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WHAT IS THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND ADMINISTRATIVE ADVANCEMENT IN AN URBAN
SCHOOL DIVISION?

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Virginia Commonwealth University.

by

Elizabeth W. Roberson
B.A., University of Mary Washington, 1968
M.Ed., Virginia Commonwealth University, 1976

Director: Henry T. Clark, Ph.D.
Associate Dean, School of Education

Virginia Commonwealth University
Richmond, Virginia
May 6, 2010

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Abstract

WHAT IS THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ADMINISTRATIVE ADVANCEMENT IN AN URBAN SCHOOL DIVISION?

By Elizabeth W. Roberson, Ph.D.

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Virginia Commonwealth University.

Virginia Commonwealth University, 2010

Major Director: Henry T. Clark, Ph.D.
Associate Dean, School of Education

The purpose of this research was to study the relationship between emotional intelligence and administrative advancement in one urban school division; however, data acquired in the course of study may have revealed areas that could be further developed in future studies to increase the efficacy of principals and, perhaps, to inform the selection and training process for prospective administrators. This phenomenon, then, might increase aspirants' opportunities for advancement and augment the pool of potential leadership candidates as well. The open-minded administrator realizes that extremely well honed interpersonal skills are critical in order to inspire and emotionally move others to work towards a shared vision. Without a high degree of emotional intelligence, such a collaborative climate may not be created easily. Attuned to the feelings of others, leaders rich in EQ can help their peers to achieve at high levels and work comfortably in a cooperative way.

The self-report version of the *Emotional and Social Competence Inventory* (ESCI) (Goleman, 1998) was administered electronically to principals and assistant principals in one urban school division. In turn, each principal or assistant principal was asked to provide an email address for four other individuals capable of assessing their interpersonal skills via the 360 degree version of the ESCI. Data were collected using the statistical package, SPSS, and analyzed using a variety of statistical analyses. Variables included level of emotional intelligence, age, gender, ethnicity, and level of school (elementary, middle or high); number of times an individual applied for an administrative position; the length of time it took to be appointed to such a position; and the number of administrative positions held. This was a nonexperimental, quantitative comparative/descriptive study.

CHAPTER 1. INTRODUCTION

In the past 10 years, the position of school principal has changed considerably, from school manager to instructional leader (Gordon, 2007). A number of issues have contributed to this change, including escalating special education and Chapter 504 legislation requirements; a heightened awareness of, and need for, increased school safety; a broad array of new policies, procedures and programs necessitating close supervision; and an unprecedented accountability movement predicated on a high stakes, universal testing environment (Di Paola & Tschannen-Moran, 2001).

In 2001, the Virginia Department of Education (VDOE) sanctioned a study of Virginia principalships. Conducted by researchers from the College of William and Mary, and in conjunction with the Virginia Association of Secondary School Principals (VASSP) and the Virginia Association of Elementary School Principals (VAESP), an advisory board of participant agencies selected priorities to be surveyed, resulting in 176 questions to be answered by the Commonwealth's principals and assistant principals. Data from that study revealed that 31% of principals surveyed reported working 50 to 54 hours per week; 16% reported working 60 to 64 hours per week; and 12% reported working 65 or more hours per week (DiPaola & Tschannen-Moran, 2001). Respondents in this study reported that the greatest factor in the changing role of the principal was the increased amount of paperwork resulting from special education and disciplinary issues, as well as an increasing focus on test scores leading to a broadened emphasis on accountability.

In each of six study categories, survey items ranged from conditions of employment to the changing role of the principal. One thousand five hundred forty-three responses were represented in the final data. Participants were asked why other colleagues they knew who possessed an administrative endorsement had not yet advanced to an administrative position. Among their responses, 48.4% cited an inappropriate disposition or temperament, while 38.4% attributed the lack of advancement to poor judgment or lack of common sense. Other possible reasons receiving significant scores for endorsed colleagues' not holding administrative positions were as follows:

- Long hours (51.3%).
- Stress of the job (49.8%).
- Lack of local opportunities (35.3%).
- Low pay (31.6%).
- Lack of competence in present position (24.5%).
- Increasing disrespect toward administrators (22.5%).
- Reluctance to make unpopular decisions (20.1).

Principals in this study indicated that they found their greatest job satisfaction in the relationships they formed with their students, teachers, colleagues, parents and community stakeholders (Di Paola & Tschannen-Moran, 2001). As challenging and complex as contemporary principalships may be, this study identified several areas that are commonly associated with leadership success: disposition, judgment, and competence (Di Paola & Tschannen-Moran, 2001). At least two of these indicators—disposition and judgment—related directly to leadership in the affective domain, and were commonly cited as reasons for nonadvancement.

Rationale

If disposition, judgment and common sense are significant contributing factors in the success and advancement of credentialed principal candidates, then there is a need to look carefully at our administrative preparation programs and our identification and selection protocols. There is a need, too, to better understand the subtle relationships and connections that temperament, judgment and disposition may play in the role of school administrators.

Temperament is defined as “the manner of thinking, behaving, or reacting typical of a specific person” (Pickett, 2002, p. 1418). It implies a constancy of behavior over a period of time. Judgment, according to the same source, is defined as “the formation of an opinion after consideration or deliberation. . .the mental ability to perceive and distinguish relationships” (p. 750) or “the capacity to assess situations or circumstances and draw sound conclusions; good sense” (p. 750). If temperament describes the inherent behavioral tendencies of an individual over time, then judgment appears to refer to an individual’s way of evaluating information and reacting to situations and issues. Disposition, or “one’s usual mood. . .” (Pickett, 2002, p. 408), seems to be essentially synonymous with temperament, and therefore might be viewed as a personality trait rather than a behavior. Judgment, on the other hand, implies an action or decision based on reflection and reasoning. Nevertheless, temperament, disposition and judgment all influence interpersonal relationships and are important in the social/educational setting.

Gordon and Crabtree (2006), in *Building Engaged Schools*, attested that among those attributes that set outstanding principals apart from their peers are innate qualities such as their beliefs, motivation, and ways of relating to others. Additionally, Gordon and Crabtree asserted that “truly great management requires principals to know and understand each staff member in

ways that relatively few principals do today” (p. 181). These researchers also stated that “great principals typically show a great deal of personal concern for staff members and students” (p. 199).

In an effort to determine the qualities of outstanding principals, the Gallup Corporation undertook a series of qualitative studies over the past 20 years, using focus groups with principals who were rated as “outstanding” by their supervisors and by groups of university professors familiar with their work. In 2001, studies were conducted in Alabama, California, Illinois, Nebraska, New York, and Virginia, with principal interviews from school divisions that varied demographically and in number of students. Using the data from these focus groups, Gallup again studied the perceived talents of the greatest principals in 2003. The three areas of commonality exhibited by the outstanding principals were ability to (a) motivate self and staff; (b) relate to and establish relationships with students, teachers, parents, and community; and (c) empower staff (Gordon & Crabtree). The power of these leadership competencies was supported by the research of Howard Gardner (1983), specifically in the area of the “personal intelligences,” an important facet of his research findings. Daniel Goleman, in a later book, *Working With Emotional Intelligence* (1998), also emphasized the importance of knowing oneself and knowing and understanding others.

Self-motivation speaks directly to Goleman’s (1998) concept of self-awareness, while the ability to motivate others and the ability to establish relationships are consistent with Gardner’s (1983) sense of interpersonal intelligence. If the conclusions of Gallup’s researchers are accurate, then educators are presented with a compelling reason to further study the role that the affective domain plays in the preparation, training, selection, and advancement of administrative leaders for today’s schools.

While most experienced educators can readily identify those traits they have observed that would seem to equate with successful leadership—excellent organizational skills, strong communication and interpersonal skills, instructional expertise, a belief in fairness and equity, and the ability to make informed decisions—those same professionals may have observed principals with many of these talents who perform in less than satisfactory ways. This conundrum speaks to success for some and failure for others, where both groups of colleagues have received essentially the same training and direction, and it causes one to question why some are outstanding leaders while others are not.

Literature Overview

The body of research dealing with possible connections between the affective domain and leadership success has been growing. Evidence presented by studies, such as the Di Paola and Tschannen-Moran work in 2001, suggested that inappropriate disposition and/or poor judgment were two factors cited by principals to explain the lack of administrative advancement in their colleagues. Both of these factors are strongly reflective of the affective domain in that they help to influence how individuals deal with one another. Compelling and supporting voices in this field are Howard Gardner, whose exploration of the theory of multiple intelligences includes both intrapersonal intelligence and interpersonal intelligence (Gardner, 1983), and Daniel Goleman, the author of *Emotional Intelligence: Why It Can Matter More Than IQ* (1995), who has explored emotional intelligence (EQ) principally in the workplace.

Beginning with the work of Gardner in *Frames of Mind* (1983), researchers and psychologists have demonstrated interest in the belief that intelligence is more than just intellectual capacity or IQ. Gardner developed a set of criteria that he employed to qualify an ability as an intelligence, and initially identified seven intelligences, including several from the

traditional cognitive intellect arena: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Other intelligences have been put forth as possible candidates for Gardner's list, however it is his original last two—the personal intelligences—that are the most relevant to this study. Interpersonal intelligence is the ability to create and maintain relationships with others, while intrapersonal intelligence refers to one's capacity to know oneself and be aware of one's emotions (Gardner, 1983).

Gardner's (1983) work with interpersonal intelligence and intrapersonal intelligence gave rise to a number of theories about the construct of intelligence, and invited further research in the affective domain by other interested scholars. In fact, Gardner's vision and research in the area of the personal intelligences has helped to influence subsequent emotional intelligence models (Perry & Ball, 2005, p. 2).

Daniel Goleman, who began studying in this field in the 1990s, became known for his work with affective intelligence beginning with his book, *Emotional Intelligence*, published in 1995. Emotional intelligence was defined by Goleman as “the abilities. . .which include self-control, zeal and persistence, and the ability to motivate oneself”. . .and. . .“an old-fashioned word for the body of skills that emotional intelligence represents: *character*” (Goleman, 1995a, p. 28). Goleman believes that everyone is born with the capacity to further develop associated competencies. Originally, for Goleman, there were five essential components to EQ that enabled one to achieve the best possible outcomes in relationships: self-awareness, self-regulation, self-motivation, empathy, and handling relationships (AbiSamra, 2000). More recently,

self-motivation has been combined with self-awareness. Both self-awareness and self-motivation are closely aligned with what Gardner (1983) referred to as intrapersonal competencies, while empathy and managing relationships fall into the category of interpersonal relationships.

Both the work of Gardner (1983) and the work of Goleman (1995, 1998) are major contributors to the study of affective leadership, as described by Gordon and Crabtree's (2006) trio of competencies of outstanding principals cited earlier in this introduction. Leaders who cannot sustain positive relationships with those they supervise and with their peers may unwittingly sabotage their own success in leadership roles. Those who cannot regulate and control their emotions are more likely to make premature rash decisions, exhibit poor judgment, and alienate those around them. School administrators are called upon every day to mitigate the consequences of others' behaviors; to make important decisions in stressful situations; to rely on their relationships with students, parents and colleagues to move their school forward successfully; and to motivate students and staff toward high achievement levels. These responsibilities require highly honed leadership skills and competencies. Therefore, it is reasonable to turn to research in the affective domain to help ensure the administrative advancement of school leaders who are emotionally intelligent as well as administratively competent.

Research Questions

The purpose of this study was to investigate the level of emotional intelligence and the relationship between emotional intelligence and administrative advancement in an urban public school division in Virginia. The research questions were:

1. What is the level of emotional intelligence of principals and assistant principals in this school division as measured in self-report form? What is the level of EQ in principals and assistant principals as reported by their external raters?

2. What is the relationship between an individual's self-reported emotional intelligence scores and those reported by the external raters that the individual chooses to rate him or her?

3. Does level of self-reported emotional intelligence of principals and assistant principals differ by level of school (elementary, middle or high)? Does the level of EQ of principals and assistant principals differ when reported by external raters?

4. Is there a relationship between emotional intelligence and administrative advancement when self-reported? Is there a relationship between EQ and administrative advancement when reported by external raters?

5. Do age, ethnicity, or gender have an impact on the relationship between level of emotional intelligence and administrative advancement as reported by principals and assistant principals? Do age, ethnicity or gender have an impact on the relationship between levels of EQ when reported by external raters?

Operational Definitions

Emotional intelligence. Daniel Goleman, one of the earliest researchers in the area of emotional intelligence, has framed emotional intelligence in terms of zeal, persistence and character. Other writers and researchers in this field have defined emotional intelligence as “. . .the set of abilities that accounts for how people's emotional perception and understanding vary in their accuracy. More formally, [we] define emotional intelligence as the ability to perceive and express emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer & Salovey, 1997, p. 11). Finally, Reuven Bar-On's definition states that

emotional intelligence is “an array of noncognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 1997, p. 14).

There are some subtle differences in these three definitions of emotional intelligence. Mayer and Salovey’s (1997) orientation focuses more on emotions as they can be used to guide interactions intelligently rather than on the personality traits of the individual—a more ability-based vision of EQ. Goleman’s (1995, 1998) definition is more inwardly directed toward “self” and one’s body of competencies, ready to be further developed. Bar-On’s (1997) conceptualization is action-oriented, more invested in what can be done with emotions in order to achieve a positive outcome. It is the skill-based orientation of Bar-On’s definition that may be most relevant to this study, as it speaks to the use of skills and capabilities directly related to the decision-making, interactive world of leadership and the school principalship, a world of myriad environmental demands and endless pressures requiring flexibility and strong, excellent judgment. Even so, each of the definitions mentioned above has relevance to the role of the school administrator.

Administrative advancement. Administrative advancement for the purposes of this study constituted being endorsed for and currently serving in a position such as assistant principal or principal. Categories of current status included but were not limited to:

- Endorsed, initial appointment is current.
- Endorsed, advanced beyond initial appointment.
- Endorsed, with multiple promotions or advancements.
- Number of years since endorsement.

