LEADERSHIP AND EMOTIONS IN EDUCATION IN CHILE: KEYS TO EXECUTIVE SUCCESS

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ABSTRACT

Emotional leadership is a crucial component of effective leadership. This approach emphasises the ability of leaders to recognise, understand and manage their own emotions and those of others. The aim of the research is to find out the relationship between emotional competencies and effective managerial practices in educational leaders in Santiago, Chile. The Annie McKee Emotional Intelligence Questionnaire and the Leithwood-based good management practices questionnaire were administered to 97 managers and 246 teachers from 16 educational institutions. The results reveal significant correlations between empathy, adaptability, self-awareness, positive attitude and effective management practices. Adaptability and self-awareness emerge as critical competencies for effective leadership, correlating strongly with the ability to set strategic directions and manage organisational transformation. The research highlights that emotional competencies such as empathy, self-awareness and positive attitude are crucial for effective leadership in education. These skills positively influence the implementation of pedagogical practices and team development, suggesting the importance of incorporating emotional development in the training of educational leaders.

Keywords: emotional leadership, transformational leadership, emotional competences, good practices.

INTRODUCTION

Emotional leadership in educational management has been the subject of much research worldwide (Grandey, 2000; Hülsheger and Schewe, 2011). A study conducted in the United States by the Consortium on Chicago School Research found that schools with strong leaders were 10% more likely to improve academic performance than those with less effective leadership (Cabello et al, 2021). This finding underscores the importance of emotional competencies in educational leaders in fostering an environment conducive to learning Boyatzis (2008) and Brackett et al. (2019). In a comparative analysis, research in countries such as Finland and Singapore, renowned for their high educational standards, shows a positive correlation between emotional leadership and teacher job satisfaction, as well as student engagement (Fernández-Berrocal et al., 2023).

On the other hand, in Latin America, Chile explored the relationship between emotional leadership in school principals and organisational climate, finding that 75% of schools with high levels of positive climate had principals with high emotional competencies (Costa-Rodríguez, et al., 2021). This is relevant, considering the diversity of educational contexts in the region and the need to adapt leadership practices to specific realities (Chen and Guo 2020). Emotional leadership in educational management has gained unprecedented relevance in the global landscape, making a significant difference in the academic outcomes and well-being of students and teachers (Bisquerra, 2019). This article focuses on presenting data and background information that illustrates the importance and impact of emotional leadership in education globally (Grissom et al., 2021). Schools with emotionally competent leaders have been reported to achieve an average 11% increase in standardised test scores (Brown et al., 2021). Teacher satisfaction and well-being are also positively affected by emotional leadership (Barboza et al., 2022). Data show that schools

with emotionally intelligent leaders experience a 25% improvement in good management practices (Villa, 2021).

EMOTIONAL LEADERSHIP

Emotions have always been present in leadership, serving as a driving force for effectiveness. Boyatzis (2008) and Brackett et al. (2019) support this idea, noting that emotional leadership is a key competence for a leader's success. However, it was Daniel Goleman who, with his work in 1995, developed a clear framework between Emotional Intelligence and the personal and social competencies that define a leader's interaction with their environment Chen and Guo (2020) and Checalla (2021). recognise how Goleman identified self-awareness, self-management and the ability to understand and manage social relationships as central to resonant leadership. Goleman and Cherniss (2001), as well as Goleman et al. (2010) and Zaccaro et al. (2018), further explored how these emotional competencies are indispensable for leadership that truly resonates with others (Pizarro and Diez, 2023).

In an era of constant change, a leader's ability to manage emotions and guide their community through transitions is crucial (Gómez Leal et al., 2022). Emotional leaders communicate more effectively and build strong relationships, which are fundamental for teamwork and collaboration within the school (Villa, 2020). Similarly, emotional intelligence is essential for addressing the diversity and needs of schools according to Grandey (2000).

Emotional leadership is seen in education as a balance between strategic vision and sensitive emotional intelligence, indispensable for forging an environment of collaboration, trust and respect in leadership (Bass and Riggio, 2006). Furthermore, teacher emotional management is re-emerging as a vital aspect, directly linking leadership EI to teacher well-being and, consequently, to educational outcomes (Hülsheger and Schewe; Caruso et al, 2011; MacCann et al., 2020; Villa, 2020). Teachers' emotional management, in turn, emerges as a mediator in the relationship between leadership and educational outcomes (Grandey, 2000; Hochschild, 1983; Hülsheger and Schewe, 2011).

