

The School Transformation through ICTs and Leader's Emotional Intelligence

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Abstract: The crucial role of emotional intelligence in the leadership strategy is now recognized as one of the skills and qualities that school principals should possess in order to transform the traditional school into a sustainable learning and development community. This is because the educational landscape is constantly changing and calls for a comprehensive restructuring. A school leadership that possesses self-awareness, empathy, adaptability, and resilience as well as interpersonal skills contributes to a motivating and encouraging environment that encourages high achievement. The purpose of this article is to look into how school leadership's developed emotional intelligence abilities and related tactics help to advance the planned school reform. The findings of this literature review demonstrated that a school principal with emotional intelligence contributes to the emotional adjustment.

Keywords: Emotional intelligence, school leadership, art of relationships, positive school climate, high achieving, sustainable school community

1. Introduction

The ideas of emotional intelligence and emotional leadership have received particular attention in recent decades in the rational field of educational administration because to the belief in the importance of school renovation [1]. Since emotional intelligence includes a network of intrapersonal and interpersonal skills as a result of social learning and emotional development, it is now acknowledged that emotional intelligence is related to the growth of the individual's professional characteristics [2]. Additionally, because it includes endogenous reality control, self-awareness, self-esteem, and resilience processes, as well as interpersonal skills like communicating ideas, active listening, social awareness, and the development of interaction relationships, s/he can improve logical thinking and performance through it [3]. These traits of emotional intelligence can all be acquired and fostered.

On the other hand, the redesign of educational procedures, which places an emphasis on efficiency and greater accountability, coordinated with the introduction of new curriculum and assessment structures, the collaboration of teachers, and the professional development of teachers, led to significant changes and emotional effects in the school community. A new kind of school leadership that can link curriculum and instruction with effective teaching and high student accomplishment is necessary for this multidimensional endeavor [5]. In order to further support and deepen school reform, it is also necessary to be able to recognize the emotional reality of the school, to create trustworthy working connections, to offer strong commitment reasons, and to do so [6], [7], and [8].

The current literature review aims to investigate how school leadership's emotional intelligence abilities and behaviors can play a key role in achieving school restructuring by fostering an environment where students' needs are met and school objectives are prioritized [9]. In particular, it aims to explore and comprehend the unofficial role of emotional intelligence dimensions as a facilitating factor - beyond his or her formal qualifications - to improve a school leader's effectiveness, so s/he becomes a key driver of the development of a sustainable and competitive school community, which will make all students "global citizens." Additionally, it

tries to show how a school principal's developed emotional intelligence makes it possible for him or her to recognize, comprehend, and process the emotional messages using reasoning.

After reading this essay, the reader will understand why school principals with similar formal education and job experience produce varying degrees of educational outcomes: emotional intelligence. Additionally, s/he will come to a deeper understanding of the fact that emotional control and relationship management are fundamentally life skills [10], [11].

2. Emotional intelligence

In the 1990s, Goleman argued that emotional intelligence was more important than intelligence in determining successful people and leaders. He did, however, point out that it does not exclusively define success, but rather multiplies the opportunities for learning and developing these competencies, which he considered to be enhanced, through proper instruction, appropriate guidance, hands-on training, and the acquisition of professional experience [12].

In general, it may be traced back to Gardner's (1983) theory of "multiple intelligences" and Thorndike's (1921) concept of "social intelligence," which connected it to success in endeavors outside of cognitive ability [13]. Weschler emphasized the importance of the emotional aspects of intelligence in the 1940s with regard to an individual's success [14]. The emotional quotient (EQ), which captures the social and emotional qualities that turn intelligence into achievement, was created by Bar-On in the late 1980s to quantify it [15]. Since then, numerous attempts to describe it and the creation of numerous models and tests to measure it have been attempted. It has been discovered that, unlike IQ, emotional intelligence grows over the course of a person's life [16], [17].

Modern neuropsychology has established that sensory information is first processed by the brain's amygdala, which is linked to emotional memory, before being sent to the neocortex, the seat of rational reasoning. Thus, it appears that there is interaction between the logical and emotional parts of the brain, supporting Damasio's (1994) claims that emotions play a fundamental role in every aspect of the human mind [18], [19].

Empathy is the propensity and capacity to share and comprehend another person's innermost feelings. It is a multifaceted theoretical concept that includes the ability to cognitively perceive one's own and other people's intents, beliefs, desires, and emotional effects as well as the ability to share experiences.

In actual school management, the administrator shows empathy in three different ways for students, teachers, and parents: a. the cognitive empathy, demonstrated through listening, focusing on, and comprehending their various demands b. the ability to feel sympathy for their problems, show group cohesion, and offer crucial assistance. and c. the behavioral empathy, which includes genuine interest, preventive care and continuous support, for the formation of a positive school climate, which contributes to the empowerment, development and well-being of all members of the school community [31].

