

Research Article

Cite this article: Panagiotidou, A. Chatzigeorgiou, C., Christou, E., & Roussakis, I. (2025). Education Leaders as Managers: Exploring the Relationship between Emotional Intelligence and Psychological Resilience. *Educational Process: International Journal*, 16, e2025254.
<https://doi.org/10.22521/edupij.2025.16.254>

Received April 15, 2025

Accepted May 12, 2025

Published Online June 16, 2025

Keywords: Emotional intelligence, psychological resilience, educational unit managers

Author for correspondence:

Athanasia Panagiotidou

✉ at.panagiotidou@gmail.com

✉ International Hellenic University, Greece



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

Education Leaders as Managers: Exploring the Relationship between Emotional Intelligence and Psychological Resilience

Athanasia Panagiotidou^{ID}, Chryssoula Chatzigeorgiou^{ID}, Evangelos Christou^{ID}, Ioannis Roussakis^{ID}

Abstract

Background/purpose. Educational unit managers, as leaders, need to cultivate essential skills such as emotional intelligence and psychological resilience to enhance their effectiveness in educational leadership and management that promotes the proper functioning of public educational units. This study aimed to examine the relationship between emotional intelligence and psychological resilience levels.

Materials/methods. A total of 190 public educational unit managers from four regional areas in Greece were chosen through cluster random sampling. The study adopted a quantitative research design, using a self-report questionnaire. The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) and the Multidimensional Teachers' Resilience Scale (MTRS) were used. For the data analysis, descriptive statistics, Pearson correlation analysis, Levene's Test for Equality of Variances, and linear regression analysis were applied.

Results. The results demonstrated a robust association between emotional intelligence and psychological resilience. Each dimension of emotional intelligence exhibited a positive link with resilience, while further analysis identified self-control and well-being as the most significant contributors to explaining variations in resilience levels.

Conclusion. The findings underscore the critical importance of enhancing emotional intelligence and psychological resilience, as these competencies are essential for public institutions' effective management and leadership.

1. Introduction

The significant transformations that have occurred over recent years could not possibly leave the field of educational leadership and management unaffected. Notable examples include the swift technological advancement, the environmental crisis, globalization, etc. (Teschers et al., 2024). These changes at the political, social, and economic levels worldwide have created new conditions, and education is now required to adapt accordingly in order to rise to the occasion and effectively respond to the needs shaped by these transformations. Nevertheless, the incorporation of AI-driven digital technologies presents both numerous opportunities and challenges in adjusting how schools operate in response to evolving conditions (Karakose & Tülübaşı, 2024).

In the context of new educational standards, educational unit principals should act as managers and leaders (Karim et al., 2025) to efficiently administrate and manage educational units, including students, educational staff, etc. For this reason, since the quality of school leadership is a key factor influencing student achievement, and successful school management largely relies on the professional capabilities of school leaders, it is essential to enhance or update their competencies through re-skilling or upskilling initiatives (Kin & Kareem, 2019).

A critical professional skill an educational manager should have is emotional intelligence (Kilag et al., 2024). Emotional intelligence is regarded as including both the capacity to understand and utilize emotional information effectively, as well as the inclination to feel and express positive emotions (López González et al., 2024). Emotional intelligence, which underpins an individual's ability to manage emotions effectively, plays a key role in how well leaders effectively address the requirements of their team members, inspire others, and promote interpersonal cohesion and integration within the professional setting (Ulutaş, 2024).

Another significant competency which is crucial for an educational manager is psychological resilience. Psychological resilience, which influences an individual's cognitive and emotional processes and has the capacity to impact organizational behavior positively, may be considered a determinant of the effectiveness of educational managers in the educational context (Çevik & Doğan, 2025). Resilient educational managers possess a coherent and stable self-identity and cultivate the ability to turn challenges into opportunities, promoting growth and progress that play a vital role in advancing institutional effectiveness (Olmo-Extremuera et al., 2022).

The performance and success of educational institutions are closely linked to the professional development of educational leaders, who significantly impact the organizational environment. However, there is a notable gap between the growth of these leaders and the optimal operation of educational institutions, which can be addressed through effective management and leadership practices. This study aims to bridge this gap by exploring the connection between emotional intelligence, psychological resilience, and the leadership effectiveness of educational leaders. The findings offer a deeper understanding of how emotional and psychological factors contribute to the leaders' ability to manage stress, make informed decisions, and promote institutional success. By focusing on emotional intelligence and psychological resilience, the research provides insights that can enhance educational leadership practices and improve educational institutions' overall functioning.

The research hypotheses formulated are:

1. There is a correlation between the educational unit managers' degree of emotional intelligence and their levels of psychological resilience.
2. There is a correlation between the dimensions of emotional intelligence and the psychological resilience of educational unit managers.

