



# CAPITALIZING EDUCATIONAL SUCCESS : HARNESSING EMOTIONAL INTELLIGENCE IN ACADEMIC LEADERSHIP AND MENTORSHIP

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## Abstract

Emotional Intelligence (EI) has garnered considerable attention for its pivotal role in enhancing leadership effectiveness across various domains. An Effective leader while analysing and regulating self-emotions can easily handle and positively influence the emotions of others and direct them to successful completion of task . By excerpts from exclusive Rendezvous with Prof Dr Vidya Hattangadi and her in depth knowledge and vast experience , this research paper investigates the influence of Emotional Intelligence on academic leadership by converging on the critical proficiencies that enable educational leaders to have a meaningful impact on their students and lead with example the dynamics of academic institutions.

Keywords – Emotional Intelligence , Academic Leadership, Prof Dr Vidya Hattangadi , Mentorship

## Introduction

Emotional Intelligence (EI) is all about understanding and managing our own emotions, as well as those of others. It's about being able to handle our feelings effectively in different situations, navigate social interactions, and make wise decisions

One person who played a big role in popularizing the idea of Emotional Intelligence is Daniel Goleman, a psychologist and science journalist. He wrote a groundbreaking book called "Emotional Intelligence: Why It Can Matter More Than IQ." Goleman's model of EI highlights the significance of emotional competencies in both personal and professional success. According to him, EI is made up of five main components :such as self-awareness, self-regulation, motivation, empathy, and socialskills.

## Academic Leadership and Mentoring

Academic bigwigs, like deans, department heads, and university presidents, are the ones who steer the ship and provide direction to educational institutions. They're the ones in charge of making sure things run smoothly by planning strategically, allocating resources, and making important decisions. Their leadership is key to the success of the institution, as they create an environment that encourages innovation, collaboration, and excellence, ultimately improving educational outcomes and the reputation of the institution. These leaders have to navigate through challenges such as limited funding, changing student demographics, and evolving educational approaches, all while making sure academic integrity is maintained and diversity and inclusion are fostered.

Mentorship is extremely important in academic settings, for students, faculty, and staff alike. Mentors are like guides, offering support and advice to help mentees navigate their academic and career journeys, conquer obstacles, and achieve their goals. Good mentorship not only enhances learning and retention but also boosts the overall well-being of the academic community.

And the mentor-mentee bond often extends way beyond formal roles, creating long-lasting connections and networks that benefit both parties throughout their academic and professional lives.

### **Emotional Intelligence and Academic Leadership and Mentorship**

Strong emotional intelligence (EI) in academic mentors and leaders fosters an innovative, collaborative, and trusting work environment that improves retention and increases job satisfaction and educational outcomes. Emotional intelligence (EI) improves decision-making, communication, and conflict resolution. This helps mentors and leaders deal with difficult situations and advance inclusion, equity, and diversity in academic communities. Educational institutions may build environments that support the holistic growth and success of all stakeholders by developing the emotional intelligence (EI) skills of academic leaders and mentors through training and professional development activities. In conclusion, emotional intelligence is critical to academic leadership and mentoring, impacting not just the success and general well-being of individuals in educational institutions, but also the efficacy of leaders.

### **Review of Literature**

- The first contribution to the field of EI was put out by Thorndike in 1920. According to him, having social intelligence is crucial for interacting with people in any setting. Later, in describing emotional intelligence, Howard Gardner (1983) postulated many intelligences, or "intra-physics capacities." Emotional intelligence (EI) has been studied and studied since 1960, and it became generally recognized with Daniel Goleman's 1998 book.
- In "Frames of Mind" (1983), Howard Gardner introduces the theory of multiple intelligences, proposing that intelligence is not a single entity but a combination of various cognitive abilities. This theory broadens the understanding of human potential beyond traditional IQ measures.
- Mayer and Salovey (1997) define emotional intelligence (EI) as the capacity to recognize and experience emotions in order to evaluate the comprehension, production, and control of emotions in order to support positive actions, feelings, and thoughts.
- According to Olawoyin (2018), it denotes the capacity to employ a collection of abilities that will permit perceptions of one's own sentiments and those of others, and then utilize them to direct behaviours. While the importance of emotional intelligence has surpassed that of mental ability, there is no denying that the combination of EI and IQ creates a better person who can deal effectively with everyday situations (Suleman & others, 2020)
- Additionally, it enhances team performance and fosters personal life happiness, social adaption, connection, leadership abilities, and striking a balance between obligations in life. Studies have claimed that EI increases an organization's efficiency. It is rare to find EI beneficial in the job. It can be used in many contexts, including those involving families, society, and interpersonal communication.
- Parrish (2015) explores the importance of emotional intelligence for leadership in higher education. The study highlights how emotional intelligence enhances leadership effectiveness, contributing to improved decision-making, communication, and relationship-building within academic institutions, ultimately benefiting the overall educational environment.
- Several research, according to Olawoyin (2018), demonstrated that improving "employees' emotional intelligence contributes to better results and longevity." He discovered a positive correlation between professional safety habits and emotional intelligence (EI) after researching the relationship between the two. He went on to say that, in contrast to transactional leadership, transformational leadership raises followers' happiness levels; additionally, adding emotional intelligence expands their effective influence. Training techniques, which are regarded as characteristics of EI, can be used to acquire, enhance, and develop EI (Coco, 2011; Golman, 1996).

