
Dissertations

Summer 7-20-2016

Sine Qua Non: Emotional Intelligence as the Key Ingredient to Effective Principal

Kelly P. Davids
Brandman University, kellydavidsedd@gmail.com

Follow this and additional works at: https://digitalcommons.umassglobal.edu/edd_dissertations



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Davids, Kelly P., "Sine Qua Non: Emotional Intelligence as the Key Ingredient to Effective Principal" (2016). *Dissertations*. 27.
https://digitalcommons.umassglobal.edu/edd_dissertations/27

This Dissertation is brought to you for free and open access by UMass Global ScholarWorks. It has been accepted for inclusion in Dissertations by an authorized administrator of UMass Global ScholarWorks. For more information, please contact christine.bombaro@umassglobal.edu.

Sine Qua Non: Emotional Intelligence as the Key Ingredient to Effective Principal
Leadership

A Dissertation by
Kelly Patricia Davids

Brandman University
Irvine, California
School of Education

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Education in Organizational Leadership

July 2016

Committee in charge:

Douglas DeVore, Ed.D., Committee Chair

Shawn Judson, Ed.D.

Carol Bidwell-Pilgren, Ed.D.

BRANDMAN UNIVERSITY

Chapman University System

Doctor of Education in Organizational Leadership

The dissertation of Kelly Davids is approved.

 _____, Dissertation Chair

Douglas DeVore, EdD

 _____, Committee Member

Shawn Judson, EdD

 _____, Committee Member

Carol Bidwell-Pilgren, EdD

 _____, Associate Dean

July 2016

Sine Qua Non: Emotional Intelligence as the Key Ingredient to Effective Principal
Leadership

Copyright © 2016

by Kelly Davids

DEDICATION

This dissertation is dedicated to my grandchildren, Lily, Delilah, Fynn, and Daisy with love, prayers, hopefulness, and big dreams for your future. Always see yourself as I do through my eyes as smart, kind, courageous, and confident. You are precious and I carry you in my heart always. Strive to learn each beautiful day God gives you and embrace your educational journey knowing that no one can ever take that away. Grandma loves you with all my heart.

ACKNOWLEDGEMENTS

I sincerely thank Dr. Douglas DeVore for serving as my dissertation committee chair and offering guidance and support, especially during the overwhelming times. He was always positive and encouraging throughout this dissertation journey. I will always be grateful for his sharing his expertise and guiding me on the learning path.

Also, I wish to thank my committee members, Dr. Shawn Judson and Dr. Carol Bidwell-Pilgren, for the time and effort they put forth toward the completion of my dissertation. Without hesitation, they both agreed to serve on my committee. They are my role models and inspiration to be the best I can be within our organization. As leaders, Shawn and Carol encompass excellent emotional intelligence characteristics. I am fortunate to consider them both friends and appreciate their continued guidance.

To Dr. Delores Lindsey for reaching out to me and offering to review my chapters. She provided me with invaluable suggestions and resources. I aspire to follow in her footsteps by helping others to develop as leaders. I appreciate the time she gave and our many years of friendship.

A special thank you to the superintendents who volunteered their time and effort for my study and those who reached out to them on my behalf.

For the last few years, I was part of a family known as the Ontario Betas. I share a story of team spirit, collegiality, and support with each one of them: Cindy, Herb, Christine, Lily, Nick, Shannon, Kyla, Stephanie, Carol, Shara, Brandi, Afshin, and Dr. Kueng. “Because I knew you, I have been changed for good” as the song goes and my memory of our cohort.

Thank you Dr. Cindy Brase for walking into my office that day and suggesting we enroll in a doctoral program together. I appreciate your ongoing support and friendship. I will not miss the assignments and weekends at school, but I will definitely miss the enormous amount of time we spent together working and laughing.

To my amazing best friends who have continuously provided me with love and encouragement through thick and thin (Janie, Kirby, Deborah, Lisa, Kathleen, and Balbina – S7).

I owe everything to my mom, Patricia Berzin, and dad, Harv Berzin, for having big dreams for me while instilling the importance of hard work and education. Thank you for being the greatest parents. I love you.

To my sister and brother-in-law, Kimberly and David Santiago, and my wonderful nieces, Dominique and Alexis, for being uplifting and supportive throughout this process while being the best family possible. Love you.

To my daughter, Cherish Deadrich, and son, Patrick Bourland, for being the two biggest reasons I strive to be my best. As you have grown into impressive young adults, I have also grown to understand the weight of decisions and the importance of self-reflection. I am proud of you and never let anyone prevent you from reaching your goals. I love you both so much. Make your dreams come true.

Last and certainly not least, I want to offer words of gratefulness and appreciation to my wonderful husband and soulmate, Larry Davids. He offered extraordinary assistance and was by my side throughout this incredible educational journey. Thank you for being patient and encouraging while much of my time was devoted to school. I love you more every day and I am blessed beyond words to have you in my life.

ABSTRACT

Sine Qua Non: Emotional Intelligence as the Key Ingredient to Effective Principal

Leadership

by Kelly Davids

Purpose: The purpose of this empirical, descriptive case study was to explore and describe the importance of emotional intelligence (EI) as perceived by California public school (K-12) superintendents when hiring and recruiting new school site principals.

Methodology: Convenience purposeful sampling was used to identify 12 superintendents throughout the California public education system at unified (K-12) school districts with a minimum of 8 schools. An empirical, descriptive case study was used to collect data from superintendents through a survey and semistructured interviews. Superintendents grouped domains of self-awareness, self-management, social awareness, relationship management, and general characteristics as essential, important, desirable, or no value when hiring new school site principals. The results were analyzed for patterns and themes using NVivo (NVivo 10, 2012) to determine the importance of EI characteristics when superintendents hire new school site principals.

Findings: Participants identified EI components as essential when hiring new school site principals. Self-management was determined as the most valuable EI component when describing expectations for leaders.

Conclusions: Principals with high EI skills are perceived as leaders that can positively build a school culture, move an organization forward, and improve student achievement. Superintendents desire principal candidates who encompass EI characteristics to lead schools.

Recommendations: The researcher recommends that school districts and administrator preparation programs provide training and development to enhance an emotional intelligence skillset in leaders. In addition, the researcher recommends personnel departments at school districts incorporate questions to seek out candidates that have high EI.

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION.....	1
Background.....	3
Changes in K-12 Education	3
Importance of Educational Leadership	5
Superintendent Leadership.....	6
Criteria for Selection of Principals	7
Role of Principal	8
Leadership and the Importance of Emotional Intelligence	9
Problem Statement.....	11
Purpose Statement.....	13
Research Questions.....	13
Significance of the Study	13
Definitions of Terms	15
Delimitations.....	17
Organization of the Study.....	17
 CHAPTER II: REVIEW OF THE LITERATURE	 18
Definition of Emotions and Intelligence.....	19
Intelligence Quotient Versus Emotional Quotient.....	19
Historical Overview of EI.....	20
Piaget Theory.....	21
Gardner’s Theory	22
Bar-On’s Theory	24
Mayer and Salovey’s Theory.....	24
Goleman’s Theory	26
Self-awareness	26
Self-management	27
Social awareness	27
Relationship management.....	28
Bradberry and Greaves	28
Models and Measurements of EI	29
EI and Leadership	31
Accountability in the U.S. Educational System.....	33
Educational Leadership.....	34
Role of Superintendent	34
Role of the Principal	35
EI and Student Achievement	39
Hiring Practices and Principal Recruitment.....	42
EI and Principal Leadership Effectiveness	44
The self-aware principal	46
The self-managed principal.....	46
The empathetic principal.....	47
The socially skilled principal	48
Criticisms	48

Summary	49
CHAPTER III: METHODOLOGY	51
Purpose Statement.....	51
Research Questions.....	51
Research Design.....	52
Mixed Methods	52
The Empirical Descriptive Case Study.....	54
Population	54
Sample.....	55
Instrumentation	56
Survey Instrument.....	56
Interview Instrument.....	57
Interview Development.....	58
Expert Panel	59
Field Test	59
Validity and Reliability.....	60
Validity	60
Internal and External Validity.....	61
Content Validity.....	61
Reliability.....	62
Data Collection	62
Institutional Review Board (IRB).....	62
Selecting Participants.....	63
Interview Process	64
Data Analysis	65
Coding.....	66
Agreement Reliability.....	67
Follow-Up Interviews	67
Data Organization	68
Limitations	68
Summary.....	69
CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS.....	70
Purpose.....	70
Research Questions.....	70
Methodology	71
Population and Sample	72
Data Analysis	74
Data Analysis Per Participant	74
Participant 1	74
Research Question 1	74
Research Question 2	75
Research Question 3	76
Research Question 4	76
Participant 2	76
Research Question 1	77

Research Question 2	78
Research Question 3	78
Research Question 4	79
Participant 3	79
Research Question 1	79
Research Question 2	80
Research Question 3	81
Research Question 4	81
Participant 4	81
Research Question 1	82
Research Question 2	83
Research Question 3	83
Research Question 4	83
Participant 5	84
Research Question 1	84
Research Question 2	85
Research Question 3	85
Research Question 4	86
Participant 6	86
Research Question 1	86
Research Question 2	87
Research Question 3	88
Research Question 4	88
Participant 7	89
Research Question 1	89
Research Question 2	90
Research Question 3	90
Research Question 4	90
Participant 8	91
Research Question 1	91
Research Question 2	91
Research Question 3	92
Research Question 4	93
Participant 9	94
Research Question 1	94
Research Question 2	95
Research Question 3	95
Research Question 4	96
Participant 10	96
Research Question 1	96
Research Question 2	97
Research Question 3	98
Research Question 4	98
Participant 11	98
Research Question 1	99
Research Question 2	99

Research Question 3	100
Research Question 4	100
Participant 12	101
Research Question 1	101
Research Question 2	102
Research Question 3	102
Research Question 4	103
Data Analysis Per Themes in Research Questions	104
Research Question 1	104
Common Theme A.....	105
Common Theme B.....	105
Common Theme C.....	105
Common Theme D.....	105
Research Question 2	105
Common Theme A.....	106
Common Theme B.....	106
Common Theme C.....	107
Common Theme D.....	107
Research Question 3	107
Common Theme A.....	108
Common Theme B.....	108
Common Theme C.....	109
Common Theme D.....	109
Research Question 4	109
Common Theme A.....	109
Common Theme B.....	110
Common Theme C.....	110
Common Theme D.....	111
Data Analysis Frequency Average Per Research Question EI Component.....	111
 SUMMARY	 114
 CHAPTER V: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	 115
Summary of the Study	115
Purpose Statement.....	115
Research Questions.....	115
Methodology	116
Population and Sample	117
Major Findings.....	118
Major Finding 1	118
Major Finding 2	119
Major Finding 3	120
Major Finding 4	121
Major Finding 5	121
Unexpected Findings	122
Conclusions.....	124

Conclusion 1	124
Conclusion 2	125
Conclusion 3	126
Conclusion 4	126
Conclusion 5	127
Conclusion 6	127
Implications for Action.....	128
Implication 1	128
Implication 2	129
Implication 3	129
Implication 4	130
Implication 5	131
Recommendations for Further Research.....	131
Concluding Remarks and Reflections.....	132
REFERENCES	135
APPENDICES	156

LIST OF TABLES

Table 1. Three Models of Emotional Intelligence: 32

Table 2. Interview Instrument Codes..... 57

Table 3. District Counties of Superintendents 73

Table 4. Participant 1: Themes and Patterns in Responses to Research Questions 75

Table 5. Participant 2: Themes and Patterns in Responses to Research Questions 77

Table 6. Participant 3: Themes and Patterns in Responses to Research Questions 80

Table 7. Participant 4: Themes and Patterns in Responses to Research Questions 82

Table 8. Participant 5: Themes and Patterns in Responses to Research Questions 85

Table 9. Participant 6: Themes and Patterns in Responses to Research Questions 87

Table 10. Participant 7: Themes and Patterns in Responses to Research Questions 89

Table 11. Participant 8: Themes and Patterns in Responses to Research Questions 92

Table 12. Participant 9: Themes and Patterns in Responses to Research Questions 94

Table 13. Participant 10: Themes and Patterns in Responses to Research Questions 97

Table 14. Participant 11: Themes and Patterns in Responses to Research Questions 99

Table 15. Participant 12: Themes and Patterns in Responses to Research Questions 101

Table 16. Common Themes in Responses for Research Question 1: 104

Table 17. Common Themes in Responses for Research Question 2: 106

Table 18. Common Themes in Responses for Research Question 3: 108

Table 19. Common Themes in Responses for Research Question 4: 110

Table 20. Data Analysis Frequency Average Per EI Component Characteristic 112

Table 21. Data Analysis Overall Frequency Average Per General Characteristic 123

CHAPTER I: INTRODUCTION

In *Great by Choice*, Jim Collins and Morten Hansen (2011) described successful leaders faced with difficult circumstances as having three traits: “fanatic discipline” (focused and perpetual innovation); “empirical creativity” (learn from evidence, risk takers); and “productive paranoia” (always aware something may be missing; p. 19). Therefore, leaders of schools that face challenges possess a specific skillset to increase success in a variety of settings and circumstances. A school principal should understand the big picture, and at the same time, work from the ground up identifying a core agenda (Fullan, 2014).

Principals today are held accountable for student achievement, and the responsibility of academic improvement has dramatically increased for principals over the past several years (Fullan, 2014). There have been consistent results from many studies regarding principals’ affecting student learning. School principals affect student learning (Fullan, 2014). Viviane Robinson concluded in her study that principals have a positive impact on student learning based on five domains: (a) establishing targets and expectations, (b) strategically planning, (c) maintaining quality teaching, (d) initiating teacher learning and advancement, and (e) establishing an orderly and safe environment (Robinson, 2011).

Principals who make the largest transformation and help move the school forward are the ones who participate in the learning process (Robinson, 2011). Principals should be learning alongside their teachers to keep abreast of the district’s goals and objectives under the guidance and direction of the superintendent. It does not matter how many

years of experience a principal has if he or she does not continue to learn and help teachers grow to make an impact on student learning.

There is a saying, “Happy Wife, Happy Life,” and the same can be said about “Happy Teachers, Happy Students.” Principal checklists are not going to inspire and motivate teachers to give their heart and soul to student learning. A principal inspires by cultivating and cherishing individual talent. As this motivation resonates, the principal seeks and boosts the continuous growing expertise of teachers to make skilled decisions that dramatically improve learning for all students (Fullan, 2014). Putting forth the effort, caring about individuals, lifting spirits, and motivating and inspiring the entire school culture to a common goal takes more than years of experience as a leader or a possessing a degree from a top scholar school. Being a successful principal who impacts student achievement and makes a difference takes skill in emotional intelligence (EI).

EI is commonly defined as the aptitude to manage one’s own feelings and recognize the feelings of others to promote emotional and intellectual growth (Goleman, 1995). Effective leaders encourage a shared vision as part of the communication process. Leaders without the intelligence to discern how others feel will have difficulty promoting their vision for the future. First, a strong understanding of current feelings and values must be understood (Kouzes & Posner, 2002). In other words, a leader who wants to inspire his or her staff must first understand and appreciate his or her staff members’ thoughts and concerns.

Superintendents need to conduct interviews and synthesize information to know an exceptional principal from an ineffective principal before selecting one to lead a school. The demands for accountability from the federal legislation, No Child Left

Behind, hold superintendents and principals responsible for student learning. A successful school will have a successful principal and a school with a principal without leadership skills will flounder (Petersen, 1999). A principal's vision will not last without a multitude of backers to help support and put the plan into place (Lezotte, 1992).

Principals should be able to identify, use, understand, and manage emotions (Caruso & Salovey, 2004) in order to make rational decisions that will affect the success of a school. For school leaders, emotions are important and should be recognized as part of the hiring practices of a school district. Emotions are relevant every day in a school setting, dealing with staff, students, parents, and other stakeholders. Emotions receive little attention regarding how to recognize and respond to them as part of formal administrative education. EI skills should be a priority when selecting principals to lead organizations to improve student learning.

Background

Changes in K-12 Education

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson. President Johnson believed that the national goal should be full educational opportunity for all. In 2002, Congress reauthorized ESEA under a new name, No Child Left Behind (NCLB), and President George W. Bush signed NCLB into law. Themes for NCLB include equity, support for educators, high-quality preschool, and evidence-based innovations (Bajgier, 2015).

Until recently, NCLB was the only governing law for the national educational system in which to measure Annual Yearly Progress (AYP) and determine student academic performance (Sheppard, 2013). The yearly measurement of school districts'

test scores showed evidence that there are gaps in achievement levels in the U.S. education system especially among different ethnic groups. Growing dropout rates cannot continue to persist if the United States is going to be globally competitive in the future, calling for a transformational change (Sheppard, 2013).

In 1983, *A Nation at Risk* (National Commission on Excellence in Education, 1983) warned Americans that their public schools were failing their youth. At local and federal levels, a multitude of educational implementations were attempted to increase student achievement: rigorous graduation requirements, national standards, new curriculum for reading and math, smaller classroom sizes, greater accountability through increased testing, and a focus on recruiting and retaining highly qualified teachers.

States developed the Common Core State Standards (CCSS) in order to have a common set of clear educational standards for English language arts, literacy, and mathematics across the United States (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Not every student in the United States has access to a great school that offers coursework rigorous enough to transition effectively to postsecondary education. As of recently, 44 states plus the District of Columbia have adopted the standards. The CCSS are fewer in number, clearer to understand, encompass broad academic goals, and prepare students for college and career paths compared to the 1998 California State Standards.

The Smarter Balanced Assessment Consortium (SBAC, n.d.) is based upon the CCSS to measure students' knowledge and skills as they progress toward college and career readiness. The achievement levels of the assessment serve as a starting point about the performance of individual students and of groups of students in mathematics

and English language arts. The scores and achievement levels can be used and interpreted by state officials, parents, teachers, and other stakeholders to determine the academic needs of each student by the use of SBAC data.

One change in California's educational system is the new school finance program. According to the California Department of Education (2013), the Local Control Funding Formula (LCFF) replaces the former finance system and requires school districts to develop a 3-year Local Control and Accountability Plan (LCAP). The LCAP must identify annual goals and specific actions taken toward implementation. Student academic performance will be reported each year for subgroups based on eight state priorities to determine achievement progress. The state's new funding policy is a wide-range plan that addresses expenditures and services that schools will provide their students.

The SBAC is based upon the CCSS to measure students' knowledge and skills as they progress toward college and career readiness. The achievement levels of the assessment serve as a starting point about the performance of individual students and of groups of students in mathematics and English language arts. The scores and achievement levels can be used and interpreted by state officials, parents, teachers, and other stakeholders to determine the academic needs of each student by the use of SBAC (n.d.) data.

Importance of Educational Leadership

Effective educational leaders believe the success of an organization is determined by people, not the programs (Whitaker, 2012). The most important work for a principal is to improve the people facilitating the instruction of students. Leadership should focus

on building teachers' instructional skills within the classroom to support school improvement and increase student achievement (Louis & Wahlstrom, 2012).

Effective principals hold high expectations for themselves and take responsibility for student achievement (Cotton, 1995). School leadership behavior has a significant impact on student achievement (Hallinger, 2003; Leithwood, Louis, Anderson, & Wahlstrom, 2004), therefore, focusing on leadership development will help improve student achievement. Strong leadership in an educational setting is essential to allow for optimal student achievement (Murphy, Elliot, Goldring, & Porter, 2006).

Superintendent Leadership

A superintendent is accountable to the board of education for the general management of the school district for providing educational leadership and implementing approved policies and programs. The superintendent advises and recommends actions about current issues to the school board. One key role of a superintendent and a focus of this study is to provide leadership and support to the employees of the district in order to capitalize on their full potential by motivating, guiding, and developing leaders to achieve the desired goals and objectives (Cambron-McCabe, Cunningham, Harvey, & Koff, 2005).

A superintendent is the chief administrative officer linking the school board to the programs and activities of the school system (Campbell & Green, 1994). NCLB has placed the accountability for nonproficient testing scores on the district superintendent. A superintendent has a legal and moral obligation to see to it that schools achieve a high standard of excellence (Bjork & Kowalski, 2005). The superintendent has the ability to influence the direction of the district organization. Accountability for student

achievement includes all students including those who are impoverished and from a variety of ethnicities as well as those who are English language learners and special needs students (Haycock, 2006). Superintendents must ensure appropriate instruction and learning for all students while narrowing the achievement gap.

As a result of NCLB, superintendents are now expected to show evidence of increased academic performance and to close the achievement gap for students from many different ethnic, racial, and socioeconomic backgrounds (Cambron-McCabe et al., 2005). Superintendents have been identified as making a difference in student achievement and having an impact on student learning (Bjork & Kowalski, 2005). District leaders are responsible for providing powerful, authentic, and rigorous learning for all students (Carter & Cunningham, 1997). Superintendents are expected to make classroom instruction and student achievement the number one priority in school districts (Lashway, 2002).

Criteria for Selection of Principals

Principals who make a positive difference in student achievement are leaders who show a significant contribution to the effectiveness of staff and pupil learning (Hallinger & Heck, 1998). Due to the most recent accountability requirements for all students to show proficiency in levels of knowledge, the stakes for successful school leadership are higher than ever before (Lashway, 1999). As the leaders of schools, principals are the ones to lead students to greatness. Stakeholders familiar in the educational setting know a principal can make or break a school (Hertling, 1999).

Principals are an intricate part of the educational organization and superintendents have increased pressure to select the best possible candidates to lead schools. Highly

effective school leaders have a positive influence on student achievement (Marzano, McNulty, & Waters, 2005). Superintendents are responsible for conducting an exceptional and thoughtful selection process to place the right leaders at their schools. The superintendent's ability to select appropriate staff ensures the effectiveness or ineffectiveness of the district as a whole (Keane & Moore, 2001).

According to Shannon and Bylsma (2007), effective leadership at a school, shared vision, high expectations for all students, collaboration and communication, alignment with state standards, frequently monitored learning and teaching, focused professional development, supportive learning environment, and high level of community involvement are characteristics of a high-performing school. Selecting the appropriate principal is a key variable to ensure the characteristics are met for a high-performing school.

Role of Principal

Principals can lead people to accomplish the important work of the schools (Whitaker, 2012). Effective principals shape the vision and mission of their school, provide instructional leadership, handle complex organizational processes, shape the school climate and culture, build and maintain community relations, and lead their schools in continuous improvement (Petersen, 1999). Competent leadership is the most important factor to ensure that every student in America gets the education they require to succeed (DeVita, 2007).

According to Todd Whitaker (2012), author of *What Great Principals Do Differently*, there are several qualities that matter most in the role of an effective principal. One quality of an effective principal is to create a positive working atmosphere

in his or her school. Great principals apply a range of strategies to improve teacher performance and student achievement. Effective principals establish clear expectations from the beginning and consistently monitor progress (Whitaker, 2012). Also, a role of a principal is to keep relationships in good standing and avoid personal hurt.

Leadership and the Importance of Emotional Intelligence

What is the definition of emotional intelligence (EI)? Mayer and Salovey (1990) describe EI as “the ability to perceive emotions, to access and generate emotions as to assist thought, to understand the emotions of others, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (p. 433). The mixed model of EI focuses on four main competencies: self-awareness, self-management, social awareness, and relationship management (Goleman, Boyatzis, & McKee, 2002).

Self-awareness is the ability to accurately perceive one’s own emotions, knowing strengths and limitations, and having the sense of knowing one’s self-worth. Self-management is keeping emotions under control, being trustworthy, having the ability to drive inner standards of excellence, and directing one’s own behavior positively. Social awareness is having empathy, understanding politics at the organizational level, and meeting others’ needs and understanding them. Relationship management is possessing the ability to inspire, positively influence, initiate or lead in a new direction, cultivate relationships, manage interactions, and successfully build cooperation (Bradberry & Greaves, 2009; Emmerling & Goleman, 2003; Goleman, Boyatzis, & McKee, 2013).

Effective EI leaders possess three core leadership skills as a foundational base: strategy, action, and results (Bradberry & Greaves, 2012). Principals who demonstrate core leadership skills know how to look ahead, initiate a plan, and successfully get to the

finish line. They make actions happen by communication, decisions, and mobilizing others. Finally they reap results by taking risks and having a focus (Bradberry & Greaves, 2009). An emotionally skilled leader must be able to identify, understand, and manage his or her own emotions and the emotions of others (Caruso, Salovey, & Mayer, 2003).

