

Emotional Leadership in School Managers According to Teachers' Perceptions*

Öğretmen Algılarına göre Okul Yöneticilerinde Duygusal Liderlik

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ABSTRACT: The aim of this research is to determine the status of school managers' emotional leadership and its sub-dimensions according to teachers' perceptions. It also examines whether teachers' perceptions differ based on variables such as gender, marital status, parental status, age, years of experience, school level, branch and the number of teachers and students in the school. The "Emotional Leadership Questionnaire" was adapted and used as the data collection tool. As a result of exploratory factor analysis, it was found that the items in the scale were grouped into four factors, and the items corresponded to the same factors as in the original scale. Confirmatory factor analysis verified the four-factor structure of the scale. Regarding the overall scale, a score close to the "agree" level was observed. Among the sub-dimensions, the highest mean was found in "Social Awareness," followed by "Self-Awareness," "Self-Management," and "Relationship Management" respectively. No significant differences were found between teachers' perceptions and demographic variables in the overall emotional leadership scale. This study contributes to the literature by providing insight into teachers' perceptions of school managers' emotional leadership through a reliable and valid scale examining the demographic variables that influence these perceptions.

Keywords: Emotional leadership, school manager, teacher.

ÖZ: Bu araştırmanın amacı, öğretmen algılarına göre okul yöneticilerinin duygusal liderlik ve alt boyutlarına ilişkin durumlarını belirlemektir. Ayrıca öğretmen görüşlerinin cinsiyet, medeni durum, anne-baba durumu, yaş, deneyim yılı, okul kademesi, branş ve okuldaki öğretmen ve öğrenci sayısı gibi değişkenlere göre farklılaşmış olabileceği da incelenmektedir. Veri toplama aracı olarak "Duygusal Liderlik Ölçeği" uyarlanmış ve kullanılmıştır. Açımlayıcı faktör analizi sonucunda ölçekte yer alan maddelerin dört faktörde toplandığı ve maddelerin orijinal ölçekte olduğu gibi aynı faktörlere karşılık geldiği görülmüştür. Doğrulayıcı faktör analizi ölçegin dört faktörlü yapısını doğrulamıştır. Ölçeğin geneline ilişkin olarak "Katılıyorum" düzeyine yakın bir puan elde edilmiştir. "Sosyal Bilinç" alt boyutlar arasında en yüksek ortalamaya sahip olurken, bunu sırasıyla "Öz Bilinç", "Öz Yönetim" ve "İlişki Yönetimi" takip etmiştir. Öğretmen görüşleri ile demografik değişkenler arasında ise anlamlı bir farklılık bulunmamıştır. Bu çalışma, güvenilir ve geçerli bir ölçekte öğretmenlerin okul yöneticilerinin duygusal liderliğine dair algılarını ve bu algıları etkileyen demografik değişkenleri inceleyerek literatüre katkı sağlamaktadır.

Anahtar kelimeler: Duygusal liderlik, okul müdürü, öğretmen.

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Education is the basic element that affects both individuals and society. Gagne (1985), who states that education is the most important factor for people to be successful, defines education as a process that enables individuals to acquire knowledge and skills in a systematic way. Since the correct management of this process can be described as the key to both individual and social development, it can be concluded that more attention should be paid to the management of education and therefore to the characteristics of school managers. Educational management is a process that aims to increase the effectiveness of the educational process through the interaction of school managers, teachers, students and parents (Bush, 2003). School managers ensure that the educational process is carried out smoothly with the characteristics they possess (Sergiovanni, 2009). It can be said that the most important of these characteristics is leadership.

Leadership includes skills such as creating a vision, communicating effectively and making strategic decisions in order to ensure that a group or organization achieves its goals (Northouse, 2018). Humans differ from other living things with their mental, emotional and social characteristics. Emotions have an important place in human life since humans are psychologically orientated beings. The impact of emotions on behaviors, thoughts and decisions is undeniable. One of the areas where the effect of emotions is seen is leadership. In this respect, it can be said that leadership theories increasingly began to acknowledge that purely cognitive or behavioral explanations were insufficient without considering the emotional dimension. However, it has taken many years to give importance to emotions and emotional intelligence in leadership.

