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Systematic Review; Evolution of Emotional Leadership in the Organizational Field from 2010 To 2024

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Abstract

This systematic study addresses the relevance of emotional leadership in different organizational settings, highlighting how the emotional competencies of leaders positively impact the motivation, satisfaction and productivity of their teams. The objective of the research is what to know the theoretical approaches to emotional leadership that have been adopted by educational leaders to improve leadership effectiveness and educational outcomes? For this we used the PICO question to establish clear search criteria, the review was conducted from 2010 to 2024 in leading databases such as Web of Science, Scopus and ProQuest. 3251 articles on which a bibliometric analysis was performed using the VOSviewer program. This analysis made it possible to identify the most recurrent trends and terms, highlighting the importance of emotional intelligence and the leader. Subsequently, the Rayyan tool was applied to refine the results according to the previously defined inclusion and exclusion criteria, resulting in a PRISMA diagram that highlighted the selection of 16 articles for further analysis. The findings reaffirm the essential role of the leader. The findings reaffirm the essential role of emotional leadership in organizational success, directly influencing productivity and work well-being. The research concludes that emotional leadership is essential for organizational success, directly influencing productivity, work well-being and innovation. This analysis highlights the need for further studies to explore how these competencies can be developed and effectively applied in leadership practices.

Keywords: Leadership, Emotional Competencies, Emotional Leadership, Bibliometric Analysis, Systematic Review.

Introduction

The study of emotional leadership has gained relevance in recent decades, evidencing its significant impact on organizational performance worldwide. Research conducted in several countries has shed light on how leaders' emotional competencies influence motivation (Bar-On, 2006; Avolio et al., 2009, Berber et al 2022), satisfaction and productivity of their teams. For example, a study conducted in the United States by the Consortium for Research on Emotional Intelligence in Organizations, (1996) highlighted that leaders with high emotional competencies achieve teams with 20% higher performance compared to those led by people with emotional competencies (Berkovich, 2023).

In Europe, specifically in the United Kingdom, it revealed that 75% of employees consider that the emotional leadership style has a direct impact on their employee job satisfaction (Li, 2019; Blaik-Houran et al., 2021 Conejero-Pérez et al., 2022) This data highlights the importance of emotional skills in team management and their direct influence on the work environment, which is consistent with the best practice guidelines on social and emotional competencies at work proposed by Chen, and Guo, (2020). In the Latin American context, in Brazil, it was shown that

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emotional leadership has a positive impact on innovation within organizations (Wang and 2021; Asmamaw & Semela, 2023; Gimbert et al., 2023).

Recent data indicate that 45% of employees would be willing to stay longer in a company if they consider that their leadership adequately manages emotions and the work environment (Ashkanasy and Dasborough 2003; WHO; 2022). In terms of customer satisfaction, emotional leadership plays a fundamental role (Watson, et al., 1988; Williams & DeSteno, 2008). Organizations that focus efforts on developing emotionally competent leaders report a 40% increase in customer satisfaction. This is because emotional intelligence promotes a better understanding of needs and expectations, as well as a more effective response to critical situations (Udod, 2020; Pellitteri, 2022). Innovation is another field that benefits from emotional leadership (Tangney et al., 2007; 2011). Data indicate that companies with emotionally intelligent leaders are 50% more likely to introduce successful innovations to the market (Avolio et al., 2009; Villa, 2021).

Methodology

The research has been carried out adhering to the PRISMA statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), the PRISMA methodology, guaranteeing transparency and meticulousness in our synthesis (Green et al., 2011; Moher et al., 2021). In addition, we have incorporated the PICO framework to define the inclusion criteria for studies, as suggested by Page et al. in 2021. Our analysis process was carried out with the suggested PRISMA 2020 checklist, reinforcing the possibility of replication of our study. Haddaway et al., 2022, support this approach, which culminates in a detailed and systematic bibliometric analysis, ensuring that each phase of our search (García-Martínez et al., 2023).

Objectives and Questions of the Research.

