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## Structure and assessment of emotional leadership in human resource management of higher education institutions

**Abstract.** This article was dedicated to the study of the impact of emotional leadership on management practices and the overall environment in higher education institutions. The aim of the study was to analyse the influence of the emotional intelligence of managers and staff on the effectiveness of management processes. Emotional intelligence is becoming an increasingly important aspect of effective management, especially in the context of higher education, where professional relationships and interactions have a significant impact on the quality of educational processes. In view of this, the study focused on analysing how the emotional intelligence of managers and employees affects various aspects of leadership, including decision-making, teamwork, conflict resolution, and the effectiveness of important organisational processes. A comprehensive study was conducted, which included a survey of 300 respondents (heads of departments, faculty, and administrative staff) and semi-structured interviews with 30 participants. Survey results indicated that heads of departments exhibited the highest levels of emotional intelligence, leading to more effective management practices compared to their colleagues with lower emotional intelligence. The findings highlighted a significant impact of emotional leadership on improving managerial efficiency, teamwork, and employee morale. Importantly, high levels of empathy among managers were linked to increased team productivity and staff morale. Analysis revealed that emotional leadership is often overlooked in human resource policies. The research underscores the importance of integrating emotional intelligence development into leadership training programs for university managers to enhance leadership practices and foster a positive work environment

**Keywords:** organisational culture; communication skills; effective leadership; conflict resolution; psychological support; professional environment

### INTRODUCTION

The need to study emotional leadership in human resource management within higher education institutions has arisen due to rapid changes in the educational landscape and increasing demands for effective human resource management. Today, higher education institutions face numerous challenges such as heightened competition, rising student

expectations, and the need for innovation. Traditional management methods are not always effective, and emotional leadership can create a supportive work environment and boost staff motivation.

Leadership is the key to change and development, ensuring that future generations are well-prepared. Leadership

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in education differs from other fields as it shapes value systems and provides a foundation for the dreams and aspirations of young people. The successful development of a nation requires leadership that emphasises cooperation, empathy, and compassion, making emotionally intelligent leadership indispensable for educational change (Deshmukh & Chhanwal, 2020). Researchers R. Hadchiti *et al.* (2024) investigated the emotional and social development needs of school principals in Quebec. They found that despite the support they receive, these professionals require mentoring, emotional capacity development, and incentives. The researchers propose the implementation of mentorship programs to enhance leadership effectiveness and foster positive leadership.

In another study, F. Boily Legris (2023) explored the risk factors for burnout among school leaders. A review of the literature revealed that both personal and situational factors can contribute to burnout, similar to those affecting teachers and medical professionals, but new aspects specific to school leaders have emerged. Both studies highlight the importance of developing emotional skills and providing support to prevent burnout and enhance school leadership.

Researchers F. Zurita-Ortega *et al.* (2020) investigated the relationship between teaching leadership and emotional intelligence in educational institutions. The study involved 954 teachers, and results indicated that transformational leadership, including intellectual stimulation, was more prevalent among university professors. A. Abós *et al.* (2019) explored the causes of stress in physical education teachers and found that administrative uncertainty, student misbehaviour, and workload were linked to burnout. These two studies highlight the importance of developing strategies to improve teachers' psychological well-being and enhance management effectiveness in educational institutions. The quality assurance system for higher education in Italy involves the work of the Italian National Agency for the Evaluation of the University and Research Systems (ANVUR), which conducts external evaluations and supports internal evaluation systems for continuous improvement. The accreditation of study programs and the active involvement of students in evaluation processes contribute to maintaining high standards of education. In this context, emotional leadership is crucial for creating a supportive learning environment and boosting staff motivation (Quality assurance in higher education..., 2023).

The research by I.F. Ahmad (2022) highlights the importance of visionary and unifying leadership in educational management, demonstrating the significant impact of these factors on the effectiveness of administrative practices. Conversely, other variables, such as empowerment and control, did not exhibit statistically significant effects. J. Parinussa *et al.* (2023) explored how lecturers can actively contribute to the development of students' emotional intelligence by using advice, examples, and simple parables to illustrate important life lessons. On the other hand, Z. Linan *et al.* (2023) conducted a bibliometric analysis that revealed a significant increase in research

on emotional intelligence in the context of leadership. The study by M.T. Sánchez Núñez *et al.* (2023) confirmed that emotional intelligence training positively impacts the development of educational leadership, showing significant positive changes in leadership competencies after the first semester of the graduate programme. The sample comprised 45 novice leaders from an urban university in New York, assessed using a leadership practices questionnaire and an emotional and social competence questionnaire. Preliminary results, analysed through paired sample t-tests, indicated statistically significant positive changes across all variables of emotional and social competence.

The importance of studying emotional leadership in human resource management within higher education institutions is driven by the need to enhance management curricula through the integration of emotional leadership. In an era of globalisation and rapid changes in the educational landscape, higher education institutions require new management approaches that consider the emotional aspects of interactions. Emotional leadership can be a key factor in creating a positive work environment, boosting employee motivation and performance, and ultimately improving the overall quality of educational services. This research will provide novel insights and practical recommendations for the application of affective leadership, contributing to effective management and development of educational institutions.