In the first researches on leadership, some approaches emerged depending on the traditional understanding of leadership. Between 1930 and 1940, the traits approach, which came to the fore, accepted that individuals' leadership, talents and skills were innate; between 1940 and 1960, the behavioral approach was focused on and the effects of leaders' behaviors on people were discussed; between 1960 and 1980, the concept of situational approach emerged and it was determined that leadership behaviors differed according to time, place and situation (Northouse, 2018). Then, between 1980 and 1990, the visionary leadership approach was adopted, this approach defined leadership as a process and emphasized that the leader should act according to the conditions in this process; between 1990 and 2000, leadership behaviors based on the emotional intelligence approach were examined and it was determined that the emotional intelligence of the leader had a positive effect on the members of the organization (Northouse, 2018). For 2000 and later, depending on the competence approach, the combination of the leader's individual characteristics, qualities and abilities formed the basis of leadership behaviors (Jiang, 2014, p. 52). In most of the studies on leadership, it has been emphasized that the emotional approach of leaders positively affects the success of the organization (Yukl, 2010). This historical development shows a conceptual shift in which leadership is increasingly viewed as an emotional and relational process rather than a solely rational one (George, 2000).

The importance of emotions and behaviors among the individual characteristics that distinguish human beings from others cannot be denied. Koole (2009) stated that the impact of emotions on human behaviors, thoughts and decisions cannot be denied and therefore emotional intelligence, as a concept that refers to the ability of individuals to recognize and understand their own and others' emotions and to manage them

effectively, can enable individuals to be more successful in both their individual and social lives. Managing emotions effectively makes it possible to make better decisions, cope with stress and establish effective social relationships; these skills also play a critical role in the concept of emotional leadership (Goleman, 1995). In educational settings, these emotional competencies are particularly important because teaching is an emotion-intensive profession and the school environment is highly relational (Hargreaves, 1998).

Emotional leadership involves the ability of leaders to direct, motivate and support their teams by using their emotional intelligence (Bass & Riggio, 2006). In this context, it can be said that emotionally intelligent leaders can understand the emotional needs of their teams, achieve high performance by creating a positive environment, and thus contribute to increasing success at both individual and group levels. Similarly, Tulunay Ateş and Akın Mart (2022), who state that emotions are contagious, state that if emotionally strong leaders exhibit effective leadership, the positive atmosphere will spread throughout the organization. Moreover, contemporary studies emphasize that emotional leadership enhances organizational commitment, teacher well-being and job satisfaction in schools (Berkovich & Eyal, 2020). The emotional skills of leaders are closely related to their level of emotional intelligence (Goleman, 1995). Emotional intelligence refers to a person's ability to recognize and regulate their own emotions, understand the emotions of others, and use this awareness effectively in social interactions (Bar-On, 2005). The connection between emotional intelligence and leadership is essential for effective leadership (Rosete & Ciarrochi, 2020). Leaders with high emotional intelligence can better understand the needs and emotional states of team members and respond to them in an appropriate and supportive manner (Sü Eröz, 2013).

Emotional leadership is a leadership style that depends on both the emotional intelligence of leaders and their ability to think logically and strategically (Mandell & Pherwani, 2003). It can be said that such leaders can recognize the emotional needs of their employees and respond sensitively to these needs. This leads to stronger commitment, higher motivation and increased productivity within the team (Akın & Keskin, 2014). Emotional leadership is gaining more and more importance in the modern business world, as teams led by leaders with high emotional intelligence are generally considered to be more creative, innovative and successful (Rego et al., 2007). Similarly, emotional leadership is of great importance in educational institutions (Atay & Aksu, 2015). Recent findings also indicate that emotional leadership behaviors help build psychological safety and trust between teachers and administrators, which strengthens school effectiveness (Berkovich & Eyal, 2019).

School managers should not only focus on academic achievement but also consider the emotional and social needs of students and teachers (Kaya, 2014). A school manager with high emotional intelligence stands out with his/her ability to communicate effectively, increase motivation and create a positive school culture (Balyer, 2012). Since emotional leadership is related to concepts that are important for the organization such as organizational culture, organizational justice, psychological contract, organizational identification, job satisfaction, and performance (Tulunay Ateş & Akın Mart, 2022), it can be described as a common feature of well-managed schools. A manager who wants to manage a school well shows sensitivity to the needs of students and teachers through empathy, can remain calm in crisis situations with stress

management skills, and adopts an encouraging and supportive approach to increase the motivation of the entire school community (Akinlade & Shalhoub, 2021). Emotional leadership, therefore, contributes significantly to the overall success of the school by providing stronger commitment, higher motivation and increased productivity in the educational environment (Cheng & Yu, 2021). However, despite this growing interest, empirical research investigating emotional leadership specifically in school contexts particularly from teachers' perspectives remains limited (Berkovich, 2016).

