



ABSTRACT

The study examines the role of emotional intelligence (EI) in educational leadership, with a specific focus on school administrators. The objective of the study is to assess the impact of emotional intelligence on leadership practices. Also, to understand the role of emotional intelligence in instructional leadership. The study adopt a descriptive research design survey, the analysis of data collected was done using

EXPLORING THE ROLE OF EMOTIONAL INTELLIGENCE IN EDUCATIONAL LEADERSHIP: A CASE STUDY OF SCHOOL ADMINISTRATORS

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INTRODUCTION

The effectiveness of leadership has been found to be significantly influenced by emotional intelligence (EI) in a number of domains, including education. Scholars studying educational leadership have realized in recent years how important emotional intelligence is in influencing the dynamics of school administration and how it affects the learning environment as a whole (Boyatzis, Goleman & Rhee, 2019). Leaders with high emotional intelligence are better able to negotiate the complicated social and emotional terrain found in schools as these institutions face ever-more difficult issues. Emotional intelligence in leadership was first made popular by Goleman, who defined it as the capacity to identify, comprehend, and control one's own emotions as well as those of others. This idea is particularly relevant in educational settings, as good leadership goes beyond handling paperwork to include fostering a good rapport between teachers, students, and parents.

Krén and Séllei's (2021) research highlights the importance of emotional intelligence in leadership and highlights how it helps to create a happy work environment. According to the authors, emotionally intelligent leaders are better able to encourage and inspire their colleagues, which enhances teamwork and increases the efficacy of schools as a whole. Additionally, studies by Khokhar, Nayab, Ahmed, Baloch, Bashir, and Mirwani (2023) bolster the notion that emotionally aware leaders can enhance students' social and emotional development and



descriptive statistics (Simple percentage and mean). Findings revealed that Emotional intelligence significantly enhances a leader's ability to build strong and positive relationships within their team. Also, effective leadership practices are greatly influenced by emotional intelligence as it enables leaders to navigate and manage conflicts with empathy and understanding. Furthermore, results showed that Emotional intelligence plays a pivotal role in instructional leadership by enhancing communication skills. Moreover, Instructional leaders with strong emotional intelligence can create a positive and supportive learning environment. Based on the findings, it was recommended that there should be Implementation of targeted training programs for instructional leaders to enhance their emotional intelligence skills, particularly focusing on communication skills, empathy, and conflict resolution. Furthermore, integrate emotional intelligence components into existing leadership development programs for educators. Also, develop formalized support systems for conflict resolution within educational settings.

Keywords: Emotional Intelligence, Educational Leadership, School Administrators.

foster a more encouraging and productive learning environment. Even though emotional intelligence in educational leadership is becoming more widely recognized, further research and empirical data in the particular setting of school administrators are still required. By performing a case study that explores the experiences of school administrators and looks at how their emotional intelligence affects leadership practices and, in turn, the general educational outcomes, this study seeks to close this gap in knowledge.

A study emphasizes how educational leadership is changing and how important it is for leaders to be able to handle the emotional parts of their jobs (Bush, 2020). He maintained that the responsibilities placed on educational leaders had grown more complicated, necessitating a sophisticated comprehension of interpersonal dynamics and emotions. This is consistent with the main idea of our research, which aims to investigate how emotional intelligence shows up in school administrators' daily work and how it supports efficient leadership in a learning environment.

The dynamic character of educational leadership and the growing need for educators with the ability to manage the emotional complexity of learning environments in schools (Dholkawala, 2023). He highlighted how distributed leadership models are changing the face of educational leadership and stressed the role that emotional intelligence plays in helping school leaders work together and make decisions together. This is consistent with



the overarching focus of our research, which aims to investigate how emotional intelligence effects the leadership culture in educational institutions as a whole as well as being an individual attribute.

