

## Examining the Place and Role of Emotional Intelligence in Effective School Leadership and Administration

Angwaomaodoko, Ejuchegahi Anthony

Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

### Empfohlene Zitierung / Suggested Citation:

Angwaomaodoko, E. A. (2024). Examining the Place and Role of Emotional Intelligence in Effective School Leadership and Administration. *Path of Science*, 10(8), 7016-7025. <https://doi.org/10.22178/pos.107-16>

### Nutzungsbedingungen:

Dieser Text wird unter einer CC BY Lizenz (Namensnennung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier:

<https://creativecommons.org/licenses/by/4.0/deed.de>

### Terms of use:

This document is made available under a CC BY Licence (Attribution). For more information see:

<https://creativecommons.org/licenses/by/4.0>

# Examining the Place and Role of Emotional Intelligence in Effective School Leadership and Administration

Ejuchegahi Anthony Angwaomaodoko

DOI: [10.22178/pos.107-16](https://doi.org/10.22178/pos.107-16)

LCC Subject Category: L7-991

Received 30.07.2024

Accepted 25.08.2024

Published online 31.08.2024

Corresponding Author:

[ejuchegahi.angwaomaodoko@gmail.com](mailto:ejuchegahi.angwaomaodoko@gmail.com)

© 2024 The Author. This article is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/)



**Abstract.** Emotional intelligence (EI) is fast becoming an influential aspect of successful school leadership and administration. This paper explores and examines the role of emotional intelligence in effective school leadership and administration. The study utilises a combination of theoretical and conceptual analysis to show how various components of EI-self-awareness, self-regulation, motivation, empathy, and social skills are essential in facilitating effective school leadership and administration. Also, the analysis tends to raise awareness of EI, essential in creating a better school climate, enhancing decision-making processes, and developing better communication and conflict resolution among staff. Various challenges are encountered when implementing emotional intelligence in schools, such as resistance to change and lack of training. The paper, therefore, highlights the necessity for instituting specific programs for professional development and cultivating EI skills in school leaders. The study recommends that focusing on leadership development through EI leads to robust, adaptable, and successful school leadership that, in turn, serves the good of the whole educational community.

**Keywords:** Emotional Intelligence; School; Leadership; Administration.

## INTRODUCTION

Administrators and school leaders have greater responsibilities than ever before [1]. To implement school reform in the twenty-first century, administrators must transform their institutions into self-governing, systems-thinking enterprises centred on professional learning communities capable of adapting to change and producing an excellent learning environment for teachers and students. Furthermore, schools are now more innovative establishments than in the past due to social developments and technology [2].

One major problem for school leadership and administration is the frequent outbursts of conflicts involving staff, students, and parents that disrupt the school atmosphere and eventually affect the student's academic results. School leaders with high emotional intelligence (EI) can handle this issue efficiently through better communication, empathy, and conflict-solving skills. In such leaders with high EI, understanding their own and others' feelings is much better; therefore, these school heads will exert more effort to promote a more supportive, collaborative, and positive school culture [3]. Such a culture would go on to encourage relationships and morale, eventually increasing support for a productive

educational atmosphere, which would improve student achievement and raise school performance.

The responsibility of school leaders and administrators is to guarantee that teachers have enough training in creating and implementing rigorous curricula that will captivate learners and eventually foster exceptional academic performance. As agents of change, leaders need to inspire and encourage those under their care while combining other responsibilities regarding the growth of the school [4]. Previously, approaches to identifying leadership effectiveness focused on cognitive and technical skills. In recent times, with the emergence of theoretical development and research, greater emphasis has been placed on the role of emotional intelligence.

The term "emotional intelligence" describes the capacity to identify, comprehend, and regulate one's feelings and those of others. It includes a range of abilities that help people make wiser judgments in various personal and professional settings and successfully manage their social relationships [5]. Self-awareness is a fundamental component of emotional intelligence, entailing the ability to identify and comprehend one's feelings, abilities, shortcomings and convictions [3].

It enables people to understand their behaviours and responses more clearly, enabling them to control their emotions and react to various circumstances more effectively. The capacity to comprehend and experience another person's emotions is known as empathy, another component of emotional intelligence. Empathy makes it possible for people to recognise and react to the feelings of others around them, which promotes improved relationships and dialogue. It entails considering other people's perspectives, actively listening, and caring for them. Effective emotional control is another aspect of emotional intelligence [3].