3. There are statistically significant differences between the male and female educational unit managers' degree of psychological resilience.

4. Emotional intelligence is a statistically significant predictor of managers' psychological resilience.

2. Literature Review

2.1. Emotional Intelligence

Since its emergence as a salient construct in the 1990s, emotional intelligence has garnered extensive scholarly attention and has been the subject of rigorous empirical and theoretical investigation. Despite the breadth of research, a universally accepted definition remains absent, prompting sustained efforts to conceptualize and refine its theoretical underpinnings within the academic discourse.

Goleman (2001) described emotional intelligence as the capacity to identify and understand not only our own emotions but also the emotions of others, to self-motivate, and to effectively regulate both our own emotional responses and those involved in our interpersonal relationships. According to Petrides and Furnham (2001), emotional intelligence is considered a personality trait that encompasses a range of behavioral tendencies and self-assessed emotional competencies that individuals exhibit. Recent definitions indicate that emotional intelligence comprises both social and personal abilities, including self-awareness, self-regulation, self-motivation, social awareness and social skills (Serrat, 2017).

Over the years, numerous theoretical frameworks have been proposed to define and explain the concept of emotional intelligence. The most common frameworks used in the literature are (Kanesan & Fauzan, 2019): a) the ability model, which focuses on an individual's capacity to perceive, understand, and manage emotions; b) the trait model, which centers on self-perceived emotional abilities and personality characteristics (Petrides & Furnham, 2001); and c) the mixed model, which integrates aspects of both ability and trait models, viewing emotional intelligence as a combination of cognitive skills and personality traits (Bru-Luna et al., 2021). To address the objectives of this research, the trait model of emotional intelligence was selected as the guiding theoretical framework.

2.2. Psychological Resilience

Psychological resilience is defined as the capacity of a system to foresee, adjust to, and reorganize itself when confronted with challenging situations, to foster and sustain effective functioning (Ungar, 2018). Overall, definitions of psychological resilience may be grouped as follows: a) the ability to face and overcome challenges; b) a distinctive way of functioning that defines the individual; c) the capacity to recover indicating a dynamic developmental process over time; and d) positive adjustment to life situations (Sisto et al., 2019).

In the educational context, psychological resilience is a critical issue impacting the mental health of educators, particularly in recent years when rapid changes and numerous demands have intensified. This topic has become central to many research studies. It is noteworthy that teaching is a profession where individuals often experience significant stress and is associated with high levels of professional burnout (Reichl et al., 2014).

Psychological resilience is linked to risk factors and protective factors, which could be either personal or contextual. As far as the educational context is concerned, key individual risk factors include negative self-perceptions related to low self-confidence, hesitance to seek assistance, and conflicts between personal beliefs and adopted practices. Environmental risk factors encompass behavioral challenges, relationships with parents and students, and the workload faced by educators. Conversely, individual protective factors that strengthen educators' psychological resilience involve

positive emotions, strong motivation, effective problem-solving abilities, a well-balanced internal locus of control, and professional goals. Environmental protective factors include support from administration and colleagues, along with interactions with students (Beltman et al., 2011). Recently, many researchers have excluded risk factors from their definitions of psychological resilience, concentrating only on protective factors that contribute to the increasing of the individuals' levels of strength (Eshel et al., 2018).

Regarding resilience and gender, there is a lack of comprehensive research specifically examining gender differences in teacher resilience (Barnová et al., 2024). Nevertheless, it was found that there are differences between male and female educators as female teachers may possess stronger resilience traits (Boczkowska et al., 2024).

2.3. Emotional Intelligence and Psychological Resilience

The association linking emotional intelligence with psychological resilience in the field of education has attracted significant research interest, particularly in recent decades. The results indicate a direct positive effect between emotional intelligence and psychological resilience, meaning that an increase in educators' emotional intelligence levels makes them more resilient in coping with demanding and challenging situations (Ismail et al., 2020). The positive relationship between emotional intelligence and psychological resilience leads to better management of stress and challenges related to stressful situations that arise from a demanding and high-pressure work environment (Hassan et al., 2022). Thus, educators with high levels of emotional intelligence and psychological resilience appear to be better equipped to manage stress and adapt to changing conditions (Pozo-Rico et al., 2023). In addition, studies have shown that all subscales of emotional intelligence show a significant relationship with psychological resilience especially the subscales of sociability and well-being (Özer & Engin, 2023).

Emotional intelligence serves as a predictive factor of psychological resilience. López-Angulo et al. (2022) found that their predictive model included all emotional intelligence variables as predictors and accounted for 43.5% of the variance observed in resilience levels, indicating that emotional intelligence and resilience are crucial for addressing the difficulties and challenges in education that emerge from a constantly shifting and destabilizing environment.