The four branches of EI have a profound effect on leadership performance in an organization (Goleman, 1998) whereas a principal, as leader, has the ability to move the school forward in a successful direction. A leader who can identify his or her own emotions and the emotions of others has a high awareness of his or her surroundings and will make sound decisions based on anticipated feelings. A principal should be able to lead through the appropriate measure of emotions and use them to benefit the school. Effective leaders know how mood and emotion impacts the thinking of others and their own emotions set the tone in the organization (Mayer, Salovey, & Caruso, 2008). Emotionally intelligent leaders have the capability to know when to develop and build relationships that are needed to lead others through change. A principal must be able to manage his or her own emotions by handling stressful situations and making appropriate decisions (Mayer et al., 2008).

A principal's response to circumstances and the actions of individuals affect the school, and perceptions of others can become reality (Whitaker, 2012). Emotionally intelligent principals understand that they must provide winning perceptions to alter a negative perception. Effective principals constantly share a positive attitude and do not put forth energy on the negatives (Whitaker, 2012). Consciously or unconsciously, the

principal sets the tone of the school and an emotionally intelligent principal is conscious of the surroundings.

Problem Statement

One may have heard the sayings, “Leaders are paid to think, not feel” or “Think with the mind, not the heart,” across the journeys of life without giving them much pause for thought. Research states that qualities related to social intelligence and EI are the most important descriptors in comparing great leadership to average leadership, not a high intelligence quotient (IQ; Boyatzis, Johnston, & McKee, 2008). EI gives leaders the ability to recognize and understand emotions within themselves and others.

High EI enables leaders to be aware of their emotions and the emotions of others in order to manage interactions effectively (Bradberry & Greaves, 2012). Ninety percent of top performers have a high emotional quotient while only 20% of low performers have a high emotional quotient (Bradberry & Greaves, 2012). Principals with a high EI interact and communicate with students, parents, teachers, supervisors, colleagues, and other stakeholders more effectively in the educational setting.

Superintendents are the key leaders of school districts that chart the course and set the tone by incorporating goals for a successful organization based on student achievement. In order to ensure student achievement, superintendents are responsible for hiring effective school site administrators to serve the needs of students, embrace the district’s vision, and meet the district’s goals. Part of a principal’s success is having the ability to appreciate the variety of emotions shared by his or her colleagues and respond in ways that are considered helpful (Beatty & Leithwood, 2009). Selected principals represent the school district as a whole, directed by the superintendent.

Selection practices for hiring principals vary and may not include a component to assess their EI. When hiring principals, strengths such as having effective communication skills and managing student discipline are considered (Glass & Bearman, 2003). Superintendents need to be supportive and provide encouraging feedback to their principals as principals need to be supportive and provide encouraging feedback to their teachers (Hirsch, 2009). Those leaders exhibiting strong EI influence the environment by nurturing a motivating and supportive work environment for the staff (Cherniss & Goleman, 2001).

EI has proven to impact leadership performance and productivity in the business realm (Goleman, 1998). A collaborative leadership team is the key cornerstone of the foundation for high student achievement (Goodman & Zimmerman, 2000). Increasing students' achievement capabilities require improvement from the leaders responsible for their education (Graczewski, Holtzman, & Knudson, 2009). In order for superintendents to hire leaders who are effective decision makers who build organizational commitments and set forth clear visions for their schools, they need to recruit principals with the tools and skillset to work productively with others.

Researchers Dulewicz and Higgs (2003) concluded that the further a person promotes through the hierarchy of an organization, the more crucially EI should be valued. To date, there is minimal research to support that districts hire principals based on their EI levels or whether the four components of EI skills are considered when selecting a leader for a school site. High-performing schools almost always have high-performing leaders at the helm (Cotton, 2003). Research has emphasized the importance

of school leadership in improving outcomes for a school and student achievement (Graczewski et al., 2009).

Purpose Statement

The purpose of this mixed-methods, empirical descriptive case study was to explore and describe the importance of self-awareness, self-management, social awareness, and relationship management EI characteristics perceived by California public K-12 school district superintendents when hiring new school site principals.

Research Questions

The following research questions were developed for this study:

1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?

Significance of the Study

This study will add to the body of limited knowledge and research designed to outline essential, important, and desirable characteristics of effective school site principals. The significance of the evidence presented has the potential to benefit the theory of EI and the link between educational leadership and improved student

achievement. Furthermore, there are a fair amount of studies related to EI and success with leaders in business, military, and government (Druskat, Sala, & Mount, 2006); however, there is limited research of educational leaders with high EI and the relationship to academic success in the school setting.

The level of motivation has been shown as the reason for success in the workplace (Spreitzer, Lam, & Fritz, 2010) and is related to the overall environment of a school site. A positive school atmosphere is a factor that facilitates student achievement. Educational leaders with high EI attributes may very well motivate, inspire, and promote increased student performance and achievement. Data collected and analyzed based upon each of the research questions may offer guidance to superintendents for recruitment and hiring practices when searching for the best possible principal candidates to lead school sites and improve student learning. Having data to affirm the role of EI in academic achievement will determine factors that contribute to the necessity of ensuring that effective principals are at the helm of schools.

The superintendent is the instructional leader and educational professional for a school district (Ogilvie, 1996). Research indicates that the role of superintendents has changed over the years from being considered competent managers of school districts to being held directly accountable for student achievement (Kowalski, 2006). Superintendents are expected to create school environments that will encourage students to achieve at high levels (Houston, 2001).

One of the responsibilities of superintendents is to lead school districts by working directly with principals to improve student achievement. Consequently, the role of principal has a direct impact on student success (Marzano et al., 2005). Educational

leaders, including principals, make several decisions each day and intuition, based on emotional and intellectual experiences, becomes the chosen decision-making tool (Davis & Davis, 2003). Instructional leaders with effectively developed EI skills are better equipped to handle challenges in the workplace (Ashkanasy, Hertel, & Daus, 2002; Goleman, 2000).

The results of this study will assist superintendents to understand the importance of the four components of EI when selecting principals to lead individual school sites. Being aware of the specific attributes of EI superintendents consider essential when hiring principals may contribute to increased student achievement by reinforcing the selection of leaders with high EI.

Definitions of Terms

The following operational definitions of terms are provided to give clarity of meaning as used throughout the study.

Adequate Yearly Progress (AYP). Adequate yearly progress describes the amount of yearly improvement each district is expected to make as measured by state standardized tests (U.S. Department of Education, 2009.)

Common Core State Standards (CCSS). Common standards developed by participating states to ensure clear educational expectations for students (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

Emotional intelligence (EI). The aptitude to manage one's own feelings and recognize the feelings of others to promote emotional and intellectual growth (Goleman, 1995).

National Education Association (NEA). A professional educational organization that provides information on a variety of levels and topics including achievement gaps in the U.S. education system (Sheppard, 2013).

No Child Left Behind Act (NCLB). Formally known as the Elementary and Secondary Education Act (ESEA) introduced by President Lyndon Baines Johnson in 1965 as a national goal to give education opportunities to all. In 2002, Congress changed the name to NCLB and added themes such as equity, support for educators, high-quality preschool, and evidence-based innovations (Bajgier, 2015).

Relationship management. Having the ability to inspire, positively influence, initiate or lead in a new direction, cultivate relationships, manage interactions successfully, and build cooperation (Goleman, 2013).

Self-awareness. The ability to accurately perceive one's own emotions, to know one's strengths and limitations, and to recognize one's self-worth (Goleman, 2013).

Self-management. The ability to keep one's emotions under control, to be trustworthy, the ability to drive inner standards of excellence, and to direct one's own behavior in a positive direction (Goleman, 2013).

Smarter Balanced Assessment Consortium (SBAC). An assessment to measure students' knowledge and skills as they progress toward college and career readiness (SBAC, n.d.).

Social awareness. The ability to have empathy, to understand politics at the organizational level, and to meet others' needs and understand them (Goleman, 2013).

Student achievement scores. Achievement levels serve as a starting point to assess the performance of a student to determine his or her academic needs (Whitaker, 2012).

Delimitations

The delimitations of this study were 12 public school district superintendents in the state of California. The 12 superintendents served at least 2 years as superintendent in their current school district comprising at least eight schools. The 12 were employed in California public unified school districts (K-12). They were directly involved in the hiring and selection process of new school site principals in their districts.

Organization of the Study

The remainder of the research study is formulated into four additional chapters. Chapter I presented the introduction, background, problem statement, purpose of the study, research questions, significance of the study, definitions of terms, delimitations, and organization of the study. Chapter II presents a review of the relevant literature linked to student achievement, EI, and principal impact on student success. Chapter III delineates the research design, population, instrumentation, data collection method, data analysis, and limitations of the study. A discussion of the findings and an analysis of the data collected are presented in Chapter IV. Chapter V contains the major and unexpected findings, the conclusion of results, the implications for action, and the recommendations for further research. References and appendices conclude the study.

CHAPTER II: REVIEW OF THE LITERATURE

Rule your feelings, lest your feeling rule you.

—Publilius Syrus c. 100 BC

Chapter I contained a synopsis of the history and problems related to the lack of or disinterest in selecting principals in the hiring process for school sites that are the epitome of emotional intelligence (EI). Evidence shows that leaders with high EI play a positive role in the culture of a school while improving student achievement. Increasing academic achievement through “successful implementation of these practices may be dependent on the emotional intelligence of a school leader” (Moore, 2009, p. 23). The purpose of the mixed-methods, empirical, descriptive case study design was to explore the degree to which a relationship existed between the hiring practices of superintendents and appointing principals with high EI traits.

Chapter II presents a review of the literature as it applies to effective leadership in the public school setting and the importance of EI characteristics when hiring principals for the purpose of school culture and improved student achievement. Chapter II is divided into three sections in order to fully understand EI and how it relates to academic achievement. The first section describes the background and history of EI by delving into the theorists and models. The second section focuses on the role of superintendents’ hiring practices and EI leadership. The final section is the essential focal point outlining the relationship between principals that encompasses high EI characteristics and student achievement. In addition, this section synthesizes the literature gathered and presented regarding EI and the relevance of hiring principals to improve academic achievement throughout the public education system.

Definition of Emotions and Intelligence

Emotions usually happen in response to an event that has a positive or negative impact on the individual. Emotions are related to mood and they are usually temporary and intense at times. The formulated response of emotions is adaptive and can likely lead to a metamorphosis of personal and social interaction into a meaningful experience (Salovey & Mayer, 1990).

Wechsler (1958) defined intelligence as the overall capacity of an individual to act purposely, rationalize thoughts, and deal effectively with his or her surroundings . The broad definition incorporates verbal, visual, spatial, and social intelligences that extend beyond a simple definition as the ability to judge true from false. EI is defined as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Mayer, Salovey, & Caruso, 2004, p. 5).

Intelligence Quotient Versus Emotional Quotient

An intelligence quotient (IQ) of 115 or above would be acceptable for complex cognitive professions as surgeons and high-level executives to successfully handle a career; however, while an IQ score identifies an intelligent individual, it may not predict an effective leader. EI skills distinguish the most effective leaders (Goleman, 2014). Human resource consultants maintain that people skills are important at every level in an organization (Shapiro, 1997). Research was conducted at Bell Labs (Shapiro, 1997) to find out the reason top scientists with academic credentials and intellectual prowess were disliked at their company. The study showed that the scientists were disliked due to their poor emotional and social skills; therefore, their social isolation led to a diminished work

performance. Social skills and personality cues should be recognized as factors of effectiveness in an organization as they are considered relationship management and self-awareness EI traits.

Historical Overview of EI

EI abilities begin in the early stages and develop naturally throughout the course of one's life (Goleman, 2011). EI is learned informally, over time by observing the behavior of parents, family, friends, teachers, and coworkers and is imperative for successful relationships and essential for leadership (Goleman, 2014). EI has to do with the interplay between emotions and thinking. Specifically, it is defined by Northouse (2016), "Whereas intelligence is concerned with our ability to learn information and apply it to life tasks, emotional intelligence is concerned with our ability to understand emotions and apply this understanding to life's tasks" (p. 28).

The words emotional intelligence were considered an oxymoron by some because "emotions convey the idea of unreasonableness" (Salovey & Mayer, 1990, p. 185). However, years before, Payne (1986) predicted that emotion and intelligence would be combined and addressed in schools and government to recognize feelings of individuals. Concurrently, while EI was being recognized and further studied in the mid- 90s, Herrnstein and Murray (1994) published *The Bell Curve: Intelligence and Class in American Life*, which stated that social class is determined by IQ. Researchers and supporters of EI rebutted Herrnstein and Murray's claims as elitist and not recognizing EI as a possible indicator of success (Goleman, 1995). Goleman (1995) contrasted EI to general intelligence by stating, "It can be as powerful, and at times more powerful than

IQ” and “crucial emotional competencies can indeed be learned” (p. 34). The conflict between accepting and denying emotions is a longstanding debate in Western thought.

In Stoic philosophy of ancient Greece (relatively 200 BCE to 300 BCE), emotions such as moods, impulses, fears, and desire were thought to be an individualistic weakness and too self-centered (Payne, 1986). In the 18th century, “the European romantic movement stressed how empathetic and intuitional thought (which included emotions) could provide insights unobtainable by logic” (Mayer, Salovey, & Caruso, 2000, p. 94). Painters, writers, and musicians expressed emotion through their works of art in response to a rigid, industrialized society.

In the 1960s, a decade-long emotional rebellion of energetic political activism countered the forces of rationalism and logic. Gitlin (1993) wrote, “There was a flight from the rigors of intellect” (p. 341). Psychological truths contradicted earlier beliefs in the century, “people were inherently weak, easily manipulated pawns in the family and in society more generally,” and must exert self-determination (Herman, 1992, p. 90). An urgent human need is “to feel good about oneself, experience one’s emotions directly, and grow emotionally” (Herman, 1992, p. 88).

Piaget Theory

Jean Piaget was a Swiss psychologist in 1920 who studied the mistakes children made when undertaking an intelligence test (Gardner, 1983). He was not interested in criticizing the merits of intelligence tests or examining the final score; he studied the process children used to solve the problems. Piaget noted that two individuals may receive the same score on an intelligence test and yet in the future, one participant may grow intellectually while the other may have reached his or her highest intellectual

potential and therefore remain stagnant (Gardner, 1983). According to Gardner (1983), “Intelligence tests fail to yield any indication of an individual’s . . . potential or development” (p. 18).

Gardner’s Theory

Following Piaget’s lead, Howard Gardner’s (1983, 1999) definition of intelligence is that it is a set of capabilities used to master problems and design products that are valuable within a cultural setting or organization, including interpersonal and intrapersonal intelligences in his theory of multiple intelligences. Gardner (1999) believed that social intelligence, one of the seven multiple intelligences comprises an individual’s interpersonal and intrapersonal intelligences. Intrapersonal intelligence connects to an individual’s ability to deal with oneself and to “symbolize complex and highly differentiated sets of feelings” (Gardner, 1999, p. 239) within the self. Interpersonal intelligence connects an individual’s ability to get along with others and to “notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions” (Gardner, 1999, p. 239).

Gardner (1983) defined intelligence as “the biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (pp. 33-34). Gardner developed the theory of seven multiple intelligences: linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intrapersonal, and interpersonal. Gardner (1983) believed,

Some individuals will develop certain intelligences far more than others; but every normal individual should develop each intelligence to some extent, given but a modest opportunity to do so [and] in the normal course of events, the

intelligences actually interact with, and build upon, one another from the beginning of life. (p. 278)

Another consideration is that biological and cultural factors also contribute to intellectual ability based on the brain functions and cultural exposures of individuals (Brualdi, 1996).

Gardner (2008) studied how the human mind develops and is organized. In *Five Minds for the Future*, he specified that the operations of the mind need to thrive in a global world: disciplined mind, synthesizing mind, creating mind, respectful mind, and ethical mind. These five minds encompass the cognitive spectrum and human purpose, and therefore should be cultivated, in essence, to make the world a better place.

Gardner's multiple intelligences can easily be compartmentalized into the following sections posited by Hoffman and Frost's earlier work (2006): cognitive, social, behavioral, and emotional intelligences. Gardner's suggestion of people having multiple intelligences for cognitive and noncognitive intellect, including interpersonal and intrapersonal intelligences, was fundamental to promoting the development of EI theories (Allen, 2003).

The disciplined mind employs the ways of cognitive thought associated with major scholarly areas and professions. It is the capability of "applying oneself diligently, improving steadily and continuing beyond formal education" (Gardner, 2008, p. 154). Selecting necessary information from the vast amount available and making sense of it to oneself and others is the synthesizing mind. The creating mind builds on more established disciplines to make judgments of quality and acceptance. The fourth mind is the respectful mind where one extends beyond mere tolerance and responds sympathetically to others. Gardner (2008) described the final mind of ethics as

“abstracting crucial features of one’s role at work and one’s role as a citizen and acting consistently with those conceptualizations; striving toward good work and good citizenship” (p. 158). As in EI, Gardner believed individuals can grow and improve upon the five minds while being aware of oneself and others.

Bar-On’s Theory

The term emotional quotient (EQ) was conceived by Bar-On in 1988 as a parallel concept to IQ, which is cognitive ability (Cherniss & Goleman, 2001). Bar-On suggested that EQ represented a set of social and emotional abilities that supported people with the demands of day-to-day life. Bar-On (1997) defined EI as “an array of noncognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p. 14). He continued with a rationale for his description of EI,

Intelligence describes the aggregate of abilities, competencies, and skills . . . that . . . represent a collection of knowledge used to cope with life effectively. The adjective emotional is employed to emphasize that this specific type of intelligence differs from cognitive intelligence. (Bar-On, 1997, p. 15)

Mayer and Salovey’s Theory

The two words emotional intelligence were first used by psychologists, Peter Salovey of Harvard University and John Mayer of the University of New Hampshire in 1990 (Shapiro & Inssel, 1990). They introduced the idea that EI was the fashion in which individuals handled information about emotion and emotional responses (Cherniss & Goleman, 2001). The term was used to describe emotional qualities, such as but not limited to the following:

- Empathy.
- Expressing and understanding feelings.
- Controlling one's temper.
- Independence.
- Adaptability.
- Being well-liked.
- Interpersonal problem solving.
- Persistence.
- Friendliness.
- Kindness.
- Respect. (Shapiro & Insel, 1990, p. 5)

Mayer et al. (2000) defined EI as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 396). Salovey and Mayer (1990) contended that EI should be characterized as the ability to recognize the significance of emotions and use that information to reason and solve problems. These abilities refer to “(1) accurate appraisal and expression of emotions in oneself and in others, (2) assimilation of emotional experience into cognition, (3) recognition, understanding, and reasoning about emotions, and (4) adaptive regulation of emotions in oneself and in others” (Mayer et al., 2000, p. 148).

The Multifactor Emotional Intelligence Scale (MEIS) measures EI and was developed by Salovey, Mayer, and their colleagues (Mayer, Salovey, & Caruso, 1997). The MEIS contains 12 ability levels that are classified into four sections: perception,

assimilation, understanding, and managing emotions. Mayer et al. (1997) validated the MEIS by testing 503 adults and 229 adolescents. They discovered the category of understanding most associated with verbal intelligence, followed by managing emotions and perception. An additional finding was that adults had a higher EI than adolescents concluding that scores on the MEIS develop with age similar to intelligence tests (Mayer et al., 1997).

Goleman's Theory

Goleman (1995) defined EI partly as having “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and hope” (p. 34) and as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998, p. 317). Goleman’s (1998) EI framework included “emotional awareness, accurate self-assessment, self-confidence, self-control, trustworthiness, conscientiousness, adaptability, innovation, achievement drive, commitment, initiative, optimism, understanding others, influence, communication, cooperation, and so on” (pp. 26-27).

Self-awareness. Robert Burns, the Scottish poet, wrote a verse emphasizing a component of EI before EI was identified as a phenomena: “*Oh that the gods, the gift would gi’e us, to see ourselves, as others see us*” (Goleman, 2013, p. 22). Goleman (2013) explained, “In the mind’s design, self-awareness is built into regulating our own emotions, as well as sensing what others feel” (p. 77). Self-awareness means understanding one’s own emotions, needs, desires, strengths, and weaknesses (Goleman,

2014). People with a high degree of self-awareness are in tune with the way others make them feel. To be personally effective, one needs to be in the best state of mind.

According to Goleman (2011), “The plusses of being in a positive mood are that we’re more creative, we’re better at problem solving, we have better mental flexibility, and we can be more efficient in decision making in many ways” (p. 21). Being in a negative and foul mood is disruptive to a team and can create less effectiveness in an organization.

Self-management. According to Bradberry and Greaves (2009), “Self-management is your ability to use your awareness of your emotions to stay flexible and direct your behavior positively” (p. 32). Managing publicly the internal awareness of emotion is a skill effective leaders possess. Goleman (2011) stated, “Competencies like managing emotions, focused drive to achieve goals, adaptability and initiative are based on emotional self-management” (p. 29). People who are reasonable and can control their feelings and impulses are able to create an atmosphere of fairness and trust (Goleman, 2014). Emotions are driven by biological impulses, which can be managed. Having ongoing inner conversations is the factor of EI that frees people from being prisoners to their feelings (Goleman, 2011).

Social awareness. Empathy is the core skill of social awareness—being able to sense what others are feeling and thinking. Bradberry and Greaves (2009) explained, “Social awareness is your ability to accurately pick up on emotions in other people and understand what is really going on with them. This often means perceiving what other people are thinking and feeling” (p. 38). Leaders with a high empathy skillset will obtain higher performance levels from their employees because they motivate by explaining in terms others understand (Goleman, 2011). One of the keys to social awareness is sensing

what individuals are going through and offering understanding and compassion.

Goleman (2013) stated, “Cognitive empathy gives us the ability to understand another person’s ways of seeing and of thinking. Seeing through the eyes of others and thinking along their lines helps you choose language that fits their way of understanding” (p. 99).

Relationship management. Sinek (2009) shared his belief about employee trust: “You can’t convince someone you have value, just as you can’t convince someone to trust you. You have to earn trust by communicating and demonstrating that you share the same values and beliefs” (p. 84). Relationship management incorporates the other three skills of EI (Bradberry & Greaves, 2009). It is the ability to use self-awareness about emotions in order to manage interactions with others successfully. Relationship management takes time to connect and bond with others by understanding them. Bradberry and Greaves (2009) stated, “Conflicts at work tend to fester when people passively avoid problems, because people lack the skills needed to initiate a direct, yet constructive conversation” (p. 45). Relationship management is utilizing the skills needed to avoid conflict by communicating, respecting, empathizing, and creating a safe work environment.

Bradberry and Greaves

According to Bradberry and Greaves (2009), emotional awareness and relationship management are not taught as part of formal instruction in schools, and when people join the workforce, they lack the skills to tame their emotions in the face of a challenge. All emotions derive from five core feelings: happiness, anger, sadness, fear, and shame. EI is intangible and affects how people make personal decisions to achieve a positive outcome. Bradberry and Greaves (2009) believed that “emotional intelligence

taps into a fundamental element of human behavior that is distinct from your intellect” (p. 17). EI is a flexible skill and a powerful way to impact an organization positively. EI can always be improved upon after diagnosing the areas of weakness. Bradberry and Greaves developed an Emotional Intelligence Appraisal to discover strengths and weaknesses of the four areas of EI: self-awareness, self-management, social awareness, and relationship management. Once the self-assessment is complete, a score is calculated and strategies are given to improve areas EI deficiencies.

Models and Measurements of EI

The early phases of the evolution of EI had various researchers using different definitions for EI, leading to some variances in the realm of the construct (Law, Wong, & Song, 2004). The differing models of EI are typically classified into two categories: ability models or mixed models (Mayer, Salovey, & Caruso, 2008; Mayer, Salovey, Caruso, & Sitarenios, 2001). Ability models are structured and view EI as a set of abilities relating solely to emotions and emotional information processing (e.g., Salovey, Mayer, & Caruso, 2004). In contrast, mixed models combine abilities related to emotions, personality traits, motivational factors, and other (e.g., Bar-On, 2006; Bar-On & Parker, 2000). Instruments associated with the mixed-model approach differ in their process by testing reaction to a situation that may motivate an emotional response and additionally study the management of those reactions (Zeidner, Matthews, & Roberts, 2004). Mixed-model approaches provide predictive validity based on the performance and results achieved by the individual (Zeidner et al., 2004).

Bar-On in 1997 developed an EI instrument to seek to understand the reason some individuals are successful and some are not. Through analysis, Bar-On’s instrument

measured the components he felt comprised EQ. The result was named the Bar-On Emotional Quotient Inventory (EQ-i). The EQ-i is a self-reporting instrument that determines an individual's typical mood elements, intrapersonal and interpersonal skills, flexibility, and stress management (Bar-On, 1997; Salovey, Brackett, & Mayer, 2004).