The research question guiding this study was formulated following the PICO guidelines of the National Institute for Health and Care Excellence (Liberati et al., 2009) and is aligned with the recommendations of the Cochrane Handbook for Systematic Reviews of Interventions (Higgins et al., 2011). The question designed to capture the primary objective of the research is: 'In the last decade, what theoretical approaches to emotional leadership (I) have been adopted by educational leaders (P) to improve leadership effectiveness and educational outcomes (O)? This specific question does not incorporate a comparison (C), since it does not seek to compare different populations or interventions (Haddaway et al., 2022).

Specific

To systematically examine trends, patterns and evolutions in the field of emotional leadership through a bibliometric analysis of indexed publications from 2010 to 2024. This study aims to identify the main changes in publication policies, thematic approaches, and academic production in leading databases, providing a comprehensive view on how emotional leadership has been conceptualized and addressed in the academic literature during this period.

Search Strategy

In line with the PRISMA methodology (Haddaway et al., 2022), the study follows a systematic review protocol designed to ensure unbiased and transparent data collection, minimizing the risk of bias and strengthening the evidence base related to the specific research field (Moher, 2004; 2007). Data collection was carried out through a comprehensive search conducted in April and May 2024, using renowned academic databases, including Web of Science (WoS), Scopus, and

ProQuest. Source selection was limited to research articles published in peer-reviewed academic journals and between 2010 and 2024. Book chapters were excluded. No theses of any kind were considered. The search terms, detailed in Table 1, were chosen following the PICO model, which allowed a focused and pertinent search in relation to the topic of emotional leadership in educational contexts (Hutton et al., 2016).

	Population 1	Intervention 2	Result 3
Keywords	“Educational leaders” OR “School director” OR “Principal” OR “Head of school” OR “Educational management”	“Emotional leadership” OR “Emotional intelligence leadership” OR “Leadership emotional competencies”	“Leadership effectiveness” OR “Educational outcomes” OR “Academic success” OR “School performance”
Search Results	WoS: TOPIC: [1] AND TOPIC: [2] AND TOPIC: [3] Scopus: TITLE-ABS-KEY: [1] AND TITLE-ABS-KEY: [2] AND TITLE-ABS-KEY: [3] ProQuest: NOFT = [1] AND [2] AND [3]		

Table 1. Keywords Formulated with the PICO Strategy.

Source: Own elaboration

Inclusion and Exclusion Criteria

Inclusion and exclusion criteria are essential to guarantee objectivity in research. Following the PICO methodology, detailed in Table 2, this systematic review focuses on original articles that apply qualitative, quantitative, mixed methodologies and systematic reviews.

Criteria	Population	Intervention	Results
Inclusion criterio	Educational leaders, such as school principals, principals, heads of studies, or those with key positions in educational management.	Emotional leadership strategies, emotional competencies in leadership, or emotional intelligence applied to leadership practices.	Studies that report on leadership effectiveness, educational outcomes, academic success, or educational institution performance.
Exclusion Criteria	Participants who are not leaders or managers in the educational field.	Studies that do not address emotional leadership or that lack intervention in emotional leadership competencies.	Studies that do not address the impacts of emotional leadership in the educational field or those that are not directly linked to leadership effectiveness or educational outcomes.

Table 2. Inclusion and Exclusion Criteria Formulated With the PICO Strategy.

Source: Authors.

Selection Process

In its initial phase, 6,698 studies were identified in the Science (WoS), Scopus, ProQuest databases, bibliographic references were exported to Rayyan, a collaborative web application for systematic reviews (Haddaway, 2022), through this platform 2,595 duplicate documents were identified that were subsequently deleted. The result revealed a total of 4,103 studies for one review (Hutton et al., 2016; Moher, 2021).

In the selection phase, following the inclusion and exclusion criteria, the titles of the 4,104 articles were examined. Consequently, 3,763 studies that did not align with the inclusion criteria were excluded. A similar process was then run with the abstracts of the remaining 340 studies, resulting in the exclusion of 281 studies. The culmination of this stage yielded a total of 59 articles destined for a more in-depth analysis. When moving on to the selection phase, the full text of the 59 studies was independently reviewed, 43 were excluded because they were not part of the research, consequently, the final result after this rigorous process is a total of 16 articles, which were subsequently subjected to a detailed review and reading.