3. Methodology

3.1. Aim and Research Design

The purpose of the present descriptive, correlational and predictive study is to explore the relationship between the educational unit managers' levels of emotional intelligence and the degree of psychological resilience in primary education. For this reason, the research employs a quantitative research design. Specifically, the study aims to determine whether the educational unit managers' degree of emotional intelligence and its subscales – Emotionality, Self-control, Sociability and Well-being – influence their levels of psychological resilience. Furthermore, the study explores the extent to which psychological resilience varies between male and female educational managers and examines whether emotional intelligence serves as a significant predictor of their resilience levels. By addressing these dimensions, the research aims to provide deeper insights into the role of emotional intelligence in shaping psychological resilience within the context of educational leadership.

The research questions were formulated to explore the connection between educational unit managers' emotional intelligence and their resilience. To achieve this, a quantitative research approach is adopted. Specifically, the research examines whether the overall level of emotional intelligence—and its individual components, including Emotionality, Self-control, Sociability, and Well-being—affects the managers' psychological resilience. It also explores whether psychological resilience levels vary between male and female managers and whether emotional intelligence can

predict psychological resilience. By exploring these factors, the study aims to shed light on how emotional intelligence contributes to the psychological resilience of managers within the educational sector.

3.2. Research Instruments

For the aims of the present study, a structured questionnaire was used which included two scales and a demographic section. The scales used in this study were the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) and the Multidimensional Teachers' Resilience Scale (MTRS).

The Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), created by Petrides and Furnham (Petrides & Furnham, 2001;2003), is designed to assess emotional intelligence levels. It comprises 30 items, each rated on a 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The scale evaluates four core dimensions: Emotionality, Self-Control, Sociability, and Well-being. It is important to note that, in accordance with the developers' guidelines, items 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26, and 28 are reverse-scored due to their negative phrasing. The Greek version of the scale was validated by Stamatopoulou et al. (2016), demonstrating strong reliability, with a Cronbach's alpha coefficient of 0.89. The present study also obtained the same alpha value (0.89).

The Multidimensional Teachers' Resilience Scale (MTRS) was developed by Mansfield and Wosnitza (2015) to assess the teachers' psychological resilience. Notably, it is one of the few instruments specifically designed to measure resilience within this professional group (Platsidou & Daniilidou, 2021). The scale includes 26 items that evaluate four key dimensions of resilience. Responses are recorded on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). These four dimensions reflect both internal and external factors that contribute to resilience, as identified by Mansfield and Wosnitza (2015): 1) Professional resilience, 2) Emotional resilience, 3) Social resilience and 4) Motives. Furthermore, this scale was recently translated into Greek (Daniilidou et al., 2020).

3.3. Sample and Data Collection

The population of the present study includes educational managers serving in primary schools in the region of Central Macedonia and specifically in the prefectures of Pieria, Imathia, Pella, Kilkis, Chalkidiki, Thessaloniki and Serres. For the purposes of this study, cluster sampling was selected as the most suitable method. This approach is particularly beneficial when both the target population and the required sample size are large. It was chosen because it effectively meets the study's practical and methodological needs. Specifically:

- Cluster sampling is a type of probability sampling that enables researchers to draw a sample that accurately represents a larger population, which has been divided into smaller, more manageable units.
- Each cluster functions as a microcosm of the broader population, incorporating individuals from diverse backgrounds.
- The clusters are characterized by a high degree of internal homogeneity, which supports consistency across the sample.
- Rather than sampling individuals from every cluster, researchers select entire clusters, as each is assumed to reflect the overall population's characteristics sufficiently. This approach enhances efficiency and reduces logistical complexity.

This study employed single-stage cluster sampling, whereby each selected cluster constituted a complete sample. After dividing the population into a predefined number of clusters, a random selection was made, and data were collected from all units within the chosen clusters.

The geographic focus of this research was the **Region of Central Macedonia**. From this region, four regional units were randomly selected as clusters: **Pieria, Imathia, Kilkis, and Chalkidiki**. In accordance with cluster sampling principles, a full enumeration was conducted within each selected cluster. Consequently, the final sample consisted of all education leaders of public primary schools in these areas, based on official operational records for the 2023–2024 academic year, as published on the official websites of the respective regional Primary Education Directorates.

The final sample consisted of 190 educational managers, of whom 54.2% (N=103) were male and 45.8% (N=87) were female. Approximately 51.6% of the participants were within the 56–65 age group, while 33.2% fell into the 45–55 age range. In terms of educational qualifications, the majority (62.7%) reported holding a master's degree, 18.9% indicated they had no postgraduate education, and 13.2% stated they possessed a second bachelor's degree. Regarding professional experience, 66.8% had over 20 years of service, while 27.4% had 16 to 20 years of experience. As for their place of employment, 35.3% of the educational unit managers were based in the prefecture of Imathia, 26.8% in Pieria, 22.1% in Chalkidiki, and 15.8% in Kilkis.