The study aimed to conduct a detailed examination of the role of emotional intelligence, exploring the structure and assessing emotional leadership in the management of higher education institutions. This research focuses on determining the impact of emotional leadership on the effectiveness of leadership practices and the creation of a positive working environment within educational institutions. The objective of the study includes developing a comprehensive understanding and integration of emotional leadership in higher education. This involves analysing employee performance standards in the context of global changes, identifying the influence of emotional leadership on management processes and motivation, as well as evaluating its role in enhancing organisational culture and the quality of teaching.

## LITERATURE REVIEW

Effective leadership is a key element in the success of any organisation, particularly in the realm of higher education. Over time, the definition of effective leadership has evolved to focus on skills related to interaction and relationships. Contemporary shifts in society and business have led to a transformation of leadership concepts from an individualistic model towards a collective approach that emphasises the importance of emotional intelligence and collaboration in organisational management.

An example of such changes is the Ukraine Higher Education Leadership Development Programme, which has become an innovative project aimed at building a culture of leadership in Ukrainian higher education. It combines a

series of training modules delivered by leading trainers from the Leadership Foundation for Higher Education (UK), offers the opportunity for a study visit to a partner British university, and provides leadership practice in the form of working on an institutional change project (Development of leadership..., 2023). Leadership is the subject of numerous studies analysing the competencies, factors, principles, attributes, traits, behaviours, and characteristics that contribute to an effective leader (Parrish, 2012). S. Wang *et al.* (2024) researched the impact of teachers' emotional leadership on student engagement in learning. A survey of 1,034 Chinese students revealed that teachers' emotional leadership positively affects student engagement in their studies. The COVID-19 pandemic introduced new challenges in the educational sector, particularly regarding leadership. I. Semenets-Orlova *et al.* (2021) noted that the crisis prompted a shift towards collective leadership as the most effective model of management in uncertain conditions. Conversely, the study by J.L. Floman *et al.* (2024) examined the influence of emotional leadership on teachers' well-being before and during the COVID-19 pandemic. The findings indicated that emotional regulation and support from managers positively impact teachers' well-being. Research by Y. Tian & Y. Guo (2024) discovered that transformational leadership reduces teacher burnout. Data from 539 educators showed that the development of transformational leadership and emotional intelligence could help mitigate burnout in the educational environment.

Emotional intelligence also plays a crucial role in collaborative learning. D. Johnson & R. Johnson (2015) highlight that collaborative learning fosters increased student effort, better relationships with peers and instructors, and improved mental health and well-being. However, not all leadership qualities are positive. B. Klahn (2022) draws attention to the concept of toxic leadership, which negatively impacts productivity and organisational climate. He argues that toxic leadership can exist in HEIs where it can be difficult to detect due to the hierarchical structure.

Other studies, such as those by S. Nevesk & I.G. Garrity-Rokos (2021), focus on developing frameworks for assessing and enhancing management processes in higher education institutions. This is particularly important as universities face new challenges and need to ensure sustainable development. Distributed leadership models are also becoming increasingly relevant. S. Jones *et al.* (2012) explored such models in the higher education sector, focusing on collective collaboration rather than traditional hierarchical leadership. Their research highlights the importance of a cross-functional, multi-level approach to leadership, which fosters more effective management and collaboration. As noted by S. Jones *et al.* (2012), universities hold a unique position in the world as they play a central role in creating and disseminating knowledge.

A.G. Kasalak *et al.* (2022) conducted a meta-analysis to examine the relationship between leadership in higher education institutions and faculty job satisfaction. However, they did not find significant differences in the impact

of leadership based on region, culture, or the Human Development Index of a country. Researchers Z. Shafait & C. Huang (2023) investigated the influence of knowledge-based leadership on the development of emotional intelligence among faculty members in Chinese universities. They found that this type of leadership promotes the development of emotional intelligence, which in turn positively impacts faculty creativity. Research such as that by S.S. Nivesque & I.G. Garrity-Rokos (2021) has focused on harmonising administrative processes in US universities, which is crucial for ensuring consistency in management. The COVID-19 pandemic necessitated adjustments to the management of higher education institutions, as highlighted by S.D. Kruse *et al.* (2020). They emphasise that academic leaders have adapted their leadership approaches during the crisis, focusing on social justice and access to education.

Recent research underscores the significance of leadership style and emotional intelligence (EI) in enhancing leadership effectiveness within higher education institutions. The meta-analysis conducted by A.G. Kasalak *et al.* (2022) revealed a positive impact of leadership style on faculty job satisfaction, demonstrated that organisational culture has a mediating effect on university productivity. G. Manoharan & S. Ashtikar (2024) emphasised the importance of emotional intelligence for academic leaders, and D.D. Venter *et al.* (2024) identified a connection between emotional intelligence and faculty leadership. Additionally, studies by M. Adeoye *et al.* (2023), as well as S. Khavaja *et al.* (2022), highlight the significance of innovation, ethical leadership, and soft skills for success in higher education.

In conclusion, it was important to note that academic leadership is a dynamic field of research that is constantly evolving to address new challenges and the need for adaptation. Research into the impact of emotional intelligence on leadership in academic settings demonstrated significant potential benefits for effective management and development of higher education institutions.

## MATERIALS AND METHODS

The study was conducted between June 2023 and May 2024. Participants were employees of Ukrainian universities, specifically the Taras Shevchenko National University of Kyiv and Kyiv National Economic University named after Vadym Hetman. The study involved three main categories of employees: managers, lecturers, and administrative staff. Inclusion criteria: a minimum of two years of experience in an educational institution and consent to participate in the study. Exclusion criteria: individuals who do not have direct influence on management decision-making or who did not provide consent to participate in the study. Two primary methods were employed to collect information for this research: surveys and interviews.

