

Systematic Review of Studies on The Emotional Intelligence of School Principals

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Emotional intelligence, which forms the basis for individuals to cope with emotions effectively, can also contribute to how effectively leaders address the needs of the individuals they serve, how they motivate others, and how they develop a sense of belonging in the workplace. This research aimed to examine the studies on the emotional intelligence of school principals who lead education through systematic analysis and to draw attention to the importance of emotional intelligence in educational management. Studies published in peer-reviewed journals aiming to explore the emotional intelligence of school principals were analyzed. The study results show that research on the emotional intelligence of school principals has increased in recent years; descriptive, correlational, and predictive designs are followed in studies, and self-assessment tools are preferred for data collection. Moreover, there are significant relationships between emotional intelligence and self-efficacy, political skills, workplace happiness, crisis management, and conflict resolution of principals. Principals' emotional intelligence can predict organizational synergy, conflict management, leadership, managing differences, time management, organizational citizenship, and job satisfaction

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Keywords: Emotional intelligence, educational management, school management, school principal, educational leadership.

INTRODUCTION

School management has a dynamic structure includes constant interactions with students, teachers, and other employees, unexpected changes, risks, and responsible decision-making. Massive developments such as digital developments brought by science and technology, pandemics, and natural disasters reveal that school management must be better equipped for growth, change, and adaptation. Principals should be able to produce reforms that will show an autonomous, creative, and collaborative structure that suits the needs of students and teachers in line with changes and developments, should be able to motivate their team in the implementation of reforms, and should be able to adopt leadership qualities rather than management. This makes it inevitable that school management's emotional skills must be as strong as their professional skills (Brina, 2014; Chen & Guo, 2020; Moore, 2009). For this reason, skills in recognizing, understanding, and managing emotions must be developed.

Emotional intelligence includes the individual's performance in perceiving, using, understanding, and managing emotions (Mayer et al., 2008). Individuals with high emotional intelligence can distinguish emotions, show emotions appropriate to the social context, understand the causes and consequences of emotional experiences, and regulate emotions (Bar-On, 2006). Bar-On (1997) defines emotional intelligence as "a set of non-cognitive abilities, competencies, and skills that influence a person's ability to succeed in coping with environmental demands and pressures" (p.14). Dealing effectively with emotions can contribute to how effectively leaders address individuals' needs, motivate others, and foster a sense of belonging in the workplace (Goleman, 1995). Studies have shown that emotional intelligence increases motivation and job satisfaction (Li et al., 2018), enables finding and using appropriate coping strategies (Brackett et al., 2011; Brinia et al., 2014; Chan, 2008), establishing positive interpersonal relationships and improving interpersonal skills. It is stated that it increases coping with difficulties (Bracett et al., 2010).

The education process requires the harmonious work of administrators, teachers, students, parents, support staff, and other stakeholders. In this process, educational administrators have the difficult task of trying to recognize, understand, and manage their own emotions while trying to bridge all stakeholders, including parents, students, and staff, and find ways to cope with their feelings (Brinia et al., 2014; Gómez-Leal et al. 2022; Sala, 2003). However, school administrators occasionally need support dealing with emotions and conflict (Patti et al. 2015). Blaik Hourani et al. (2021) revealed the need to strengthen the emotional intelligence of school leaders and principals. They emphasized the need for emotional intelligence to enable, facilitate, and develop change in the school.

Many interactions with stakeholders create unwanted emotional pressures. Directing teachers from individuality to collaboration, changing the educational focus from teaching to student learning, implementing structures and processes that systematically monitor students' learning, increasing accountability, and distributing leadership are among the challenges for principals. Leaders who cannot manage their own and others' emotions in such conditions will experience much personal stress and cannot sustain or tolerate the process of change or determination (Chen & Guo, 2020; Gómez-Leal et al., 2022; Moore,

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2009). Considering that schools have been faced with problems such as bullying, immigration, technology addiction, and inclusivity in recent years, school administrators are expected to be more skilled than at any time in the history of education. Williams (2008) stated that some emotional and social intelligence competencies that significantly distinguish outstanding principals from typical principals are self-confidence, self-control, awareness, achievement orientation, initiative, organizational awareness, developing others, influencing, analytical thinking, leadership, teamwork/collaboration, change catalyst, and conflict management. These features derive their power from emotions and form the framework for transformational leadership. Therefore, it is seen that leaders with high emotional intelligence exhibit more effective and transformational leadership behaviors (Barling et al., 2000; George, 2000; Law et al., 2004).

