbach's alpha to confirm the internal consistency of items within each construct.

5. Data Compilation and Analysis

Once the completed questionnaires were collected, the data were compiled and organized for analysis. Descriptive statistics were used for the analysis.

2.4. Statistical analysis

The study's data analysis process encompassed a comprehensive approach, strategically designed to unravel the intricate correlation between emotional intelligence and leadership effectiveness among school administrators. The constructs of emotional intelligence and leadership effectiveness were analyzed using mean and standard deviation (SD) values. These statistical measures offered a central tendency view of participants' responses, enabling a closer look at their perceptions of emotional intelligence and leadership effectiveness. The standard deviation provided valuable insights into the dispersion and variability of these perceptions among the participants.

To explore potential variations in emotional intelligence and leadership effectiveness based on different demographic factors, the study employed independent t-tests and ANOVA. These methods enabled the investigation of whether statistically significant differences exist between different demographic groups in terms of their perceptions of emotional intelligence and leadership effectiveness.

Furthermore, the correlation between emotional intelligence and leadership effectiveness was probed using Pearson's correlation coefficient (r). This analytical tool quantified the strength and direction of the relationship between these two constructs, thus contributing to a deeper understanding of their interplay.

To facilitate the interpretation of the mean scores for emotional intelligence and leadership effectiveness, the following scale was used:

Score Range	Verbal Descriptor	Interpretation
3.51 – 4.00	Strongly Agree	Highly Evident
2.51 – 3.50	Agree	Moderately Evident
1.51 – 2.50	Disagree	Slightly Evident
1.00 – 1.50	Strongly disagree	Poorly Evident

3. Results and analysis

This section presents a comprehensive examination of the data collected from the participants.

Table 1.

Summary of Emotional Intelligence

Domains	Mean	SD	Verbal Description and Interpretation	Rank
Self-Awareness and Regulation	3.42	0.34	Agree/Evident	4
Empathy and Social Awareness	3.45	0.30	Agree/Evident	3
Interpersonal Effectiveness	3.48	0.31	Agree/Evident	2
Motivation and Achievement Orientation	3.49	0.30	Agree/Evident	1
Emotional Intelligence (Overall)	3.46	0.27	Agree/Evident	-

Scale: 1-1.50: Strongly Disagree/Poorly Evident; 1.51-2.50: Disagree/Slightly Evident; 2.51-3.50: Agree/Evident; 3.51-4.00: Strongly Agree/Highly Evident

Table 1 summarizes the overall level of Emotional Intelligence (EI) among school administrators as rated by faculty members, broken down into four domains: Self-Awareness and Regulation, Empathy and Social Awareness, Interpersonal Effectiveness, and Motivation and Achievement Orientation. Each domain is evaluated on the basis of mean scores, standard deviations (SD), and ranks and provided with a verbal description or interpretation.

The domain ranked highest in EI is "Motivation and Achievement Orientation" with a mean score of 3.49 and the lowest SD of 0.30, indicating a strong agreement among respondents that school administrators exhibit this quality and that there is a consistent perception of this across the faculty. This domain is described verbally as "Agree/Evident."

Closely following is "Interpersonal Effectiveness" with a mean score of 3.48 and an SD of 0.31, ranking second. This suggests that administrators are also highly regarded for their interpersonal skills, with faculty members largely in agreement.

The overall EI score, representing a composite of all domains, is 3.46 with the smallest SD of 0.27, highlighting that respondents generally agree that administrators demonstrate EI. The low SD suggests that this perception is consistent among the faculty members surveyed.

Table 1 provides a clear picture of how faculty members perceive the emotional intelligence of administrators positively across all domains, with slight variations in the degree of consensus for each domain. The verbal descriptions across all domains being "Agree/Evident" reinforces the notion that these emotional intelligence qualities are present and recognized among school administrators.