It should be noted that all employees holding the position of assistant principal or principal in this school division currently are fully endorsed.

This study attempted to determine whether or not a school leader's level of emotional intelligence was related to his or her advancement in the field of school administration. The study also attempted to determine whether a relationship between emotional intelligence and administrative advancement was affected by age, gender, ethnicity, level of school assignment (elementary, middle or high), the number of years between administrative endorsement and securing an administrative position, number of times a candidate applied for such a position, and the number of administrative positions held.

The completed study hopefully has extended the body of knowledge in this area on emotional intelligence and K-12 leadership, and includes professionals at the high school level who were excluded from prior research studies with which this researcher is familiar. Results were expected to support or refute the common perception of the elementary principal as the nurturer; the middle school administrator as the developer of skills needed for success in high school; and the high school leader as the disciplinarian.

CHAPTER 2. LITERATURE REVIEW

Few studies have dealt with emotional intelligence and K-12 public school leaders, for the great preponderance of emotional intelligence research has been carried out in the corporate sector. In fact, a review of the literature results in only two pertinent doctoral dissertations in the area of K-12 public education, emotional intelligence, and school leadership. Neither of these studies examined the high school principalship. As such, no comprehensive work has yet been completed in the field of emotional intelligence and public school leadership including the principalship at the elementary, middle and high school levels.

Among the databases used for this literature review were National Center for Educational Statistics (NCES), Academic One-File, ERIC, Issues in Educational Research, Consortium for Research on Emotional Intelligence in Organizations, Wiley InterScience, Dissertations from Virginia Commonwealth University, Government Printing Office, InFoTrac OneFile, and PsycInfo. Key words and phrases employed for searches included emotional intelligence; emotional intelligence and measurement; emotional intelligence and school leadership; emotional intelligence and corporate leadership; Daniel Goleman and emotional intelligence; Howard Gardner and multiple intelligences; Reuben Bar-On and emotional intelligence; Mayer, Salovey and Caruso and emotional intelligence; Boyatzis and emotional intelligence, and Bradberry and Greaves and TalentSmart.

The Work of Howard Gardner

In 1983, Howard Gardner, a psychologist and professor of education at Harvard University as well as a former student of Erik Erikson, David Riesman and Jerome Bruner completed his seminal work entitled *Frames of Mind: The Theory of Multiple Intelligences*. Prior to this time, the role of the affective domain in leadership was largely unrecognized. Through Gardner's identification of a set of intelligences other than those associated with intellectual capacity (IQ), researchers became interested in the concept of "multiple intelligences" or, as David Morand of Pennsylvania State University referred to them, the "multi-factorial" nature of intelligences (Morand, 2001, p. 22).

Gardner (1983) developed eight criteria that he determined to be essential for inclusion as an intelligence: (a) potential isolation by brain damage; (b) the existence of idiot *savants*; (c) a set of core operations; (d) a developmental history with 'end-state' performances; (e) an evolutionary history; (f) support from experimental psychological tasks; (g) support from psychometric results; (h) and susceptibility to encoding in a symbol system. The set of intelligences Gardner sought to validate is seen in Table 1.

Gardner (1983) later added several additional intelligences to his list: (a) naturalist intelligence, or the ability to recognize and place in categories environmental features; and (b) existential intelligence, or the tendency to view information through an emotional lens. Other intelligences that have been considered for inclusion on this list include visual intelligence, moral intelligence and spiritual intelligence; however, they have not yet been added.

The interpersonal and intrapersonal intelligences, those that Gardner (1983) referred to as the "personal intelligences," are the ones most pertinent to this literature review and to the topic at hand. Interpersonal intelligence, as the name implies, is the ability to comprehend the feelings

Table 1

Gardner's Multiple Intelligences

Intelligences	Definitions
Linguistic	The intelligence of words
Spatial	The intelligence of pictures and images
Logical-mathematical	The intelligence of numbers and reasoning
Musical	The intelligence of tone, rhythm, and timbre
Bodily-kinesthetic intelligence	The intelligence of the whole body and hands
Interpersonal intelligence	The intelligence of social interactions
Intrapersonal intelligence	The intelligence of self-knowledge

Source: Armstrong (1993)

and intentions of others. It allows an individual to understand the thoughts, beliefs and intentions of others in order to respond appropriately. An individual strong in this area might be described as empathetic. People possessing interpersonal intelligence tend to be social beings, aware of the feelings of others. They make strong leaders, support their colleagues and are able to work in a cooperative fashion (Acosta, 2005). In further exploration of this concept, Sosik and Megerian (1999) studied the relationship among leadership behavior, emotional intelligence and effectiveness. With data gathered from 63 managers, who described their own leadership behavior and level of EQ (or EI), and 192 subordinates who rated these same managers' leadership styles, the researchers found that self-awareness correlated with EQ and leadership behaviors. Subordinates' ratings of their leaders indicated that managers who were self-aware were rated as more effective than those who were rated as not self-aware by their subordinates (Sosik & Megerian, 1999).

In contrast, intrapersonal intelligence is one's sense of self-awareness, of self-knowing, and may endow an individual with the ability to be highly self-motivated and knowledgeable of one's own strengths, weaknesses, talents and skills (Acosta, 2005). The intrapersonally intelligent person possesses a strong working knowledge of himself or herself, and is able to use that model to make judicious decisions in his or her life (Gardner, 2006, p. 39). While Gardner's theory of multiple intelligences has distinct implications for the classroom teacher and the ability to capitalize on each student's specific intelligences in order to achieve maximum learning potential, it has significance, as well, for school leaders. Those leaders imbued with a high degree of interpersonal intelligence may understand the capacity, motivation and wishes of their colleagues and may be able to coalesce others successfully to achieve a purpose. Those with high

intrapersonal intelligence, by definition, understand themselves and are able to manage their emotions and regulate their interactions with others (Smith, 2002).

While Gardner's (2006) work has been criticized as deriving more from intuitive theory than from empirical research (Smith, 2002), it has generated interest in the affective domain and, indeed, has led educators to consider the role of multiple intelligences and learning styles in the classroom setting. Teachers and administrators alike have been made aware of the concept that students learn in different ways. Some are linguistic learners while others are more competent in the area of logical-mathematical processes. Still others demonstrate musical, spatial or kinesthetic leanings. Professional development to capture the instructional strategies most effective to accommodate these varied learning styles became common in school divisions during the 1990s and inspired a plethora of resource materials and learning models.

Three Views of Emotional Intelligence

The concept of emotional intelligence has emerged as an acknowledged factor in leadership selection and preparation research, particularly in the corporate world. In his book, *Emotional Intelligence* (1995), Daniel Goleman's treatment of the subject, along with the early work of John Mayer and Peter Salovey (1997), is generally acknowledged to be the impetus of the Emotional Intelligence Movement. Goleman (1995) believes that people possess the ability to learn EQ *competencies* in order to tap into these skills when needed. Where Howard Gardner separates the noncognitive intelligences into discrete categories with which he believes everyone is born to some degree, Goleman views emotional intelligence as a broad concept under which a set of interpersonal and personal skills or competencies fall.

It is Goleman's (1995) belief that human interactions can be enhanced through the competency areas of self-awareness, self-mastery, and empathy, and that these skill areas can be

improved through training and development. Goleman initially subscribed to five main emphases of EQ: (a) knowing and monitoring one's own emotions; (b) managing one's own emotions; (c) motivating oneself; (d) recognizing others' emotions and having empathy for others; (e) and handling relationships well. However, he later eliminated self-motivation as a separate category. Goleman's work is oriented to the application of emotional intelligence competencies to the workplace, and to the neuroscientific processes associated with this construct (Goleman, 1995, 1998).

When Mayer and Salovey (1997) refer to the concept of EQ, it is in the context of a set of abilities that allows one to process emotional information effectively by using perception, assimilation, understanding, and emotional control to promote personal growth. According to these researchers, the emotionally intelligent individual is skilled in four discrete areas: the ability to identify, use, understand, and regulate emotions. Unlike some others in the field, Mayer, Salovey and Caruso (2004) describe EQ as the process of utilizing these skills, and they eschew the inclusion of personality traits that pervade some other EQ models.

Combining both emotional and social abilities into an array of noncognitive skills, Dr. Reuven Bar-On (2006) describes EQ in a broader sense. Bar-On includes in his view of EQ not only the ability to recognize and manage one's own emotions, but also how such emotions are expressed, particularly in relating to others in order to cope with changing life demands. For Bar-On, an individual with a high level of EQ is aware of the emotions and needs of others, and realizes the importance of establishing strong, mutually beneficial relationships through the use of EQ competence skills so that change can be managed effectively, and decisions can be made flexibly to solve problems as they arise (Bar-On, 2006). Bar-On further conceptualizes emotional-social intelligence as a cross-section of interrelated emotional and social

competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On, 2006).

Andy Hargreaves, co-author of *Sustainable Leadership* (Hargreaves & Fink, 2006), asserted that emotionally intelligent leaders are driven by values, are both flexible and informal, and value the cultural diversity of those around them. They are skilled in capitalizing on the collective intelligence of their colleagues and are connected to them. Their persona resonates with those who work with them. Although not empirical researchers in the area of emotional intelligence, Hargreaves and Fink write broadly about leadership theory, and their perceptions of strong leadership intersect to some degree with the commonalities in the EQ models as described by Goleman (1998), Mayer et al. (2004), and Bar-On (2006).

Even though there is great diversity among the various combinations of concepts often used to describe EQ, there are notable commonalities among the major players: the importance of understanding self, the ability to recognize the emotions of others, the capacity to motivate others, the need to manage one's emotional responses, and the awareness to use that ability to effect a positive outcome or change. Table 2 compares this researcher's interpretation of the elements of the EQ models developed by Goleman (1995, 1998), Mayer et al. (2004), and Bar-On (2006).

Emotional Intelligence: Ability, Competence or Learned Skill

Controversy exists regarding the status of emotional intelligence as an ability, competence, or skill. Some researchers appear to interchange the terms “competency, quality, skill, ability or attribute” in a seemingly random manner. If, as Cary Cherniss and Daniel Goleman (2001) espoused, in *The Emotionally Intelligent Workplace: How To Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations*,

Table 2

A Comparison of EQ Models

Authors	Self-Awareness	Self-Management	Social-Awareness	Relationship Management
Goleman	Innate self-understanding	Regulate	Motivate	Empathy to manage workplace relationships
Mayer, Salovey, & Caruso	Perceive, understand	Regulate	Generate	Use EQ skills to promote personal growth
Bar-On	Intrapersonal	Perceive general mood and manage stress	Adaptability, flexibility	Use EQ skills to effect consensus for coping

emotional competencies can be enhanced and improved in groups and individuals through the use of targeted activities, then an argument might be made for viewing EQ and its accompanying components as a set of skills that can be enhanced over time through careful professional development activities. Emotional intelligence would then serve as a construct to be measured by quantifying a set of associated behaviors that embody that construct and comparing pre- and postprofessional development behavioral activities.

Emotional Intelligence and Workplace Success

Whether or not the specific status of emotional intelligence as an ability, competency, or a learned skill has been clearly established, there is a great deal of literature supporting the concept that EQ is important to both leadership and workplace success. Smigla and Pastoria (2000) theorized that EQ is not just being nice to people at work, but rather an ability that allows an employee to confront coworkers in a constructive way in order to solve problems. They further stated that EQ is not genetically predetermined, can be taught, and may increase with age. If EQ is not genetically preordained, then Goleman's (1998) view of competencies that fall under the EQ umbrella may support its status as a set of skills or interpersonal competencies needed for workplace success rather than as an innate kind of intelligence such as IQ. Whether or not EQ can be taught, there is a vast array of research that suggests that the range of competencies that fall under the concept of EQ—self-awareness, the ability to identify and regulate one's emotions, empathy, and interpersonal awareness—may be closely related to success as a leader, and are important assets in that role.

A Teachable Trait?

There are varying points of view regarding training in the area of emotional intelligence competencies. Several major proponents of the EQ movement—Goleman, Boyatzis, Mayer and

Cherniss—believe that, given the appropriate activities in a coaching environment, emotional intelligence can be increased. Cherniss and Goleman (2001) suggested a 7-step preparation and development program to build EQ:

- Create an encouraging environment.
- Assess learner's motivation.
- Set learning goals.
- Provide models of EQ.
- Provide opportunities for practice and feedback.
- Help learners deal with setbacks.
- Provide follow-up support.

Goleman (1998) stated that training programs that offer a chance to practice the desired competencies through simulations, games, role-playing and other strategies are a strong beginning for training initiatives. Richard Boyatzis proposes a model of training similar to coaching that cannot succeed in isolation and must happen within relationships. Further, Boyatzis believes that candidates for training must first have the proper motivation to improve and change. In a written account of an interview with two of Boyatzis' former students, Boyatzis stated that while people now know for the most part what the competencies are that comprise EQ, the next big step is to learn how to develop them (Boyatzis, 2003, cited in Wheeler & Hall, 2003, p. 71). Professor Victor Dulewicz and Dr. Malcolm Higgs, psychologists from Henley Management College in the United Kingdom, have suggested that there is a strong consensus within the emotional intelligence community that EQ is a trait or competency that can be developed (Dulewicz & Higgs, 2007, p. 7). They also suggested that training in EQ

competencies must be sustained and personal, and that such training is optimized when the student is paired with a coach.

Johnson (2005) concluded that there is believable evidence that superior leaders are generally higher in emotional intelligence than their counterparts; that on a case-by-case basis, a training program can improve select EQ competencies; and that EQ tends to increase with age.