Emotional intelligence is the power that ensures positive and sustainable relationships between teachers, administrators, and students in the educational environment (Bechter et al., 2023). Van Rooy and Viswesvaran (2004) state that emotional intelligence can be considered a significant predictor of job performance. In addition, a study conducted in Ontario, Canada, in which 464 primary school to high school administrators participated, focusing on determining the essential emotional and social competencies needed by school administrators, emphasizes that emotional intelligence is a significant predictor of successful school management (Stone et al., 2005).

Schools run without supporting emotional intelligence, which can create much personal stress and make the learning process intolerable. The administrator's empathetic and democratic approaches to problems will increase stakeholders' satisfaction and academic success. A leader with high emotional intelligence will be able to continue the goal despite difficulties and will be able to determine the most appropriate strategies in social or emotional conflicts. Therefore, the primary purpose of the research was to examine the studies on the emotional intelligence of school principals in Turkey by systematic review, thus emphasizing the importance of emotional intelligence in school management. The study will seek answers to the following questions:

- What are the descriptive characteristics (date, design, study group data collection tools) of the studies on the emotional intelligence of school principals in Turkey?
- What are the purposes of the studies on the emotional intelligence of school principals in Turkey?
- What conclusions have been reached in the studies on the emotional intelligence of school principals in Turkey?

METHOD

This section gives the study's design, the participants, the data collection tools, and the techniques used in the data analysis.

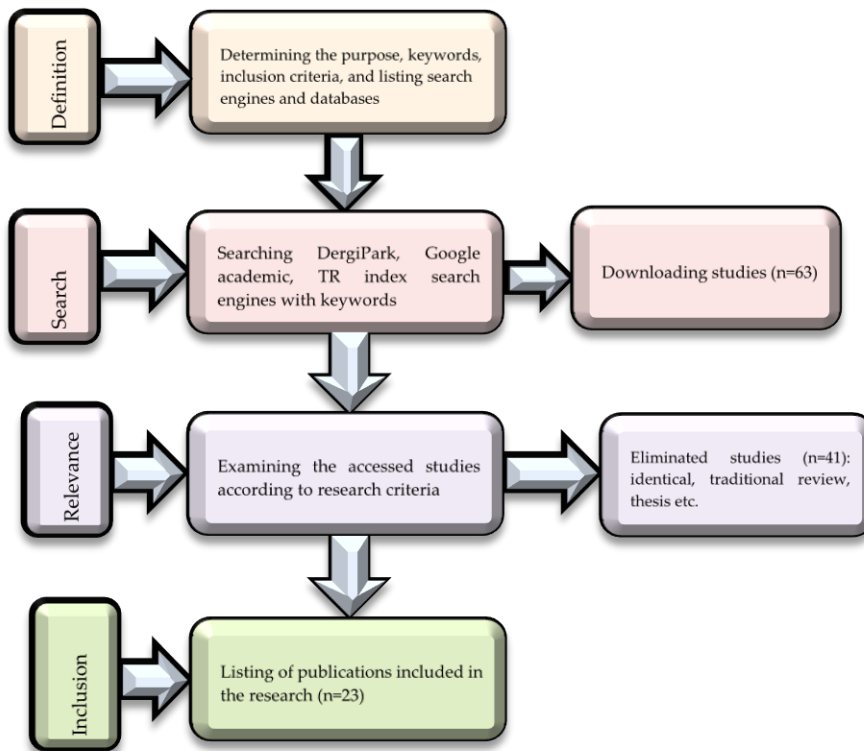
Research Design

The research was conducted as a systematic review to examine the study published in Turkey regarding emotional intelligence in school principals. The systematic review is a research method in which all quantitative and qualitative studies on a subject in the literature are examined, and a comprehensive synthesis is presented. For this purpose, inclusion and exclusion criteria are determined for each study obtained. Studies are evaluated according to these criteria. Studies that do not meet the criteria are eliminated, and studies that do are included in the analysis (Higgins et al., 2020).