Integrating the survey results with the scholarly literature reveals a cohesive narrative about the role of emotional intelligence (EI) in educational leadership and its implications for faculty satisfaction and school climate.

The survey results demonstrate that faculty members perceive their administrators as possessing high levels of EI across various domains, including self-awareness, empathy, interpersonal effectiveness, and motivation. This agrees with Sharma and Chalhota's (2022) assertion that job satisfaction extends beyond daily tasks to include interactions with superiors and organizational policies. Such a high perception of EI among administrators could contribute to a positive work atmosphere and overall job satisfaction. Suleman et al. (2020) reinforced this view, emphasizing the crucial role of EI in job satisfaction, particularly in leadership roles.

The literature suggests that the emotional labor involved in leading schools, especially in marginalized communities, is substantial (Heffernan & Mills, 2022). The survey results mirror this by highlighting the administrators' ability to empathize and maintain social awareness, indicating a capacity to navigate emotional complexities without compromising their well-being. Furthermore, the literature emphasizes the importance of

EI in managing crises and rapid transformations (Prystai, 2022). The survey findings suggest that administrators are adaptable and effective in their roles, echoing the need for high EI during tumultuous times, such as the COVID-19 pandemic.

Moreover, research across various studies (Gómez-Leal et al., 2021; Patel & Tarjani, 2020; Kiprawi et al., 2020) underpins the integral role of EI in school leadership. The survey corroborates these findings, presenting a narrative in which EI is not just a beneficial trait but a cornerstone of effective educational leadership. This is further substantiated by studies linking EI with reduced burnout and stress, highlighting its buffering effects in challenging work environments (Silbaugh et al., 2021; Mérida-López & Extremera, 2021; Ahmed, 2018).

Lastly, while the survey data do not delve into the gender dynamics of administrators, the literature points to potential differences in EI management between genders (Patel & Tarjani, 2020; Raman et al., 2020). This suggests a nuanced layer of analysis that could further inform the understanding of EI in educational leadership. Additionally, the correlation between personality traits and EI (Nawi et al., 2018; Al-Nasser & Al-Enezy, 2018) may provide insights into the individual characteristics that contribute to the high levels of EI observed among administrators.

Table 2.

Summary of Leadership Effectiveness

Domains	Mean	SD	Verbal Description and Interpretation	Rank
Pedagogical Leadership	3.47	0.31	Agree/Evident	4
Transformational and Transactional Behaviors	3.50	0.30	Agree/Evident	2
Stakeholder Collaboration and Community Engagement	3.49	0.32	Agree/Evident	3
Adaptive Leadership in Challenging Times	3.52	0.30	Strongly Agree/Highly Evident	1
Leadership Effectiveness (Overall)	3.50	0.28	Agree/Evident	-

Table 2 summarizes the overall level of Leadership Effectiveness across various domains, as perceived by survey respondents. This includes mean scores, standard deviations (SDs), ranks, and verbal interpretations for each domain of leadership.

The domain of "Adaptive Leadership in Challenging Times" is ranked highest with a mean score of 3.52 and an SD of 0.30, and is described as "Strongly Agree/Highly Evident." This suggests that faculty members perceive their leaders as the most effective in adapting to changes and handling unforeseen challenges, reflecting a strong belief in their abilities to navigate difficult situations successfully.

"Transformational and Transactional Behaviors" come in second with a mean score of 3.50 and an SD of 0.30, falling under the "Agree/Evident" category. This indicates that respondents generally agree that their leaders exhibit both transformational leadership qualities (inspiring and motivating) and transactional leadership qualities (managing operations and rewarding performance).

The composite score for "Leadership Effectiveness" is 3.50 with an SD of 0.28, which is interpreted as "Agree/Evident." This overall score reflects a generally favorable perception of leadership effectiveness, signifying that, on average, respondents agree that their school leaders are effective across all measured domains. The relatively low SD across the domains indicates a strong consensus among the respondents regarding the effectiveness of their leadership.