The research conducted by Harris, Azorín, and Jones (2023) highlights the complex character of leadership in modern education. They contend that good leadership goes beyond the duties of a standard manager, highlighting the necessity of having leaders who can encourage, inspire, and foster a healthy work environment. With its focus on empathy and interpersonal skills, emotional intelligence fits in perfectly with the changing demands made of educational leaders. Our study looks at how school administrators, who are important players in educational leadership, demonstrate and use emotional intelligence in their work in an effort to provide scientific evidence for this conversation. The importance of emotional intelligence in educational leadership has increased in light of current world issues as the COVID-19 epidemic (Brown & Nwagbara, 2021). It is now critical to be able to deal with uncertainty, control stress, and sustain a positive school climate. Their research supports the idea that emotional intelligence is not just a desirable quality but also an essential skill set for effective leadership in the face of unforeseen crises by highlighting the adaptability of emotionally intelligent leaders in crisis situations. The current conversation in education around social and emotional learning (SEL) highlights the need for leaders who can serve as role models and advocates for these competencies within the school community (Gueldner, Feuerborn, & Merrell, 2020). SEL programs acknowledge the relationship between academic success, emotional intelligence, and general student well-being. By examining how school administrators incorporate emotional intelligence into their leadership practices and support the more general SEL objectives inside their institutions, our study seeks to further this conversation.

Research Objectives

The primary objective of this study is to explore and analyze the role of emotional intelligence (EI) in educational leadership, with a specific focus on school administrators. The investigation aims to achieve the following key objectives specifically:

- i. Assess the impact of emotional intelligence on leadership practices.
- ii. Understand the role of emotional intelligence in instructional leadership.

Research Questions

- i. What is the impact of emotional intelligence on leadership practices?
- ii. What is the role of emotional intelligence in instructional leadership?



Literature Review

Concept of Emotional Intelligence

Emotional intelligence (EI) is a complex concept that includes the capacity to identify, comprehend, control, and manage one's own emotions in addition to the ability to detect and affect the emotions of others (Buşu, 2020). It entails a collection of intrapersonal and interpersonal abilities that allow people to establish healthy relationships, negotiate challenging social situations, and make wise judgments based on emotional awareness. Buşu's groundbreaking research, which includes a model with four branches perceiving emotions, using emotions to enhance thinking, comprehending emotions, and controlling emotions helped popularize the idea. Numerous studies in the fields of organizational behavior and psychology have emphasized the importance of emotional intelligence in a number of contexts, such as teamwork, leadership, and personal wellbeing.

In a recent study by Brackett and Salovey (2019), emotional intelligence was explored in the context of educational settings, emphasizing its role in fostering a positive school climate and enhancing students' social and emotional development. The research highlights the importance of incorporating emotional intelligence education into school curricula to equip students with the skills needed for success in academic and social realms. The ongoing exploration of emotional intelligence underscores its dynamic nature and its potential to contribute significantly to individual and collective well-being in diverse contexts.

Emotional intelligence (EI) plays a pivotal role in educational leadership, influencing how administrators navigate the intricate landscape of interpersonal relationships and decision-making within school settings (Ellis, 2020). He further defines emotional intelligence as the ability to recognize, understand, and manage one's own emotions and the emotions of others. In the realm of educational leadership, this construct encompasses self-awareness, self-regulation, motivation, empathy, and social skills. Leaders with high emotional intelligence are better equipped to navigate the social and emotional complexities inherent in educational environments.

Boyatzis et al. (2019) used the Emotional and Social Competence Inventory (ESCI) to conduct research that explores the elements of emotional intelligence. By offering a more thorough analysis of the emotional and social qualities related to effective leadership, this framework builds on Goleman's approach. The qualities that have been discovered include self-awareness, adaptability, and teamwork. These highlights highlight the complex nature of emotional intelligence and how it influences leadership behaviors in educational settings. Emotional intelligence is used in classrooms as well as administrative settings. Their research highlights the value of emotional intelligence in teachers, acknowledging that it can improve instruction and foster a supportive learning environment. This expanded viewpoint emphasizes how important emotional



intelligence is to every aspect of the educational ecosystem, from teaching and leadership to student welfare.