Bar-On's emotional-social model mixes mental and emotional intellect to predict whether a person will be successful through five main components:

1. Intrapersonal skill—one's awareness and understanding of their feelings and emotions;
2. Interpersonal skill—one's awareness and understanding of others emotions having empathy to develop positive relationships;
3. Adaptability—an individual's ability to adapt or change emotions depending on the current surroundings;
4. Stress management—one's ability to deal with stress and manage feelings from stress; and,
5. General mood—an individual's feeling of hope and optimism who expresses positive emotions (Allen, 2003; Bar-On, 2006; Berrocal & Extremera, 2006).

Bar-On (2006) believed EI was "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 to them, and cope with daily demands" (p. 15).

Goleman's model of EI provides foresight of personal effectiveness in leadership (Curry, 2004). Goleman's theory offers a wide array of EI needed for the complex expectations of principals through the components of self-awareness, self-management,

social awareness, and relationship management. These characteristics of Goleman's theory are essential leadership skills of principals for "possessing the ability to influence in the areas of relationships, vision, motivation, and conflict" (Barent, 2005, p. 49). Goleman's EI assessment provides a quotient based on self-perceptions. The score may correspond better to school settings, with an atmosphere exposed to internal and external pressures, where perceptions of behavior may be as or more important than behavior at hand (Reed, 2005).

Table 1 contains a description of the three models of EI.

EI and Leadership

Studies indicate that there is a valid EI connection as related to an individual's "job performance, motivation, decision making, successful management, and leadership" (Assanova & McGuire, 2009, p. 3). Self-awareness and managing one's emotions as a leader has been accepted as positive qualities to possess. Assessing emotions and the effects they have on productivity is a way to find the gaps and increase motivation and creativity in the workplace by identifying the needs (Assanova & McGuire, 2009; Reed, 2005). Bardach (2008) stated, "A leader who is able to identify the motivators within himself and others will often find himself experiencing greater levels of organizational success than leaders who may be deficient in these areas" (p. 12). EI has exhibited success for leaders who display an attitude of service by cultivating trust, respect, devotion, and encouragement (Boyatzis, 2009; Goleman, 1995; Goleman et al., 2002).

Table 1

Three Models of Emotional Intelligence:

Mayer, Salovey, & Caruso (1997)	Bar-On (1997)	Goleman (1995)
Overall definition		
<p>Emotional intelligence is the set of abilities that account 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, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in themselves and others.</p>	<p>Emotional intelligence is . . . an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.</p>	<p>The abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself. There is an old-fashioned word for the body of skills that emotional intelligence represents: character.</p>
Major areas of skills and specific examples		
<p><i>Perception and expression of emotion:</i> *identifying and expressing emotions in one’s physical states, feelings, and thoughts *identifying and expressing emotions in other people, artwork, language, etc. <i>Assimilating emotion in thought:</i> *Emotions prioritize thinking in productive ways. *Emotions generated as aids to judgment and memory <i>Understanding and analyzing emotion</i> *Ability to label emotions, including complex emotions and simultaneous feelings *Ability to understand relationships associated with shifts of emotion <i>Reflective regulation of emotion</i> *Ability to stay open to feelings *Ability to reflectively monitor and regulate emotions to promote emotional and intellectual growth</p>	<p><i>Intrapersonal skills:</i> *Emotional self-awareness *Assertiveness *Self-regard *Self-actualization *Independence <i>Interpersonal skills:</i> *Interpersonal relationships *Social responsibility *Empathy <i>Adaptability scales:</i> *Problem solving, *Reality testing, *Flexibility <i>Stress-management scales:</i> *Stress tolerance *Impulse *Control <i>General mood:</i> *Happiness, optimism</p>	<p><i>Knowing one’s emotions:</i> *Recognizing a feeling as it happens *Monitoring feelings from moment to moment <i>Managing emotions</i> *handling feelings so they are appropriate *ability to soothe oneself *ability to shake off rampant anxiety, gloom, or irritability <i>Motivating oneself</i> *marshalling emotions in the service of a goal *delaying gratification and stifling impulsiveness *being able to get into the flow state <i>Recognizing emotions in others</i> *empathetic awareness *attunement to what others need or want <i>Handling relationships</i> *skill in managing emotions in others *interacting smoothly with others</p>
Model Type		
Ability	Mixed	Mixed

Note. From *The Emotional Quotient Inventory (EQ-i): Technical Manual*, by R. Bar-On, 1997, p. 11, Toronto, Canada, Multi-Health Systems; *Emotional Intelligence: Why It Can Matter More Than IQ*, by D.

Goleman, 1995, p. 28, New York, NY: Bantam Dell; and *Emotional IQ test* [CD ROM], by J. D. Mayer, P. Salovey, & D. R. Caruso, 1997, Needham, MA: Virtual Knowledge.

Accountability in the U.S. Educational System

The No Child Left Behind (NCLB) act of the 2001, reauthorization of the U.S. Elementary and Secondary Education Act (ESEA), focused the public and school leaders' attention on student achievement in public schools. The act required each student to perform at a proficient level on state accountability tests by the 2013-2014 school year with identified benchmarks to determine adequate performance measured each year (U.S. Department of Education, 2002). Most of the focus on NCLB was about students' scoring proficient on standardized assessments in math and language arts.

An equally crucial requirement of the law was placing highly qualified teachers in every classroom because teachers are the number one single influence on student achievement (Reeves, 2004). Schools had to demonstrate satisfactory or above performance on student assessments and demonstrate that performance levels between students with racial, ethnic, or socioeconomic backgrounds showed no gap. Schools were judged on how well they closed the achievement gap (Cambron-McCabe et al., 2005).

In addition to the reauthorization of the ESEA, President Obama on December 10, 2015, signed the Every Student Succeeds Act (ESSA). The new law builds on the nation's ESEA, which provided all students with equal educational opportunities and replaced the NCLB act. Some provisions of the ESSA improve academic outcomes by fully preparing all students for success in college and careers. The educational equity of disadvantaged students is protected by holding districts accountable for meeting specific expectations. The bill provides states with increased flexibility outlining guidelines for developing accountability systems, deciding how federally required tests should be

administered, selecting additional measures of academic school performance, and implementing teacher evaluation systems (Korte, 2015).

Educational Leadership

Role of Superintendent

The superintendent oversees every feature of the school district from personnel to student achievement to budget to community involvement (Wilmore, 2008). The burden of internal and external political issues has caused superintendents to receive blame for failing districts (Hoyle, 2004). Presently, “The superintendent must be able to understand the connection and alignment of all district dimensions while also understanding the relationship among the parts” (Wilmore, 2008, p. 2). Superintendents must be able to build relationships and communicate with stakeholders effectively and positively. A superintendent has to make all necessary resources available to maximize effective teaching and learning. The superintendent communicates with the school board, state legislature, and the school community continuously. The desired superintendent believes in the “together we win” outcome and wants to possess “wisdom, enterprise and justice, and common sense to do what is pragmatic, ethical, and necessary in creating a diverse yet collaborative learning community that works to improve life for everyone” (Clason, 1955, p. 158).

Superintendents must understand the processes and strategies necessary to develop and maintain the positive relationship between the district and the schools (Cash, 2008). According to Wiswell (2011), “The quality of leadership is reflected in the achievements of the organization. Effective leadership draws upon both cognitive intelligence and emotional intelligence” (p. 1). Superintendents do not want principals to

go to work to build a wall; they want principals to go to work to build a cathedral (Sinek, 2009). When superintendents are directly involved in the hiring and recruitment of principals, they communicate the importance of obtaining excellent educators to improve teaching and learning (Brown & Hunter, 1986; Cuban, 1984). Superintendents ensure that policies, procedures, processes, and supports are focused on student instruction and learning that can be measured to enhance organizational effectiveness (Hoyle, Bjork, Collier, & Glass, 2005).

Role of the Principal

Proficient standardized test scores and student academic achievement are priorities for principals. A leadership challenge is meeting that goal by leading staff and students to increased performance. Principals are accountable for student achievement; therefore, they have to be able to guide teachers and staff to make an impact to accomplish district goals (Greenockle, 2010). As leaders, principals are the decision makers and their performance dictates what occurs at school (Egley & Jones, 2005; Maulding et al., 2010; Stephens & Hermond, 2010). The success of a leader depends on how they effectively respond to challenges and the “most important attribute” is having a high degree of EI (Hyatt, Hyatt, & Hyatt, 2007, p. 2).

Impressive educational leadership is imperative at school sites and additionally consistent, strong leadership at the district level is equally critical. While principals facilitate conditions that encourage effective instruction with their teachers, superintendents can create conditions that allow principals to become even more effective leaders (Wilmore, 2008). The district-level leaders, superintendents, can set the tone and expectations for principals by setting a clear vision, investing in professional

development, valuing and mentoring new principals, and giving principals the authority to make key decisions to elevate student achievement (Wilmore, 2008).

According to Leithwood et al. (2004), effective leaders follow three steps: first, setting a vision; second, developing people so that they can support the vision; and, third, redesigning the organization around instruction. Leithwood et al. stated that in addition to a shared vision, it is more about helping the organization design shorter-term goals to promote reaching the vision followed by individuals setting high expectations to accomplish goals. Effective leaders treat others with respect, listen to concerns, and create a positive atmosphere. For a school to be successful, the educational leader should be capable of transforming the environment so the students and teachers can flourish and grow. Great leaders excite the human spirit and inspire their community to help advance the particular cause (Sinek, 2009).

Schools in the United States have been recently faced with a shortage of principals qualified for the job (Jones, 2001), “For the first time in its 25 years of researching educator supply and demand, the American Association for Employment in Education found no education field nationally to have a surplus of educators” (p. 142). Low compensation and stress from the job are reasons there are not enough qualified principals readily available (Jones, 2001).

Principals need to have the gift of self-awareness to determine their own effectiveness in their organization. Whitaker (2012) explained, “Great principals have clarity about who they are, what they do, and how others perceive them” (p. 18). The best leaders encourage feedback and are open to how others perceive them (Bradberry & Greaves, 2012). Success in any profession begins with a focus on one’s self and great

principals take responsibility for all aspects of their school. They recognize and reward teacher and student achievement and allow students to assist in managing their learning and contributing to efforts for success (Cotton, 1995).

Leaders with EI should expect success, not necessarily perfection. A first reaction to an event is always going to be emotional, but the ability to control the emotion is EI. Ninety percent of top performers are high in EI while 20% of bottom performers are high in EI (Bradberry & Greaves, 2009). EI is more important to success in leadership than any other skill. EI is the ability to recognize and understand emotions in one's self and others and to use the awareness to manage one's behavior and relationships.

Empowering teachers and developing leaders are additional responsibilities of a principal. Leaders support their staff by making failure safe while helping them to understand what they did and why they did what they did. Bradberry and Greaves (2012) believed, "In the skilled hands of an adaptive leader, a vulnerable moment is valuable" (p. 247). A principal needs to be a coach to make it clear that teachers and leaders' development is high priority. The EI principal develops others by setting specific goals:

Having people set development goals that are written down and monitored gives them something tangible to pursue. If you hold your people accountable for reaching these goals (and provide guidance and support every step of the way), they will surprise you with how they are able to stretch and grow. (Bradberry & Greaves, 2012, p. 249)

The principal is the major influence on the climate of the school (Beatty, 2000). Caruso and Salovey (2004) expounded, "Successfully managing emotions means that our conduct is guided by both our thoughts and our feelings. This ability allows us to

integrate cognition and affect to generate effective solutions” (p. 70). The principal plays a critical role in emphasizing the importance of the entire community to all stakeholders (Elliot, Murphy, Goldring, & Porter, 2007). Leaders who recognize their own emotions and are aware of the way others feel are a step ahead to build a foundation for quality work and build a positive community with student achievement as the district’s number one priority.

As a priority to develop effective school leaders and prepare school site principals for success and as a motivator for student achievement, the *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders* was established in 1996 and updated in 2008 by the National Policy Board for Educational Administration (NPNEA). These standards were created to define objectives and responsibilities for school administrators (Council of Chief State School Officers [CCSSO], 2008). The following six ISSLC standards constitute an exemplary administrator:

Standard 1: An educational leader promotes the success of every student by initiating the development, articulation, implementation, and stewardship of a schoolwide goal of learning that is shared and supported by the school community . . .

Standard 2: An educational leader promotes the success of every student by advocating, nurturing, and maintaining an encouraging school culture and instructional institution conducive to student learning and staff professional growth . . .

Standard 3: A school leader promotes the success of each student by ensuring management of the organization, daily operations, and resources for a safe and effective learning environment . . .

Standard 4: An educational leader promotes the success of every student by collaborating with staff and community members, responding to diverse community needs, and utilizing community resources . . .

Standard 5: A school leader promotes the success of every student with fairness and integrity in an ethical manner . . .

Standard 6: An educational leader promotes the best in every student by understanding, responding to, and influencing the political, economic, legal, and cultural context. (CCSSO, 2008, pp. 14-15)

EI and Student Achievement

Studies have shown that the relationship between teacher and pupil has more influence than any other factor for student successes and accomplishments (Bergin & Bergin, 2009; Darling-Hammond, 2010; McDonald & Shirley, 2009; Stronge, 2007). Emotions can either improve or hinder students' learning and their academic achievement in school (Zins, Weissberg, Wang, & Wahlberg, 2004). Barlin (2010) stated, "For more than a decade, clear and consistent research has shown that the quality of teachers is the most powerful school-related determinant of student success" (p. 28). Evidence has proved that principals' leadership is a main component toward increasing student interest and achievement (Bipath, 2008; Egley & Jones, 2005; MacNeil, Prater, & Busch, 2009; Moore, 2009). Moore (2009) stated that a principal's "leadership has a direct effect on school organization, school ethos, teacher efficacy, staff morale and satisfaction, staff

retention, teachers' commitment, teachers' extra work, and teachers' attitude" (p. 22), which determine student success (Bipath, 2008; Maulding et al., 2010; Stephens & Hermond, 2010).

During previous studies, researcher E. L. Thorndike (1920) suggested that there were other types of abilities to be valued at school in addition to intelligence. Thorndike recognized social ability as an important component of intelligence. Approximately 80 years later, "a number of alternative conceptualizations of nonacademic intelligence have emerged, including practical, emotional, kinesthetic, and even moral intelligence" (Mayer et al., 2000, p. 137). Neisser (1976) stated that the distinction between intelligent and pragmatic abilities lay in the types of assignments associated with real-life situations and academics. Formulated academic problems with one objective answer do not automatically characterize real-life situations students may encounter. Given the contrasts between practical and academic problems, students may be prone to solve one kind of problem better than the other type (Wagner & Sternberg, 1986). According to Mayer et al. (2000), "Successfully intelligent people are those who recognize their strengths and weaknesses and who capitalize on their strengths while at the same time compensating for or correcting their weaknesses" (p. 138).

Academic achievement scores increase by 11% in school environments that teach social and emotional skills to students (Goleman, 2011). Students who know strategies to reduce stress, anxiety, worries, and distress are happier being at school and therefore are better learners. The brain's cognitive efficiency is impaired, thus, the higher the feeling of anxiety. High anxiety limits the capacity for the brain to add new information (Goleman, 2011). Students' having the sense of being in control is important for self-

motivation and is a distinguishing trait of high-achieving individuals (Shapiro, 1997). Students start to realize that completing homework and schoolwork makes the surest impact toward meeting self-imposed expectations.

According to Shapiro (1997), “A child who believes that he is a ‘C’ student and cannot really get a higher grade will consciously or unconsciously gear his efforts toward mediocrity, no matter what his intellectual potential may be” (p. 222). Self-control in childhood is a predictor of future success and achievement in school. According to Goleman (2013), “High self-control predicts not just better grades, but also a good emotional adjustment, better interpersonal skills, a sense of security, and adaptability” (p. 81). Anything that can be done to increase children’s capacity for cognitive control will benefit them in life.

According to McClelland (2009), “If people learn how to do something better, it by definition increases the probability of their succeeding at that activity and makes it more likely that they will carry out the activity if they are also motivated to do it and they value it” (p. 548). Teachers who have had a leader who created a positive school work environment are more likely to do the same in their own classrooms (Cherniss & Goleman, 2001). Cherniss and Goleman (2001) stated, “Clarity of vision in a school’s purpose parallels clarity of purpose in class lessons; challenging yet realistic performance standards for teachers translate into like standards for students” (p. 41).

Research has shown a correlation between school environment, teacher efficacy, and student achievement (Barent, 2005). Teacher and student enthusiasm increases when relationships are positive within the school community, which leads to increased student achievement (MacNeil et al., 2009). Donaldson (2001) suggested four steps for school

site leaders to facilitate a culture for academic achievement: empowering staff, strong and caring relationships, similar goals and vision, and sharing honesty and truth regarding the role of leader. Principals who have an understanding of EI can encourage these and lead a culture where teachers feel entrusted to teach, and therefore, students achieve. When teachers are trusted and empowered to make decisions in their teaching with the focus being the common goal of the school, students are motivated to achieve success (Barent, 2005).

Principals who make students and the school community a priority by creating a nurturing, safe environment have an advantage to help students achieve academically (Cooper & Crosnoe, 2007; Martin & Dowson, 2009). When students support their school culture, they are more motivated to achieve (Martin & Dowson, 2009). When students are content in school, they are positively impacted by their intrinsic motivation for academic achievement (Martin & Dowson, 2009). Principals with high EI are able to build positive relationships of happiness, respect, and confidence, supporting everyone in the school to be successful (Bipath, 2008; Egley & Jones, 2005). When school leaders honestly display EI behavioral traits, they positively impact the school community, which increases academic motivation of students and a loyal partnership from teachers (Egley & Jones, 2005).

Hiring Practices and Principal Recruitment

Cherniss and Goleman (2001) suggested, “The quickest way to increase emotional intelligence competencies in members of an organization is to select individuals who already demonstrate those competencies and behaviors” (p. 160). In contrast to his recommendation, however, the hiring process typically focuses on what

appears on the candidate's resume, education, experience, and accomplishments (Cherniss & Goleman, 2001). These factors are important; however, they do not distinguish outstanding applicants from average ones. The decision to hire a principal is often based upon hunches and chemistry between the interviewer and interviewee. Cherniss and Goleman (2001) proceeded, "An inability or failure to categorize exactly what is giving the interviewer a positive impression may lead to faulty decisions. Sometimes the good feelings may be due to the candidate's being like the interviewer: they may share the same values of work ethic" (p. 160). Basing the selection on feelings may not prove to be a wise hiring choice. If districts want to increase emotional competencies in their workforce, hiring practices must include a system to identify the crucial components.

Self-awareness presents itself during the interview process when candidates are honest about confessing failure and tell their tales with humor (Goleman, 2014). When making hiring decisions, employers want people who are creative, insightful, and intelligent (Engelmeier, 2012). There is a limited systematic selection approach for EI when entering a profession and a minimal level of EI abilities required in order to get hired. However, according to Cherniss and Goleman (2001), "Once people are in a given job, role, or profession, EI emerges as a more powerful predictor of who succeeds and who does not—for instance, who is promoted to the upper echelons of management and who passed over" (p. 24). When the research examines professions within the organization and learns which individuals receive promotions, EI will prove to be a more influential predictor of success than IQ (Cherniss & Goleman, 2001).

Making a mistake with a hiring decision sometimes is difficult to reverse. In many cases, the error lingers after it was identified leaving the organization to suffer and struggle. Soft skills such as self-motivation, change management, and team building are more difficult to recognize compared to experience and IQ when hiring a manager. Hiring a leader based on IQ and experience is a dysfunctional set of criteria and will not bring forth the objective of producing the highest performance on the job (Cherniss & Goleman, 2001).

Cherniss and Goleman (2001) presented specific points to improve the effectiveness of hiring practices, “Investing time up-front can not only improve the effectiveness of the process by identifying the right target to aim at but also make the process more efficient by focusing in the right direction from the start” (p. 198). The second suggestion Cherniss and Goleman presented was having clearly defined competencies in order to prepare a proper interview guide to measure emotional competencies looking for past experiences and behaviors (Cherniss & Goleman, 2001).

EI and Principal Leadership Effectiveness

In organizations with power differences, as in an educational setting, the person with the most power is the emotional sender who sets the emotional tone for everyone in the group (Goleman, 2011). Goleman (2011) continued, “Person-to-person emotional contagion operates automatically, instantly, unconsciously and outside of our intentional control” (p. 56). Without EI, Goleman (2014) believed that “a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won’t make a great leader” (p. 2). A principal’s ability to guide the staff into a cooperative, enthusiastic mood will determine the success of his or her performance

(Goleman, 2011). Northouse (2016) stated, “People who are more sensitive to their emotions and the impact of their emotions on others will be leaders who are more effective” (p. 28).

The most impressive leaders are those who have the capability to sense how their staff feels about their work assignment and to intervene adequately when those employees begin to feel negatively or are dissatisfied (Cherniss & Goleman, 2001). Effective principals are ones able to negotiate their own emotions and have employees’ trust and positive responsiveness. EI emerges chiefly through relationships at the workplace and affects the quality of relationships. Empowering members within the organizations to be emotionally intelligent starts with the leader communicating compelling visions and motivating staff (Cherniss & Goleman, 2001).

As the leader of a school site, a principal with high EI can take advantage of this intelligence to build a culture with high expectations, supportive mutual relationships, and a shared vision (Egley & Jones, 2005; Moore, 2009). Fullan (2002) said,

Leaders must be consummate relationship builders with diverse people and groups—especially with people different than themselves. This is why emotional intelligence is equal to or more important than having the best ideas. In complex times, emotional intelligence is a must. (p. 7)

High EI components can support the effectiveness of a principal and lead the school community to success. Each day a principal interacts with others and possessing high EI positively affects the school. Having self-awareness and realizing the effects, “internal states, preferences, resources, and intuitions” (Bipath, 2008, p. 59) allows the principal to manage the school with confidence. Principals must continuously manage

their emotions in a manner that is conducive to a learning environment. Principals are always presented with social interactions and must demonstrate empathy and organizational awareness. EI is a required skill for principals by supporting the relationships needed in a collaborative, influential, and inspiring manner (Bipath, 2008).

The self-aware principal. Principals with high self-awareness are honest with themselves and their school communities. They are able to work with difficult people and keep their own emotions intact. They understand their values and goals and strive to find balance in order to achieve what they desire. Self-awareness can be identified during evaluations because leaders are comfortable discussing their limitations and yearn for constructive criticism (Goleman, 2014). Self-aware principals play to their strengths and know when to ask for help rather than overstretching on tasks (Goleman, 2014).

A self-aware leader must know her or his own values in order to speak from his or her heart. Goleman (2013) believed that “leaders who inspire can articulate shared values that resonate with and motivate the group. These are leaders people love to work with, who surface the vision that moves everyone” (p. 225). Leaders with high self-awareness recognize how their feelings affect job performance. They are authentic and able to express their feelings openly. Leaders display self-confidence and are willing to accept new challenges and difficult assignments (Goleman, 2011).

The self-managed principal. A principal with a calm approach and few bad moods is a role model to his staff and knows the importance and influence of self-management. Employees are happy to stay in an organization when the principal encompasses the skill of self-management (Goleman, 2014). When the principal is able to roll with the punches and master his emotions, the staff is able to prevent going into

panic mode. Goleman (2014) explained that effective leaders possess “a variety of self-management whereby we mobilize our positive emotions to drive us toward our goals. Motivated leaders are driven to achieve beyond expectations—their own and everyone else’s” (p. 11). Effective leaders have a passion for the work, seek out creative challenges and solutions, and love to learn.

Goleman (2011) stated that “extreme displays of negative emotion have never emerged as a driver of good leadership” (p. 32). Principals with emotional self-control find ways to channel negative emotions and impulses into useful opportunities (Goleman, 2011). Leaders who display high self-management skills often have high personal standards and consistently seek out goals that are worthy. They are optimistic, positive, and create better possibilities for the future (Goleman, 2011).

The empathetic principal. An empathetic leader thoughtfully considers the feelings of employees while making intelligent decisions. A principal must be able to see and understand the viewpoints of all the staff. Empathy is also required of a leader to develop and retain good, talented people (Goleman, 2014). A principal is considered a coach and mentor, and a skilled one knows when to push, how far, and when to hold back by truly knowing staff members.

Principals with high social awareness listen attentively and understand the other person’s perspective although not necessarily agreeing (Goleman, 2011). Goleman (2011) stated, “Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there” (p. 104). Leaders make others the priority and are available to ensure that people are getting what they need.