The importance of emotional intelligence is multifaceted in school leadership. School leaders with high emotional intelligence are in a better position to create a supportive school environment, letting them build solid relationships with all staff, faculty, and students, which enables them to handle all the different challenges related to the school. People with high emotional intelligence can better comprehend their feelings, values, and areas of strength and weakness [6]. Emotionally intelligent leaders can better relate to and understand their team members, motivate and encourage them, and resolve problems or obstacles as they emerge because of the strong connection between emotional intelligence and successful leadership. Aspiring and experienced leaders may learn to lead with empathy, emotional resilience, and authenticity by studying emotional intelligence [7].

This paper will examine the role and importance of emotional intelligence in effective school leadership and administration. On the other hand, this study will also evaluate emotional intelligence through theoretical and conceptual frameworks. It would also assess various components of Emotional Intelligence and their relevance for a school leader.

## RESULTS AND DISCUSSION

*Concept of Emotional Intelligence.* The capacity to recognise, comprehend, and regulate your emotions constructively and beneficially is known as emotional intelligence. It involves being aware of both your own and other people's emotional states. Another aspect of emotional intelligence is social skills that engage others to interact with you [8]. People have long accepted that an individual's ability to succeed in a job is determined by their intelligence quotient (IQ), which is

shown by their academic accomplishments, grades, and test scores, among other things. However, your level of intellect outside the classroom is measured by emotional intelligence (EQ), a distinct kind of intelligence [8].

When Salovey and Mayer first used the phrase "emotional intelligence" in 1990, they described it as the ability to identify, understand, and control one's and those of others. As the concept of emotional intelligence expanded and more scholars started exploring it, many models that are now reasonably well-known were developed [9]. The resulting fundamental models can be classified into two categories: those that consider emotional intelligence to be an aptitude (ability EI) associated with the ability to control one's emotions and learn coping mechanisms and those that consider emotional intelligence to be a trait (Trait EI), associated with one's personality traits.

One may argue that emotional intelligence – a skill that can only be obtained by first mastering one's emotion – is necessary to recognise, understand, and respond to the sentiments of others. According to the author [6], emotional intelligence is a crucial component for every leader. He also stated that the most successful leaders have a critical characteristic in common: they all possess high emotional intelligence. Authors [10] also observed that most CEOs now acknowledge that emotional intelligence plays an equal role in an individual's effectiveness as IQ.

Authors [11] study revealed that highly successful leaders have a common trait - they possess a high level of emotional intelligence. Furthermore, he asserts that a leader without high emotional intelligence might still fail despite having superb training, superior analytical abilities, and a ton of creative ideas; this is no different from the author's [12] conclusion that emotional intelligence (EI) has quickly gained acceptance as a tool for developing successful leadership abilities and for identifying prospective influential leaders. According to their research, emotional intelligence (EI), determined by an individual's capacity to recognise, understand, and control their own and other people's emotions, maybe a fundamental capability of transformative leadership [6].

*Components of Emotional Intelligence.* The study focuses on five major components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Each component is essential for efficient and effective leader-

ship, as it ensures that leaders can build sustainable relationships and promote a positive school culture. Self-awareness is the foundation upon which every component of emotional intelligence is built; it is the capacity to recognise and comprehend one's feelings, wants, desires, strengths, and shortcomings, as well as how they may impact other people and one's performance at work [13].

Another component of emotional intelligence is self-regulation, which involves managing and controlling one's feelings and emotions, particularly during challenging or demanding moments. A school leader with a high level of self-regulation can maintain a composed and thoughtful demeanour in making rational decisions, regardless of pressure [14]. In terms of motivation, an intrinsically motivated school leader can inspire and energise the staff and students. They are goal-oriented, resilient in the face of challenges, and relentlessly consistent in their work to make school development and learning outcomes as effective as possible [15].

Empathy, another essential component of emotional intelligence, involves understanding and sharing feelings jointly held with others and is necessary to foster solid and supportive relationships within the school community [16]. An empathetic leader in a school can recognise the emotional states of staff, students, and parents and respond to their needs with care and sensitivity. Social skills are another critical component of emotional intelligence, as it ensures effective communication with others, enabling them to handle conflicts and lead a team effectively [17].



Figure 1 – Components of Emotional Intelligence [16]

*Theoretical review.* According to previous studies, emotional intelligence is increasingly recognised as a possible foundational attribute of successful leadership [18]. Good emotional management in leadership may impact how one efficiently controls staff motivation and individual needs and creates a conducive work environment. Accordingly, it has been said that emotional intelligence (EI) and an awareness of emotions are prerequisites for successful leadership [19].