3. Emotional intelligence: The models

In order to enhance a person's quality of life, emotional intelligence conceptual approaches place a strong emphasis on the capacity to recognize and make use of emotions as a source of power, information, and influence [20]. They can be divided into two categories:

- Depending on the social environment, the "ability models" [21] that concentrate on the interplay between emotions and thinking depict emotional intelligence as a mental processing capacity of emotional information for the direction of a person's thinking and action [22]. They are divided into two hierarchically organized domains: a. the experiential domain, which refers to the psychological processes of emotion perception and use, and b. the strategic domain, which deals with the processes of understanding

and reflective emotion regulation and aims to advance the emotional and intellectual growth of the individual [23], [24].

- The "mixed models," which combine the "trait models" [25] and the "non-cognitive models" [26], which include a multifactorial interconnection and interaction of abilities, behavioral dispositions, and characteristics of the individual's personality, directing to the dynamic response to the challenges of personal and social life, focus on intrapersonal characteristics and interpersonal skills, which influence behavioral dispositions and can lead to the individual's achievement.

The mixed models of emotional intelligence have been the ones most frequently applied in educational settings.

4. The leadership

The definition of leadership was given as the capacity of the leader to persuade his/her followers to comprehend and concur on what has to be done and how to effectively do it, as well as the process of facilitating both individual and group efforts to attain shared objectives [27]. In actuality, a leader assumes informal functions with emotional dimensions in addition to his or her formal duty at the same time, according to Durkheim's sociological perspective ([1912]2001), making rational use of emotional data to complete his or her complex responsibilities [1].

As a result of the realization that effective leadership is essentially a "art of relationships" and a social interaction process, businesses today have moved away from the old paradigm of leadership [28]. The leader of the future possesses developed emotional intelligence skills in addition to cognitive intelligence. These skills enable communication so that "alliances" can be formed. They also include methods for controlling internal and external emotional influences and building trusting interpersonal relationships. Coherent goals and a clear policy for achieving them, a strong organizational culture, an environment of optimism, information dissemination, mutual respect, and decision-making flexibility are all necessary at the same time [29]. His/her leadership style - open or closed - depends on his/her personality and underlying emotions, but also on the unique characteristics of the organizational environment, being the main axis of building the climate and achieving the defined performance standards [30].

5. A transformative school leadership approach and the mixed model of emotional intelligence

5.1. Characteristics and competencies of emotional intelligence in school leadership

Goleman (1998a, 2006) pointed out that high emotional intelligence is a common feature of the most capable leaders and presented as their main characteristics vision orientation, authenticity, democracy, collaboration, guidance, innovation [32].

Promoting the policy of school transformation is part of the job of effective school leadership, and it seems that having strong emotional intelligence abilities, which set them apart from typical principals, makes it simpler for them to recognize opportunities and control the emotional relationships that form in the classroom environment so they can act as a catalyst for school renewal. Such abilities as empathy, adaptability, and relationship management aid in the development of interpersonal interactions based on moral principles. The cornerstone of an effective principal's emotional intelligence is self-awareness, which enables him or her to comprehend instructors by being aware of their main strengths and weaknesses [33], [34]. Therefore, principals adopt the transformational leadership style, which emphasizes the role of emotions, values, and relationships that develop in the school context and promote high performance [35]. Principals with behavior patterns that direct the restructuring of the school

do so. In this way, their critical thinking, evaluation skills, and emotional intelligence are all integrated into their cognitive processes, enabling them to:

- They take in the emotional signs of the school environment.
- They understand their underlying causes that provoke them, develop an expanded perspective on emotions as motivations for actions, and observe the ways in which they vary over time.
- They decode emotional information to productively influence teachers' way of thinking.
- They manage emotions, wisely, at the level of thinking, decision-making and action [36].

Characteristics of their personality include emotional self-awareness, self-esteem, self-control, adaptability, the creative application of diversity, a sense of justice and transparency, integrity, reliability, and respect. They also possess the capacity to influence, inspire, and instill passion for their vision, as well as the communication skills necessary to forge both formal and informal relationships, construct cooperative structures, and accept shared values. Flexibility, understanding when and how to show individual interest, as well as the ability to exert control over teachers, stimulate their minds and work with them, adjust work demands and convey their enthusiasm, while also recognizing their need for professional development and enhancing their work, are equally crucial [28].