The socially skilled principal. A principal with social skills is one who is friendly and socially confident with the purpose to guide everyone in the same desired direction. Socially skilled leaders are excellent persuaders and know when to approach their staff. Motivation, suggested by Goleman (2014), “makes such people excellent collaborators; their passion for the work spreads to others, and they are driven to find solutions” (p. 17). Joyful environments make for productive environments. One of a principal’s many tasks is to delegate jobs to the staff. Effective leaders know mutual trust is a key ingredient to the evolving process of an organization (Drolet & Harvey, 2006).

Socially intelligent principals must be fully present and understand real human consequences to their actions. Goleman (2011) stated, “Emotions are so contagious, every boss at every level needs to remember he or she can make matters either worse or better” (p. 98). Socially skilled principals inspire and move people toward a common mission by building ownership from stakeholders. These principals are catalysts for change and show genuine interest for empowering others (Goleman, 2011).

Criticisms

EI is not accepted as a developed, single entity intelligence by everyone in the field of research. According to Landy (2005), EI was not meant to be understood as a serious, distinct intelligence when social intelligence was first introduced by Thorndike. Waterhouse (2006) implied that there are several conflicting views regarding EI; therefore, it cannot be a credible concept. In addition, Waterhouse argued against the belief that EI is related to real-world and individual success stating that there are few studies to prove otherwise. Furthermore, Waterhouse suggested that EI is equal to IQ plus personality traits with differentiation.

Cherniss, Extein, Goleman, and Weissberg (2006) disputed criticisms of EI in their article “Emotional Intelligence: What Does the Research Really Indicate?” The theory of EI continues as ongoing research and a consensus at this stage should not be expected. There is much overlap in the many EI models, but each one recognizes two major components: “awareness and management of one’s own emotions and awareness and management of others’ emotions” (Cherniss et al., 2006, p. 240). Mayer, Caruso, and Salovey (1999) stated that EI parallels similarly with other intelligences and will evolve with age. EI meets the requirements set to be considered an intelligence.

Contrary to Waterhouse’s (2006) claim, there are limited studies relating to the correlation of EI and future success; there are many published studies that demonstrate a connection between the two, which found that high EI determines effective leaders (Cherniss et al., 2006). The critics of EI argued that an inconsequential number of studies were researched to prove that high EI leads to success, which also found that EI is not a credible form of intelligence. However, various military, education, and workplace studies have been conducted to prove that success and EI are related. Lastly, “the weight of the evidence now supports the claim that EI is distinct from IQ, personality, or related constructs” (Cherniss et al., 2006, p. 240). Therefore, theorists and researchers continue to add to the volume of studies and continuously learn about the EI phenomenon in response to criticism.

Summary

The essence of EI was summarized by Goleman (2013), as he spoke of self-awareness as “the basis of self-management; and as ‘empathy,’ the foundation for relationship effectiveness. Yet awareness of our self and of others, and its application in

managing our inner world and our relationships, is the essence of emotional intelligence” (p. 226). Emotional competencies for leaders can be learned, although the potential for learning is determined by the individual’s current level of EI (Cherniss & Goleman, 2001). Nettles and Harrington (2007) believed that “effective educational leadership makes a difference in improving learning; there is nothing new or especially controversial about this idea” (p. 725).

Chapter II reviewed the themes that represent EI as related to school site leadership, student achievement, and hiring practices and recruitment for principals. This chapter presented an overview of EI, the history, earlier theorists and EI researchers, EI models, superintendent leadership, principal leadership, school site hiring practices, and the correlation between EI and student achievement.

This literature review shows research that supports the impact leaders with high EI have on an organization and student achievement. However, limited research is available that specifically analyzes and measures the level of EI school site principals actually possess and whether or not it impacts academic achievement. All components reviewed constitute the structure supporting the overall need for this research and the resulting methodology in which it is investigated.

CHAPTER III: METHODOLOGY

Chapter III follows the review of literature and presents in detail the purpose of this study. The core of this chapter presents the methodology used to gain understanding of superintendents' perceptions and the value they placed on emotional intelligence (EI) characteristics when hiring new school site principals. Recent literature suggests that principals with a high EI quotient make more effective leaders, therefore, leading to improved student achievement. Using mixed methods, the researcher specifically utilized an empirical descriptive case study to help identify the importance of EI in the hiring practices of superintendents when hiring new principals.

This segment of the study reviews the purpose statement and research questions. In addition, the research design, population, and sample are clearly defined followed by the type of instrumentation, data collection, and analysis utilized. Also discussed in this chapter are the validity, reliability, and limitations of the study. Chapter III concludes with a summary and introduction to Chapter IV.

Purpose Statement

The purpose of this mixed methods, empirical descriptive case study was to explore and describe the importance of self-awareness, self-management, social awareness, and relationship management EI characteristics perceived by California public K-12 school district superintendents when hiring new school site principals.

Research Questions

The following research questions were developed for this study:

1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?

2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?

Research Design

Mixed Methods

This study utilized a mixed-methods, empirical descriptive case study design. Mixed methods allow the researcher to explore and describe the superintendents' perceptions about EI and which characteristics are perceived to be important when hiring new principals. Mixed-methods design merges both qualitative and quantitative data in order to validate or expand findings by bringing separate results together (Creswell & Plano, 2011). An advantage to using the mixed-methods study was being able to obtain quantitative results in survey form and explaining and enriching the results by qualitative data from interviews (McMillan & Schumacher, 2010).

According to Creswell (2003), "A mixed methods design is useful to capture the best of both quantitative and qualitative approaches . . . the advantages of collecting both closed-ended quantitative data and open-ended qualitative data prove advantageous to best understand a research problem" (p. 22). Mixed methods allowed the study to obtain superintendents' perceptions about EI and to identify which characteristics are most important when hiring new principals. Consequently, the methodology allowed the

process to be studied along with the outcome (McMillan & Schumacher, 2010) by expanding the results of the survey responses with descriptive narratives from the interviews.

According to Patton (2002), “Qualitative data consist of quotations, observations, and excerpts from documents” (p. 47). He added, “Qualitative data describe. They capture and communicate someone else’s experience of the world in his or her own words. Qualitative data tell a story” (Patton, 2002, p. 47). Qualitative inquiry was used to draw conclusions from key words and repeated phrases through coding (Patton, 2002). Perceptions and understandings about EI characteristics were recorded and transcribed to examine patterns from open-ended questions through interviews (Patton, 2002). Superintendents were interviewed in order to reveal and understand their perspectives of a principal’s EI and how it related to hiring practices and appointments of jobs.

Quantitative data were obtained through survey results e-mailed to participants prior to interviews. A distinctive element of quantitative research “is that researchers gather data in such a way that the data are easy to quantify, allowing for statistical analysis” (Patten, 2012, p. 9). Superintendents were given the opportunity to rank EI attributes based on their perception of importance. The quantitative data were conveniently aggregated and as a secondary component, yet significant, of the mixed-methods study, “easily presented in a short space” (Patton, 2002, p. 21). The surveys, as a secondary component of data collection, complemented the qualitative interviews by obtaining additional results on the same topic.

The Empirical Descriptive Case Study

An empirical case study is based on facts and guided by evidence, data, and sources while the descriptive case study “refers to research that describes an existing or past phenomenon in qualitative terms” (McMillan & Schumacher, 2010, p. 486). The research primarily gathered knowledge, descriptions, and explanations from superintendent perceptions and identified how they specifically value EI attributes when hiring school site principals. This empirical, descriptive case study used the collection of data to gain information about superintendent hiring practices and expectations of EI.

According to McMillan and Schumacher (2010), “A case study is an in-depth analysis of a single entity” (p. 344). In this case study, public school district superintendents’ responses from quantitative data (survey) and qualitative data (interview) were in-depth, organized, and used to assemble superintendent perceptions about the importance of EI in principals. McMillan and Schumacher (2010) stated, “An instrumental case study provides insight into a specific theme or issue” (p. 345), as demonstrated by the perceptions of superintendents.

Population

The population is “a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and which we intend to generalize the results of the research” (McMillan & Schumacher, 2010, p. 129). According to the California Department of Education (2015), a total of 1,022 public school districts are in the state of California, 330 of the districts are unified representing elementary through high school students. The survey population (McMillan & Schumacher, 2010) for this study was

determined to be a selection of California superintendents representing unified school districts (K-12).

Sample

A survey or sample population was defined by McMillan and Schumacher (2010) “as the group of subjects from whom data are collected; often representative of a specific population” (p. 490). This study used nonprobability, purposeful and convenient sampling. Convenience, purposeful sampling was used to create a subgroup based on accessibility and ease (Vogt, 2005). McMillan and Schumacher (2010) stated, “Nonprobability sampling does not include any type of random selection from a population” (p. 136). California superintendents with current experience hiring site principals were selected in order to provide the best information relating to the purpose of the study. Patten (2012) stated that purposive sampling is used when individuals or groups are selected who are believed to be good sources of information. Using purposeful and convenient sampling, this study focused on cases from which it can learn the most (Patton, 2002).

Creswell (2014) recommended a minimum sample size of three to five participants for a mixed-methods study where qualitative data collection is dominant. Sandelowski (1995) determined that qualitative sample sizes should not be too small to collect enough data or informational redundancy. However, Teddlie and Yu (2007) countered by stating that a sample too large would be difficult to undertake and would require a balancing act. For purposes of this study, 12 superintendents in unified districts (K-12) were selected based on purposeful, convenience sampling. Participants were chosen by meeting the following criteria:

- Current superintendents in the state of California
- Superintendents with a minimum of 2 years of experience at current district.
- Experienced and directly responsible for selection, hiring, and evaluating site principals.
- Superintendents at public unified school districts (K-12) comprised of at least eight schools.

Instrumentation

Survey Instrument

The researcher first needed to collect quantitative data by constructing a survey and e-mailing it to superintendents in order to understand their perceptions about the importance of self-awareness, self-management, social-awareness, and relationship management EI characteristics when hiring new principals (Appendix A). McMillan and Schumacher (2010) stated, “Surveys are used to learn about people’s attitudes, beliefs, values, demographics, behavior, opinions, habits, desires, ideas, and other types of information” (p. 235). The survey administered was a quantitative list of attributes superintendents may or may not feel are important when hiring principals for their school sites. The descriptive portion of the quantitative data analysis involved an analysis of the importance of the four EI categories using the instrument’s descriptors of attributes divided into four groups: Group 1: Those that are essential to know before making a decision; Group 2: Those that are important to know before making a decision; Group 3: Those are desirable characteristics but not as important as Groups 1 or 2; and Group 4: Those characteristics that may not be deemed as valuable when hiring new principals. This

is not a forced-choice activity. The instrument contained four attributes for each of the EI categories and six general attributes (Table 2).

Table 2

Interview Instrument Codes

Component/attribute	Identifying attribute letter
Self-awareness component	B, J, R, U
Self-management component	C, I, M, V
Social awareness component	E, G, L, O
Relationship management component	F, H, Q, T
General attributes	A, D, K, N, P, S

The EI attributes identified as essential and important become the focus of the qualitative interview.

Interview Instrument

Once the survey was administered and the value of the attributes was identified (Appendix B), qualitative data were collected through follow-up interviews. This was necessary in order to fully understand the reason superintendents ranked the importance of EI attributes when hiring principals for their school sites. McMillan and Schumacher (2010) explained, “Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit. We interview to find out what is in and on someone else’s mind, to gather their stories” (p. 341).

The researcher combined two different types of interview protocols when asking superintendents questions. First, the researcher developed an interview guide to ensure the same basic lines of questioning were followed with each subject (Patten, 2012).

According to Patten (2012), “The interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject” (p. 343). Thus, during the interview, the researcher can establish a conversation but focus on a predetermined area (Patten, 2012).

In addition to having an interview guide prepared to assist with probing questions, the second form of interview protocol used was open-ended questions. The open-ended questions were asked of each superintendent in the same order. Each question was prepared in advance and careful thought was given to the wording before the interview for reliability purposes. The probing questions were placed in specific places during the interview in order to increase the objectivity of the interviewer. Patten (2012) stated,

This combined strategy offers the interviewer flexibility in probing and in determining when it is appropriate to explore certain subjects in greater depth, or even to pose questions about new areas of inquiry that were not originally anticipated in the interview instrument’s development. (p. 347).

During the development of the instrument, it was discovered that a more in-depth understanding about the perceptions of EI and hiring practices were needed to address the research questions of the study more thoroughly.

Interview Development

Guided by the expertise of Jim Cox, the researcher collaborated with two other doctoral students as part of a thematic study to develop an instrument for the survey and interview protocol (Cox & Cox, 2008). The instrument measured EI through a mixed-methods approach, addressing both qualitative and quantitative data. The researchers used the literature review in Chapter II to ensure that the four domains of EI were

completely addressed. The doctoral student group corroborated through revisions and made modifications based on the specific population per individual research study.

Expert Panel

An expert panel was assembled to provide valuable feedback on the survey and interview instruments. Their input was imperative to ensure a high-quality instrument while collecting data from superintendents. Two panel members were a superintendent and principal of a public elementary school district. Both experts possessed doctoral degrees, had experience with interviewing candidates for school site positions, and were familiar with a higher level of quantitative and qualitative data. The final and third panel member was Jim Cox, author of *Your Opinion Please, How to Build the Best Questionnaires in the Field of Education* (Cox & Cox, 2008).

The expert panel was e-mailed the survey and follow-up open-ended interview questions to be used as the instrument for data collection. After receiving feedback, the collaborative group of three doctoral students met to edit and revise the survey, invent a key for the researchers to determine which attributes of EI the subjects were ranking, and to create understandable probing questions as part of the follow-up interview. Each of the panel members reviewed the instruments independently of each other and e-mailed their concerns and guidance to the researcher to be reconstructed.

Field Test

The survey and interview protocol were field tested prior to the actual study. A population of public school administrators with experience in hiring were used in the pilot test to ensure that correct data were being collected to address the research questions. There were two additional advantages for offering a field test: First, to revise

and make improvements so the data measured are clear; and second, to gain knowledge of the amount of time needed to conduct the data collection (Fink, 2013). The field test helped to determine whether the collected data could be computed and analyzed for the manner designed. Thus, the use of a practice test is well worth the time expended in order to correct any errors (Gay & Airasian, 2000). The researcher used the results of the field test to make minor changes to the language of the instrument to assure greater understanding by the participants.

Validity and Reliability

Validity

Validity is the extent to which a study accurately assesses and addresses the specific claim the researcher is attempting to measure. Compared to reliability, which is concerned with the actual authenticity of the measuring instrument, the validity is concerned with the study's efficiency at measuring what the researcher set out to measure (McMillan & Schumacher, 2010). For this reason, an instrument was designed to determine "the degree to which the interpretations have mutual meanings between the participants and the researcher" (McMillan & Schumacher, 2010, p. 330).

The researcher identified assumptions, thereby creating a data collection instrument in order to collect evidence to back the assumptions (McMillan & Schumacher, 2010). The study incorporated triangulation in order to alleviate bias and establish a valid hypothesis. Triangulation was used to improve the reliability and validity in the study (Golafshani, 2003). The researcher applied various distinctive techniques, surveys, and interviews to ensure validity in findings. The data collection tool proved to be valid after being reviewed by the expert panel.

Internal and External Validity

The researcher was mindful of threats to validity, both internal and external. According to Maxwell (1999), internal validity refers to the outcome of the targeted population studied while external validity is the elements outside the group. The qualitative portion of the study was composed of many assumptions as Merriam (1998) indicated was likely possible; therefore, previously prepared methods ensured internal validity. External and internal validity are two separate entities and were evaluated independently (Patten, 2012).

A variety of considerations were taken into account to increase external and internal validity. The study focused on a single situation and similar population with a limited sample size to ensure that there was limited generalizability. The data were collected in a timely and efficient amount of time and avoided the threat of maturation, mortality, and attrition (Patten, 2012). To minimize threats to validity in this study, the researcher established consistent conditions for each interview and participant. Aspects that threatened validity were reduced by utilizing the same instrument with a similar population in a limited timeframe.

Content Validity

The validity of an instrument depends on the extent of successful measurement and whether it is measuring what it intended to measure. According to Patton (2002), a “reason for using qualitative methods is that for particular phenomena or outcomes, no acceptable, valid, and reliable measures exist” (p. 192). An instrument must be reliable to be valid, but not necessarily valid to be reliable and “before researchers can access the

validity of a particular measure, the purpose for measuring must be clearly identified” (Patten, 2012, p. 61).

The researcher was careful and deliberate to keep disruptions to a minimum while collecting data through conducting interviews with superintendents. The superintendents were sent a survey to rank the importance of EI characteristics when seeking out principals to hire. The survey was followed by participant interviews to elaborate on the ranking of EI characteristics.

Reliability

The definition of reliability shared by Joppe (2000) is as follows:

The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (p. 1)

An instrument is reliable if it returns similar results each time (Patten, 2012). Querying an expert panel and seeking the advice of colleagues’ researching a parallel study about EI, the researcher was confident the interview instrument was valid, reliable, and would yield similar results for each participant. The researcher worked with peer researchers to develop an instrument that was sufficient to collect and evaluate relevant data.

Data Collection

Institutional Review Board (IRB)

The researcher submitted an application for approval to conduct research to Brandman University Institutional Review Board (BUIRB). According to Creswell and Plano (2011), “Permission needs to be sought from multiple individuals and levels in

organizations, such as individuals in charge of sites, from people providing the data . . . and from campus-based institutional review boards (IRBs) to collect data from individuals and sites” (p. 175). Once the researcher obtained approval notification (Appendix C) from IRB, she started to collect data. The researcher contacted individual superintendents’ meeting the sample criteria by e-mail. The e-mail asked for voluntary participation and provided details regarding the study to the superintendent. The researcher sent an e-mail reminder prior to the mutually agreed upon interview date along with a survey for them to rank specific EI characteristics ahead of time. When the superintendent responded that he or she would be willing to participate in the study, the researcher sent him or her an introductory e-mail along with the EI survey to rank characteristics by importance when hiring principals and an informed consent form required by IRB.

Selecting Participants

The initial contact was made by e-mail from the researcher to individual superintendents who met the required criteria and willingly desired to participate in the study. Current superintendents who participated in the study were recommended by former superintendents, Brandman professors, and public school administrative connections. Individuals who recommended a superintendent for the study made the first contact by e-mail or phone call to ask permission for the researcher to e-mail them.

The researcher also scheduled the interview date and time to conduct a phone interview or a face-to face interview. The interview was scheduled for a 1-hour time slot with the assurance the survey had been completed. A reminder e-mail was sent 1 day prior to the mutually agreed upon interview time and date. The participants were advised

in an e-mail from the researcher that follow-up interviews were a possibility if further clarification was necessary.

Interview Process

The superintendents were made aware that additional clarifying questions may be necessary as trends emerged and further information was needed. They were also made aware that the interview would be audio-recorded for the researcher's availability to transcribe the interviews.

Follow-up questions about the survey were asked in the interview of superintendents, all regarding their awareness and perception of EI characteristics of principals through the recruitment and hiring phase. Sharing statements about the researcher's focus and proper interviewing probes, the researcher encouraged effective and constructive in-depth interview responses (McMillan & Schumacher, 2010). The researcher collected interview data with the expectation that the perceptions of superintendents are meaningful and knowledgeable when answering questions about hiring practices and the importance of EI (Patton, 2002).

The researcher prepared an interview guide for the purpose of exploring and asking additional questions based on the survey rankings of the participants' perceptions of EI characteristics. Patton (2002) elaborated, "Thus, the interviewer remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that has been predetermined" (p. 343). Probing questions were placed in the interview at appropriate places and were developed previously with the ranking survey. An interview

guide was used and helped the researcher to ask follow-up questions based on the rankings in a systematic format.

Prior to the formal interview, participants were e-mailed a description of the research project. They also signed the consent form and had an opportunity to rank their perceptions of specific characteristics of EI when hiring principals. The researcher and the interviewee met at the designated time on the phone or in person to participate in the recorded interview. Participants were made aware that the interviews were to be recorded and transcribed as part of the data collected for the study.

Confidentiality was stressed by the interviewer to the interviewee. The researcher was aware that potential bias was a possibility and true perceptions might not be shared unless the researcher was thought to be impartial when information was exchanged (McMillan & Schumacher, 2010). The researcher increased accuracy by building a positive relationship between the two parties prior to and while conducting the interview. The interviewer explained the purpose of the study and encouraged questions from the participants before starting the process. Each question was designed to gain knowledge regarding the participants' perceptions of EI characteristics of principals within the course of hiring. The researcher used a scripted interview guide and recorded responses to be transcribed at a later date. When the interview was finished, the researcher asked the interviewee if she or he had any questions or comments, reminded participants they may be contacted for further input, and thanked them for sharing their perceptions.

Data Analysis

The researcher used a mixed-methods approach to gathering data for the study incorporating both qualitative and quantitative research to analyze. The researcher used

an inductive process to analyze the data. McMillan and Schumacher (2010) aforementioned, that data were “gathered first and then synthesized inductively to generate generalizations” (p. 323). The analysis was done concurrently while the data were being collected. McMillan and Schumacher (2010) stated, “Making sense of the data depends largely on the researcher’s intellectual rigor and tolerance for tentativeness of interpretation until the analysis is completed” (p. 367).

The researcher analyzed quantitative data with nonexperimental, descriptive designs by defining phenomena and examining patterns between various phenomena without manipulation (McMillan & Schumacher, 2010). As previously stated, the descriptive portion of the quantitative data analysis involved an analysis of the importance of the four EI categories using the instruments descriptors of attributes divided into four groups: Group 1: Those that are essential to know before making a decision; Group 2: Those that are important to know before making a decision; Group 3: Those are desirable characteristics but not as important as Groups 1 or 2; and Group 4: Those characteristics that may not deemed as valuable when hiring new principals. This is not a forced choice activity.

Coding

Each individual interview was transcribed and coded. The written transcripts were downloaded on the computer and entered into a Mac software program called NVivo (2012). NVivo was used to code the qualitative data from the large quantity of interview transcripts. The software program assisted the researcher with organizing the data from the superintendent interviews. As the transcripts were coded in NVivo, trends, patterns, and common themes were discovered. NVivo searched for key words and

phrases that could be identified as a similar way of thinking. Coded data were synthesized and categorized into similar themes for analysis. The themes were reviewed and interpreted by the researcher to find meaning. When the coding was complete, the researcher systematized the data into a comprehensible summary to understand superintendents' perceptions of EI when hiring principals.

Agreement Reliability

The coefficient of agreement, according to McMillan and Schumacher (2010), “is established by determining the extent to which two or more persons agree about what they have seen, heard, or rated” (p. 182). Utilizing one or more experts to review coded transcripts established agreement reliability and supported the validity of the instrument and reduced the chance of bias (Creswell, 2014; Waltermaurer, 2008). After the first interview was transcribed and coded, an expert surveyed the information to ensure interrater reliability of the instrument.

The test of interrater reliability, also known as interrater agreement, is often used for research studies when data are collected through a rating instrument provided by trained or untrained coders. Subsequently, the disadvantages of relying on interrater reliability include the use of incorrect statistics computed, whereas results may be misinterpreted or fail (Hallgren, 2012). The researcher was mindful and spent a sufficient amount of time coding to alleviate concerns of inefficiency and bias when organizing data.

Follow-Up Interviews

The main focus of an interview is to comprehend the meaning of what the interviewee has said (Kvale, 1996). Follow-up interviews may be necessary, especially

to further investigate participants' responses to a survey (McNamara, 1999). In this study, the researcher conducted follow-up interviews as needed and when further clarification was necessary. The follow-up interviews were recorded, transcribed, and coded to strengthen the data collection process.

Data Organization

McMillan and Schumacher (2010) elaborated on the point of organizing data, "An essential early step in analysis is to organize the large amount of data so that coding is facilitated" (p. 369). The researcher did not gather all the information and take a break to return refreshed as a suggested strategy (Bogdan & Biklen, 2007). Instead, the researcher discovered key concepts and common perceptions to organize into a report as part of the research study.

Limitations

According to Roberts (2010), "Limitations are particular features of your study that you know may negatively impact your study or your ability to generalize. Limitations are usually areas over which you have no control" (p. 162). The limitations for interview data included the following:

1. Personal bias
2. Possible emotional state of the interviewees
3. Small sample size
4. Participants' schedules and time constraints
5. No guarantee answers were truthful
6. Even though the researcher took measures to reduce limitations, personal bias, emotional state, human error, and the desire to complete the study were all factors.

Summary

While Chapter II referenced various expert literature resources (Appendix D), Chapter III followed and outlined the purpose and research questions for this study. It presented in detail the methodology and research design. The population and sample group were defined. Instrumentation, validity, reliability, data collection, data analysis, and limitations concluded this chapter. Chapter IV discusses the findings of the research for this particular study.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Goleman (2006) remarked that “taking the time to forge that human connection gave this leader more leverage than she had thought possible” (p. 76) when describing a school principal desiring to motivate her staff in order to improve student achievement. Goleman proclaimed that the best environment for learning happens when students, teachers, and school leaders move forward and become more emotionally self-aware and socially intelligent. Goleman continued, “If a principal wants to create an emotional climate that lifts all boats, he or she must lead the group toward positive, empathetic social interactions” (p. 78).