It is an undeniable fact that emotions have an important place in schools and that teachers' having positive emotions is of great importance for the development of individuals and their integration into society. Therefore, knowing the situations that affect teachers' emotions and determining the effect of managers on these situations will provide positive results about teachers and working environments (Argon, 2015). From this point of view, it is considered that examining the emotional leadership skills of school managers, who are the main element of the working environment in schools, is a very important approach and this research can contribute to the improvement of managers, teachers, students and education and training situations. For this reason, this study aims to assess school managers' emotional leadership skills based on teachers' perspectives. Accordingly, this study aims to address the existing gap by evaluating school managers' emotional leadership practices based on teachers' perceptions.

Problem Statement

According to teachers' views, what are school managers' emotional leadership skills?

1. According to teachers' views, what are the levels of school managers' emotional leadership, self-management, relationship management, self-awareness, and social awareness?
2. According to teachers' views, do school managers' levels of emotional leadership, self-management, relationship management, self-awareness, and social awareness differ based on gender and marital status?

Method

Research Model

This study employed survey design, one of the quantitative research methods, to analyze the data. Survey design is a type of quantitative research that aims to collect data in order to identify specific characteristics of a group (Büyüköztürk et al., 2008).

Study Group

The study group of this research consists of teachers working in public schools in Isparta city center in the 2023-2024 academic year. A stratified sampling method was preferred, as it ensures balanced representation of subgroups in the population. Stratified sampling is a method that aims to determine the subgroups in the population and ensure that they are represented in the sample with their proportions in the population size (Büyüköztürk et al., 2008). The purpose of using stratified sampling method in this study is to reach teachers working at every school level in a balanced ratio. Using stratified sampling, an attempt was made to reach teachers in proportions

roughly reflecting the distribution of teachers working at the preschool, primary, secondary, and high school levels in the city center of Isparta. In the city center of Isparta, 3,302 teachers work in public schools, including 351 in pre-school, 749 in primary school, 942 in secondary school, and 1,260 in high school. For Exploratory Factor Analysis, the research included 33 teachers in pre-school level, 67 in the primary school level, 78 in the secondary school level, and 120 in the high school level. For Confirmatory Factor Analysis, 32 teachers were reached at the pre-school level, 71 at the primary school level, 99 at the secondary school level, and 115 at the high school level, aiming to ensure that school levels were appropriately represented in the sample. So data were collected from 303 teachers for EFA and from 330 teachers for CFA in two separate groups because using two independent samples for EFA and CFA is recommended, as validating both the exploratory and confirmatory structures on the same dataset may inflate model fit and weaken construct validity (Worthington & Whittaker, 2006).

Data Collection Tool

In this study, data were collected using two main instruments: the Personal Information Form, which gathered demographic information about the participants, and the Emotional Leadership Scale, designed to measure the emotional leadership skills of school managers based on teachers' perceptions. When the literature was examined, it was seen that there was no scale developed to determine the emotional leadership behaviors of school managers in Turkey. Therefore, the 'Emotional Leadership Scale,' originally developed by Tirri and Nokelainen (2011), was adapted into Turkish to assess the emotional leadership behaviors of school managers. The original scale was initially developed in Finland for employees in the public and industrial sectors to assess their leaders' emotional qualities, but later, it was adapted specifically for teachers to evaluate the emotional characteristics of school principals (Tirri & Nokelainen, 2011). Given the increasing emphasis on emotional competencies in school leadership in Türkiye, the content of the scale was considered compatible with the cultural and managerial context. The scale which consists of 51 items was designed as a five-point Likert-type rating scale, with responses ranging from (1) Strongly disagree to (5) Strongly agree, including (2) Disagree, (3) Partially agree, and (4) Agree. There are four sub-dimensions in the original scale: Relationship Management, Self- Awareness, Self-Management and Social Awareness. The average reliability estimate of the original scale was .81 and it was found adequate to describe the four dimensions of Emotional Leadership.

Adaptation Process of the Scale

Before starting the adaptation process of the Emotional Leadership Scale into Turkish, the necessary permissions were obtained from the researchers who developed the scale. After obtaining permission, all items in the scale were initially translated into Turkish by two English teachers. Then, this Turkish translation was compared with the translation made by a third English teacher to eliminate the differences in vocabulary and expressions. In the second stage, the scale was back-translated into the original language by two different English teachers. The back-translated version was then compared with the original scale, and the comparison revealed no significant differences

between the two. This process resulted in the first Turkish version of the scale. To finalize this version, feedback was gathered from three educational administrators, one psychological counselor, and two academicians specializing in educational administration and English language teaching, all of whom were independent of the research team.