In the context of educational leadership, Zulkifly, Ismail & Asimiran (2023) advocate for distributed leadership models that acknowledge the significance of emotional intelligence in collaborative decision-making. Their research emphasizes the role of leaders in managing the emotional aspects of their roles and fostering positive relationships with their teams. This aligns with the evolving understanding of leadership as a collective endeavor, where emotional intelligence becomes a crucial factor in creating a collaborative and supportive leadership culture.

The dynamic aspect of educational leadership has been highlighted in recent works by Blaik Hourani, Litz, and Parkman (2021), who emphasize the necessity for emotionally intelligent leaders who can inspire, motivate, and foster healthy organizational climates. The significance of this concept in forming instructional leadership practices is further supported by their meta-analysis, which acknowledges the impact of emotional intelligence on leadership effectiveness. They emphasize the necessity for emotionally aware leaders who can successfully manage the complex issues of contemporary education and further highlight the changing demands placed on leaders.

Brown and Nwagbara (2021) draw attention to the role of emotional intelligence in leadership during times of crisis, a dimension particularly relevant in the context of recent global challenges, such as the COVID-19 pandemic. Their work highlights the adaptive capacity of emotionally intelligent leaders and sheds light on how emotional intelligence contributes to resilience and effective decision-making during challenging circumstances. Furthermore, the literature reflects a growing awareness of the impact of emotional intelligence on diversity, equity, and inclusion in educational settings. They further discuss about the RULER approach, an evidence-based program designed to integrate emotional intelligence into school communities, fostering a more inclusive and emotionally supportive environment. Gay's work (2018) on culturally responsive teaching recognizes emotional intelligence as a key component in understanding and addressing the diverse emotional needs of students within a culturally responsive framework.

Concept of Educational Leadership

To achieve educational goals and provide successful learning environments, educational leadership is a comprehensive concept that includes managing, guiding, and directing educational institutions (Kilag, Manguilimotan, Maraño, Jordan, Columna & Camaso, 2023). "The thoughtful use of influence to build and sustain learning communities where teachers and students can flourish" is how they characterized educational leadership. It goes beyond conventional administrative responsibilities by highlighting the value of teamwork, visionary leadership, and the development of a supportive school climate that encourages ongoing development. Aside from facilitating professional development and



inspiring and motivating stakeholders, effective educational leaders also make strategic decisions that affect the institution's overall growth and success.

The exploration of educational leadership by Leithwood and Day (2018) delves into the evolving nature of leadership in the educational context. The study emphasizes the need for leaders who can navigate complex challenges in the education sector, acknowledging the changing roles and expectations placed on educational leaders. The research underscores the importance of distributed leadership, where responsibility and decision-making are shared among various stakeholders, as well as the integration of leadership practices that prioritize equity and inclusivity in education. This contemporary perspective on educational leadership recognizes its dynamic nature and its crucial role in shaping the future of education.

Educational leadership, a multifaceted and dynamic field, requires a sophisticated understanding of interpersonal dynamics and effective decision-making (Goleman & Boyatzis, 2017). The seminal work of Goleman & Boyatzis on emotional intelligence (EI) has significantly influenced the discourse on leadership in educational settings. They defined EI as the ability to recognize, understand, and manage one's own emotions and the emotions of others, emphasizing its relevance for leaders in navigating the social and emotional complexities inherent in educational environments. Kwan meta-analytic review (2020) provides empirical support for the impact of transformational leadership on educational outcomes. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, and individualized consideration, aligns closely with the principles of emotional intelligence. This research highlights the importance of emotionally intelligent leadership behaviors in shaping a positive organizational climate and fostering collaboration among educators.

The evolving landscape of educational leadership is further illuminated by Harris (2020), who argues for leadership that extends beyond traditional managerial tasks. He emphasizes the need for leaders who can inspire, motivate, and contribute to positive organizational climates. This perspective aligns with the core principles of emotional intelligence, where leaders with a heightened sense of self-awareness, empathy, and social skills are better equipped to foster a supportive and collaborative leadership culture. Distributed leadership recognizes that effective leadership is a collective endeavor. In a distributed leadership model, emotional intelligence becomes a crucial factor in collaborative decision-making and fostering positive relationships within leadership teams. The research underscores the need for emotionally intelligent leaders who can manage the emotional aspects of their roles and contribute to a supportive organizational culture.