Study group

The study group includes studies on the emotional intelligence of school principals indexed in DergiPark Academic (ULAKBİM), Google Scholar, and Turkish Education Index databases. The criterion sampling method was followed to determine which studies should be included in the study group (Büyüköztürk et al., 2011). The studies were chosen according to criteria such as aim, language, publication type, and accessibility. Studies that aimed to search the emotional intelligence of school principals in Turkey, written in Turkish or English, published in peer-reviewed journals, and provided full access to the text, with correlated titles and abstracts, were included in the research. Accordingly, proceedings, theses, and book chapters were excluded from the scope of the study. The "Checklist for items to be considered in the reporting of systematic review and meta-analysis studies" (PRISMA) was followed in the analysis of the obtained studies (Page et al., 2021).

Figure 1. Research Process According to the PRISMA Flow Chart



Articles were searched in DergiPark Academic, Google Scholar, and TR index databases. While searching, the advanced search tab was used, and the combinations of terms used were: "emotional intelligence and school administrator," "emotional intelligence and school principal," "school leader and emotional intelligence," and "educational management and emotional intelligence." All research on the emotional intelligence of school principals was done without any year limitation, and article-type studies were selected. At the end of the search, five studies were found in the DergiPark, 45 in Google Scholar, and 13 in the TR Index. They were coded with the researcher's surname and dates and saved in a folder. The studies were compared according to title and author information; if there were identical studies, one was removed from the review folder (n=12). After this control, a total of 51 studies were pre-examined one by one in terms of content: studies that were traditional reviews (n=4), unpublished thesis studies (n=11), studies examining the relationship between the management and leadership style of school principals and teachers' emotional intelligence (n=7), and studies related to higher or other institution managers (16) were excluded from the review. After this step, 23 studies were included in the systematic analysis in line with the Weight of Evidence/WoE table.

Data analysis

The study examined 23 articles reached through the systematic review stages separately with the weight of evidence table (WoE).

Table 1. Weight of Evidence Table*

Weight of Evidence criteria (WoE)		Score (0-3)
A	The aims and objectives of the research are clearly stated.	3
	The content of the study is clearly defined.	3
	The sampling strategy is adequately and clearly defined.	3
	Data collection is adequately and clearly defined.	2
	The analysis of the data is adequately and clearly stated.	2
B	The findings are supported by data.	3
	The research is methodologically appropriate.	3
C	The research findings are suitable for the purpose of the research.	3
	Research findings are sufficient.	2
D	Total score average	2,66

*The weight of the evidence table was created separately for each study; an example is shared here.

As seen in Table 1, the weight of evidence table consists of four parts: A, B, C, and D. A includes the quality of the study, B includes the criteria for methodological suitability, C includes the criteria for the appropriateness and adequacy of the findings, and D is the average weight of evidence value. Each criterion in A, B, and C is examined and scored from 0 to 3, 0-not at all, 1-somewhat, 2-mostly, and 3-completely, and the total average (D) is obtained from these scores. The total score average is expected to be above 1.5. In this study, the weight of evidence of each study was calculated, and since there was no study with an average weight of evidence below 1.5 points, all studies were found worthy of examination. The data obtained from the studies were grouped according to their years, research design, study group, measurement tools, purpose, and results. The findings obtained from the analysis of the data are presented in tables with the frequency of use (f).

Within the scope of this research, evaluation support was received from another researcher for each stage mentioned above, and inter-rater reliability was checked by comparing the two evaluations. The formula $[(\text{Agreement}/\text{Agreement}+\text{Disagreement})\times 100]$ was used to calculate the reliability coefficient. The reliability coefficient was found to be 92% and above.

Research Ethics

Scientific, ethical, and citation principles were followed during the writing process of this study. The studies examined were handled according to research methods and techniques without intervention. In addition, the study was sent only to this journal for evaluation and was not shared with any other journal or organization.

FINDINGS

Regarding the emotional intelligence of educational principals, 23 studies were examined separately according to their working years, research design, study group, measurement tools, purpose, and results, and the findings were tabulated.

Table 2. *Distribution of Studies on The Emotional Intelligence of School Principals by Years*

Year	Research	f
2023	Bayraktar (2023)	4
	Bilgivar and Topal (2023)	
	Ceylan and Alsancak (2023)	
	Karamuk and Dulay (2023)	
2022	Kazak and Aygün (2022)	2
	Yıldız et al. (2022)	
2021	Çayak and Eskici (2021)	5
	Karayaman and Başbuğ (2021)	
	Karayaman (2021)	
	Yıldız et al. (2021)	
	Yıldırım and Tokgöz (2021)	
2020	Karayaman (2020)	4
	Şahin and Ayık (2020)	
	Toprak and Savaş (2020)	
	Yılmaz and Yıldırım (2020)	
2018	Karadavut and Çetin (2018)	1
2016	Pilis and Özbaş (2016)	1
2015	Yıldırım and Eriçok (2015)	1
2012	Savaş (2012)	2
	Recepoğlu (2012)	
2010	Babaoğlu (2010)	1
2009	Titrek et al. (2009)	1
2002	Atay (2002)	1

Of the 23 studies included in the research, there are five studies for 2021, four for 2023, four for 2020, two each for 2022 and 2012, and one study in other years. Studies on the emotional intelligence of educational school principals have increased in recent years.

