



ROLE OF EMOTIONAL INTELLIGENCE IN EFFECTIVE LEADERSHIP: A STRATEGIC PERSPECTIVE

Priya Agarwal
Research Scholar

DECLARATION: I AS AN AUTHOR OF THIS PAPER /ARTICLE, HERE BY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT /PATENT/OTHER REAL AUTHOR ARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT /OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE /UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION.FOR ANYPUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE

ABSTRACT

This study looks at how emotional intelligence (EI) plays a role in developing effective school leadership. In order to achieve organisational goals, strong leadership is required, and this study shows that Emotional Intelligence (EI) traits like self-awareness, self-regulation, empathy, social skills, and self-motivation are important for this. In order to collect quantifiable data, 54 school administrators with a minimum of five years of experience were administered a questionnaire that was based on the Trait Emotional Intelligence Quality (TEIQue). Using Pearson correlation, the research demonstrated a strong positive association between emotional intelligence and leadership effectiveness, with self-awareness ($r = 0.59$) and empathy ($r = 0.60$) standing out as significant predictors ($r = 0.66, p < 0.01$). Furthermore, men principals had higher levels of emotional intelligence ($r=0.79$) and leadership effectiveness ($r =0.21$) when contrasted with their female colleagues. Emotional intelligence is critical for effective leadership, according to the findings, since it fosters a supportive, cooperative, and strategically aligned work environment.

Keywords: *Emotional Intelligence, strategic role, leadership, quantitative, self-awareness, self-regulation, empathy*

1. INTRODUCTION

One of the key elements influencing an organization's performance is effective leadership. In addition to having an impact on team output and performance, effective leadership is essential for inspiring and encouraging staff members. In order to ensure that his team can effectively handle



market dynamics and competition, a good leader may steer an organisation through changes and obstacles. An organisation may accomplish its strategic objectives and maintain a positive and effective work environment with strong leadership. Furthermore, creating and carrying out the organization's vision and objectives depend heavily on competent leaders. In addition to making strategic choices, they are in charge of making sure that everyone in the team is aware of and dedicated to the objectives and instructions. Effective leaders may guide companies towards innovation and sustainable success by using information-driven decision-making and excellent communication abilities. This demonstrates how organisations may struggle to adjust to changes and seize opportunities in the absence of strong leadership. A key factor in determining an organization's success is effective leadership. In addition to having an effect on team output and performance, effective leadership is essential for inspiring and encouraging staff members. A crucial element in this situation is emotional intelligence (EI), which enables leaders to identify, comprehend, and control their own and others' emotions.

By guiding his team through difficulties and transitions more skilfully, a leader with strong emotional intelligence may make sure that each team member feels appreciated and supported. As a result, the workplace becomes more peaceful and effective, which is essential for accomplishing the organization's strategic objectives. The task of creating and carrying out the organization's vision and goal falls to effective leaders with high emotional intelligence.

In addition to making strategic choices, they also make sure that everyone in the team is aware of and dedicated to the objectives and instructions. By enhancing communication and decision-making capabilities, emotional intelligence enables leaders to guide their organisations towards innovation and long-term success. The importance of emotional intelligence (EI) in developing and sustaining successful leadership is shown by the way that its presence in leadership aids in the organization's ability to adapt to change and capitalise on opportunities in a more strategic and compassionate manner. Effective leadership is fundamentally shaped by emotional intelligence. Characteristics like self-awareness, emotional control, empathy, and social skills are the cornerstones that help leaders handle day-to-day encounters and make important choices. Emotional regulation enables leaders to manage or modify their emotions in accordance with the



circumstances, while self-awareness enables them to recognise their own particular strengths and shortcomings. While social skills promote solid connections and efficient communication, the capacity to empathise enables leaders to comprehend the needs and feelings of their subordinates. Leaders that possess strong emotional intelligence are better able to inspire teams, handle tension and conflict, and set a positive example.

