



Education review on educational Leadership and emotional intelligence

Raquel Gómez Leal, Janet Patti, and Pablo Fernández-Berrocal

INTRODUCTION

LEADERSHIP

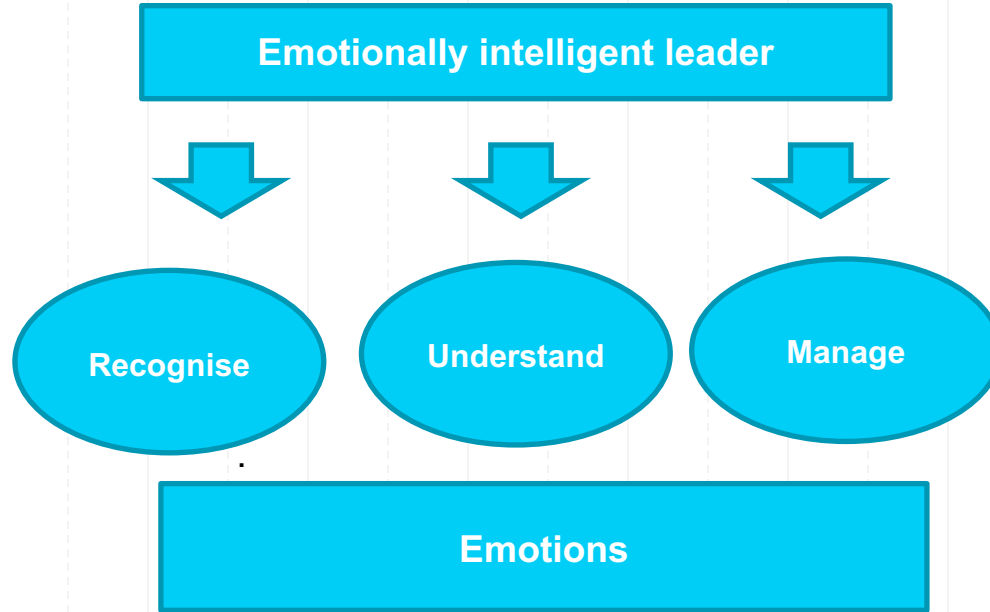
Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.

