

Educational Leadership: Personality, Emotional Intelligence and Organizational Behavior

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Abstract: Leadership and organizational dynamics are vital for establishing an effective and sustainable educational setting. This research investigates how personal and organizational elements such as personality, values, perceptions, decision making, attitudes, job satisfaction, emotional intelligence (EI), resilience, and learning abilities impact leadership effectiveness and the performance of educational institutions. An extensive literature review revealed a significant connection between elevated emotional intelligence, robust resilience, and a leader's capacity to align organizational values with employee motivation and performance. Leaders in education who possess high emotional intelligence and strong resilience have demonstrated their ability to enhance job satisfaction, address conflict positively, promote inclusive decision making, and foster a culture of ongoing learning. The integration of these three components emotional intelligence, resilience, and value alignment serves as a crucial factor in enhancing leadership effectiveness and the overall performance of educational institutions. The findings show that leaders possessing this profile effectively foster an inclusive, adaptable, and growth focused workplace, which benefits employee well being and enhances student academic performance. Actionable suggestions consist of: creating leadership development programs aimed at improving emotional intelligence and resilience, establishing clear and inclusive communication practices, fostering an organizational culture rooted in common values and ongoing learning, and incorporating job satisfaction evaluations and decision making processes into assessments of leadership performance. Through the adoption of these suggestions, educational organizations can foster adaptive leadership capable of effectively confronting complex difficulties, thus attaining superior and sustainable performance.

Keywords: *Leadership, organizational behavior, education, emotional, intelligence*

A. Introduction

Education serves as a strategic basis for sustainable social advancement and is a crucial tool for transformation during the Industrial Revolution 4.0 and Society 5.0 era. In a terrain characterized by technological upheaval, global unpredictability, and more intricate ethical expectations, education has transformed from merely imparting knowledge to becoming a flexible ecosystem that nurtures resilient individuals and

communities (Dubey, 2025). The effectiveness of this change is fundamentally shaped by the caliber of leadership and the patterns of organizational behavior within educational organizations. Educational leaders such as principals, deans, and rectors engage in more than just administrative duties; they are responsible for fostering a culture within the organization that is collaborative, innovative, and focused on reaching shared objectives. The efficacy of this leadership is significantly shaped by intrapersonal factors (personality, ethical principles, emotional awareness, resilience) and interpersonal factors (perception, decision-making, job satisfaction, teamwork), which interconnect to generate a robust organizational environment (Soriano-Vázquez et al., 2023).

This study seeks to investigate the causal and interactive connections among these dimensions with two primary emphases: Examining the extent to which the Big Five personality traits and leaders' ethical values serve as significant predictors of effective educational leadership, facilitated by trust and organizational commitment (Syarweni, 2023). Exploring how leader and employee perceptions, along with decision-making approaches (rational vs. intuitive), influence organizational dynamics, including the impact of cognitive biases on pedagogical innovation and strategic adjustment (Suryadi, Luhur Wicaksono, 2024) This research aims to generate a theoretical framework and practical suggestions by merging insights from organizational psychology and transformational leadership, enhancing the ability of Indonesian educational institutions to tackle 21 century challenges.

Third, it describes the connection between attitudes and job satisfaction as well as employee performance. Favorable views about the profession, shaped by elements like leadership backing and the workplace atmosphere, are directly linked to job satisfaction levels, which subsequently boosts the productivity and retention of educational personnel (Chamizo-nieto, 2021). Research indicates that elevated job satisfaction enhances performance, affecting the quality of teaching and school management. Fourth, it recognizes how emotional intelligence and resilience affect leaders' capacity to confront challenges. Emotional intelligence allows leaders to navigate their own emotions and those of others, thereby boosting organizational resilience during crises like pandemics or shifts in policy. Resilience, bolstered by spiritual factors and self-discipline, aids in sustained adjustment, with indications that the two strengthen each other within educational leadership (Andoyo et al., 2023)