- The leadership of higher education institutions is highlighted as an institution that processes individuals (Coco, 2011). Academic leaders must manage a variety of issues, including as globalization, change management, and stakeholder balance (Wolverton and Gmelch, 2002)
- Sanchez-Carrillo, Cadarso, and Tobarra (2021) examines how higher education leaders promote sustainability through strategies in operations, curriculum, and community engagement. Key traits identified include visionary leadership, stakeholder collaboration, and integrating sustainability into institutional policies.
- According to Ayan and others (2017), the curriculum in schools could help address society's lack of emotional intelligence. According to Sanchez, Berrios, and Extremer (2020), a crucial quality of leaders is flexibility. It enables leaders to influence followers by drawing nearer to them.
- The study by Rida, Litz, and P. Scott (2020) explores the connection between emotional intelligence and professional leadership performance standards. Findings reveal that high emotional intelligence significantly enhances leadership effectiveness, underscoring its importance for meeting professional performance standards in education.



*Prof Dr Vidya Hattangadi received the Outstanding Faculty Award for the year 2024 by eminent scientist Raghunath Anant Mashelkar*

### **Excerpts from Exclusive Interview with Prof Dr Vidya Hattangadi , Director for Maratha Mandirs Babasaheb Gasde Institute of Management Studies**

It is immense pleasure and an honour to interview a distinguished personality with an experience of more than 22 years in academic leadership and 20 years in Corporate . Successfully headed Directorship at prestigious two management institutions. She is recipient of the award from Scientist Raghunath Anant Mashelkar for outstanding Faculty of the Year 2024. An avid reader ,author to many management books and a blog writer – *drvidyahattangadi.com*. A beautiful soul , a loving wife and mother to Adv Advait Hattangadi .

According to Prof Dr Hattangadi,” We experience a vast array of emotions throughout our lives, which have a significant impact on our identity and interactions with the outside world. We learn to identify and communicate our basic emotions as children, which sets the foundation for later comprehension and emotional regulation. Our experiences and relationships determine the more complex emotions we navigate as we become older. How we understand and react to emotions is influenced by our upbringing, culture, and social customs.

We hone our emotional regulation skills as adults, which is essential for both mental health and fulfilling interpersonal interactions. Communication, conflict resolution, and interpersonal connections are all made possible by emotional intelligence, which is becoming more and more crucial. The obstacles we face in life put our emotional fortitude to the test, affecting our ability to overcome hardship and learn from our mistakes.”

She beautifully adds, “Through the provision of an organized learning environment, an interesting curriculum, encouraging role modelling, and helpful feedback, educators can have a good impact on and motivate pupils. By establishing secure surroundings, including social-emotional learning (SEL) curricula, providing counselling services, and encouraging a good rapport between teachers and students, they help pupils regulate their emotions. Students who make these efforts are better equipped to thrive academically, socially and emotionally.”

The school and colleges adds a lot to our emotional maturity and our ability to recognise emotions .

1. Safe and Supportive Environment: Academic Institutions foster an atmosphere that is safe and encouraging, helping students feel valued, accepted, and respected while also lowering stress levels and fostering emotional health.