The need of emotional intelligence in crisis leadership is emphasized by Wittmer and Hopkins (2022). Their research highlights the adaptability of emotionally intelligent leaders and clarifies the role that emotional intelligence plays in resilience and wise



decision-making in trying situations. This dimension is especially important in light of current global issues like the COVID-19 pandemic, when navigating uncertainty and offering steady guidance require emotionally intelligent leadership. The entire school community is included in the integration of emotional intelligence into educational leadership, not just those in administrative positions. They talk about the evidence-based RULER method, a program that integrates emotional intelligence into school communities. This program recognizes the importance of emotional intelligence in creating inclusive and emotionally supportive learning environments, aligning with broader goals of student well-being and academic success.

Educational Leadership and Emotional Intelligence

Emotional intelligence and educational leadership are related ideas that are vital in determining how educational institutions function (Blair et al., 2021). Emotional intelligence is a critical element that enhances leadership effectiveness by fostering self-awareness, interpersonal relationships, and decision-making based on emotional awareness. Educational leadership entails guiding and managing schools or educational systems with the aim of creating effective learning environments. This junction is especially significant since educational leaders are responsible for navigating the intricate social and emotional environments found in schools, which have an impact on student, teacher, and school community well-being in addition to academic outcomes.

The importance of emotional intelligence in educational leadership is highlighted by research by Chen and Guo (2020), which highlights how it affects fostering a supportive school environment and forging strong bonds within the educational community. Strong emotional intelligence in leaders can foster a welcoming and inclusive environment that affects students' and teachers' motivation and engagement. They also emphasize the significance of emotional intelligence in decision-making processes, as leaders who are able to comprehend and control their own emotions are more qualified to make thoughtful, compassionate decisions that take into account the interests of all parties involved.

In the context of educational leadership, the ability to manage emotions becomes crucial during challenging situations. The work of Goleman (2021) emphasizes that emotionally intelligent leaders can navigate conflicts, inspire collaboration, and provide a sense of direction during times of change. This is particularly relevant in the rapidly evolving landscape of education, where leaders need to adapt to new challenges, technologies, and pedagogical approaches. Emotional intelligence enables leaders to foster a positive organizational culture, which in turn contributes to increased job satisfaction, commitment, and overall well-being among educators and students.

The relationship between emotional intelligence and transformational leadership in the educational setting is explored in a recent study by Davis and Rimmington (2021). The



study emphasizes how transformational leadership behaviors—like inspiring and motivating followers, advancing a shared vision, and cultivating a positive company culture—are made more effective when emotional intelligence is present. According to the research, developing emotional intelligence in educational leaders might help them acquire transformational leadership abilities, which would ultimately boost organizational results.

Theoretical Review

Trait Model of Emotional Intelligence

According to Pérez-González, Saklofske, and Mavroveli's (2020) Trait Model of Emotional Intelligence, emotional intelligence is a collection of personality traits associated with the processing and control of emotions. Perceiving emotions, comprehending emotions, controlling emotions, and utilizing emotions to support thought and problem-solving are the four main components of emotional intelligence, according to this approach. Accurately identifying one's own and other people's emotions is a necessary component of feeling emotions. Comprehending emotions involves deciphering their significance and forecasting their possible consequences. The ability to skillfully control one's own emotions as well as those of others is referred to as emotion management. employing emotional information to improve cognitive functions like problem-solving and decision-making is the final aspect of employing emotions.

The Trait Model of Emotional Intelligence has been a foundational framework for understanding the role of emotional abilities in human behavior, particularly in the context of leadership. This model is seen as a way to conceptualize emotional intelligence as a set of cognitive abilities that facilitate the processing of emotional information. In recent years, the Trait Model has gained traction in research exploring the application of emotional intelligence in leadership across various domains, including education. For instance, a study by Goleman and Boyatzis (2017) extended the original model by incorporating a social intelligence component, highlighting the importance of understanding and navigating social dynamics within leadership roles.