Leadership and Emotional Intelligence

Leadership implies the ability to create resonance, a positive emotional environment that frees people to be their best (Arond-Thomas, 2003). In fact, that may be one of a leader's most important tasks. In order to lead in a way that elicits the best efforts of a team, norms based on emotionally intelligent behaviors must be established and leaders must balance productivity with human relation needs (Arond-Thomas, 2003). Effective leaders recognize the importance of generating open communication in creating a positive work environment, particularly in the field of education (Glover, 2007). Leaders who can use their emotions and their self-awareness constructively have a distinct advantage over others who do not possess this ability (Mayer & Caruso, 2002). Those leaders with high levels of emotional intelligence, according to Mayer and Caruso, build strong social fabric within the organization, and between the organization and the individuals that the organization serves. Moreover, Zaccaro, Kemp, and Bader (2003) suggested that "social appraisal skill, or social intelligence, resides at the heart of effective leadership" (p. 115).

Collins (2001) worked with a group of corporations in order to determine the factors that distinguish good organizations from great ones. Quality of leadership is one factor Collins cited in his book, *Good to Great*, to explain the success of the greatest companies. Those particularly strong organizations shared, among other characteristics, extraordinary leadership. In his book,

Collins categorized the qualities of such leaders, dividing them into five ascending levels of effectiveness. Leaders who achieve “Level Five” leadership status, the zenith of leadership ability, combine strong interpersonal skills with humility and create organizations that can sustain themselves successfully in the absence of that leader (Collins, 2001). Servant leadership is one model that illustrates Collins’ emphasis on humility and also promotes a collegial environment. *The Principals Companion* (Robbins & Harvey, 2003), a handbook for novice and practicing principals, stated that a principal’s first obligation during faculty meetings should be “to remind staff members that you are there to serve them” (p. 206). This philosophy is consistent with Collins’ concept of strong, humble leadership.

Stephen Stefano and Karol Wasylshyn (2005), consultants in leadership development with GlaxoSmithKline and founders of the Leadership Development Forum, wrote of their model of the three essentials for strong leadership: integrity, courage and empathy (ICE). Integrity requires that a good leader be grounded in solid core values and be truthful, with enough courage to disregard the need for positive “spin.” Empathy, as well, is integral to this model. Empathy is the special ingredient that distinguishes great leaders from everybody else. The concepts that these two students of leadership have espoused are central to the core concepts of emotional intelligence supported by the work of Boyatzis, Goleman, and Cherniss—self-awareness, managing one’s emotions and those of others, and the importance of interpersonal skills.

Few EQ Studies in Education

Kerr, Garvin, Heaton, and Boyle (2005) investigated the relationship between managerial emotional intelligence and leadership effectiveness as rated by subordinates, using the *Mayer Salovey Caruso Emotional Intelligence Test* (MSCEIT), as well as an attitude survey

administered to employees, referencing their perception of their supervisors. Like most research on emotional intelligence and leadership, this study was undertaken in the corporate world.

Thirty-eight supervisors (37 males and 1 female), ranging in age from 24 years to 62 years, were assessed by their subordinates, and data were collected from the resulting 1,258 surveys on managers' attitudes. Statistical analysis revealed that, with $r^2 = 0.25$, $p < 0.001$, one-half of the MSCEIT scores may act as a strong predictor of leadership effectiveness. The 15.2% variation in supervisor ratings could be predicted by the supervisors' emotional intelligence scores.

Conclusions drawn from the data analysis indicate that emotional intelligence may be significantly related to effective leadership.

Cook (2006) cited another corporate study involving the firm, Egon Zehnder International. This large company, an international search corporation for high level CEOs, attributed emotional intelligence as a major factor in the success of effecting mergers and acquisitions in a positive climate, using empathy to motivate, and self-control and understanding to blend two different corporate entities. Goleman (1998), much of whose interest is in emotional intelligence as it relates to the workplace, stated that "the importance of emotional intelligence increases the higher you go in the organization" (p. 33). Although most EQ studies have taken place in the corporate world, a few pertinent studies have been completed in the realm of public education.

The work of Cook (2006) represents one of several studies found dealing with emotional intelligence in the realm of K-12 public education. Cook made a strong case in his doctoral dissertation for the important role of emotional intelligence and its relationship to elementary school principals' leadership performance. Further, he presented EQ as a skill set that may help principals meet the needs of students more effectively.

Cook's (2006) work dealt with the effects of emotional intelligence on elementary principals' leadership performance in Montana (p. 6). The elementary principals in this study self-rated themselves in nine areas of leadership competencies: (a) leadership attributes, (b) visionary leadership, (c) community leadership, (d) instructional leadership, (e) data-driven improvement, (f) organization to improve student learning, (g) organization to improve staff efficacy, (h) cultural competence, and (i) education management. The tool used for this self-rating was the *Educational Leadership Improvement Tool* by DeFranco and Golden (2003).

Five areas of emotional intelligence were self-assessed as well. These included (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship management, and (e) emotional intelligence overall, as measured by the *Emotional Intelligence Appraisal: There Is More Than IQ* (Bradberry & Greaves, 2007). Seven research questions guided Cook's (2006) study. They are as follows:

1. How do elementary principals rate their level of emotional intelligence, as assessed by the *Emotional Intelligence Appraisal*, in the five categories identified by Goleman (self-awareness, self-management, social awareness, managing emotions, and overall emotional intelligence)?

2. How do elementary principals rate their effectiveness as assessed by the nine standards of leadership identified in the *Educational Leadership Improvement Tool* (leadership attributes, visionary leadership, community leadership, instructional leadership, data-driven improvement, organization to improve student learning, organization to improve staff efficacy, cultural competence, and education management)?

3. What are the effects of emotional intelligence on elementary principals' leadership performance?

4. Does gender influence elementary principals' emotional intelligence?
5. Does age influence elementary principals' emotional intelligence?
6. Does [sic] years of experience influence elementary principals' emotional intelligence?
7. What is the interaction of age, gender, and years of experience on emotional intelligence and leadership performance? (Cook, 2006, p. 7-8)

Cook (2006) sent 214 elementary principals, members of the School Administrators of Montana, an advance letter, a cover letter, and a thank you-reminder postcard, along with several supportive emails from the then-president of the School Administrators of Montana. More than 100 principals had not responded by the fifth week and were personally called by Cook. After the eighth week, the reminder postcard was mailed and, of the 214 initial surveys mailed, 143 returned complete responses for a return rate of 67%. Of the 143 participants, 66 (46%) were male and 77 (54%) were female. Most principals (66%) were older than 46 years and 36 principals (25%) were older than 56. Eighty-one or 56% had fewer than 10 years of experience in the principalship and 45 (31%) had 5 or fewer years of principal experience. A MANOVA revealed that emotional intelligence had a significant effect on the nine standards of leadership performance as identified by DeFranco and Golden (2003).

Gender, Ethnicity and Age

Further analyses of Cook's (2006) study indicated that gender, age and years of experience had no significant effect on EQ, and that there were no interactions among gender, age and years of experience. Cook also found that the principals with the most years of experience in that position had the highest mean emotional intelligence scores (p. 71). The mean score for all 143 principals on the *Emotional Intelligence Self Appraisal* was 81.53 with a standard deviation of 5.29, indicating that principals rated their emotional intelligence as an

“area of strength to build on” (Cook, 2006, p. 56). Additionally, principals rated themselves highest on Social Awareness ($M = 83.27$) and lowest on Relationship Management ($M = 78.67$). Differences between males and females for overall emotional intelligence were very small; however, principals with the most years of experience had the highest EQ scores ($M = 82.68$).

While the work of Cook (2006) revealed no relationship or interactions between level of emotional intelligence and gender, age, or years of experience, his study will differ in significant ways from this study. First, Cook studied only elementary school principals. Second, he did not include ethnicity as one of his variables. Cook did find that those administrators with the most experience exhibited the highest levels of emotional intelligence.

Cook’s results support a nexus between emotional intelligence and leadership performance. If leadership performance is related to student achievement, as Marzano (2005) determined as the result of his meta-analysis of 69 leadership studies investigating the relationship between school principalship and student achievement, then perhaps there may exist such a relationship between the emotional intelligence of leaders and students’ academic performance, a prospective topic for future study.

Several delimitations might apply to Cook’s (2006) study. First, this study was limited to elementary principals in the state of Montana, over only one 9-week period in 2005. Second, the measures Cook used to determine level of emotional intelligence and leadership acumen are both self-report instruments, considered by some scholars to be susceptible to elevated self-ratings. Conversely, however, others might suggest that a self-assessing individual is in the best position to give the most accurate rendering of his or her own feelings and strengths.

Beavers’ (2005) study dealt with leaders of five middle schools, similar in demographics, with 75% of the students receiving free or reduced lunch, a standard socioeconomic

discriminator in educational settings. According to the author, the only differentiating characteristic among these schools was in the composition of the staff themselves—the people in the schools.

The research began with an examination of data from the Virginia Department of Education's 2000 report on effective school practices in Virginia and educators' perspectives of those practices that lead to academic success. Using a qualitative methodology, Beavers (2005) interviewed each of the principals of the five sample schools twice, conducted a focus group within each school with faculty and parents, and shadowed each administrative team.

Beaver's research questions were as follow:

1. Which emotional intelligence competencies exist in leaders of high poverty accredited middle schools in Virginia?

2. How are these competencies reflective of leadership style, and do they help establish and maintain relationships with parents, students and teachers that may encourage, promote, or attribute to academic success?

Using a qualitative data analysis system, Beavers (2005) coded her data by predetermined categories, using Goleman's (1995, 1998) domains of emotional intelligence: self-awareness, self-management, social awareness, and social management. Principals' responses via interview were analyzed in terms of words and actions relating to Goleman's domains. Leadership was studied as it related to leadership styles based on Interstate School Leaders Licensure Consortium (ISLLC) standards.

Beavers' (2005) study revealed that the principals of the selected high performing middle schools demonstrated a high level of emotional intelligence and that their strong human relations skills were very important to the effectiveness of their schools.

By the time Beavers' (2005) dissertation was completed, these data may have been relatively dated. Although it may be intuitive to credit this study with conclusive results, a sample of only five middle schools is delimiting in itself, and the study may have meaning only for Virginia middle schools unless it can be successfully replicated elsewhere.

Other Organizational Perspectives

Even though there is very limited research in the field of emotional intelligence and its potential value in educational leadership, the theory itself has a multitude of supporters, particularly among education practitioners. In *The Principal's Companion* (Robbins & Alvy, 2003), a comprehensive handbook for school administrators, the authors discuss the importance of effective human relations skills as well as the critical skill of cultivating, practicing, and maintaining collegial relationships at the school site and with central office. Further, Gordon and Crabtree (2006) of the Gallup Corporation, which spends millions of dollars each year on educational leadership study and the development of instruments to assess leadership skills, agree that establishing supportive partnerships among teachers and administrators may be vital to academic success. Author Elaine McEwan (2003) in *10 Traits of Highly Effective Principals*, has assigned 10 essential roles to the educational leader in order to be effective in that position. She contends that at least five of these roles appear to be within the realm of emotional intelligence: (a) the communicator, (b) the envisioner, (c) the culture builder, (d) the character builder, and (e) the contributor. With the extensive amount of information available today on EQ, and the critical need for effective leaders in education, the ability to quantify level of EQ has important implications.

Four Measures of Emotional Intelligence

There are four primary instruments for measuring emotional intelligence to be discussed in this study: Goleman's *Emotional Social & Competency Inventory* (ESCI); TalentSmart's *Emotional Intelligence Appraisal*; Bar-On's *EQ-i*; and the *MSCEIT*, developed by Mayer, Salovey, and Caruso.

Goleman and Boyatzis worked together to reconceptualize the ECI-2 and the ECI-U in order to create a measure that included social and emotional competencies (Boyatzis, 1994). The *Emotional Social and Competency Inventory* (ESCI) is the result, and includes a set of 12 competencies of emotional intelligence with four larger competency areas. This 360 degree instrument, in accordance with the perspective of EI as a competency-focused construct to measure "behaviors that matter" emerged as the ESCI (Boyatzis, 1994, p. 1). The larger areas in which the 12 discrete competencies fall are:

1. Self-awareness, including emotional self-awareness, accurate self-assessment, and self-confidence.

2. Self-management, including self-control, adaptability, conscientiousness, trustworthiness, initiative, and achievement orientation.

3. Social awareness, including empathy, service orientation, and organizational awareness.

4. Social skills, including leadership, influence, developing others, change catalyst, communications, conflict management, building bonds, teamwork and collaboration.

The overall score is a result of the feedback from the test-taker's self-report responses, along with the external responses of his/her boss, peers, and direct reports. Weinberger (2003) implied

that Goleman's framework for the concept of emotional intelligence is too broad and does not connect cognitive processing with emotions. However, internal consistency reliability of the self-assessment ECI ranges from 0.61 to 0.85. For peer and supervisor ratings, this range is 0.80 to 0.95 (Gowing, 2001; Sala, 2002, as cited in Conte, 2005, p. 434). Conte (2005) also remarked that very few items of the ESCI have been released for evaluation to other researchers and, therefore, very few peer-reviewed assessments of validity and reliability have been undertaken. Goleman (1995, 1998), however, believes that the combination of self-report and 360 degree feedback is the most accurate measure of one's level of EQ.

The second test to be discussed for this study is the *Emotional Intelligence Appraisal* (ME Edition) developed by Bradberry and Greaves and released in 2003. This skill-based model of EQ uses the four domains developed by Goleman (1995): self-awareness, self-management, social awareness, and relationship management. The test contains 28 items with 6 dealing with self-awareness, 9 with self-management, 5 with social awareness, and 8 with relationship management. Responses assess the frequency with which skilled behaviors are measured using a 6-point frequency scale: (a) Never, (b) Rarely, (c) Sometimes, (d) Usually, (e) Almost Always, and (f) Always. Scores are immediately visible to participants after completing the test, or may be delayed until analyzed by a researcher. Both a paper version and an electronic version are available.

A third skill-based instrument to measure EQ is the *EQ-i* developed by Reuven Bar-On (1997). In this self-report tool of 133 items, five scales of measurement are included that can be further refined into 15 subscales. The intrapersonal scales include self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. Interpersonal scales encompass empathy, social responsibility, and interpersonal relationships. Adaptability scales

consist of reality testing, flexibility, and problem solving, while stress management scales speak to stress tolerance and impulse control. Finally, general mood scales address optimism and happiness (Weinberger, 2003, p. 35). Because this is a skill-based instrument, emphasis is placed on what one can do using noncognitive skills.

