

LEADING WITH HEART AND MIND: VITAL ROLE OF EMOTIONAL INTELLIGENCE IN EDUCATIONAL ADMINISTRATION

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Abstract

In the field of education, emotional intelligence (EI) is essential for administrators who want to create a positive and productive learning environment. This research paper focused on the impact of emotional intelligence and practical recommendation on how to imbibe it in the educational organization. Administrators. By recognizing the importance of emotional intelligence in educational leadership, this study underscores the critical role of emotional intelligence in fostering positive school climates, effective decision-making, and strong stakeholder in the school. The paper also highlights the significance of developing emotional intelligence among education administrators through targeted training, self-reflection, and the establishment of a supportive organizational culture. The findings of this research aim to inform educational policymakers, practitioners, and researchers about the benefits of emotional intelligence to educational administrators and provide practical recommendations for nurturing and harnessing their potential in education institutions.

Keywords: *Emotional Intelligence (EI) Highly Emotional Intelligent (HEI) Administrators, Education*

Emotional Intelligence

Emotional intelligence (EI) is a set of skills that allow individuals to understand, use, and manage their own emotions in positive ways. It is a critical skill for success in both personal and professional life. Goleman (2005) describes it as what determines our potential for learning the fundamentals of self-mastery, self-concept, self-understanding and the like. It involves the ability to carry out accurate reasoning concerning emotions and to use emotions and emotional knowledge to enhance thought (Lopes, Salovey, Cote, & Beers, 2005). It is the capacity to master and be aware of one's feelings and that of others. This necessarily becomes a function of self-mastery, self-definition, self-concept, self-regulation and self-discipline. Bradberry and Greaves (2009) explained that emotional intelligence is one's ability to recognize and understand

emotions in oneself and others, and one's ability to use this awareness to manage one's behavior and relationships. Emotional intelligence is the ability and capacity to understand and manage one's feelings and the feelings of others, either as individuals or group.

In the field of education, EI is essential for administrators who want to create a positive and productive learning environment. Administrators with high emotional intelligence (HEI) are able to understand the emotions of their students, staff, and parents. This allows them to build strong relationships and create a supportive environment. Also, they are able to use their own emotions in a positive way. This means being able to stay calm under pressure, motivate others, and resolve conflict effectively. Again, they are able to manage the emotions of others. This means being able to de-escalate conflict, build trust, and create a positive school climate.

Emotional Intelligence in Educational Administration

Goleman (1995) further popularized the concept of EI by emphasizing its significance in leadership and organizational effectiveness. According to Goleman, EI encompasses self-awareness, self-regulation, social awareness, and relationship management. Educational administrators with high levels of emotional intelligence demonstrate greater empathy, adaptability, and resilience, which are essential qualities for navigating the complexities of the educational landscape. Moreover, research findings identified positive correlation between the emotional intelligence of educational leaders and various organizational outcomes, including teacher job satisfaction, student achievement, and school climate (Hoy & Tarter, 2011; Miao et al., 2017). In addition, educational administrators with high educational intelligence are more likely to be successful in their roles because they are able to improve student achievement. Studies have shown that students who have teachers with high EI tend to perform better academically. They create a positive school climate. A positive school climate is one where students feel safe, respected, and supported. This type of environment is essential for learning and achievement. They have capacity to reduce stress and burnout. Administrators with high emotional intelligence would better manage their own stress and burnout, which can help them to be more effective leaders.

Benefits of Having Administrators with High Educational Intelligence

The benefits of HEI educational administrators are large the characteristics of such administrators. They include

Enhanced Leadership Effectiveness

Educational administrators with high emotional intelligence are adept at inspiring and motivating others, fostering a shared vision, and empowering stakeholders to contribute to organizational goals. According to Cherniss (2001), emotionally intelligent leaders exhibit authenticity, empathy, and resilience, which are essential for building trust and promoting collaboration within educational institutions.

1. Effective Communication Skills

Communication is fundamental to effective leadership in educational administration, facilitating the exchange of ideas, feedback, and information among stakeholders. Highly emotional intelligent administrators possess strong communication skills, including active listening,

empathetic understanding, and clear articulation of ideas, which promote transparency, trust, and mutual respect within the organization (Brackett & Rivers, 2014).

Improved Decision-Making

Decision-making in educational administration often involves weighing complex factors and considering the interests of multiple stakeholders. Zeidner, Matthews and Roberts (2012) agree that highly emotional intelligent educational administrators informed decision-making. Highly emotional intelligent administrators demonstrate discernment and judgment in decision-making, integrating both rational analysis and emotional considerations to arrive at well-informed and balanced decisions that prioritize the welfare of students, faculty, and staff. Emotionally intelligent educational administrators possess the ability to make sound decisions by considering the emotional implications and consequences (Brackett & Katulak, 2006). Their capacity for self-regulation enables them to remain composed under pressure and make rational choices that benefit the entire school community.