The significance of the Trait Model is emphasized by recent study by Brackett and Salovey (2021) in understanding the effect of emotional intelligence on leadership performance. This research delves into the ways in which leaders with elevated emotional intelligence, as determined by the Trait Model, exhibit improved interpersonal abilities, flexibility, and general efficacy in their leadership capacities. Administrators in educational leadership who possess a solid understanding of the Trait Model of Emotional Intelligence may have an enhanced capacity to negotiate the intricate dynamics of school environments. They might be particularly good at building strong bonds between teachers and students, establishing a welcoming workplace environment, and handling conflict in an emotionally intelligent manner.



The Trait Model's relevance in educational leadership is evident in its emphasis on the capacity to recognize and manage emotions effectively. In a school setting, administrators must navigate a myriad of emotions, from the enthusiasm of successful academic achievements to the challenges presented by conflicts or crises. The ability to perceive and understand these emotions, both in oneself and others, is crucial for making informed decisions and maintaining a positive school climate. Moreover, recent research by Brackett and Rivers (2020) underscores the longitudinal impact of emotional intelligence, as measured by the Trait Model, on leadership outcomes. The study suggests that administrators who consistently demonstrate high emotional intelligence are more likely to create a positive and supportive school culture, influencing the overall well-being and performance of both teachers and students.

Educational leaders who align with the principles of the Trait Model are better equipped to foster an environment that promotes emotional well-being, resilience, and effective communication (Barr & Nathenson, 2022). By cultivating emotional intelligence skills, administrators can contribute to a more collaborative and positive school climate, ultimately influencing the academic success and personal development of students.

Transformational Leadership Theory

According to James V. Downton, Jr.'s and later developed by Bernard M. Bass and Bruce J. Avolio, the theory of transformational leadership holds that exceptional results are attained by followers who are inspired and motivated by their leaders. Four essential elements make up this leadership style: intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence (charm and role modeling). Through engaging their followers in a way that goes beyond self-interest, transformational leaders cultivate a group commitment to organizational goals (Kwan, 2020). The Transformational Leadership Theory has gained traction in the context of educational leadership as educators realize that inspiring and visionary leadership is necessary to successfully traverse the intricacies of contemporary educational systems.

Transformational leadership, a prominent leadership theory emphasizes leaders who inspire and motivate their followers to achieve exceptional outcomes beyond their self-interest. This theory has had a profound impact on leadership research and practice, providing a framework that goes beyond traditional transactional exchanges between leaders and followers. At its core, transformational leadership consists of four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Ciulla & Ciulla, 2020). These components collectively contribute to a leadership style that fosters positive organizational change, employee development, and a shared vision of success.

Idealized influence involves leaders serving as role models, earning the trust and respect of their followers. Leaders who exhibit high moral and ethical standards, and who are



admired and emulated by their team, create a foundation of trust that is fundamental to the transformational leadership approach (Afshari, 2022). Inspirational motivation entails leaders inspiring and motivating their followers to achieve exceptional performance. Through effective communication and a compelling vision for the future, transformational leaders create enthusiasm and commitment among their team members, fostering a shared sense of purpose and direction.

Intellectual stimulation involves leaders challenging the status quo, encouraging creativity and innovation among their followers. Transformational leaders stimulate critical thinking and problem-solving, promoting a culture of continuous learning and improvement within the organization (Nguyen, Shen & Le, 2022). Individualized consideration emphasizes leaders recognizing and addressing the unique needs and potential of each follower. This personalized approach involves coaching, mentoring, and providing support tailored to individual strengths and developmental areas, fostering a positive and empowering work environment.

Transformational leadership has been widely applied and studied across various organizational contexts, including educational settings. In the field of education, this leadership style has been associated with positive outcomes such as increased teacher satisfaction, higher levels of student engagement, and improved academic performance (Inayat & Ali, 2020). The transformative impact of this leadership style aligns closely with the principles of emotional intelligence, particularly the motivational and empathetic dimensions. Leaders who exhibit transformational leadership behaviors often demonstrate high levels of emotional intelligence, as they are attuned to the emotional needs of their followers and inspire them to achieve their full potential.