Chapter IV summarizes the data from the responses of 12 superintendents in California unified (K-12) public school districts addressing their perceptions of the importance of EI characteristics when hiring new site principals. First, this chapter describes and details the study’s purpose, research questions, methodology, population, and sample. Finally, the participants’ responses to each research question and overall themes are presented from the collected and coded data.

Purpose

The purpose of this mixed-methods, empirical descriptive case study was to explore and describe the importance of self-awareness, self-management, social awareness, and relationship management of emotional intelligence (EI) characteristics perceived by California public K-12 school district superintendents when hiring new school site principals.

Research Questions

The following questions led this inquiry:

1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?

Methodology

This mixed-methods, descriptive case study incorporated semistructured, open-ended questions to determine the perceptions of superintendents regarding the importance of EI characteristics when hiring new school site principals. Superintendents participated in a four-part interview:

- Part I: Initiated understanding and communication by obtaining information about the interview process and questions geared for principal candidates at individual school districts.
- Part II: Presented a 22-item survey allowing superintendents to categorize principal hiring characteristics by importance.
- Part III: Probed the four EI component responses ranked as essential, important, or desirable by superintendents regarding principal candidates.
- Part IV: Gave superintendents the opportunity to include additional characteristics they felt were essential, important, or desirable when hiring new principals.

The participants received Part II, the 22-item survey, in advance to rank their responses and return it prior to the interview. The answers were organized into the four EI components and were used to guide the interview questions. The interviews were recorded from an iPad for validity and later transcribed. Each transcription was checked for accuracy and correctness of intent based on the interview. The responses of the questionnaire were cataloged into a Word document sectioned by the four EI components.

Patterns and trends were coded from the transcripts through NVivo, an online qualitative data analysis program. Predominant patterns and themes were collected to identify similarities and differences among participant responses. The data collected identified superintendents' perceptions of EI characteristics when hiring new public school site principals.

Population and Sample

The survey population for this study was determined to be a selection of California superintendents from unified school districts (K-12). California superintendents with current experience hiring site principals were selected in order to provide the best information relating to the purpose of the study. The study selected unified districts that had a minimum of eight school sites. Participants were experienced in the hiring process of principals, and therefore brought superintendent expertise from their perspective.

Twelve school districts in the state of California were represented in the study sample. The superintendents spanned across eight counties and were responsible for a total of 282 school sites. Participants were selected based on their willingness and

availability. The researcher gained access to superintendents through referrals and networking of professional colleagues and peers. The researcher made interview appointments through the administrative assistants for the superintendents. Table 3 provides a synopsis of the participants in this study along with the county location of the school district.

Table 3

District Counties of Superintendents

Participant	County
Participant 1	Los Angeles
Participant 2	San Bernardino
Participant 3	San Luis Obispo
Participant 4	Santa Barbara
Participant 5	San Bernardino
Participant 6	San Diego
Participant 7	Orange
Participant 8	Sacramento
Participant 9	Riverside
Participant 10	Sacramento
Participant 11	San Bernardino
Participant 12	San Bernardino

The participants in this study met the following criteria:

- They were current superintendents at unified (K-12) public school districts in California.
- Their districts had a minimum of eight school sites.
- They had served as superintendents for 2 years or more.
- They had ongoing experience directly or indirectly recruiting and hiring school site principals.

Data Analysis

The collected research data were organized, evaluated, and analyzed. The data were organized into common themes and patterns. Participants were given a survey in which components of EI were segmented into categories of essential, important, desirable, or not deemed as valuable. The superintendents used a numerical ranking system to group principal candidate traits into four categories. The grouped answers were used to guide the interview questions.

After the data were analyzed for each participant, the answers were organized by theme per research question. Once the superintendents grouped the EI characteristics into the four categories, the researcher asked scripted questions from the interview guide to gather detailed perceptions. The responses were examined by the researcher per individual and compared to other participants' answers based on the four research questions. Participants were assigned a random number to protect their identity and retain confidentiality.

Data Analysis Per Participant

Participant 1. Participant 1 was a superintendent of a unified school district in Los Angeles County. Table 4 correlates the themes and patterns within Participant 1's responses aligned to the four research questions.

Research Question 1. The first research question asked, "What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 1 believed that principals will face huge problems if they are unable to self-reflect. A principal must

look within to improve and not automatically blame outside factors. Conscientiousness about work and confidence with decisions are two traits essential to effective leadership.

Table 4

Participant 1: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Being able to self-reflect • Conscientious • Confidence in abilities
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Flexible, ability to prioritize • Maintains self-control • Encourager • Leads with integrity
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Has the ability to move the school forward • Good listener • Reads the audience • Understands needs of diverse groups of people
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Relational • Takes time to invest in lives • Earns trust and respect • Facilitates teamwork

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 1, a principal must lead with integrity and self-control. The participant thought principals faced a variety of concerns and complaints and must maintain self-control when handling solutions. Participant 1 stated,

A day in the life of a school administrator is crazy and you drive to work thinking your day is going to look like this and then it looks like this. Your blueprint and everything you had planned is out the window, and now you're dealing with this, and you've got to roll with it. You've got to be flexible; otherwise, you're not going to be successful. And positive. You don't want Negative Nelly up there leading your campus. You want someone [who is] going to be a cheerleader, and is going to make your staff feel good, and [who is] going to be able to rally them, because all of those things are important in moving them forward.

Research Question 3. The third research question asked, "What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 1 stressed that a principal should know how to read an audience and adjust accordingly: "Being an active listener is essential because a staff needs an encourager [who] anticipates their needs in order to feel supported."

Research Question 4. The fourth and final research question asked, "What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 1 believed that a principal inspires a sense of teamwork and earns trust through inspiration. Principals are caring and they take the time to invest in others' lives by caring and cultivating relationships.

Participant 2. Participant 2 was a superintendent of a unified school district in San Bernardino County. Table 5 correlates the themes and patterns within Participant 2's responses aligned to the four research questions.

Table 5

Participant 2: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Seeks feedback • Accepts criticism • Confident
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Honest • Projects positivity • Disciplined • Self-directed
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Takes time to understand a variety of perspectives • Good listening skills • Creates a positive culture
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Ability to work with others and build relationships • Empathetic • Meets emotional needs of individuals • Collaborative • Approachable

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 2 responded that everyone is a work in progress and everyone has something to improve upon. Schools are systems meant to be improved and the only way that happens is by having a leader who is reflective and able to turn criticisms into positives. Principals have to be reflective enough to understand the areas for improvement and “missing the mark.” Participant 2 wanted to find out through the interview process how important “always being right” is to principal candidates. Self-reflection and humility are important factors

to consider when hiring a principal. Participant 2 desired an administrator who has the skill to apologize when needed.

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 2, self-management is critical when seeking principal candidates and they can handle working under extreme pressure. “Making sure that when push comes to shove, they’re going to make the right decisions no matter how hard” described the superintendent when referring to principal candidates. Principals must have the temperament and self-control to facilitate neutrality and bring a sense of calmness to the school environment.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 2 stated that a principal meets people’s needs in order to obtain buy-in. A principal’s role is problem solving and she or he takes the time to understand the issue by being an active listener. According to Participant 2,

The group dynamics is really critical because in order to have success at a school site you definitely have different factions and different groups, and then you have the whole entity. That goes with knowing your audience. You probably talk to your kindergarten teachers different[ly] than you’d talk to an eighth-grade team or a seventh-grade team. Having a good idea of how to talk to people and how to listen to people. You might listen differently with a group of colleagues than you

would a group of parents or you might listen differently with a school board member than you would a teacher. Understanding what key things to look for in your listening that will give you clues as to what your people need is important to me.

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 2 stressed that the job is mostly about relationships and principals’ ability to work with people. Principals build safe environments and the staff is aware of the expectations. Participant 2 stated, “Principals are able to make decisions collaboratively and work with diverse groups to resolve issues at hand.”

Participant 3. Participant 3 was a superintendent of a unified school district in San Luis Obispo County. Table 6 correlates the themes and patterns within Participant 3’s responses aligned to the four research questions.

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 3 emphasized that possessing self-reflection and self-examination leads to highly effective leadership. “Someone [who] sees their profession as one of perpetual growth. Someone who can be capable of self-reflecting has the ability to take feedback and that’s an essential skill for a leader” according to Participant 3. Principals who are incapable of accepting feedback do not garner the respect of stakeholders. Being humble, self-examining, and conscientious

are behaviors that are interwoven and essential characteristics of a high-performing principal.

Table 6

Participant 3: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Seeks perpetual growth • Open to feedback • Self-reflective • True humility
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Integrity • Level headed • Commitment • Maturity
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Ability to develop others • Motivate people • Recognize emotions and needs of a staff • Read an audience to gain insight
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Empathetic • Inspires teamwork • Garner respect

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 3 articulated that when principals lose their composure, they show a sign of immaturity. Principals must model appropriate behavior and remain calm and thoughtful even when upset and frustrated. A strong leader with integrity has the maturity to take a deep breath

and respond in a professional and logical manner consistently. Participant 3 believed that being a site administrator requires tremendous integrity. According to Participant 3,

You can get away with screwing up for a while, but over time it catches up to your flaws and your character and the staff sniffs it out, parents sniff it out, kids sniff it out, and then you become ineffective and you lose the respect of the group and you can no longer lead.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Principals who can anticipate the needs of others also have the ability to develop people in order to move the site forward. Knowing how to read an audience provides the principal with insight to motivate the staff accordingly. Recognizing emotions and needs of the staff allows principals to understand the dynamics of a successful school site.

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 3 believed that principals who are thoughtful and respectful of others are able to inspire great academic achievement throughout the school. Compassion and respect for others are two key ingredients to inspire teamwork.

Participant 4. Participant 4 was a superintendent of a unified school district in Santa Barbara County. Table 7 correlates the themes and patterns within Participant 4’s responses aligned to the four research questions.

Table 7

Participant 4: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Open to input and feedback • Conscientious about performance • Confident in abilities • Reflects on decisions
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Thinks outside the box, innovative • Displays positivity • Flexible, understands gray areas • Follows through with commitments • Monitors emotions
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Good listener • Open door policy, accessibility to stakeholders • Anticipates needs of others • Understands the existence of subjectivity
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Understands people • Relationship oriented • Collaborative • Embraces teamwork • Supportive

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 4 believed that principal candidates must possess confidence in their abilities and not constantly question their decisions. Principals who are risk takers are confident in their abilities and will not feel the need to continuously seek approval from the superintendent. Moreover, Participant 4 wanted a principal who takes risks and reflects on those actions in order to learn and improve the next time. Participant 4 described the job of a principal as not

being easy or 8 hours a day. Someone who is conscientious about getting work done has a self-awareness characteristic expected for a principal.

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 4, “I think you’ve got to put a positive face out there by seeing the glass as more than half full.” Participant 4 stated that a future principal has strong integrity and follows through with his or her commitments. A principal understands that there are many gray areas and flexibility is the key ingredient. Self-control is also essential because a principal has to be able to monitor his or her emotions in order to not affect others.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 4 expressed,

You have got to be a good listener, people need to know that you will take the time to hear them. If people feel they have been heard even if they can’t agree they will be more likely to support something.

A principal needs to have an open-door policy and be accessible to stakeholders.

Understanding the teaching staff and community is critical. Concerns and issues can be prevented by anticipating the needs of others.

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant

4 believed that relationships are the key and number one aspect of successful leadership. Administrators are part of teams and should embrace collaborative styles. Being a principal is a lonely position and it is critical to know that relying on others is acceptable. According to Participant 4, “How they work with people is really important to me, that they be relationship oriented because the technical skills you can teach, the soft skills you can’t.” Participant 4 added that being a part of a team and collaborating are top priorities for being a leader and running any kind of an organization.

Participant 5. Participant 5 was a superintendent of a unified school district in San Bernardino County. Table 8 correlates the themes and patterns within Participant 5’s responses aligned to the four research questions.

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 5 shared that a principal’s self-awareness is important when reflecting upon daily work events such as a memo that did not come across as intended or a staff meeting that veered from the agenda. A principal needs to know how she or he represents him or herself to a staff member and whether he or she is creating tension or a school community. Participant 5 wanted a principal who is comfortable standing in front of an audience in uncomfortable circumstances: “They must be able to stand with a straight back in front of angry parents or a discerning, unsupportive crowd.”

Table 8

Participant 5: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Self-assured • Composed and confident • Self-reflective • Determined
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Flexible • Respectful of oneself • Integrity • Ability to address difficult situations comfortable
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Active listener • Anticipates the needs of others • Mindful of people’s emotions
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Collaborative • Embraces school community • Influential

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” During the interview process, Participant 5 hoped for principal candidates who are flexible and possess integrity. When principals are inflexible or have bouts of poor integrity, they are going to produce issues. Principals who lack flexibility and integrity will not gather respect from staff and parents.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district

superintendents seek when hiring new school site principals?” Participant 5 wanted a leader who listens and anticipates the needs of others even prior to knowing others’ needs. Participant 5 verbalized, “I think that creates a really thoughtful, deliberative, strong, advocate towards student learning for the teachers.” Principals must be active listeners and pay attention not to what teachers are actually saying, but they must listen for missing words to anticipate concerns.

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 5 affirmed that an effective leader is one who interacts positively with his or her school site community to build relationships. A talented principal may have all the vision in the world, but not the buy-in of the staff. The ultimate goal of the site leader is to influence and move the school forward for the betterment of students.

Participant 6. Participant 6 was a superintendent of a unified school district in San Diego County. Table 9 correlates the themes and patterns within Participant 6’s responses aligned to the four research questions.

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 6 shared the importance of a leader’s ability to turn the mirror inward and self-reflect. Principals become more reflective with experience and compare to “an empty closet without hangers to hang your experiences on. It’s after you have a situation, then can you go back and reflect.”

Table 9

Participant 6: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Conscientious • Ability to look in the mirror and self-reflect • Self-examining
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Possesses maturity • Positive outlook • Maintains balance, self-control • Trustworthy, adheres to integrity and high moral compass • Controls emotions
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Good listener • Know how to read a room • Natural ability to navigate the emotions of people
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Ability to influence • Collaborative • Responsive • Empathetic

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 6 described four characteristics essential when hiring principals:

Being positive. A positive outlook is contagious. Positivity also has a ripple effect throughout a school. Principals who do not have a positive outlook are less successful than those who have a neutral or negative outlook.

Being flexible. The world of the principalship is gray. Principals who are inflexible and view every situation as black or white will struggle in the role.

Self-control. The ability to control one's emotions and avoid emotional hijackings is vital. People do not want to work for principals who "fly off the handle" or are an emotional roller coaster. Steady, stable and calm.

Integrity. Without integrity there is no trust. Keeping your word, doing what you say you'll do, maintaining confidentiality, and having a high moral compass are essential attributes for the job.

Research Question 3. The third research question asked, "What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 6 reported that a principal has to know how to read a room and understand how his or her moods and interactions affect people. Principals need a sense of keenness to determine which staff members do best with more hand holding and which prefer to be left alone. "It's about your ability to know the world is gray. Anybody [who is] a black and white principal, it's always this way. . . . The world is gray and leadership requires someone to see the world in gray," believed Participant 6.

Research Question 4. The fourth and final research question asked, "What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 6 stated that principals bring their staff together as a team and understand others' feelings. Showing empathy and adjusting leadership styles to get the best out of people is critical. Participant 6 related, "Effective leadership is not about the curriculum and content. It's about relationships. It's about your ability to influence."

Participant 7. Participant 7 was a superintendent of a unified school district in Orange County. Table 10 correlates the themes and patterns within Participant 7’s responses aligned to the four research questions.

Table 10

Participant 7: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Resilient • Possesses grit and confidence • Goal thinker
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Passionate • Enthusiastic • True to oneself • Leads with purpose and meaning
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Effective listening skills • Produce cooperation • Influence a similar vision • Understands unity
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Relational • Passionate • Altruistic • Commitment

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 7 communicated that a principal has to encompass grit and self-confidence as a leader. If everyone agreed with a principal 100% of the time, the principal would not be a leader. A principal is resilient because not every decision will be supported by everyone.

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 7, as a principal, “I was hired to be a cheerleader, never a hitman.” A principal is thought of as passionate and enthusiastic. A leader who self-manages with meaning and is consistently true to him or herself is effective.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 7 expressed that there are going to be times to gain support for an idea for it to be successful. A principal needs to understand the audience and be socially aware when giving a presentation. According to Participant 7,

People don’t care how much you know until they know how much you care. Using your ability to read into how people are walking, behaving, talking, standing, to then adjust your situational interactions style to try whatever they’re doing [is] a more effective pattern or more effective approach.

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Traits superintendents seek in principals in the interview process are establish a team concept and put others before self, shared vision, and cooperative buy-in to make a change effort. Participant 7 continued, “Personal power and charisma can gain compliance, but not commitment.” Principals are hired to generate an equal level of commitment from staff

and build a culture and support system to accomplish goals. Some schools are broken and need a healer, therefore, principals must enter through the human side in order to be successful.

Participant 8. Participant 8 was a superintendent of a unified school district in Sacramento County. Table 11 correlates the themes and patterns within Participant 8's responses aligned to the four research questions.

Research Question 1. The first research question asked, "What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 8 established that a principal must be confident about what he or she is saying in front of a staff. A self-reflective principal always perceives what could have been done differently to get the outcome he or she desired. Participant 8 described a self-aware leader:

Rather than being reflective regarding the situation or reflective of the other person, what we are asking people is to be reflective on their own practices so they can continue to develop and learn. Being self-aware just helps you to be more laser-focused in your leadership.

Research Question 2. The second research question asked, "What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 8 articulated that a key essential ingredient for a principal is flexibility. Principals who are stubborn and dictate decisions go down the wrong path but are not flexible enough to change course. Positivity encourages mirrored leadership when staff members want to mirror their principal. Participant 8 believed, "If you are positive, the likelihood is the

staff will be more positive with regard to school sites.” A principal with effective self-management will put him or herself in situations that will move the school toward specific goals.

Table 11

Participant 8: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Continuous personal improvement • Confident • Strategic • Conscientious
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Flexible • Positive • Adaptable to various situations • Objective
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Strives for harmony and positivity • Active listener • Mindful of others • Understands group dynamics
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Relational • Receptive to others • Collaboration • Inspires teamwork

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 8 responded that leaders have the ability to influence others when moving a school. Participant 8 stated,

I think it's really important to be an active listener because it doesn't matter who is saying what. But the reality is that if you are not really paying attention to what people are saying, it does not allow you to create or frame a story, because after a while you will be able to pull out the salient points from any conversation and be able to create a theme that's happening on your campus. But you can only do that if you are truly listening. And then I only think you can do that if you are listening to your community, parents, or any group. Because you got to just get beyond the conversation to what they're really trying to tell you, and be able to connect the dots to why they feel this way and what is their perception and what's happened in the past. So being able to really get beyond the shallow conversation and understanding what they're trying to say is really important to being an active listener.

An effective principal understands what everyone is thinking before entering a meeting and delivering a message. Social awareness, knowing group dynamics, and understanding people and situations help frame a principal's approach and frame the message successfully.

Research Question 4. The fourth and final research question asked, "What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 8 reported that being a principal is about shared leadership and collaboration. Inspiring teamwork and giving people the opportunity to work together will override issues that hold schools back from meeting academic, structural, or management goals. The

principal has to facilitate a culture of collaboration and develop relationships to embrace a shared vision.

Participant 9. Participant 9 was a superintendent of a unified school district in Riverside County. Table 12 correlates the themes and patterns within Participant 9’s responses aligned to the four research questions.

Table 12

Participant 9: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Self-reflective • Aware of personal bias • Balanced
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Solution finder • Flexible • Balanced and level-headed • Ethical and fair • Produces positive energy
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Understands group dynamics • Builds sense of belonging in others • Active listener
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Creates collaborative relationships • Maximizes potential in others • Empathetic • Leads through influence

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 9 stated that knowing oneself and understanding biases are essential. Leadership gets stronger when a leader knows his or her areas of weakness. Principals cannot take things personally and

must maintain self-control; otherwise, errors are made. Superintendents look for a leader who demonstrates self-control and is not dictated by emotions. Participant 9 shared, “I might have shed a tear, but I’m not going to get out of control that the people around me don’t know where do I look for leadership or stability.”

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 9, positive energy is contagious and allows a leader to create and move people because they are happy and more productive. Flexibility is a characteristic leaders need in order to adjust to life and human situations that arise. Participant 9 shared,

Integrity is not negotiable and to me integrity is doing the right thing, but it’s also doing the right thing whether anybody knows you are doing it or not. The person you see here is going to be the same person in the next room, same person at home, same person at church, same person every time. It doesn’t matter who I’m with, I’m going to be the same.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 9 considered that principal candidates have to anticipate others’ needs if they want people to follow. If needs are not being met, the staff is not going to follow. Unfortunately some people who rise to the top as leaders are talkers and not listeners; however, active listening can be learned.

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 9, the principal’s role is building strong relationships with teachers, staff, students, and parents to maximize everyone’s potential. Problems at school sites are usually the result of principals not building relationships with stakeholders, teachers, and their parent community. Lack of cultivating a relational environment will lead to weaknesses in areas such as academic success. Principals are empathetic and see things from others’ perspectives, even when coaching and helping them. Effective leaders influence and engage people as opposed to being a dictator.

Participant 10. Participant 10 was a superintendent of a unified school district in Sacramento County. Table 13 correlates the themes and patterns within Participant 10’s responses aligned to the four research questions.

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 10 described principals as being aware of their own limits and knowing when to ask for help, as people who are super reflective and honest know their strengths and areas to improve. Administrators who are balanced and reach out for help are more successful.

Table 13

Participant 10: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Aware of own potential • Knows strengths and weaknesses • Ability to identify emotions in oneself
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Makes courageous, responsible, ethical decisions • Core beliefs are apparent • Integrity • Manages emotions in face of criticism
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Active listener • Communicates effectively • Responsive • Builds consensus and support
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Cultivates purposeful relationships • Supportive • Encourages collaboration • Embraces a team approach

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 10, leaders make courageous, yet responsible decisions by managing emotions of exhaustion or frustration. In today’s era with social media in the forefront, people are always connected. Participant 10 affirmed, “Being able to manage your emotions in the face of criticism, and it may hurt, it may sting, but you’ve got to be able to keep your emotions in check and leap through in any position.” Superintendents seek principals with integrity who embrace a vision and core beliefs.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 10 emphasized that principals know how to speak to others at a level they can relate and respect. The staff members of an effective leader know they will be listened to and heard. Successful principals do not forget what life was like before they were a principal. Participant 10 shared, “Speak to them in a way that you’re going to lead and they are going to follow. I tell principals all the time, if you’re leading and no one is following, you’re not really leading.”

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Establishes support and monitors collaborative teams are essential for an effective principal, according to Participant 10. “Talking to parents with empathy without throwing your staff under the bus is important,” responded Participant 10. Principals create purposeful relationships in order to relate and connect with others to lead a school within an aligned vision.

Participant 11. Participant 11 was a superintendent of a unified school district in San Bernardino County. Table 14 correlates the themes and patterns within Participant 11’s responses aligned to the four research questions.

Table 14

Participant 11: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Balanced • Processes communication • Open-minded
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Integrity, honest, truthful • Maintains self-control • Displays positivity • Flexible • Interacts in positive, productive manner
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Active listener • Communicates in an encouraging manner • Problem solver
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Relationship builder • Approachable • Ability to manage relationships • Believes in collaboration

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 11 stated that effective principals have a reflective leadership style conceding to the fact they may not always have the right answers. It is important that the person in charge of the school, regardless of size, does a lot of self-reflection to try and maintain a healthy environment. Participant 11 wanted a principal who is honest with self-examination and realizes and admits when decisions could have had better outcomes.

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school

district superintendents seek when hiring new school site principals?” According to Participant 11, principals who display positivity, flexibility, self-control, and integrity set the foundation for a staff to follow. Self-management principals have the ability to communicate and interact in a positive manner with staff and others.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” As reported by Participant 11, “I think it’s important to be an active listener. You can’t solve problems or you can’t address problems if you’re not.” Active listening entails processing the questions and the intent others are trying to get across.