In a study by Dawda and Hart (2006), using the *EQ-i* with college students, researchers found correlations of almost 0.05 between 5 major personality factors—neuroticism, extroversion, openness, agreeableness, and conscientiousness—and the *EQ-i* measure (Dawda & Hart, 2006). According to Bar-On (2000), the internal consistency reliability of the *EQ-i* is 0.76.

The *Mayers Salovey Caruso Emotional Intelligence Test* (MSCEIT), an ability-focused instrument developed by Mayer et al. (2002), is based on this research group's view of emotional intelligence as the capacity to reason about emotions, and to use emotions to enhance thinking. It includes the abilities "to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 2004, p. 197). Mayer et al. (2004) theorized about the cooperative nature of intelligence and emotion and viewed EQ (or EI) as one example of the social, practical, and personal intelligences—the *hot* intelligences. The four-branch ability model of EQ developed by Mayer et al. (2004) forms the framework for their test design, which consists of 402 items. Included is the ability to perceive emotion; use emotion to facilitate thought; understand emotions; and manage emotions. The progression of these abilities from more simple perception to more complex management parallels the development of skills within each branch of the test as well. Branch one of the test involves the capacity to recognize emotion using facial and other nonverbal cues. Branch two, facilitation, involves the capacity to use emotions to support thinking. The third branch,

understanding emotion, deals with the ability to analyze emotion, perceive trends and understand outcomes. The management of emotion, branch four, deals with the management of emotion in the context of one's goals and social and self-awareness. There are two distinct tasks required within each branch of items.

The MSCEIT is divided into four branches of abilities: perceiving, assimilating, understanding, and managing emotions. Because this is an ability-based instrument, there are also eight tasks to be completed. These include a faces test, a sensory test, a test of varying emotions, and a managing emotions test to produce certain desired outcomes.

The faces in part one represent a variety of emotions to be correctly identified, along with pictures of landscapes that have been designed to evoke emotion. In branch two, participants are asked to identify appropriate emotions relating to specific situations such as happiness in planning a party. In part three, participants are asked to recognize the changes in levels of emotions. In part four, the test taker is presented with hypothetical scenarios, and participants are to change their emotional responses to adapt to the situation, and to manage others' feelings to achieve a positive outcome.

Mayer et al. (2004) argued that EQ meets the standards for traditional intelligence because their test items can be operationalized to produce correct or incorrect answers (p. 200). Discussion has arisen regarding the use of two different scoring techniques on the MSCEIT. In the first method, correct answers are validated if identified as correct by a general consensus of test takers. A second method for evaluating the correctness of an answer is by the use of an expert judge. Mayer et al. (2004) studied this issue using the MSCEIT, based on 21 researchers in the area of emotion along with another general sample group. Results revealed that, using either the general or the expert scorers, correlations were calculated between $r = 0.96$ and 0.98

(Mayer et al., 2004, p. 201), indicating very little variance in determining the correct response despite the nature of the group used to make that determination. Table 3 depicts test similarities and differences:

Table 3

A Comparison of EQ Tests Developed by Four Major Researchers

Test	Developer	Type	Focus	Scoring	Internal Consistency
Emotional & Social Competency Inventory	Goleman	360 degree	Competency-focused	Self, peer and supervisor	Self -assess 0.61-0.85 Peer/supervisor 0.80-0.95
Emotional Intelligence Self-Appraisal (Me Edition)	Bradberry & Greaves TalentSmart	Self-assessment	Skill-based	Self-report	0.79-0.92
Emotional Quotient Inventory	Bar-On	Self-assessment	Behavioral outcomes Typifying a Skill	Self-assessment	0.76
Mayer, Salovey, Caruso Emotional Intelligence Test	Mayer et al.	Self-reporting	Ability-focused	General consensus/ Expert Consensus	0.96-0.98

Emotional Intelligence as a Possible Factor in Administrative Preparation and Selection

Given demands for accountability, along with research that indicates that principals do have an effect on student achievement (Marzano, 2005), a case might be made for further study of the relationship between emotional intelligence and administrative status. If results similar to Cook’s (2006) are found—that a principal’s leadership performance has a profound effect on student achievement—a study of the relationship between emotional intelligence and administrative advancement in urban schools may imply a strong need for leadership training in

the area of interpersonal relations. For high school level administrators, whose need for sensitivity and the ability to communicate complex issues effectively with a diverse community is great, Gardner's "personal intelligences" may be essentials for success. This is particularly crucial in an urban setting, as both social and financial stresses affect school climate, culture and academic outcomes in a myriad of ways.

The purpose of this research was to study the relationship between emotional intelligence and administrative advancement in one urban school division; however, data acquired in the course of the study may reveal areas that can be developed further in future studies to increase the efficacy of principals and, perhaps, to inform the selection and training process for prospective administrators. This phenomenon, then, might increase aspirants' opportunities for advancement and augment the pool of potential leadership candidates as well. The open-minded administrator will realize that extremely well honed interpersonal skills are critical in order to inspire and emotionally move others to work towards a shared vision. Without a high degree of emotional intelligence, such a collaborative climate may not easily be created. Attuned to the feelings of others, leaders rich in EQ can help their staff and students to achieve at high levels and work comfortably in a cooperative way.

Research Questions

This study examined the relationship between emotional intelligence and administrative advancement in one urban school division. The sample was drawn from currently contracted principals and assistant principals employed in the school division studied. The questions to be answered were as follow:

1. What is the level of emotional intelligence of principals and assistant principals in this school division as measured in self-report form? What is the level of EQ in principals and assistant principals as reported by their external raters?

2. What is the relationship between an individual's self-reported emotional intelligence scores and those reported by the external raters that the individual chooses to rate him or her?

3. Does level of self-reported emotional intelligence of principals and assistant principals differ by level of school (elementary, middle or high)? Does the level of EQ of principals and assistant principals differ when reported by external raters?

4. Is there a relationship between emotional intelligence and administrative advancement when self-reported? Is there a relationship between EQ and administrative advancement when reported by external raters?

5. Do age, ethnicity or gender have an impact on the relationship between level of emotional intelligence and administrative advancement as reported by principals and assistant principals? Do age, ethnicity or gender have an impact on the relationship between level of EQ when reported by external raters?

Because certain areas in the United States are experiencing a shortage of school principals due to heavy retirement and less stressful, more lucrative professional opportunities in others arenas, school divisions have become far more cognizant of the need to “grow their own” administrators whenever possible. This strategy implies a crucial need to increase expertise in both the selection process and the development of professional training programs for both aspiring and practicing principals. Additionally, colleges and universities may choose to consider altering their developmental focus for students in administration and supervision tracks to incorporate more authentic practice opportunities, allowing graduate students to interact with

working administrators, perhaps through sustained and focused shadowing and apprenticeship experiences. Such considerations may signal a need for further research in these areas.

Through more informed selection processes, targeted and sustained training programs to enhance emotional quotient in prospective administrative candidates, and greater collaboration among preservice trainings at the graduate level for aspiring administrators, the dwindling pool of talented principals may be renewed and refilled. While this study examined only the relationship between emotional intelligence and administrative advancement in public education, it is clear that other topics for study may emerge from the data.

CHAPTER 3. METHODOLOGY

Overview

The purpose of this chapter was to discuss the methodology to be used in this study. It consists of (a) a restatement of the issues; (b) a discussion of the research design appropriate for the study; (c) a discussion of the sample to be utilized; (d) a description of, and rationale for, the instruments to be used; (e) an account of the data collection process; (f) a review of the procedures used in analyzing the data; and (g) a discussion of the study delimitations and potential limitations.

Restatement of the Issues

In recent years, the position of school principal has transitioned from a focus on building management and student management responsibilities to that of providing high quality instructional direction to staff, students and parents. Additionally, the highly visible principal is, by definition, placed in a multitude of situations requiring strong interpersonal skills. As instructional imperatives from federal, state and local authorities have increased, the role of the principal has acquired increasingly high stakes leadership expectations. With the pressure created by heightened expectations, many school divisions are also experiencing great numbers of retirements in their administrative ranks (Di Paola & Tschannen-Moran, 2001) due, in part, to attractive early retirement packages and “baby boomers” who have chosen to take advantage of such inducements. This, in turn, creates a need to identify and hire new, highly qualified school-based administrators.

The need to staff schools with administrators who are not only endorsed in administration and supervision, but who also possess all of the essential skills and attributes to become strong educational leaders, may imply that school divisions need to rethink exactly which skills and attributes are most important for leadership in their educational settings, and they may wish to explore new ways to assess the extent to which their administrative candidates exhibit such qualities and abilities. Such assessment information could conceivably inform the identification and selection protocols for potential administrative candidates in order to heighten the chances of success for both the individuals selected and the school division as well.

Studies related to emotional intelligence, traits and characteristics that have proven to support corporate leadership in a significant way, and findings on educational administrative advancement may contribute to the research already undertaken in both the corporate and education worlds. Despite the fact that much of the work this researcher has read appears to indicate that interpersonal skills—those in the affective domain—are often success factors in leadership, there is little research beyond the elementary or middle school level on this topic in education, and, in fact, on administrative advancement in public school divisions in general.

Research Questions

This study explored whether there is a significant relationship between the level of emotional intelligence as reported by practicing principals and assistant principals, along with the external raters they selected, and administrative advancement in one urban school division. Using information gleaned from school-based leaders within this school division, along with ratings secured externally, it is hoped that the study might speak to the following questions.

1. What is the level of emotional intelligence of principals and assistant principals in this school division as measured in self-report form? What is the level of EQ in principals and assistant principals as reported by their external raters?

2. What is the relationship between an individual's self-reported emotional intelligence scores and those reported by the external raters that the individual chooses to rate him or her?

3. Does level of self-reported emotional intelligence of principals and assistant principals differ by level of school (elementary, middle or high)? Does the level of EQ of principals and assistant principals differ when reported by external raters?

4. Do age, ethnicity, or gender have an impact on the relationship between level of emotional intelligence and administrative advancement as reported by principals and assistant principals? Do age, ethnicity, or gender have an impact on the relationship between level of EQ when reported by external raters?

5. Is there a relationship between emotional intelligence and administrative advancement when self-reported? Is there a relationship between EQ and administrative advancement when reported by external raters?

Analyses were conducted using total EQ score and the four subscores of the measure. A Correlation/Descriptive Design was used, along with survey methodology to collect data. Variables included level of emotional intelligence, age, gender, ethnicity, level of school, number of times a person applied for an administrative position, number of years it took to be promoted, job title, and the number of such positions held.

Sample

The initial sample consisted of 93 principals and assistant principals from the school division of study, with the potential of 332 external raters. Using a list of principals and assistant

principals from the Human Resources Department of the school division, all eligible school-based leaders in the school division were included in the initial contact by email. Email addresses were secured through the division's intranet application, Infonet. The population of contact consisted of those meeting the leadership criteria. This population of contact (currently a total of 83) reflected practitioners from an urban environment, currently engaged in the educational process, who are endorsed and engaged in the principalship in this Commonwealth and school division. The sample of participation consisted of those individuals who returned their survey in a useable fashion. A return rate of 80% among administrator participants was expected. In actuality, 34 of 83 (41%) principals and assistant principals responded to the self-report survey that was evaluated by at least one external rater. Each of the principals and assistant principals who participated was asked to identify at least four external raters from different populations—peers, supervisors, staff members, or students—who were familiar with their work. These external raters completed the ESCI based on their perception of the performance of the participant who selected them. Their scores were attributed to the appropriate principal or assistant principal for analysis purposes through a matching process developed by the Office of Assessment and Technological Services in the School of Education (SOE) at Virginia Commonwealth University. Seventy of 150 (46.6%) external raters responded to the 360 degree survey. A smaller return rate might have necessitated the use of nonresponse bias tests to determine if the sample was representative.

Description of School Division

The school division of study is urban, with approximately 24,000 students, of which almost 80% are African American. Approximately 11% of the students are Caucasian, and the remainder reflects a variety of ethnicities including Latino, Asian, African, and Haitian.

Students' primary languages represent 28 different cultures. Almost 75% of the students in this division qualify for free or reduced lunch.

This school division is located in the southeast United States, in a metropolitan region of nearly 1,000,000 people. The city itself numbers 200,000 residents, with less than half of those with children of public school age choosing a public school education for their children. There are 5 comprehensive high schools of moderate size (800-1,300 students); 7 middle schools (450-1000 students); and 28 elementary schools (200-800 students). Additionally, there are three small specialty high schools, and a number of alternative programs filling specific niches, particularly to address disciplinary, attendance or gifted needs.

Measures

The researcher administered a 3-section Web-based survey to all principals and assistant principals in the school division of study. The three sections of the survey were: (a) a measure of level of emotional intelligence (ESCI); (b) questions to determine professional preparation for a position in school administration, along with the participant's work history as both classroom teacher and administrator; and (c) questions soliciting demographic information relating to age, gender and ethnicity. External raters, selected by the assistant principals and principals, took only the ESCI. Total time to respond to the 3-section survey taken by administrative participants was between 30-40 minutes. For external raters, the time was approximately 20-30 minutes.

Emotional Intelligence Measure

The ESCI is a 72-item Likert-type inventory organized into four sections. It measures the level of emotional intelligence as reflected in self-reported responses and peer and supervisor responses (360 degree format). The *Emotional and Social Competence Inventory* was developed

by Goleman and Boyatzis, and has been subjected to several iterations. The version used in this study was 3.0.