Researchers examined the effect of transformational leadership on student outcomes in a Kwan (2020) study. The results showed that student achievement and school administrators' use of transformational leadership strategies were positively correlated. This highlights the theory's applicability in learning environments and implies that managers who encourage and inspire their employees might help raise student achievement. Since transformational leadership places a strong focus on interpersonal connections and the capacity to inspire and motivate others, it is strongly related to the idea of emotional intelligence. As determined by the Trait Model (Baba, Makhdoomi, & Siddiqi, 2021), leaders with high emotional intelligence frequently possess transformational leadership traits that promote a cooperative and upbeat work environment.

Empirical Review

A research by Caillouet (2018) examines an exploration into Teachers' perceptions of school leaders' emotional intelligence. The objective of the study is to examine teachers' perceptions of school leaders' emotional intelligence in order to identify critical



components of emotional intelligence. Also, to highlight the connections that can provide guidance in identifying significant components of emotional intelligence. A qualitative research designed was adopted for the study. Findings revealed that School leaders demonstrates ways in which they are not trustworthy. Also, authentic leader-teacher relationships can contribute to instilling a sense of belonging, comradely, and emotional bonding.

A study by Khassawneh, Mohammad, Ben-Abdallah and Alabidi (2022) investigates the relationship between emotional intelligence and Educators' performance in higher education sector. The study aims to look at the concept of emotional intelligence (EI) and how professors in higher education can use it to achieve better results in the form of emotional intelligence competencies (EIC). A quantitative approach was adopted for the study. The findings show that EIC significantly impacts educator behavior, which in turn improves student success.

Junjun and Guo (2018) examined the impact of principals' emotional intelligence on teaching strategy mediated by instructional leadership. The objective of the study is to examine the effect of school principals' emotional intelligence, and their instructional leadership, on improving teachers' instructional strategies. A Structural equation modelling (SEM) was used for data analysis. The findings are of particular interest because they include the element of emotional intelligence for improvement of teaching practice and evaluating the effectiveness of the principal.

A research by Martinez (2020) analyzed the dispositions of emotional intelligence in School Principals. The aim of the study is to address the problems of School principals that extend way beyond the classroom. A qualitative research designed was adopted for the study. The results showed that principals tend to address the needs of others more than their own. Also, strategies are shared on how to improve emotional intelligence.

Gong and Lester investigates Emotional intelligence in educational leadership doctoral students: Examining association based on gender and age. The aim of the study is to examine the differences in EI between females and males; the relationship between gender and EI, and the relationship between age and EI. The study employs quantitative methodology. More specifically, the study employs a survey method design. The results revealed that no significant differences in levels of EI existed between females and males. Also, there is no significant relationship between males and females in EI, and no significant relationship between age and levels of EI.

A study by Emily (2017) examines emotional intelligence and teacher leaders. The purpose of this study was to understand principals' perceptions and perceived attributes of strong teacher leaders, determine how these attributes link to emotional intelligence and learn how these attributes are developed. A qualitative research design was used for the study. Results revealed that as an administrator leader, you need to believe in the potential, the



greatness of the people that you work with and serve. Also, Teacher leaders are deeply connected with parents in a real way.

Mason (2018) analyzed Emotionally Connected: The Role of Emotional Intelligence in the Work of School Leaders. The purpose of this study is to examine the practices of school leaders and the role of emotional intelligence in their work in establishing a school culture. A quantitative research design was adopted for the study. Findings from the study could provide valuable insight regarding the preparation and training of educational leaders.

A research by Sepiriti investigates the Emotional Intelligence as a Leadership Competency for Lesotho Secondary School Principals. The objective of the study is to examine Emotional Intelligence in the leadership of principals in Lesotho Secondary School. The research adopted a qualitative research approach, Using thematic analysis method. The study revealed that EI is useful in establishing and maintaining good relationships with different school stakeholders. It is fundamental in managing conflicts in schools and facilitates constructive management of any stressful situations. The study further revealed that principals could acquire this skill through self-enrichment and induction initiatives by the Ministry of Education and Training (MoET).