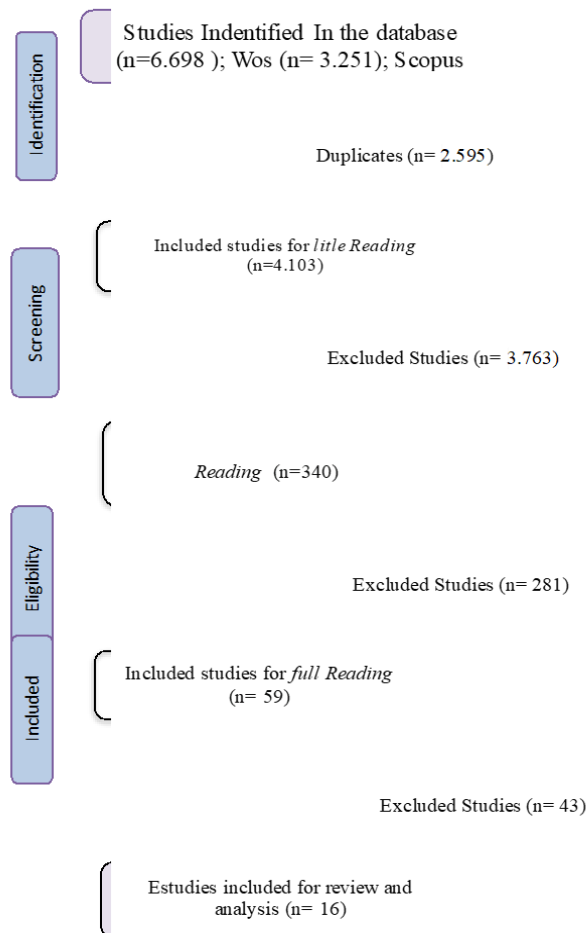


Figure 1. Flow Chart of the Study Selection Procedure.

Bibliometric analysis.

VOSviewer has been used for the generation of data and network files, which serve as the basis for performance analysis (Wong, (2018; Arruda, et al., 2020), this analysis clarifies the bibliometric profile of publications, identifying the most prominent works, authors, countries, and journals, as well as scientific mapping, which uncovers the predominant themes and underlying trends through the analysis of co-authorships, co-occurrences, and bibliographic couplings (Van & Waltman, 2011). The data and the VOSviewer program are used as inputs in Gephi for the visualization of the networks that interconnect authors and thematic terms (Page et al., 2021). The findings of the bibliometric analysis are detailed in the following sections.

Quality Assessment

To validate and determine the impact of the studies included in the systematic review, we used the checklist, adopted the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The PRISMA guidelines are instrumental in detailing the why, how, and findings of our systematic reviews, ensuring thorough and methodical reporting (Page et al., 2021).

Data Analysis

In this phase we have used specialized tools that complement and strengthen our study. Excel spreadsheets and the Rayyan platform have enabled us to achieve efficient data management and investigative collaboration. Rayyan, in particular, has facilitated the selection of relevant literature, validated for its efficacy in previous studies (Van & Waltman, 2011). In addition, the use of VOSviewer for bibliometric mapping and analysis, followed by advanced visualization through Gephi, has provided significant insights into the intellectual structure of the topic, identifying the interconnections between authors and relevant topics (Arruda, et al., 2020).

Results

The bibliometric analysis, which focuses on publications indexed from 2010 to 2024, was carried out after an exhaustive search of renowned scientific databases, including Web of Science (WoS), Scopus and ProQuest. The selection process was fine-tuned by eliminating duplicates, resulting in a set of 4,103 documents pertinent to the field of emotional leadership. The purpose of applying this state-of-the-art bibliometric methodology, allowing a deep understanding of research trends

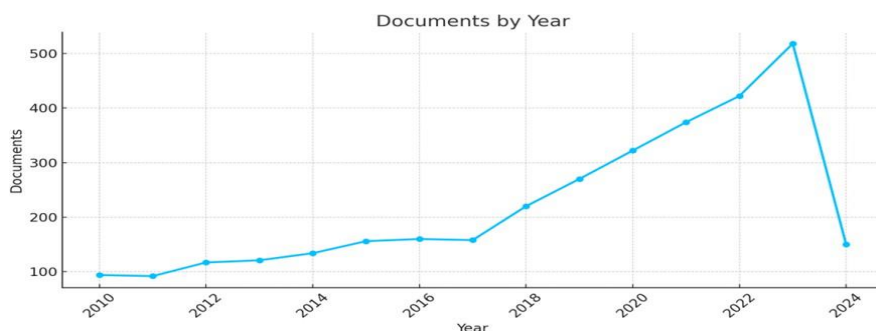


Figure 2. Publications Per Year.

