

Emotional Intelligence of Teachers in General Secondary Education Schools in Fayoum Governorate and its Relationship to the Dimensions of Complex Leadership

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Abstract:

Modern schools face tremendous pressures that require continuous professional development from both administrators and teachers, enabling them to adapt and enhance the capabilities of individuals within the organization in response to rapid social changes. Emotional intelligence is based on the idea that an individual's success in social and professional life does not solely depend on cognitive abilities but also on emotional and social skills. The ability to understand and manage one's own emotions and those of others is at the core of emotional intelligence. Consequently, emotional intelligence in subordinates is closely linked to leadership, as it reflects the leader's ability to prepare and assist others in their development. It is also an essential element of effective leadership and can positively influence work variables in schools.

Secondary education schools are institutions where emotional intelligence and complex leadership dimensions intersect. Emotional intelligence can positively influence the dimensions of complex leadership in general secondary education schools by impacting self-awareness, self-regulation, motivation, empathy, and social skills. These factors contribute to situational and adaptive leadership practices, as well as relationship-based leadership—dimensions of complex leadership in these schools. The researcher thus sought to study the relationship between emotional intelligence among teachers in general secondary education schools in Fayoum Governorate and the dimensions of complex leadership among leaders in those schools. A review of studies on complex leadership revealed a lack of research on this leadership style in educational institutions.

Despite the government's efforts to develop secondary education and its management, the sector faces numerous challenges, including weak implementation of complex leadership dimensions. These challenges include weak administrative leadership, ineffective use of distributed leadership, and poor communication channels between schools and local public institutions—manifesting as a weakness in the availability of distributed leadership and relationship leadership as components of complex leadership.

In Fayoum Governorate, previous studies have highlighted some deficiencies in the leadership of general secondary education schools, particularly in applying complex leadership practices. This is evident in the weak practice of relationship leadership as a component of complex leadership, along with limited activation of adaptive, relational, distributed, and situational leadership practices due to the lack of innovation in the actual practices of secondary school principals in Fayoum.

The research aimed to reveal the relationship between the dimensions of emotional intelligence among teachers (self-awareness, self-regulation, motivation, empathy, and social skills) and the dimensions of complex leadership (adaptive leadership, relationship leadership, situational leadership, and distributed leadership) among leaders in general secondary education schools in Fayoum Governorate from the perspective of teachers. To achieve this, the research used a descriptive approach to collect data related to its subject and reached its results. A theoretical framework on emotional intelligence and complex leadership from contemporary educational and administrative literature was presented. The documentary study revealed the following:

- The significant importance of general secondary education, as it contributes to shaping the qualitative difference in social capital in Fayoum Governorate.
- Fayoum Governorate hosts a considerable number of general secondary schools, which may indicate increased demand for secondary education.
- General secondary schools in Fayoum serve over fifty thousand students, necessitating teachers with high

emotional intelligence and leaders capable of providing a stable and secure organizational environment within the context of complex leadership.

- Emotional intelligence is less evident in the practices of some teachers, and complex leadership is similarly lacking in some school leaders in general secondary education schools in Fayoum, according to previous studies on the subject.

To explore the reality of emotional intelligence dimensions among teachers and complex leadership dimensions among school leaders in Fayoum Governorate, a field study was conducted. A scientific questionnaire was designed to measure the study's variables. The study's population consisted of 1,988 teachers in general secondary education schools in Fayoum, and the sample consisted of 484 teachers. The results showed a correlation between the dimensions of emotional intelligence and complex leadership in general secondary schools in Fayoum. This was confirmed by the structural equation model.

The structural met all the fit indices and was consistent with the field data, confirming the correlation between emotional intelligence and its dimensions and the dimensions of complex leadership. The field results also indicated that teachers' perceptions of their emotional intelligence and the complex leadership of their leaders were affected by gender differences, but not by differences in qualifications, specializations, or educational administration.

Based on the results derived theoretically, documentarily, and field-based, a set of procedural recommendations related to self-awareness, self-regulation, motivation, empathy, and social skills as dimensions of emotional intelligence for teachers were proposed.