Hayat, Ihsan, and Tufail (2023) stress the art of motivation in leadership, a theme that resonates with the high scores for "Transformational and Transactional Behaviors" and "Adaptive Leadership in Challenging Times." The importance of anticipation, alignment, and action in leadership can be seen in the strong agreement on leaders' effectiveness in communicating vision, managing operational tasks, and fostering a culture of continuous improvement.

Baxter and Ehren (2023) emphasize the critical role of trust in leadership, a concept that can be paralleled with the survey findings of strong stakeholder collaboration and community engagement. Trust seems to be implicit in the positive assessment of leaders' ability to collaborate with a range of stakeholders, maintain open communication, and engage with the community.

Drukda (2022) discusses the decoupling of occupational self-efficacy from transformational leadership, which could explain the slightly lower rank for "Pedagogical Leadership" compared to other domains. This may suggest that while leaders are seen as effective, their transformational behavior does not necessarily correlate with teachers' self-efficacy in this sample, aligning with Drukda's findings in Bhutan.

Razi and Nadi (2022) introduced the concept of "quantum leadership skills," which could be linked to the highest-ranked domain of "Adaptive Leadership in Challenging Times" (Table 11). The significant difference in thinking styles and knowledge presentation post-training aligns with the survey results that highlight leaders' adaptability and innovative problem-solving abilities.

The Finnish model of trust-based education discussed by Maaranen and Stenberg (2021) may be reflected in the strong scores across all domains of leadership effectiveness (Tables 8-12). The high level of agreement on the effectiveness of various leadership behaviors may indicate a similar culture of trust in the surveyed educational settings.

Mosin (2021) and Kin et al. (2020) discuss the impact of specific leadership styles on organizational outcomes, which can be tied to the high rankings in "Transformational and Transactional Behaviors" and the overall effectiveness score. The emphasis on leadership competencies, including emotional intelligence and digital dexterity, is consistent with the survey results, which indicate a strong presence of adaptive and innovative leadership.

Studies by Landa and Donaldson (2020), Chandolia et al. (2020), and others provide a broad context for understanding leadership in various educational environments, from the intricacies of teacher collaboration to conflict management and the transformative potential of instructional leadership. The survey results, which uniformly highlight effective leadership across different domains, suggest that the sampled leaders are adept at managing diverse aspects of school leadership.

In summary, the survey data on leadership effectiveness, when interpreted using the literature review, underscores the multifaceted nature of effective leadership. The strong consensus on adaptive leadership and effective collaboration with stakeholders, among other areas, reflects a dynamic interplay of skills and behaviors that contribute to the overall effectiveness and success of school leadership. These findings resonate with global research trends and contribute to a nuanced understanding of educational leadership in various contexts.

Table 3.*Relationship between Emotional Intelligence and Leadership Effectiveness*

Variables		Self-Awareness and Regulation	Empathy and Social Awareness	Interpersonal Effectiveness	Motivation and Achievement Orientation	Emotional Intelligence
Pedagogical Leadership	Pearson <i>r</i>	0.62	0.76	0.78	0.76	0.83
	p-value	0.00	0.00	0.00	0.00	0.00
Transformational and Transactional Behaviors	Pearson <i>r</i>	0.60	0.73	0.73	0.75	0.80
	p-value	0.00	0.00	0.00	0.00	0.00
Stakeholder Collaboration and Community Engagement	Pearson <i>r</i>	0.63	0.78	0.77	0.81	0.85
	p-value	0.00	0.00	0.00	0.00	0.00
Adaptive Leadership in Challenging Times	Pearson <i>r</i>	0.59	0.74	0.73	0.72	0.79
	p-value	0.00	0.00	0.00	0.00	0.00
Leadership Effectiveness	Pearson <i>r</i>	0.67	0.83	0.83	0.84	0.90
	p-value	0.00	0.00	0.00	0.00	0.00

*Level of Significance = 0.05

Table 3 presents a comprehensive analysis of the correlation between various facets of emotional intelligence (EI) and leadership effectiveness across different leadership styles. The variables considered include Self-Awareness and Regulation, Empathy and Social Awareness, Interpersonal Effectiveness, Motivation and Achievement Orientation, and overall Emotional Intelligence.