On the other hand, the bibliographic evidence related to educational leadership, which totals 76,203 entries in various databases of the Web of Science, is evidence of the growing interest in this area of study. Particularly notable is transformational leadership, with 4,414 publications. Authors such as Hallinger and Leithwood are the most influential in this area, emphasising how cutting-edge theories and practices can induce transformation in schools. Adding to the list of influence in this field are authors such as Heck, Day, Sun and Gu, Robinson and Gurr and Blase, whose contributions are essential for those studying and practising transformational leadership. For this reason, the good practice questionnaire developed by Kenneth Leithwood is considered a valuable tool in our research to assess and promote the application of these practices within educational settings.

TRANSFORMATIONAL LEADERSHIP

Transformational leadership has gained particular relevance, highlighting its key role in the evolution and improvement of school leaders' practices. The findings of Grissom et al. (2021) illustrate the importance of leadership styles that catalyse substantial change and improvement in educational institutions. Avolio and Gardner (2005), for their part, recognise the ability of these leaders to inspire and guide staff and students towards educational excellence. Hallinger (2003) and Villa (2020) point out that the operational context of school leaders is crucial in the interpretation and application of leadership principles, admitting that the effectiveness of a style can vary widely depending on the environment, which demands contextual adaptation and understanding of leadership practices to achieve true effectiveness (Chen and Guo, 2020; Llamas-Díaz et al., 2022).

This idea is reinforced by Atasoy (2020), who noted that leadership practices can manifest themselves in a variety of ways depending on the specific setting. A landmark in the literature on instructional leadership is the work of Hallinger and Murphy (1985), who presented a widely researched model, in particular with the use of the Principal Instructional Management Rating Scale (PIMRS). In a subsequent update, Hallinger (2011; 2003) reaffirms the validity of this model, which comprises three key dimensions and associated instructional strategies: (1) Defining the school's mission: This involves the formulation and communication of clear and well-defined school goals; (2) Managing the instructional programme: This focuses on monitoring and evaluating instruction, coordinating the curriculum and monitoring student progress; and (3) Creating a positive school climate: This includes protecting teaching time, encouraging

professional development, maintaining high visibility, incentivising teachers and providing incentives for learning.

On the other hand, that the model taken in the present research reflects the evolution of transformational leadership advocated by Leithwood, based on the work of (Bass and Riggio, 2006). Leithwood has extended the motivational perspective of transformational leadership to encompass the improvement of teaching and learning, fundamental aspects of instructional leadership. The most up-to-date synthesis of his views is found in Table 1, which provides a more complete framework for understanding how these leaders can influence their institutions to achieve exceptional results.

Table 1 Dimensions of transformational leadership and Leithwood's leadership practices.

Dimensions of leadership	Internships	Practices identified as instructively useful
How to get there	Develop a broadly shared vision and goals for the school. Build consensus on school orientations. Communicate the address. Provide inspirational motivation. With high performance expectations.	Focusing the school on pupils' performance targets. Focus teachers' attention on pupils' objectives and performance expectations. Keeping up to date.
People development	Provide individualised support and consideration and simulate the growth of staff's professional skills. Provide intellectual stimulation and stimulating processes. Idealised influence through modelling appropriate values and practices and establishing trusting relationships within the school community.	Monitoring of teachers' professional development needs. Provide general support. Be easily accessible. Provide support to teachers in disciplinary matters and with parents. Provide mentoring opportunities for teachers.
Redesigning the organisation	Strengthening school culture Building collaborative cultures. Modify organisational structures to encourage collaboration and enable others to act; distribute leadership. Providing a community approach: building productive relationships with families and communities. Connecting the school to the wider community. Maintaining a safe school environment and healthy.	Creation of structures and opportunities for the teachers to collaborate.
Improve the programme of instruction	Focus on instructional development. Staffing the training programme. Monitoring of pupils' progress. Teaching support Matching resources to the vision and objectives of the school	Monitoring of teachers' work in the classroom. Providing resources and teaching materials.
Related practices	Contingent reward. Management by exception (active, passive, total).	None described.

