

Emotional Intelligence and Leadership Decision-Making in Educational Organizations: The Mediating Role of Communication Effectiveness

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Received : 21 July - 2026

Accepted : 18 August - 2026

Published online : 22 August - 2026

Abstract

Emotional intelligence (EI) has been emerging as a critical competency in educational leadership due to the fact that leaders have to deal with complex interpersonal relationship, emotional pressures, stakeholder expectations, and organizational decision making. Communication effectiveness may be an important mechanism for conveying emotional intelligence to effective leadership practice. The aim of this study is to investigate the relationship between the leaders' emotional intelligence and the quality of decision-making in the education organizations. It also examines the mediating process between emotional intelligence and leadership decision-making that could be the communication effectiveness. The study adopted the integrated review method of literature, which is a secondary academic literature method. There have been several empirical and review studies, which were synthesized, together with foundational theoretical literature, in order to discover common relationships, mechanisms and conceptual patterns. The analyzed suggests that an emotionally intelligent leader is better equipped to control emotions, handle conflicts, build trust, foster relationships with others, and positively address organizational issues. The synthesis also indicates that the effectiveness of communication is a way of bringing these emotional skills into the practice of leadership through active listening, sharing information openly, interacting in a supportive manner, providing feedback, and involving stakeholders. This study suggests that communication effectiveness as a mediator variable between the emotional intelligence of leaders and decision-making quality in education organizations is considered significant. The use of emotional intelligence and communication skills in educational leadership development could then help in making decisions in a more inclusive, transparent, and context-dependent manner.

Keywords: Communication Effectiveness, Educational Organizations, Emotional Intelligence, Leadership Roles, Organizational Complexity.

1. Introduction

Emotional Intelligence (EI) has become a crucial capacity in modern leadership, particularly in educational institutions where decision-making processes are complicated, people-centered, and value-driven. In contrast to traditional leadership paradigms that emphasize mental ability and technical abilities, emotional intelligence emphasizes the ability to detect, understand, regulate, and successfully apply thoughts in oneself and others. Leaders must increasingly juggle emotional demands, communication difficulties, and relationship



management issues, all while responding to quickly changing institutional settings. Effective leadership today necessitates a high degree of emotional intelligence, specifically the ability to comprehend and regulate one's own and others' emotions in decision-making situations (Mayer et al., 2004). At the same time, communication is an integral part of leadership practice. Making decisions involves more than just choosing the right course of action; it also involves communicating, interpreting, and implementing those decisions inside companies (Hackman & Johnson, 2013).

Leaders are faced with increased pressure to ensure open and inclusive communication processes in education, where participation and cooperation of stakeholders is necessary (Bush, 2007). Educational leaders often receive a multitude of demands from stakeholders, deal with a range of relationships and face a number of institutional challenges. Consequently, the idea of emotional intelligence in leadership is gaining grounds and is increasingly being considered a vital factor in making good decisions in context. In modern leadership research, emotional intelligence (EI) has evolved from a minor to a major explanatory factor (George, 2000; Savina et al., 2025). According to Salovey and Mayer (1990), emotional intelligence is a type of social intelligence that entails the capacity to monitor one's own and others' emotions and use that knowledge to guide thought and behavior. This logic was created in subsequent work, which revealed that emotionally intelligent leaders frequently have a greater ability to manage disruptive influence or mood climate, interpret the relationships worrying to other people, sustain communication under stress (e.g., relative access), and provide support through social climate repair while decisions were appropriately challenging (George, 2000; Hsu et al., 2022).

The result is straightforward but important: the quality of leadership is determined not just by the content of leaders' knowledge, but also by their abilities to make sense of emotion and communicate within organizational structures. Hsu et al. (2022) contend that EI contributes to the understanding of transformative leadership, whereas Coronado-Maldonado and Benítez-Márquez (2023) demonstrate that EI has emerged as one of the most noticeable study streams relating leadership and team performance. Leader EI promotes trust and performance results (Lee et al., 2022). Pulido-Martos et al. (2023) demonstrate that emotional processes function not just on an individual level, but also through collective team procedures. These studies are not educational in nature, but they are relevant because schools and universities are organizational systems in which leadership is executed via contact, trust, and emotionally charged coordination. Education-specific work has helped to make the image clearer. Floman et al. (2024) discovered that observed leader emotion control and psychological aid predicted instructor well-being before and after a crisis situation.