To assess the language validity of the translated scale, a pilot study was conducted with 50 English language teachers, including 27 females and 23 males. During the pilot study, the original version of the scale was first administered to the participants, followed by the translated version one week later. The internal consistency coefficient (Cronbach's alpha) was found to be .982, and the item-total correlations ranged from .32 to .85. According to the analysis conducted during the pilot study, an internal consistency coefficient of .70 or higher is considered acceptable for the scale items.

After the pilot application of the scale to be used in the research, the data collection process started. Between 01.12.2023 and 30.12.2023, the perceptions of teachers working in public schools in Isparta city center were taken. While determining the number of participants, it was paid attention that the participants should not be less than 300 people and that the items in the scale should be more than five times (Kass & Tinsley, 1979). At this point, 303 teachers' perceptions were sought for EFA and 330 for CFA. The Z scores of the participants' answers for each item were calculated and it was checked whether the values obtained were between -3.28 and 3.28. The responses of 5 participants in the EFA data set and 13 participants in the CFA data set who did not meet this condition were excluded from the analysis. As a result, the analyses were conducted with 298 participants for EFA and 317 participants for CFA. Within the scope of EFA data set, 159 (53.4%) of the teachers participating in the study were female, while 139 (46.6%) were male. Of the participants, 252 (84.6%) were married and 46 (15.4%) were single. Among the teachers who participated in the study within the scope of the CFA data set, 180 (56.8%) were female and 137 (43.2%) were male. Of the participants, 269 (84.9%) were married and 48 (15.1%) were single.

KMO (Kaiser-Meyer-Olkin) sampling adequacy test and Barlett Sphericity test were performed to determine the suitability of the data for exploratory factor analysis. Exploratory Factor Analysis (EFA) was conducted to determine the construct validity of the scale, while Confirmatory Factor Analysis (CFA) was performed to verify the structural accuracy of the factors identified through EFA. To assess the scale's reliability, both Cronbach's Alpha and the split-half reliability coefficient were calculated. Additionally, item-total correlations were examined prior to the factor analysis. Model fit was evaluated using CFA, employing multiple fit indices to ensure the adequacy of the model.

The scale used in this study was evaluated for content validity, construct validity, and internal consistency. Expert opinions were consulted to ensure the scale's suitability for the target language and culture. Construct validity was examined through factor analysis, and internal consistency was assessed by calculating the Cronbach's Alpha coefficient.

Before conducting the factor analysis, the corrected item-total correlation values were examined, revealing that 51 items in the scale had corrected item correlations above .30. Item-total correlation value above .30 indicates that the items have high

distinguishing power, aim to measure similar behaviors, and have a high level of validity (Büyüköztürk, 2017, p. 183).

Exploratory Factor Analysis.

Exploratory factor analysis is a statistical method conducted to reveal the structural properties of variables whose structural properties have not been fully determined but are known to exist, to design a scale aiming to measure a certain feature, and to minimize the loss of content by grouping too much data (Can, 2016). Additionally, as recommended in scale development and adaptation studies, exploratory factor analysis (EFA) should be conducted first, followed by confirmatory factor analysis (CFA) to verify the validity of the identified structure using a different data set (Orçan, 2018). Therefore, EFA was applied before CFA to determine whether the four-factor structure found in the original version of the scale was also valid in Türkiye.

Prior to performing EFA in the study, an analysis of the data distribution was carried out, and it was seen that there were no problems. EFA was conducted on the data obtained from 298 participants for 51 items in the scale. There are different evaluations in the literature regarding the sufficient number for conducting factor analysis (Can, 2016). For example, according to Ho (2006), the sample size should be above 100, while according to Kass and Tinsley (1979), the sample size must be no less than 300 and should not surpass five times the total number of scale items. Kline (1994) stated that the number of participants should reach at least 200 or more than ten times the number of items in the scale. For this study, 298 participants were reached, exceeding five times the number of scale items, and EFA was conducted on the collected data.

To evaluate whether the research data were appropriate for factor analysis, the Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity were performed. The KMO test conducted in this study yielded a value of .96. If the KMO value is above .90, it is stated that the sample size is at an excellent level (Tavşancıl, 2010). According to the findings from Bartlett's Test of Sphericity significant results ($\chi^2=15875,447$ $sd=1275$, $p=,000$) were obtained and the data were found to be suitable for factor analysis and EFA was applied. As a result of EFA, it was seen that 69.25% of the total variance was explained. Additionally, the extraction values were found to be between .56 and .82, with none falling below .10.