In leadership, emotional intelligence plays a role in managing relationships both inside and outside, including partnerships and negotiations. High EI leaders are able to identify and comprehend the feelings of other stakeholders, which may be advantageous when negotiating or forming strategic alliances. As a result, they may react in a helpful and positive way, bolstering professional networks and improving the organization's standing. All things considered, emotional intelligence enhances leadership techniques by contributing a level of comprehension and sensitivity to human dynamics, which raises the efficacy of leadership in achieving organisational objectives and promoting its expansion. Leaders with high emotional intelligence (EI) scores tend to have more cohesive and productive teams, indicating that a leader's emotional intelligence can directly affect organisational climate and team output. Bar also found that emotional intelligence has a strong correlation with leadership performance, particularly when it comes to influencing employee satisfaction and loyalty. Leaders who are able to manage their own emotions as well as those of others are better at handling conflict.

Emotional intelligence has also been linked to better analytical skills and scrupulousness in the decision-making process, which aids leaders in making more ethical and instructive choices. The notion that emotional intelligence is a vital resource that enhances leadership abilities in the face of changing problems in the contemporary workplace is supported by these two research as well as several others. Based on this, the purpose of this research is to conduct a thorough literature analysis in order to examine the role that emotional intelligence plays in successful leadership.

2. LITERATURE REVIEW

Yadav et al (2019) proposed that emotional intelligence (EI) has a role in leaders' performance. Due to his lack of judgement and belief in win-win scenarios, an emotionally secure professional



can handle imperfection and ambiguity. Whether it's a tough work, a terrible boss, or unruly staff, he can manage any circumstance. People are now the main emphasis of the concept of leadership. Effective leaders are required to be outstanding team players who possess a strong grasp of the Emotional Intelligence Quotient (EIQ). This research attempts to bring together the literature that assesses the potential relationship between EI and leadership effectiveness. A survey based on the Trait Emotional Intelligence Questionnaire (TEIQue), a psychometrically approved tool that offers self-awareness about emotional intelligence, is carried out at the College of Haryana. Fifty educators, both leaders and non-leaders, were requested to complete the survey for the same.

Tan et al (2022) investigated the link between EQ and effective leadership. The emotional intelligence of forty-three managers was assessed using a modified version of the Trait Meta Mood Scale. The results of the multifactor leadership questionnaire indicated that transformational rather than transactional leadership styles were associated with successful leadership. Emotional intelligence may be an essential component of effective leadership, as it correlated with several transformative leadership components. To a greater or lesser extent, emotional intelligence may explain how effective leaders monitor, engage with, and influence the morale of their employees.

Batool, B. F. (2013) conducted research that supports the idea that emotional intelligence is useful in certain fields. The objective of this study is to discover more about the correlation between emotional intelligence and effective leadership by looking at the tendency of male and female employees in managerial positions to control their emotions in both public and private sector companies in Pakistan, primarily in the banking industry. Fifty people will be surveyed using the distribution approach. In order to fill up the investigational instrument, the procedure of random sampling is used. The most suitable method of data analysis was found to be descriptive statistics, which include measures like percentage, standard deviation, and mean. The study's results suggest a positive and strong relationship between emotional intelligence and leadership style.

Dulewicz et al (2005) examined the relationship between leadership, emotional intelligence, and the efficiency with which officers and ratings performed their duties in the Royal Navy. This article focusses on the new Leadership Dimensions Questionnaire (LDQ) and its three parts: intellectual



(or "IQ"), emotional (or "EQ"), and managerial (or "MQ") skills. These are linked to the results of formal performance reviews, which are used to provide appraisals of employees' work. There were seven different theories tested, and every one of them was either entirely or partially supported. While the Officer Leadership evaluation and total performance were found to be related to IQ, EQ, and MQ, the Ratings leadership appraisal was not. Overall performance, appraisal of officer leadership, and all three forms of leadership were all positively impacted by emotional intelligence.

3. RESEARCH METHODOLOGY

In this research, the population of interest consisted of individuals who had a minimum of five years of work experience in a variety of schools, including National Schools, and who were operating in a number of different zones. A straightforward random sampling method was used in order to choose the sample of responders. From the whole population, around 54 individuals filled out the survey.

A self-administered questionnaire served as the tool for the research, and it is comprised of three distinct sections. A number of demographic factors of the sample workers were assessed in the first part. In the second part of the test, there are five scale questions that range from nearly usually to almost never. These questions are used to evaluate the efficacy of leadership and emotional intelligence.