Source: Authors.

The increasing trend in the number of papers from 2010 to 2023, indicating an increase in the production or indexing of scholarly literature in the Scopus, Web of Science, and ProQuest databases during this period.

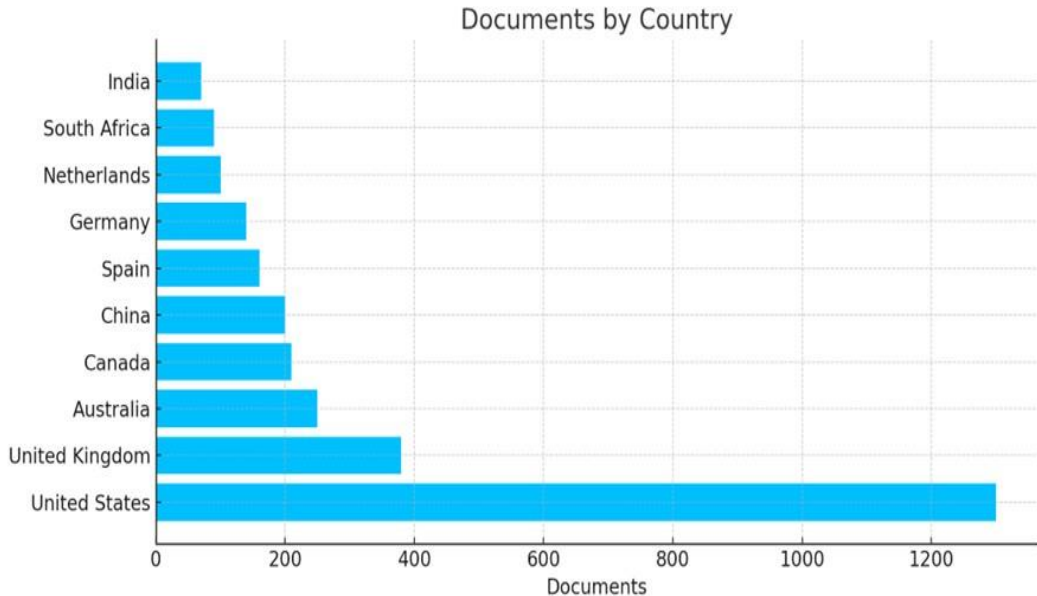


Figure 3. Publication Trend by Country.

Source: Authors.

The graph shows the number of documents published by country. At the top of the list is the United States, with a significantly higher number of posts compared to other countries. It is followed by the United Kingdom and Australia, also showing considerable academic activity. Canada, China, Spain, Germany, the Netherlands, South Africa and India.



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terms such as 'mental health', 'well-being', and 'stress'. The grouping of these terms reflects a growing concern for psychological well-being and mental health, areas that have gained importance in the study of emotional leadership, possibly exacerbated by the challenges of the global pandemic. Purple (Health Care and Health Crisis); Terms such as 'health care', 'pandemic', and 'crisis management' are prominent in this colour, indicating a significant relationship between health crisis management and leadership in the health field. This may reflect a research approach on how effective leadership is crucial in times of crisis. Yellow (Methodology and Data Analysis); Finally, yellow includes terms such as 'qualitative research' and 'data analysis', suggesting that there is a methodological interest in how leadership and emotional intelligence are studied. The distribution and intensity of colors on the map not only highlight which topics are most explored but also how these topics are interrelated. The visible links between the different clusters of terms underscore areas of cross-research, where concepts such as emotional intelligence and leadership converge to form a field of study.