In the analysis of the data set before EFA, findings indicated that the data conformed to a normal distribution as the mean (3.90), mode value (4.07) and median (3.98) values were close to each other and the skewness value (-.66) and kurtosis value (-.18) were found. Through analysis of the scree plot for identifying factors and the items they include, it was determined that the line showed a break in the fourth factor and the line in the graph decreased with this break. This situation revealed that the scale consisted of four factors. Factor analysis was performed to determine how the items were distributed to these four factors and according to the data obtained, factor loadings of the items range from .42 to .90. Tabachnick and Fidell (2001) state that it is sufficient for each item to have a loading value of .30 and above. Items are expected to be present in only one factor. Otherwise, depending on the presence of an item in different factors, the difference between the loading values in the factors should be at least .10 and it should be evaluated in the factor with the highest loading value. An item with a similar

loading value in more than one factor is called an overlapping item and this item must be excluded from the scale (Büyüköztürk, 2017). From this point of view, it is clear that there are no overlapping items which must be excluded from the scale. According to the results of the analysis, the scale explained 69.25% of the total variance. Of the four factors, Self-Management (Factor 1) accounts for the majority of the total variance at 51.57%, followed by Relationship Management (Factor 2) with 8.06%, Self-Awareness (Factor 3) with 5.83%, and Social Awareness (Factor 4) with 3.79%. In addition, it is seen that the distribution of the items in the original scale to the factors is exactly the same as the results obtained in this research.

Confirmatory Factor Analysis.

Confirmatory Factor Analysis (CFA) is a statistical method used to assess how well a hypothesized model fits the observed data and it is applied to validate the factor structure theoretically proposed by the researcher (Yaşlıoğlu, 2017). In this study, CFA was performed to confirm that the adapted scale maintains a four-factor structure.

Analysis of the first-level confirmatory factor analysis results revealed relationships among the sub-dimensions of the scale as the validity coefficients of all items vary between (0.76 - 0.87) and are valid ($r > 0.30$). The t values of the scale were found to vary between (15.47 - 18.90) ($t > 2.56$). Therefore, it can be said that all items of the scale showed significance at the level of 0.01. Examination of the second-level confirmatory factor analysis results showed that the validity coefficients of all items ranged from 0.76 to 0.87, indicating they were all valid ($r > 0.30$). So, it can be said that all items of the scale are significant at the 0.01 level. As a result of the model obtained; it is seen that the factors are confirmed by the data, the scale's four-factor model is confirmed and the scale is applicable.

Reliability Analysis.

To assess the reliability of the scale, both the Cronbach's Alpha coefficient and the 27% split-half test results were analyzed. The Cronbach's Alpha values for the Emotional Leadership Scale were calculated using data from the exploratory factor analysis (EFA) sample ($n=298$) and the confirmatory factor analysis (CFA) sample ($n=317$). For the EFA group, the overall Cronbach's Alpha reliability coefficient was .98. The sub-dimensions yielded the following values: .98 for Self-Management, .93 for Relationship Management, .95 for Self-Awareness, and .91 for Social Awareness. In the CFA group, the overall Cronbach's Alpha was also .98, with sub-dimension values of .94 for Self-Management, .96 for Relationship Management, .89 for Self-Awareness, and .85 for Social Awareness. These results indicate a high level of internal consistency for both the overall Emotional Leadership Scale and its individual factors.

In the split-half test reliability analysis performed on the data used for EFA, a value of .98 for the first half and .94 for the second half was reached in the "Emotional Leadership Scale". While the first half value for the "Self-Management" factor was found to be .96, the second half value was found to be .92. For the "Relationship Management" factor, the first half value was .89 and the second half value was .95. For the "Self Awareness" factor, the first half value was found to be .91 and the second half value was found to be .90. For the "Social Awareness" factor, the first half value was found to be .85 and the second half value was found to be .86.

In the split-half test reliability analysis performed on the data used for CFA, a value of ,96 for the first half and ,96 for the second half was reached in the “Emotional Leadership Scale”. While the first half value for the “Self-Management” factor was found to be .90, the second half value was found to be .89. For the “Relationship Management” factor, the first half value was .91 and the second half value was .92. For the “Self Awareness” factor, the first half value was found to be ,80 and the second half value was found to be ,84. For the “Social Awareness” factor, the first half value was found to be ,73 and the second half value was found to be ,81.