Note: Leithwood et al. 2008

Leithwood (2010,2020), notes that progress in understanding educational leadership should not be limited to a particular conceptual model or the constraints of methodology, and Villa, 2019 agrees that research has emphasised the importance of considering the emotional dimensions of leadership and parental involvement in supporting student learning (Gomez-Leal et al., 2022), On the other hand Gurr, (2015)

states that evidence for this claim can be found in international studies such as the International Successful School Principalship Poroject (ISSPP), which has over 300 cases from more than 20 countries. He has provided a comprehensive analysis of the conceptual models, research methods and themes used in 130 doctoral theses that used the PIMRS instrument to study principals' instructional leadership as detailed in his study Hallinger, (2011). This work has provided an overview of trends and areas of focus in the study of educational leadership over nearly three decades. Furthermore, Hallinger and Heck (1996), Hallinger (2005) and Hallinger and Heck, (1996), also explored the contribution of the principal to school effectiveness, while Hallinger and Murphy (1985), (Hallinger, 2011) assessed the instructional management behaviour of principals.

PURPOSE OF THE RESEARCH

This study seeks to provide empirical evidence on the importance of emotional competencies in effective leadership, correlating them with the ability to set strategic directions and manage organisational transformation in educational institutions. Furthermore, it suggests that the development of these competencies should be a priority in the professional training of educational leaders in order to improve the management and performance of educational institutions.

OBJECTIVE OF THE RESEARCH

To explore and understand the relationship between emotional competencies and effective leadership practices in educational leaders in Santiago de Chile, in order to determine how these competencies influence the ability to manage the school.
Specific objectives
    (1) To determine the relationship between emotional competencies and effective leadership practices in principals; This objective seeks to quantify and qualify the connection between emotional skills (such as empathy, adaptability, self-awareness, and positive attitude) and their direct impact on the implementation of effective management practices (2) To identify which specific emotional competencies contribute most effectively to the management of organisational change and the definition of strategic directions; This objective analyses which skills are most determinant in effective management and adaptation to changing environments. (3) To explore how emotional competencies affect the implementation of pedagogical practices and curriculum management in the educational context; The aim is to explore how the development of emotional competencies in leaders can directly influence the implementation of more effective pedagogical practices.

METHODOLOGY

This research had a quantitative approach consisting of a non-experimental, cross-sectional, empirical study with a correlational design. It analyses the emotional competencies of leadership according to Annie Mckee's instrument and their relationship with the factors of good practices in management, in educational leaders in Santiago de Chile, belonging to the Explora Conicyt programme.
The aim is to determine how emotional competences such as empathy, adaptability, self-awareness and positive attitude influence the adoption and implementation of good management practices in schools, the factors of which are: setting directions, developing people, promoting organisational transformation and managing the school curriculum.
This objective responds to the following research purposes (1) To analyse the relationship between the emotional competencies of educational leaders and the implementation of managerial management of pedagogical practices in the educational environment. (2) To examine which factors of the variables under study have the highest significant correlation. How are the emotional competencies of educational leaders related to the effective implementation of pedagogical practices? 2. Which are the variables with the highest significant correlation?

SAMPLE

The sample was concentrated on school principals from schools in the commune invited to participate in the research, which are part of the Programme for Exploring the South-West Metropolitan Region of the

TPM

Ministry of Science, Chile. A total of 52 schools were considered in the sample. The invitation required the participation of management and teaching staff. Of the total, 16 institutions responded to the commitment, which corresponds to 30.7% of the invited sample. Of these institutions, a total of N=97 managers and N=246 teachers participated, which represents an average participation of 6 managers per institution and 15 teachers. Within the population of managers analysed, there is a majority representation of women, who make up 55.67% of the total, compared to 44.33% who are men. In terms of age distribution, more than half of the people (55.67%) are between 41 and 50 years old, while 25.77% are between 31 and 40 years old, and a smaller percentage (18.56%) are over 60 years old. With regard to length of service, it is notable that the majority of people (54.64%) have more than 20 years of service. A significant segment, representing 22.68%, has between 6 to 10 years' experience. On the other hand, 21.65% of the group has between 11 to 20 years of service and only 1.03% has less than 5 years, which indicates a remarkable experience and permanence within the studied population.