Table 3. *Research Design of The Studies on The Emotional Intelligence of School Principals*

Research design	Research	f
Predictive correlational study	Bilgivar and Topal (2023)	11
	Karamuk and Dulay (2023)	
	Yıldız et al. (2022)	
	Çayak and Eskici (2021)	
	Yıldız et al. (2021)	
	Yıldırım and Tokgöz (2021)	
	Şahin and Ayık (2020)	
	Toprak and Savaş (2020)	
	Karadavut and Çetin (2018)	
	Yıldırım and Eriçok (2015)	
	Savaş (2012)	
Descriptive study	Ceylan and Alsancak (2023)	6
	Karayaman and Başbuğ (2021)	
	Pilis and Özbaş (2016)	
	Recepoğlu (2012)	
	Babaoğlu (2010)	
Exploratory Correlational study	Titrek et al. (2009)	5
	Bayraktar (2023)	
	Karayaman (2021)	
	Karayaman (2020)	
	Yılmaz and Yıldırım (2020)	
Interview (Qualitative research)	Atay (2002)	1
	Kazak and Aygün (2022)	

Most studies (f=11) on the emotional intelligence of educational principals consist of predictive correlational design. In addition, six descriptive studies examined whether the emotional intelligence of school principals varies according to some variables (such as gender, age, position, and seniority). Five studies explore correlations between emotional intelligence and other personality or vocational skills. Finally, only one study using the qualitative method was obtained.

Table 4. *Study Groups of The Studies on The Emotional Intelligence of School Principals*

Study group	Research	f
School principals	Bayraktar (2023)	15
	Bilgivar and Topal (2023)	
	Ceylan and Alsancak (2023)	
	Kazak and Aygün (2022)	
	Yıldız et al. (2022)	
	Karayaman and Başbuğ (2021)	
	Karayaman (2021)	
	Yıldız et al. (2021)	
	Yıldırım and Tokgöz (2021)	
	Karayaman (2020)	
	Yılmaz and Yıldırım (2020)	
	Karadavut and Çetin (2018)	
	Yıldırım and Eriçok (2015)	
	Babaoğlu (2010).	
Atay (2002)		
Teachers	Karamuk and Dulay (2023)	5
	Çayak and Eskici (2021)	
	Şahin and Ayık (2020)	
	Pilis and Özbaş (2016)	
	Recepoğlu (2012)	
School principals and teachers	Toprak and Savaş (2020)	3
	Savaş (2012).	
	Titrek at al. (2009)	

Most studies examined were obtained by collecting data directly from school principals. In five of the studies, data about their principals were collected from teachers. On the other hand, two studies included both school principals and teachers to collect data.

Table 5. Emotional Intelligence Data Collection Tools Used in Studies on The Emotional Intelligence of School Principals.

Data collection tool	Research	f
Schutte Emotional Intelligence Scale (Shutte et al., 1998)	Bilgivar and Topal (2023) Yıldız et al. (2021) Yılmaz and Yıldırım (2020) Yıldırım and Eriçok (2015) Babaoğlan (2010)	5
Wong And Law Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002)	Yıldız et al. (2022) Karayaman and Başbuğ (2021) Karayaman (2021) Karayaman (2020)	4
Scale for Evaluation of Managers' Emotional Intelligence Skills (Öztekin, 2006)	Karamuk and Dulay (2023) Şahin and Ayık (2020) Pilis and Özbaş (2016).	3
Bar-On Emotional Quotient Inventory EQ-i (Bar-On, 1997)	Ceylan and Alsancak (2023) Toprak and Savaş (2020) Savaş (2012)	3
Emotional Intelligence Scale (Titrek, 2005)	Çayak and Eskici (2021) Titrek et al. (2009).	2
Principal Self-efficacy Scale (PSES) (Tschannen- Moran & Gareis, 2004)	Bayraktar (2023)	1
Trait Emotional Intelligence Scale (Petrides ve Furnham, 2001)	Yıldırım and Tokgöz (2021)	1
Emotional Intelligence Scale (Köroğlu, 2006)	Recepoğlu (2012)	1
Emotional Intelligence Inventory (Weisinger, 2000)	Atay (2002)	1
Emotional Competence Inventory ECI-2.0 (Goleman et al. 1998)	Karadavut and Çetin (2018)	1
Interview form	Kazak and Aygün (2022)	1