Research Question 4. The fourth and final research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” As Participant 11 stated,

It’s all about the relationships. I think most of what we do is relationship building. If you have a good ability to manage relationships, then people are going to want to work for you. They’re going to want to do things for you, they’re going to want to go above and beyond for you, they’re going to want to follow you. That’s why that is important. If you don’t have good relationships, if you’re a dictator, if you’re a do as I say person then people are going to resent you and not want to work or go that extra mile for you.

Participant 12. Participant 12 was a superintendent of a unified school district in San Bernardino County. Table 15 correlates the themes and patterns within Participant 12’s responses aligned to the four research questions.

Table 15

Participant 12: Themes and Patterns in Responses to Research Questions

Research questions	Themes and patterns of participant responses
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Conscientious • Self-confidence • Self-reflective • Sense of humor
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Flexible • Positive • Truthful, straightforward, reliable • Maintains sense of stability and calmness
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Always listens • Anticipates needs of others • Ensues a sense of stability • Understands group dynamics
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	<ul style="list-style-type: none"> • Cultivates relationships • Cares • Empathetic • Inspires teamwork

Research Question 1. The first research question asked, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” Participant 12 responded, “If a principal is not questioning decisions made all the time, how can he or she get better?” The self-reflective piece has to always be in play to improve. Self-confidence is being able to lead a group of people or a school community. A principal must have a sense of humor because it is easy to go to the dark side of issues. Leaders are witness to

many problems and negative, stressful situations and having a sense of humor allows them the capability to put those things aside and look for the good and things to laugh about. Principals are conscientious about spending thoughtful time and completing work.

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 12, principals who have not been successful have been ones who have been up and down emotionally. The staff wants a sense of stability and someone they know can arrive at school being positive and flexible. They need the same person every kind of day no matter what is going on at the school site. Participant 12 shared that a principal with self-control is necessary because circumstances happen when a leader may want to display anger, but has to remain calm. In times of crisis, people look for their leader to be in control. Participant 12 believed, “People want to know that if you tell them something, it’s the truth and they can rely on you to tell them the truth even when it may not be something you necessarily want to hear, but you’re willing to be up front with them.”

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” According to Participant 12, principals care and always try to anticipate and meet the needs of others. “A good leader listens, takes in, gets back to the person, and does that with a sense of integrity and wants to make sure that person is taken care of and anticipating what they need,” believed Participant 12 regarding leadership. Participant 12 continued,

I think understanding group dynamics and knowing your audience are two things that some people have intuitively, and some people have to learn it. We've all been in a situation where there's been a speaker and he or she just doesn't get that he or she is boring everybody, peoples' eyes are glazing over, or whatever. They don't really know their audience, and they don't understand that this group is different. I think the only way as a principal to move a staff is to understand the group dynamic and to know what kind of audience you're talking to. You can't move your staff without knowing who they are.

Research Question 4. The fourth and final research question asked, "What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" Participant 12 shared that at the end of the day, a principal's effectiveness is about relationships.

It's really about if you've cultivated relationships; even when you do something wrong people give you a pass because they know ultimately you care about them, you've shown that you're empathetic, you inspire them, you inspire teamwork. That goes so far in making a difference as a principal, you know, because you're with these people every day. You're with your kids every day. You're with the staff every day. If they can trust in you and feel that you feel for them, then it will inspire them. Some people think leadership is lighting a fire under people. I disagree, shouldn't you be lighting a fire within people? The fire lighting under people doesn't last, but if you light a fire within people, that's long lasting. That's only built through relationships. That's the only way to do it. A lot of leaders

feel you've got to lead by giving them a kick in the pants the old drill sergeant way, but I think education especially is about building relationships.

Data Analysis Per Themes in Research Questions

The following sections are categorized by the four research questions and are used to categorize and analyze for themes and patterns based on the superintendents' responses. The data were analyzed by each research question. Similar perceptions were gathered and reported.

Research Question 1. The first research question asked, "What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?" The 12 participants' frequency of responses were noted and analyzed for common themes and patterns. Table 16 displays the common themes for Research Question 1, the EI self-awareness component from the responses and the number of participants responding to that component/theme.

Table 16

Common Themes in Responses for Research Question 1

Research question	EI component/common theme	Respondents specifying common theme
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	A. Open to input and feedback in order to improve and participate in perpetual growth.	11
	B. Self-reflective and self-examining continuously.	11
	C. Displays self-confidence in the face of turmoil.	9
	D. Conscientious and finds balance with daily work expectations.	9

Note. N = 12.

Common Theme A. Eleven out of the 12 superintendents interviewed expressed that it is important for principals to be open to feedback and accept criticism wholeheartedly in order to improve as a leader. There was a common theme that all administrators are works in progress and can benefit from self-awareness to improve their leadership skills, school climate, and student achievement.

Common Theme B. Eleven out of the 12 superintendents interviewed explained that it is important for principals to practice self-reflection and self-examination to grow as a leader. There was a common theme that administrators have biases and can learn from self-awareness to better improve decision making to move the school forward. Daily reflection helps leaders become more strategic by being cognizant of decisions made with poor and unexpected outcomes.

Common Theme C. Nine out of the 12 superintendents interviewed shared that it is important for principals to possess self-confidence and determination to progress as a leader. A common theme was that all administrators can learn from self-awareness and not allow emotions to dictate their presence and composure in the face of adversary to ensure a sense of stability for the staff and other stakeholders.

Common Theme D. Nine out of 12 superintendents interviewed desired a principal who is conscientious about his or her work. There was a common theme that leaders can improve from self-awareness to plan thoughtfully and purposefully to advance student achievement.

Research Question 2. The second research question asked, “What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” The 12

participants' frequency of responses were noted and analyzed for common themes and patterns. Table 17 displays the common themes for Research Question 2, the EI self-management component from the responses and number of participants responding to that component/theme.

Table 17

Common Themes in Responses for Research Question 2

Research question	EI component/common theme	Respondents specifying common theme
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	A. Ability to prioritize and adapt to situations when unforeseen circumstances arise, being flexible enough to change course as needed.	8
	B. Exudes positivity, innovation, enthusiasm, and passion. Creates an environment that is happy and productive to move the school forward.	9
	C. Maintains self-control and composure during adversary and challenging circumstances.	11
	D. Leads with integrity, professionalism, commitment, and character.	11

Note. $N = 12$.

Common Theme A. Eight out of the 12 superintendents interviewed agreed that it is important for principals to adapt to various situations and be flexible enough to change course when needed. There was a common theme that all administrators have a blueprint for the day's schedule that is rarely followed and can benefit from self-management to improve their leadership style for success of the organization. Leaders understand that there are gray areas and life is not inherently black or white. Participants shared that inflexible, rigid principals will produce future issues for the school.

Common Theme B. Nine out of the 12 superintendents interviewed believed that it is important for school leaders to be positive, encouraging cheerleader-types to produce

energy that is contagious. There was a common theme, that all principals who are enthusiastic and passionate about an organization can benefit from self-management to encourage mirrored behavior from staff. Principals who make a staff feel good and put on a positive face can move a school forward.

Common Theme C. Eleven out of the 12 superintendents interviewed shared that it is important for principals to maintain self-control and facilitate neutrality with staff and parents to improve as a leader. There was a common theme, that all administrators can benefit from self-management to balance emotions while working under extreme day-to-day pressure to obtain buy-in from stakeholders and increase student achievement.

Common Theme D. Integrity and professionalism were common themes shared by 11 out of the 12 superintendents interviewed. Administrators can benefit from self-management to improve ethical decision making, meeting commitments, and maintaining confidentiality. Administrators with self-management skills exhibit a high moral compass and core beliefs are apparent to others. Self-management skills allow a principal to embrace a strong character and garner respect from others in the school community.

Research Question 3. The third research question asked, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” The 12 participants’ frequency of responses were noted and analyzed for common themes and patterns. Table 18 displays the common themes for Research Question 3, the EI social awareness component from the responses and number of participants responding to that component/theme.

Table 18

Common Themes in Responses for Research Question 3

Research question	EI component/common theme	Respondents specifying common theme
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	A. Practices active listening skills to gain insight of individual's thought process.	11
	B. Reads the audience and adjusts accordingly to various diverse groups to influence a similar vision and garner support.	9
	C. Anticipates the needs of others by recognizing emotions in order to move the school forward and producing cooperation.	10
	D. Understands group dynamics and has the ability to communicate effectively within many factions while supporting and encouraging unity.	11

Note. $N = 12$.

Common Theme A. Eleven out of 12 superintendents interviewed expressed that it is important for a principal to be an active listener and accessible to stakeholders in order to improve as a leader. People are appreciative and more supportive of a leader who takes the time to listen. There was a common theme, that effective principals can benefit from social awareness in order to frame a story and connect the dots to understand the perceptions of others and pull out salient points to lead a successful school.

Common Theme B. Nine out of 12 superintendents interviewed believed that it is important for principals to know how to read an audience to improve as a leader. Principals gain immediate insight by having social awareness and knowing how to read a room. There was a common theme that all administrators have the proficiency to adjust accordingly and can benefit from social awareness to communicate effectively in an encouraging manner to diverse groups to gain support for the school.

Common Theme C. Ten out of the 12 superintendents interviewed expressed that it is important for principals to anticipate the needs of others in order to improve as a leader. There was a common theme that all administrators address a wide variety of people with diverse needs and can benefit from social awareness to navigate the emotions of others to create a thoughtful, strong advocacy toward student learning.

Common Theme D. Eleven out of 12 superintendents interviewed perceived that it is important for a principal to understand group dynamics to improve as an administrator. A leader is responsive to the teaching staff and community by being cognizant and embracing subjectivity with different groups. There was a common theme, that all principals can benefit from social awareness to motivate people and build consensus, support, and unity in the organization.

Research Question 4. The fourth research question asked, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?” The 12 participants’ frequency of responses were noted and analyzed for common themes and patterns. Table 19 displays the common themes for Research Question 4, the EI relationship management component from the responses and number of participants responding to that component/theme.

Common Theme A. All 12 superintendents interviewed indicated that it is important for principals to inspire and facilitate teamwork in order to improve as a leader. There was a common theme that all administrators are part of teams and embrace collaborative styles and can benefit from relationship management to bring the staff together to collaborate and embrace a shared school vision.

Table 19

Common Themes in Responses for Research Question 4:

Research question	EI Component/Common theme	Respondents specifying common theme
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?	A. Inspires and facilitates teamwork and collaboration to gain cooperative buy-in and cause change.	12
	B. Leads through influence by earning trust and respect to inspire academic achievement.	10
	C. Builds and cultivates relationships to maximize the potential in others and embrace the school community.	12
	D. Puts self before others, empathetic, compassionate, and altruistic.	10

Note. $N = 12$.

Common Theme B. Ten out of 12 superintendents interviewed noted that it is important for principals to lead through influence to earn trust and respect from staff to achieve academic success. There was a common theme that all administrators meet emotional needs and build safe environments and can benefit from relationship management in order to influence and move the school forward for the betterment of students.

Common Theme C. All 12 superintendents interviewed affirmed that it is important for principals to have the talent to build relationships, the ability to work with others, and diverse needs in order to improve as a leader. There was a common theme, that all administrators can benefit from relationship management to resolve issues, connect with people, and lead the school with an aligned mission. Principals who have relationship management skills cultivate purposeful relationships and take the time to invest in the lives of others to improve the school environment and student achievement.

Common Theme D. Ten out of 12 superintendents interviewed indicated that it is important for principals to be empathetic and compassionate while putting others before themselves in order to improve as a leader. Understanding people and knowing what affects them, being altruistic, and talking to others with empathy demonstrates support as an administrator. There was a common theme, that all administrators can benefit from relationship management to get the best out of people and meet academic goals of the school.

Data Analysis Frequency Average Per Research Question EI Component

The data were further analyzed to show the comprehensive results of the survey administered to the 12 superintendents. Data were collected and grouped by EI components into the following categories: 1 (*essential*), 2 (*important*), 3 (*desirable*), or 4 (*not deemed valuable*).

Table 20 represents an analysis of the participating superintendents' response ratings of the individual characteristic for each EI component. The characteristic of *appropriate sense of humor* was ranked as least valuable out of the 16 EI characteristics with a mean of 2.75. The characteristics of *knows how to read an audience* and *anticipates others' needs* were also perceived as less valuable when hiring new school site principals with means of 2.00 and 2.16 respectively.

Additionally, the characteristics of *understands a group's dynamics* with a mean of 1.91, *self-confidence* with a mean of 1.83, *empathetic* and *cultivating purposeful relationships* with means of 1.75 ranked closer to 2 (*important*) rather than 1 (*essential*) when hiring new school site principals. Furthermore, the characteristics of *conscientious* and *positive* with means of 1.66, and *self-examining*, *leads through influence*, *inspires*

Table 20

Data Analysis Frequency Average Per EI Component Characteristic

Research question and characteristic of EI component	1	2	3	4	<i>M</i>
1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?					1.95
Appropriate sense of humor	1	3	6	2	2.75
Self-confidence; trust in one's own ability	1	9	2	0	1.83
Self-examining; uses self-reflection as an important tool for personal improvement	9	2	1	0	1.58
Is conscientious; really cares about what goes on at the school site	5	6	1	0	1.66
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?					1.41
Positive; looks for ways to be helpful and constructive	7	3	1	1	1.66
Flexibility; ability to adapt	10	1	1	0	1.25
Self-control; temperament under pressure	7	3	2	0	1.58
Integrity; congruence between what you say and what you do	10	2	0	0	1.16
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?					1.89
Anticipates others' needs	4	3	4	1	2.16
Knows how to read an audience	3	6	3	0	2.00
Understands a group's dynamics	3	7	2	0	1.91
Is an active listener	7	4	1	0	1.50

Table 20 (continued)

Research question and characteristic of EI component	1	2	3	4	<i>M</i>
4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?					1.66
Leads through influence	7	3	2	0	1.58
Empathetic to others and their needs	6	3	3	0	1.75
Cultivating purposeful relationships	6	3	3	0	1.75
Inspires teamwork	6	5	1	0	1.58
Overall EI characteristics used in questionnaire					1.72

Note. 1 (*essential*), 2 (*important*), 3 (*desirable*), or 4 (*not deemed valuable*).

teamwork, and *self-control* with means of 1.58 ranked closer to 2 (*important*) compared to 1 (*essential*) when hiring new school site principals. Superintendents ranked the characteristic *active listener* with a mean of 1.50 as equally important and essential when hiring new school site principals.

Two out of 16 characteristics found to be essential when hiring new school site principals were *flexibility* with a mean of 1.25 and *integrity* with a mean of 1.16. Self-awareness at a 1.95 overall average frequency was the least sought after component of EI, even less than that of general characteristics with a 1.90 overall average. Self-management at a 1.41 frequency overall average was the most valued component of EI when seeking to hire new school site principals. Relationship management with an overall average of 1.66 was the second most valuable EI component followed by social awareness with an overall average of 1.89.

Summary

This chapter summarized the results of the mixed-methods, descriptive, empirical case study utilizing surveys that ranked EI components, followed by semistructured interviews. The research questions were created to detail the importance of self-awareness, self-management, social awareness, and relationship management EI components superintendents perceive as important when hiring new school site principals.

Twelve California public K-12 school district superintendents in eight counties were interviewed in person or by phone to describe their perceptions. The superintendents' overall average of EI components was ranked as 1 (*essential*) and 2 (*important*); however, various participants individually scored certain characteristics as 3 (*desirable*) and 4 (*not deemed valuable*).

The superintendents determined that self-management and relationship management EI traits were the most important overall. The highest ranked specific EI characteristics were noted as encompassing integrity and honesty, being flexible with the ability to adapt to unscheduled events and circumstances, and practicing active listening by taking the time to invest in others. General, non-EI, characteristics such as professional experience, academic preparation, and practices effective leadership strategies were deemed overall more important than self-awareness traits.

CHAPTER V: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This final chapter presents a summary of the study, which includes a restatement of the purpose, research questions, methodology, population, and sample. The chapter details key findings and conclusions based on the research questions. Additionally, Chapter V outlines the implications for action and recommendations for further research. The chapter concludes with the researcher's personal reflections and comments.

Summary of the Study

Purpose Statement

The purpose of this mixed-methods, empirical descriptive case study was to explore and describe the importance of self-awareness, self-management, social awareness, and relationship management of emotional intelligence (EI) characteristics perceived by California public K-12 school district superintendents when hiring new school site principals.

Research Questions

The following four research questions address the importance of EI characteristics when superintendents hire new school site principals.

1. What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
2. What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?
3. What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?

4. What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?

Methodology

This mixed-methods, descriptive case study incorporated semistructured, open-ended questions to determine the perceptions of superintendents regarding the importance of EI characteristics when hiring new school site principals. Superintendents participated in a four part interview:

- Part I: Initiated understanding and communication by obtaining information about the interview process and questions geared for principal candidates at individual school districts.
- Part II: Presented a 22-item survey allowing superintendents to categorize principal hiring characteristics by importance.
- Part III: Probed the four EI component responses ranked as essential, important, or desirable by superintendents regarding principal candidates.
- Part IV: Gave superintendents the opportunity to include additional characteristics they felt were essential, important, or desirable when hiring new principals.

Participants received a 22-item survey to rank their responses and return prior to the interview for Interview Question 2. The answers were organized into the four EI components and were used to guide the interview questions. The interviews were recorded from an iPad and later transcribed for validity. Each transcription was checked for accuracy and correctness of intent with the interviewee. The responses of the

questionnaire were cataloged into a Word document sectioned by the four EI components.

Patterns and trends were coded from the transcripts through NVivo, an online qualitative data analysis program. Predominant patterns and themes were collected to identify similarities and differences among participant responses. After the first interview was transcribed and coded, an expert surveyed the information to ensure inter-rater reliability of the instrument. The data collected identified superintendents' perceptions of EI characteristics when hiring new public school site principals.

Population and Sample

The survey population for this study was determined to be a selection of California superintendents from unified school districts (K-12). California superintendents with current experience hiring site principals were selected in order to provide the best information aligned to the purpose of the study. The study selected unified districts that had a minimum of eight school sites. Participants who were experienced in the hiring process of principals brought superintendent's expertise perspective to the study.

Twelve school districts in the state of California were represented in the study sample. The superintendents spanned across eight counties and were responsible for a total of 282 school sites. Participants were selected based on their willingness and availability. The researcher gained access to superintendents through referrals and networking of professional colleagues and peers. The researcher made interview appointments through the administrative assistants for the superintendents.

Major Findings

The research questions presented in Chapter I and throughout the study analyzed how important EI characteristics are to superintendents when seeking new school site principals for the district. The research questions and data collected from the 12 surveys and interviews proved that EI characteristics are important to superintendents when hiring principal candidates. The data suggested that superintendents seek EI traits when hiring principals to improve school climate, academic achievement, and move the school forward. The first four major findings of this study are structured by research question and the fifth major finding is an amalgam of all research questions.

Major Finding 1

Research Question 1 states, “What is the importance of self-awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?”

The first key finding was that over 90% of superintendents stated that the self-awareness EI component encompassing four attributes (self-examining, self-confidence, appropriate sense of humor, being conscientious) was an essential or important characteristic to have when hiring a new school site principal. Superintendents ranked self-reflection and being conscientious about work as the two most important self-awareness attributes for a principal.

Superintendents desire principals who reflect thoughtfully on decisions and actions. They want leaders who are open to feedback, accept criticism, and are willing to apologize when they make a mistake. Being self-reflective and self-examining is an administrator always wanting to improve and continue to develop and learn.

Additionally, superintendents seek principals who know how to balance work and life. They want leaders who can prioritize, complete tasks, and know their own strengths and weaknesses. As supported by Goleman (2014), self-awareness is understanding one's needs, desires, strengths, and weaknesses.

Major Finding 2

Research Question 2 states, "What is the importance of self-management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?"

According to 100% of superintendents, the EI component of self-management (positivity, flexibility, self-control, integrity) was an essential or important characteristic when hiring new school site principals. Seventy-five percent of superintendents believed it was an essential and critical characteristic when seeking a principal. The two most important attributes of self-management were allowing for flexibility and having integrity. Leaders who display high self-management skills often have high personal standards and consistently seek out goals that are worthy. They are optimistic, positive, and create better possibilities for the future (Goleman, 2011).

One superintendent discussed that principals start the day with a proposed schedule and rarely do they follow it due to life circumstances and human situations that occur. Being flexible allows a leader to understand that not everything should be handled the exact same and life consists of gray areas. Superintendents desire a principal who leads with integrity and has respect for themselves and others. Along with respect, the attribute of integrity encompasses being courageous, honest, ethical, straightforward, and following through with commitments.

Major Finding 3

Research Question 3 states, “What is the importance of social awareness EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?”

A third major finding was that over 90% of superintendents found the social awareness (anticipates the needs of others, knows how to read an audience, understands group dynamics, active listener) EI component essential or important when hiring new principals for school sites. Superintendents believed that understanding a group’s dynamics and being an active listener were the two most critical attributes of social awareness for leaders to practice.

Principals communicate on a daily basis with diverse groups of students, educators, and community members. Superintendents want to hire leaders who are mindful of people’s emotions and can build consensus and support to improve academic achievement. In order to accomplish understanding individuals and groups, a new principal has to practice effective listening skills. A leader who takes the time to really listen is at an advantage to go beyond the conversation and understand perceptions. According to Bradberry and Greaves (2009), “Social awareness is your ability to accurately pick up on emotions in other people and understand what is really going on with them. This often means perceiving what other people are thinking and feeling” (p. 38).

Major Finding 4

Research Question 4 states, “What is the importance of relationship management EI characteristics that California public K-12 school district superintendents seek when hiring new school site principals?”

The relationship management (leads through influence, empathetic, cultivates purposeful relationships, inspires teamwork) component of EI was essential or important to superintendents 100% of the time as a necessary trait when hiring new school site principals. Superintendents desired principal candidates who had the ability to inspire teamwork and work collaboratively to establish a shared vision. Leading through influence brings the staff together by earning trust and respect with the ultimate goal of influencing people to move the school forward for the betterment of students.

Leading through influence and inspiring teamwork were the two highest ranked attributes. In order to influence and motivate a staff, trust is a critical factor. As reiterated from Chapter II, Sinek (2009) shared his belief about maintaining relationships as, “You can’t convince someone you have value, just as you can’t convince someone to trust you. You have to earn trust by communicating and demonstrating that you share the same values and beliefs” (p. 84). This key finding is supported by research presented in Chapter IV that human resource consultants maintain that people skills are important at every level in an organization (Shapiro, 1997).

Major Finding 5

When ranking the four components of EI (self-awareness, self-management, social awareness, relationship management), superintendents believed self-management was the most valued for a principal, followed by relationship management, social

awareness, and lastly self-awareness. All four components were essential or important overall as noted by the 12 superintendents; however, a small number of specific attributes were recognized as not deemed valuable. Two superintendents listed an appropriate sense of humor as not a valuable attribute for a new principal candidate. One superintendent shared that being positive and looking for ways to be helpful and constructive were not valuable attributes. Also, one superintendent expressed knowing how to read an audience is not deemed a valuable attribute when hiring a principal for a school site.

Unexpected Findings

Data were collected and analyzed to find out how important EI characteristics are to superintendents when hiring new school site principals. The findings suggest that the four components of EI (self-awareness, self-management, social awareness, relationship management) and general characteristics are essential to superintendents when interviewing for principals. General characteristics describe non-EI leadership traits which include professional experience, knowledge of instructional content, practices effective leadership styles, and academic preparation. Table 21 presents the data analysis frequency average per general characteristic.

Table 21

Data Analysis Overall Frequency Average Per General Characteristic

General characteristics used in questionnaire	1	2	3	4	<i>M</i>
Overall frequency average of 6 traits listed					1.90
Professional experience (as a principal plus other educational roles)	5	4	2	1	1.91
Academic preparation and education	3	4	4	1	2.25
Fondness for and natural attachment to students	6	2	4	0	1.83
Knowledge of content for which the principal will be responsible	3	6	3	0	2.00
Manages a school site skillfully; offers teachers feedback	4	6	2	0	1.83
High quality school culture; knows and practices effective leadership styles to improve academic achievement	7	3	2	0	1.58

Note. 1 (*essential*), 2 (*important*), 3 (*desirable*), or 4 (*not deemed valuable*).

Compared to an earlier study regarding principals' perceptions and the importance of EI characteristics when hiring new teacher candidates (Brase, 2016), all four EI components were rated as more essential than general characteristics. In this study, superintendents were asked to rate 16 EI attributes providing an overall mean per four components. Consequently, superintendents rated six general characteristics that were imbedded within the survey to determine the most important when hiring a principal. Superintendents sought non-EI components in principal candidates such as practices effective leadership styles and skillfully maintains a school. Unlike the previous study (Brase, 2016), superintendents desired general characteristics with an overall frequency average of 1.90 above the self-awareness EI component frequency rating of 1.95.