The survey was conducted as part of a quantitative study and was designed and distributed using the online platforms SurveyMonkey and Google Forms. A total of 300 respondents participated in the survey, of which 120 were men and 180 were female. Among the heads of

departments, there were 40 males and 20 women; among the lecturers, there were 50 men and 60 women; and among the administrative staff, there were 30 men and 100 women. This breakdown allows for a detailed gender analysis, which

deviates somewhat from the traditional approach, to understand different aspects of emotional management. Table 1 presents a detailed distribution of respondents by survey category, including managers, lecturers, and administrators.

**Table 1.** Distribution of respondents by category

Category of participants	Number	Percentage (%)
Heads of departments	100	33.3
Lecturers	100	33.3
Administrative staff	100	33.3
Total	300	100.0

**Source:** created by the authors

Each participant rated the questions on a five-point scale, where 1 indicated “strongly disagree” and 5 indicated “strongly agree”. Additionally, open-ended questions were included to gather more detailed responses and comments from the respondents. Furthermore, interviews were conducted with 30 participants, specifically representatives

from various management levels and lecturers. This included 10 department heads, 10 lecturers, and 10 administrative staff members. These interviews enabled the collection of qualitative data and helped identify several key themes that complemented the survey results. Table 2, in contrast, presents the distribution of interview participants by category.

**Table 2.** Distribution of interview participants by category

Category of participants	Number	Percentage (%)
Heads of departments	10	33.3
Lecturers	10	33.3
Administrative staff	10	33.3
Total	30	100.0

**Source:** created by the authors

Each interview included questions about the practical aspects of emotional leadership, teamwork, conflict management, and employee motivation. All interviews were transcribed and recorded for further analysis. The evaluation was based on respondents’ agreement or disagreement with statements about emotional leadership and their satisfaction with leadership processes. During the interviews, respondents were asked to answer several key questions. These included assessing the impact of emotional leadership on the effectiveness of managerial processes within the university and expressing their views on whether emotional leadership is a critical factor in employee motivation and satisfaction. Additionally, respondents were asked to evaluate the role of emotional intelligence in conflict resolution and to identify the organisational cultures best suited for implementing emotional leadership.

Among the primary research methods were an emotional intelligence questionnaire (Chernis *et al.*, 2006), which assessed the effectiveness of self-regulation, empathy, and leadership practices, and semi-structured interviews, which provided in-depth qualitative data on emotional perceptions of leadership. All participants were informed about the purpose of the study, the data collection process, and their rights, including the right to withdraw from the study at any time without negative consequences, adhering to the ethical standards set out in the Declaration of Helsinki (2013). All information was anonymised, and the research findings were used solely for academic purposes.

Informed consent was a mandatory requirement for participation in the study, and all necessary measures were taken to ensure the confidentiality of respondents’ personal data.

## RESULTS

Emotional leadership is becoming increasingly important for the effective management of higher education institutions as it has become a key factor in organisational success in the modern world. Managers worldwide are facing a crisis: there is a severe shortage of individuals willing to take on this responsibility, and they are experiencing increasing emotional strain, both personally and from those around them. The emotionally demanding work of school managers has direct consequences for their health, well-being, and personal relationships (McKay *et al.*, 2024). This issue is particularly relevant for educational institutions where interpersonal interactions play a crucial role. A survey of 300 respondents provided quantitative data allowing for a deeper understanding of the impact of emotional leadership on management practices in higher education institutions. Analysis of the respondents’ answers showed that emotional intelligence plays a significant role in the effectiveness of management processes, particularly in the context of teamwork and conflict resolution. Specifically, the results indicated that department heads with high emotional intelligence have significantly better leadership performance compared to their colleagues with lower emotional intelligence.

Each category of respondents – namely, managers, lecturers, and administrators – expressed their views on various aspects of emotional leadership. Overall, 85% of department heads reported that emotional intelligence helps them better understand the needs of their colleagues and students, thereby facilitating more effective decision-making. At the same time, 78% of lecturers stated that leaders with a high level of empathy create a

more conducive atmosphere, positively impacting their motivation and productivity. Administrators highlighted the importance of emotional intelligence in dealing with stressful situations. Specifically, 72% of administrators acknowledged that leaders who demonstrate a high level of self-control provide stability and effectiveness during stressful periods. The key findings of the survey are presented in Table 3.

**Table 3.** Level of emotional intelligence by respondent category

Category	Self-regulation (mean)	Empathy (mean)	Effectiveness of management practices (mean value)
Heads of departments	4.2	4.5	4.4
Lecturers	4.0	4.3	4.1
Administrative staff	3.8	4.1	3.9
<b>Total</b>	<b>4.0</b>	<b>4.3</b>	<b>4.1</b>

**Source:** created by the authors

The survey results presented in Table 3 indicate that there are differences in the levels of emotional intelligence among the various categories of respondents, confirming the importance of emotional intelligence for effective management practices in universities. Firstly, the data indicate that department heads achieve the highest average scores across all three categories: self-regulation (4.2), empathy (4.5), and management effectiveness (4.4). This suggests that department heads have likely developed strong emotional intelligence skills. Such skills should enable them to manage emotions more effectively, demonstrate a high level of empathy, and achieve greater efficiency in management practices. The higher levels of self-regulation and empathy among managers may contribute to their ability to create a positive working environment and ensure the effectiveness of management processes. In comparison, lecturers received slightly lower average scores: 4.0 for self-regulation, 4.3 for empathy, and 4.1 for management effectiveness. This indicates that while lecturers possess good emotional intelligence skills, their levels of self-regulation and empathy are somewhat lower than those of department heads. As a result, the effectiveness of their management practices is also somewhat diminished.