Among the scales used in research, the Schutte Emotional Intelligence Scale, Wong and Law Emotional Intelligence Scale (WLEIS), Managers' Emotional Intelligence Skills Evaluation Scale, Bar-On Emotional Quotient Inventory, and Emotional Intelligence Scale are frequently preferred data collection tools.

Table 6. *Descriptive Studies on Emotional Intelligence of School Principals*

Research	Aim	Result
Ceylan and Alsancak (2023)	Comparing the emotional intelligence of school principals according to demographic characteristics	It has been determined that the emotional intelligence of school principals does not differ according to gender, age, or education level but varies according to professional seniority, and the emotional intelligence of principals who have been working for 1-5 years is higher.
Kazak and Aygün (2022)	Determining the competencies of school principals in using emotional intelligence in conflict situations	School principals are aware of their emotions in conflict situations, try to balance emotions such as anger, tension, anxiety, and stress with patience, and have a calm, conciliatory, positive perspective on conflict and solution based on understanding and persuasion. For this purpose, they try to keep their reactions under control by using methods such as positive thinking, self-suggestion, and taking breaks from communication from time to time. While empathizing, they also self-evaluate themselves. It has been determined that they trust their knowledge, experience, and feelings and, therefore, show an approach focused on solutions.
Karayaman and Başbuğ (2021)	To examine the difference in the emotional intelligence levels of school principals in terms of gender, age, marital status, and education level variables.	The emotional intelligence levels of female school principals are higher than male school principals; school principals with a bachelor's degree have significantly higher emotional intelligence than those with a master's degree. Emotional intelligence increases as age increases, and there is no difference between the emotional intelligence levels of school principals regarding marital status.
Pilis and Özbaş (2016)	To evaluate teachers' opinions about school principals' use of emotional intelligence skills and to compare the results in terms of some variables (gender, seminar, educational institution).	Teachers stated the frequency of school principals' use of emotional intelligence skills as "most of the time" and "sometimes." It has been revealed that the opinions of principals regarding their use of emotional intelligence skills do not differ depending on whether they attend a seminar or gender, but that they differ depending on the level of education they work in.
Recepoğlu (2012)	To examine the emotional intelligence levels of school principals working in primary education institutions in terms of different variables according to teachers' perceptions.	It was determined that teachers' perceptions of the emotional intelligence levels of primary school principals did not differ significantly according to gender, age, seniority, and length of time working with the same principal.
Babaoğlu (2010)	To determine whether the emotional intelligence of school principals differs according to variables such as gender, marital status, branch, etc.	Among the variables examined, it was determined that emotional intelligence scores differed only depending on whether the principal's branch was classroom teaching or other branches and whether the institution he worked for was primary or secondary education but did not differ according to other variables.
Titrek et al. (2009)	To examine the emotion management competencies of school principals according to the opinions of teachers and principals and some variables.	School principals' "ability to fulfill responsibilities, keep promises and behave ethically is perceived positively at a high level. Some deficiencies were noted in competencies such as "being calm, getting rid of anger and calming down in stressful situations"; It was observed that opinions differed significantly in the variables of "gender, seniority, school type, manager's management style and political closeness to the manager."

According to descriptive design studies in Table 6, principals' emotional intelligence varied by gender, age, educational status, and seniority in some studies but not in others. For example, Pilis and Özbaş (2016) and Recepoğlu (2012) stated no differences in the principals' emotional intelligence according to gender, attending a seminar, age, or seniority. However, Karayaman and Başbuğ (2021) found gender and educational differences.