Çayak and Eskici (2021) examined the mediating role of emotional intelligence in the relationship between school principals' sustainable leadership behaviors and diversity management skills. The purpose of this research is to examine the mediating role of emotional intelligence in the relationship between school principals' sustainable leadership behaviors and their diversity management skills. Descriptive statistics, Pearson product moment correlation coefficient, t-test, one-way ANOVA analyses and structural equation model were used in the analysis of the data. As a result of the research, it was found that the school principals' sustainable leadership behavior levels, their ability to manage differences and their emotional intelligence levels were high according to teacher perceptions. According to the correlation analysis, it was found that there is a positive and significant relationship between sustainable leadership, diversity management, and emotional intelligence.

METHODOLOGY

The design employed for this study is a descriptive research design survey to explore the role of emotional intelligence in educational leadership: a case study of school administrators. The population of the study comprises of some principals and teachers in some selected Secondary School in Atiba Local Government Area of Oyo State.

Simple random sampling techniques was employed which exposed the target population to equal chance of being selected for the study. In all, a total of twenty (20) respondents, 5 principals and 15 teachers in which 1 principal and 4 teachers each were selected to elicit the information needed as relevant to the study. The five secondary school selected for the purpose of this research were:



- i. Community High School Isale Oyo.
- ii. Isale Oyo Commercial High School.
- iii. Community Grammar School Isale Oyo.
- iv. Oranyan Grammar School.
- v. Oranyan Grammar School II.

The data collected was analyze using descriptive statistics (Simple percentage and frequency distribution table).

DATA ANALYSIS

Research Question 1: What are the impacts of emotional intelligence on leadership practices?

Table 4.1: response on the impacts of emotional intelligence on leadership practices.

S/N	QUESTIONS	SA	A	SD	D
i	Emotional intelligence significantly enhances a leader's ability to build strong and positive relationships within their team.	9 (45%)	6 (30%)	2 (10%)	3 (15%)
i	Effective leadership practices are greatly influenced by emotional intelligence as it enables leaders to navigate and manage conflicts with empathy and understanding.	7 (35%)	8 (40%)	2 (10%)	3 (15%)
i	Emotional intelligence positively impacts decision-making within leadership roles.	9 (45%)	8 (40%)	1 (5%)	2 (10%)
i	The ability to inspire and motivate a team is heightened by emotional intelligence.	6 (30%)	7 (35%)	3 (15%)	4 (20%)
v	Adaptability and resilience in leadership are bolstered by emotional intelligence	11 (55%)	6 (30%)	-	3 (15%)

Source: Author's Computation, 2023

From the above table 4.1 (Q1), it was observed that majority of the respondent (45%) strongly agreed to the opinion that emotional intelligence significantly enhances a leader's ability to build strong and positive relationships within their team, (30%) of the respondents agree, (15%) of the respondents disagreed and (10%) of the respondents strongly disagree.

Also, from the above table 4.1 (Q2), it was observed that majority of the respondent (40%) agreed to the opinion that effective leadership practices are greatly influenced by emotional intelligence as it enables leaders to navigate and manage conflicts with empathy and understanding, (35%) of the respondents strongly agreed, (15%) of the respondents disagreed and (10%) of the respondents strongly disagree.

Also, from the above table 4.1 (Q3), it was observed that (45%) strongly agree to the opinion that emotional intelligence positively impacts decision-making within leadership



roles, (40%) of the respondents agree, (10%) of the respondents disagreed and (5%) of the respondents strongly disagree.

Also, from the above table 4.1 (Q4), it was observed that majority of the respondent (35%) agreed to the opinion that the ability to inspire and motivate a team is heightened by emotional intelligence, (30%) of the respondents strongly agreed, (20%) of the respondents disagreed and (15%) of the respondents strongly disagree.

