

## Demographic Influence on Brand Emotional Intelligence and Educational Leaders: A Conceptual Analysis for Academic Achievement



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### **Abstract:-**

In this article, a leadership model is presented, with which to investigate the relationship of trait emotional intelligence (trait EI), leadership self-efficacy and leader's task self-efficacy with collective task efficacy and group performance. Emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. In this review of the literature, we briefly examined the development of intelligence theories as they lead to the emergence of the concept of emotional intelligence(s). In our analysis, we noted that only limited attention had been focused on the emotional intelligence skills of school administrators. Accordingly, we examined the role of emotional intelligence improving student achievement. Because principals as educational leaders are responsible for the successful operation of their respective schools, we contend it is important to examine the link between effective leadership skills and practices and student achievement.

**Key Words:** - Emotional Intelligence, leadership, academic achievement

### **Introduction:-**

Increasing student achievement is a central theme of *No Child Left Behind* (NCLB), the 2001 reauthorization of the United States Elementary and Secondary Education Act. Among the requirements of NCLB are that states must establish high standards and, by 2014, all students must demonstrate proficiency in tasks specified in state standards. Student performance is assessed by state created or adopted academic tests. These high stakes tests are placing increased pressure on principals to perform at increasingly higher levels and requiring them to be actively engaged as instructional leaders. Principals in schools that fail to increase achievement scores are being replaced. This increased accountability calls for principals who are involved in daily instructional leadership. Standards from the National Association of Elementary School Principals (NAESP, 2001) and the Interstate School Leaders Licensure Consortium (1996) have provided principals with guidelines that, when followed, help increase student achievement. In more recent research, Waters, Marzano, and McNulty (2003) have identified 21 specific leadership

responsibilities that provide a concrete framework of responsibilities, practices, knowledge, strategies, tools, and resources that principals must accept in order to be effective school leaders. DeFranco and Golden (2003) developed a set of standards that specify the knowledge and skills necessary for school administrators. These standards provide formulas that school leaders can use to improve their performance. Goleman (1998) contends that emotional intelligence has a significant effect on leadership performance in organizations. Outstanding leaders are adept at using their emotional intelligence in moving their organizations forward (Goleman, Boyatzis, & McKee, 2002).

### **Emotional Intelligence in Leaders:**

Emotional intelligence is a person's ability to recognize personnel feelings and those of others and to manage emotions within themselves and in their relationships with others (Goleman, 1998). Emotional intelligence includes four competencies. (1) Self-awareness is the ability to accurately perceive one's emotions and remain aware of them as they happen, including the ability to manage one's response to specific situations and people. (2) Self-management is the ability to be aware of one's emotions and have the flexibility to positively direct one's behavior in response to those emotions, to manage emotional reactions in all situations and with all people. (3) Social awareness is the ability to accurately identify the emotions of other people and thus understand the effects of those emotions, i.e., to understand what other people are thinking and feeling even though the perceiver does not feel the same way. (4) Relationship management is the ability to use awareness of one's own emotions and those of others to successfully manage interactions, i.e., to provide clear communication and effectively handle conflict (Bradberry & Greaves, 2003).

Emotional intelligence significantly influences the performance of a leader (Cherniss & Goleman, 2001). A leader who has a high level of emotional intelligence will have a greater effect on an organization than a leader with a low level of emotional intelligence (Cherniss, 2003). Organizations are realizing that emotional intelligence is an essential part of an organization's management process; and, with the current emphasis on team building and adapting to change, emotional intelligence becomes more critical (Goleman, 1998). If leaders expect to guide their organizations in the right directions, they need to be able to deal effectively with emotions. Great leaders have the ability to work through emotions (Goleman, Boyatzis, & McKee, 2002). Emotional intelligence may be an important factor in the realm of educational leadership. School principals may have an additional tool to help them reach high levels of performance. This study is intended to address that possibility.

### **Theoretical Framework:**

The theoretical framework for this study were the principals' leadership performance standards as outlined in the *Educational Leadership Improvement Tool* (DeFranco & Golden, 2003) and emotional intelligence based on the studies conducted by Goleman (1998), who contends that emotional competencies are necessary for effective performance.

The concept of the principal as an instructional leader certainly is not a new idea (NAESP, 2001). Many experienced and capable scholars and practitioners have proffered theories, anecdotes, and personal perspectives regarding school leadership (Waters, Marzano, McNulty, 2003). Framework of the leadership performance standards is derived from the research of DeFranco and Golden (2003). From their research of the characteristics of effective school administrators they developed a specific set of nine standards that articulated the knowledge and skills demanded from today's school leaders. Each standard has four underlying elements that provide detail about what each standard involves. Using the standards as a reference, a scoring guide for assessing school leaders was developed and an improvement tool was created to assess, evaluate, and help in the development of school administrators. The nine standards are: (1) Leadership Attributes, (2) Visionary Leadership, (3) Community Leadership, (4) Instructional Leadership, (5) Data-Driven Improvement, (6) Organization to Improve Student Learning, (7) Organization to Improve Staff Efficacy, (8) Cultural Competence, and (9) Education Management.