Knowing and practicing effective leadership styles to improve student achievement was a more desired attribute than the following EI attributes: self-confidence, being conscientious, and having an appropriate sense of humor. Sense of humor was the lowest rating attribute (2.75) desired when superintendents seek to hire principals. Two superintendents rated that an appropriate sense of humor is not deemed valuable for leadership. Four of the 12 superintendents believed a principal with an appropriate sense of humor is essential or important.

The self-awareness EI component was ranked lower than general characteristics because the appropriate sense of humor attribute was the least valued attribute superintendents desire when hiring principals. Participant 3 stated, “In the grand scope of things, leaders I consider high-level leaders are a bit stoic and quiet. They are considered thoughtful and serious about moving the school forward.” Superintendents perceived that principals with a sense of humor may cloud issues at the site. Comments that leaders think are funny, may not be perceived as funny to individual staff members.

Conclusions

Utilizing key findings from the data, the researcher found conclusions that address each research question. The conclusions are structured in order of the research questions they address.

Conclusion 1

Superintendents perceive a principal who displays self-awareness as one who is self-reflective, self-examining, and conscientious about improving academic performance and his or her own personal growth. Superintendents seek principals from the interview process who are open to candid feedback and accept criticism in order to sustain

perpetual growth. Self- reflection and self- awareness allows a principal to look in the mirror and truly acknowledge his or her strengths and limits. As indicated by Participant 2, “Schools are systems meant to be improved and the only way that happens is having a leader that is reflective and able to turn criticisms into positives.” Superintendents desire principals who are able to admit when they made a mistake and have the courage to apologize in the face of adversary. New principals are works in progress and each experience and challenge they encounter will give them a chance to reflect and improve. Superintendents perceive that conscientious principals are results oriented and spend thoughtful time staying balanced throughout all aspects of life, professionally and personally.

Conclusion 2

Superintendents perceive a principal who practices self-management as having the ability to adapt to all school site situations positively and encompassing integrity to garner the respect of staff, students, and other stakeholders. Superintendents perceive principals who know how to adapt to the ongoing changes in the field of education and the school site will be more successful than leaders who are rigid and inflexible. Superintendents perceive that leaders who have the self-management EI component understand the world should be viewed through gray lenses because every person and situation is not the same. Superintendents seek to hire principal candidates who are willing to change course and adjust to life and human circumstances.

Integrity is the number one, highest rated EI component that superintendents desire in a principal. Participant 8 shared the importance of the self-management attribute, “Integrity is not negotiable and to me integrity is doing the right thing, but it’s

also doing the right thing whether anybody knows you are doing it or not.” Principals who lead the school with integrity will have the respect of stakeholders and people’s trust to make courageous, responsible decisions while improving student learning.

Superintendents expressed that principals with integrity and character are ethical, fair, and adhere to commitments with the core belief every decision is student based.

Conclusion 3

Superintendents perceive a principal who behaves with social awareness as understanding a variety of perspectives within diverse groups and having quality listening skills to encourage people to strive for a shared vision. Superintendents expect to find principal candidates with social awareness EI skills to use a variety of groups’ core values to meet the school’s goals and objectives. Principals must understand group dynamics and see diversity as an opportunity to build consensus and support.

Superintendents desire a principal who processes what people are saying to connect dots and understand their perceptions. Participant 3 expressed that principals who possess social awareness have the ability to motivate groups of people to move the site forward. Principals who practice active listening are approachable and accessible and will truly hear what others communicate and be able to respond appropriately. Being socially aware promotes a sense of community and success for a school site.

Conclusion 4

Superintendents perceive a principal who embraces relationship management as facilitating collaboration and building a safe environment by leading through influence to ensure productivity. Superintendents perceive relationship management as an essential component of EI for principal candidates to possess during the interview process.

Principals who lead through influence earn trust and respect because their passion and commitment for students is evident. Superintendents indicate that the ultimate goal for a principal is to influence and move the school forward for the betterment of students. As supported by participants, a principal's effectiveness is about relationships, as stated in Chapter IV. Superintendents desire principals who inspire teamwork and embrace collaboration to build a culture of support and change effort to accomplish goals.

Conclusion 5

Superintendents perceive EI components as essential personality traits when hiring new principals to lead a positive school culture, academic achievement, and move a school forward. Superintendents in this study indicated that the four components of EI (self-awareness, self-management, social awareness, relationship management) are essential when hiring new school site principals. Superintendents perceive principals to be more effective as a leader when they have EI. Principals who encompass EI characteristics are able to recognize emotions and their impact on a school's vision. A principal who has the ability to know how emotions affect his or her performance and the behavior of others is able to ensure a quality education for students, improve academic achievement, and create a culture of people that strive for the same vision.

Conclusion 6

EI characteristics are perceived by superintendents as equally essential to non-EI management skills when hiring new school site principals to move a school forward.

Both EI and non-EI leadership components are desired when superintendents seek principals to lead schools as indicated by the overall ratings on the survey instrument. In order to move a school forward by improving climate and achievement, principals have

to possess EI components such as being self-examining and being socially aware. Additionally, principal candidates who have EI and non-EI skills, such as experience, fondness for students, and knowledge of content, embody a well-rounded leader with the skills to effectively lead a school.

Implications for Action

These implications for action are presented to address the previous conclusions identified above. The recommendations (in italics) are suggestions by the researcher detailing the implications for action.

Superintendents identified that when principals have high EI self-reflective traits, school climate and achievement will continuously improve because their leaders constantly examine decisions and practices that affect students.

Implication 1

School district supervisors should assign newly hired school site principals a mentor and coach perceived to have high EI characteristics. Meeting on a regular basis brings encouragement to a new principal to self-examine when he or she lacks confidence or reflects on difficult decisions to prepare for future experiences. Having a professional, trusted colleague to communicate and process challenging change efforts at the school site would build confidence in a new leader. The mentor should be provided with EI-based goals to address at each meeting to nurture and develop EI skills in new management. Ongoing communication of self-awareness components is a priceless tool for cultivating school growth and instructional innovation that impact student learning.

EI components can be learned, therefore, the attribute of integrity can be learned. Superintendents believe integrity is the most essential quality for new principals to have.

Implication 2

New principals must carry a sense of professionalism and character or they will lose the respect of stakeholders. Administration and principal preparation programs should offer EI training to administrative candidates with a focus on core beliefs and recognizing self-emotions. Being presented with EI self-assessments to discover areas of weakness assists future leaders to thoughtfully learn about themselves. Administration classes concentrate on instructional practices and procedures; however, supporting principal candidates to develop the habit of looking inward is a step to obtaining high EI. For superintendents, principal candidates lacking integrity is a nonnegotiable quality prior to being hired. Future principals can be taught to design a personal EI improvement plan to grow as a valued leader and perceived as having integrity by those that matter.

Superintendents desire principals who understand group dynamics, cultivate purposeful relationships, collaborate, and know how to really listen to people.

Implication 3

How do leaders inspire and motivate? What ensures that principals have followers when they lead? How do they maintain leading with influence during times of dissenting groups? School district officials and the personnel department can require new principals to attend professional development opportunities and introduce them to the value of EI. Components of EI should be embedded in the evaluation process for administrators to encourage professional and personal commitment to improve in the four areas. Superior leaders intentionally seek out feedback because they want to know how others perceive that their understanding this is valuable information (Goleman, 1998). New principals desire and need an evaluation process that provides them with honest

assessment to transform their weaker areas into qualities that increase student progress aligned with a safe environment for learning. The official evaluation can include areas that address the principal's relationships with people. The majority of the job encompasses dealing with people and the human element cannot be ignored. Leaders who build and cultivate a network of support and encouragement provide an environment of mutual respect, therefore, being able to focus on student learning and high quality instruction.

The four components of EI are essential characteristics for new principal candidates to have as perceived by superintendents during the hiring process.

Implication 4

Interview panels seeking administrators for school sites should be aware of EI components. Many superintendents shared that questions asked during the interview process could be improved to detect high EI in principal candidates. Asking questions that address interpersonal effectiveness, negotiating disagreements, collaboration, balancing personal and professional life, a desire to contribute, passion for students, motivation to work toward a vision, and self-control can contribute to learning about a candidate's EI by going deeper. A principal's EI quotient is more critical than his or her IQ in order to manage a successful and efficient organization as previous studies found mentioned in Chapter II. Districts may want to administer an EI assessment as part of the application process.

Principals with high EI know how to bring forth the best out of people. Creating an awareness of EI and establishing a school culture that embraces EI, improves every facet of an educational setting.

Implication 5

Emotionally intelligent principals have happy employees who move toward a similar vision to improve student learning and achievement. Positivity among the staff trickles down to the students' creating a school environment that thrives on academic excellence. Schools can expose students to EI through character education classes. Bully prevention is an ongoing topic within school districts and society. Raising students to be emotionally intelligent, gives the world productive, happy, socially and self-aware citizens that change the world for the better. Goleman (1998) stated, "Emotional intelligence is now as crucial to our children's future as the standard academic fare" (p. 313). Community stakeholders and business corporations should be encouraged to become partners with local schools. Studies have shown that companies desire employees with EI skills that work well with others. Companies that invest in schools help to build valuable future employees and enhance the civility of life.

Recommendations for Further Research

The findings of this study, both quantitative and qualitative, are a foundational frame for more extensive research about how superintendents perceive the importance of EI characteristics when hiring principal candidates. Recommendations for further examination relating to this topic are as follows:

1. Conduct a comparative case study between superintendents at high school level districts and elementary school level districts to research which EI components they feel are important when hiring principal candidates.
2. Replicate this study using quantitative research to access numerous participants through random sampling to further this study.

3. The current study focused on 12 superintendents and how important they perceived EI components when hiring principal candidates. To enrich this study, research should be conducted on schools with high academic achievement and the high level of EI leaders.
4. Conduct further research regarding school districts that utilize EI components in the interview process and the impact of student achievement with a high emotionally intelligent principal.
5. Replicate this study with a change in population and sample focused on specific gender or ethnicity of superintendents.
6. Conduct an extension of this study using quantitative and qualitative research to determine the importance of EI characteristics in superintendents as perceived by principals.

Concluding Remarks and Reflections

This study provided me with insight, a newfound belief system, and an opportunity to view leadership from a different perspective. EI is absolutely imperative when serving as a leader. I believe the four components of EI (self-awareness, self-management, social awareness, and relationship management) determine the success of a principal and the school site they are serving. Truly encompassing all the aspects of EI cannot be fabricated, but can be learned. One superintendent shared with me that all principals are a work in progress and with each experience they become a little better.

As the researcher, I find myself sharing components of EI with colleagues, peers, and family members as a guide to improved thought processes and feelings. I offer

guidance and advice based on the theory of EI. Additionally, I reflect more on my own actions and emotions that I may grow personally and professionally.

After this tremendous and incredible study, I believe every person in the educational setting should be introduced to EI including all staff and students. I foresee an avoidance of negative behavior and conflicted issues at a school site inhabited by people with high EI. People would articulate what they are thinking and feeling, rather than make assumptions that turn into frustration and resentment. A community of trust, encouragement, and collaboration is possible at every school site when led by a principal who facilitates positivity, flexibility, and self-confidence.

I consider my time spent interviewing superintendents for this study as a gift of learning, admiration, and personal growth. Each one of the participants proved to be worthy of their demanding positions and I walked away with knowledge and a sense of esteem for the EI capacities that exist within them. They all believed EI is an essential component to the success of a principal and provided me with specific experiences and the rationale behind their perceptions.

I will always be grateful for this study because I have grown as a person, a leader, and a researcher. Building communication, encouraging honest feedback, and projecting positivity are components of EI that affect how leaders are perceived and perceptions are reality. Self-reflection and managing one's emotions are crucial for continuous growth. Being socially aware and compassionate toward people are key ingredients to being an effective leader. EI can be learned and even though I have high EI components in some areas, I am limited in others. This study allowed me to look at my areas for improvement. As one of the superintendents expressed, "All leaders are a work in

progress.” I will continue to learn and develop as a leader while reflecting on decisions and seeking opportunities to make me better.

REFERENCES

- Ackerman Anderson, L., & Anderson, D. (2010). *The change leader's roadmap: How to navigate your organization's transformation* (2nd ed.). Thousand Oaks, CA: Sage.
- Allen, L. J. (2003). *The relationship between the emotional intelligence competencies of principals in the Kanawha County School System in West Virginia and their teachers' perceptions of school climate* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3142887)
- Ashkanasy, N. M., Harte, C. E. J., & Daus, C. S. (2002). Advances in organizational behavior: Diversity and emotions. *Journal of Management*, 28, 307-338.
- Assanova, M., & McGuire, M. (2009). *Applicability analysis of the emotional intelligence theory*. Indiana University. Retrieved from http://indiana.edu/~spea/pubs/undergrad-honors/honors_vol.3_no.1.pdf
- Bajgier, M. (2015). *The president's fiscal year 2016 budget request: Building on priorities for a strong elementary and secondary education act*. Washington, DC: U.S. Department of Education.
- Bardach, R. H. (2008). *Leading schools with emotional intelligence: A study of the degree of association between middle school principal emotional intelligence and school success* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3289486)
- Barent, J. M. (2005). *Principals' levels of emotional intelligence as an influence on school culture* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3162848)

- Barlin, D. (2010, March 29). Better mentoring, better teachers: Three factors that help ensure successful programs. *Education Week*.
- Bar-On, R. (1988). *The development of a concept of psychological well being* (Unpublished doctoral dissertation). Rhodes University, South Africa.
- Bar-On, R. (1997). *The emotional quotient inventory (EQ-i): Technical manual*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema, 18*(Suppl.), 13-25.
- Bar-On, R., & Parker, J. D. (Eds.). (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school and in the workplace*. San Francisco, CA: Jossey-Bass.
- Beatty, B. R. (2000, December). *Emotion matters in educational leadership*. Paper presented at the 2000 Australian Association for Research in Education Annual Conference, Sydney, Australia.
- Beatty, B., & Leithwood, K. (2009). Leadership for emotionally hot climates. *ISEA, 37*(1), 31-103.
- Bergin, C., & Bergin, D. (2009, May). Attachment in the classroom. *Educational Psychology Review, 21*(2), 141-170.
- Berrocal, F. P., & Extremera, N. (2006). Emotional intelligence: A theoretical and empirical review of its first 15 years of history. *Psicothema, 18*(1), 7-12.
- Retrieved from <http://www.psicothema.com/english/psicothema.asp?id=3270>

- Bipath, K. (2008). The emotional intelligence of the principal is essential in the leadership of a functional school. *The International Journal of Learning*, 15(10), 57-63.
- Bjork, L., & Kowalski, T. (Eds.). (2005). *The contemporary superintendent: Preparation, practice and development*. Thousand Oaks, CA: Corwin Press.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research in education: An introduction to theory and methods* (5th ed.). Boston, MA: Allyn & Bacon.
- Boyatzis, R. E. (2009). Competencies as a behavioral approach to emotional intelligence. *Journal of Management Development*, 28(9), 749-770.
- Boyatzis, R., Goleman, D., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.
- Boyatzis, R., Johnston, F., & McKee, A. (2008). *Becoming a resonant leader*. Boston, MA: Harvard Business School Press.
- Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. San Diego, CA: TalentSmart.
- Bradberry, T., & Greaves, J. (2012). *Leadership 2.0*. San Diego, CA: TalentSmart.
- Brase, C. (2016). *Emotional intelligence: The zeitgeist in teacher recruitment*. Available from ProQuest Dissertations & Theses database. (UMI No. 10053394)
- Brown, F., & Hunter, R. (1986). *A model of instructional leadership for school superintendents*. San Francisco, CA: American Educational Research Association.

- Brualdi, A. C. (1996, September). *Multiple intelligences: Gardner's theory*. (ERIC Digest). Washington, DC: ERIC Clearinghouse on Assessment and Evaluation. Retrieved from [http://Multiple Intelligences Gardner's Theory_ERIC Digest.htm=ED410226](http://Multiple%20Intelligences%20Gardner's%20Theory_ERIC%20Digest.htm=ED410226)
- California Department of Education. (2013). Local control funding formula overview. <http://www.cde.ca.gov/fg/aa/lc/>
- California Department of Education. (2015). Improving teacher and principal quality. Retrieved from <http://www.cde.ca.gov/nclb/sr/tq/>
- Cambron-McCabe, N., Cunningham, L. L., Harvey, J., & Koff, R. (2005). *The superintendent's fieldbook: A guide for leaders of learning*. Thousand Oaks, CA: Corwin Press.
- Campbell, D. W., & Green, D. (1994). Defining the leadership roles of school boards in the 21st century. *Phi Delta Kappan*, 75(5), 391-395.
- Carter, G. R., & Cunningham, G. (1997). *The American school superintendent: Leading in an age of pressure*. San Francisco, CA: Jossey-Bass.
- Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. San Francisco, CA: Jossey-Bass.

- Caruso, D. R., Salovey, P., & Mayer, J. (2003). Emotional intelligence and emotional leadership. In P. Salovey, M. A. Brackett, & J. D. Mayer, (Eds.), *Emotional intelligence: Key readings on the Mayer and Salovey model* (pp. 305-325). Port Chester, NY: Dude Publishing. (Reprinted from Emotional intelligence and emotional leadership, pp. 55-73, by D. R. Caruso, & J. D. Mayer, & P. Salovey, in R. E. Riggio & S. E. Murphy, Eds., *Multiple intelligences and leadership*, 2003, Mahwah, NJ: Erlbaum)
- Cash, D. (2008). *Defined autonomy: How superintendents work with principals to create the defined autonomy at schools necessary for improved student achievement* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3311085)
- Cherniss, C., Extein, M., Goleman, D., & Weissberg, R. P. (2006). Emotional intelligence: What does the research really indicate? *Educational Psychologist*, 41(4), 239-245.
- Cherniss, C., & Goleman, D. (2001). *The emotionally intelligent workplace*. San Francisco, CA: Jossey-Bass.
- Clason, G. (1955). *The richest man in Babylon*. New York, NY: Signet.
- Collins, J., & Hanson, M. (2011). *Great by choice*. New York, NY: HarperCollins.
- Cooper, C. E., & Crosnoe, R. (2007). The engagement in schooling of economically disadvantaged parents and children. *Youth and Society*, 38(3), 372-391.
- Cotton, K. (1995, May 26). *Effective schooling practices: A research synthesis 1995 update*. Retrieved from Northwest Regional Educational Laboratory website: <http://www.mwrel.org/scpd/esp/esp95.html>

- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Retrieved from http://illinoischoolleader.org/documents/ISLLC_2008.pdf
- Cox, J., & Cox, K. B. (2008). *Your opinion please! How to build the best questionnaires in the field of education* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Cuban, L. (1984). *How teachers taught: Constancy and change in American classrooms, 1890-1990*. New York, NY: Longman.
- Curry, S. M. (2004). *Examining the relationship between self-perceived emotional intelligence and leadership in school principals* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3142352)
- Daniel, M. (2000). *Self-scoring emotional intelligence tests*. New York, NY: Sterling.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.
- Davis, S. H., & Davis, P. B. (2003). *The intuitive dimensions of administrative decision making*. Lanham, MD: Scarecrow Press.

- DeVita, M. C. (2007, October 22-24). *Education leadership: A bridge to school reform*. Wallace Foundation's National Conference, New York, NY. Retrieved from <http://www.wallacefoundation.org>
- Donaldson, G. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice*. New York, NY: Teachers College Press.
- Druskat, V. U., Sala, F., & Mount, G. (Eds.). (2006). *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Dulewicz, V., & Higgs, M. (2003). Leadership at the top: The need for emotional intelligence in organizations. *The International Journal of Organizational Analysis*, 11(3), 193-210.
- Egley, R., & Jones, B. D. (2005). Principal's inviting leadership behaviors in a time of test based accountability. *Scholar-Practitioner Quarterly*, 3(1), 13-24.
- Elliot, S. N., Goldring, E., Murphy, J., & Porter, A. C. (2007). Leadership for learning a research-based model and taxonomy of behaviors. *School Leadership and Management*, 27(2), 179-201.
- Emmerling, R. J., & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. *Consortium for Research on Emotional Intelligence in Organizations*, 1-32. Retrieved from http://www.eiconsortium.org/pdf/EI_Issues_And_Common_Misunderstandings.pdf
- Engelmeier, S. (2012). *Inclusion: The new competitive business advantage*. Minneapolis, MN: InclusionINC Media.
- Fineman, S. (1993). *Emotion in organizations*. London, England: Sage.

- Fink, A. (2013). *How to conduct surveys: A step by step guide*. Thousand Oaks, CA: Sage.
- Fullan, M. (2002). The change leader. *Educational Leadership*, 59(8), 16.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, CA: Jossey-Bass.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st Century*. New York, NY: Basic Books.
- Gardner, H. (2008). *Five minds for the future*. Boston, MA: Harvard Business Press.
- Gay, L. R., & Airasian, P. (2000). *Educational research competencies for analysis and application* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Gitlin, T. (1993). *The sixties: Years of hope, days of rage*. New York, NY: Bantam Books.
- Glass, T. E., & Bearman, A. (2003). *Super selection of secondary school principals*. Retrieved from Education Commission of the States website:
<http://www.ecs.org/clearinghouse/42/84/4284.html>
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606. Retrieved from
<http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Dell.
- Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Dell.

- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78, 78-90.
- Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York, NY: Bantam Dell
- Goleman, D. (2011). *Leadership: The power of emotional intelligence*. Northhampton, MA: More Than Sound LLC.
- Goleman, D. (2013). *Focus: The hidden driver of excellence*. New York, NY: HarperCollins.
- Goleman, D. (2014). *What makes a leader: Why emotional intelligence matters*. Florence, MA: More Than Sound LLC.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.
- Goodman, R. H., & Zimmerman, W. G., Jr. (2000). *Thinking differently: Recommendations for 21st century school board/superintendent leadership, governance, and teamwork for high student achievement*. Arlington, VA: Educational Research Service.
- Graczewski, C., Holtzman, D., & Knudson, J. (2009). Instructional leadership in practice: What does it look like, and what influence does it have? *Journal of Education for Students Placed at Risk*, 14, 72-96.
- Greenockle, K. M. (2010). The new face in leadership: Emotional intelligence. *National Association for Kinesiology and Physical Education in Higher Education*, 62(3).