Administrative staff obtained the lowest average scores: 3.8 for self-regulation, 4.1 for empathy, and 3.9 for effective management practices. These results suggest that administrative staff may struggle with managing their emotions, which could impact their overall productivity and morale. Although administrative staff have a relatively high level of empathy, the effectiveness of their management practices and overall self-regulation requires improvement. These results highlight the importance of developing emotional intelligence for individuals in any academic career. The high level of emotional intelligence among department heads may be linked to their ability to effectively manage their teams, implement positive changes, and resolve conflicts. High scores in self-regulation and empathy indicate that these leaders possess the skills to better manage their emotions, actively listen and understand their subordinates, and create an environment conducive to collaboration and productive work. A detailed analysis of the data by gender was conducted. The distribution of respondents by gender reveals significant differences in the levels of emotional intelligence between men and women. Table 4 provides a deeper insight into emotional intelligence levels across respondent categories by gender.

**Table 4.** Emotional intelligence level by respondent categories by gender

Category	Self-regulation (mean)	Empathy (mean)	Effectiveness of management practices (mean value)
Heads of departments	4.3 (M) / 4.1 (F)	4.5 (M) / 4.6 (F)	4.4 (M) / 4.3 (F)
Lecturers	4.1 (M) / 3.9 (F)	4.2 (M) / 4.4 (F)	4.1 (M) / 4.0 (F)
Administrative staff	3.7 (M) / 3.9 (F)	4.0 (M) / 4.3 (F)	3.9 (M) / 4.0 (F)
Total	4.0 (M) / 4.0 (F)	4.2 (M) / 4.4 (F)	4.1 (M) / 4.1 (F)

**Source:** created by the authors

A gender analysis also revealed significant differences in empathy levels between women and men, which has a substantial impact on teamwork and the overall atmosphere within a team. The analysis of gender aspects suggests that female leaders more frequently demonstrate high levels of emotional intelligence, particularly in the areas of empathy and communication. This may be linked to tradi-

tionally higher societal expectations of women's emotional competence. Female managers demonstrated a higher level of empathy compared to their male counterparts (average score of 4.5 versus 4.2 for men,  $p < 0.05$ ). This indicates that women are more likely to have developed emotional competence, which fosters a harmonious and supportive work environment. A high level of empathy enables female

managers to better understand the emotional needs of their subordinates, helping to prevent conflicts and improve team communication. This also contributes to creating an atmosphere of trust and collaboration, which positively influences the overall productivity of the team and its ability to achieve set goals. The data analysis also revealed that male leaders demonstrate a higher level of self-regulation, which is a key factor in reducing team conflict. Male leaders show a better ability to control their emotions in stressful situations than their female counterparts (average score of 4.3 compared to 4.1 for women,  $p < 0.05$ ). This allows them to remain calm in conflict situations and make more considered decisions, which helps reduce workplace tension. Self-regulation also enables male leaders to create a stable and predictable work environment, essential for maintaining high team productivity and achieving organisational goals.

Therefore, the results indicated that women demonstrated a higher level of empathy, attributable to a stronger emotional dimension in understanding and supporting the emotional needs of others. This may be linked to traditional leadership roles where the ability to manage emotions is considered crucial. Overall, both groups demonstrated similar levels of effectiveness in management techniques, suggesting that emotional intelligence is not critically dependent on gender identity. Alongside the survey, semi-structured interviews were conducted with respondents to gather more precise data. The interviews provided a deeper understanding of how emotional leadership influences management processes. The interviews corroborated the quantitative data and provided additional insights into how emotional leadership contributes to improved communication and productivity, while also identifying challenges arising from insufficient self-regulation among certain employee groups.

Interviews with 30 participants provided a deeper understanding of how emotional leadership impacts management practices in higher education. Respondents, including department heads, lecturers, and administrators, shared their views on the importance of emotional intelligence in their work. One of the key themes that emerged during the interviews was the significance of empathy in leadership. Many respondents highlighted that the ability of managers to understand and consider the emotions of others is crucial for creating a positive work environment. Department heads noted that they often face situations where they need to respond promptly to the problems of lecturers or students, and in such cases, empathy helps to find effective solutions. Lecturers also indicated that the empathy of their managers helped them feel supported and secure in their work.

The research, utilising both survey and interview methodologies, demonstrated that emotional intelligence significantly influences various aspects of leadership and employee satisfaction within higher education institutions. Correlational analysis revealed a strong, positive, and statistically significant relationship between emotional intelligence and job satisfaction ( $r = 0.62$ ,  $p < 0.01$ ).

This indicates that employees with higher emotional intelligence are more likely to be satisfied with their jobs. Individuals with high emotional intelligence not only communicate more effectively with colleagues but also foster a more positive work environment. They are better equipped to resolve conflicts that commonly arise in the workplace, positively influencing their job attitudes. Furthermore, employees with high emotional intelligence are more receptive to feedback, contributing to both their professional development and overall job satisfaction. Thus, emotional intelligence emerges as a key factor contributing to job satisfaction among employees in academic institutions.