The ESCI groups each of its 72 questions under 1 of 4 subcategories, resulting in subscores for each section. The subscore areas are self-awareness, self-management, social awareness, and relationship management. Self-awareness relates to emotional self-awareness; self-management refers to personal achievement, adaptability, emotional control, and positivity; social-awareness speaks to empathy and awareness of the organization at large; and relationship management delves into conflict management, mentoring and coaching, inspiring and influencing others, and ability to work within a team. The self-awareness section is comprised of questions 1-14 (14); self-management contains questions 15-39 (24); social awareness is made up of questions 40-55 (16); and relationship management contains questions 56-72 (17). A typical question might look like this:

Item Number	Please carefully respond to each survey item below. You:	Never	Rarely	Sometimes	Often	Consistently
75	Listen to others carefully when they are speaking	<input type="radio"/>				

Twelve questions were recoded in order to provide for the appropriate scoring choices for negatively worded questions. They are questions 6, 8, 16, 31, 44, 45, 50, 52, 59, 61, 65, and 69.

Surveys were formatted using *Inquisite* software, and were uploaded into SPSS 14.0 analysis software. Results from the 360 degree surveys were linked to the appropriate administrator using a matching process developed by the VCU Office of Educational Assessment. A variety of statistical analyses were performed. All participant data were treated

confidentially and no individual results were released. Results were reported in aggregate form only. A proposal was written and submitted to the Coordinator of Research of this division to seek approval to proceed with this study. Additionally, a waiver was requested from VCU to dispense with the informed consent procedure. All procedures relevant to and required by the Institutional Review Board (IRB) at VCU were followed.

The 360-feedback survey was administered electronically to a maximum of four individuals per administrator, familiar with and selected by the administrator-participant. The principal or assistant principal provided e-mail addresses for these external raters at the completion of the self-rating inventory, and parts two and three. Responses on the 360 degree survey came from the selected external raters, preferably from different categories of relationship to the principal or assistant principal—peers, staff, supervisors and/or parents. The 360 degree instrument consists of virtually identical items used in the self-report format described previously, differing only in the subject pronoun employed in the stem of the items. The self-report items are directed to "You," while the 360 degree items speak about the person being rated. In the 360 degree measure, the range of responses reflects the frequency with which the test-taker observes behaviors in the principal or assistant principal. Both versions of the inventory use Likert-type responses ranging from "Never" to "Don't Know." There are four subscales in the Emotional & Social Competence Inventory: *Self-Awareness*, *Self-Management*, *Social Awareness*, and *Relationship Management*, for which scores are provided, along with an overall score (Table 4). Results were analyzed using the overall and the four subscores provided by the instrument. In the event that a responder chose "Don't Know" as a response for more than 25% of his or her selections, that individual's data were not aggregated, but discarded. The

Table 4

ESCI Categories and Subscales (Version 3.0)

Category	Subscales
Self-awareness	Emotional Self-awareness, Accurate Self-assessment, Self-confidence.
Self-management	Emotional Self-control, Transparency, Adaptability, Achievement Orientation, Initiative, Optimism.
Social-awareness	Empathy, Organizational Awareness, Service Orientation.
Relationship Management	Developing Others, Inspirational Leadership, Change Catalyst, Influence, Conflict Management, Teamwork, Collaboration.

premise for this is that the external rater was not familiar enough with the administrator to rate him or her.

The Emotional and Social Competence Inventory has been shown to be a reliable instrument, widely used, and generally considered an accurate assessment of level of emotional intelligence (Wolff, 2005). The Emotional and Social Competence Inventory contains both self-report questions, and responses from peers, supervisors and direct reports. Typical completion time for the 360 degree inventory is 20-30 minutes, although the instrument is untimed. This instrument was selected as a measurement tool for this study for several reasons. First, the questions in the survey reflect the competence-based orientation of this study’s definition of emotional intelligence, as espoused by Goleman (2005). Second, the internal consistency of the instrument is adequate, as seen from the reliability scores in Table 5

Table 5

Cronbach's Alpha Coefficients for ESCI for Self and Others, Based on Average Item Scores

Categories	Self Awareness	Self Management	Social Awareness	Relationship Management
	Self Rate	0.51-0.71	0.50-0.71	0.65-0.73
Others Rate	0.77-0.87	0.68-0.83	0.80-0.86	0.73-0.86

Source: Hay Group (2005).

Reliability. Internal consistency ratings for the Emotional and Social Competence Inventory are acceptable, with Cronbach’s Alpha levels ranging from .68 to .87 for ratings by “Others,” and the overall internal consistency coefficient is .78. Ratings for the self-report part

range from .47 to .76. The lower reliabilities for the self-report section indicate, perhaps, that self-report used exclusively may not be an accurate reflection of one's level of EQ. In fact, for self-assessment, almost half of the 18 reliability scales are less than .65. Most often, these findings were based on the results of participants in the business sector rather than individuals in the field of education. No studies have been performed assessing test-retest reliability (Wolff, 2005, p.11).

Validity. In order to determine validity, studies were completed comparing the results of other measures of constructs similar to EQ. The ESCI was compared to the Big Five personality factors (neuroticism, extroversion, openness, agreeableness, and conscientiousness) outlined by Costa and McCrae (1992), and the competencies that frame emotional intelligence as perceived by Goleman and identified in the technical manual produced by his associate (Wolff, 2005, p.12). In this study, consideration was also given to demographic data, age, gender, ethnicity and years of work experience. A sample of 325 graduate students comprised the sample. According to Wolff (2005), results indicated that the ESCI exhibited strong construct validity, along with predictive capacity related to work behavior (p. 13). According to information provided in "Psychometrics of Emotional Intelligence Assessments" from the Emotional Intelligence Source (p. 1), one study found that $r = .47$ reflects the strongest relationship between any cluster of the ESCI and the Big Five traits. Additionally, the same source reveals that this measure appears to have predictive validity as well. In a small sample study of salary by Brackett and Geher (2006), the ESCI explained 30% to 43% of variance in salary level. Finally, the ESCI was found to be predictive in other studies of performance in many contexts (Wolff, 2005, p. 57) when compared with Myers-Briggs (MBTI) and other measures of similar constructs (see Table 6).

Table 6

Correlations Between ECI and Performance Measures

Outcome Measure	Self Awareness	Self Management	Social Awareness	Relationship Management
Peer Nominations	0.180	0.110	0.156	0.202
Promotion/Age	0.150	0.213	0.202	0.236
Managerial Skills	0.112	0.174	0.289	0.280
Observed Video	0.165	0.183	0.246	0.248

Administrative Advancement Measure

Level of administrative advancement was to be measured using a researcher-designed tool. Participants were asked to respond to questions dealing with their professional preparation and work history. Survey items solicited information regarding the number of times they applied for administrative positions; the schools and districts in which they have held administrative positions; their titles and tenure in positions they have held; the level of school in which they currently work; and their demographic information. Additional items related to the amount of time it took for participants to achieve an administrative position, along with their work history in the classroom.

The administrative advancement survey was developed using an iterative process. First, a series of 17 questions was devised, designed to measure career advancement in school administration. The questions were reviewed by a panel of education experts consisting of university and school leaders. The questions were then reviewed again, edited and revised. Number values were assigned to specific questions to result in an overall administrative advancement scale score. The administrative advancement survey was then combined with the Emotional and Social Competence Inventory, administrative advancement items, and demographic questions to form a 3-part instrument. A similar instrument was originally piloted with a graduate class in Education consisting of 22 students. This measure, however, did not prove valid and, ultimately, was not used to collect the needed data. Four work history variables served instead as proxy measures: administrative level, number of times applied for an administrative position, years between applying for and securing an administrative position, and number of administrative positions held.

Demographic Section

In this portion of the Web-based survey, participants were asked questions related to their age, ethnicity, gender and level of the school in which they work (elementary, middle, or high). Parts 2 and 3 of the 3-part final survey can be found in Appendix A. Data generated by the Emotional and Social Competence Inventory, the administrative advancement scale, and the demographic portion of the survey were used to determine whether or not level of emotional intelligence is related to administrative advancement in this urban school division.

Procedures

The researcher utilized self-administered Web-based surveys, using the Dillman Tailored Design Method (Dillman, 2007). Procedures for administrative participants were as follows:

1. Secured approval from the University's Institutional Review Board and the Research Office of the school division of study.
2. Obtained e-mail addresses from the intranet application, Infonet, of the school division's website.
3. Sent initial e-mail invitation to participate to all principals and assistant principals in the system (see Appendix B).
4. Emailed survey link to administrative participants with assurance of confidentiality and the release of aggregate data only.
5. Reiterated the need for selection of four external raters and their e-mail addresses at the end of the administrator survey.
6. E-mailed two reminders 2 weeks apart, based on the data return report from the Office of Assessment and Technology Services of the School of Education, Virginia Commonwealth University (see Appendix C).

Procedures for the 360 degree external raters were as follows:

1. Extracted external raters' e-mail addresses from the administrators' survey.
2. Matched external e-mail addresses to appropriate self-rater.
3. Sent initial email contact requesting external raters' completion of survey. Emailed survey link and ensured confidentiality and aggregate use of data resulting from participation (see Appendix D).
4. Emailed two reminders according to the data return report from the Office of Assessment and Technology Services of the School of Education, Virginia Commonwealth University (see Appendix E).

CHAPTER 4. FINDINGS

The purpose of this research was to describe the level of emotional intelligence of urban principals and assistant principals, and the relationship of emotional intelligence to their administrative advancement, as well as to explore whether a relationship between the two might be impacted by age, gender, ethnicity and/or level of school. The findings of this study can be found in the following chapter sections: (a) description of the sample, (b) description of the surveys, (c) description of the administrative advancement measure, (d) demographics of the sample, and (e) findings.

Description of the Sample

The sample of contact used in this research study consisted of all principals and assistant principals in one urban school division. Ninety-three self-report surveys were sent via Web-based technology to currently contracted individuals holding this position. Of the 93 surveys sent, 10 were undeliverable. Each principal or assistant principal who responded was asked to supply four email addresses for other individuals familiar enough with their work to complete an EQ survey based on the principals' and assistant principals' professional leadership competencies.

Of the 83 successfully delivered surveys received by principals and assistant principals, 34 individuals returned a completed self-rating survey and were assessed by at least one external rater. Twenty completed the self-survey but were not rated externally, and four were rated by

others but did not complete the self-rating instrument. Based on the above returns, the final self-rater/external rater data sample consisted of 34 participants.

The breakdown of participants is provided in Table 7. Where multiple external raters assessed the same individual, the mean overall score and 4 means for the subscale scores of each rater were included for the “target” individual.

Table 7

*Number of External Raters Who Completed the Survey
as Requested by the Self-Rater*

Number of Self-Raters	Number of External Raters Responding
1	4
6	3
14	2
13	1

Description of the Surveys

Two separate surveys were used for this study. The first survey was divided into three sections: (a) the *Emotional and Social Competence Inventory* (ESCI), developed by Daniel Goleman and colleagues, (b) a second section dealing with work history for principals and assistant principals, and (c) a section to address demographics. The first section was completed by the principals and assistant principals as well as external raters. Only the principals and assistant principals completed sections 2 and 3. Parts 2 and 3 of the principals’ and assistant principals’ self-rating survey can be found in Appendix A. The ESCI, which was sent to the

principals and assistant principals, is a 72-item survey of questions in self-report fashion, directed to respondents in a personal way, and answered using a 5-point Likert-type scale.

Description of the Administrative Advancement Measure

The administrative advancement measure was the result of a process that began with an extensive review by educational experts at the university level, and endured three pilot studies. The first pilot study involved five central office administrators, the second involved five other central office administrators, and the final version was piloted with a graduate class in education comprised of 22 students. The administrative information formed part 2 of the 3-part survey taken by principals and assistant principals. This section focused on administrative training from which an advancement measure was to be derived.

In part 2, respondents were asked to complete a chart delineating their earned degrees and endorsements, the year earned, their major area of concentration, and the institution in which they matriculated. This chart was followed by two questions asking how long it took to be appointed to an administrative position following certification, and how many times they applied for an administrative position before being appointed.

The third section of the principal-assistant principal survey solicited information regarding the respondents' work experience and demographics. First, respondents were asked to complete a table indicating their classroom teaching experience. They were asked to list teaching positions held, start and end dates for each position, the name of the school(s) and level(s), and the school division(s) in which they served. A second table asked for information regarding administrative positions the respondents' had held: position, start and end dates, school name(s) and level(s), and appropriate school division(s). This table was followed by three questions: respondents' year of birth, gender, and ethnicity.

Demographics of the Sample

Age

Administrators ranged in age from 33 years to over 60 years, with an average respondents' age of 47 years. The largest group of administrators fell into the age 50-59 grouping. These data are represented in Figure 1.

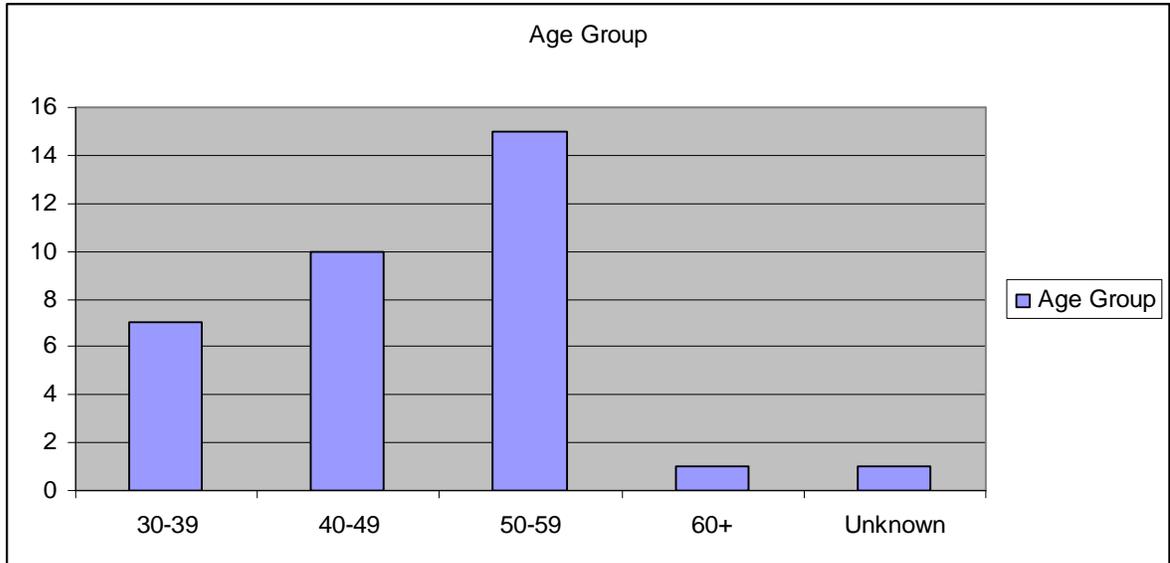


Figure 1. Ages of Study Sample

Gender and Ethnicity

Female principals outnumbered male principals almost 2 to 1, while African American administrators were more than two times more likely to be principals than Caucasians. Fifteen of 34 participants selected Caucasian from the list of possible ethnicities; 17 selected African American, and 2 did not make an ethnicity selection. In terms of ethnicity for this division's school administrators, 88 principals and assistant principals are black; 19 are white; and 1 is other, according to the Department of Human Resources. As such, this sample contains a slightly higher representation of Caucasian administrators than does the population (see Figure 2).