According to the independent variables t-test results for both the overall scale and its factors to determine the relationship between the 27% lower group and 27% upper group item scores of the participants; for “Self-Management” [$t(162) = -31,40$, $p < ,05$], for “Relationship Management” [$t(162) = -13,52$, $p < ,05$], for “Self Awareness” [$t(162) = -27,51$, $p < ,05$], for “Social Awareness” [$t(162) = -39,49$, $p < ,05$] and for the overall “Emotional Leadership Scale” [$t(162) = -39,49$, $p < ,05$], the differentiation was found to be significant. The correlation coefficients of the relationship between the overall emotional leadership scale and its factors are presented in Table 1.

Table 1
Correlation Coefficients between Factors

	Emotional Leadership Scale	Factor 1	Factor 2	Factor 3	Factor 4
Emotional Leadership Scale	1	.95	.93	.93	.87
Factor 1	.95	1	.80	.88	.80
Factor 2	.93	.80	1	.82	.77
Factor 3	.93	.88	.82	1	.79
Factor 4	.87	.80	.77	.79	1

According to Table 1, it is seen that the relationship between the overall Emotional Leadership Scale and its factors is high level and positive. When these relationships are examined, it is evident that the Emotional Leadership Scale and Self-Management have a correlation of .95; between the Emotional Leadership Scale and Relationship Management was .93; between the Emotional Leadership Scale and Self-Consciousness was .93; and between the Emotional Leadership Scale and Social Consciousness was .87. The correlation between Self-Management and Relationship Management is .80; between Self-Management and Self-Consciousness is ,88; and between Self-Management and Social Consciousness is ,80. Between Relationship Management and Self-Consciousness .82; between Relationship Management and Social Consciousness .77. The correlation between Self-Consciousness and Social Consciousness was found to be .79. Considering the results obtained, there is a high positive correlation between the overall scale and its sub-factors, and also among the sub-factors. These results demonstrate that the scale is highly reliable and confirm its construct validity.

In order to determine which analyses will be conducted in the research, it is checked whether the data showed normal distribution (Çokluk, et al., 2010). In this

context, when the Kurtosis and Skewness values are examined, it is seen that the kurtosis and skewness values of all items varies between -1.5 and +1.5. At this point, the normality of the data was ensured and it was decided that it was appropriate to use parametric tests (Taşpinar, 2017).

Results

Emotional Leadership of School Managers

Table 2

Descriptive Statistics (Mean and Standard Deviation) for School Managers' Emotional Leadership and Sub-Dimensions According to Teachers' Views

	\bar{X}	ss
Emotional Leadership Scale	3.89	.61
Self-Management	3.83	.73
Relationship Management	3.83	.71
Self-Awareness	4.01	.74
Social Awareness	4.09	.62

Table 2 shows that according to the perceptions of the participants, the sub-dimension with the highest mean is "Social Awareness" ($\bar{X}=4,09$), while the sub-dimensions with the lowest mean are "Self-Management" and "Relationship Management" ($\bar{X}=3,83$). For the other sub-dimension "Self-Awareness", a mean at the level of "Agree" was determined ($\bar{X}=4,01$). For the overall scale ($\bar{X}=3,89$), it was concluded that it was close to the "Agree" level between the "Partially Agree" and "Agree" levels. The arithmetic mean and standard deviation values obtained as a result of the analysis of the items of the emotional leadership scale are shown in Table 3.

Table 3

Descriptive Statistics (Mean and Standard Deviation) for School Managers' Emotional Leadership Scale Items According to Teachers' Perceptions

Item Number	\bar{X}	Ss
1	4.22	.78
2	3.89	.88
3	3.90	.86
4	3.70	.98
5	3.82	.89
6	3.91	.87
7	3.99	.89
8	3.93	.91
9	3.66	.81
10	3.64	.86
11	3.78	.81
12	3.76	.85
13	3.85	.88
14	3.91	.87
15	3.77	.86

16	3.84	1
17	3.87	.87
18	3.95	.83
19	4.09	.82
20	3.97	.86
21	3.96	.98
22	3.91	.85
23	3.93	.93
24	3.99	.84
25	4.04	.81
26	3.94	.80
27	3.83	.89
28	3.65	.88
29	4.08	.79
30	4.02	.76
31	3.96	.76
32	4.08	.74
33	4.13	.74
34	4.20	.77
35	4.16	.81
36	3.75	.80
37	3.87	.79
38	3.82	.88
39	3.81	.96
40	3.92	.75
41	3.87	.77
42	4.10	.92
43	3.87	.80
44	3.73	.87
45	3.72	.83
46	3.90	.83
47	3.84	.78
48	3.87	.82
49	3.81	.82
50	3.76	.88
51	3.62	.89

When Table 3 is examined, it is seen that while the items 1, 34, 35, 33, 42 have highest mean values; the items 51, 10, 28, 9, 4 have the lowest mean values in the scale.