Leadership is an emotional process in which leaders elicit followers' feelings, recognise followers' emotional states, and then attempt to regulate followers' emotional states correctly [20]. A leader's ability to affect the emotional environment may significantly impact performance and effectiveness. Subsequent research showed that company executives valued emotional intelligence (EI) above all other traditional leadership attributes, including planning, market orientation, and financial understanding [21]. Emotional intelligence (EI) influences a person's capacity for teamwork, stress management, and leadership [22]. Furthermore, it was suggested by authors [23] that successful leadership is positively correlated with emotional regulation, which is the ability to regulate one's own emotions. It is one of the most critical components of emotional intelligence.

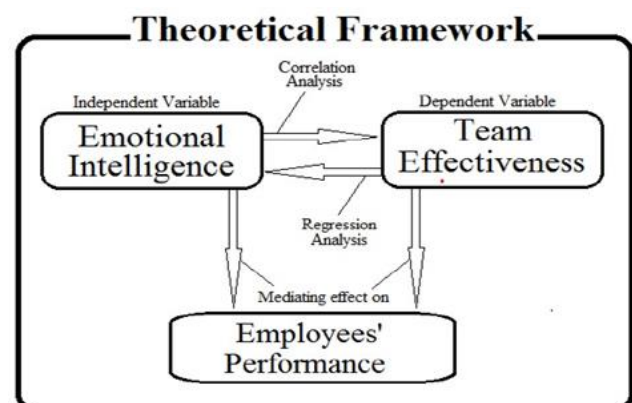


Figure 2 – Theoretical Framework of Emotional Intelligence [24]

*Models of Emotional Intelligence.* Different theories attempt to understand and explain the skills, traits, and abilities associated with emotional intelligence. All theories and models in the conceptualisation of EI are under the umbrella of three main lines of thought: trait approach, ability approach, and mixed approach, which Mayer and Salovey, Bar-on and Goleman proposed. Each of

their theoretical frameworks conceptualises emotional intelligence from one of two perspectives: as a form of pure intelligence consisting of mental ability only or as a mixed intelligence comprising cognitive ability and personality characteristics like optimism, adaptability and well-being [16].

**Mayer-Salovey Caruso Emotional Intelligence Model.** The phrase "emotional intelligence" was initially used by Peter Salovey and John Mayer in 1990, and they have since carried out more studies on the concept's importance. Gardner's work and theories on personal intelligence served as the foundation for their conceptualisation of the Ability-Based Emotional Intelligence Model [25]. Their concept has five overarching domains: emotional intelligence, self-motivation, identifying the emotions of others, recognising others' feelings and managing interpersonal interactions. In their redefinition of emotional intelligence, authors [26] identified four aspects. Emotional perception is the capacity to communicate feelings and needs to others effectively and be aware of one's emotions.

Emotional integration, the second aspect, refers to the capacity to differentiate between the many emotions a person is experiencing and to recognise which ones are impacting their cognitive processes by drawing attention to significant information. The third aspect, emotional understanding, deals with comprehending complicated emotions and recognising emotional changes, such as the change from anger to resentment or contentment to satisfaction [27]. Finally, the fourth aspect, emotion management, encompasses the capacity to remain receptive to positive and negative emotions, connect or disassociate from an emotion introspectively based on whether it is helpful or instructive, and control emotions in ourselves and others.

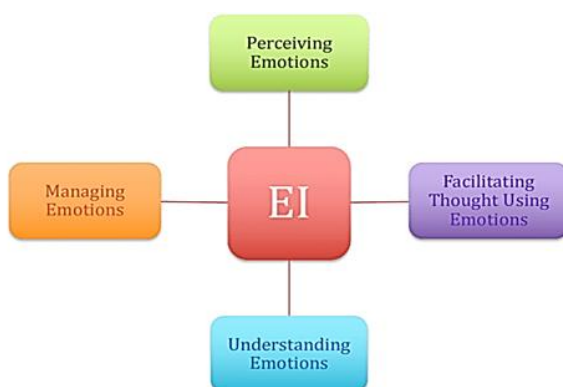


Figure 3 – Mayer-Salovey Caruso Emotional intelligence model [26]

**Bar-On's Mixed Model.** In his PhD dissertation, the author [28] coined the term Emotional Quotient (EQ) as a counterpart to Intelligent Quotient (IQ). His emotional intelligence approach may be hybrid, including character, health, psychological well-being, and cognitive ability [29]. It is seen as process-oriented instead of focused on results and involves performance and success potential. "A range of non-cognitive capacities, competencies, and skills that influence one's ability to be effective in coping with challenges and pressures" is how he described emotional intelligence [28].

The concept encompasses emotional intelligence, assertiveness, self-worth, self-actualisation, autonomy, compassion, relationships with others, ethical behaviour, problem-solving, reality testing, adaptability, adaptability to stress, impulse control, happiness, and optimism.