2. Positive School Climate

Highly emotional intelligent educational administrators contribute to the cultivation of a positive organizational climate characterized by trust, openness, and collaboration. Mayer and Salovey (1997) assert that *by* effectively managing emotions and fostering supportive relationships, administrators create an environment where faculty and staff feel valued, respected, and empowered, leading to increased job satisfaction and organizational commitment. Highly emotionally intelligent educational administrators have the ability to cultivate positive school climates characterized by trust, collaboration, and mutual respect (Brackett et al., 2011). By demonstrating empathy, understanding, and effective communication, they create an atmosphere conducive to teaching and learning.

3. Enhanced Teacher-Student Relationships

Educational administrators with high emotional intelligence skills are better equipped to build strong relationships with both teachers and students. They can empathize with the needs and concerns of both parties, leading to improved teacher-student interactions and academic outcomes (Wong & Wong, 2004). Strong relationship with members of school community is good for the achievement of school goals.

4. Promoting Organizational Effectiveness

Educational administrators with high emotional intelligence contribute to the overall effectiveness of educational institutions by fostering a positive work culture, resolving conflicts constructively, and inspiring motivation and commitment among staff members (Durlak et al., 2011). Their leadership style encourages innovation, collaboration, and continuous improvement.

Practical Recommendations on Nurturing and Cultivating Emotional Intelligence

The practical recommendations on how to nurture and cultivate emotional intelligence for educational administrators include:

Engage in Emotional Intelligence Assessments and Feedback

Educational administrators should be encouraged to create spaces for self-reflection and emotional intelligence self-assessment to encourage ongoing growth and learning in this area. This can include introducing mindfulness-based practices, such as meditation or deep breathing exercises, can help administrators regulate their emotions and manage stress more effectively. It can also involve ensuring that educational administrators engage in self-assessment activities, such as personality inventories or feedback assessments resources, to enhance their self-awareness and identify areas for growth.

1. Incorporate Emotional Intelligence Training into Professional Development Programs

The government and education policy makers should prioritize incorporating emotional intelligence training into professional development programs for educational administrators. It is becoming obvious that engaging educational administrators in training, workshops, seminars, and courses focused on developing emotional intelligence skills can help them enhance their ability to manage emotions effectively, communicate empathetically, and build positive relationships with teachers and students.

2. Integrate Emotional Intelligence into Curriculum

Policy makers in education and educational administrators should ensure that emotional intelligence concepts and activities are integrated into the curriculum across various subjects and grade levels. By incorporating lessons on emotions, empathy, and interpersonal skills into academic content, educational administrators can become better leaders and more successful in their roles as administrators and be able to help teachers and students develop their emotional intelligence alongside their academic abilities

3. Provide Resources and Support

Federal and State Government should ensure that educational administrators have access to resources and support systems to enhance their emotional intelligence skills. This may include providing access to books, articles, online courses, or professional development opportunities focused on emotional intelligence development.

4. Foster a Culture of Emotional Intelligence

Educational administrators should strive to create a school culture that values and prioritizes emotional intelligence. It is understandable that making efforts to improve collaboration, teamwork, and conflict resolution skills can also contribute to a culture where emotional intelligence thrives. This can be achieved by promoting open communication, empathy, and mutual respect among all members of the school community.

5. Promote a culture of feedback

Creating a culture where feedback is valued and constructive criticism is encouraged allows administrators to learn from their experiences and continuously improve their emotional intelligence skills.

6. Engage in coaching and mentoring

The government and education stakeholders should learn the principle of pairing educational administrators, before they are recruited or promoted to the position, with experienced mentors or executive coaches to help and provide personalized support and guidance for developing emotional intelligence competencies.

7. Provide emotional literacy training

Providing training workshops or professional development opportunities focused on emotional literacy can help administrators develop knowledge on how to effectively identify and manage emotional differences of people. This kind of training can also assist educational administrators identify areas of their emotional expressions that need proper management.

Conclusion

Cultivating emotional intelligence among educational administrators is essential for fostering effective leadership, promoting positive school environments, and ultimately, enhancing student success. By investing on strategies to develop EI skills, educational institutions can empower their leaders to navigate challenges with empathy, resilience, and integrity. Continued research and practice in this area are critical for advancing our understanding of the role of emotional intelligence in educational administration and its impact on organizational outcomes. One who is looking for an educational administrator, who can create a positive and productive learning environment, should look for someone who is emotional intelligent. These individuals are more likely to be successful in their roles as educational administrators and help students to achieve their full potential.

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