3.4. Statistical Analysis

The collected data were analyzed using SPSS and the following statistical methods were employed: descriptive statistics, Pearson correlation, Levene's Test for Equality of Variances and linear regression analysis.

4. Results

4.1. Normality Test

A normality test was conducted for each relevant variable to evaluate the data distribution and determine the suitability of applying parametric tests. Specifically, the Kolmogorov-Smirnov test was employed to assess whether the data conformed to a normal distribution. The results indicated that all variables followed a normal distribution, as the p-values exceeded 0.05, confirming that the data were approximately normally distributed.

The results presented in Table 1 from the one-sample Kolmogorov-Smirnov test assessing the managers' emotional intelligence indicate that the data do not significantly deviate from normality, as the asymptotic significance (p-value) is 0.624, which is well above the conventional threshold of 0.05.

Table 1. One-Sample Kolmogorov-Smirnov test results for managers' emotional intelligence

One-Sample Kolmogorov-Smirnov Test		
		Emotional intelligence
N		190
Normal Parameters ^{a,b}	Mean	114.85
	Std. Deviation	10.67
Kolmogorov-Smirnov Z		.752
Asymp. Sig. (2-tailed)		.624
a. Test distribution is Normal.		
b. Calculated from data.		

The results depicted in Table 2 from the one-sample Kolmogorov-Smirnov test assessing the managers' resilience indicate that the data do not significantly deviate from normality. The asymptotic significance (p-value) is 0.320, which is well above the conventional threshold of 0.05.

Table 2. One-Sample Kolmogorov-Smirnov test results for managers' psychological resilience

One-Sample Kolmogorov-Smirnov Test		
N	Resilience	
	190	
Normal Parameters ^{a,b}	Mean	105.80
	Std. Deviation	8.32
Kolmogorov-Smirnov Z		.956
Asymp. Sig. (2-tailed)		.320
a. Test distribution is Normal.		
b. Calculated from data.		

Based on these findings, the present study's data are ensured to be normally distributed so that Pearson correlation analysis can proceed.

4.2. Correlation Findings

Pearson correlational analysis was employed in the present study to examine the relationships between the educational managers' levels of emotional intelligence and its subscales – Emotionality, Self-control, Sociability and Well-being – with their psychological resilience. This method was selected because it is appropriate for assessing the strength and direction of linear relationships between two continuous variables measured on interval or ratio scales. Given that the study aimed to explore potential associations between emotional intelligence (and its subscales) and psychological resilience, and that the data were normally distributed, Pearson's correlation coefficient was deemed suitable for addressing the research questions. In addition, this method was employed because the variables were not manipulated experimentally but represent natural relationships observed within the real-world context of education instead (Krasniqi & Ismajli, 2025).

Table 3 illustrates a statistically significant and positive correlation between emotional intelligence and psychological resilience among participants. This strong relationship indicates that educational managers possessing higher levels of emotional intelligence are more capable of effectively coping with stress and adapting to demanding work environments. The results support existing theoretical perspectives that emphasize emotional intelligence as a key contributor to resilience. This finding suggests that emotional intelligence plays a vital role in enhancing managers' capacity to fulfill their leadership responsibilities, highlighting the value of its development within professional training programs for educational leaders.

Table 3. Pearson Correlation Results for managers' Emotional Intelligence and Psychological Resilience

		Emotional intelligence	Resilience
Emotional intelligence	Pearson Correlation	1	,680**
	Sig. (2-tailed)		,000
	N	190	190
Resilience	Pearson Correlation	,680**	1
	Sig. (2-tailed)	,000	
	N	190	190

Table 4 presents the correlations between the subscales of emotional intelligence—Emotionality, Self-Control, Sociability, and Well-being—and psychological resilience among educational managers. All relationships were found to be statistically significant ($p = 0.000$), indicating meaningful associations. Emotionality, Self-Control, and Well-being showed moderate positive correlations with resilience ($r = 0.521$, $r = 0.598$, and $r = 0.591$, respectively), suggesting that managers who are more in touch with their emotions, better able to regulate their behavior, and experience greater overall well-being are more likely to demonstrate psychological resilience. Sociability also showed a moderate positive correlation ($r = 0.431$), indicating that interpersonal communication skills are also relevant, though to a slightly lesser extent.

These findings suggest that emotional intelligence contributes in a multifaceted way to how managers cope with professional stress and challenges. In particular, Self-Control and Well-being emerged as the most influential factors, highlighting the importance of emotional regulation and personal wellness in building resilience. From a leadership perspective, these results underscore the value of targeted professional development aimed at strengthening specific emotional competencies. Enhancing these skills can equip educational managers to navigate the demands of their roles better, promote a healthier work environment, and lead their institutions more effectively.