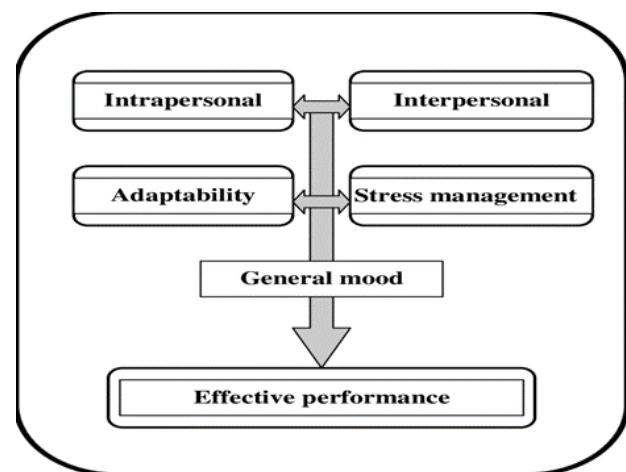


Figure 4 – Bar-on Mixed Model [29]

**Goleman's Competency Model.** The idea of emotional intelligence came to the forefront through the writing of Daniel Goleman in his pioneering book 1995, "Emotional Intelligence." He described emotional intelligence as the capacity to motivate oneself, persist in frustrations, control impulses, delay gratification, regulate mood, prevent distress from impairing thinking, empathise, and hold hope [6]. One of Goleman's key models recognises four crucial components or elements of emotional intelligence. The first component, self-awareness, is an element where individuals can recognise and identify their emotions, even using intuition to guide decisions [30].

Self-management is the ability to restrain one's feelings and impulses so that one may change with the times. The capacity to see, interpret, and

respond to others' feelings while gaining an understanding of social networks is known as social awareness. Lastly, relationship management requires the capacity to resolve disputes while motivating, influencing, and developing people [30]. Each component of emotional intelligence in Goleman's model has a set of emotional competencies. According to Goleman, emotional competencies are acquired skills that must be honed and improved to function at an exceptional level. Other components include relationship management and social awareness.

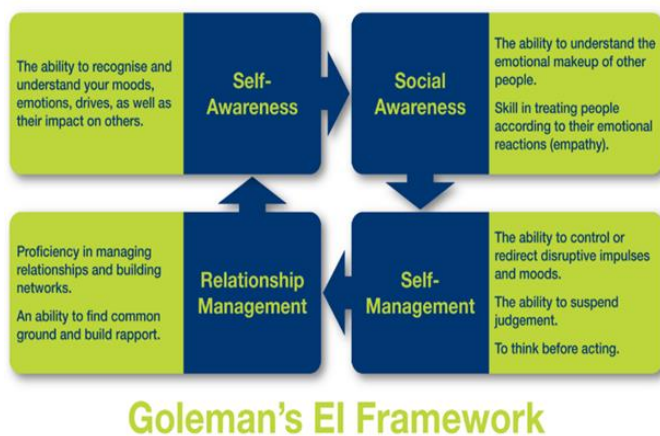


Figure 5 – Goleman's Competency Model [30]

*Relationship between Emotional intelligence and leadership.* Authors [31, 32] all indicated that Emotional intelligence played a part in successful leadership. Kotze and Venter's [31] quantitative research, which included 114 leaders in the insurance business in South Africa, established a link between effective leadership and emotional intelligence (EI). The research results indicated a substantial difference between the EI scores of successful and unsuccessful leaders. Similar results were discovered by the author [32] in her study with an insurance company in South Africa. Data sources included both male and female executives of the firm. The research found a correlation between EI and effective leadership [32]. These two researches, which examined the insurance sector, discovered a favourable relationship between emotional intelligence (EI) and successful leadership.

Emotional intelligence has been defined as the capacity to understand one's feelings and those of others [6]. It is a significant set of skills and aptitudes as an individual can sustain his drive and withstand obstacles, delay his impulsivity, control his emotions, show empathy for others, and, ideally, [33]. Emotional intelligence is a broad

word that encompasses a wide range of emotions, motivations, and personality traits that are important in determining the interpersonal efficacy of leadership abilities. Author [6] study revealed that highly successful leaders possess a common trait: high emotional intelligence. However, he asserts once again that a leader without a high level of emotional intelligence might still fail to produce a great leader despite having superb training, superior analytical abilities, and a ton of creative ideas; this is in line with the conclusion made by authors [34] that emotional intelligence (EI) has quickly gained traction as a tool for developing successful leadership abilities and for identifying prospective influential leaders. According to their research, emotional intelligence (EI), which is determined by a person's capacity to recognise, understand, and control one's own and other people's emotions, may be a fundamental capability of transformative leadership.