Brinia et al. (2022) show that communication environment and communication satisfaction are highly correlated with educational organization success. Zhou et al. (2025) demonstrate that higher EI profiles are connected with more effective solving issues in conflict resolution. According to Sun et al. (2026), the connection between EI and teacher leadership is somewhat moderated by interpersonal relationships. Together, these findings imply that emotional intelligence (EI) influences educational leadership through social and communication methods that influence how decisions are perceived and carried out rather than in an abstract way. However, this still leaves the current work with a large analytical gap.

The prevailing literature frequently questions whether EI enhances leadership, teacher well-being, job performance, or overall organizational success. It investigates how EI influences the quality of decisions made in educational environments. Educational leaders don't lead in a vacuum, therefore closing that gap is important. They formulate issues, pay attention to stakeholders, defend contentious choices, resolve disputes, exchange information,

revise choices in light of new knowledge, and handle the emotional fallout from decisions. Therefore, communication serves as a key mechanism through which leadership capabilities are translated into practical organizational outcomes rather than functioning merely as a supplementary element. de Vries et al. (2009) emphasize this point by demonstrating that leadership is highly interactive and that communication techniques are substantially connected to knowledge sharing, contentment with the leader, and impressions of leader performance. The dilemma for educational leaders is no longer if EI matters, but rather which communication channels matter the most. This study addresses that gap by building an enlarged evaluation-based rationale surrounding in educational organizations, effectiveness of communication is the most probable mediating mechanism relating leader EI to decision-making quality.

Several people create a professional career but do not have an emotional basis. As a consequence, it influences emotional decisions, decreases fear and confidence, increases insecurity and communication, and creates pressure personality. People are not leaving the job because of salary issues but also emotionally unsafe leadership. An emotionally intelligent decision maker is embraced as critical in educational leadership research; however, it falls short of its potential to apply EI as a tangible mechanism and simply promotes higher-order leadership. As these pressures intensify, educational leaders must manage complex emotional demands by addressing staff concerns, accommodating differing perspectives, and sustaining institutional stability. Most of this work, though, is about high-level outcomes: well-being, teacher leadership, engagement, or performance (Floman et al., 2024; Sasere & Matashu, 2025), which removes decision-making from its own process. This situation creates a mental gap. The field is in peril of tokenizing EI while being muted about its crucial uses for decision-making with organizations if clear mechanisms that relate (or not) EI to specific outcomes are not elucidated.

Based on the study's variables, the main aims of this study are to clarify the relationships between emotional intelligence and quality leadership decision-making in educational organizations, and to examine how leaders' emotional intelligence can influence the quality of decision-making through communication effectiveness. Following these aims, Coronado-Maldonado and Benitez Marquez (2023) as well as Sasere and Matashu (2025) formulated a unique set of research questions. The first asks what impact leaders' emotional intelligence has on decision-making processes in educational organizations. The second asks what evidence exists of communication effectiveness mediating the relationship between emotional intelligence and leadership effects, and what this evidence contributes to current understanding. The third asks what conceptual model best defines the link between emotional intelligence, communication effectiveness, and the quality of leadership decision-making.

2. Literature Review

Emotional Intelligence (EI) is widely accepted as a key component of all effective leadership, particularly in relation to organizations and institutions. In Bangladesh, using the banking sector as a reference point, Biswas and Rahman (2021) proved that charismatic leadership can only effectively work within organizations that are closely related to their core components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills. Using data from 356 workers working at different private commercial banks, the empirical result indicates that leaders with emotional intelligence are able to motivate, shape and manage their followers more effectively to obtain better organizational

performance. More importantly, age, gender and education & experience were much weaker predictors of leadership behavior than EI.

Supporting this Munira et al. (2022) A PLS-SEM Study of EI and Sustainable Leadership in Bangladesh Management The present study is also based on the five-dimensional EI model of Goleman, which underlines that meaningful sustainable leadership practices are largely enhanced by self-regulation, motivation, empathy and social skills (Goleman, 1995). Leaders with high emotional intelligence are more efficient in making decisions and interacting with others, which in turn is beneficial for organizations' socially responsible and environmentally conscious leadership. Both Biswas and Rahman (2021) as well as Munira et al. (2022) are found to be in agreement to the fact that emotional intelligence positively correlates with the leadership outcomes, but the focus they put differs significantly. The work of the scholars primarily focuses on the association of EI with charismatic leadership, follower motivation and interpersonal influence, while the other study by Munira et al. (2022) situates EI in the field of sustainable leadership and highlights socially and environmentally responsible leadership practices. This difference implies that the impact of EI will vary depending on the context rather than be consistent across settings. It also suggests that some of the EI dimensions can be more important than others when measuring the effectiveness of leadership based on employee influence, sustainability, interpersonal relations and/or decision quality.