Table 4. Pearson Correlation Results for managers' subscales of Emotional Intelligence and Psychological Resilience

		Emotionality	Self-control	Sociability	Well-being	Resilience
Emotionality	Pearson Correlation	1	,635**	,577**	,462**	,521**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	190	190	190	190	190
Self-control	Pearson Correlation	,635**	1	,571**	,407**	,598**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	190	190	190	190	190
Sociability	Pearson Correlation	,577**	,571**	1	,294**	,431**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	190	190	190	190	190
Well-being	Pearson Correlation	,462**	,407**	,294**	1	,591**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	190	190	190	190	190
Resilience	Pearson Correlation	,521**	,598**	,431**	,591**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	190	190	190	190	190

4.3. Means Comparisons of Male and Female Educational Unit Managers' Psychological Resilience

Independent samples of t-tests were employed to examine potential gender differences in psychological resilience among educational unit managers. This statistical method was deemed appropriate for comparing the mean scores of two distinct groups—male and female managers—on the continuous variable of psychological resilience. The t-test was chosen based on the normal distribution of the data and the research question's focus on exploring whether gender affects resilience levels. Given the study's goal to assess mean differences between the two groups, the independent samples t-test was considered suitable, as it assumes both homogeneity of variance and normality of the data.

In Table 5, a comparison was made between male and female educational unit managers to examine whether there were significant differences in their levels of psychological resilience. Levene's Test indicated equal variances across groups ($p = 0.874$), validating the use of the independent samples t-test. The t-test result ($p = 0.095$) showed no statistically significant difference in psychological resilience between the two genders. This suggests that, within this sample, male and female managers demonstrate similar capacities for coping with stress and adapting to challenges in their professional roles.

These findings imply that individual traits and professional experiences may influence psychological resilience more than gender alone. The absence of a gender-based difference aligns with prior research suggesting that resilience is a complex construct shaped by a combination of emotional, cognitive, and situational factors rather than demographic characteristics. In practical terms, this highlights the importance of resilience-building interventions that target all educational leaders, regardless of gender, and focus on developing emotional and psychological skills critical to effective leadership.

Table 5. Means Comparisons of Male and Female Educational Unit Managers' Psychological Resilience

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Resilience	Equal variances assumed	,025	,874	-1,678	188	,095	-2,02277	1,20513	-4,40008	,35455
	Equal variances are not assumed.			-1,686	185,503	,093	-2,02277	1,19965	-4,38947	,34394

4.4. Regression analysis

Regression analysis was employed to examine the predictive relationship between emotional intelligence and psychological resilience. This approach was chosen as it enables the evaluation of how multiple independent variables (emotional intelligence and its subcomponents) affect a dependent variable (psychological resilience). Regression analysis is particularly effective in determining the strength and direction of associations among variables and quantifying the proportion of variance the predictors explain. Given the study's focus on assessing the contribution of emotional intelligence dimensions to psychological resilience, regression analysis was considered the most suitable method. Additionally, the use of continuous variables in the dataset further supports the application of this technique, offering valuable insights into the factors influencing psychological resilience.

Table 6 outlines the results of a linear regression analysis assessing the extent to which emotional intelligence components predict psychological resilience among educational managers. The analysis identified Self-Control and Well-Being as significant predictors, collectively explaining 51.2% of the variance in resilience levels ($R^2 = 0.512$, $p = 0.000$). This indicates a moderate to substantial predictive relationship, highlighting the critical role these two emotional intelligence dimensions play in shaping managers' capacity to manage stress and adapt to workplace demands. The regression coefficients revealed that self-control had the strongest predictive effect, followed by well-being, whereas emotional and social ability demonstrated comparatively weaker contributions. These findings suggest that strengthening self-regulatory abilities and promoting well-being may be particularly effective in enhancing resilience among educational leaders, with positive implications for their leadership efficacy and institutional performance.

Table 6. Linear Regression Analysis of the Relationship between Subscales of Emotional Intelligence and Psychological Resilience

Model	R ²	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)	,512	41,622	4,736		8,788	,000
Emotionalit y		,196	,185	,078	1,056	,292
Self_control		,670	,138	,347	4,869	,000
Sociability		,207	,188	,073	1,097	,274
Well_being		,143	,171	,392	6,679	,000

5. Discussion

The aim of the present study was to explore the relationship between the educational unit managers' levels of emotional intelligence and their degree of their psychological resilience in primary education. The results showed that there was a direct, positive, strong relationship between emotional intelligence and psychological resilience among the educational unit managers. This finding highlights the significant role of emotional intelligence and psychological resilience as essential skills that education managers should possess in order to manage educational units effectively. This result is not surprising, as numerous research studies have identified correlations. Lucero (2021) studied the relationship between emotional intelligence, psychological resilience, and stress management strategies in support staff professionals and found that the participants exhibited high levels of emotional intelligence, psychological resilience, and well-being. Furthermore, a statistically significant relationship was identified between emotional intelligence and psychological resilience. Ismail et al. (2020) examined relationship models involving emotional, psychological/spiritual, physical, and social intelligences in relation to psychological resilience and burnout among secondary school teachers. Their study identified a significant positive correlation between emotional intelligence and psychological resilience, suggesting that higher levels of emotional intelligence in teachers enhance their capacity to cope with demanding and challenging professional situations.