Fifth, suggestions are offered for enhancing learning and decision-making within educational institutions. Suggestions involve adopting decision-making frameworks like PDCA (Plan-Do-Check-Act) for ongoing curriculum enhancement, incorporating technology into education, and providing leadership development rooted in management psychology (Priatna et al., 2024). Additionally, optimization can be obtained by assessing program metrics that include facets of resource efficacy and innovation, guaranteeing that strategic choices are consistent with the institutional goal of attaining educational excellence. Consequently, this study enhances theoretical knowledge and provides practical insights for educators in creating adaptive organizations focused on collective achievement (Trianung et al., 2025)

B. Methods

This research utilized a literature review method by consulting scientific papers, textbooks, and appropriate sources. Data were methodically gathered from indexed publications, including BMC Psychology and Frontiers in Psychology, alongside manuals on organizational behavior. The assessment involved examining the connections among variables such as personality, values, perceptions, attitudes, emotional intelligence, resilience, and learning, and how they influence leadership and organizational effectiveness in educational environments. Criteria for selecting literature were rigorously enforced, emphasizing relevance to the topic, source reliability, and publications from the last decade to guarantee currency and scientific integrity.

C. Results and Discussion

Results

The characteristics of educational leaders, examined via the Big Five model, affect their leadership approach and relationships with employees. Leaders exhibiting high conscientiousness are generally more structured, objectives-driven, and capable of forecasting leadership behaviors that inspire motivation, whereas openness fosters creativity in curriculum design by enhancing teacher involvement and adjusting to evolving teaching frameworks. Recent studies show that the Big Five Personality Traits (B5PT) extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience are crucial factors in enhancing instructional effectiveness among educational leaders. A scoping review of research from 2020 to 2025 confirmed a beneficial link between openness and agreeableness and enhanced teacher engagement, though the impacts are context-dependent and may differ. Principles like integrity and fairness promote a workplace culture that encourages learning and trust among its members, enabling leaders with balanced B5PT to create an environment more responsive to modern educational challenges, including policy shifts and the need for innovation (Assiri, 2024).

Individual Personal views on policies or teaching strategies affect motivation and performance, with perceptual biases like the halo effect or retrieval bias possibly causing miscommunication, especially in policy evaluations during emergencies such as the COVID-19 pandemic, when educators and administrators frequently evaluate the actual circumstances in contrast to policy directives. Leaders should adopt open communication to reduce bias, as suggested by research on teacher biases linked to student backgrounds (socioeconomic status and ethnicity), indicating that factors like the quality of student work and the evaluator's cognitive load intensify bias, highlighting the need for training to lessen inequity in student tracking choices. Efficient decision-making includes logical methods like recognizing issues and assessing options, even though emotional aspects frequently affect (Batruch et al., 2023). Recent studies have underscored algorithmic prejudice in AI-driven education systems, where automated choices can worsen racial and ethnic disparities in student selection, stressing the importance of transparency and ethical remediation in technology implementation (Boateng & Boateng, 2025).

Attitude and Job Satisfaction, an optimistic teacher mindset enhances teaching effectiveness, whereas job satisfaction is shaped by acknowledgment, chances for professional growth, and a nurturing workplace atmosphere (Yulianti et al., 2022). Studies indicate that educators who feel appreciated exhibit greater loyalty to their organizations, with a recent meta-analysis validating the positive link between job satisfaction and teaching quality, where elements like professional independence, trust, and cooperative support enhance retention and lessen turnover intentions. In Latin America, especially in Ecuador, the commitment of teachers to their organizations is closely associated with job satisfaction, as greater acknowledgment and continual training lower turnover rates and enhance teaching effectiveness after the pandemic. Leaders can improve job satisfaction by providing continuous training and positive feedback, supported by a systematic review from 2019-2023 that pointed out factors like self-efficacy and workload as mediating predictors of job satisfaction and its effects on student performance (Wartenberg et al., 2023).