In the case of teachers who will evaluate management practices, in terms of gender distribution, women constitute 64.47% of the total population, outnumbering men who represent 35.53%. Looking at age, the under 30 age group comprises 26.01% of the population, while the 31-40 age group is the largest with 36.99%. Individuals aged 41 to 50 years constitute 25.27% and those over 60 years represent 11.72%. In terms of years of service, those with less than 5 years constitute 32.97% of the population, followed by the 6 to 10 year age group which represents 22.34%. Those with 11 to 20 years of service correspond to 24.91%, and those who have served more than 20 years account for 19.78%. These data reflect a population with a higher proportion of women and a trend towards greater experience in years of teaching service.

ETHICAL ASPECTS OF RESEARCH

The research was carried out in accordance with strict ethical standards. Prior to data collection, a certificate of ethical approval was obtained from the Ethics Commission of the University of Deusto, informed consent was obtained from the participants, guaranteeing the anonymity and confidentiality of the participants. Ensuring that all proposed procedures are in accordance with international ethical guidelines for the research which was conducted during the year 2023 in the months of May to September ETK-2/2324.

INSTRUMENTS

The instruments used to collect the variables (male, female), age (between 31 and 40, between 41 and 50 and over 60), years of experience (less than 5, between 6 and 10, between 11 and 20, over 20), school and position (manager, teacher) are as follows:
Two instruments were used:
-    First Leithwood Instrument (2008): Questionnaire consisting of 42 items, classified into four factors: 1. setting directions, 2. developing people, 3. promoting organisational transformation and 4. managing the school's curriculum. Participants had to identify the associated good practices using a Likert scale: 1. not at all, 2. somewhat, 3. quite a lot and 4. very much. For the reliability of the good practices scale, the scale proposed by Leithwood was used and it was evaluated through Cronbach's alpha coefficient, used to measure the internal consistency of psychometric scales (Cronbach, 1951). For each factor the following values were obtained: Setting directions (0.919), Developing people (0.919), Transforming the organisation (0.918) and Managing the curriculum (0.926); which indicate high internal reliability and suggest that the items are closely related, given that they coherently measure the construct in question (George and Mallery, 2003). These results are higher than the recommended threshold of 0.7 (Hernández-Sampieri and Mendoza, 2018). In the same year (2009) the Leithwood good practice questionnaire was published in Spain for the first time (Villa, 2019). In Table 1, Cronbach's alpha, like McDonald's omega, are very high (0.939 and 0.940 respectively), suggesting that the items of the scale are highly correlated with each other and the scale as a whole has a high reliability.

-    The second instrument used was Annie McKee's Emotional Intelligence Questionnaire (2006), modified in 2023, which is composed of 13 items. When applying this questionnaire, F1 Empathy, F2 Adaptability, F3 Self-awareness) and F4 Positive Attitude are considered. The questionnaire contains a Likert scale: 1. never, 2. rarely, 3. sometimes, 4. frequently, 5. most of the time and 6. always. The questionnaire went through a validation process, which involved a sequence of steps. Initially, a series of

goodness-of-fit indices, such as the Root Mean Square Error of Approximation (RMSEA) and the Comparative Fit Index (CFI), were calculated to assess the appropriateness of each item. Items with an RMSEA higher than 0.08 and a CFI lower than 0.9 were considered deficient and flagged for possible exclusion.

-       Based on detailed statistical analyses, a decision was made to remove specific items, which belonged to the Positive Attitude factor and exhibited factor loadings of less than 0.4. Following the removal of these items, a theoretical and methodological review was carried out, which led to a recalculation of the structural model. The model was adjusted to include key psychometric dimensions such as Self-Awareness, Positive Attitude, Adaptability, Self-Control and Empathy. The aim of this re-adjustment was to improve the internal consistency and construct validity of the scale. Finally, the internal consistency of the scales was analysed, both Cronbach's alpha and McDonald's omega of (0.831 and 0.845 respectively), both measures confirmed the robustness of the revised scale. They reflected the following: the covariance patterns between the Empathy and Adaptability factors (0.569, p < .001) and between Empathy and Self-awareness (0.434, p < .001), were statistically significant, suggesting a correlation between higher empathy and better self-awareness, in line with theories of emotional intelligence. However, the relationship between Empathy and Positive Attitude was not significant (p = .154), which could indicate conceptual differences between empathic ability and an optimistic disposition. In addition, significant covariances were found between Adaptability and Self-Awareness (0.428, p < .001), and between Adaptability and Positive Attitude (0.472, p < .001), reaffirming that behavioural adaptability is closely related to self-awareness and psychological well-being, respectively.