Emotional Leadership of School Managers in terms of Demographic Variables

According to the perceptions of the participants in Table 4, it is clear that there isn't any significant difference in the overall scale [$t(298) = -.88$, $p > .05$], Self-Management [$t(298) = .73$, $p > .05$] and Relationship Management [$t(298) = -1.19$, $p > .05$] sub-dimensions in the context of gender variable. In the Self-Consciousness sub-dimension, the differentiation was found to be significant [$t(298) = -2.57$, $p < .05$], and male participants' perceptions of school managers' emotional leadership (" $\bar{X} = 413$ ") were higher than female participants (" $\bar{X} = 3,91$ "). Similarly, it was determined that there was a significant difference in the Social Awareness sub-dimension [$t(298) = -2.21$, $p < .05$],

and the difference between male participants ($\bar{X}=4.17$) and female participants ($\bar{X}=4.02$) developed in favor of male participants.

Table 4

T-Test Results for the Comparison of School Managers' Emotional Leadership Based on Teachers' Perceptions by Gender

	Gender	N	\bar{X}	Ss	Sd	t	p
Emotional Leadership Scale	M	159	3.86	.58	298	-.88	.38
	F	139	3.92	.64			
Self-Management	M	159	3.85	.66	298	.73	.46
	F	139	3.79	.79			
Relationship Management	M	159	3.78	.71	298	-1.19	.23
	F	139	3.88	.71			
Self-Awareness	M	159	3.91	.73	298	-2.57	.01
	F	139	4.13	.74			
Social Awareness	M	159	4.02	.61	298	-2.21	.03
	F	139	4.17	.62			

* $p > .05$

Emotional Leadership of School Managers in terms of Marital Status Variable

In Table 5, in which the emotional leadership of school managers is examined in terms of marital status variable according to teachers' views, it is seen that there isn't any significant difference in the overall scale [$t(298)= 1,48$, $p>.05$], Self-Management [$t(298)= .78$, $p>.05$], Relationship Management [$t(298)= 1,49$, $p>.05$] and Social Consciousness [$t(298)= 1,06$, $p>.05$] sub-dimensions. In the Self-Consciousness sub-dimension, the differentiation was significant [$t(298)= 2,22$, $p<.05$], and married participants' perceptions of school managers' emotional leadership ($\bar{X}=4,06$) were higher than single participants ($\bar{X}=3,77$).

Table 5

T-Test Results for the Comparison of School Managers' Emotional Leadership Based on Teachers' Perceptions by Marital Status

	Marital Status	N	\bar{X}	Ss	Sd	t	p
Emotional Leadership Scale	Married	252	3.92	.60	298	1.48	.15
	Single	46	3.76	.66			
Self-Management	Married	252	3.84	.72	298	.78	.44
	Single	46	3.75	.76			
Relationship Management	Married	252	3.86	.69	298	1.49	.14
	Single	46	3.67	.77			

Self-Awareness	Married	252	4.06	.72	298	2.22	.03
	Single	46	3.77	.82			
Social Awareness	Married	252	4.11	.63	298	1.06	.29
	Single	46	4.00	.60			

* $p < .05$

Discussion and Conclusion

When looked at the results of this research about emotional leadership of school managers according to teachers' perceptions, a value close to the level of "Agree" was obtained for the overall scale. This result can be evaluated as the emotional leadership skills of school managers are generally found positive by teachers. It can be said that this finding is in parallel with the literature. This suggests that teachers perceive school managers as effectively using emotional competencies in daily school interactions, which is consistent with the theoretical view that emotional leadership supports interpersonal harmony within educational settings. For example, in Pilis and Özbaş's (2016) study investigating the level of school managers' use of emotional intelligence according to teachers' views, teachers' responses were "most of the time" and "sometimes". Uçar (2017) stated that the rate of emotional intelligence use by school managers was 60% according to teacher perceptions, while Demirdiş (2009) emphasized in his study that teachers thought their managers' emotional intelligence levels were at a good level. These studies provide empirical support for the general tendency of teachers to evaluate school managers' emotional competencies positively.