Moreover, emotional intelligence has a significant impact on the effectiveness of leadership practices. Data analysis revealed that managers with high levels of emotional intelligence perform their leadership tasks more efficiently than their counterparts with lower emotional intelligence. The results, based on the Student's *t*-test ( $t(150) = 3.75$ ,  $p < 0.01$ ), emphasise that managers with higher emotional intelligence create a positive work environment, which in turn enhances team productivity and employee motivation. Such leaders better understand and respond to the emotional needs of their subordinates, leading to higher professional engagement. Additionally, emotionally intelligent leaders are more adaptable to change, manage conflicts effectively, and make decisions that consider the interests of all stakeholders. This fosters a conducive environment for team development, allowing educational institutions to achieve organisational goals. Overall, the findings confirm that emotional leadership plays a vital role in shaping effective management practices and creating a positive work environment in academic institutions. A high level of emotional intelligence among managers correlates with greater managerial effectiveness, improved teamwork, and higher staff morale. This suggests that the development of emotional intelligence is crucial for successful management and the sustainable growth of academic institutions, ensuring the achievement of high standards in education and research.

Thus, the findings clearly demonstrate that emotional leadership has a significant impact on management practices in higher education. The level of emotional intelligence exhibited by leaders plays a pivotal role in fostering effective work environments and enhancing teamwork and morale. The relationship is direct and positive: higher emotional intelligence among managers is concurrently correlated with greater efficiency in performing administrative tasks, which in turn contributes to a more harmonious and productive work environment. The initial study revealed a significant correlation between employees' emotional intelligence and job satisfaction. The analysis showed that employees with higher levels of emotional intelligence expressed greater satisfaction with their work conditions and the outcomes of their work. This can be attributed to the fact that emotional intelligence enables employees to better understand their own emotions and those of their colleagues, which in turn facilitates the

building of healthy working relationships and enhances overall efficiency.

Managers with higher levels of emotional intelligence emphasised that the ability to understand the emotions of their subordinates helps them make management decisions that take into account employees' needs and expectations. Rather than simply emphasising empathy, respondents highlighted the importance of motivating the team by providing support when needed. It was also stressed that self-regulation helps maintain a constructive approach to problem-solving, even in stressful situations. During the survey, respondents noted that the ability to manage their own emotions and understand the emotions of others helps them avoid conflict and maintain harmony within the team. Self-regulation skills are particularly valuable in crisis situations, positively impacting the team atmosphere. A high level of empathy also fosters a sense of support among employees, boosting motivation and job satisfaction. Additionally, high levels of empathy contribute to a sense of self-worth, enabling each employee to feel valued. Results obtained through surveys and semi-structured interviews revealed a significant correlation between emotional intelligence and management practices in higher education institutions. Data analysis using the Student's t-test demonstrated a significant difference in the effectiveness of management practices between managers with high and low levels of emotional intelligence.

Specifically, the results revealed that managers with higher levels of emotional intelligence were significantly more effective in resolving conflicts, creating positive work environments, and increasing team productivity. They also demonstrated a better understanding of their subordinates and fostered more effective teamwork. This confirms the hypothesis that emotional intelligence has a direct impact on the quality of leadership practices. This research underscores the importance of developing emotional intelligence for both managers and other employees in higher education institutions. High levels of emotional intelligence not only improve the work environment but also contribute to reducing conflict and increasing overall productivity. The research findings highlight the need for implementing emotional intelligence development programs to enhance management effectiveness and employee satisfaction. Thus, all the results from this study indicate that emotional intelligence is a crucial factor influencing the performance and job satisfaction of managers in higher education institutions. The implementation of emotional intelligence development programmes can significantly enhance leadership effectiveness and boost staff morale. This, in turn, contributes to the overall success and development of the institution, fostering an effective organisational culture and achieving strategic goals.

Cultural factors also play a significant role in the adoption and implementation of emotional leadership. A review of the literature on leadership development models in the education sector highlights the importance of a transformational approach to leadership in universities.

Individualistic cultures, which emphasise personal achievements and independence, may be more resistant to such programmes. Institutions in these cultures might prefer traditional management approaches that focus on productivity and autonomy, which do not always align with the philosophy of emotional intelligence. However, a systematic review of the literature demonstrates that, regardless of cultural context, the shift from traditional leadership roles to emotionally intelligent leadership approaches is essential. Emotional and interactive leadership fosters a more harmonious and effective educational environment, which is particularly important in the context of contemporary global changes and challenges (Andrin *et al.*, 2023).

It is important to note, firstly, that managerial emotional intelligence encompasses the ability to recognise and regulate one's own emotions, understand the emotions of others, and effectively utilise this knowledge to manage interpersonal relationships in the workplace. When leaders possess emotional self-regulation, they are better equipped to make calm and confident decisions, which reduces conflict levels and maintains team stability. Secondly, the data collected indicate that managers with higher emotional intelligence perform their administrative tasks more effectively. This is reflected in their ability to respond quickly and accurately to organisational changes, address issues at early stages, and sustain high motivation among their subordinates. Such leaders have a deep understanding of both the needs of the organisation and the requirements of individual team members. A high level of emotional intelligence enables leaders to be more flexible and adaptable, which is particularly vital in the dynamic environment of higher education.