LEADERS IN SCHOOLS

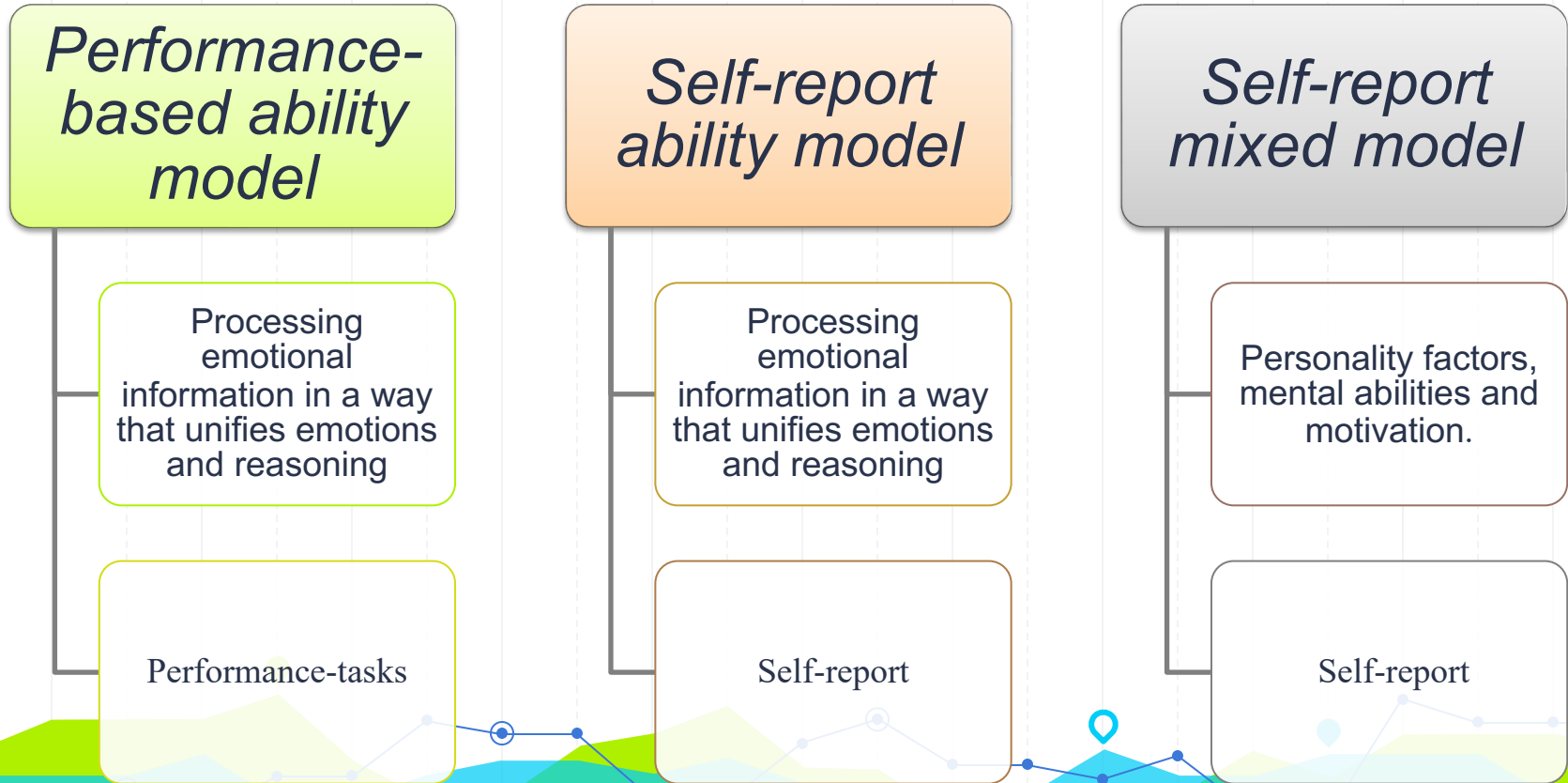
They drive change to turn around schools. They establish a collective purpose, cultivating **collaborative** cultures led by individuals and teams who are dedicated to deep processes of enquiry in **teaching** and **learning**.

INTRODUCTION

LEADERS AND EMOTIONAL INTELLIGENCE



Models of emotional intelligence (Joseph & Newman, 2010)



RESEARCH QUESTIONS



- **Are there specific EI skills and competences that are needed for effective school leadership and how do we best develop them?**

- **What do we know about research-based efforts to develop EI skills and competences for aspiring and current school leaders?**

- **What can we learn from the research on the role that EI has on school leaders as perceived by school leaders themselves and others?**