Internal consistency and test-retest both suggested that the scale was reliable, as evidenced by a sample that was analyzed by Farzam Memar in order to verify the validity and reliability of the TEIQue. It was shown that the TEIQue and Shrink's Emotional Intelligence Scale had a high degree of correlation, which indicates that they are valid for testing emotional intelligences. However, there is a positive correlation between TEIQue and the EI.

4. DATA ANALYSIS

As can be seen in the table above, 62.69 percent of the sample is comprised of males, while 37.03 percent are females. About five years was the average length of time that participants had been employed by the organisation.

Table 1: Classification of Sample based on their sex

Sex	Number	Percentage
Male	34	62.69%
Female	20	37.03%

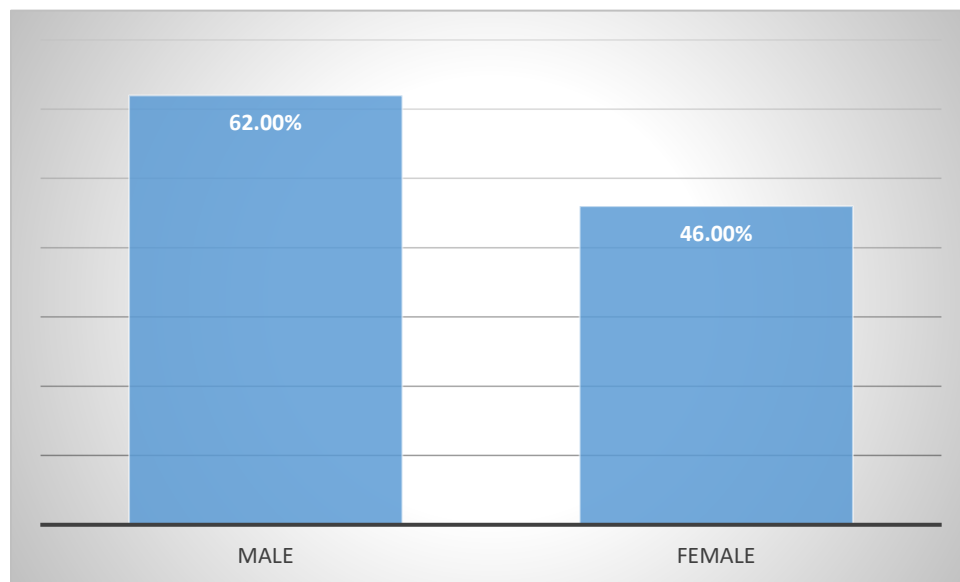


Fig.1 Graphical representation on percentage of Classification of Sample based on their sex

Approximately twenty-two percent of the sample was reported to have finished a master's degree or higher, and thirty-two percent received a postgraduate diploma or certificate. The level of credentials within the sample was fairly outstanding. It was claimed that thirty percent of the individuals had obtained an undergraduate degree, while sixteen percent had completed a college for teachers' training.

Table 2: Level of Emotional Intelligence among sample

Factors	Number	%
Self-awareness	9	16.66
Self-regulation	11	22
Self-motivation	10	18.51
Empathy	13	24.07
Social motivation	11	20.37