From a team-working perspective, leaders with high levels of emotional intelligence can create and maintain a positive psychological climate within their teams, thereby enhancing teamwork. They also have a better understanding of team dynamics and can therefore allocate roles and tasks among team members more effectively. As they are able to demonstrate empathy, they are more sensitive to the emotional state of their subordinates, which improves communication and reduces stress within the team. All of this fosters a more cohesive working environment and increases team productivity. High levels of emotional intelligence also have a positive impact on employee morale. Staff members feel supported and understood by their superiors, which increases job satisfaction and engagement. Open and honest communication between managers and employees creates an atmosphere of trust and mutual respect, which is key to maintaining high morale. This approach reduces staff turnover, increases employee loyalty to the organisation, and decreases staff attrition.

However, a completely different trend can be observed when it comes to managers with low emotional intelligence. Management effectiveness can decline, and conflicts and misunderstandings within the team can increase. Low emotional intelligence often results in leaders being unable to respond appropriately to the emotional signals

of their subordinates, leading to a loss of trust and deterioration of working relationships. Such managers are unable to understand the needs of their subordinates, which complicates the decision-making process and reduces work efficiency. Furthermore, low emotional intelligence has a detrimental impact on teamwork. A lack of empathy and communication skills often leads to conflicts, complicates work processes, and reduces productivity. Employees feel misunderstood or undervalued, resulting in demotivation and decreased engagement. In such an atmosphere, it is difficult to maintain teamwork, which in turn negatively impacts the overall productivity of the organisation. The morale of employees is also significantly impacted by the low emotional intelligence of managers. The inability of leaders to recognise the emotional state of their employees and respond appropriately can lead to increased stress, burnout, and even conflicts within the team. Employees who cannot rely on the support of their management are less engaged in their work and may eventually leave the company. This creates additional problems for the organisation, as high turnover leads to a loss of knowledge and decreased efficiency.

Feedback enables managers to receive regular evaluations of their performance from subordinates, colleagues, and senior leadership. This helps to identify strengths and areas for improvement. Coaching, on the other hand, provides individual support to managers, assisting them in developing specific skills, including self-regulation and empathy, as well as enhancing their leadership style. It is also essential to focus on fostering a feedback culture throughout the organisation. An open and supportive environment is crucial, allowing employees to freely express their thoughts and suggestions. This not only facilitates the personal growth of managers but also contributes to the overall development of the organisation. To achieve the effective integration of emotional intelligence into the operations of higher education institutions, comprehensive recommendations need to be developed that will promote the growth of emotional intelligence among both administrative and faculty staff.

Additional recommendations to help integrate emotional intelligence into higher education include several important considerations. Firstly, developing a curriculum on emotional intelligence for managers and faculty is a step towards creating a more harmonious and productive work environment. This program should include a variety of methods, such as training, workshops, practical exercises, and interactive modules aimed at developing self-awareness, self-regulation, empathy, and social skills. In this way, staff and faculty will be better able to understand their own emotions, the emotions of colleagues and students, which will help to reduce conflicts, improve communication, and create a supportive environment for all participants in the educational process.

Emotional leadership among lecturers can significantly enhance the quality of interactions with students, thereby improving their academic performance and motivation to

learn. Lecturers with a high level of emotional intelligence are better equipped to respond to students' needs, provide support in challenging situations, and foster a learning environment that promotes not only academic achievement but also personal development. A positive group climate can be achieved by cultivating traits such as empathy, social sensitivity, and effective communication to develop practical strategies for enhancing the quality of education. Research can offer valuable insights into how educators' emotional intelligence impacts students' academic success, motivation to learn, and overall satisfaction with their educational experience. The findings can be utilised to design targeted training programmes focused on developing educators' emotional intelligence, as well as to adapt existing curricula to meet the identified needs of students.

Integrating emotional intelligence into the university's human resource policy is a crucial step towards creating a harmonious and effective working environment. A human resource policy that acknowledges the importance of emotional intelligence may encompass measures such as regular training sessions aimed at developing employees' emotional skills, incorporating emotional intelligence metrics into performance evaluation criteria, and establishing competency development programmes to support and enhance employees' emotional well-being. These initiatives can help to improve overall productivity, reduce stress and conflict levels, and foster a positive image of the university as an employer. Regular assessments of employees' emotional intelligence serve as a tool for identifying and addressing communication and interaction issues in the workplace. Such evaluations can be conducted through surveys, testing, or expert interviews, which assist in highlighting employees' strengths and weaknesses concerning their understanding of emotional intelligence.

A significant area for future research is the impact of emotional leadership on student learning outcomes. While this study focused on leadership practices and the work environment, it is equally important to note that the development of emotional intelligence among administrative and academic staff can influence students' academic achievement, motivation, and overall learning experience. This aspect undoubtedly has the potential for in-depth research that could uncover new avenues for improving the quality of the educational process. Future research could focus on analysing how the emotional intelligence of lecturers impacts students' academic achievement, self-organisation, and emotional resilience during the learning process. This research could involve evaluating the impact of an emotional intelligence development program on academic achievement, as well as analysing the influence of emotional leadership on students' ability to cope with stress and maintain motivation during their studies.