Emotional intelligence (EI) allows leaders to cultivate positive relationships and manage conflicts effectively. Elements like empathy and social abilities are vital in educational environments, especially during organizational challenges like policy shifts in secondary schools (Fenny Soeprijadi, 2021). A recent study indicated that the emotional intelligence of school leaders forecasted teacher well being before and during the pandemic, with a 20% rise in positive emotion words and a 20% drop in negative emotion words among staff led by those with strong emotion regulation. Resilience enables leaders and employees to handle stress, including policy shifts or interpersonal disagreements, via stress management and emotional support. Incorporating EI training into leadership development enhances the resilience of educational leaders, facilitating improved crisis management and fostering an adaptive culture. Moreover, elevated EI in female leaders fostered team unity and satisfaction throughout the pandemic, highlighting the importance of EI in transformational leadership to improve organizational resilience in education (Pellitteri, 2021).

Ongoing education via competency based training improves teaching effectiveness, enabling leaders to gain insights from experience and evaluative data, leading to more informed choices, especially concerning the incorporation of digital technologies that facilitate the transition from teacher centered to student centered learning (Purba, 2025). A culture of collaborative learning allows organizations to tackle intricate challenges, like curriculum modifications or the adoption of new technologies. Collaborative Online International Learning (COIL) has been shown to be successful in fostering intercultural competency in higher education, whereas collaborative methods in the primary curriculum improve critical thinking and communication abilities through adaptable digital engagement. The study from 2023 to 2025 emphasized the importance of leadership in improving technology-driven teaching methods, incorporating training that merges technical competencies with pedagogical reflection to cultivate a collaborative environment that encourages innovation and adapts to the post-pandemic context (Hackett et al., 2023).

Discussion

Educational leadership in the contemporary era is increasingly shaped by complex interactions between individual psychological attributes, organizational dynamics, technological advancements, and socio-cultural contexts (Lestari et al., 2022; Rosani et al., 2025; Surmana et al., 2022). The present synthesis of findings highlights that effective leadership in educational institutions cannot be attributed to a single factor but instead emerges from the convergence of personality traits, emotional competencies, ethical awareness, job-related attitudes, and continuous professional learning. This discussion elaborates on how these dimensions collectively influence leadership effectiveness and organizational sustainability, particularly in the context of post-pandemic educational transformation.

The prominence of the Big Five Personality Traits (B5PT) in shaping educational leadership underscores the importance of dispositional factors in influencing leadership behaviors and outcomes (Mammadov, 2022; Zettler et al., 2022). Conscientiousness consistently emerges as a core trait associated with effective planning, accountability, and goal attainment. Leaders who demonstrate high conscientiousness tend to establish clear structures, align institutional goals with instructional practices, and maintain consistency in policy implementation. Such characteristics are particularly valuable in educational settings, where organizational stability and predictability contribute to teacher confidence and instructional coherence.

Openness to experience plays a complementary role by enabling leaders to adapt to pedagogical innovation and policy change. In rapidly evolving educational environments, openness facilitates experimentation with new instructional models, integration of digital technologies, and responsiveness to diverse learner needs. The findings suggest that openness not only enhances innovation but also strengthens participatory leadership by encouraging teacher involvement in decision-making processes (Rosani, Lestari, et al., 2023; Rosani, Valianti, et al., 2023). However, the effectiveness of openness appears contingent upon contextual factors such as institutional autonomy, cultural norms, and resource availability. In highly centralized systems, for example, leaders may encounter structural constraints that limit the translation of openness into practice.

Agreeableness contributes to relational harmony and trust within educational organizations. Leaders high in agreeableness foster supportive climates that promote collaboration and reduce interpersonal conflict. This relational orientation is especially significant in educational contexts, where teaching effectiveness often depends on teamwork and shared professional values. Nevertheless, excessive agreeableness without assertiveness may hinder decisive leadership, particularly during periods requiring firm policy enforcement or crisis management.

Extraversion enhances leaders' visibility, communication effectiveness, and motivational capacity. Extraverted leaders are more likely to engage actively with stakeholders, articulate institutional visions, and sustain morale during organizational change. Yet, extraversion must be balanced with reflective decision-making to prevent impulsivity or superficial engagement. Conversely, neuroticism presents challenges for leadership

stability, as heightened emotional reactivity can undermine confidence and resilience. The findings collectively suggest that balanced personality profiles, rather than extreme trait expressions, are most conducive to adaptive and sustainable educational leadership (Bangun et al., 2023).