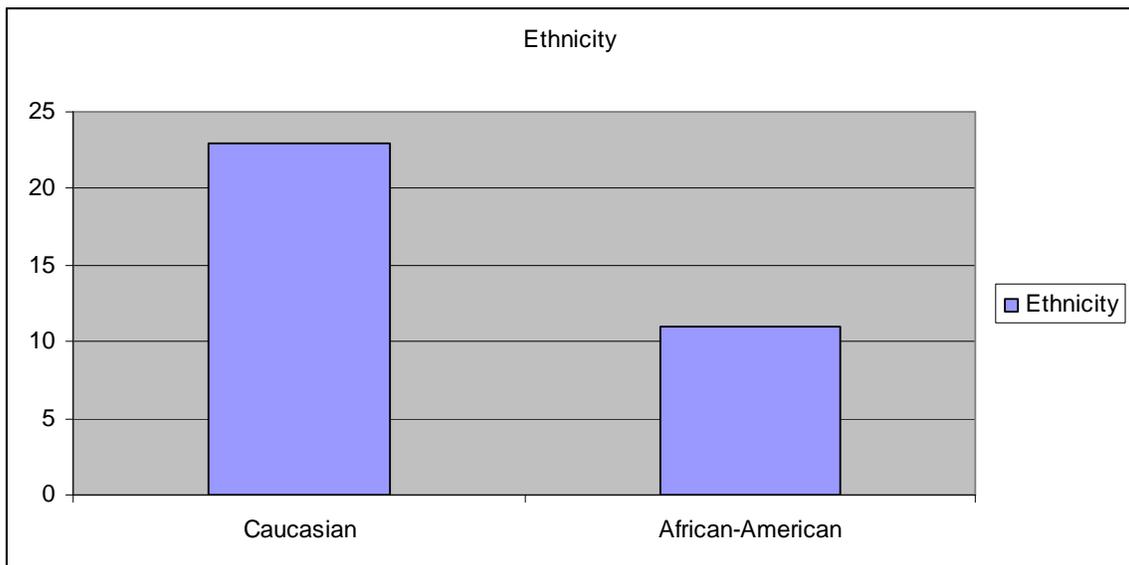
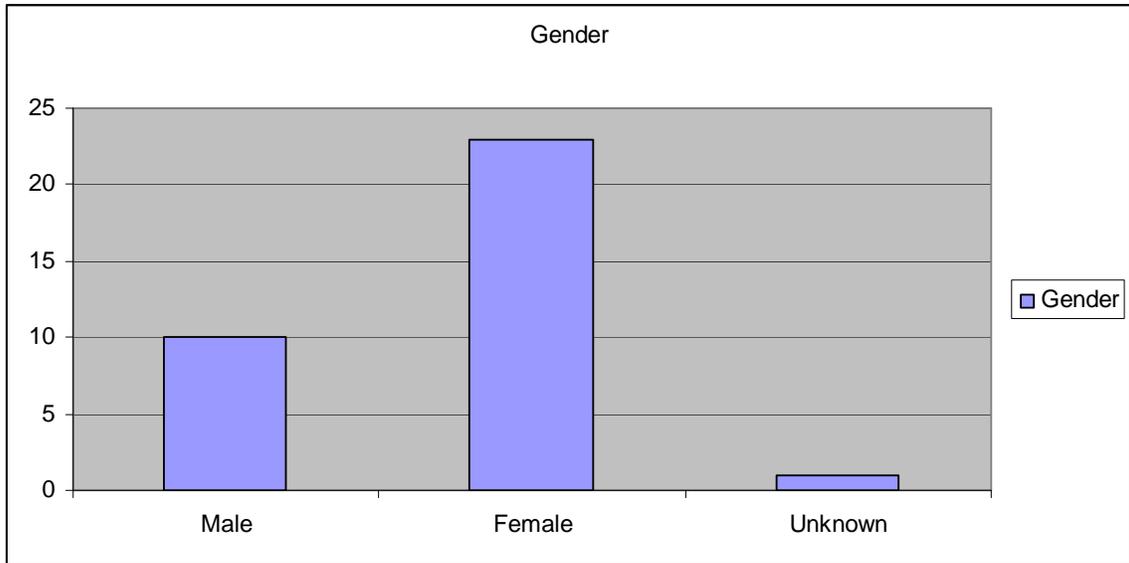


Figure 2. Gender and Ethnicity of Study Sample

Level of School

Of 34 possible respondents in the sample, data were complete for only 33. From this group, 13 were elementary school principals, 9 were middle school principals, 11 worked in high schools.

Training

Responses to the chart completion relating to the educational background of principals and assistant principals were widely varied. The range of years in which participants earned a bachelor's degree exceeded 30. Twenty-seven of 54 respondents (or 50%) indicated that they had graduated from a historically black college or university. Administrative endorsement for principals and assistant principals in this group was earned over a 32-year period. Four participants held a Ph.D., with 5 more actively enrolled in current Ph.D. programs. When asked how long it took after administrative endorsement to secure an administrative position, responses ranged from "prior to earning administrative licensure" to 19 years.

Experience

Part 3 of the first survey dealt with work experience and demographics. Respondents were asked to complete a chart listing teaching positions held, start and end dates, school name(s) and level(s), and school division(s) of prior employment. The principals and assistant principals' teaching start dates ranged from 1973 to 2000. There were missing data in this section due, in part, to reported technical difficulty in chart completion.

In the second chart of part 3, information was sought pertaining to educational administration history. The most seasoned administrative veteran began his or her career initially in 1967, indicating 41 years of experience in education, while the least experienced survey completer began as an administrator in 2002.

Findings

Norms for the ECI

All items on the ESCI were coded from 1 to 5, with 5 representing a higher level in the subscale. Subscale scores are reported as the average of all item scores in the subscale. As such, the subscale scores also range from 1 to 5. Scores are reported for both subscales and an overall score. Subscale categories are: Self-awareness, Self-management, Social Awareness, and Social Management.

A response of “Don’t know” was treated as missing data. Twelve items had to be recoded as they were worded negatively; for those items, the numbering of responses was reversed with “Never” receiving a value of 5.

Norms for the ECI 2.0 were based on 21,156 participants, comprising the entire ECI database. An algorithm was developed in order to score the raw data and give added weight to the questions within a competence category considered to be on the “higher” end of difficulty within that area. For example, the specific *actions* of leadership, according to this theory, are less demanding than the *ability to articulate a shared leadership vision*. According to the *ECI Technical Manual* (Wolff, 2005, p. 44), this procedure recognizes and gives weight to higher-level behaviors as well as increases variability.

Z-Tests were used to analyze differences in both self-report and external reviewer scores as compared to national norms.

Results of Self-report ESCI

Means and standard deviations for principal and assistant principal self-report data are presented in Table 8 along with national norms for self-reported data.

Table 8

Comparison of Self-report Means and Standard Deviations to National

Norm Means and Standard Deviations

Scale	Sample		N=34	National		Effect Size	Z	P
	Mean	SD		Mean	SD			
Self-awareness	4.40	.37	34	3.99	.54	.76	4.43	< .001
Self-management	4.29	.28	34	3.93	.51	.71	4.11	< .001
Social Awareness	4.34	.31	34	3.72	.54	1.15	6.93	< .001
Social Management	4.37	.31	34	3.81	.56	1.00	5.83	< .001
Overall	4.35	.31	34	3.86	.54	.91	5.29	< .001

Question 1.

What is the level of emotional intelligence of building administrators in this school division? Data clearly reveal that the self-reported overall as well as the four subscale scores in the emotional intelligence level of principals and assistant principals in this school division exceed the national norm, particularly in the two subscales (Social Awareness and Social Management) that address interpersonal skills. In the subscale Social Awareness, the difference between self-reported mean and norm mean is .62 while in social management, the self-reported mean is 4.37 and the norm mean is 3.81, with a difference of .56. Both effect sizes are 1.00 or larger. Effect sizes for the personal subscales (Self-awareness and Self-management) and for the overall score were still large ranging from .71 to .91.

Results of External Rater ESCI

Means and standard deviations for ratings for external reviewers are presented in Table 9 along with national norms for external reviewers. Data for external raters reveal that, just as for self-raters, scores are consistently higher than the national norm with the highest subscale scores in the areas of Self-Awareness and Social Awareness. Effect sizes from the external raters group are extraordinarily large, ranging from a low of 1.23 in Social awareness, to 1.71 in both Self-management and Social-management.

Question 2

What is the relationship between self-rated scores and externally-rated scores?

External raters assessed their principals and assistant principals higher than the principals and assistant principals assessed themselves, especially in the realm of interpersonal skills.

Mean scores, both overall and for the four subscales, revealed a significant difference between the self-ratings of the principals and assistant principals themselves and their external

Table 9

Comparison of External Report Means and Standard Deviations to National Norm Means and Standard Deviations

Scale	Sample		N=34	National		Effect Size	Z	p
	Mean	SD		Mean	SD			
Self-awareness	4.47	0.54	34	3.59	0.53	1.66	9.68	< .001
Self-management	4.45	0.44	34	3.63	0.48	1.71	9.96	< .001
Social Awareness	4.47	0.48	34	3.83	0.52	1.23	7.18	< .001
Social Management	4.42	0.47	34	3.53	0.52	1.71	9.98	< .001
Overall	4.44	0.46	34	3.64	0.51	1.57	9.15	< .001

raters. The lowest score for self-raters occurred in the area of Self-management, while the lowest subscale score for external raters was in Social Management. External raters scored the principals highest in Self-awareness and Social Awareness, 4.47 while self-raters scored themselves highest in Self-awareness with 4.40. Differences between external rater scores and self-ratings ranged from .07 (Self-awareness) to .16 (Self-management), with an average difference of .10. In all cases, external raters' evaluations were higher. This pattern is significant as determined using a sign test ($p=.03$, 1-tailed).

Question 3

Does the level of self-reported emotional intelligence of principals and assistant principals differ by level of school (elementary, middle or high)? Does the EQ level of principals and assistant principals as reported by external raters differ by level of school?

Because of the relatively small number of responses and unequal distribution among school levels, there is not sufficient power to analyze these data using multivariate techniques. As a consequence, the analyses were conducted only on the EQ Total scores using univariate techniques. Means, standard deviations and n's for both self-reported and external reviewer reported Total EQ scores by school level are reported in Table 10.

Analysis of Self-reported EQ by School Level

The relevant data consist of Total EQ scores by school level (elementary school, middle school and high school). These data were analyzed using a 1-way ANOVA with Total EQ score as the dependent variable and school level as the independent variable. Levene's test of homogeneity of variances indicated that the variances were not significantly discrepant ($F [2/30] = 2.024$, $p = .150$). Results of the ANOVA indicated that a significant difference exists among the three school levels ($F [2/30] = 3.339$, $p = .049$). A source table for this ANOVA

Table 10

Average EQ Scores for Principals and Assistant Principals by School Level

<u>Average EQ Score</u>	Self-Report			External Rater		
	N	Mean	Standard Deviation	N	Mean	Standard Deviation
1. Elementary	13	4.3593	.22335	13	4.3885	.5239
2. Middle	9	4.5154	.30596	9	4.5944	.4528
3. High	11	4.1517	.38207	11	4.3482	.3877

is presented in Table 11. The significant main effect was explored using Tukey HSD post hoc tests. Results indicated that scores for middle school principals and assistant principals (4.5154) were significantly higher than those of high school principals and assistant principals (4.1517). Elementary principals and assistant principals (4.3593) were not significantly different from either of the other two groups.

Table 11

Source Table for ANOVA by Average EQ Score and Level of School Organization

ANOVA					
<u>Average EQ Score</u>	Sum of Squares	df	Mean Square	F	Significance
Between groups	0.557	2	0.278	3.339	0.049
Within groups	2.502	30	0.083		
Total	3.058	32			

Analysis of External Reviewers' Assessment of EQ by School Level

The relevant data consist of external raters' assessments of Total EQ scores by school level (elementary school, middle school and high school). These data were analyzed using a 1-way ANOVA with Total EQ score as the dependent variable and school level as the independent variable. Levene's test of homogeneity of variances indicated that the variances were not significantly discrepant ($F [2/21] = 1.557, p = .234$). Results of the ANOVA indicated

that no significant differences exist among the three school levels for external raters' assessment of principals' and assistant principals' total EQ ($F [2/30] = .791, ns$) (see Table 12).

Table 12

External Raters' Assessment of Principals and Assistant Principals'
by Total EQ

<u>Average 360EQ</u>	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.339	2	.170	.791	.463
Within Groups	6.437	30	.215		
Total	6.776	32			

Question 4

Is there a relationship between emotional intelligence and administrative advancement when self-reported? Is there a relationship between EQ and administrative advancement when reported by external raters? Because no current measure of administrative advancement exists, four separate aspects of work history were used as proxy measures of advancement:

- (a) administrative level (principal or assistant principal), (b) number of times an administrator applied before receiving a position, (c) the years elapsed between administrative endorsement and first administrative appointment, and (d) the number of administrative positions held.