The Pearson correlation coefficients show a strong positive relationship between all components of emotional intelligence and various leadership styles, with correlation values ranging from 0.59 to 0.90, indicating a significant influence of emotional intelligence on leadership effectiveness. All p-values are below the level of significance set at 0.05, confirming the statistical significance of these relationships. Specifically, leadership effectiveness showed the strongest correlation with Emotional Intelligence (0.90), emphasizing the critical role of emotional intelligence in enhancing overall leadership capabilities.

The data suggest that higher levels of self-awareness, empathy, interpersonal skills, and motivation are strongly linked to more effective leadership, particularly in handling educational improvements, transactional and transformational leadership tasks, stakeholder engagement, and adaptive leadership challenges. These findings support the notion that emotional intelligence is a key driver in cultivating effective leadership, thereby enhancing organizational performance and success in various leadership contexts.

Within the framework of emotional leadership, several key components of EI, such as self-regulation, motivation, empathy, and social skills, are critical for effective leadership. The significant correlation found in the study implies that

Self-awareness and self-regulation. Leaders who are more attuned to their internal emotional states and can manage their reactions are likely to make more considered decisions and maintain a positive climate within their organizations.

Empathy. The ability to understand and share the feelings of others helps leaders build strong relationships with their team members, which is essential for teamwork and collaboration.

Motivation. Leaders with high EI are often more driven to achieve beyond their own and others' expectations, which can lead to higher performance within the team.

Social Skills. Effective communication and interpersonal skills facilitate better conflict resolution and cooperation, further enhancing leadership effectiveness.

In practice, the findings from this correlational study could be used to inform leadership development programs. By focusing on enhancing the emotional intelligence of leaders, organizations might improve not only individual leader performance but also overall organizational effectiveness. This could involve training programs focused on developing empathy, emotional regulation, and interpersonal skills, as well as coaching and feedback mechanisms that help leaders better understand and manage their emotional responses.

The strong relationship between EI and leadership effectiveness, as evidenced by the correlational analysis, provides empirical support for the importance of emotional leadership. This reinforces the idea that leaders who are emotionally intelligent are not only more aware and in control of their own emotions but are also more effective in leading others, which is crucial in today's dynamic and often challenging work environments.

This study consolidates emotional intelligence (EI) as a singular composite variable encompassing self-awareness, self-regulation, empathy, social awareness, and other related competencies. Similarly, "Leadership Effectiveness" is synthesized as a single variable, representing an aggregate measure of pedagogical leadership, transformational and transactional behaviors, stakeholder collaboration, community engagement, and adaptive leadership in challenging times. The analysis and interpretation of the data proceed with these two variables as the primary focus.

Despite the literature suggesting potential demographic influences on leadership effectiveness, this study found no significant differences in EI or Leadership Effectiveness based on sex, age, or years of teaching experience. This indicates that the qualities of emotional intelligence and the attributes of effective leadership are perceived to be distributed consistently across demographic groups within the survey sample.

The Pearson r correlation coefficient indicates a strong and positive relationship between EI and Leadership Effectiveness, with a highly significant p -value leading to the rejection of the null hypothesis. This finding is crucial as it suggests that emotional intelligence is not just an associated quality but is also potentially predictive of leadership effectiveness in educational settings.

In synthesizing these findings, the study supports the notion that emotional intelligence is a foundational element of effective leadership. The robust association between the two consolidated variables highlights the importance of EI in educational leadership. As such, the development of emotional intelligence in leaders can be seen as a strategic investment that potentially leads to improvements in leadership practices, stakeholder relationships, and ultimately, educational outcomes.

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