Concerning the four subscales of trait emotional intelligence — emotionality, self-control, sociability, and well-being — this study's findings indicate a notable positive correlation between all these subscales and the psychological resilience of educational unit managers. In particular, self-control and well-being showed the strongest correlations, with the managers' levels of psychological resilience playing the most influential role in increasing the degree of resilience of managers. This result supports studies that have found that emotional intelligence subscales significantly relate to psychological resilience (Özer & Engin, 2023), suggesting that all dimensions of emotional intelligence positively contribute to higher levels of psychological resilience.

Regarding the gender of educational unit managers and their levels of psychological resilience, this study's results demonstrated that there are no meaningful differences in the level of psychological resilience between male and female educational managers. This finding diverges from the existing literature, which suggests differences between male and female educators, as female teachers may exhibit stronger resilience characteristics (Boczkowska et al., 2024). However, in light

of the scarcity of thorough research specifically focused on gender differences in teacher resilience (Barnová et al., 2024), further studies are necessary to investigate in order for more reliable results to be extracted.

In light of the results obtained in this study, only the self-control and well-being subscales of emotional intelligence were included in the regression prediction model. The R^2 value was 0.512, indicating that these subscales accounted for more than half of the variation (51.2%) in the managers' psychological resilience levels. In social science research, an R^2 value greater than 0.50 is considered acceptable (Ozili, 2023). Therefore, the findings of our study are deemed acceptable, as two out of the four model variables are statistically significant ($p = 0.000$), suggesting that our research hypothesis is partially supported.

5.1. Implications for Educational Practice

This study's outcomes offer valuable insights for the improvement of educational practice. The educational managers' levels of emotional intelligence and psychological resilience are significant skills which they should possess in order to manage the educational units effectively. The results of this study highlight that emotional intelligence has a significant strong relationship with their levels of psychological resilience. This means that managers with higher emotional intelligence—those who can understand, manage, and express their emotions effectively—are often better equipped to cope with stress, adapt to change, and recover from setbacks. Therefore, improving the level of emotional intelligence among the managers, particularly the dimensions of self-control and well-being, becomes essential to enhance their psychological resilience. This can be achieved through targeted interventions or professional training programs, which could take place inside or outside the educational unit environment. This kind of intervention contributes positively to the enhancement of emotional intelligence, emphasizing the significance of incorporating emotional education programs into teacher training as a means to foster a healthier and more efficient educational setting (Arteaga-Cedeño et al., 2025).

6. Conclusion

This study investigated the connection between emotional intelligence and psychological resilience in the context of public education leadership. The results demonstrate that key dimensions of emotional intelligence—Emotionality, Self-Control, Sociability, and Well-being—play a significant role in shaping resilience among managers. These findings address the initial research question by confirming the influence of emotional competencies on resilience. Additionally, the study illustrates that higher levels of emotional intelligence facilitate more effective stress management, enhance leadership performance, and promote occupational well-being. Such outcomes contribute to both individual professional growth and the broader success of educational institutions. The findings underscore the importance of ongoing professional development focused on emotional and psychological skills to prepare educational leaders for the multifaceted challenges of their roles.

7. Suggestion

The study is subject to certain limitations, including a small sample size and a focus on primary school managers from peripheral regions, which may limit the generalizability of the findings. Additionally, the exclusion of participants from urban areas, island regions, and other educational levels, such as secondary or higher education, further narrows the study's scope. The reliance on self-reported data also introduces the potential for response bias. In the future, the sample size should be increased, including educational managers serving in educational units located in different kinds of regions. Moreover, the sample of future studies should include educational managers from all educational levels, not only from primary education. Finally, a more comprehensive exploration of

these factors can be achieved by combining quantitative and qualitative research methods to reveal different nuances.

Declarations

Author Contributions. (A.P.: Literature review, conceptualization. A.P.: methodology, data analysis. A.P., C.C., E.C. & I.R.: review-editing and writing, original manuscript preparation. All authors have read and approved the published on the final version of the article)

Conflicts of Interest. The authors declare no conflict of interest.

Funding. The authors received no financial support for this research.

Data Availability Statement. Data is available from the corresponding authors upon reasonable request.

Acknowledgements. The authors extend their appreciation to all the educational unit managers who took part in the present study.