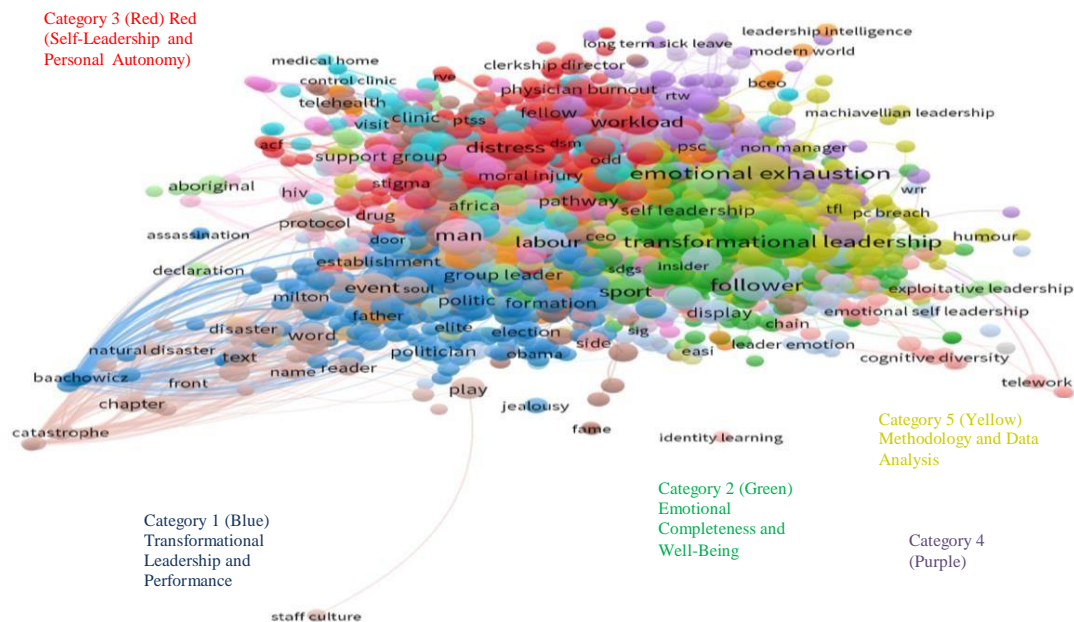


Figure 5. Bibliometrics: Relationship Between Research.

Source: Authors.

The bibliometric map illustrates key issues associated with leadership research, covering a variety of studies from 2010 to 2024. The analysis focuses on 4,103 articles, highlighting terms such as "transformational leadership", "emotional exhaustion", and "self-leadership", in five categories: Blue (Transformational Leadership and Performance); Terms such as "transformational leadership" and "performance" predominate. This color reflects research linking transformational leadership to improved job satisfaction and performance. The terms in this cluster, following Bass and Avolio (1994), suggest a focus on how this leadership style positively influences work environments, fostering greater motivation and commitment. Green (Emotional Completeness and Well-being); "Emotional exhaustion" and "well-being", indicating a line of research that examines the impact of leadership on the emotional health of employees. This cluster may be related to studies on how the demands of leadership personally affect leaders and their followers, causing emotional fatigue and burnout. Red (Self-Leadership and Personal Autonomy): Terms such as "self-leadership" and "autonomy", reflecting an interest in how individuals can manage their own behaviour and emotions effectively in the work context. This approach underlines the importance of autonomy and self-control as key competencies for success in modern work environments. Purple (Teleworking and Labor Adaptation); "Telework" and terms related to digital and remote work are displayed in purple. Yellow "methodology and innovation" in research, such as "cognitive diversity" and "innovation. The dispersion of terms on the map reflects the thematic diversity and evolution of the field of leadership, showing how it intersects with multiple disciplines and contexts. More dispersed or isolated points may point to new areas of research or specific niches that are not yet fully integrated into the mainstream literature, dispersion suggesting the existence of subfields or specializations that, although connected to leadership, operate semi-independently.

Based on the systematic review carried out using the PRISMA methodology and the Rayyan software for the analysis of articles, it was concluded that 16 relevant studies were selected (Moher et al. 2009).

