

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

Suzanne Cutbirth

Dr. Barbara Martin, Dissertation Supervisor

ABSTRACT

Recent changes in federal legislation accompanied by the threat of lost funding created a sense of urgency within educational systems to orchestrate changes that would increase the achievement of all students. Public concerns including low achievement levels, high drop-out rates, and inadequate preparation for college underscore an ever growing sense of urgency at the high school level. Recent brain-functioning research has established the link between cognitive and emotional intelligence (Goleman, 1998; Goleman, Boyatzis, & McKee, 2002) while research in the field of leadership (Blake & Mouton, 1985; Bolman & Deal, 1997; Bruffee, 1997; Davis, 2003; Doyle & Smith, 2006; Fullan, 2001; George, 2004; Hersey & Blanchard, 1997; Kouzes & Posner, 1987; Spillane & Camburn, 2006;) has placed emphasis on emotional competencies related to self and social emotional awareness and the regulation of emotions both personally and socially for the purpose of increasing leadership effectiveness. The fundamental problem being addressed by this study was: what emotional competencies reinforce leadership behaviors and practices that augment school improvement efforts resulting in increased student achievement? A mixed-design approach was selected for this study. Although no significant differences were found between gender or achievement groupings, individual item analysis revealed weaknesses and strengths in with regard to both emotional intelligence competency and balanced leadership behavior that may be used as starting points for professional development programs focused principal leadership.