Self-Reported Findings. The four work history variables were correlated with the self-reported EQ total score. Table 13 provides the correlation matrix. As can be seen in the table, there were no significant relationships between EQ total score and any of the work history variables.

Table 13

Correlation of Four Work History Variables With Overall Self-Rated EI Level

		SelfOverall	Title	<u>Correlations</u>		
				timesApp	YrsTilfirst	numPositio
SelfOverall	Pearson Correlation	1	-.072	-.046	-.084	.164
	Sig. (2-tailed)		.684	.797	.666	.388
	N	34	34	34	29	30
Title	Pearson Correlation	.072	1	-.264	-.085	.217
	Sig. (2-tailed)	.684		.132	.659	.248
	N	34	34	34	29	30
timesApp	Pearson Correlation	-.046	-.264	1	.699*	-.011
	Sig. (2-tailed)	.797	.132		.000	.955
	N	34	34	34	29	30
YrsTilfirst	Pearson Correlation	-.084	-.085	.699*	1	-.277
	Sig. (2-tailed)	.666	.659	.000		.180
	N	29	29	29	29	25
numPositio	Pearson Correlation	.164	.217	-.011	-.277	1
	Sig. (2-tailed)	.388	.248	.955	.180	
	N	30	30	30	25	30

*Correlation is significant at the 0.01 level (2-tailed).

External Findings. The four work history variables were also correlated with external rater EQ total score. Table 14 provides the correlation matrix. The data indicate a trend between position title (principal or assistant principal) and external raters' evaluations of EQ ($r = .295$, $.10 < p < .05$). Since position title was coded "1" for principals and "2" for assistant principals, this correlation indicates a trend for principals to have higher EQ scores than assistant principals as reported by external raters. While this does represent a trend, job title accounted for less than 9% of the variance in EQ ($r^2 = .087$).

Question 5

Do age, ethnicity or gender have an impact on the relationship between level of emotional intelligence and administrative advancement as reported by principals and assistant principals? Do age, ethnicity or gender, have an impact on the relationship between levels of EQ when reported by external raters?

As a preliminary step, a correlation matrix was constructed to determine if any of the demographic variables correlated with emotional intelligence and job title. Results indicated a significant relationship between ethnicity and Average Total self-report score ($r = .291$, $p < .05$) and a trend for a relationship with Self-Awareness ($r = -.242$, $p = .08$). A further exploration of the relationship between ethnicity and self-report Total Score indicated that African American Principals and Assistant Principals reported a slightly higher total score (mean = 4.48) than did Anglo Principals and Assistant Principals (mean = 4.28). The trend with self-reported social awareness was reversed with Anglo Principals and Assistant Principals reporting slightly higher levels of social awareness (mean = 4.41) than African American Principals and Assistant Principals (mean = 4.31).

Table 14

*Correlation of Four Work History Variables With External Raters' Overall**EI Score for the Principals and Assistant Principals They Rated*

		<u>Correlations</u>				
		Externoverall	Title	timesApp	YrsTilfirst	numPositio
externoverall	Pearson Correlation	1	.295	.037	.026	.067
	Sig. (2-tailed)		.090	.837	.895	.726
	N	34	34	34	29	30
Title	Pearson Correlation	.295	1	-.264	-.085	.217
	Sig. (2-tailed)	.090		.132	.659	.248
	N	34	34	34	29	30
timesApp	Pearson Correlation	.037	-.264	1	.699*	-.011
	Sig. (2-tailed)	.837	.132		.000	.955
	N	34	34	34	29	30
YrsTilfirst	Pearson Correlation	.026	-.085	.699*	1	-.277
	Sig. (2-tailed)	.895	.659	.000		.180
	N	29	29	29	29	25
numPositio	Pearson Correlation	.067	.217	-.011	-.277	1
	Sig. (2-tailed)	.726	.248	.955	.180	
	N	30	30	30	25	30

*Correlation is significant at the 0.01 level (2-tailed).

To determine whether the demographic variables of age, gender and ethnicity influenced the relationship between Emotional Intelligence and administrative advancement, partial correlations were calculated between job title (as a proxy for administrative advancement) and all subscales of the EQ for both self-report and external raters. Table 15 presents those partial correlations that revealed either significant relationships or trends. As can be seen from the data, a significant relationship exists between self-reported social awareness and job title ($r = -.378$, $p < .05$). Because of the coding of job title with Principals coded as 1 and Assistant Principals as 2, a negative correlation indicates that the role of Principal is associated with higher levels of self-reported Social Awareness than is the role of Assistant Principal when age, gender and ethnicity are controlled. A similar trend was found in self-report data for Self-Management ($r = -.317$, $p = .072$) and Social Skills ($r = -.327$, $p = .063$). The only trend evident in external raters' scores was in the subscale Social Awareness ($r = -.303$, $p = .087$), where the role of principal was also associated with higher levels of Emotional Intelligence than was the role of Assistant Principal.

Table 15

Partial Correlations Between Job Title and Selected EQ Subscales Controlling for Ethnicity

Control Variables	Jobtitle	SelfManage	SocialAware	SocialSkills	SocialAware 360
<u>Ethnicity/Jobtitle</u>					
Correlation	1.000	-.317	-.378	-.327	-.303
Significance (2-tailed)		.072	.030	.063	.087
df	0	31	31	31	31

CHAPTER 5. DISCUSSION AND CONCLUSIONS

The principalship in the United States has undergone profound and compelling changes in recent years. No longer is the principal viewed solely as the authority figure, disciplinarian, facility manager, or the enforcer of division policy. Principals' roles today include serving as the instructional leader of the school; the facilitator of shared vision development; the school's community liaison; the public spokesperson with area media; the organizer of and perennial presence at extra- and cocurricular activities; the convener of meetings and professional development sessions; advisor to parents, teachers and students; and the keystone of academic accreditation. Although these are all demanding aspects of the principalship, they have not supplanted more traditional duties; rather, they have been added to them, creating an extremely diverse scope of professional expectations, often beginning in the morning and lasting well into the night (Di Paola & Tschannen-Moran, 2001). As a result, much of the research on the principalship is now centered on the changes in the role of the building administrator that mirror changes in society and societal expectations, and point to the principal as a key factor in the success or failure of a school (Lounsbury, 1996).

A school principal must work with stakeholders and model strong leadership in order to garner respect. While professional training and expertise are vital to this role, it is generally accepted that temperament and disposition are also crucial in the formation of mutually respectful, collegial relationships with others (Acosta, 2005). This, according to Marzano (2003), is "sometimes referred to as *people orientation* or *a concern for people*" (p. 178), and is an

essential emotional intelligence competence for leaders. While principals in today's workforce may be different from those of years past, they must use their interpersonal and professional skills to forge relationships that allow them to lead, and still fulfill the expectations of students, parents, staff, community and school division successfully. Gardner's interpersonal and intrapersonal skills are still germane today in defining the competencies that encompass the set of skills necessary to deal humanistically with students, parents, and stakeholders (Gardner, 1993).

Conclusions

It was the intent of this research to investigate the emotional intelligence level of principals and assistant principals in this school division, as well as to explore a possible relationship between emotional intelligence and administrative advancement. A second purpose was to determine if age, ethnicity or level of school organization influences any such relationship. Several interesting results emerged from this work:

1. Principals and assistant principals were rated by themselves and external raters as significantly higher in emotional intelligence than the national norm.
2. External raters evaluated principals and assistant principals at higher levels than the administrators evaluated themselves
3. Middle school principals rated themselves higher in EI than either high school principals or elementary principals.
4. Although no correlations were found between EI and work history variables, relationships were found between various aspects of EI and job title when controlling for ethnicity, age and gender.

Level of Emotional Intelligence of Administrators in This School Division

The emotional intelligence of principals and assistant principals, based on the self-assessment and external raters, was generally a full standard deviation above the national norm. This is a significant and meaningful difference, and indicates that there are leaders in schools who display a high level of emotional intelligence as practitioners..

There are several reasons why school-based administrators might have rated themselves, and have been rated by others, higher in emotional intelligence level than the national norm. First, it is possible that in order to fulfill the myriad expectations that have come to define the position of school administrator—strong interpersonal and communication skills, effective organizational and management traits, self-awareness and control, and empathy for others—those individuals who possess excellent interpersonal skills, such as those identified by Gardner (1993), gravitate to people-oriented or service-oriented careers—careers that may provide personal fulfillment and gratification. Such positions also afford them the opportunity to possess a "public identity" that supports and depends on their natural tendencies to interact well with others. Gardner, in *Frames of Mind*, states that "individual profiles must be considered in the light of goals pursued by the wider society; and sometimes, in fact, individuals with gifts in certain directions must nonetheless be guided along other, less favored paths, simply because the needs of the culture are particularly urgent in that realm at that time" (1993, p. 392).

Second, it is also possible that as a consequence of changing administrative expectations, principal candidates are formally or informally "screened" for temperament and flexibility by those in a hiring position, sometimes based on prior personal knowledge or past performance in the classroom. A growing practice in human resources is to interview prospective administrative candidates, using a panel approach. Interview panels may consist of educational professionals or,

in many cases, students, parents and community stakeholders. This allows greater breadth in ascertaining how a candidate reacts to a variety of people and fosters a clearer assessment of interpersonal competencies. An individual who is able to "read" and respond to a varied audience may exhibit a great degree of social awareness and an almost "chameleon-like" ability to tailor his speech to the audience in front of him. In Gardner's words, such a candidate is able to "interpret cultural context" appropriately (1993, p. 275). A candidate who emerges successfully from this authentic kind of interview experience may be more likely to exhibit appropriate temperament for the principalship than the candidate who is less successful in the interview and does not secure an administrative position.

The sample of contact for this study was restricted to current principals and assistant principals in school-based leadership positions. Therefore, selection of these administrators had already taken place and, in fact, professional development leaders of programs for aspiring administrators had informally targeted promising future principal candidates from this group. This process may have resulted in a more than adequate pool of potential principals with, perhaps, an emotional intelligence level higher than that of the national norm group.

Finally, potential school administrators may be keen observers of behaviors in others that result in positive outcomes, and have the confidence to learn from others' successful modeling of leadership behaviors either through personal observation or more formalized professional development opportunities. A natural outgrowth of social awareness, such assimilation techniques are the basis of the mentor/mentee experience.

The Relationship Between Self-raters' Scores and Those of External Raters

Data from the external rating surveys also revealed that the external raters consistently rated their principals or assistant principals higher than administrators rated themselves on both

the *ESCI* overall score and the four subscale scores. There are several factors that may account for this.

First, a high rating might be attributed to the implied authority in the title of building principal and the respect that has historically been granted to that position. Respect, however, is not necessarily a given in today's society. Principals can no longer count on holding a position of endowed or inherent authority or power such as the kind of power that derives from a title or position. The President of the United States, for example, may occasionally exercise certain powers through the concept of “executive privilege” after a crisis or natural disaster. He is expected to do so in order to handle crucial situations like national emergencies.

The school principal, however, possesses a more implied kind of authority today that must be earned through work with stakeholders and modeling strong leadership capacity in order to garner respect. While professional training and expertise are vital to this role, it is generally accepted that temperament and disposition, too, are crucial in the formation of mutually respectful collegial relationships with others (Acosta, 2005). This, according to Marzano (2003), is “sometimes referred to as *people orientation* or *a concern for people*” (p.178), and is an essential emotional intelligence competence for leaders. While principals in today’s workforce may not be the all-powerful benign dictators of years past, they must use their interpersonal and professional skills to forge relationships that allow them to lead and still fulfill the expectations of students, parents, staff, community, and school division successfully. A principal who exhibits positive interpersonal behaviors may be awarded high scores in emotional intelligence competencies from his peers and stakeholders.

Second, principals and assistant principals in this study may have selected external raters whom they thought would rate them highly. With the freedom to select as many as four

individuals as external raters from the pool of peers, staff, parents, students or other stakeholders, it is quite conceivable that the names submitted would reflect individuals with the same values and beliefs as the target principal.

Finally, it is possible, as well, that working towards a position in school administration is a path chosen naturally by socially-oriented people with a commitment to serve others and to demonstrate a love of learning. School leaders must complete years of graduate study and excel in the classroom in order to qualify for an administrative position; therefore, they may be among the most well-educated, brightest and focused portion of the general population. This intelligence may foster self-reflection, high standards, and a tendency to self-analyze and self-correct. Whatever the reason for high EI scores among these administrators, it is significant to note that both principals and assistant principals in this school division ranked themselves, and were ranked by their external raters, approximately one standard deviation higher than the norm group.

Principals and assistant principals scored themselves lowest in the area of Self-management (4.29), while external raters scored them lowest in social management (4.37). While the difference in the two scores is not great, it should be noted that those who score high in self-management typically understand themselves well and are confident in their ability to manage their emotions and interactions with others. One might speculate that principals themselves are highly aware of their own self-control issues, and feel that this is an area in which they may need improvement, while external raters perceive a need for administrators to improve in Social-management. An important factor here might be that some external raters may have been participants in less than desirable interactions with the administrator they have rated. This

may have negatively impacted their perception of the target administrator's interpersonal competencies, causing them to lower their ratings in social-management.

Level of Emotional Intelligence and Level of School Organization

A review of the data regarding participants' level of school organization indicates that level of school organization appears to impact the self-reported level of emotional intelligence. While no such relationship between these two variables was found between elementary and middle school principals, or elementary and high school principals, a significant difference was evident between middle school and high school principals, with middle school principals scoring themselves higher in level of emotional intelligence (4.51 average) than their peers at the high school level (4.15). While there are a number of ways to explain this finding, it is interesting to note that no such difference was evident with the external raters.