*Conceptual analysis.* The fundamental idea of the conceptual framework for emotional intelligence's role in successful leadership is that it is essential to a leader's ability to manage their own and others' emotions effectively, improving team performance. Additionally, these leaders are better at handling interpersonal conflicts and controlling disagreement, which may significantly affect the team's effectiveness [35]. Research has shown a strong correlation between emotional intelligence, team performance, and successful leadership. Authors [30] discovered that executives with high emotional intelligence were more successful in their leadership responsibilities, leading to increased levels of team efficiency and satisfaction among staff members. Author [36] discovered in another research that emotional intelligence was positively correlated with team performance, especially in high-stress and high-pressure situations.

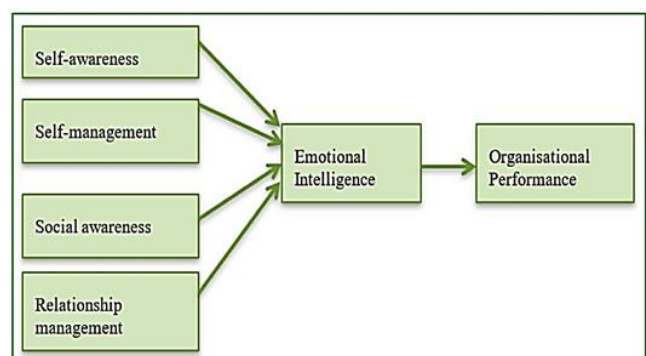


Figure 6 – Conceptual framework for the role of emotional intelligence in effective leadership [37]

*Role of Self-awareness in school leadership.* Self-awareness is a fundamental aspect of emotional intelligence – a crucial personal competency that an educational leader, like all leaders, must possess. Self-awareness includes realising one's emotions, strengths, weaknesses, and values and how these aspects contribute to one's behaviour and choices [38]. As a school leader, self-awareness supports school culture and personal growth while driving success. It also contributes to decision-making; it allows school leaders to identify and control their feelings to make decisions more balanced and rationally.

Self-aware leaders can identify their biases and take measures to prevent bias to be fair and equitable. This level of introspection and adjustment leads to inclusive decision-making processes – important for school leaders to gain and maintain the trust and credibility of a school community.

According to the author [17], a leader's lack of self-awareness is among the earliest indicators they will derail. In the same vane, authors [39] noted that "it is difficult to see how one can adapt one's behaviour to the circumstances and individuals if one lacks [self-awareness]." Furthermore, authors [39] indicated that self-awareness led to high staff productivity and effectiveness. In general, most of the school principals showed sufficient knowledge, comprehension, and proficiency concerning the emotional intelligence component of self-awareness; this is encouraging since a leader's lack of self-awareness may have detrimental effects on the schools. Additionally, the author [17] discovered that leaders who lack self-awareness are prone to act erratically, blame others, and exhibit undesirable behaviours, including narcissism, self-interest, emotional instability, and disregard for criticism.

*Importance of self-regulation for effective leadership and school administration.* Self-regulation is an essential aspect of emotional intelligence and is critical in the management and leadership of schools. It involves controlling one's emotions, impulses, and decisions while still being collected or maintaining balance in various situations. School leaders also need self-regulation in their actions — that is, to be stable and positive and, therefore, productive in schools, to make fair and thoughtful decisions, and to serve as a model for other staff members and students [40].

School leaders have to deal with so many emotions every day, not just their own but also the emotions of staff members, students, and par-

ents. Self-regulation is essential in maintaining emotional stability for appropriate responses. It is a situation where self-regulated school leaders remain calm and composed in situations like a heated discussion with a parent or staff member [41]. This emotional stability helps to de-escalate the situation, leading to constructive and peaceful resolution. Leaders create a more predictable and safer atmosphere for others by controlling their emotional reactions.

*Social skills and their role in effective communication and conflict resolution.* Social skill is the ability to harmoniously interact with others in society, understand social cues, and effectively manage relationships [42]. Social skills are critical to emotional intelligence, especially concerning school leadership. For a school leader, these are essential in creating a collaborative and positive school climate, bringing clarity and empathy in communication, and constructively resolving conflicts.

Leaders with a high social skill level can communicate their ideas and thoughts, which will be easily picked up by those with whom they share them. For instance, when explaining a new school policy, a principal has to put it across clearly and understandably, free of jargon or ambiguities. Clear communication wards off misunderstandings and ensures everyone is on the same page; this would also help with conflict resolution and entail the ability to appreciate the differences between the parties involved and their underlying interests. Social skills allow leaders to empathise with all sides, recognising and validating their emotions or concerns [43]. A leader has to practice self-discipline and neutrality during conflicts at all times. Social skills enable leaders to regulate their emotions, not persistently, and to continue the situation or become biased. The leaders create a safe opportunity for open dialogue and problem-solving by being calm and impartial.