### **Research and Findings on Principals' Leadership:-**

The Coleman Report of 1966 concluded that family background, socio-economic status, and related variables were the primary predictors of student achievement and that schools had little control over or effect on these factors. This report spurred research to prove that schools do indeed make a difference and can have an effect on student achievement regardless of family background, socio-economic status, and other related variables.

After analyzing the studies, McREL researchers identified 21 leadership responsibilities that were significantly associated with student achievement. Based on these comprehensive analyses of research on school leadership and student achievement, they developed a framework for principal leadership. The 21 leadership responsibilities and the leadership practice associated with each responsibility are as follow:

- (1) Culture: fosters shared beliefs and a sense of community and cooperation,
- (2) Order: establishes a set of standard operating procedures and routines,
- (3) Discipline: protects teachers from issues and influences that would detract from their teaching time or focus,
- (4) Resources: provide teachers with materials and professional development necessary for the successful execution of their jobs,
- (5) Curriculum, instruction, assessment: is directly involved in the design and implementation of curriculum, 40 instruction, and assessment practices,
- (6) Focus: establishes clear goals, and keeps those goals in the forefront of the school's attention,
- (7) Knowledge of curriculum, instruction assessment: fosters shared beliefs and a sense of community and cooperation,
- (8) Visibility: has quality contact and interaction with teachers and students,

- (9) Contingent rewards: recognizes and rewards individual accomplishments,
- (10) Communication: establishes strong lines of communication with teachers and among students,
- (11) Outreach: is an advocate and spokesperson for the school to all stakeholders,
- (12) Input: involves teachers in the design and implementation of important decisions and policies,
- (13) Affirmation: recognizes and celebrates school accomplishments and acknowledges failures,
- (14) Relationship: demonstrates an awareness of the personal aspects of teachers and staff, (15) change agent: is willing to and actively challenges the status quo,
- (16) Optimizer: inspires and leads new and challenging innovations,
- (17) Ideals/beliefs: communicates and operates from strong ideals and beliefs about schooling,
- (18) Monitors/evaluates: monitors the effectiveness of school practices and their impact on student learning.
- (19) Flexibility: adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent,
- (20) Situational awareness: is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems, and
- (21) Intellectual stimulation: ensures that faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.

The framework created by the 21 leadership responsibilities provides principals with “concrete responsibilities, practices, knowledge, strategies, tools, and resources that principals and others need to be effective leaders” (Waters, Marzano, McNulty, 2003, p.2).

### **Results:**

This study investigated the effects of emotional intelligence as defined by Goleman (1998) on the nine standards of leadership as defined by DeFranco & Golden (2003). It also examined the effect that gender, age, and years of experience had on emotional intelligence.

This study explored the effects of emotional intelligence on principals' leadership performance. The purpose was to determine what kind of effects emotional intelligence had on principals' leadership performance and which of the nine performance categories were affected the most. Results of data analysis, demographics of elementary principals, principals' emotional intelligence scores, principals' leadership performance scores, results from the multivariate analysis of variance, results from the factorial analysis of variance, and summary of results were discussed.

Overall results found that principals' average EISA ratings were 81.53 ( $SD = 5.29$ ), suggesting that their level of emotional intelligence was “a strength to build on”. Out of nine

leadership standards principals rated themselves highest in the area of “leadership attributes” and lowest in “cultural competence.”

A multivariate analysis of variance showed that emotional intelligence, as defined by Goleman (1998), had a significant effect on the nine standards of leadership performance, as defined by DeFranco and Golden (2003). A factorial analysis of variance indicated that gender, age, and years of experience had no significant effect on emotional intelligence and that no significant interaction occurred between gender, age, and years of experience. Implications of these results will be discussed in the following chapter.

### **Conclusions:**

This chapter summarizes the study of the effect of emotional intelligence on elementary principals' leadership performance. The following areas are discussed: background, methodology, results, summarized answers to the research questions, discussion of the results, recommendations for further research, and a summary.

### **Further Implications:**

Effective leaders use their emotional intelligence to effectively manage themselves, others, and their organizations. The results of this study suggest that emotional intelligence does have a significant effect on principals' leadership performance, indicating that emotional intelligence could help principals' improve their leadership performance. Emotional intelligence can be taught and improved via training and development activities within the workplace. These programs could help principals increase their emotional intelligence and thus have a positive effect on their leadership performance. The ability to manage one's emotions and the emotions of others has been shown to be an important indicator of success at work. Thus there is a need to select employees wisely and invest in employee development.

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