Table 7. Correlational Studies Examining Emotional Intelligence of Principals

Research	Aim	Result
Bayraktar (2023)	Examining the relationship between school principals' self-efficacy and political skills	It has been determined that there is a weak but positive relationship between the self-efficacy of school principals and their political skills.
Karayaman (2021)	To reveal whether there is a significant relationship between the emotional intelligence levels of school principals and their workplace happiness.	It has been determined that there is a relationship between the emotional intelligence levels of school principals and their workplace happiness. As their emotional intelligence increases, their workplace happiness increases.
Karayaman (2020)	To determine the relationship between school principals' emotional intelligence levels and ethical decision-making.	It has been observed that there is no significant relationship between school principals' emotional intelligence and their ethical decision-making.
Yılmaz and Yıldırım (2020)	Determining the relationship between school principals' crisis management skills and emotional intelligence levels	There is a significant relationship between principals' emotional intelligence and crisis management levels. It was determined that there was a positive significant relationship between the expression of emotions dimension and before the crisis.
Atay (2002)	Examining the correlations between emotional intelligence and conflict resolution strategies of primary school principals.	The emotional intelligence levels of school principals were below expectations; they had the highest score in the self-awareness dimension and the lowest score in the sympathy dimension. It has been determined that there are significant relationships between emotional intelligence sub-dimensions and conflict resolution strategies.

Studies examining the relationship between school principals' emotional intelligence and other characteristics indicate significant relationships between emotional intelligence and self-efficacy, political skills, workplace happiness, crisis management, and conflict resolution. On the other hand, there is no significant relationship between emotional intelligence and ethics.

Table 8. Exploratory Correlational Studies on The Predictive Role of Emotional Intelligence

Research	Aim	Result
Bilgivar and Topal (2023)	Investigating the effect of school principals' emotional intelligence perceptions on school synergy level	It has been observed that there is a relationship between school principals' perceptions of emotional intelligence and their perceptions of organizational synergy, and that emotional intelligence predicts organizational synergy at a low level.
Karamuk and Dulay (2023)	Examining whether school principals' emotional intelligence skills predict conflict management strategies from the teachers' perspective.	It has been revealed that there is a significant relationship between school principals' emotional intelligence skills and conflict management strategies, and emotional intelligence is a significant predictor of conflict management strategies.
Yıldız et al. (2022)	To determine whether emotional intelligence and social intelligence abilities significantly predict leadership styles.	It was determined that the emotional intelligence abilities of educational principals predicted the transformational leadership style and the laissez-faire leadership style but did not predict the maintenance leadership style. Social intelligence abilities have been determined to predict the scores of transformational, maintenance, and laissez-faire leadership styles.
Çayak and Eskici (2021)	Examining the mediating role of emotional intelligence on the sustainable leadership behaviors of school principals and their ability to manage differences.	Teachers rated sustainable leadership behavior, diversity management, and emotional intelligence of principles high. It was found a positive and significant relationship between sustainable leadership, diversity management, and emotional intelligence. Emotional intelligence had a full mediator role in the relationship between sustainable leadership and diversity management.
Yıldız et al. (2021)	Determining the mediating role of self-enhancing humor style in the relationship between school principals' emotional intelligence and life satisfaction.	It was observed that there was a significant positive relationship between the variables of emotional intelligence, self-enhancing humor style, and life satisfaction. The self-enhancing humor style partially mediated the relationship between emotional intelligence and life satisfaction.
Yıldırım and Tokgöz (2021)	Examining the effect of principals' emotional intelligence on time management skills	There are significant relationships between the dimensions of emotional intelligence and time management skills; as the self-control, emotionality, sociability, and well-being dimensions of emotional intelligence increase, the skills related to time planning and time attitude dimensions of time management increase, there is a decrease in the time-wasting dimension. The emotionality dimension of emotional intelligence increases the significance of time management. It was determined to be a significant predictor of self-control, sociability, and well-being.
Şahin and Ayık (2020)	To determine the predictive power of school principals' emotional intelligence and school culture's organizational citizenship behavior according to teachers' perceptions.	A moderate positive relationship exists between school principals' emotional intelligence levels and organizational citizenship behaviors. There is a moderate positive relationship between the school culture created in secondary schools and organizational citizenship. It has been observed that the variables of professional development, common goals, and emotional intelligence, which are school culture dimensions, are significant predictors of organizational citizenship behavior.
Toprak and Savaş (2020)	Determining the effect of teachers' emotional labor on the emotional intelligence of school administrators and teachers' job satisfaction.	It has been determined that school principals' Emotional intelligence and emotional labor competencies significantly predict teachers' job satisfaction levels, and teachers' emotional labor regulates the relationship between principals' Emotional Intelligence and teachers' job satisfaction.
Karadavut and Çetin (2018)	Examine the emotional intelligence competencies of school principals to determine whether emotional intelligence differs according to gender and to what extent it predicts transformational and interactional leadership.	Female school principals' self-awareness and social awareness competencies are significantly higher than those of male school principals. Among the emotional intelligence competencies, drive to achieve and emotional self-awareness are significant predictors of transformational leadership; Agreeableness, developing others, and conflict management were found to predict transactional leadership significantly.
Yıldırım and Eriçok (2015)	To examine the relationship between emotional intelligence and managerial competence levels of school principals.	It has been observed that school principals' emotional intelligence levels significantly predict all sub-dimensions and managerial competence levels and sub-dimensions.
Savaş (2012)	To determine the effect of primary school principals' emotional intelligence and emotional labor competencies on teachers' job satisfaction levels.	It has been determined that school principals' emotional intelligence and emotional labor competencies significantly predict teachers' job satisfaction.