*Challenges in the implementation of emotional intelligence in school leadership.* Applying emotional intelligence to ensure effective leadership and administration in school has several benefits and advantages, such as improving communication, conflict resolution, teamwork, and creating a positive school culture. However, there are several challenges in the application of emotional intelligence. One challenge that EI faces in leadership is a lack of understanding and awareness. Since many training programs do not cover emotional intelligence (EI), school leaders and admin-

istrators may not understand its importance or how to develop it. Without the appropriate EI training programs, leaders may never comprehend the value of EI and how it can be used within their leadership style [44]. There can also be misconceptions about what emotional intelligence entails. Some leaders might view EI as merely being "nice" or "soft" rather than recognising it as a strategic asset that enhances leadership effectiveness. This misunderstanding can lead to underestimation and underutilisation of EI principles.

Another significant challenge associated with implementing emotional intelligence to improve effective leadership and governance is resistance to change. Specifically, in the school setting, for example, implementing emotional intelligence involves changes of great magnitude in both the mindset and behaviour of the leadership; this can be difficult for leaders who have traditionally used conventional leadership styles [45]. Many leadership models are based on traditional styles that are autocratic and involve taking charge; this tends to give assurance to leaders since there is a feeling of predictability and normalcy in practising such styles.

## CONCLUSIONS

School administrators and leaders endowed with emotional intelligence are bestowed with skills in

managing personal feelings, attitudes, and emotions towards others and working on these emotional overtones to help the school communicate better and clearly. Through their EI, the leaders can create a culture of trust amongst the learners and staff, teamwork, and mutual respect, which is critical to the students' and staff's ultimate success and well-being.

Emotional intelligence in school leadership has many benefits, such as improved communication, better conflict resolution, and building more robust and supportive relationships. These are the hallmarks of addressing the diversity of needs of a school community and driving positive change and innovation. But this is never without challenges. Resistance to change due to deeply ingrained traditional leadership practices, fear of vulnerability, and ignorance of EI's importance can quickly slow down the implementation of emotional intelligence in school.

Therefore, introducing EI in school leadership should encompass training and a supportive culture to make the process and feedback more transparent. One can also address barriers and develop a more robust, emotionally intelligent framework for leadership by cultivating a culture of embracing vulnerability and continued growth on a personal and professional level, as well as upholding consistent application of EI principles.

## REFERENCES

1. Berkovich, I., & Eyal, O. (2016). The mediating role of principals' transformational leadership behaviours in promoting teachers' emotional wellness at work. *Educational Management Administration & Leadership*, 45(2), 316–335. doi: [10.1177/1741143215617947](https://doi.org/10.1177/1741143215617947)
2. Parrish, D. R. (2013). The relevance of emotional intelligence for leadership in a higher education context. *Studies in Higher Education*, 40(5), 821–837. doi: [10.1080/03075079.2013.842225](https://doi.org/10.1080/03075079.2013.842225)
3. Ayat, M., Imran, M., Ullah, A., & Kang, C. W. (2020). Current trends analysis and prioritisation of success factors: a systematic literature review of ICT projects. *International Journal of Managing Projects in Business*, 14(3), 652–679. doi: [10.1108/ijmpb-02-2020-0075](https://doi.org/10.1108/ijmpb-02-2020-0075)
4. Pesämaa, O., Zwikaël, O., Hair, J. F., & Huemann, M. (2021). Publishing quantitative papers with rigor and transparency. *International Journal of Project Management*, 39(3), 217–222. doi: [10.1016/j.ijproman.2021.03.001](https://doi.org/10.1016/j.ijproman.2021.03.001)
5. Nelson, D. B., & Low, G. R. (2011). *Emotional intelligence: Achieving academic and career excellence (2nd ed.)*. Prentice Hall.
6. Goleman, D. (2019). *The emotionally intelligent leader*. Harvard Business Review Press
7. Brooks, K., & Nafukho, F. M. (2006). Human resource development, social capital, emotional intelligence. *Journal of European Industrial Training*, 30(2), 117–128. doi: [10.1108/03090590610651258](https://doi.org/10.1108/03090590610651258)