In a similar study, Mahmud and Malek (2025) see EI as a facilitator of attentive leadership. It plays a crucial role in enhancing communication, trust, cooperation and conflict resolution, and reducing organizational barriers as they point out in the detailed review. A. Leadership. It is only an enabler to make a leader more effective and lead to long-term organizational success (Goleman 1995). EI is essential to enhancing institutional effectiveness and efficiency in higher education institutions. It supports leaders in their development of an inclusive aspect of their skill set that includes the handling of faculty diversity, conflict and the creation of an organizational climate. Moreover, Burhan and Iswiniarti (2025) discovered that leaders who are emotionally intelligent tend to opt for transformational leadership which results in higher motivation and inspiration in the team, across all leadership styles.

In addition, Dahir (2025) states that EI positively impacts the effectiveness of leaders by improving their abilities in managing stress, negotiating conflict, and engaging employees, ultimately contributing to organizational success. These findings are corroborated by Hsu et al. (2022), who showed that EI is strongly related with transformational leadership and employee participation, and is essential for establishing trust and psychological safety. These results also signal key differences in the ways in which EI contributes to leadership effectiveness. While Biswas and Rahman (2021) emphasize motivation and interpersonal influence, Dahir (2025) gives greater attention to stress management, conflict resolution, and employee engagement. Hsu et al. (2022), in contrast, connect EI more explicitly with transformational leadership, trust, and psychological safety. Taken together, these perspectives indicate that EI should not be understood as a single, uniform leadership capability. Rather, its multidimensional contribution appears to vary according to organizational pressures, leadership style, employee relationships, and the outcomes being examined.

Therefore, EI is very important in times of crisis leadership. Sharma (2024) emphasizes the importance of teamwork and collaboration in times of crisis, which would enhance decision-making, communication and morale. Research on COVID-19 from the past couple of years has strengthened that EI-based leadership enhances an organization's capability to be adaptive and resilient (Wittmer & Hopkins, 2021). However, evidence derived from crisis

situations should not automatically be generalized to routine educational decision-making. Crisis environments intensify uncertainty, emotional pressure, and the need for rapid coordination, which may increase the apparent importance of emotional regulation and communication. In contrast, everyday educational leadership frequently involves consultation, stakeholder negotiation, policy implementation, and longer-term institutional considerations. Therefore, although Sharma (2024) as well as Wittmer and Hopkins (2021) strengthen the argument that EI supports adaptive leadership under pressure, further attention is required to determine whether the same mechanisms operate with equal strength in routine educational decision-making. This distinction reinforces the need to examine communication effectiveness as a mechanism linking EI with decision quality across different educational contexts.

2.1. Theoretical and Conceptual Framework of the Study

This study develops a conceptual framework that links the dimensions of emotional intelligence with the ability to communicate effectively as a leader and better decision-making in education. Drawing from Salovey and Mayer (1990) conceptualization of emotional intelligence, it is defined as the ability to accurately identify, understand, and manage emotions effectively in social settings. In this regard, George (2000) conceptualizes EI as a leadership quality which aids in terms of problem solving, optimism, influencing the actions and coordinating relationships. Savina et al. (2025) expand education-related EI into five multidimensional components: emotional awareness, emotional expression, emotion regulation, empathy and a sensitivity for relationships.

The second aspect emphasizes leadership communication as a fundamental factor influencing the quality of decision-making, instead of merely functioning as a communication tool. de Vries et al. (2009) connect communication style to the effectiveness of leadership, whereas Brinia et al. (2022) emphasize that clarity, responsiveness, and supportive communication influence the interpretation and acceptance of decisions within organizations. Third, mediation processes suggest that EI influences outcomes indirectly. Hsu et al. (2022) connect EI to transformational leadership, while Pulido-Martos et al. (2024) connect affective commitment and emotional intelligence. Sun et al. (2026) identify trust as a mediator, while Wang et al. (2026) emphasize pathways of social support and self-efficacy.