Method

Method

Literature research

Inclusion criteria

Psychology database

Scopus

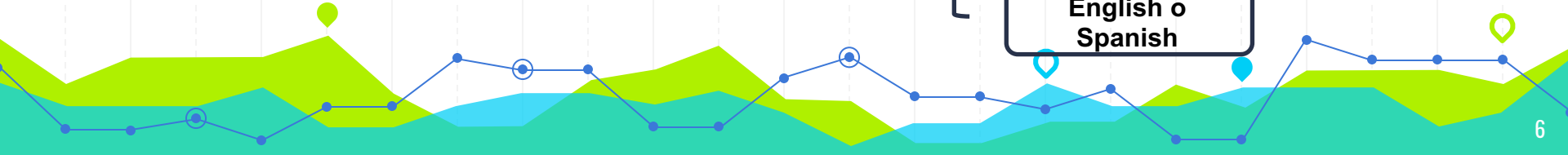
Eric education

PsycInfo

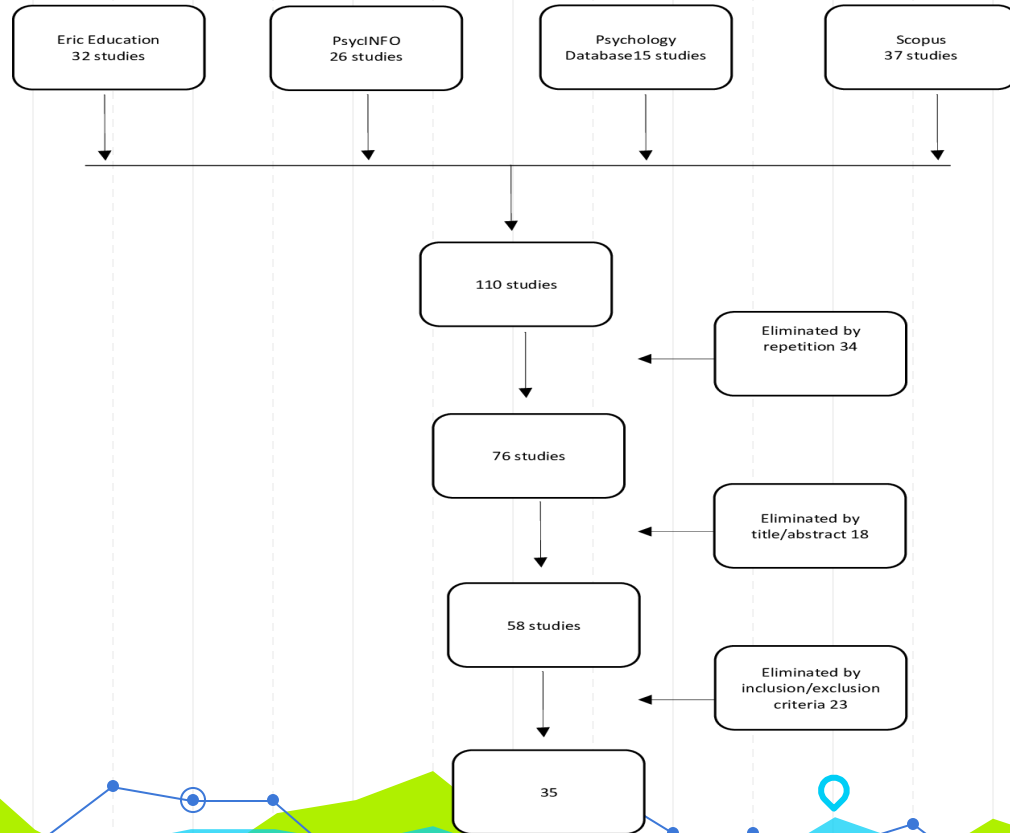
EI instruments

Leadership instruments

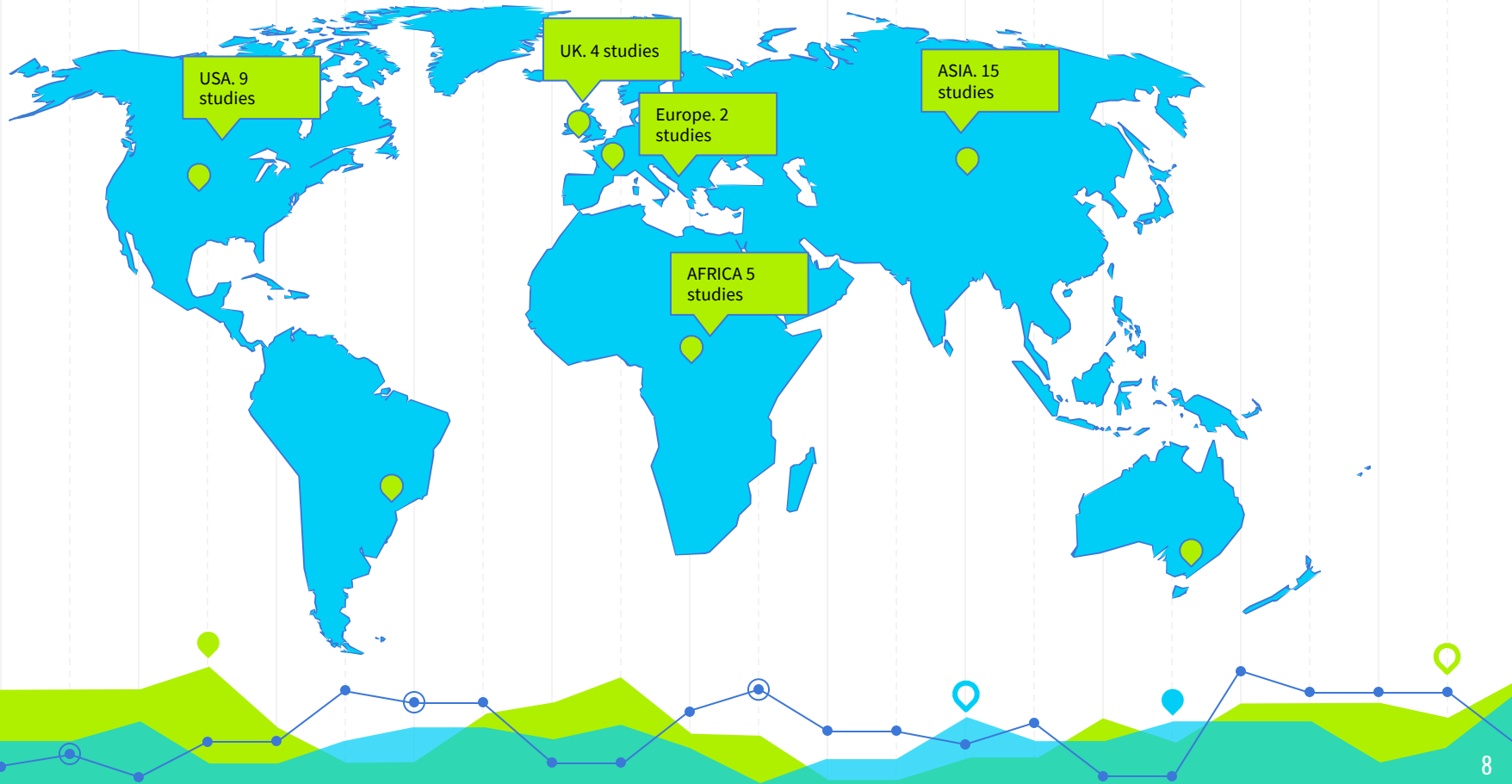
English o Spanish



Method



MAPS



INSTRUMENTS

EMOTIONAL INTELLIGENCE

Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer et al., 2002).

Trait Meta-Mood Scale (Salovey, Mayer et al., 1995)

Wong Law Emotional Intelligence Scale (Wong & Law, 2002)

Interviews, among others.

LEADERSHIP

The Multifactor Leadership Questionnaire (Bass & Avolio, 1990).

Different interviews

RESULTS

Most-needed emotion skills and competences for effective leadership.

The effect of the EI abilities of the leader on those that follow them.



Socio-cultural differences in EI (gender, culture, position, age) on leadership.

Impact of EI on school leadership.

Relationship between EI and transformational leadership.

Most-needed emotion skills and competences for effective leadership.



The effect of the EI abilities of the leader on those that follow them.