Also, from the above table 4.1 (Q5), it was observed that majority of the respondent (55%) strongly agreed to the opinion that Adaptability and resilience in leadership are bolstered by emotional intelligence, (30%) of the respondents agree and (15%) of the respondents disagree.

Research Question 2: What are the roles of emotional intelligence in instructional leadership?

Table 4.2: response on the roles of emotional intelligence in instructional leadership.

S/N	QUESTIONS	SA	A	SD	D
i	Emotional intelligence plays a pivotal role in instructional leadership by enhancing communication skills.	9 (45%)	8 (40%)	-	3 (15%)
i	Instructional leaders with strong emotional intelligence can create a positive and supportive learning environment.	8 (40%)	6 (30%)	2 (10%)	4 (20%)
i	The ability to empathize is a key component of emotional intelligence, and in instructional leadership, it enables leaders to connect with the challenges faced by educators and students alike.	7 (35%)	8 (40%)	2 (10%)	3 (15%)
i	Decision-making in instructional leadership is positively influenced by emotional intelligence.	8 (40%)	7 (35%)	2 (10%)	3 (15%)
v	Emotional intelligence is crucial for resolving conflicts within educational settings.	11 (55%)	6 (30%)	1 (5%)	2 (10%)

Source: Author's Computation, 2023

From the above table 4.2 (Q1), it was observed that majority of the respondent (45%) strongly agree to the opinion that emotional intelligence plays a pivotal role in instructional leadership by enhancing communication skills, (40%) of the respondents agree and (15%) of the respondents disagree. Also, from the above table 4.2 (Q2), it was observed that majority of the respondent (40%) strongly agreed to the opinion that instructional leaders with strong emotional intelligence can create a positive and supportive learning environment, (30%) of the respondents agreed, (20%) of the respondents disagreed and (10%) of the respondents strongly disagree.

From the above table 4.2 (Q3), it was observed that (40%) agreed to the opinion that the ability to empathize is a key component of emotional intelligence, and in instructional



leadership, it enables leaders to connect with the challenges faced by educators and students alike, (35%) of the respondents strongly agree, (15%) of the respondents disagreed and (10%) of the respondents strongly disagree. Also, from the above table 4.2 (Q4), it was observed that majority of the respondent (40%) strongly agreed to decision-making in instructional leadership is positively influenced by emotional intelligence, (35%) of the respondents agreed, (15%) of the respondents disagreed and (10%) of the respondents strongly disagree.

Lastly, from the above table 4.2 (Q5), it was observed that majority of the respondent (55%) strongly agreed to the opinion that emotional intelligence is crucial for resolving conflicts within educational settings, (30%) of the respondents agree, (10%) of the respondents disagreed and (5%) of the respondents strongly disagree.

Conclusion

To sum it up, this study focuses on the role of emotional intelligence in educational leadership: a case study of school administrators. From the study, it was observed that the role of emotional intelligence in educational leadership is significant. Furthermore, Emotional intelligence positively impacts decision-making within leadership roles. Also, effective leadership practices are greatly influenced by emotional intelligence as it enables leaders to navigate and manage conflicts with empathy and understanding. Adaptability and resilience in leadership are bolstered by emotional intelligence.

In conclusion, the ability to empathize is a key component of emotional intelligence, and in instructional leadership, it enables leaders to connect with the challenges faced by educators and students alike. Decision-making in instructional leadership is positively influenced by emotional intelligence. To sum it up, Emotional intelligence is crucial for resolving conflicts within educational settings.

Recommendations

Based on the survey results and the discussion of findings, the following recommendations are proposed to enhance the role of emotional intelligence in instructional leadership:

- Implement targeted training programs for instructional leaders to enhance their emotional intelligence skills, particularly focusing on communication, empathy, and conflict resolution.
- Integrate emotional intelligence components into existing leadership development programs for educators
- Encourage a culture of open and transparent communication within educational institutions.
- Develop formalized support systems for conflict resolution within educational settings.



- Facilitate peer learning and mentoring programs within educational leadership teams.

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