N°	Item Name	Sample	Instrument	Cronbach
1	Emotional Intelligence and School Leaders: Evidence from Abu Dhabi.	134 public schools	Semi-structured interviews	0.71
2	Emotional intelligence can make a difference: The impact of principals' emotions on teaching.	534 primary school teachers from 54 primary schools in China.	WEIS, PIMRS, ISS	WEIS: 0.70-0.85, PIMRS: 0.65-0.90, ISS: 0.76-0.87
3	What makes a person a leader? The role of emotional intelligence, teamwork ability, and job satisfaction in authentic leadership.	964 participants in a personnel selection process (age, M = 36.37, SD = 8.87)	EQ-i, ALI	EQ-i: 0.912, ALI: 0.809
4	Emotional Intelligence and Leadership Styles in Education.	48 studies on EI and effective leadership	MSCEIT	MSCEIT 0.91
5	Emotional capital in schools: principals' caring leadership as a moderator of the mediated association between emotional geographies and school climate.	305 Israeli teachers working in public schools	Cross-sectional survey	-
9	Revisiting the debate on emotional intelligence and transformational leadership: How does emotional intelligence matter for effective leadership?	267 respondents, with 85 leader-follower duos	EXIT, MLQ TFL	EXIT: 0.80-0.94, MLQ TFL: 0.72-0.84
10	Emotional Intelligence in the educational field: a meta-analysis.	teaching in 137 different schools, sample of 954 teachers in Spain	MLQ-5X, TMMS-24	MLQ-5X: 0.879, TMMS-24: 0.864
12	The Emotions of Professional Learning: Considerations for Instructional Leaders	50 school principals	EIC, GSE	EIC: 0.86 GSE: 0.82

Table 1. Descriptive Data Quantitative Articles.

Source: Authors.

The table shows the research with its respective instruments and the Cronbach reliability index. The Wong Emotional Intelligence Scale (WEIS) and the Emotional Intelligence Skills in Educational Settings scale are used to assess emotional intelligence in specific contexts. The

Principal's Instructional Management Rating Scale (PIMRS) is specific to assess management and leadership in school principals, as discussed in the work of Hallinger (2011). The Emotional Quotient Inventory (EQ-i) and the Authentic Leadership Inventory (ALI) are tools designed to measure emotional intelligence and authentic leadership respectively. Bar-On (2006) details how the EQ-i facilitates an in-depth assessment of personal emotional capacities. On the other hand, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is a well-established instrument that is used to measure emotional intelligence based on a specific model proposed by Mayer, Salovey, and Caruso (2002). For measures of emotional and social competencies, the Inventory of Emotional and Social Competencies (ESCI) is a key tool, highlighted by Goleman and Boyatzis (2008). In the context of transformational leadership, the TFL section of the Multifactorial Leadership Questionnaire (MLQ) is widely used. Bass and Avolio (1994) developed the MLQ-5X, a newer and more refined version of this questionnaire.

No.	Item Name	Analyses carried out	RC
6	Emotional intelligence and leadership: insights for leading by feeling in the future of work.	Use specialized software for bibliometric analysis and network visualization, such as VOSviewer or CiteSpace.	97
7	Exploring the influence of leader's emotional intelligence on faculty engagement in Ethiopian higher education.	Data analysis The present study employed inductive analysis, which generally means that categories, themes, and patterns come from data (Thomas, 2006).	40
8	Social Emotional Learning in Schools: The Importance of Educator Competence.	Articles were selected and analyzed according to their relevance to identify patterns and findings in the existing literature on emotional intelligence and leadership in the educational context.	103

11	Emotional leadership: the basis of leadership.	Articles were selected and analyzed according to their relevance to identify patterns and findings in the existing literature on emotional intelligence and leadership in the educational context.	80
13	The relationship between emotional intelligence and leadership in school leaders: a systematic review.	Articles were selected and analyzed according to their relevance to identify patterns and findings in the existing literature on emotional intelligence and leadership in the educational context.	80
14	Understanding Self-Concept as a Leader: Emotional Leadership and What It Means for Practice.	The analysis consists of a discussion of concepts and principles associated with emotional leadership and its influence on leadership practice.	80
15	What is the role of emotions in educational leaders' decision-making? Proposing an organizational framework.	The article does not present empirical analyses, but proposes a framework to understand how emotions affect decision-making in educational leaders.	97
16	Emotional trajectory in different stages of a principal's career: A perspective from outstanding principals. Educational Management and Leadership.	The article does not present empirical analyses, but proposes a framework to understand how emotions affect decision-making in educational leaders.	83

Table 2. Descriptive Data, Qualitative Articles.