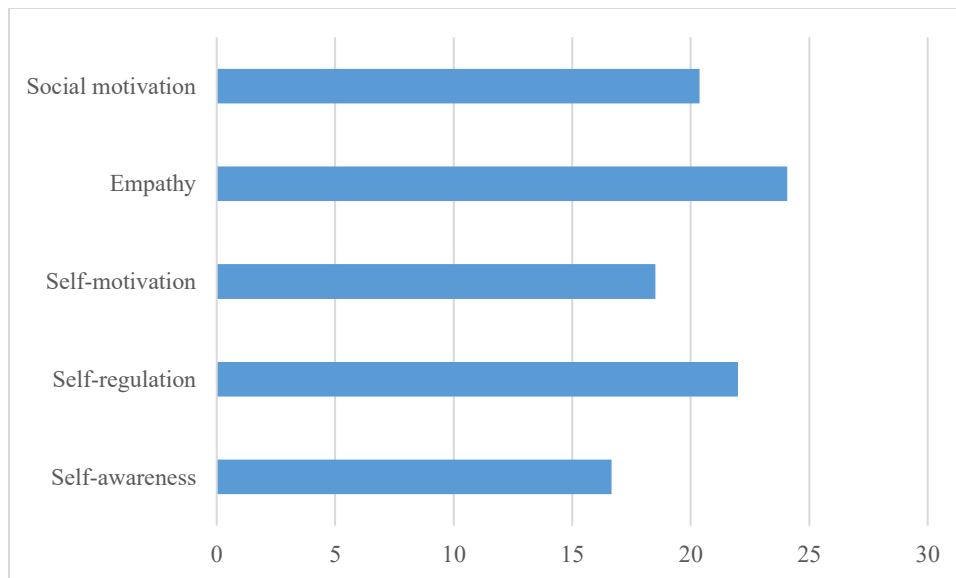


Fig. 2 Graphical representation on percentage of Level of Emotional Intelligence among sample
Every single one of the responders has a high degree of EI factor. Self-motivated personnel make up 18.51% of the principals that are included in this group. One sixteen point six percent of the principals are aware of the sentiments, needs, and concerns of their students. Comparatively

speaking, self-awareness seems to be at a lower degree than other EI components. Through the course of the interview, it was determined that the degree of self-confidence among the sample respondents was somewhere in the middle.

Table 3: Classification based on sex and emotional intelligence.

Sex	Number	Percentage
Male	31	62%
Female	23	46%

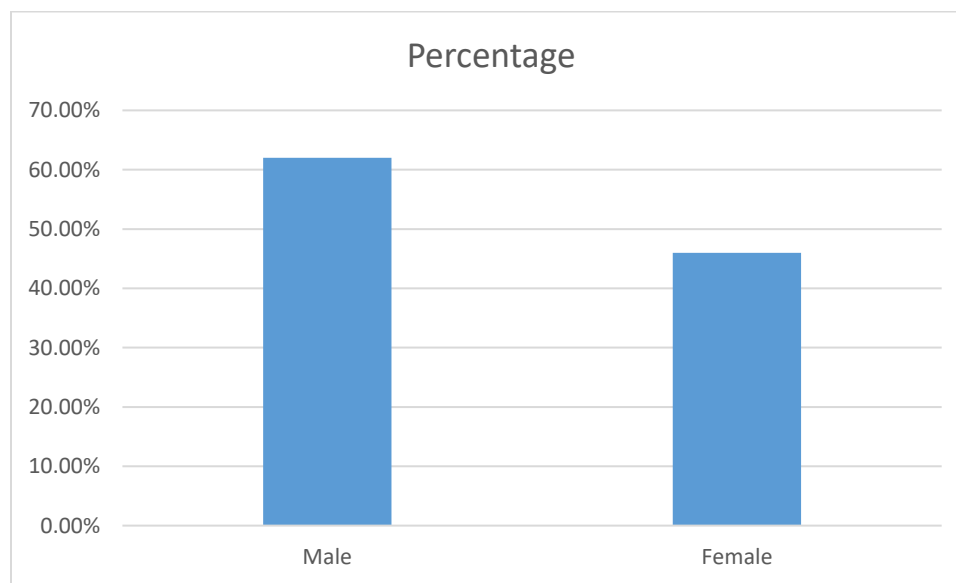


Fig. 3 Graphical representation on percentage Classification based on sex and emotional intelligence.

In the workplace, emotional intelligence is shown by 62% of men and 46% of women, according to the data shown in the table above. The results show that male principals are more emotionally intelligent than female principals, according to the survey. Principals who are male are more effective at motivating their staff to reach their goals than principals who are female, according to the results of the gender-based leadership effectiveness survey. Our second objective was to determine if there was a correlation between EQ and effective leadership. The results showed a

statistically significant relationship between leadership effectiveness and traits including self-awareness, self-regulation, self-motivation, empathy, social skills, and general emotional intelligence (see table below).

Table 4: Pearson Correlation

	Self-awareness	Self-Regulation	Self-Motivation	Empathy	Social skill	Emotional Intelligence
Significant Value	0.000	0.000	0.000	0.000	0.000	0.000
Pearson Correlation	0.59	0.50	0.55	0.60	0.57	0.66

One aspect of emotional intelligence that is strongly associated with effective leadership is self-awareness. The above table shows that emotional intelligence and the effectiveness of organisational leadership are significantly correlated.