8. Gayathri, N., & Meenakshi, K. (2013). A literature review of emotional intelligence. *International Journal of Humanities and Social Science Invention*, 2(3), 42-51
9. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey, & D. Sluyter, *Emotional development and emotional intelligence* (pp. 3-31). New York: Basic Books.
10. Druskat, V., & Wolff, S. B. (2001). Group emotional intelligence and its influence on group effectiveness. In C. Cherniss, & D. Goleman, *The Emotionally Intelligent Workplace* (pp. 132-155). San Francisco: Josey Bass
11. Goleman, D. (2000). *Leadership That Gets Results*. Harvard Business Review, 78-90
12. Connelly, S., & Ruark, G. (2010). Leadership style and activating potential moderators of the relationships among leader emotional displays and outcomes. *The Leadership Quarterly*, 21(5), 745-764. doi: [10.1016/j.leaqua.2010.07.005](https://doi.org/10.1016/j.leaqua.2010.07.005)
13. Bower, G., O'Connor, J., Harris, S., & Frick, E. (2018). 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. *ICPEL Education Leadership Review*, 19(1), 111-131.
14. Michel, J. S., Pichler, S., & Newness, K. (2014). Integrating leader affect, leader work-family spillover, and leadership. *Leadership & Organization Development Journal*, 35(5), 410-428. doi: [10.1108/lodj-06-12-0074](https://doi.org/10.1108/lodj-06-12-0074)
15. Schumacher, L., Wheeler, J. V., & Carr, A. S. (2009). The relationship between emotional intelligence and buyer's performance. *Journal of Business and Industrial Marketing*, 24(3/4), 269-277. doi: [10.1108/08858620910939813](https://doi.org/10.1108/08858620910939813)
16. Schutte, N. S., Malouff, J. M., Thorsteinsson, E. B., Bhullar, N., & Rooke, S. E. (2007). A meta-analytic investigation of the relationship between emotional intelligence and health. *Personality and Individual Differences*, 42(6), 921-933. doi: [10.1016/j.paid.2006.09.003](https://doi.org/10.1016/j.paid.2006.09.003)
17. Novelli, J. G. N., & Souza, D. R. S. de. (2024). The challenges of connecting situational leadership and emotional intelligence. *Revista de Administração Da UFSM*, 17(1), e2. doi: <https://doi.org/10.5902/1983465985564>
18. McNabb, D. E. (2013). *Research Methods in Public Administration and Nonprofit Management: Quantitative and Qualitative Approaches* (3rd ed.). New York: Routledge. doi: [10.4324/9781315701127](https://doi.org/10.4324/9781315701127)
19. Berkovich, I., & Eyal, O. (2016b). The mediating role of principals' transformational leadership behaviours in promoting teachers' emotional wellness at work. *Educational Management Administration & Leadership*, 45(2), 316-335. doi: [10.1177/1741143215617947](https://doi.org/10.1177/1741143215617947)
20. Ali, H., Chuanmin, S., Ahmed, M., Mahmood, A., Khayyam, M., & Tikhomirova, A. (2021). Transformational leadership and project success: serial mediation of Team-Building and teamwork. *Frontiers in Psychology*, 12. doi: [10.3389/fpsyg.2021.689311](https://doi.org/10.3389/fpsyg.2021.689311)
21. Islam, M. N., Furuoka, F., & Idris, A. (2020). Mapping the relationship between transformational leadership, trust in leadership and employee championing behaviour during organisational change. *Asia Pacific Management Review*, 26(2), 95-102. doi: [10.1016/j.apmrv.2020.09.002](https://doi.org/10.1016/j.apmrv.2020.09.002)
22. Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Development Journal*, 26(5), 388-399. doi: [10.1108/01437730510607871](https://doi.org/10.1108/01437730510607871)
23. Riggio, R. E., & Reichard, R. J. (2008). The emotional and social intelligence of effective leadership. *Journal of Managerial Psychology*, 23(2), 169-185. doi: [10.1108/02683940810850808](https://doi.org/10.1108/02683940810850808)
24. Howard, C. S., & Irving, J. A. (2014). The impact of obstacles defined by developmental antecedents on resilience in leadership formation. *Management Research Review*, 37(5), 466-478. doi: [10.1108/mrr-03-2013-0072](https://doi.org/10.1108/mrr-03-2013-0072)