First, middle school principals may feel better about their job performance than high school principals; however, this difference in emotional intelligence level might also be explained by the unique nature of the middle school principalship. Lounsbury, in an article written in 1996, captures the characteristics needed for leadership at the middle school level. He states that “. . . studies have supported the key roles principals play in their school's success and point to other leader characteristics as critical to the principal's success. These characteristics include high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, and common sense. As society grows more diverse, researchers are beginning to look into the principal's role in leading schools that are increasingly diverse” (Lounsbury, 1996).

Middle school students, not long out of the highly protective environment of elementary school, require administrators who are nurturing, caring and hands-on in carrying out their interactions. Trained to be aware of the physiological changes of the preadolescent and

adolescent population, they may be naturally inclined to demonstrate great patience and humor with their charges.

Second, the middle school principalship is a relatively new phenomenon. Prior to the 1960s, students in the 10-15 year age range typically attended junior high schools. Such institutions were usually organized much like high schools for younger students; that is, they were organized into academic departments and students moved from one class to another in many areas of the building. Each class on their schedule might be populated by a different group of 25 relative strangers. The one consistent factor may have been the homeroom and homeroom teacher. During the 1960s the reform movement attempted to create a more nurturing, intimate environment for these rapidly changing students by organizing grade levels into academic teams with a set number of students and an English, math, science and social studies teacher—a sort of school within a school. Each grade level might be assigned a separate wing of the building. The philosophy undergirding this concept was that teachers and students, together for a year, would get to know each other well and this would support social growth and academic success.

Middle level principals, however, were often remnants of the past junior high era and were originally trained as elementary or high school teachers and administrators. Those trained as high school educators may have been grounded in subject matter than child growth and development. With the advent of the middle school concept, based on a team approach, new principals were instructed in a more nurturing model of middle school administration, emphasizing sensitivity and commitment to the rapidly changing needs of the middle school child. High schools, on the other hand, are usually larger in number of students, and have additional staff members who tend to intervene or act on behalf of principals. Such staff members range from guidance counselors to multiple assistant principals, coaches, sponsors, peer mediators and department heads who

may deal preliminarily with issues as designees of the principal. This limits the amount of time spent by building leaders one-on-one with students and parents.

The Relationship Between Emotional Intelligence and Administrative Advancement

One major purpose of this study was to explore the relationship between emotional intelligence and administrative advancement. The study was limited to such factors as level of emotional intelligence and position held (principal or assistant principal), and considered the relationship between EI and several proxy variables for administrative advancement in public schools. Since no valid measure was available to quantify administrative advancement, the number of times an individual applied for an administrative position, the length of time after application until the applicant became an assistant principal or principal, and the number of administrative positions held became proxy variables.

The data analyzed did not reveal a relationship between level of emotional intelligence and administrative advancement. In this study, the task of tracking administrative advancement accurately and assigning a quantitative value to such movement was impossible due to the variation in administrative positions in the school division. It appears that there may be no one discrete established career ladder in public education. Each school division has its own hierarchy of administrative positions that vary by title, responsibility and salary. Therefore, perhaps, concentration should have been placed on the applicants for a first administrative position and those who obtained that first position, rather than those who were already serving in such a capacity. The assessment of their EI competencies may have revealed a relationship between those who obtained an administrative position and those who did not.

Do Age, Ethnicity, or Gender Have an Impact on Level of Emotional Intelligence?

Age, ethnicity and gender, according to my findings, have no impact on level of emotional intelligence. This is consistent with the findings related to the norm group as well (Wolff, 2005). Several explanations may account for these findings.

First, those who seek positions as public school administrators may be endowed with a sufficient level of personal and social awareness so that their intrapersonal and interpersonal strengths allow them to overcome age, ethnicity or gender biases. Educators that elect to work in urban environments with at-risk students are often philosophically motivated to nurture and uplift children who live in challenging circumstances. This would naturally endow them with the ability to work with diverse cultures.

Second, it is also possible that these professionals have been exposed to strategies designed to heighten their awareness of such factors through division-wide professional development programs, and they may have mastered techniques to ensure that they do not succumb to such influences.

When the title (principal or assistant principal) was introduced into the analysis, results again indicated that no relationship exists between administrative advancement and age, gender or ethnicity.

Study Delimitations

A number of delimitations existed in this study design. First, the sample itself was bound to a single school division. With an initial population of 93 eligible employees, the rate of return needed to be relatively high in order to produce robust results. In order to obtain a return rate of 80%, 74 participants would have had to complete and return the self-report survey during the required timeframe, and be rated by their external raters. In actuality, 10 principal surveys were

undeliverable; therefore, the sample was reduced to 83, from which 45 (54.2%) responded with usable surveys. Of the second survey, a 360 degree design, the sample consisted of 150 external raters selected by the principals, with a return rate of 70 (46.6%). The final sample, however, was reduced to 34 individuals who had both completed the self-rating survey and had been rated by at least one external rater. Finally, the study was limited to one urban school division in the South of the United States. Transferability to divisions with different demographics or to rural or suburban settings would be tenuous without replicating this study in those sites.

Limitations

Limitations of this study have included incomplete surveys, and, perhaps, participant bias due to job dissatisfaction related to lack of administrative advancement, or even nonrespondent bias altogether. Participants, as well, may have exhibited social desirability in selecting responses that they perceived to reveal themselves in a positive way. Additionally, survey fatigue may have been a factor because initial participants were asked to complete a 3-part survey, even though it was relatively brief. Technical difficulties in the *Inquisite* software, which formatted the tables, completing the 3-part principal survey caused some individuals to submit their responses without finishing the entire instrument.

Additionally, the school calendar may have negatively impacted the total response. Principals were asked to complete their surveys during May, 2009, a time period in which several major distracters occur: Advanced Placement exams, Standards of Learning tests in Virginia, graduation, final exams, and the closing of school for the summer. External raters received their surveys during August, another challenging time period for administrators and teachers because of staffing, professional development obligations, opening of school activities, moving of personnel to different locations, and master scheduling.

Particularly concerning when considering a limited sample, too, is the fact that the school division of study is of moderate size; therefore, many of the principals and assistant principals know each other socially through family ties, church, or alumni groups. Some administrators in supervisory roles may have been asked to serve as external raters to a great many principals and assistant principals, thus creating a time consuming burden for already busy people.

Finally, because study participants were restricted to principals and assistant principals, data relating to administrative advancement were not reflective of the multitude of educational positions available at the administrative level, such as instructional specialist, manager of pupil personnel services, chief academic officer, etc.

Implications for Further Study

Although the purpose of this study was to explore the level of emotional intelligence among the principals and assistant principals in this school division as well as to determine whether or not a relationship existed between that level of EI and administrative advancement, several other issues surfaced during my research. The ability to increase emotional intelligence was one such issue.

Several of the major researchers in EI are strong proponents of the theory that emotional intelligence can be increased given proper activities, a coaching environment and a desire to improve in that area (Cherniss & Goleman, 2001). Richard Boyatzis, a leading expert in this field, suggests that now that we have identified many of the facets that comprise EI, the next big step is learning how to develop those competencies that lead to positive outcomes (Wheeler & Hall, 2003). Data from this study did not address this aspect of the emotional intelligence question; however, if we believe that a high level of EI is an important characteristic for public school leaders, and that effective school principals are critical to students' learning success, then

enhancing emotional intelligence skills—fostering what Marzano calls “a people orientation”—may well be a crucial topic for further study (Marzano, 2003, p. 178).

Additionally, data from this research did not address the selection and training criteria for potential administrative candidates. Even so, it is possible that including level of emotional intelligence as a screening tool for aspiring principals might result in a future pool of more highly effective leaders whose influence on student learning produces superlative results through strong interpersonal and communication skills with parents, teachers and students. Further research in this arena might prove valuable to public school educators.

The study collected data from two categories of school administrators only—building principals and assistant principals. Both groups rated themselves higher in emotional intelligence than the national norm. The external raters, as well, rated both groups high, even higher than the administrators rated themselves. Because this study did not address higher-level administrators—superintendents and assistant superintendents—and because employees with administrative endorsement but not holding an administrative position were eliminated, the pool of participants was curtailed. Future study might include both of these groups to add to the body of knowledge on this topic.

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Appendix A

Self-report Survey: Part 2. Professional Preparation

Researcher Prepared 2009

Now we would like to know something about your professional preparation. Please fill in the information on the following chart as completely as possible.

Degrees/Endorsement	Year Earned	Major	Institution
BA/BS			
BA/BS 2 (If Applicable)			
Master's			
Master's 2 (If Applicable)			
Administrative Endorsement			
PhD/EdD			

Please complete the 2 questions below.

1. After you earned your administrative endorsement, how long did it take to be appointed to your first administrative position? _____

2. In this school division, how many times did you apply for your first administrative position before being appointed? _____

Part 3 of this survey is intended to gather information about your work history and demographic information.

Part 3. Work History

Teaching Experience

Position Held (Begin with your first education position.)	Start Date	End Date	School Name and Level Elementary, Middle, High, or Central Office	School Division

Appendix B

Invitation Email to Principals and Assistant Principals to Complete the Self-rating Survey

RE: Emotional Intelligence and Administrative Advancement

Dear Education Colleague:

As part of a dissertation study exploring the relationship between emotional intelligence and administrative advancement in K-12 education, you are being asked to complete an online survey with three parts. The first part is a multiple choice survey of 72 items, related to emotional intelligence competencies. The second part deals with your work history in education, and the third asks for demographic information. Upon completion of the survey, you will be asked to provide the email addresses of four other people who are familiar with your work. They may be peers, staff members, parents or community patrons. You should be able to complete this survey within 25-35 minutes, at your convenience. Your participation in this study is entirely voluntary, and non-participation will not impact your position in any way. Risks associated with participation are no greater than minimal; benefits to our school division, however, may be substantial.

This study focuses on whether the emotional intelligence competencies demonstrated by a principal or assistant principal are important to that individual's career success. With the current concern of attracting and retaining the most highly competent school administrators, the results of this study may add to the body of knowledge regarding specific skills and attributes that support leadership success. This, in turn, may influence how potential principals and assistant principals are recruited, selected, and trained to enhance their performance.

To provide confidentiality, identifying information within the database will be limited to a unique code, to which your four selected raters' responses will be linked. Upon approval of this final dissertation work, all data connecting codes to specific individuals will be destroyed. Data will be reported only in aggregate form; no individual results will be examined or disclosed. Thank you for your support and assistance in participating in this study.

If you wish to contact me personally, I can be reached at (804) 350-9720, and welcome your inquiries.

LINK GOES HERE (centered and bold)

Please click on this link to reach the survey.

Sincerely,
Betsy Roberson
Doctoral Student in Educational Leadership

Appendix C

Colleague Reminder

Dear Colleagues, several weeks ago I sent you a link to a survey on the relationship between emotional intelligence and administrative advancement in public education. The purpose of this dissertation study is to help public schools identify and select the strongest possible candidates to lead our schools effectively. I greatly appreciate those of you who have found the time to complete and return this survey during the busiest weeks of the school year. For those of you who have not yet had time to complete the survey, please take the 20-30 minutes necessary to provide your input into this study. We have strong, successful school leaders in our school division, and I need your professional insight to authenticate my work. Thank you so much for your continued support! Betsy

Place survey link here

Appendix D

Invitation to External Raters to Complete the 360 Degree Survey

RE: Emotional Intelligence and Administrative Advancement

Dear Education Colleague:

As part of a dissertation study exploring the relationship between emotional intelligence and administrative advancement in K-12 education, you have been selected by a principal or assistant principal to complete an online survey related to that individual's leadership competencies. This study focuses on whether the emotional intelligence competencies demonstrated by a principal or assistant principal are important to that individual's career success.

With the current concern of attracting and retaining the most highly competent school administrators, the results of this study may add to the body of knowledge regarding specific skills and attributes that support leadership success. This, in turn, may influence how potential principals and assistant principals are recruited, selected, and trained to enhance their performance.

Participation in this survey process is entirely voluntary and non-participation will in no way impact your position. The survey will require about 20 minutes of your time, at your convenience. You will be asked to respond to a series of 72 multiple response questions by clicking on your selection. Risks associated with survey completion are no greater than minimal, while the rewards may be significant to the school division as a whole. To provide confidentiality, identifying information within the database will be limited to a unique code, which will be matched to the administrator you are rating. Upon approval of this final dissertation work, all data connecting codes to specific individuals will be destroyed. Data will be reported only in aggregate form; no individual results will be examined or disclosed. If you wish to contact me personally, I can be reached at (804) 350-9720, and welcome your inquiries.

LINK GOES HERE (centered and bold)

Please click on this link to reach the survey. Thank you for your support and assistance in completing this work.

Sincerely,
Betsy Roberson
Doctoral Student in Educational Leadership

Appendix E

Reminder for 360 Degree Raters

Dear Colleagues and Patrons:

One of the principals or assistant principals in our school division has selected YOU to respond to a survey regarding his or her leadership competencies. This individual feels that you know him/her very well, and are capable of providing important professional and personal information about him/her as a building administrator. As you already realize, this is a great compliment to you!

Please take just a few minutes (no more than 20) to respond to the survey linked below. Your participation will enable us to look at both leadership strengths and weaknesses, and create professional development opportunities that enhance the quality of our school leaders. Thank you for your support.

Betsy Roberson

PhD Candidate, VCU

Vita

Elizabeth Roberson was born in Hanover, Pennsylvania on April 30, 1946. She graduated from Hanover High School in June, 1964. In May, 1968, she graduated from Mary Washington College of the University of Virginia with a Bachelor of Arts degree in Spanish. She received a Master's of Education in Administration and Supervision from Virginia Commonwealth University in 1976.

Mrs. Roberson has taught Spanish in both Fairfax County, Virginia and Richmond, Virginia. Additionally, in Richmond Public Schools, she has served in the capacity of Fine Arts department head, assistant principal, high school principal, manager of Pupil Personnel Services, Director of Professional Development, and Coordinator of Support Services. Mrs. Roberson also teaches adjunct classes for Virginia Commonwealth University and serves as a mentor for new principals through EduLead.