3. Methods

An integrated review technique was used, and a formal meta-analysis was not conducted. This is the result of the multifaceted interplay of emotional intelligence, leadership, communication, and education. Themes have often been fragmented across disciplines and characterized by a variety of study approaches, measurements (or metrics), and outcome factors. This highlights the challenges of deriving a single overall impact estimate from trials measuring broadly different impacts, and so is more methodologically sound than a systematic review.

This synthesis type is consistent with recent literature reviews (e.g., Coronado-Maldonado & Benítez-Márquez, 2023; Sasere & Matashu, 2025), which demonstrate the conceptual depth and varied methodological approaches to addressing related but distinct questions of interest. The literature search was performed in Scopus, Web of Science Core Collection, and the Education Resources Information Center (ERIC). These databases were chosen to provide supplementary subject area coverage. The choice of Scopus and Web of Science was made due to their wide coverage of peer-reviewed research in leadership,

management, organizational behavior, psychology, and education, while ERIC was selected because of its specific focus on educational research and educational organizations.

The search focused on open-access academic literature from 2018 to 2026, with three key theoretical sources used to provide the conceptual underpinning of the review. The main concepts around which the search terms were built included “emotional intelligence,” “leadership,” “communication effectiveness,” “decision-making,” “educational organizations,” “school leadership,” “higher education,” “trust,” “social support,” and “conflict resolution.” The terms were then combined using Boolean operators (AND, OR) in order to meet the specific needs of each database. The database searches were conducted on July 9, 2026.

The analytical corpus is made up of 18 significant empirical works from recent years and 3 theoretical works from the foundations. This collection is designed to be a selected group of papers that are conceptually coherent, methodologically sound, and that address the research question, rather than an exhaustive sampling of the field. Eligibility criteria required that studies be open access, peer reviewed, and methodologically necessary for a mechanism-based interpretation. Studies were selected when they made a meaningful contribution to the dialogical exchange between theory and practice, and both empirical studies and review studies were included.

4. Results and Discussion

4.1. Research Results

4.1.1. Emotional Intelligence (EI) as Relational Capital

Although procedures connecting emotional intelligence (EI) to decision-making in educational environments are still unclear, EI is commonly acknowledged as a critical component of good leadership. Through a meta-analysis, Hsu et al. (2022) show that transformational leadership behaviors are significantly predicted by emotional intelligence. In a similar vein, Coronado-Maldonado and Benítez-Márquez (2023) find themes of team performance and leadership in their scoping review of EI research, demonstrating its increasing significance to leadership. The way that EI influences decision-making, however, is not sufficiently explained. According to research, relationship routes are important: Lee et al. (2022) identify trust as a mediator between EI and performance, whereas Pulido-Martos et al. (2024) emphasize emotional intelligence and successful commitment. Furthermore, Prummer et al. (2024) demonstrate how mentorship and organizational variables influence the development of EI.

4.1.2. Communication as the Conversion Medium

According to de Vries et al. (2009), communication styles that emphasize comfort, clarity, and supportiveness have a direct impact on leadership outcomes. Brinia et al. (2022) demonstrate that the communication environment and people’ satisfaction with communication techniques are inextricably tied to the overall effectiveness of educational institutions. Collectively, these studies highlight the ongoing uncertainty in leadership discussions: words like trust, support, and relationship quality are frequently stated, but it is communication that gives these concepts practical meaning in companies. Communication is the foundation for all types of trust; it also makes support apparent, provides feedback, and facilitates the discussion of dispute resolution. Therefore, communication must be treated as a fundamental analytical variable rather than an accidental one in any significant study of EI and decision-making in schools. Therefore, educational leadership development should connect EI training with organized communication teaching if communication as effectiveness

mediates the relationship between EI and decision-making. Evidence suggests that the concept of emotional intelligence is adaptable.

