

Public Abstract

First Name:Suzanne

Middle Name:M

Last Name:Cutbirth

Adviser's First Name:Barbara

Adviser's Last Name:Martin

Co-Adviser's First Name:

Co-Adviser's Last Name:

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Department:Educational Leadership & Policy Analysis

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Title:AN EXAMINATION OF THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE LEVELS TO BALANCED LEADERSHIP RESPONSIBILITIES AND LEADERSHIP EFFECTIVENESS IN HIGH SCHOOL PRINCIPALS

The question guiding this mixed design study was: What emotional competencies reinforce leadership behaviors and practices that augment school improvement efforts resulting in increased student achievement? The sample population included both female and male principals representing high achieving as well as low achieving schools. Results indicated a significant correlation between emotional intelligence competency and balanced leadership behavior. Although no other significant differences were found between achievement groupings, individual item analysis revealed weaknesses and strengths with regard to both emotional intelligence competency and balanced leadership behavior that may be used as starting points for leadership preparatory programs focused on enhancing both the emotional intelligence competency and balanced leadership behavior.