Such research directions can significantly improve our understanding of how emotional intelligence not only contributes to effective leadership in higher education institutions but also impacts student success and well-being. Therefore, a key recommendation is to continue research

in this area to develop comprehensive approaches to the development of emotional intelligence that encompass all aspects of activities in educational institutions, from leadership practices to the teaching and learning process. A significant factor in the successful implementation of emotional leadership is the support of senior management. Senior managers should lead by example and actively promote the development of emotional intelligence at all levels of management. This includes not only participating in training but also demonstrating behavioural models that emphasise the importance of emotional leadership in daily activities.

A high level of emotional intelligence among leaders is associated with greater leadership effectiveness, better teamwork, and higher staff morale. The effectiveness of leadership practices is a critical factor in the success of any organisation, including higher education institutions. Research shows that a high level of emotional intelligence in leaders positively impacts collaboration. Leaders with high levels of self-regulation and empathy are better able to manage their own emotions and better understand the emotions of their subordinates, which contributes to creating a positive work environment. Emotional intelligence, particularly self-regulation and empathy, enables leaders to remain calm and rational in stressful situations, reducing the likelihood of conflict and increasing the effectiveness of decision-making. A manager with high emotional intelligence can recognise early signs of stress in employees and take steps to reduce it, improving overall team morale and reducing turnover. Research results indicate that emotional leadership has a significant impact on management practices and the overall environment of higher education institutions. This section discusses the significance of the findings, their alignment with previous research, and the prospects for further research in this field.

One of the most significant aspects identified in the study is that departmental leaders exhibit higher average scores in emotional intelligence compared to other categories of respondents. This may indicate that departmental leaders have greater opportunities to develop their emotional skills, as well as reflecting the importance of emotional intelligence at the senior management level. The issues identified, particularly the inadequate self-regulation among administrative staff, underscore the necessity of implementing emotional intelligence development programmes at all management levels. This is crucial for fostering a positive working environment and ensuring the effectiveness of management processes. A key topic of discussion was the importance of empathy in effective conflict resolution. Managers who are capable of understanding and considering the feelings of their employees are better positioned to resolve conflicts effectively, thereby creating a more harmonious working environment. Empathy enables managers to view situations from various perspectives, allowing them to find fair and balanced solutions. One respondent noted that her manager always strives to understand both sides of a conflict, which helps to swiftly identify solutions and maintain good relationships within

the team. This highlights the significance of empathy in leadership, as it fosters trust and mutual understanding among employees.

Another significant finding from the research is the impact of emotional leadership on employee motivation and productivity. Managers with high emotional intelligence are able to influence their subordinates as they can identify the needs and desires of their employees. This allows them to create individualised motivational strategies that take into account the unique characteristics of each employee. A manager who understands that one of their employees is seeking professional development can provide them with more opportunities for learning and growth, thus increasing their motivation and productivity. Such an approach will help increase employee satisfaction and reduce turnover.

## DISCUSSION

This article examines the impact of emotional intelligence on management practices in higher education institutions. Similar conclusions were reached by K. Chernis *et al.* (2006), who emphasises the importance of emotional intelligence for effective management in his studies. Confirmation of this fact can be found in the research conducted by Y. Huang & H. Yin (2024), which revealed that paternalistic leadership and the exchange of ideas between leaders and team members significantly influence the emotional working strategies and teaching practices of lecturers, highlighting the importance of emotional intelligence in shaping effective leadership practices. However, this study provides new data on the specific effects of emotional leadership within the context of higher education institutions, including a detailed analysis of its impact on various categories of staff and key aspects of management practices.

Similar conclusions were drawn in a study by T. Kilag *et al.* (2023), who demonstrated that stress and anger management programs significantly improve the emotional well-being and leadership skills of school leaders. They emphasise the need for similar interventions in higher education institutions to promote the emotional well-being of leaders. This once again emphasises the importance of emotional intelligence in educational leadership, which was explored in this article.

J. Walls (2023) also drew attention to the impact of emotional intelligence on the effectiveness of leaders in academic circles. His research demonstrated that leaders with high levels of emotional competence are better at managing conflicts and increasing employee motivation. These findings align with existing data that supports the importance of emotional intelligence in management. The results of the study are also consistent with the research of other scientists who have examined the impact of emotional intelligence on leadership practices in various contexts. Research by S. Jones (2012) showed that high levels of emotional intelligence in managers positively impact teamwork and overall organisational effectiveness. This corroborates the findings regarding the importance of

emotional intelligence for improving teamwork and the effectiveness of management practices.

At the same time, the results of the study introduce new elements to the understanding of emotional leadership within academic institutions. For instance, the issues of self-regulation identified among administrative staff represent a novel aspect that warrants further investigation. This underscores the need to adapt general findings regarding emotional intelligence to the specific management conditions in higher education institutions. The results obtained open several avenues for future research. Firstly, it would be beneficial to explore how different aspects of emotional intelligence (such as self-regulation and empathy) influence specific management practices across various academic contexts. This could aid in the development of tailored training programmes for enhancing emotional intelligence in universities. Secondly, it is worth investigating the impact of emotional leadership on students and their interactions with university staff. Such research could provide insights into how emotional leadership affects the overall learning environment and the academic success of students. Thirdly, comparative studies between different types of higher education institutions (for example, public and private universities) should be conducted to determine how the characteristics of the institution influence the significance of emotional leadership.