The table indicates an average of 88.2 bibliographic references (CR) per article, the analysis included in the table highlights that two of the eight articles listed, which represent 25% of the total, implemented specialized bibliometric analyses to examine the relationship between emotional intelligence and leadership. These studies, corresponding to articles with reference numbers 11 and 13, involved the selection and review of multiple bibliographic references to identify trends and key results in the literature on emotional leadership in the educational setting.

No.	Item Name	Author	Year	RC	C	P		Magazine
1	Emotional Intelligence and School Leaders: Evidence from Abu Dhabi.	Hourani et al.,	2021	15	55	US	Qualitative: Exploratory case study	Administration and Leadership of Educational Management

2	Emotional intelligence can make a difference: The impact of principals' emotions on teaching.	Chen Guo	2020	45	2611	CN	Quantitative: Structural analysis.	Administration and Leadership of Educational Management
3	Emotional intelligence can make a difference: The impact of principals' emotions on teaching.	Conejero -Pérez et al.,	2022	17	7	IS	Quantitative: Literature review.	Psychology, Society and Education,
4	Emotional Intelligence and Leadership Styles in Education.	Pellitteri,	2021	2	10	US	Quantitative: Cross-sectional survey with mediation analysis.	Psychology and its contexts,
5	Emotional capital in schools: principals' caring leadership as a moderator of the mediated association between emotional geographies and school climate.	Berkovich,	2023	121	15	THE	Mixed: PRISMA systematic review.	Professional Capital and Community Magazine
6	Emotional intelligence and leadership: insights for leading by feeling in the future of work.	Saha et al.	2022	4	2610	AT	Qualitative: Descriptive	International Journal of Manpower

							design.	
7	Exploring the influence of leader's emotional intelligence on faculty engagement in Ethiopian higher education.	Asmama w y Semel	2023	0	0	BEHIND	Mixed: Systematic review of PRISMA in education.	Compelling Education
8	Social Emotional	Gimbert et al.,	2023	6	248	US	Quantitative: Non-probabilistic cross-sectional study.	Journal of Leadership Education Research
9	Revisiting the debate on emotional intelligence and transformational leadership: How does emotional intelligence matter for effective leadership.	Görgens-Ekermans and Roux	2021	0	86	CY	Quantitative: Correlation and regression.	SA Journal of Human Resource Management
10	Emotional Intelligence in the educational field: a meta-analysis.	Puertas et al.	2020	59	1327	IS	Quantitative: PRISMA systematic review.	Education Sciences
11	Emotional leadership: the basis of leadership.	Villa	2021	10	67	IS	Theoretical: Conceptual	International Journal of

							reflection.	Emotional Education and Well- being,
12	The Emotions of Professional Learning: Considerations for Instructional Leaders.	Stark, and Koslouski	2022	0	12	CY	Theoretical: Conceptual frame work.	NASS P Newsletter
13	The relationship between emotional intelligence and leadership in school leaders: a systematic review.	Gómez- Leal et al.,	2022	10	12	US	Mixed: PRISMA systematic review.	Cambridge Journal of Education,
14	Understanding Self-Concept as a Leader: Emotional Leadership and What It Means for Practice	Loughran,	2021	18	12	AT	Quantitative: Structural analysis.	Journal of Administration and History of Education
15	What is the role of emotions in educational leaders' decision-making? Proposing an organizational framework.	Wang,	2021	48	200	US	Quantitative: Structural analysis.	Educational Administration Quarterly
16	What is the role of emotions in educational leaders' decision-making? Proposing an organizational framework.	Chen, and Walker,	2023	7	886	CN	Literature review	<i>Educational Management Administration and</i>

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Table 3. Descriptive Data of the Organizations Analyzed.

Source: Authors.

The table shows the Article Number, United States "US", China is abbreviated "CN", Spain is "ES", Israel is "IL", Ethiopia (Ethiopia) is abbreviated as "ET", South Africa (South Africa) as "ZA", Cyprus (Cyprus) is "CY", and Australia remains as "AU". These abbreviations are especially useful in cross-references (RCs) and citations (C), with a total of 377 cross-references (RCs) and a remarkable set of 7346 citations (C) distributed among the articles. Quantitative methods dominate research, constituting half of the studies, reflecting a strong inclination towards numerical and statistical analysis in this area. Mixed approaches, which combine qualitative and quantitative methods, account for almost a fifth of the research, demonstrating an interest in the depth and richness of data offered by multiple methodologies. Qualitative and theoretical research, each accounting for 12.5% of the studies, shows an exploration of the more narrative and conceptual dimensions of emotional intelligence in leadership. The bibliographic reviews, which comprise 6.25% of the studies, point to a dedication to the synthesis and evaluation of the existing literature. Geographically, the United States leads the contribution with 25% of the studies, closely followed by Spain with 18.75%. China and Australia are also well represented, with each country contributing 12.5% of the jobs. Cyprus equals that contribution, while Israel and South Africa appear less frequently, each accounting for 6.25% of studies.