Table 5 Pearson Correlation

Sex	Emotional Intelligence & Leadership effectiveness
Male	0.79
Female	0.21

In comparison to female respondents, males scored much better on measures of emotional intelligence and leadership effectiveness (table 5).

5. CONCLUSION

Research indicates that emotional intelligence has a major role in predicting the chances of effective leadership in educational settings. A high degree of emotional intelligence (EI),



especially in the domains of self-awareness, empathy, and social skills, makes it simpler for leaders to inspire, motivate, and direct their teams towards the achievement of strategic goals. Findings emphasize the strategic value of emotional intelligence in negotiating interpersonal dynamics, managing stress, settling conflicts, and increasing collaboration. The study found that when comparing male and female principals, the former showed higher levels of emotional intelligence and leadership effectiveness. The results of this study point to possible future training and development needs. Overall, the study's results show that leadership development programs should include emotional intelligence training to help organizations adapt to a dynamic educational landscape and perform better.

REFERENCES

1. Bailey, J. (2000). Strategic leadership and emotional intelligence. *Proceedings of the American Society of Business and Behavioral Sciences*, 7, 255-261.
2. Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of business studies quarterly*, 4(3), and 84.
3. Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management*, 30(3), 71-86.
4. Dulewicz, V., & Higgs, M. (2003). Leadership at the top: The need for emotional intelligence in organizations. *The International Journal of Organizational Analysis*, 11(3), 193-210.
5. George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations*, 53(8), 1027-1055.
6. Görgens-Ekermans, G., & Roux, C. (2021). Revisiting the emotional intelligence and transformational leadership debate :(How) does emotional intelligence matter to effective leadership? *SA Journal of Human Resource Management*, 19, 1279.
7. Harahap, M. A. K., Sutrisno, S., Mahendika, D., Suherlan, S., & Ausat, A. M. A. (2023). The Role of Emotional Intelligence in Effective Leadership: A Review of Contemporary Research. *Al-Buhuts*, 19(1), 354-369.
8. Koutsioumpa, E. M. (2023). Contribution of emotional intelligence to efficient leadership. a narrative review. *Technium Soc. Sci. J.*, 48, 204.



9. Maloş, R. (2011). EMOTIONAL INTELLIGENCE IN LEADERSHIP. Annals of Eftimie Murgu University Resita, Fascicle II, Economic Studies.
10. Melita Prati, L., Douglas, C., Ferris, G. R., Ammeter, A. P., & Buckley, M. R. (2003). Emotional intelligence, leadership effectiveness, and team outcomes. The international journal of organizational analysis, 11(1), 21-40.
11. Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. Leadership & Organization development journal, 22(1), 5-10.
12. Parrish, D. R. (2015). The relevance of emotional intelligence for leadership in a higher education context. Studies in higher education, 40(5), 821-837.
13. Rosete, D. (2007). Does emotional intelligence play an important role in leadership effectiveness? (Doctoral dissertation, University of Wollongong).
14. Tan, K. T. L., Voon, M. L., & Ngui, K. S. (2022). Emotional intelligence and leadership effectiveness: A critical review for future research. Global Business and Management Research, 14(3s), 536-551.
15. Yadav, R., & Lata, P. (2019). Role of emotional intelligence in effective leadership. International Journal on Leadership, 7(2), 27-32.

Author's Declaration

I as an author of the above research paper/article, here by, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website /amendments /updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct, I shall always be legally responsible. With my whole responsibility legally and formally have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and hentriontane is genuinely mine. If any issue arises related to Plagiarism/ Guide Name/ Educational Qualification /Designation/Address of my university/college/institution/ Structure or Formatting/ Resubmission/Submission /Copyright /Patent /Submission for any higher degree or Job/Primary Data/Secondary Data Issues. I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the database due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Andhra/Driving License/Any Identity Proof and Photo) in spite of demand from the publisher then my paper maybe rejected or removed from the website anytime and may not be consider for verification. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds Any complication or error or anything hidden or implemented otherwise, my paper may be removed from the website or the watermark of remark/actuality maybe mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me.

Priya Agarwal