

The Prevalent Skills and Competencies of Emotional Intelligence for Effective Educational Leadership: A Systematic Review of Literature



Dianne Macaday-Quioco

Bulacan State University- Graduate School, Malolos Bulacan

ABSTRACT: This systematic review of literature examines the prevalent skills and competencies of emotional intelligence for effective educational leadership. It explores the significance of emotional intelligence in building connections, managing conflicts, and creating a supportive school atmosphere. The review analyzes 16 research articles published between 2016 and 2024, focusing on the five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). The study identifies self-awareness, social skills, and empathy as the most prevalent emotional intelligence components among education administrators. It concludes that emotional intelligence is critical for effective educational leadership, enabling leaders to navigate complex relationships, manage conflicts effectively, and create a positive and supportive school environment.

KEYWORDS: emotional intelligence, school leadership, emotional skills, effective leadership, leadership

I. INTRODUCTION

Emotional intelligence (EI) plays an important leadership role, a quality that all leaders should possess (Landry, 2019). Educational leaders who exhibit intelligence skills are better equipped to manage complex relationships, resolve conflicts, and create a positive learning environment within schools (Gómez Leal et al., 2021). It involves recognizing and understanding one's emotions and those of others. Emotional intelligence encompasses self-awareness, self-control, empathy, social skills, and self-motivation (Goleman, 1995). Leaders with intelligence can leverage these abilities to communicate efficiently, establish trust, and cultivate collaborative atmospheres in educational settings.

In school leadership, emotional intelligence is significant in establishing connections with stakeholders such as teachers, students, parents, and community members. Leaders with emotional intelligence can nurture feelings of inclusiveness, trustworthiness, and mutual respect within the school community. This fosters levels among individuals involved and promotes engagement and overall well-being (Bower et al., 2018). Furthermore, emotional intelligence equips leaders to handle conflicts and obstacles gracefully while demonstrating empathy. This approach encourages resolutions to sustain a positive school climate.

This systematic review of existing literature delves into the role of prevalent skills or competencies of Emotional Intelligence for effective educational leadership.

The goal is to explore the studies, theories, and real-world data on the emotional intelligence of educational leaders' abilities and qualities that help build connections, manage conflicts, and create a supportive school atmosphere.

By reviewing and analyzing research, this overview will offer perspectives on the crucial significance of emotional intelligence in effective educational management.

II. METHODOLOGY

This systematic review of literature explores the existing research, theories, and empirical evidence on the prevalent skills and competencies of Emotional intelligence skills for effective educational leadership.

Comprehensive searches were conducted across multiple databases, including Google Scholar, EBSCO, JSTOR, and other relevant sources. The following keywords were used to identify relevant studies: emotional intelligence, school leadership, emotional skills, leadership, and related terms. Only peer-reviewed journal articles and conference papers published in English

The Prevalent Skills and Competencies of Emotional Intelligence for Effective Educational Leadership: A Systematic Review of Literature

between 2016 and 2024 were included. The screening process involved reviewing titles, abstracts, and full-text articles to ensure they met the eligibility criteria.

Critical data was extracted from the selected studies, including research objectives, theoretical frameworks, methodologies, and key findings related to the topic. A thematic analysis was conducted to identify and synthesize the major themes and trends emerging from the literature. The methodological quality of the included studies was assessed using established criteria to ensure the reliability and validity of the review findings (Dewey et al., 2016). The extracted data was organized and synthesized to provide a comprehensive overview of the current state of research on emotional intelligence in educational leadership. This systematic approach enabled a rigorous and comprehensive examination of the existing literature, providing insight and ensuring an extensive review process for the 16 articles examining the prevalent skills and competencies of emotional intelligence in educational leadership.

III. RESEARCH FINDINGS AND INTERPRETATION

A. Table 1 below shows the research articles included in the systematic review of literature, their publication date, and the corresponding author/s.

Table 1. Research articles included in the systematic review of literature

<i>Research No.</i>	<i>Author/s</i>	<i>Research Title</i>	<i>Date of Publication</i>
1	Dumitru Valeriu	The Significance of Emotional Intelligence in Transformational Leadership for Public Universities	2017
2	Bower, G., O'connor, J., Harris, S., & Frick, E.	The Influence of Emotional Intelligence on the Overall Success of Campus Leaders as Perceived by Veteran Teachers in a Rural mid-sized East Texas Public School District	2018
3	McClellan, J., Levitt, K., & DiClementi, G.	Emotional Intelligence and Positive Organizational Leadership: A Conceptual Model for Positive Emotional Influence.	2017
4	Munir, S., Shakeel, M., & Waheed, K. Z.	<i>View of The Importance of Emotional Intelligence for 2024 Transformational Leaders: A Critical Analysis</i>	
5	Hikmet Ulutas.	Systematic Review of Studies on The Emotional Intelligence of School Principals.	2024
6	Mohammed Issah	Change Leadership: The Role of Emotional Intelligence	2018
7	Xiaoqing Yuan	Exploring the Role of Emotional Intelligence in Effective School Leadership	2024
8	Gomez-Leal, R., Holzer, A., Bradley, C., Fernandez-Berrocal, P., & Patti, J.	The relationship between emotional intelligence and leadership in school leaders: a systematic review.	2021
9	Wei Guo, et al	Emotional intelligence can make a difference: The impact of principals' emotional intelligence on teaching strategy mediated by instructional leadership	2020
10	John Pellitteri	Emotional Intelligence and Leadership Styles in Education	2022
11	Jenny Ramirez	The Relationship of Emotional Intelligence on Leadership Style of Academic Administrators in Selected HEIs	2023
12	Abdullah Faisal Bahshwan	The Role of Emotional Intelligence in Effective Leadership	2024