More specifically, the emotional intelligence skills of an effective principal, which have a strong impact on teachers' perceptions of his/her leadership's authenticity, are:

- Intrapersonal abilities, which help the person try severe cuts while retaining confidence and optimism. These abilities also help the person coordinate with themselves. Additionally, his or her independence of thought, assertiveness, morality, political awareness, and self-actualization.
- Interpersonal skills, in order to understand teachers' emotions, motivations and needs, and assess them according to the context as well as develop supportive actions. His/her interpersonal intelligence is reflected in the integration of an open communication style of cognitive and emotional messages and in the creation of emotional bonds among the members of the school community, which reinforce solidarity and collegiality. A key interpersonal skill is empathy, which allows understanding the teachers' perspective and discerning the positive cues of their point of view, through active listening and responding, with verbal and non-verbal actions. This enables him/her to take on students' concerns and to shape, together with the teachers, a supportive and enriched learning environment of interaction. At the same time, thanks to his/her social awareness and responsibility towards important issues and values of school life, s/he provides a force to push and develop teachers' competences, to involve them to the coherent vision and to commit them to the clear goals of the school community.
- Flexibility, both to deal with the upheaval of school life by effectively controlling every action and reaction and changing the settings of the school environment, as well as to adapt satisfactorily to novel approaches and fresh facts. This involves the capacity for foresight, the provision of essential time, decision-making, the creation, development, and implementation of alternative problem-solving solutions, and the application of prior experience to deal with similar obstacles in the future while using fewer cognitive resources.
- Stress reduction skills, developing the ability to understand and regulate, with self-discipline and patience, thoughts, emotions and actions, which have a basis in situations of fear and uncertainty, preventing emotional tensions and restoring the effectiveness of communication.
- Resilience, which ensures an optimistic attitude, considering challenges as opportunities for dynamic action, together with a strong sense of self-esteem and success, the reflection of which increase teachers' consistent attitude and motivation, their responsibility, creativity and pursuit of innovation, contributing in building resilient school communities [37].

5.2. Managing school restructuring techniques from an emotionally astute school leadership

Any organizational change is met with resistance, either irrational or rational, depending on whether employees are reluctant to participate or unwilling to change the status quo [38].

Similar to this, the process of school transformation, particularly in the early stages, elicits strong feelings of anxiety, insecurity, anger, and resistance in teachers, with a detrimental effect on educational outcomes, as a result of a potential lack of professionalism and change readiness, as well as the absence of infrastructures for autonomy, collectivity, insufficient communication, and lack of trust [14].

First, a capable administrator fosters a culture of trust and shared feelings in the classroom, allowing teachers to feel good emotions and assisting them in adjusting emotionally to the school environment [32]. As a result, he or she is prepared to go through the necessary steps to rebuild this relationship with the teachers and create an environment that would pique their emotional curiosity and enthusiasm in their new assignments [39]. Thus, by employing transference strategies, with which s/he expresses his/her certainty about the necessity and success of the reform process as well as his/her confidence in their abilities, s/he exerts a positive influence on their willingness to participate in its realization and maintain focus on shared objectives [30]. Furthermore, based on his/her conceptual thinking, professional self-awareness and interpersonal skills, s/he incorporates specific strategies to manage emotional confusion and build an open communication environment of the vision of the desired school reality, within which their professional self-determination is boosted. These are:

- The management of programming - with an emphasis on the human factor - planning flexibly and supervising discreetly the orderly operation of school life, recognizing and exploiting the strengths of teachers, for delegating responsibilities and assisting them in removing resistance to change.
- The activation of teachers, forming participative co-responsibility structures and high-performance expectations, channeling emotional information to enhance performance motivation, recognizing and rewarding their individual contribution.
- The management of teachers' commitment, directing them to the creation and acceptance of a coherent system of values and norms, aiming at a common course of consensus and co-responsibility, so that they identify with the school culture.
- Managing interpersonal relationships, guiding teachers, giving meaning to their work and building relationships of trust, based on kindness and empathy, as well as on respect for their perspective.
- Stress and team management, smoothly settling disagreements, developing team spirit and cooperative strategies for negotiation and fruitful problem solving, investing in creating a sense of community among teachers, which contributes to their activation and commitment to the shared vision of the school reform.
- The management of innovation, offering opportunities for experimentation and research, encouraging and promoting initiatives, creative ideas, modern teaching approaches and collective actions that can be implemented in the school context.
- The management of teachers' professional development, based on the theory of the "intrinsic value" of human capital, providing them with quality opportunities to acquire new knowledge and skills, which guarantee personal and organizational success and opportunities to emerge them as potential leaders, for the acquisition of competent partners in the school restructuring process.
- The management of continuous improvement, adapting the school to the ever-changing conditions, clearly defining the new roles of teachers, as well as what needs improvement and cultivating a school climate of growth, providing quality visions, motivating and encouraging them to respond, adequately, to the new school life challenges.
- Managing competitiveness and effectiveness by acting as an inspiring role model, building a strong school culture of collaboration, supporting the systematic efforts of

teachers to cope with their demanding work and implementing programmed actions to optimize the school unit, in order to make it sustainable and competitive.