In randomized research including 54 senior managers, Gilar-Corbí et al. (2018) demonstrated that organizational contexts offer a solid mechanism for significantly enhancing emotional intelligence. Similarly, Prummer et al. (2024) highlight the significance of mentorship frameworks among other organizational elements in effect EI development, supporting this growth potential in higher education students. When taken as a whole, these results cast doubt on a limited trait-focused understanding of leadership and imply that emotional intelligence is malleable and may be enhanced in certain settings. Therefore, emotional intelligence and effective communication can be considered important leadership capabilities that can be developed and strengthened over time. Leaders with higher emotional intelligence tend to create more supportive environments, manage conflict more effectively, and foster trust and positive interpersonal relationships (de Vries et al., 2009; Floman et al., 2024; Lee et al., 2022; Zhou et al., 2025). These findings have important implications for educational leadership practice.

4.1.3. Decision-Making as a Social Outcome

A study by Floman et al. (2024) found that the emotion regulation and support skills of educators are important predictors of educator well-being prior to and during crises. This is particularly important as during crisis, leadership is reduced to its core and the attributes that hold an organization together are revealed. The positive impact educators' emotional intelligence has on teacher well-being here may stem from their increased capacity to respond emotionally and communicatively more adaptively when times are more uncertain. Also, a study by Zhou et al. (2025) revealed that principals with elevated EI profiles tend to be more inclined to use problem-solving strategies rather than reliance on avoidance or coercive leadership approaches.

Given that fact, conflict management can be viewed as an important part of decision making, and may require the leader to consider conflicting commitments, weigh options, and guide the organization in a way that leads to a viable solution. Taken together, these results suggest that emotional intelligence influences the quality of communication-based decision-making under high pressure. Gilar-Corbí et al. (2018) found that this emotional competence is situational and variable as students interact with an emotional environment in a university setting. This is particularly the case with essential professional abilities such as communication skills, time management, and emotional control. Further, there was a strong correlation between the students' emotional intelligence (EI) and their competence in coping with the challenges in these digital learning environments identified by Susanto et al. (2024).

The relationship between EI-oriented leadership and students' career decision self-efficacy was mediated by social support and proactive personality, according to Wang et al. (2026). These results, however, show the decision making of students, and in turn do not directly translate to educational leaders' decision making. This study is therefore considered contextual evidence and not direct evidence of leadership decision making, which requires further studies involving educational leaders. According to Sasere and Matashu (2025), the direct and indirect impacts of educational leaders' emotional intelligence on teachers and pupils have yet to be thoroughly investigated. The idea of "cascading" is particularly important since it represents a shift from linear cause-effect assumptions to mediated, multilayer impact channels. Tindall-Ford and Lipscombe (2025) demonstrate how middle leaders' social-emotional intelligence is essential to collaboration and trust, both of which are critical for enhancing educational institutions. This demonstrates that emotional intelligence (EI) is more than just a personal quality; it may also alter communication channels that are pertinent to

the company by altering how plans are carried out. Accordingly, de Vries et al. (2009); Floman et al. (2024); Lee et al. (2022); and Zhou et al. (2025) all emphasize that emotionally intelligent leaders employ more constructive conflict resolution techniques, foster less toxic social environments, and build stronger trust frameworks. These findings specify the circumstances under which activities are deemed timely, feasible, and legitimate. However, there is little emphasis on decision quality as a crucial idea in the literature, which merely provides copious information about the underlying mechanisms.

Thus, the main synthesis assertion of this paper is that the primary gap is not the lack of EI research, but the lack of a well-defined EI-communication-decision-making model within educational organizations. Current research already outlines the elements: EI enhances emotional control and relationships; the quality of communication influences institutional success; and trust, support, and problem-solving form the foundation of leadership results. What is left is a cohesive structure in which communication effectiveness serves as the intermediary role between a leader's emotional intelligence and the standard of leadership decision-making.

4.2. Discussion

The contemporary scholarly discourse needs more transparency about mechanisms, boundary conditions, and contextual details. This study explains the effectiveness of communication as the main link between EI and the quality of decision making. It shows how individual strengths are transformed into institutionally strong processes. This approach could potentially be utilized as inspiration to rethink the development of leaders within institutions of learning vicariously. Ideally, we ought to provide training for a full portfolio of competencies, encouraging presence of mind as well as active listening abilities, clear communication and feedback, and the ability to resolve disputes, instead of just individual particular traits like reflection or empathy. The necessity for the development of emotional competence is well established in the literature. This is not just a concept of theory but something to be established and applied in institutional environments of higher education or other types of organizations. We possess the ability to develop emotionally intelligent practices in effective mentoring structures (Gilar-Corbí et al., 2018; Prummer et al., 2024). So, neglecting communication in the programs for preparation of educational leaders may harm the relationships between EI and excellence of decision making. Furthermore, the model helps to understand why some good educational decisions are unable to generate desired outcomes.