References

- Arteaga-Cedeño, W. L., Carbonero-Martín, M. Á., Martín-Antón, L. J., Molinero-González, P., & Valdivieso-León, L. (2025). How an emotional intelligence intervention programme impacts the well-being and performance of teachers of basic general education. *Acta Psychologica*, 253, 104739. <https://doi.org/10.1016/j.actpsy.2025.104739>
- Barnová, S., Vochozka, M., Krásna, S., Gabrhelová, G., & Barna, D. (2024). Gender Differences and Stereotypes in Teacher Resilience Research. *Emerging Science Journal*, 8, 192-205. <http://dx.doi.org/10.28991/ESJ-2024-SIED1-011>
- Beltman, S., Mansfield, C. F., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185–207. <https://doi.org/10.1016/j.edurev.2011.09.001>
- Boczkowska, M., Daniilidou, A., & Platsidou, M. (2024). A preliminary comparison study of teachers' resilience in Greece and Poland. *Psychology in the Schools*, 61(5), 1808-1827. <https://doi.org/10.1002/pits.23139>
- Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: a systematic review. *Healthcare*, 9(12), 1696. <https://doi.org/10.3390/healthcare9121696>
- Çevik, M. S., & Doğan, E. (2025). Is there a significant relationship between the empowering leadership behaviors of school principals and the psychological resilience of teachers? Understanding the moderating effects of gender and length of time spent with the school principal. *BMC psychology*, 13(1), 1-18. <https://doi.org/10.1186/s40359-024-02330-3>
- Daniilidou, A., Platsidou, M., & Gonida, E. (2020). Primary school teachers' resilience: association with teacher self-efficacy, burnout and stress. *Electronic Journal of Research in Education Psychology*, 18(52), 549-582. <https://doi.org/10.25115/ejrep.v18i52.3487>
- Eshel, Y., Kimhi, S., Lahad, M., Leykin, D., & Goroshit, M. (2018). Risk factors as major determinants of resilience: A replication study. *Community mental health journal*, 54, 1228-1238. <https://doi.org/10.1007/s10597-018-0263-7>
- Goleman, D. (2001). Emotional Intelligence: Issues in Paradigm Building.
- In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 13-26). San Francisco: Jossey-Bass.

- Hassan, N. M., Daud, N., Mahdi, N. N. R. N., Ibrahim, M. S., Yusop, Y. M., & Pauzi, M. F. (2022). Modifiable factors influencing emotional intelligence among medical interns. *BJPsych Open*, 8(1), S29-S29. <https://doi.org/10.1192/bjo.2022.139>
- Ismail, A. A., Sulaiman, T., & Roslan, S. (2020). Models of relationship between emotional, spiritual, physical and social intelligence, resilience and burnout among high school teachers. *Universal Journal of Educational Research*, 8(1), 1-7. DOI: 10.13189/ujer.2020.081301
- Kanesan, P., & Fauzan, N. (2019). Models of emotional intelligence: A review. *e-Bangi*, 16, 1-9.
- Karakose, T., & Tülübaşı, T. (2024). School Leadership and Management in the Age of Artificial Intelligence (AI): Recent Developments and Future Prospects. *Educational Process: International Journal*, 13(1): 7-14. <https://doi.org/10.22521/edupij.2024.131.1>
- Karim, A., Fathurohman, O., Sulaiman, S., Marliani, L., Muhammadun, M., & Firmansyah, B. (2025). How do principals act as leaders and managers in boarding and public schools in Indonesia? *Cogent education*, 12(1), 2445354. <https://doi.org/10.1080/2331186X.2024.2445354>
- Kilag, O.K.T.; Malbas, M.H.; Piala, M.C.; John Michael, S.; Pasigui, R.E.; Manire, E.A.; Araña, A.M.M. (2024). Preferred educational leaders: Character and skills. *European Journal of Higher Education and Academic Advancement*, 1(2), 50-56. <https://doi.org/10.61796/ejheaa.v1i2.101>
- Kin, T. M., & Kareem, O. A. (2019). School leaders' Competencies that make a difference in the Era of Education 4.0: A Conceptual Framework. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 214-225. DOI: 10.6007/IJARBS/v9-i4/5836
- Krasniqi, D., & Ismajli, H. (2025). The Role of Feedback Frequency on Teachers' Professional Development and Self-Efficacy. *Educational Process: International Journal*, 15, e2025102. <https://doi.org/10.22521/edupij.2025.15.102>
- López-Angulo, Y., Mella-Norambuena, J., Sáez-Delgado, F., Portillo Peñuelas, S. A., & Reynoso González, O. U. (2022). Association between teachers' resilience and emotional intelligence during the COVID-19 outbreak. *Revista Latinoamericana de Psicología*, 54, 51-59. <https://doi.org/10.14349/rlp.2022.v54.6>
- López González, J., Martínez, J. M., Lomboy, M., & Expósito, L. (2024). Study of emotional intelligence and leadership competencies in university students. *Cogent Education*, 11(1), 2411826. <https://doi.org/10.1080/2331186X.2024.2411826>
- Lucero, S. S. (2021). Emotional intelligence, resilience, and coping strategies of the helping professionals. *International Journal of Multidisciplinary Research and Publications*, 3(11), 58-74.
- Mansfield, C. F., & Wosnitza, M. (Eds). (2015). *Teacher resilience questionnaire – version 1.5*. Murdoch University, RWTH Aachen University.
- Olmo-Extremuera, M., Townsend, A., & Domingo Segovia, J. (2022). Resilient leadership in principals: case studies of challenged schools in Spain. *International Journal of Leadership in Education*, 1-20. <https://doi.org/10.1080/13603124.2022.2052758>
- Özer, E., & Engin, M. (2023). An Investigation of University Students' Resilience Level on The View of Trait Emotional EQ. *Elementary Education Online*, 13(4), 1240-1248. DOI: 10.17051/ieo.2014.74855
- Ozili, P. K. (2023). The acceptable R-square in empirical modelling for social science research. In C. A. Saliya (Ed.), *Social research methodology and publishing results: A guide to non-native English speakers* (pp. 134-143). IGI global. DOI: 10.4018/978-1-6684-6859-3

- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425-448. <https://doi.org/10.1002/per.416>
- Petrides, K. V., & Furnham, A. (2003). Trait Emotional Intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39-57. <https://doi.org/10.1002/per.466>
- Platsidou, M., & Daniilidou, A. (2021). Meaning in life and resilience among teachers. *Journal of Positive School Psychology*, 5(2), 37-109. <https://doi.org/10.47602/jpsp.v5i2.259>
- Pozo-Rico, T., Poveda, R., Gutiérrez-Fresneda, R., Castejón, J. L., & Gilar-Corbi, R. (2023). Revamping teacher training for challenging times: Teachers' well-being, resilience, emotional intelligence, and innovative methodologies as key teaching competencies. *Psychology research and behavior management*, 16, 1-18. <https://doi.org/10.2147/PRBM.S382572>
- Reichl, C., Wach, F. S., Spinath, F. M., Brunken, R. & Karbach, J. (2014). Burnout risk among first-year teacher students: The roles of personality and motivation. *Journal of Vocational Behaviour*, 85(1), 85-92. <https://doi.org/10.1016/j.jvb.2014.05.002>
- Serrat, O (2017). *Knowledge solutions: Tools, methods, and approaches to drive organizational performance*. Philippines: Springer Nature. DOI: 10.1007/978-981-10-0983-9_37
- Sisto, A., Vicinanza, F., Campanozzi, L. L., Ricci, G., Tartaglini, D., & Tambone, V. (2019). Towards a transversal definition of psychological resilience: A literature review. *Medicina*, 55(11), 745. <https://doi.org/10.3390/medicina55110745>
- Stamatopoulou, M., Galanis, P., & Prezerakos, P. (2016). Psychometric properties of the Greek translation of the trait emotional intelligence questionnaire-short form (TEIQue-SF). *Personality and Individual Differences*, 95, 80-84. <https://doi.org/10.1016/j.paid.2016.02.035>
- Teschers, C., Neuhaus, T., & Vogt, M. (2024). Troubling the boundaries of traditional schooling for a rapidly changing future – Looking back and looking forward. *Educational Philosophy and Theory*, 56(9), 1-12. <https://doi.org/10.1080/00131857.2024.2321932>
- Ulutaş, H. (2024). Systematic review of studies on the emotional intelligence of school principals. *International Journal of Educational Research Review*, 9(2), 93-107. <https://doi.org/10.24331/ijere.1418126>
- Ungar, M. (2018). Systemic resilience. *Ecology and society*, 23(4), 34. <https://doi.org/10.5751/ES-10385-230434>

About the Contributor(s)

Athanasia Panagiotidou, PhD Candidate in the Department of Organisation Management, Marketing and Tourism, International Hellenic University, Greece.

Email: at.panagiotidou@gmail.com

Chrysoula Chatzigeorgiou, Professor in the Department of Organisation Management, Marketing and Tourism, International Hellenic University, Greece.

Email: cchatzigeorgiou@ihu.gr

Evangelos Christou, Professor in the Department of Organisation Management, Marketing and Tourism, International Hellenic University, Greece.

Email: echristou@ihu.gr

Ioannis Roussakis, Associate Professor, Department of Educational Studies, National and Kapodistrian University of Athens, Greece.

Email: yiannis.roussakis@eds.uoa.gr

Publisher's Note: *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*