While the research highlights the significance of emotional intelligence for effective leadership, some participants noted that developing emotional intelligence is challenging due to a lack of time and resources. This is a serious concern, as without adequate support and resources, leaders may not be able to develop their emotional skills. One respondent mentioned that they do not always have the opportunity to attend emotional intelligence training, even though it is crucial. This underscores the need to invest in training and development programs for managers to enhance their emotional intelligence. These programs could include workshops, seminars, coaching, and mentoring to help managers develop their emotional skills and apply them in the workplace.

Thus, the results confirm that emotional leadership is a significant factor influencing the effectiveness of leadership practices, teamwork, and staff morale in universities. The data indicate that a high level of emotional intelligence is associated with enhanced leadership effectiveness and improved overall morale. This is crucial, as it demonstrates that leaders with high emotional intelligence engage more effectively with their subordinates, resolve conflicts, and maintain team productivity. The discussion of the survey results reinforces the notion that emotional leadership is an essential aspect of management practices in higher education institutions. The findings suggest that a high level of emotional intelligence positively impacts the effectiveness of management practices, teamwork, and staff morale. These conclusions align with previous research while also providing new insights into the specific aspects of emotional leadership within the academic environment.

## CONCLUSIONS

Research has demonstrated that emotional leadership has a significant impact on management practices, the work environment, and productivity in higher education institutions. Data analysis revealed that high levels of emotional intelligence among managers and faculty members contribute to better teamwork, more effective management processes, and higher staff morale. Significant correlations between emotional intelligence and leadership effectiveness were found in both the survey and semi-structured interview results. Specifically, it was discovered that managers with high levels of emotional intelligence were better able to regulate their emotions through self-regulation skills, leading to lower levels of conflict within their teams. Lecturers with high levels of empathy interacted better with their students and adapted teaching methods to meet individual student needs, positively impacting student achievement. The collected data also confirmed significant differences in levels of emotional intelligence among different categories of staff. For instance, department heads demonstrated a considerably higher level of self-regulation and empathy compared to administrative staff. This disparity is reflected in the overall productivity of administrative tasks, as managers with higher emotional intelligence are better equipped to handle administrative duties and foster a positive working atmosphere. To further develop the emotional intelligence of university staff, it is recommended to implement regular training and development programmes focused on emotional intelligence. This not only enhances the execution of administrative tasks but also improves the quality of lecturing and students' learning outcomes. It is particularly important to focus on developing emotional leadership among educators, as those with high emotional intelligence are capable of devising more effective teaching and student motivation strategies.

Overall, the research findings confirm the significance of emotional intelligence in the context of management and the work environment within universities, providing valuable insights for developing leadership strategies and fostering a harmonious workplace. Thus, the conducted research underscores the importance of emotional intelligence in the context of management practices and the work environment in universities, offering recommendations for further development in this area and outlining prospects for future research. The obtained results provide valuable information for developing leadership strategies in higher education institutions and can serve as a foundation for further research and practical application in the field of emotional leadership. The collected data can be utilised to develop individualised development plans aimed at enhancing communication skills, boosting self-confidence, and managing emotions. This will contribute to the creation of a more cohesive team that can work effectively together and achieve shared goals. The implementation of these recommendations can be instrumental in successfully integrating emotional intelligence into university operations, fostering a conducive learning environment and increasing the overall effectiveness of the institution. Future research

should focus on the impact of emotional leadership on students' academic achievement and motivation. Additionally, an analysis of the influence of emotional intelligence on various aspects of the learning process and interactions between lecturers and students could be conducted.

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## CONFLICT OF INTEREST

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## Структура та оцінювання емоційного лідерства в управлінні персоналом закладів вищої освіти

**Анотація.** Стаття присвячена вивченню впливу емоційного лідерства на управлінські практики та загальне середовище у вищих навчальних закладах. Метою дослідження було проаналізувати вплив емоційного інтелекту керівників та персоналу на ефективність управлінських процесів. Емоційний інтелект стає все більш важливим аспектом ефективного управління, особливо в контексті вищої освіти, де професійні відносини та взаємодії мають значний вплив на якість освітніх процесів. З огляду на це, дослідження було зосереджене на аналізі того, як емоційний інтелект керівників та працівників впливає на різні аспекти лідерства, включаючи прийняття важливих рішень, командну роботу, вирішення певних конфліктів та ефективність вагомих організаційних процесів. Було проведено комплексне дослідження, яке включало опитування 300 респондентів (завідувачів кафедр, викладачів та адміністративного персоналу) та напівструктуровані інтерв'ю з 30 учасниками. Опитування показало, що завідувачі кафедр мають найвищий рівень емоційного інтелекту, що позитивно впливає на управлінські практики, ніж їхні колеги з низьким рівнем емоційного інтелекту. Результати дослідження свідчать про значний вплив емоційного лідерства на підвищення ефективності управлінських практик, покращення командної роботи та морального духу працівників. Важливо те, що висока емпатія з боку керівників покращує продуктивність команди та моральний дух персоналу. Аналіз результатів показав, що емоційне лідерство часто не враховується в кадровій політиці. Дослідження підкреслює важливість інтеграційного розвитку емоційного інтелекту в програми підготовки управлінських кадрів для керівників університетів з метою покращення практики лідерства та створення позитивного робочого середовища

**Ключові слова:** організаційна культура; комунікативні навички; ефективне керівництво; конфліктологія; психологічна підтримка; професійне середовище