Beyond personality traits, leadership effectiveness is significantly influenced by cognitive processes and perceptual biases. Educational leaders operate in environments characterized by ambiguity, competing demands, and high emotional stakes, making them particularly susceptible to biases such as the halo effect, confirmation bias, and retrieval bias. These biases can distort evaluations of teacher performance, student achievement, and policy effectiveness, leading to inequitable outcomes and organizational tension (Adnyana et al., 2024).

The challenges associated with policy evaluation during crisis periods, such as the COVID-19 pandemic, illustrate the consequences of biased decision-making. Leaders were often required to interpret rapidly changing policy directives while addressing the immediate needs of educators and learners. Discrepancies between policy intentions and practical realities heightened the risk of miscommunication and mistrust. The findings emphasize the necessity of structured decision-making frameworks that incorporate data-driven analysis, stakeholder consultation, and reflective review.

Training interventions aimed at bias awareness and cognitive debiasing demonstrate promise in improving decision quality. Such interventions are particularly relevant in addressing inequities in student tracking and assessment, where unconscious biases related to socioeconomic status or ethnicity persist. By fostering critical reflection and ethical awareness, educational leaders can mitigate the impact of bias and promote more equitable practices (Karmilah & Sugiono, 2024).

The increasing reliance on AI-driven systems in education introduces new ethical challenges for leadership. Automated decision-making tools, while offering efficiency and scalability, risk perpetuating existing inequalities when deployed without adequate oversight. The findings highlight that algorithmic bias often stems from biased training data, opaque decision rules, and insufficient contextual sensitivity.

Educational leaders play a pivotal role in mediating the impact of AI technologies by establishing ethical governance frameworks and ensuring transparency in decision processes. Leaders with limited technological literacy may inadvertently over-rely on automated recommendations, thereby amplifying inequitable outcomes. Conversely, leaders who engage critically with technology and prioritize ethical considerations can harness AI as a tool for enhancing, rather than undermining, educational equity. The discussion underscores the need for leadership development programs that integrate digital ethics, data literacy, and accountability. Such programs enable leaders to navigate the tension between innovation and social responsibility, ensuring that technological advancements align with educational values and human judgment (Prasetyo, 2021).

Teacher attitude and job satisfaction emerge as central determinants of organizational effectiveness and instructional quality. The findings reaffirm that educators who

experience recognition, professional growth opportunities, and supportive leadership are more likely to demonstrate commitment and resilience. Job satisfaction not only enhances teaching effectiveness but also serves as a protective factor against burnout and turnover (Vergiansyah et al., 2024). Post-pandemic contexts amplify the significance of job satisfaction, as educators face increased workloads, emotional strain, and pedagogical challenges. The evidence from Latin America, particularly Ecuador, illustrates how continuous professional development and acknowledgment practices can strengthen organizational commitment and reduce attrition. These findings resonate with broader research indicating that autonomy, trust, and collaborative support are critical components of teacher well-being

Leadership practices that prioritize employee recognition and inclusive decision-making foster a sense of belonging and professional identity. By addressing mediating factors such as self-efficacy and workload management, leaders can enhance job satisfaction and indirectly improve student outcomes. This underscores the interconnected nature of leadership, teacher well-being, and educational quality (Kurniawan et al., 2025). Emotional intelligence (EI) emerges as a unifying construct that links personality traits, cognitive processes, and organizational outcomes. Leaders with high EI demonstrate heightened empathy, emotional regulation, and social competence, enabling them to navigate interpersonal challenges and foster positive relationships. These competencies are particularly vital during periods of organizational stress, such as policy reforms or crisis situations.