SCHOOLS LEADERS

Regulate emotions

Read emotions

Maintain relational transparency

TEACHERS

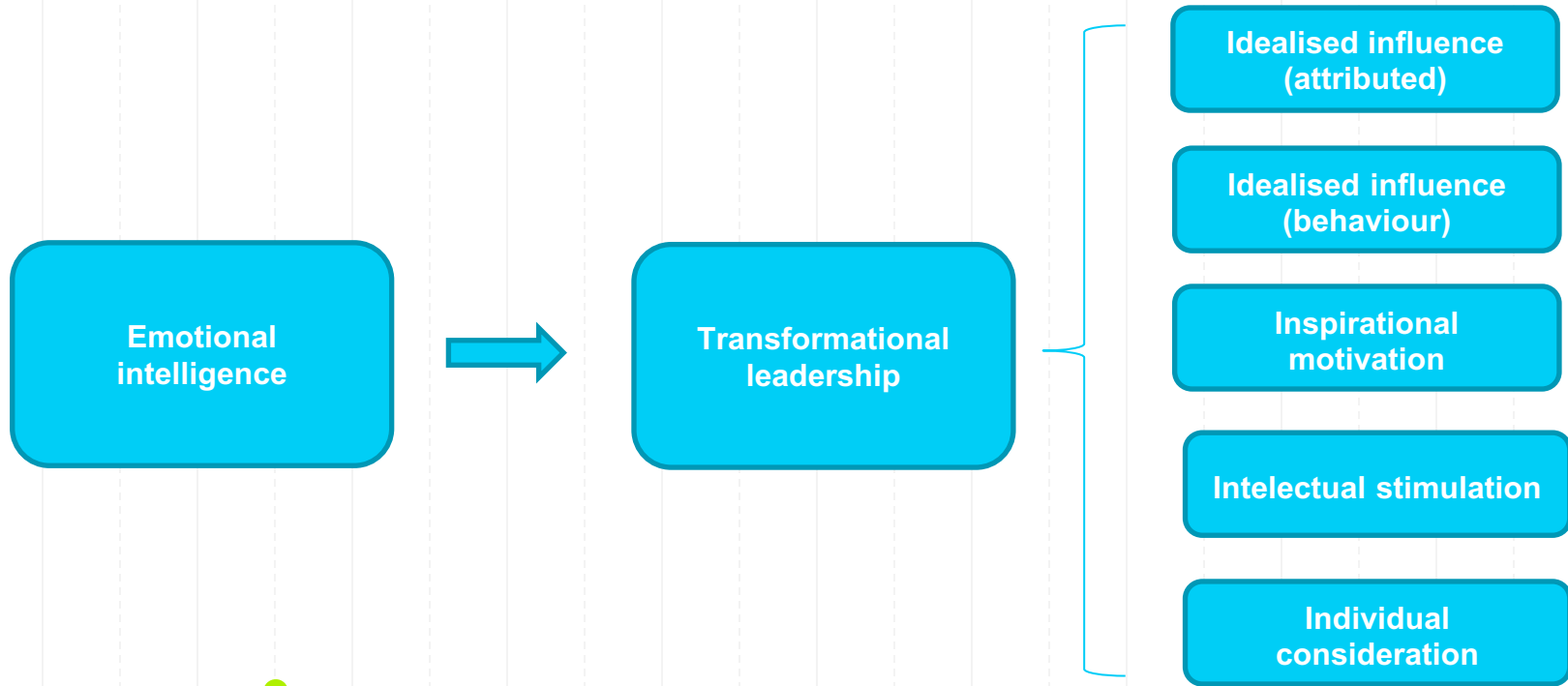
Job satisfaction

Collective self-efficacy

Improvement in instructional practices



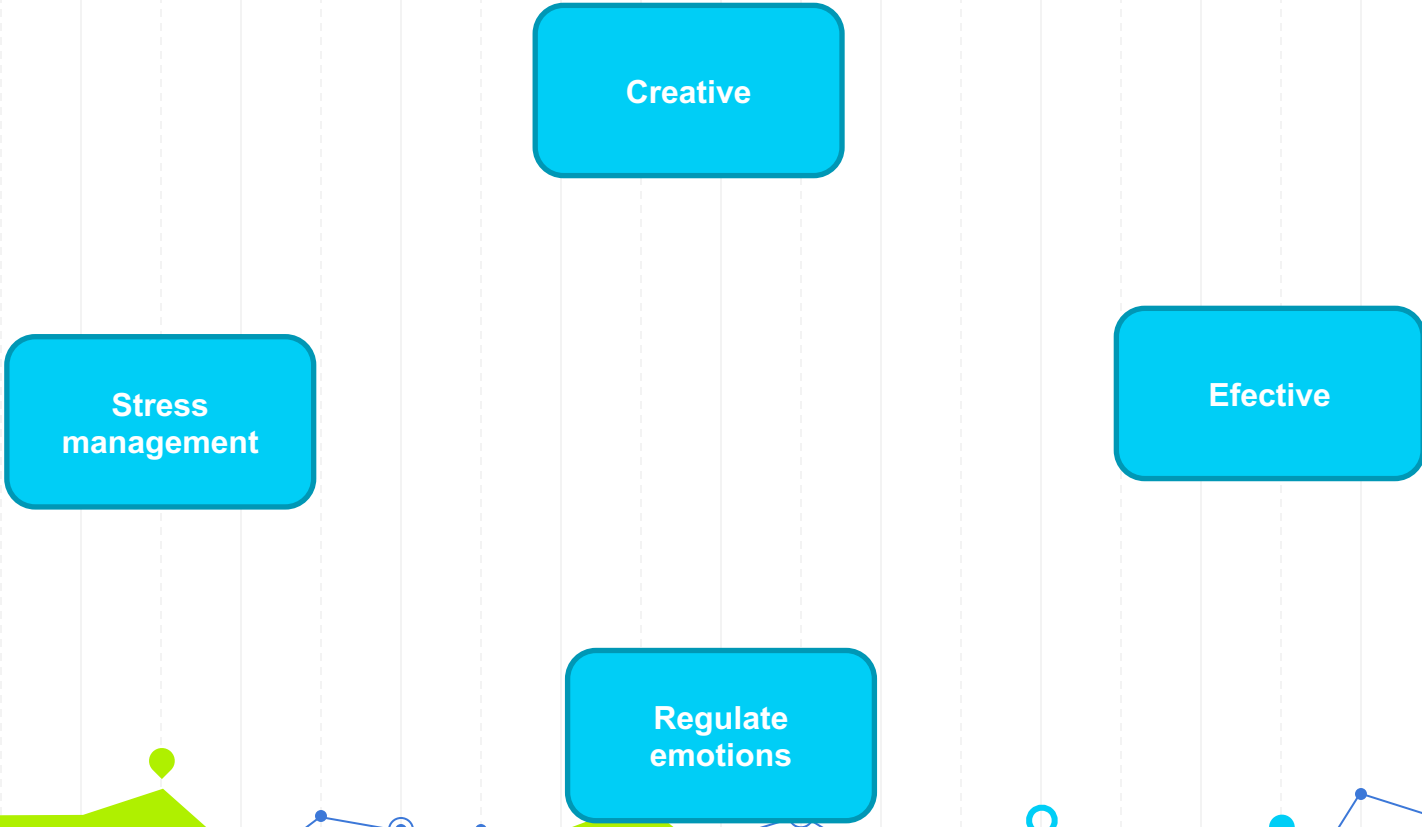
Relationship between EI and transformational leadership.



Socio-cultural differences in EI (gender, position, age) on leadership.



Impact of EI on school leadership.



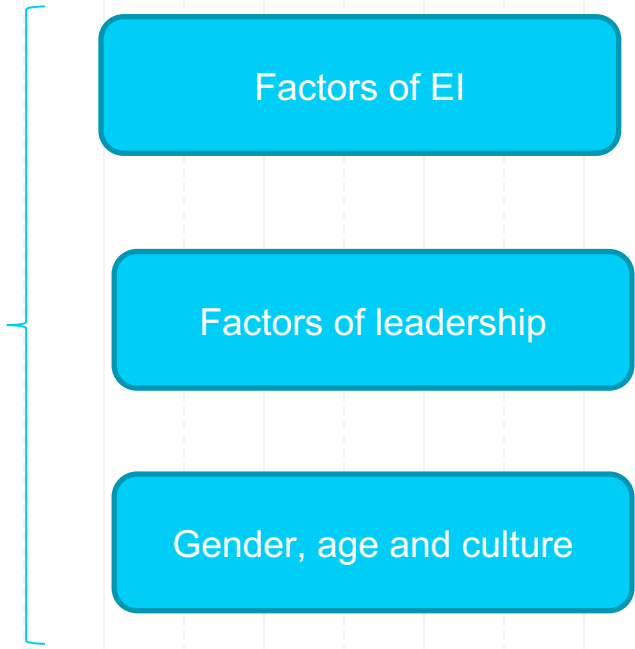
Limitations

Unable to predict causality

Variability instruments

From an applied point of view

Implementation of training for school leaders in EI



Conclusions

Emotional intelligence is key for effective leadership

The most commonly used skills/competences are self-awareness, self-management and empathy

The leader builds trusting relationships which contributes greatly to the development of teacher satisfaction and performance

These findings can help to inform the design of successful pre-service programmes for aspiring leaders and in-service programmes for school principals



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