In terms of practice, emotional intelligence and communication skills should not be taught as distinct areas of development in schools' leadership programs, but rather be part of them. The EI-oriented modules should enhance the self-awareness, emotional regulation, empathy, and understanding of others' emotions of leaders, and the communication-oriented activities should build active listening, clear communication on choices, providing constructive feedback, resolving conflicts, and engaging stakeholders. These skills can be integrated through scenarios, role play, mentoring, thinking through difficult education decisions with staff, students, and other stakeholders, and simulations. Training should go beyond conceptual instruction and give leaders chances to practice how to communicate when emotions are high, how to explain and defend sensitive issues, how to address resistance to decisions, and how to maintain trust in times of change within the organization. The mentoring structures can also help solidify these skills by allowing leaders to reflect on emotionally challenging interactions and enhance future communication skills (Gilar-Corbí et al., 2018; Prummer et al., 2024).

An integrated approach like this would contribute to making emotional competence observable as leadership behaviors that facilitate more inclusive, transparent, and

contextually appropriate decision-making. Leaders in schools and universities can be critiqued for what they decide, but also for how they decide, and for things such as abruptness, opacity, emotional detachment, poor justification, or not taking account of stakeholder perspectives. Here is where efficiency of communication is crucial. A leader may have emotional intelligence as a personal resource, but if it has not been expressed in supportive, clear, transparent, and trust-building communication, staff and students may perceive the decision-making process as unreasonable or lacking insight. Based on the research of Brinia et al. (2022) and de Vries et al. (2009), communication quality has the potential to change the leadership experience.

This model has important methodological implications additionally. Further study should move beyond general outcomes of leadership or well-being in emotionally intelligent educational leadership to specifically model communication effectiveness and decision-making quality. Multi-source or multi-level designs would be particularly informative, for example, combining leader self-ratings of emotional intelligence with follower ratings of communication effectiveness and objective ratings of decision quality or implementation success. Time-lagged designs may also allow differentiating decision-making processes from downstream emotional or performance-related effects (Pulido-Martos et al., 2024). To end, this paper seeks to be conceptually challenging and analytically disciplined. It is not meant to suggest that emotional intelligence is a cure-all for all leadership challenges, nor that communication alone can address all problems. Rather, this study hypothesizes that communication effectiveness is one of the most powerful mechanisms through which emotional intelligence affects decision quality in educational organizations where professional relationships and collective interpretation are crucial to leadership.

5. Conclusion

EI leadership matters for education but primarily through indirect means. Leaders' capacity to communicate about decisions, conflicts, feedback and support, and institutional meaning is the means by which these effects are achieved. Some of the key findings of the study are here. First, emotional intelligence (EI) helps you to be a more effective leader irrespective of where you are leading from. There is now little discussion about this, although why and to what extent this relationship is relevant, and its relationship to educational outcomes specifically, is not entirely unambiguous. Second, the influence of EI on leadership appears to be mainly by means of interpersonal and communicative channels, rather than merely attributes of the leader.

Trust, emotional support, communication climate, interpersonal relationship, and conflict management stand out as the core dimensions for the effectiveness of emotionally intelligent leadership. Delivery and magnification of emotional intelligence is most especially pronounced during trying times, such as crisis, conflict, and school improvement, from the teacher-leader perspective. In these circumstances, trust in decisions depends as much on how the decision is communicated as it does on the decision itself. Thus, the primary correlation between EI and leadership decision-making quality in educational organizations is communication ability. This link points out the ability of emotionally intelligent leaders to establish trust, uphold morale, resolve conflict constructively, and gain approval for the adoption of standards in schools and colleges.

Research indicates that good communication and emotional intelligence may be related to better leadership results. However, the precise function of communication effectiveness in connecting emotional intelligence to leadership decision-making quality has received little focus

in the existing studies. This study offers a conceptual framework in which communication effectiveness may be a mediator connecting emotional intelligence and decision-making quality, rather than presenting decision-making quality as a definitive outcome from earlier research. This approach expands on current understanding and offers a foundation for further empirical research on decision-making quality as a unique leadership result.

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