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Assessment of Study Risk of Bias	Specify the methods used to assess risk of bias in the included studies, including details of the tools used.	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Measures of Effect	Specify for each outcome the measures of effect used in the synthesis or presentation of results.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Study Features	Cite each included study	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Certainty of Evidence	Present assessments of certainty in the body of evidence for each outcome assessed.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Discussion	Provide a general interpretation of the results in the context of other evidence. Discuss limitations of evidence and review processes. Discuss the implications of the results for practice, policy, and future research.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Support	Describe the sources of financial or non-financial support for the review, and the role of funders or sponsors.	x		x			x				x				x	x	x	x	x

Table 4. Prism Quality Scale 2020.

Source: Own elaboration

In the evaluation of the 16 articles using the PRISMA 2020 criteria, widespread compliance is observed in several essential areas of the systematic review. Most articles (all but Article 11) adequately describe the rationale for their reviews in the context of existing knowledge, which is crucial to establish the relevance of the study within the corresponding field (Moher, 2021). In addition, all articles provide a clear statement of objectives, explicitly addressing the research questions that the review aims to answer, a critical step in defining the scope and direction of the analysis. The eligibility criteria, which are essential to ensure that the process of inclusion and exclusion of studies is transparent and replicable, are fully specified in several articles (1, 2, 3, 9, 12, 15), although some do not detail this aspect (Higgins et al., 2011). The specification of the sources of information used to identify studies is universally reported, which allows the breadth and adequacy of the search carried out to be evaluated (Page et al., 2021).

However, the full search strategy is only detailed in half of the articles (8, 9, 12, 13, 14, 15, 16), which could limit the ability to replicate the review or assess its completeness. The process of data selection and collection is consistently described in all articles, which reinforces methodological robustness and minimizes the risk of bias during these stages (Liberati et al., 2009). All articles except number 3 specify the methods used to assess risk of bias in the included studies, providing a critical basis for judging the quality of the evidence (Higgins et al., 2011).

Discussion

Emotional leadership and its relevance in diverse organizational and cultural contexts has gained a new level of depth and clarity through our systematic review. The findings of this study corroborate and expand the existing literature by demonstrating that emotional competencies are essential not only for effective management but also for increasing organizational productivity.

Notably, it has been observed that emotional leadership has a direct impact on the innovation capacity of organizations, with studies indicating that entities led by emotionally competent individuals are up to 50% more likely to implement successful innovations.

This review has integrated systematic methods and tools such as PRISMA and Rayyan VOSviewer, allowing for a more rigorous and organized analysis of existing research. These tools have been fundamental in ensuring the objectivity and replicability of the findings.

Conclusions

This systematic study has shown that the emotional competencies of leaders are indispensable for organizational success, directly influencing the motivation, satisfaction and productivity of teams. Throughout the years 2010 to 2024, a growing theoretical and practical approaches focused on emotional leadership were observed in various educational and organizational contexts. The relevance of emotional leadership can be seen in all areas, for example, social sciences 30%, medicine 21%, psychology 15%, business and management 11% and the rest of the areas with a lower percentage.

The most frequent terms such as "transformational leadership," "emotional intelligence," and "well-being" suggest that research is deeply focused on how emotional capacities influence effective leadership and the work environment.

The limitations of the study is that the review focused on articles from peer-reviewed academic journals, excluding other forms of publications such as books, theses, and conferences, which could be complemented in future publications. The study has managed to compile and analyze data from a decade and a half of research in the field of emotional leadership, offering a current perspective on this field and its evolution. Through the application of a bibliometric approach, patterns, trends and those that require further in-depth study have been identified..

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