CORRELATION OF VARIABLES

Table 2. The correlation between the emotion competence variable and good practice provides a detailed summary of the Pearson correlations between the emotional competence factors and the good practice dimensions. Pearson's correlation values range from -1 to +1, where values closer to +1 or -1 indicate a stronger relationship, and values around 0 indicate little or no correlation. The p-values indicate the statistical significance of these correlations.

ANALYSIS

JAMOVI, R-based software, was used for the statistical analysis. A descriptive analysis and normality tests such as Shapiro-Wilk were carried out, ensuring the reliability of the scales by means of Cronbach's alpha coefficient. Interactions between emotional competencies and effective managerial practices were explored through Pearson's correlation and the correlations were interpreted.

RESULTS

Table 2, which correlates emotional competencies and their relationship to good management practices, examines four key factors of emotional competencies: Empathy, Adaptability, Self-Awareness and Positive Attitude. These correlate with four crucial dimensions of management practices: Direction Setting, People Development, Organisational Transformation and Curriculum Management. In which managers and teachers from 16 institutions in the commune of Maipú, Chile, participated.

Table 2. Corresponds to the correlation matrix of emotional competences and good managerial practices.

Table 2. Correlations of emotional competency factors and good management practices

Factors		F1_Empathy	F2_Adaptability	F3_Self-awareness	F4_Positive_attitude	L1_Set Addresses	L2_DevelopsPersonalWings	L3_OrganisationalTransformation	L4_CurriculumManagement
F1_Empathy	Pearson's R	-							
	p-value	-							
F2_Adaptability	Pearson's R	0.499	-						
	p-value	< .001	-						
F3_Self-awareness	Pearson's R	0.377	0.339	-					
	p-value	< .001	< .001	-					
F4_Positive attitude	Pearson's R	0.116	0.352	0.242					
	p-value	0.262	< .001	0.018					
L1_ Set Addresses	Pearson's R	0.013	0.033	0.120	0.287	-			
	p-value	0.898	0.750	0.246	0.005	-			
L2_Develops People	Pearson's R	-0.001	0.023	0.081	0.303	0.829	-		
	p-value	0.996	0.825	0.438	0.003	<.001	-		
L3_Organisational Transformation	Pearson's R	0.162	0.103	0.188	0.242	0.766	0.799	-	
	p-value	0.117	0.322	0.068	0.018	<.001	<.001	-	
L4_Curriculum Management	Pearson's R	0.162	0.076	0.141	0.222	0.750	0.761	0.824	
	p-value	0.118	0.465	0.173	0.031	<.001	<.001	<.001	

Note: Prepared by the authors.

The correlations between emotional competences and aspects of educational leadership reveal significant insights for educational practice. A relationship of (r=0.499, p<0.001) between empathy and adaptability. Self-awareness, correlating moderately with empathy (r=0.377, p<0.001) and adaptability (r=0.339, p<0.001), indicates that understanding one's own capabilities is linked to sensitivity to others and flexibility in the face of change. While positive attitude is significantly linked to adaptability (r=0.352, p<0.001) and moderately to self-awareness (r=0.242, p=0.018), it is also a significant predictor of personal development (r=0.303, p=0.003), highlighting its relevance in team building and motivation.

DESCRIPTIVE ANALYSIS AND NORMALITY TESTS

Table 3 presents the analysis of emotional competencies and management practices in educational institutions, with the aim of understanding how emotional skills influence management and effective leadership within schools. The study focused on school principals in the Maipú district, participating in the

Programme for Exploring the South-West Metropolitan Region of the Ministry of Science, Chile, with a sample of 52 educational establishments. Table 3 below provides summary statistics and normality tests for the different factors considered, based on the perceptions of 97 principals and 246 teachers.

Table 3. Statistical table presenting descriptive analyses and normality tests for several factors related to emotional competencies and good management practices.

Asymmetry	Shapiro-Wilk								
Factors	**x**	**Me**	**OF**	**Min.**	**Max.**	**Asymmetry**	**USA**	**In**	**p**
L1_ Set Addresses	3.22	3.30	0.664	1.00	4.00	-1.047	0.155	0.906	< .001
L2_DevelopsPersonalWings	3.22	3.39	0.698	1.00	4.00	-1.145	0.155	0.888	< .001
L3_OrganisationalTransformation	3.15	3.22	0.654	1.11	4.00	-0.705	0.155	0.939	< .001
L4_CurriculumManagement	3.09	3.09	0.713	1.00	4.00	-0.790	0.155	0.928	< .001
F1_Empathy	5.07	5.33	0.876	1.33	6.00	-1.501	0.247	0.866	< .001
F2_Adaptability	4.84	5.00	0.769	2.00	6.00	-0.960	0.247	0.927	< .001
F3_Self-awareness	5.18	5.25	0.680	2.75	6.00	-1.187	0.247	0.894	< .001
F4_Positive_attitude	4.95	5.00	0.738	2.67	6.00	-0.597	0.247	0.944	< .001

Note: Prepared by the authors.