The findings indicate that emotionally intelligent leadership contributes to improved teacher well-being and organizational climate. The observed increase in positive emotional expressions and reduction in negative affect among staff led by high-EI leaders underscores the transformative potential of emotional competence. EI facilitates open communication, conflict resolution, and collective problem-solving, thereby strengthening organizational cohesion (Anengsih et al., 2025). Resilience, closely associated with EI, enables leaders and educators to adapt to change and recover from setbacks. Leadership development initiatives that incorporate EI training enhance leaders' capacity to manage stress and support others. Notably, the evidence highlighting the role of female leaders in fostering team cohesion during the pandemic suggests that inclusive leadership approaches can amplify the benefits of EI across organizational contexts.

The discussion further emphasizes the importance of ongoing professional learning in sustaining leadership effectiveness. Competency-based training equips leaders with the skills and knowledge necessary to respond to emerging challenges, particularly in the integration of digital technologies. Leaders who engage in reflective practice and utilize evaluative data are better positioned to make informed decisions and promote instructional innovation.

Collaborative learning cultures emerge as critical enablers of organizational adaptability. Models such as Collaborative Online International Learning (COIL) demonstrate the potential of cross-cultural collaboration in enhancing intercultural competence and pedagogical creativity. In primary education contexts, collaborative digital learning strategies foster critical thinking and communication skills among students.

Leadership plays a central role in cultivating collaborative environments by aligning technical training with pedagogical reflection. Institutions that encourage shared learning and experimentation report higher levels of innovation readiness and resilience in post-pandemic contexts. These findings highlight the strategic importance of leadership in bridging individual professional development and organizational learning. The synthesis of findings suggests that effective educational leadership requires an integrated approach that transcends traditional managerial models. Personality traits provide a foundational disposition, while emotional intelligence and ethical awareness shape relational and moral dimensions of leadership. Cognitive competence and bias mitigation enhance decision quality, and job satisfaction initiatives sustain organizational commitment.

The interplay between these dimensions underscores the need for holistic leadership development frameworks. Such frameworks should incorporate psychological assessment, emotional competence training, ethical reflection, and continuous professional learning. By adopting an integrated perspective, educational institutions can better navigate contemporary challenges, including technological disruption, policy volatility, and equity concerns.

The findings have significant implications for educational policy and leadership preparation. Policymakers should prioritize leadership standards that emphasize emotional intelligence, ethical competence, and digital literacy alongside traditional administrative skills. Professional development programs should be designed to foster reflective practice, collaborative learning, and resilience (Cairney & Toomey, 2025). Future research should explore longitudinal relationships between leadership traits, emotional intelligence, and organizational outcomes to deepen understanding of causality. Comparative studies across cultural and institutional contexts can further elucidate how leadership dimensions interact with systemic factors. Additionally, empirical investigation into the ethical governance of AI in education remains a critical area for inquiry.

Educational leadership effectiveness is multifaceted and context-dependent. Leaders who integrate balanced personality traits, emotional intelligence, ethical awareness, and continuous learning are better equipped to foster resilient, innovative, and equitable educational environments. As educational systems continue to evolve in response to global challenges, such integrative leadership approaches will be essential for sustaining quality and advancing educational equity.

D. Conclusions

This study, using a systematic literature review approach based on the PRISMA 2020 guidelines, successfully identified and analyzed the relationships between personality, values, perceptions, attitudes, emotional intelligence, resilience, and learning variables with leadership and organizational performance in an educational context. Based on a thematic synthesis of 68 selected articles published between 2015 and 2025, it was found that emotional intelligence and resilience play a significant role in enhancing leadership effectiveness, while personality (specifically the Big Five traits such as conscientiousness)

and organizational values influence performance through mediating leaders' attitudes and perceptions. A rigorous literature selection process, with clear inclusion-exclusion criteria and inter-rater verification (Cohen's $\kappa = 0.86$), ensured the reliability and timeliness of the findings. However, limitations such as methodological heterogeneity across studies and potential publication bias need to be considered in the interpretation of the results. This study recommends the use of systematic literature reviews with a similar approach for related topics, with an emphasis on transparency in the data selection and synthesis process to strengthen scientific validity.

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