- The management of the future of the school unit, communicating a clearly defined vision for the sustainability of the school, which inspires and motivates teachers to accept common goals, achieving through collective self-awareness their emotional commitment, so as to synchronize their professional expectations with the development of the school organization and to voluntarily incorporate specific ways of acting, which give a distinct professional identity to their school [28]. In the same vein, principal adopts the transformative strategy of “internal marketing” by ensuring the quality of school life and allowing teachers to experience job satisfaction, as well as a sense of community membership, unity and identification with the group, thus enhancing their mental wellness and commitment to become more efficient in their educational work [1].

By establishing shared objectives and incorporating new curricula, emotionally intelligent principals integrate school practices and policies with the concept of educational reform and provide clear direction for its execution. They serve as mentors during this period of transition and mediate the wellbeing of all students in the school community by fostering vital connections, allowing students to express, show, and assimilate the emotions that come from creative thinking, creating channels for interpersonal communication, but most importantly, by providing self-efficacy incentives that enhance the teaching and learning processes [3]. These motivating and encouraging actions, which serve as quantifiable markers for evaluating particular outcomes, direct the school community toward greater achievement, assisting in the growth of an adaptable and successful school structure to meet the demands of our competitive era [22].

6. Discussion & Conclusions

In conclusion, we emphasize the significance of digital technologies in the areas of emotional education and leadership, which are highly productive and successful, and which facilitate and improve the assessment, the intervention, and the educational procedures as well as provide tools for leadership, via mobile devices that bring emotional educational activities everywhere [44–53], various ICTs applications that are the main supporters of leadership education [54–90], AI, STEM, and robotics boost educational practices to new performance levers and give leaders tools [91–111], and games convert emotional education into a warm and welcoming encounter [112–115]. Additionally, the use of ICTs in conjunction with metacognition, mindfulness, meditation, and emotional intelligence cultivation theories and models [116–162] as well as with environmental factors and nutrition [40–43] accelerates and enhances educational practices and outcomes, particularly in the domain of leaders' emotional intelligence development.

Emotions undoubtedly give meaning to real connections; they are present in all facets of school life as well as in the exercise of leadership. Today, emotional management abilities are seen as essential for significant systemic changes, and purely rational leadership is seen as ineffective without them.

The emotional task of the principal is to express emotions openly through the way s/he exercises leadership and to inspire teachers to act accordingly. At the same time, the principal must be able to take advantage of emotional cues, new opportunities, and creative challenges in order to help shape positive attitudes toward school reform. In order to reach high quality and performance criteria, s/he also synchronizes individual disharmonies with the shared aims of the school, putting aside personal disputes and serving as the "collective soul" of the school organization. This is achieved as instructor's transition from isolation to collectivity, teamwork, co-responsibility, and the full activation of their potential, transforming the school into an autonomous, cohering system that offers high-quality educational services to its students. Nevertheless, it is understandable that school leaderships, in order to act as catalysts for school restructuring, should first recognize the necessity to change themselves and then encourage teachers, who are clearly changing, by participating in school reform processes.

However, the new curricula must encourage political practices in a human-centered orientation of the school organization, forming corresponding attitudes in school leadership, in order to flourish the principals' emotional intelligence. The development of shared management structures, professional accountability, quality assurance, self-determination, ethical responsibility, communication and positive interactions, the growth of intrinsic motivation and self-efficacy, the control of work-related stress, and professional commitment are some examples of such processes and systems. The skills of emotional intelligence should be considered when choosing and training potential competent school principals in light of the aforementioned.

The development of teachers' professional performance as well as the renewal of the school's structures and procedures is significantly aided by the development of an open school community with healthy collaborative relationships, effective teaching methods, and a focus on experiential and active learning. In conclusion, emotional intelligence dimensions have an impact on the professional traits and behaviors of the school principal. A school leadership that seeks to fundamentally restructure the school while using their own emotional experiences as a point of reference creates a resilient and encouraging learning environment where knowledge professionals can deeply understand both themselves and the needs of their students as well as the social and emotional contexts in which they execute their work. Furthermore, through the sharing of emotions and the shared way of seeing things, s/he promotes the emotional and logical interaction of all members of the school community.

Finally, a school principal who has a deep understanding of the "art of leadership" can leave his or her personal mark on the culture of his or her school by inspiring and motivating teachers to work together on the programmed changes, transforming the traditional school into a "emotionally intelligent" school community, focusing on self-fulfillment and collective self-awareness.

7. References

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