1. Social-Emotional Learning (SEL): SEL programs and activities are integrated to teach critical life skills like self-awareness, self-management, social awareness, interpersonal skills, and making responsible decisions. These abilities enable the students to properly comprehend and manage their emotions.
2. Mentor Mentee Guidance : Teachers give students who might be dealing with emotional problems or mental health issues therapy services and resources to help them control their emotions and get help when they need it.
3. Positive Relationships between Academicians and Students: Trust, open communication, and a sense of belonging are all fostered by strong, positive relationships between academicians and students .

Prof Dr Vidya Hattangadi stresses that a lot of students we meet year after the other has a story of their own, some childhood traumas, some wounds that are unhealed and bleed at slightest provocations. She believes that Emotional Blockage is a very serious problem . Emotional blockages are like invisible barriers that hinder our ones to express, understand, and manage our feelings. They can stem from past experiences, fears, or unresolved emotions, tricking us in a state of emotional stagnation. Recognizing and addressing these blockages is essential for personal growth and emotional well-being.

By fostering safe and supportive settings, providing encouragement, and putting kids in touch with resources like counseling services, teachers can go a long way toward helping students who are dealing with parental pressure or childhood trauma. In addition to encouraging self-care and teaching coping mechanisms, they also offer flexibility to meet the requirements of each unique student. Teachers assist students in developing resilience, managing stress, and achieving both academic and emotional success

People who have high emotional intelligence (EI) are acutely aware of and comprehend both their own and other people's emotions. – Dr Vidya added . They are able to deeply sympathize with the feelings of others and respond to their demands with empathy because of their heightened sensitivity. They may be more aware of interpersonal dynamics and emotional subtleties as a result of their sensitivity, but it also makes them vulnerable to being greatly impacted by other people's emotions and external stimuli. Nonetheless, their adeptness at controlling their feelings enables them to constructively handle these sensitivities, preserving their composure and cultivating wholesome relationships while utilizing their empathy to establish genuine connections with others.

She further adds that High Emotional Intelligence is required for running the complex academic institutions and also to motivate the students . She believes that those who have high intelligence are also showcasing following traits :

- a) Emotionally high : Feel everything emotionally and profoundly.
- b) Empathetic : The capacity to deeply sense and experience the feelings of others.
- c) Expressiveness: Talk about your opinions and feelings honestly.
- d) Sensitive: Extremely sensitive to emotional cues, capable of dramatic reactions at times.
- e) Creative: Expression and creativity are fueled by emotional depth.
- f) Vulnerable: Sensitivity to judgment or denial.
- g) Empathetic Listener: Be a great listener and helper.
- h) Develops Stronger Bonds: Establish close relationships built on intimacy and understanding.

### Can Emotional Intelligence Be Learnt ?

**Prof Dr Vidya Hattangadi says** , “ This question rings the bell to whether a leader is born or made, Some are born emotionally intelligence or their childhood journey and experiences lead to emotional maturity. Yes, practice, empathy, and self-awareness can help one acquire and grow emotional intelligence. People can increase their emotional intelligence, strengthen their bonds with others, and improve their general well-being by being aware of and cognizant of their emotions, empathizing with others, and actively attempting to control them.”

### Does High EI help in Removing Emotional Blockages ?

Yes, emotional blocks can be removed with the use of strong emotional intelligence (EI). Emotionally intelligent people are skilled in identifying and comprehending their feelings, which enables them to locate and remove emotional obstacles. They can get past obstacles that stand in the way of their emotional health and personal development by learning how to successfully manage and process their emotions.- says Dr Hattanagdi .

### Conclusion

The importance of emotional intelligence (EI) in academic leadership and mentoring is emphasized in this study report. Academic leaders with high EI are better equipped to negotiate the intricate world of higher education by creating a collaborative and encouraging atmosphere. Strong emotional intelligence (EI) abilities enable leaders to better understand and control their own emotions as well as those of their subordinates and pupils, which improves communication, conflict resolution, and decision-making.

By fostering open communication, empathy, and trust, emotional intelligence in mentoring strengthens the bond between the mentor and mentee. High EI mentors are better able to assist their mentees in overcoming obstacles and realizing their objectives while also fostering their personal and professional growth. The capacity for empathy and emotional support makes one more effective and positive impactful mentoring experience.

All things considered, incorporating emotional intelligence into mentorship and leadership roles within academia enhances student outcomes while fortifying the learning environment as a whole. Educational institutions may develop leaders and mentors who can promote growth, resilience, and success in their communities by placing a high priority on emotional intelligence (EI).

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