- Hallgren, K. A. (2012). Computing inter-rater reliability for observational data: An overview and tutorial. *Tutorials in Quantitative Methods for Psychology*, 8(1), 23-34.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.
- Hallinger, P., & Heck, R. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement*, 9(2), 157-191.
- Harvey, T. R., & Drolet, B. (2006). *Building teams, building people: Expanding the fifth resource* (2nd ed.). Lanham, MD: Rowman & Littlefield Education.
- Haycock, K. (2006). No more invisible kids. *Educational Leadership*, 64(3), 38-41.
- Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.
- Herman, E. (1992). Being and doing: Humanistic psychology and the spirit of the 1960s. In B. L. Tischler (Ed.), *Sights on the sixties* (pp. 87-101). New Brunswick, NJ: Rutgers University Press.
- Herrnstein, R. J., & Murray, C. (1994). *The bell curve: Intelligence and class in American life*. New York, NY: The Free Press.
- Hertling, E. (1999, December). *Conducting a principal search*. Retrieved from University of Oregon, College of Education website:
<http://cepm.noregon.edu/publications/digests/digest133.html>

- Hirsch, E. (2009, June). *North Carolina teacher working conditions research brief: Principal working conditions* (Issue #09-08). Santa Cruz, CA: New Teacher Center.
- Hoffman, B. J., & Frost, B. C. (2006). Multiple intelligences of transformational leaders: An empirical examination. *International Journal of Manpower*, 5(2), 37.
- Hoffman, B. J., Piccolo, B. H., Bynum, R. F., & Sutton, A. W. (2011, August 1). Person-organization value congruence: How transformational leaders influence work group effectiveness. *Dissertation Abstracts International: Section B. Sciences and Engineering*, 54(4) 779-796.
- Houston, P. (2001). Superintendents for the 21st century: It's not just a job, it's a calling. *Phi Delta Kappan*, 82(6), 428-433.
- Hoyle, J. R. (2004). *Superintendent as CEO*. Thousand Oaks, CA: Corwin Press.
- Hoyle, J. R., Bjork, L. G., Collier, V., & Glass, T. (2005). *The superintendent as CEO: Standards-based performance*. Thousand Oaks, CA: Corwin Press.
- Hyatt, L., Hyatt, B., & Hyatt, J. C. (2007). Effective leadership through emotional maturity. *Academic Leadership Journal*, 5(2).
- Jones, B. A. (2001, October). *The superintendent and principal shortage: Points for policy*. Retrieved from University of Missouri System, Consortium for Educational Policy Analysis website:
<http://www.Umsystem.edu/consortium/PolicyToday Oct2001.pdf>
- Joppe, M. (2000). *The research process*. Retrieved from
<http://www.ryerson.ca/~mjoppe/rp.htm>

- Keane, W., & Moore, D. (2001). The disappearing superintendent applicant: The invitation to apply goes unanswered. In C. Brunner, & L. Bjork (Eds.), *The new superintendency* (pp. 3-18). Kindlington, Oxford: Elsevier Science Ltd.
- Khalili, A. (2012). The role of emotional intelligence in the workplace. *International Journal of Management*, 29, 355-370.
- Kirby, S., & Lam, L. (2002). Is emotional intelligence an advantage? An exploration of the impact of emotional and general intelligence on individual performance. *The Journal of Social Psychology*, 133-143. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/11913831>
- Korte, G. (2015, December 11). The every student succeeds act vs. no child left behind: What's changed? *USA Today*. Retrieved from <http://www.usatoday.com/story/news/politics/2015/12/10/every-student-succeeds-act-vs-no-child-left-behind-whats-changed/77088780/>
- Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Kowalski, T. J. (2006). *The school superintendent: Theory, practices and cases*. Thousand Oaks, CA: Sage.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Landy, F. J. (2005). Some historical and scientific issues related to research on emotional intelligence. *Journal of Organizational Behavior*, 26, 411-424.
doi: 10.1002/job.317

- Lashway, L. (1999, Spring). Preparing school leaders. *Research Round-up 15*, 3.
Retrieved from <http://eric.uoregon.edu/publications/roundup/s99.html>
- Lashway, L. (2002). *Superintendents in the age of accountability*. Eugene, OR: ERIC Clearinghouse on Educational Management. Retrieved from <http://eric.ed.gov/?id=ED468515>
- Law, K. S., Wong, C., & Song, L. J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology*, 89(3), 483-496. doi:10.1037/0021-9010.89.3.483
- Leithwood, K., Louis, K., Anderson, S., & Wahlstrom, K. L. (2004). *How leadership influences student learning*. New York, NY: The Wallace Foundation.
- Lezotte, L. (1992). "Principal" insights from effective schools. *Education Digest*, 58(3), 14-17.
- Louis, K. S., & Wahlstrom, K. (2012). Shared and instructional leadership: When principals and teachers successfully lead together. In K. Leithwood & K. S. Louis (Eds.), *Linking leadership to student learning* (pp. 25-41). San Francisco, CA: Jossey-Bass.
- MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73-84.
- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79(1), 327-365.

- Marzano, R. J., McNulty, B., & Waters, T. (2005). *School leadership that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maulding, W. S., Townsend, A., Leonard, E., Sparkman, L., Styron, J., & Syron, R. A. (2010). The relationship between emotional intelligence of principals and student performance in Mississippi public schools. *Academic Leadership Journal*, 8(4).
- Maxwell, J. (1999). *The 21 indispensable qualities of a leader*. Nashville, TN: Thomas Nelson.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets standards for a traditional intelligence. *Intelligence*, 27, 267-298.
- Mayer, J. D., & Salovey, P. (1990). Emotional intelligence. *IMagination, Cognition, and Personality*, 9, 185-211. Retrieved from http://www.unh.edu/emotional_intelligence/EIAssets/EmotionalIntelligenceProper/EI1990%20Emotional%20Intelligence.pdf
- Mayer, J. D., Salovey, P., & Caruso, D. R. (1997). *Emotional IQ test* [CD ROM]. Needham, MA: Virtual Knowledge.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 396-420). San Francisco, CA: Jossey-Bass.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2012). The validity of the MSCEIT: Additional analyses and evidence. *Emotion Review*, 4(4), 403-408.
- Mayer, J. D., Salovey, P., & Caruso, D. (2002). Mayer-Salovey-Caruso emotional intelligence test. North Tonawanda, NY: Multi-Health Systems.

- Mayer, J., Salovey, P., & Caruso, D. (2004). Emotional intelligence: Theory, findings and implications. *Psychological Inquiry, 15*(3), 197-215.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist, 63*(6), 503-517. doi:10.1037/0003-066X.63.6.503
- Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as a standard intelligence. *Emotion, 1*(3), 232-242. doi:10.1037/1528-3542.1.3.232-
- Mayer, J. D., Salovey, P., & Sluyter, D. J. (1997). *What is emotional intelligence?* New York, NY: Basic Books.
- McClelland, D. C. (2009). *Human motivation*. New York, NY: Cambridge University Press.
- McDonald, E., & Shirley, D. (2009). *The mindful teacher*. New York, NY: Teachers College Press.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education evidence based inquiry* (7th ed.). Upper Saddle River, NJ: Pearson Education.
- McNamara, C. (1999). *General guidelines for conducting interviews*. Available from <http://www.napequity.org/nape-content/uploads/10j-General-Guidelines-for-Conducting-Interviews.pdf>
- Merriam, S. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Moore, B. (2009). Emotional intelligence for school administrators: A priority for school reform? *American Secondary Education, 37*(3), 20-29.

- Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. C. (2006). *Leadership for learning: A research-based model and taxonomy of behaviors*. Paper presented at the Wallace Foundation State Action for Educational Leadership Conference.
- National Commission on Excellence in Education. (1983). *A nation at risk*. Washington DC: U.S. Government Printing Office.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- Neisser, U. (1976). General, academic, and artificial intelligence. In L. Resnick (Ed.), *Human intelligence: Perspectives on its theory and measurement* (pp. 179-189). Norwood, NJ: Ablex.
- Nettles, S. M., & Herrington, C. (2007). Revisiting the importance of the direct effects of school leadership on student achievement: The implications for school improvement policy. *Peabody Journal of Education*, 82(4), 724-736.
- Nikolaou, I., & Tsaousis, I. (2002). Emotional intelligence in the workplace: Exploring its effect on occupational stress and organizational commitment. *The International Journal of Organizational Analysis*, 10(4), 327-342. Retrieved from <http://www.emeraldgroupublishing.com/ijoa.htm>
- No Child Left Behind Act of 2001, H.R. Res. Pub. L. No. 107-110, 115 Stat. 1425, Cong. (2002) enacted. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- Northouse, P. G. (2016). *Leadership theory and practice* (7th ed.). Thousand Oaks, CA: Sage.
- NVivo qualitative data analysis software. (2012). QSR International Pty Ltd. Version 10.

- Ogilvie, C. (1996). The changing local school district. In J. A. Vornberg (Ed.), *Texas public school organization and administration: 1996* (5th ed., pp. 35-52). Dubuque, IA: Kendall-Hunt.
- Oreg, S., & Berson, Y. (2011). Leadership and employees' reactions to change: The role of leaders' personal attributes and transformational leadership style. *Personnel Psychology, 64*(3), 627-659. <http://dx.doi.org/10.1111/j.1744-6570.2011.01221.x>
- Patten, M. L. (2012). *Understanding research methods: An overview of the essentials* (8th ed.). Glendale, CA: Pyrczak.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Payne, W. L. (1986). A study of emotion: Developing emotional intelligence; Self-integration; relating to fear, pain, and desire. *Dissertation Abstracts International, 47*(01), 203A. (UMI No. 8605928)
- Petersen, G. J. (1999). Demonstrated actions of instructional leaders: An examination of five California superintendents. *Education Policy Analysis Archives, 7*(18), 24.
- Publius Syrus. (c. 100 BC/1961). Sententiae. In J. W. Duff & A. M. Duff (Eds.), *Minor Latin poets*. Cambridge, MA: Harvard University Press.
- Reed, T. G. (2005). *Elementary principal emotional intelligence, leadership, behavior, and openness: An exploratory study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI 3197801).
- Reeves, D. B. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: ASCD.
- Roberts, C. M. (2010). *The dissertation journey* (2nd ed.). Thousand Oaks, CA: Sage.

- Robinson, V. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Salovey, P., Brackett, M. A., & Mayer, J. D. (2004). *Emotional intelligence: Key readings on the Mayer and Salovey model*. Port Chester, NY: Dude.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. In P. Salovey, M. A. Brackett, & J. D. Mayer (Eds.), *Emotional intelligence key readings on the Mayer and Salovey model* (pp. 1-28). Port Chester, NY: Dude.
- Salovey, P., Mayer, J., & Caruso, D. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215.
- Sandelowski, M. (1995). Focus on qualitative methods: Sample sizes in qualitative research. *Research in Nursing and Health*, 18, 179-183.
- Sellars, M. (2008). Intelligence for the 21st Century: A discussion of intrapersonal and emotional intelligences. *The International Journal of Learning*, 15(2), 79-87.
- Shannon, G. S., & Bylsma, P. (2007). *The nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning* (2nd ed.). Olympia, WA: OSPI.
- Shapiro, L. E. (1997). *How to raise a child with a high emotional quotient: A parent's guide to emotional intelligence*. New York, NY: HarperCollins.
- Shapiro, L. E., & Insel, T. R. (1990). Infant's response to social separation reflects adult differences in affiliative behavior: A comparative developmental study in prairie and montane voles. *Developmental Psychobiology*, 23, 375–393.
doi: 10.1002/dev.420230502

- Sheppard, J. T. (2013). *Examining perceptions over the effectiveness of professional development and available resources on the common core state standards implementation in Arkansas* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3595354)
- Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. New York, NY: Penguin Group.
- Smarter Balanced Assessment Consortium. (n.d.). About us. Retrieved from <http://www.smarterbalanced.org/>
- Spreitzer, G., Lam, C. F., & Fritz, C. (2010). Engagement and human thriving: Complementary perspectives on energy and connections to work. In A. B. Bakker & M. F. Leiter (Eds.). *Work engagement: a handbook of essential theory & research* (pp. 132-146). London, England: Psychology Press.
- Stephens, T., & Hermond, D. (2010). The level of emotional intelligence of principals of recognized and acceptable schools. *Academic Leadership Journal*, 7(1).
- Stronge, J. H. (2007). *Qualities of effective teachers*. Alexandria, VA: ASCD.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1, 77-100.
- Thorndike, E. L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227-235.
- Tsui, A. S., Fu, P. P., Liu, J., & Li, L. (2010). Pursuit of happiness? Executive leaders' transformational behaviors and personal values. *Administrative Science Quarterly*, 55(2), 222. Retrieved from <http://asq.sagepub.com/content/55/2/222.abstract>

- U.S. Department of Education. (2009). Adequate yearly progress. Retrieved from <http://www2.ed.gov/nclb/accountability/ayp/edpicks.jhtml?src=ln>
- U.S. Department of Education, Office of Elementary and Secondary Education. (2002). *No child left behind: A desktop reference*. Washington, DC. Available from <http://www2.ed.gov/admins/lead/account/nclbreference/reference.pdf>
- Vogt, P. W. (2005). *Dictionary of statistics & methodology* (3rd ed.). <http://dx.doi.org.libproxy.chapman.edu/10.4135/9781412983907.n403>
- Wagner, R. K., & Sternberg, R. J. (1986). Tacit knowledge and intelligence in the everyday world. In R. J. Sternberg & R. K. Wagner (Eds.), *Practical intelligence: Nature and origins of competence in the everyday world* (pp. 51-83). New York, NY: Cambridge University Press.
- Waltermaurer, E. (2008). Interrater reliability. In *Encyclopedia of epidemiology*. <http://dx.doi.org/http://dx.doi.org.libproxy.chapman.edu/10.4135/9781412953948>
- Waterhouse, L. (2006). Multiple intelligences, the Mozart effect, and emotional intelligence: A critical review. *Educational Psychologist, 41*, 207-225.
- Wechsler, D. (1958). *The measurement and appraisal of adult intelligence*. Baltimore, MD: Williams & Wilkins.
- Werther, Jr., W. B. (2003). Strategic change and leader-follower alignment. *Organizational Dynamics, 32*(1), 32-45. [http://dx.doi.org/10.1016/S0090-2616\(02\)00136-5](http://dx.doi.org/10.1016/S0090-2616(02)00136-5)
- Whitaker, T. (2012). *What great principals do differently*. New York, NY: Eye on Education.

- Wilmore, E. L. (2008). *Superintendent leadership: Applying the educational leadership constituent council (ELCC) standards for improved district performance*. Thousand Oaks, CA: Corwin Press.
- Wiswell, C. L. (2011). *Superintendent emotional intelligence and student achievement: A qualitative study* (Doctoral dissertation). Retrieved from <https://repositories.tdl.org/ttu.../wiswell-dissertation.pdf>
- Zeidner, M., Matthews, G., & Roberts, R. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology, 53*(3), 371-399.
doi:10.1111/j.1464-0597.2004.00176.x
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Wahlberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York, NY: Teachers College Press.

APPENDICES

APPENDIX A

Interview Process and Instrument

Introduction

Hello, my name is Kelly Davids and I am a doctoral student at Brandman University in the field of Organizational Leadership. I am currently researching Emotional Intelligence of principals and the effects on student achievement.

Project Goals

Within this mixed methods case study, I am required to interview superintendents, which have experience recruiting and hiring new principals within their district. The goal of my dissertation is to examine the importance of Emotional Intelligence characteristics of principals as perceived by superintendents, specifically when it comes to principal recruitment and hiring practices.

Eventual Product

Research suggests that a leader's ability to effectively manage their own, as well as others' emotions in a school setting, leads to higher academic achievement.

Superintendent's placing importance on principal candidates' emotional intelligence are likely to hire principals who may produce better academic results.

Informed Consent

This phone or face-to-face interview will be audio recorded and I will take anecdotal records. All of the information gathered is for research purposes and your confidentiality will be maintained. The responses of this interview will be coded, sorted into trends and patterns to identify similarities amongst responses. The data coding will allow me to organize themes found in the data that will assist me developing my study. The interview

transcript will then be deleted and notes will be shredded. The interview consists of four main open-ended questions. I appreciate your willingness to participate in this study.

Interview Content and Questions

Thank you once again for assisting me with my study. Please be assured that all your responses will be held in complete confidence. No one will associate you with the responses you give. What you say will be combined with what others say to present a revealing snapshot of what is important to superintendents when interviewing potential principals.

1. When you interview for principal positions, do you have a specific set of questions that you ask each of your candidates?

If Yes:

If No:

<p>A. How do you decide what set of questions you will ask?</p> <p>B. For you, what are those important issues that you believe you really want to find out about?</p> <p>See below</p>	<p>C. What would a typical interview look like from candidate to candidate?</p> <p>D. For you, what are those important issues that you believe you really want to find out about?</p> <p>See below</p>
---	---

2. Below is a list of attributes you may consider important to know prior to hiring a school site principal. Please place these attributes into four groups:

(Group “1”) *Those that are essential to know before making a decision;*
(Group “2”) *Those that are important to know before making a decision;*
(Group “3”) *Those that are desirable characteristics, but not as important as Groups 1 or 2;* **(Group “4”)** *Those characteristics that may not be deemed as valuable when hiring new principals.*

- A. _____ Professional experience (as a principal + other educational roles)
- B. _____ “Appropriate” sense of humor (“appropriate” defined in the eye of the interviewer)
- C. _____ Positive; looks for ways to be helpful and constructive
- D. _____ Academic preparation and education (using a full credential as baseline)
- E. _____ Anticipates others’ needs
- F. _____ Leads through influence
- G. _____ Knows how to read audience
- H. _____ Empathetic to others and their needs
- I. _____ Flexibility; ability to adapt
- J. _____ Self-confidence; trust in candidate’s own ability
- K. _____ Fondness for and a natural attachment to students
- L. _____ Understands a group’s dynamics
- M. _____ Self Control; temperament under pressure
- N. _____ Knowledge of the content for which the principal will be responsible
- O. _____ Is an active listener
- P. _____ Manages a school site skillfully; offers teachers feedback appropriately
- Q. _____ Cultivating purposeful relationships
- R. _____ Is self-examining; uses self-reflection as an important tool for personal improvement
- S. _____ High quality school culture; knows and practices effective leadership styles to improve academic achievement
- T. _____ Inspires teamwork
- U. _____ Is conscientious; really cares about what goes on at the school site
- V. _____ Integrity; congruence between what you say and what you do

3. *If no or predominantly no EI domains are identified as “essential, important or desirable” then skip to question #4:*

If Self-Awareness	If Self-Management
<p>The attributes you identified as “essential” letters: __ (state letters chosen ____) are components of self-awareness (Ex. Appropriate sense of humor, self-confidence, self-examining, conscientious).</p> <p>Probe 1: Talk to me about that.</p> <p>Probe 2: How does being self-aware contribute to being a better principal from your perspective?</p> <p>Probe 3: From your perspective, how effectively does the interview process address self-awareness?</p>	<p>The attributes you identified as “essential” letters: __ (state letters chosen ____) are components of self-management (Ex. Positive, flexible, self-control, having integrity).</p> <p>Probe 1: Talk to me about that.</p> <p>Probe 2: How does the ability to manage oneself contribute to being a better principal from your perspective?</p> <p>Probe 3: From your perspective, how effectively does the interview process address self-management?</p>

If Social Awareness	If Relationship Management
<p>The attributes you identified as “essential” letters: __ (state letters chosen ____) are components of social awareness. (Ex. Understanding group dynamics, Knows how to read audience, anticipates others’ needs, is an active listener)</p> <p>Probe 1: Talk to me about that.</p> <p>Probe 2: How does being socially aware contribute to being a better principal from your perspective?</p> <p>Probe 3: From your perspective, how effectively does the interview process address social awareness?</p>	<p>The attributes you identified as “essential” letters: __ (state letters chosen ____) are components of relationship management. (Ex. Influencing others, showing empathy, cultivating relationships, inspiring teamwork)</p> <p>Probe 1: Talk to me about that.</p> <p>Probe 2: How does the ability to manage relationships contribute to being a better principal from your perspective?</p> <p>Probe 3: From your perspective, how effectively does the interview process address relationship management?</p>

4. *Are there any other characteristics that we did not previously discuss that you feel are important hiring a principal?*

If Yes, then:

Can you talk to me about those characteristics and how they are important to the role of principal?

Table 1 Interview Instrument Codes

	Identifying Attribute Letter
Self-Awareness Component	B, J, R, U
Self-Management Component	C, I, M, V
Social Awareness Component	E, G, L, O
Relationship Management Component	F, H, Q, T
General Attributes	A, D, K, N, P, S

End of Interview

I appreciate your participation in this interview. I would like to offer you an opportunity to make any final comments. Also, if I have clarifying questions would it be okay for me to contact you again? I know your time is valuable and I appreciate you allowing me to interview you today.

APPENDIX B

Interview Worksheet

Name _____

Group 1 – Essential before Hiring

Group 2 – Important before Hiring

Group 3 – Desirable, Not as Important as Group 1 and Group 2

Group 4 – Not as Valuable

<u>Self-Awareness</u>	<u>Self-Management</u>
<u>Social Awareness</u>	<u>Relationship Management</u>

Self-Awareness Characteristics - B, J, R, U

Self-Management Characteristics – C, I, M, V

General – A, D, K, N, P, S

Social Awareness Characteristics – E, G, L, O

Relationship Management – F, H, Q, T

APPENDIX C

Informed Consent Form

INFORMED CONSENT FORM

INFORMATION ABOUT: Superintendent perceptions of principal's Emotional Intelligence characteristics within the four components and how their Emotional Intelligence characteristics impact student achievement at the school site.

RESPONSIBLE INVESTIGATOR: Kelly Davids, Brandman University
Doctoral Student

PURPOSE OF THE STUDY: You are being asked to participate in a research study being conducted by Kelly Davids, a doctoral student in Organizational Leadership at Brandman University. The purpose of this empirical, descriptive, mixed methods case study was to discover the importance of self-awareness, self-management, social awareness, and relationship management Emotional Intelligence characteristics perceived by California public school superintendents when hiring new principals.

By participating in this study, I agree to complete a questionnaire and participate in an interview either by phone or in person. I give permission for the investigator to audio record the interview session to aid in the transcription process. The interview will last approximately one hour or less in length. In addition, participants agree to complete a brief 10-minute questionnaire to group principal interview characteristics and email it back to the researcher prior to a scheduled interview.

I understand:

- a) There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the

identifying codes and research materials in a locked file drawer that is available only to the researcher.

- b) The possible benefit to me is that my input may help add to research regarding selection and interviewing practices of new principals. The findings will be available to me at the conclusion of this study and will provide new insights about the hiring practices for new school site principals.
- c) If you have any questions or concerns about the research, please feel free to contact Kelly Davids at kelly_davids@etiwanda.org or by phone at 909.240.6807; or Dr. Douglas DeVore (Committee Chair) at ddevore@brandman.edu
- d) My participation in this research is voluntary. I may decide not to participate in the study and I can withdraw from this study at any time without any reason or negative consequences. Also, the Investigator may stop the study at any time.
- e) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge I have received a copy of this form and the “Research Participant’s Bill of Rights.” I have read the above and understand it and hereby consent to the procedure(s) set forth.

Signature of Participant or Responsible Party

Signature of Principal Researcher

Date: _____

APPENDIX D
Synthesis Matrix

	Qualitative/ Quantitative Data	Research Methods	History of Educational	Hiring Practices	Measuring EI	Important Aspects of Educational	History of EI	Definition of Effective Leaders	EI Characteristics	EI Theorists	EI Educational Leadership	Student Achievement	Intelligence	Benefits	Criticisms	EI	Self-Awareness	Self-Management	Social Awareness	Relationship Management
Ackerman Anderson & Anderson (2010)						X		X						X	X					
Allen (2003)					X	X		X	X		X	X				X	X	X	X	X
Bardach (2008)			X			X		X	X	X	X	X		X		X	X	X	X	X
Bar-On (1988)							X			X			X							
Barent (2005)					X	X	X	X	X	X	X	X				X	X	X	X	X
Bradberry & Greaves (2009)					X		X	X	X	X			X	X		X	X	X	X	X
Cherniss & Goleman (2001)										X					X	X	X	X	X	X
Harvey & Drolet (2006)				X				X	X				X	X	X					
Engelmeier (2012)				X				X						X						
Fullan (2014)				X				X						X						
Gardner (1983)										X			X	X						
Gardner (2008)								X				X	X	X						
Goleman (1998)	X	X		X	X		X	X	X	X			X	X	X	X	X	X	X	X
Goleman (2011)							X	X	X	X		X	X		X	X	X	X	X	X
Goleman (2013)				X	X		X	X	X	X		X	X	X		X	X	X	X	X
Goleman(2014)					X		X	X	X	X		X				X	X	X	X	X
Goleman, Boyatzis, & McKee (2002)					X		X	X	X	X		X				X	X	X	X	X
Goodman & Zimmerman (2000)			X	X		X		X				X		X						
Hallinger & Heck (1998)			X		X		X					X		X	X					
Hoffman, Piccolo, Bynum, & Sutton (2011)									X						X					
Houston (2001)			X	X		X		X				X		X						
Hoyle, Bjork, Collier, & Glass, (2005)			X	X		X		X				X		X						
Joppe (2000)	X	X																		
Khalili (2012)					X		X	X	X	X				X		X	X	X	X	X

Kirby & Lam (2002)					X		X		X					X		X	X	X	X	X
Mayer, Salovey, & Caruso (2000)	X	X			X		X		X	X			X	X	X	X	X	X	X	X
Mayer, Salovey, & Caruso (2008)							X		X						X					
Mayer, Salovey, Caruso, & Sitarenios (2001)					X		X		X	X			X	X		X				
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). (2012).	X				X								X			X				
McMillan & Schumacher (2010)	X	X																		
Northouse (2016)							X	X		X			X			X				
Nettles & Herrington (2007)			X			X		X				X								
Nikolaou & Tsakoumis (2002)				X				X	X					X		X				
Oreg & Berson (2011)								X												
Patten (2012)	X	X																		
Patton (2002)	X	X																		
Salovey & Mayer (1990)	X	X			X		X		X	X						X	X	X	X	X
Sandelowski (1995)	X	X																		
Shapiro (1997)					X		X		X	X						X	X	X	X	X
Sinek (2009)								X						X						
Stephens & Hermond (2010)			X		X	X	X	X	X	X	X			X		X				
Stronge (2007)			X					X				X			X					
Teddlie & Yu (2007)	X	X																		
Thorndike, E. L. (1920, January)									X				X							
Tsui, Fu, Liu, J., & Li (2010).								X						X						
Werther Jr. (2003).				X				X												
Wiswell (2011)			X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X
Zeidner, Matthews, & Roberts (June 15)					X		X	X	X							X	X	X	X	X