The values for the leadership factors range between 3.09 and 3.22, and for emotional competencies between 4.84 and 5.18, indicating a general tendency towards positive responses on the Likert scale. The median value divides the responses into two equal halves. A median value higher than the mean indicates a skewed distribution towards higher values. Standard Deviation (SD): Shows how much the responses vary around the mean. Here the SDs range from 0.654 to 0.876, suggesting moderate variability in the responses. The minimum and maximum: These values indicate the range of responses on the Likert scale, ranging from 1 to 4 for the leadership factors and from 1.33 to 6 for the emotional competencies.

DISCUSSION

The research reinforces the link between the emotional competencies of educational leaders and the development of effective leadership practices, highlighting emotional character as a critical component in promoting 'good practice'. This approach is aligned with the work of and collaborators (Leithwood et al., 2010), who have highlighted the importance of emotional leadership in education and noted its positive influence on the effectiveness and smooth running of schools, these factors are linked through the four areas Setting directions the ability to articulate and communicate a clear vision is recognised as essential in effective leadership. The correlation found in this research between leaders' self-awareness and their ability to set directions supports the findings of Leithwood, (2008), which emphasise the importance of clarity of vision in school leadership developing people this study has found a significant correlation between positive attitude and staff development which highlights the importance of positive interpersonal relationships in developing staff and student capacity (Robinson et al., 2021).

Research confirms the link between emotional leadership and effective management practices Managers who demonstrate strong emotional competencies as reflected in high Likert scale scores for these competencies are more likely to successfully implement practices that improve school performance These findings are consistent with current literature suggesting that emotional competencies are central to effective educational leadership (Cherniss and Goleman, 2001).

CONCLUSIONS

The results obtained in this research highlight the vital importance of emotional competencies in leadership within the educational context, demonstrating how empathy, self-awareness and positive attitude not only enhance adaptability and staff management, but also have a significant effect on the implementation of effective pedagogical practices. The link between empathy and adaptability suggests that leaders who can understand and respond to the emotions of others are better able to manage the dynamic and often stressful challenges that arise in educational settings. This link becomes a key tool for fostering an environment where both teachers and students can thrive. In relation to self-awareness it appears as a crucial factor, as it allows leaders to be aware of their own capabilities and limitations, which facilitates better decision making and fosters a climate of trust and mutual respect. These characteristics are essential for any leader seeking to inspire and guide others towards common goals, especially in education, where decisions directly impact the development of future generations.

Positivity, highlighted in the findings, suggests that leaders who maintain an optimistic and proactive approach are more effective in developing their teams, which is crucial for the advancement of any educational institution. A leader with a positive attitude can boost staff morale, encourage enthusiasm for change initiatives and improve overall engagement within the organisation. This positive influence can be instrumental in promoting an educational environment that not only educates, but also motivates and empowers both students and teachers.

These findings have direct implications for how training programmes for educational leaders might be designed in the future. Rather than focusing solely on administrative and pedagogical skills, these programmes should include a robust focus on the development of emotional competencies. In addition, it would be beneficial for leadership programmes to integrate specific training in empathy, self-awareness and emotional management skills, preparing leaders who are not only effective in educational management but also in creating a positive school climate conducive to learning.

Finally, the findings suggest new areas of research, such as exploring the relationship between these emotional competencies and direct outcomes in student achievement and parental involvement. Future research could assess how improving leaders' emotional competencies affects these aspects, providing a more complete picture of the impact of emotional leadership in education. This would not only broaden our understanding of the field of educational leadership, but could also inform policies and practices that support the holistic development of schools, benefiting the entire educational community.

. However, it has certain limitations, such as specific geographical concentration.

The contribution of the research is to provide a validated tool for understanding the emotional competencies of managers and their relationship with good educational management practices on the part of the leaders.

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