In this research, the highest average on the basis of sub-dimensions was "Social Consciousness", followed by "Self-Consciousness", "Self-Management" and "Relationship Management" respectively. One possible explanation is that the collaborative and relational culture in Turkish schools emphasizes social awareness among leaders, making this competency more visible to teachers. In this context, it can be said that teachers are quite satisfied with their managers' social consciousness and self-consciousness skills. The prominence of social consciousness may be associated with the collaborative nature of Turkish schools, where principals frequently interact with teachers, parents, and students. The 5 items with the highest mean value in the scale are items 1, 34, 35, 33 and 42, while the 5 items with the lowest mean value are items 51, 10, 28, 9 and 4.

According to the teachers' views, there isn't any significant difference in the overall scale and in the sub-dimensions of Self-Management and Relationship Management based on the comparison of school managers' emotional leadership in terms of gender variable. Gender may not be effective in the perception of emotional leadership skills such as self-management and relationship management. This aligns with the idea that these competencies are shaped more by individual experience and leadership training than by demographic characteristics.. Supporting this finding, studies of Erkoç (2019), Güney (2009), Kandaz (2018), Pilis & Özbaş (2016) and Bulut Serin & Özbulak (2007) stated that gender variable did not reveal a significant difference in school managers' perceptions of emotional intelligence. In addition, in the analyzes, it was determined that the differentiation in the sub-dimensions of Self-Awareness and Social Awareness was significant, and male participants' perceptions of school

managers' emotional leadership were higher than female participants. Male teachers may find their principals' communication style and leadership approach closer and more compatible with them. This harmony may lead to a more positive perception of managers' emotional leadership skills. One explanation could be that male teachers perceive a stronger alignment with leadership communication styles, which may influence their ratings. Yıldırım and Yılmaz (2020) found that the differentiation in the optimism dimension of emotional intelligence emerged in favor of male participants.

When looked at the comparison of the emotional leadership of school managers according to teachers' views in terms of marital status, it is clear that there isn't any significant difference in the overall scale and in the sub-dimensions of Self-Management, Relationship Management and Social Consciousness. These findings indicate that marital status does not function as a strong predictor of emotional leadership perceptions. These skills are usually related to the personal competencies and professional experiences of the manager and therefore can develop at equivalent levels. The studies of Altaş (2022), Başar (2022), Güney (2009) and Turanlı (2007), which reached similar findings, found that the marital status variable did not create a significant difference on emotional intelligence. Dak (2022) stated that there was a significant difference in his study and that this difference was in favor of single school managers. In the Self-Consciousness sub-dimension, it was determined that married participants' perceptions of school managers' emotional leadership were at a higher level. Cultural and contextual factors such as family responsibilities and interpersonal experiences may contribute to married teachers perceiving higher self-awareness in school managers. In addition, since various situations and responsibilities within the family can increase the self-awareness of individuals, married participants may have developed an empathic approach and thought that their managers had higher levels of self-awareness.

Implications

According to the answers given to the item 4 in the scale, teachers think that school managers do not accept their mistakes and flaws. In this regard, school managers can be told through professional studies that mistakes are also a part of the management process, and necessary measures can be taken for the managers to move from the classical manager role to the leader manager role.

Considering the answers given to the items 9 and 10 in the scale, it is seen that school managers do not set measurable goals for themselves and their teachers according to teachers' perceptions. For this reason, school managers can be provided to improve themselves through professional and personal development to create realistic and objective goals by taking into account factors such as school, environment and student.

When looked at the results related to the item 28, it can be said that school managers are inadequate in turning the disruptions and conflicts into opportunities according to teachers' perceptions. Professional studies by Presidency of National Education Academy on crisis management can enable managers gain the ability to turn possible disruptions and crises in schools into opportunities.

Within the scope of emotional intelligence, courses, seminars and in-service trainings can be organized for school managers by experts in the field through the

National Education Academy and Teacher Informatics Network to raise awareness and prepare an infrastructure for emotional leadership.

Based on the inference that teachers attach importance to the concept of emotional leadership in school managers, in addition to the MEB EKYS, tests can also be used to determine the emotional leadership status of manager candidates. Integrating these assessments into manager selection processes can support targeted professional development and improve leadership effectiveness in schools.

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Ethical Approval

This study was approved by Mehmet Akif Ersoy University Ethics Committee with decision number 2023/414, dated July 23, 2023.

Statement of Responsibility

UE (%60): Resources, Conceptualization, Investigation, Data Curation, Software, Writing – Original Draft.. **ÖTA** (%40): Methodology, Validation, Writing – Review & Editing, Supervision. Both authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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