The studies on school principals' emotional intelligence predicting personal or institutional characteristics indicate that emotional intelligence predicts organizational synergy, conflict management, leadership, managing differences, time management, organizational citizenship, and job satisfaction.

RESULT and DISCUSSION

This study aimed to examine the studies conducted in Turkey on the emotional intelligence of school principals. Twenty-three studies published in peer-reviewed journals were evaluated according to their publication years, design, study group, data collection tools, aims, and results. Study findings reveal that emotional intelligence research in school principals has increased in recent years. Since emotional intelligence studies started with studies of Salovey and Mayer (1990), this increase has occurred in recent years with Goleman's (1995) book. Emphasizing emotional intelligence for happiness not only in academic life but also in life and emphasizing that emotional intelligence can be developed throughout life increases the interest in researching emotional intelligence.

In the studies examined, it was observed that while data was collected from the principals and teachers as the sample group, no data was collected from the students. In future studies, assessments can also be taken from students, parents, and other employees. Thus, in addition to self-evaluation, school principals can review the effects of emotion regulation strategies by evaluating themselves through the eyes of others.

The design of the studies is survey-oriented and consists of descriptive, correlational, and predictive studies. When this finding is evaluated with the findings obtained from the research that emotional intelligence is related to and predictive of personal and institutional characteristics, the need to include experimental studies emerges. Principals with low emotional intelligence can be trained, and comparisons can be made before and after the training.

The Schutte Emotional Intelligence Scale, Wong and Law Emotional Intelligence Scale (WLEIS), Emotional Intelligence Scale, Managers' Emotional Intelligence Skills Evaluation Scale, and Bar-On Emotional Quotient Inventory were found to be frequently used data collecting tools. In addition to these tools, Mayer and Salovey's (2002) MSCEIT is also available to evaluate emotional intelligence. However, the fact that this tool is performance-based and the difficulties in obtaining it may have caused it to be limited to tools based on self-report. Developing performance-based tools in future studies will contribute to the Turkish emotional intelligence literature.

There was a difference in some studies and no difference in others regarding principals' emotional intelligence according to gender, age, educational status, and seniority. It is expected that individuals' emotional intelligence is affected by their characteristics. Although emotional intelligence is innate, it has a structure open to development throughout life. Therefore, while some studies may have found a difference in emotional intelligence according to demographic factors, some may not have. There may be environmental variables that may cause differences in the emotional intelligence of school principals. For example, in future studies, principals' emotional intelligence can also be compared depending on the type of organization (official or private), management score, and staff number.

Studies examining the relationship between school principals' emotional intelligence and other characteristics have shed light on the significant relationships between emotional intelligence and self-efficacy, political skills, workplace happiness, crisis management, and conflict resolution. In addition, relationships can be investigated according to characteristics such as dedication, mindfulness, creativity, innovation, and digital literacy.

Studies on school principals' emotional intelligence predicting other personal or institutional skills have revealed that emotional intelligence can predict organizational synergy, conflict management, leadership, managing differences, time management, organizational citizenship, and job satisfaction. Based on the predictive power of emotional intelligence, seminars, and training can be given to support the emotional competencies of managers. Emotional intelligence might be used to choose the principals or leaders.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) concerning this article's research, authorship, or publication.

Ethics Approval

Since this study is based on searching published peer-reviewed articles in the literature, it is not among the studies requiring Ethics Committee Permission.

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