The Prevalent Skills and Competencies of Emotional Intelligence for Effective Educational Leadership: A Systematic Review of Literature

13	Liberty Abdon , Elizabeth N. Farin , Anniebeth N. Farin	Abdon, L., Farin, E., & Farin, A. (2017). Emotional Intelligence, 2017 Leadership Qualities and Decision-Making Practices Of Female Administrators In Selected Secondary Schools in Region III, Philippines. <i>Asian Journal of Management Sciences & Education</i> , 6(1). Http://Www.Ajmse.Leena-Luna.Co.Jp/Ajmsepdfs/Vol.6(1)/AJMSE2017(6.1-05).Pdf	
14	Edward Castro Jimenez	Adversity and emotional quotients of public elementary school 2021 heads amidst the COVID-19.	
15	M.Y Kamal, et.al	Emotional Intelligence and Leadership Style	2017
16	Jiban Khadka	Effect of Principals' Emotional Intelligence on Schools' Academic Performance: A Survey of Nepali Institutional School	2019

B. Goleman (1995) introduced the five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. During a systematic literature review, multiple findings related to emotional intelligence appeared, but only the top three results from the reviewed literature were highlighted.

Table 2. Listed are the following Emotional Intelligence components of the top three results from the reviewed literature on educational leaders' emotional skills and competencies.

<i>Emotional Skills</i>	<i>Research Article/s</i>
Self-awareness	1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15,16
Self-regulation	2, 4, 6, 8, 9, 10, 13
Motivation	2, 3, 4, 7, 14, 15, 16
Empathy	2, 3, 5, 6, 8, 9, 11, 15
Social skills	1, 2, 5, 6, 7, 10, 12, 14, 16

The table above describes the prevalent emotional intelligence features found in educational leaders in terms of top three results from the literature reviewed.

Self-awareness: emphasized in articles 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, and 15. It stresses on the significance of leaders' recognition of their emotions and how they impact on others.

Self-regulation: These are also discussed in articles 2, 4, 6, 8, 9, 10 and 13 indicating the importance of effective management and control over emotions by leaders.

Motivation: Studies 2, 3, 4, 7, 14, 15, and 16 have addressed this aspect which highlights how motivation as a factor drives educational leaders towards desired goals.

Empathy: These were highlighted in articles such as Articles 2, 3, 5,6, 8,9,11, and 15. is shown to be essential for leaders to understand and connect with others emotionally.

Social skills: as found in research papers titled 1, 2, 5, 6, 7, 10, 12, and 14-16, emphasize the significance of effective interpersonal skills in educational leadership.

From this data self-awareness, social skills, and empathy becomes the prevalent emotional intelligence components among education administrators.

These emotional intelligence components have profound implications for educational leadership. Leaders with high emotional intelligence can make well-informed decisions, maintain their composure in challenging situations, and serve as positive role models (Asmamaw, 2023). Furthermore, they can inspire and motivate their teams, fostering a culture of growth, resilience, and achievement.

V. CONCLUSIONS

Emotional intelligence helps education leaders do their jobs better by letting them stay relaxed when things get tough, solve disagreements well, show understanding to others, and feel connected to the people they work with. Leaders who are good

The Prevalent Skills and Competencies of Emotional Intelligence for Effective Educational Leadership: A Systematic Review of Literature

with their emotions can handle relationships wisely and motivate their teams, which makes everyone work better and feel happier at their jobs. Also, emotional intelligence is very important when making changes, as it helps leaders know how to deal with people who do not like change and how to handle feelings. Research has found that how good leaders are with their emotions greatly affects how well they can reach their goals (Landry, 2019).

Educational leaders can demonstrate emotional intelligence by promoting a culture of ongoing learning and using skills such as understanding oneself, managing emotions, being motivated, having good social skills, and showing empathy. They should also participate in emotional intelligence training, create a positive atmosphere in the organization, and use emotional intelligence models in different programs and training sessions.

This systematic review of the literature on emotional intelligence in educational leadership has yielded valuable insights into its impact on building relationships, managing conflicts, and fostering a positive school climate. The research consistently indicates that emotional intelligence is critical to effective educational leadership. Leaders with high emotional intelligence are better equipped to navigate complex interpersonal relationships, manage conflicts effectively, and create a positive and supportive school environment (Amisha, 2024). The review highlights the importance of emotional intelligence competencies such as self-awareness, self-management, empathy, and social skills in promoting successful educational leadership practices.

Integrating emotional intelligence (EI) into leadership styles can significantly boost school leaders' effectiveness and transformative potential. By focusing on the emotional aspects of each style, EI can help leaders better understand and manage the emotional dynamics inherent in their approach, leading to more nuanced and impactful leadership (Ramirez, 2023). Emotional intelligence is a beneficial attribute for leaders and a fundamental cornerstone that can greatly enhance leadership effectiveness (Bashswan, 2024).

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The Prevalent Skills and Competencies of Emotional Intelligence for Effective Educational Leadership: A Systematic Review of Literature

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