25. MacCann, C., Joseph, D. L., Newman, D. A., & Roberts, R. D. (2014). Emotional intelligence is a second-stratum factor of intelligence: Evidence from hierarchical and bifactor models. *Emotion, 14*(2), 358–374. doi: [10.1037/a0034755](https://doi.org/10.1037/a0034755)
26. Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and updates. *Emotion Review, 8*(4), 290–300. doi: [10.1177/1754073916639667](https://doi.org/10.1177/1754073916639667)
27. Joseph, D. L., Jin, J., Newman, D. A., & O'Boyle, E. H. (2015). Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. *Journal of Applied Psychology, 100*(2), 298–342. doi: [10.1037/a0037681](https://doi.org/10.1037/a0037681)
28. Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description and summary of psychometric properties. In G. Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy* (pp. 115–145). Nova Science Publishers.
29. Bar-On, R. (2005). The impact of emotional intelligence on subjective well-being: research article. *Perspectives in Education, 23*(1).
30. Stubbs Koman, E., & Wolff, S. B. (2008). Emotional intelligence competencies in the team and team leader. *Journal of Management Development, 27*(1), 55–75. doi: [10.1108/02621710810840767](https://doi.org/10.1108/02621710810840767)
31. Kotzé, M., & Venter, I. (2011). Differences in emotional intelligence between effective and ineffective leaders in the public sector: an empirical study. *International Review of Administrative Sciences, 77*(2), 397–427. doi: [10.1177/0020852311399857](https://doi.org/10.1177/0020852311399857)
32. Vrba, M. (2007). Emotional intelligence skills and leadership behaviour in a sample of South African first-line managers. *Management Dynamics: Journal of the Southern African Institute for Management Scientists, 16*(2), 25-35.
33. Rasiyah, R., Turner, J., Ho, Y. (2018). *The Impact of Emotional Intelligence on Work Performance: Perceptions and Reflections from Academics in Malaysian Higher Education*. Retrieved from [https://www.researchgate.net/publication/337323778\\_The\\_Impact\\_of\\_Emotional\\_Intelligence\\_on\\_Work\\_Performance\\_Perceptions\\_and\\_Reflections\\_from\\_Academics\\_in\\_Malaysian\\_Higher\\_EducationObitat\\_endiaest\\_que](https://www.researchgate.net/publication/337323778_The_Impact_of_Emotional_Intelligence_on_Work_Performance_Perceptions_and_Reflections_from_Academics_in_Malaysian_Higher_EducationObitat_endiaest_que)
34. Cavazotte, F., Moreno, V., & Hickmann, M. (2011). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. *The Leadership Quarterly, 23*(3), 443–455. doi: [10.1016/j.leaqua.2011.10.003](https://doi.org/10.1016/j.leaqua.2011.10.003)
35. Nwokah, N. G., & Ahiauzu, A. I. (2009). Emotional intelligence and marketing effectiveness. *Marketing Intelligence & Planning, 27*(7), 864–881. doi: [10.1108/02634500911000199](https://doi.org/10.1108/02634500911000199)
36. Posner, B. Z. (2015). An investigation into the leadership practices of volunteer leaders. *Leadership & Organization Development Journal, 36*(7), 885–898. doi: [10.1108/lodj-03-2014-0061](https://doi.org/10.1108/lodj-03-2014-0061)
37. McEnrue, M.P., Groves, K.S., & Shen, W (2010). Emotional Intelligence Training: Evidence regarding its Efficacy for Developing Leaders. Digital Commons @ USF
38. Leroy, H., Anseel, F., Gardner, W. L., & Sels, L. (2012). Authentic leadership, authentic followership, basic need satisfaction, and work role performance. *Journal of Management, 41*(6), 1677–1697. doi: [10.1177/0149206312457822](https://doi.org/10.1177/0149206312457822)
39. Dierdorff, E. C., Rubin, R. S., & Bachrach, D. G. (2010). Role Expectations as Antecedents of Citizenship and the moderating effects of work context. *Journal of Management, 38*(2), 573–598. doi: [10.1177/0149206309359199](https://doi.org/10.1177/0149206309359199)
40. Greenfield, W. D. (2004). Moral leadership in schools. *Journal of Educational Administration, 42*(2), 174–196. doi: [10.1108/09578230410525595](https://doi.org/10.1108/09578230410525595)
41. Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist, 63*(6), 503–517. doi: [10.1037/0003-066x.63.6.503](https://doi.org/10.1037/0003-066x.63.6.503)

42. Cherniss, C., Grimm, L. G., & Liautaud, J. P. (2010). Process-designed training. *Journal of Management Development*, 29(5), 413–431. doi: [10.1108/02621711011039196](https://doi.org/10.1108/02621711011039196)
43. Boyatzis, R. E., Good, D., & Massa, R. (2012). Emotional, social, and cognitive intelligence and personality as predictors of sales leadership performance. *Journal of Leadership & Organizational Studies*, 19(2), 191–201. doi: [10.1177/1548051811435793](https://doi.org/10.1177/1548051811435793)
44. Emmerling, R., Shanwal, V., & Mandal, M. (Eds.). (2008). *Emotional intelligence: Theoretical and cultural perspectives*. New York: Nova Science Publishers.
45. Nelson, D., & Low, G. (2003). *Emotional intelligence: Achieving academic and career excellence*. Saddle River: Prentice Hall.