ASSESSING THE INFLUENCE OF SOCIAL AND EMOTIONAL

INTELLIGENCE IN EFFECTIVE EDUCATIONAL LEADERSHIP

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF PHILOSOPHY IN EDUCATION

BY

ANTHONY M. KLINE

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BALL STATE UNIVERSITY

MUNCIE, INDIANA

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ABSTRACT

DISSERTATION: Assessing the Influence of Social and Emotional Intelligence in Effective Educational Leadership

STUDENT: Anthony M. Kline

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The primary purpose of this study was to examine the relationship between principals' social and emotional skills and the academic and social outcomes of their schools. The Social-Emotional Educational Leadership Factor (SELF) survey was completed by 27 Indiana public elementary school principals and 30 Indiana public elementary school teachers to analyze the perceptions of the principals' social and emotional skills.

Results showed that principals' self perceptions of their social and emotional skills predicted 49% of the variability of how they perceived their skills affecting their school's academic success ($R = .70$, $p < .01$). A larger 57% of the variability was predicted from teachers' perceptions of how their principal's social and emotional skills affected their school's academic success ($R = .76$, $p < .01$), while principals' self perceptions of their social and emotional skills predicted 33% of the variance in

student attendance rates. Results also indicated that principals and their teachers

differed on their perceptions of principals' skills (Wilk's λ = .33, $p < .001$), as

principals' self evaluations of social and emotional skills were consistently more

positive than the teachers' evaluations of their principal's social and emotional skills.

It was determined that teachers' perceptions of their principal's social and

emotional skills predicted 82% of the variability of their assessment regarding their

principals' overall leadership abilities. An in-depth analysis of six participating

schools indicated that academic and socially underperforming schools consistently

had lower average social and emotional skill scores throughout the SELF survey

when compared to academic and socially performing schools. Finally, teachers

tended to believe at higher rates that principals' social and emotional skills can

affect the principals' ability to lead when compared to the responses of the

principals.

DEDICATION

One of the beautiful elements of completing a dissertation is this opportunity, the chance to publically dedicate your work to those individuals who have supported your past endeavors, the people who presently love you for who you are, and those who inspire you to be your best each tomorrow.

I am so blessed to have Dre, my wife, throughout much of this process. Her constant love, genuine encouragement, and enduring patience only deepens my admiration of her. While at one point, completing a dissertation seemed like a distant dream, she *truly* is my dream come true. A heartfelt thank you is also extended to my family. My parents, Beth and Paul Kline, demonstrated daily how the incredible combination of faith, hard work, deliberate communication, and laughter can create such a positive and uplifting family environment. I owe to them so much of who I am, and even more, to whom I aspire to be. To my sisters, Danielle and Emily, this big brother is so proud of the passionate, thoughtful, and independent women each of you have become. To my grandparents, Grandma and Grandpa Giant, Grandma Gerry and Grandpa Beanie, I want to share my thanks to you. Growing up with such loving grandparents was a luxury that I have never taken for granted. I try to model your love of learning and work ethic. Grandma Gerry, know that I always try to make you proud. Finally, I want to thank each of my past students, whether as an elementary teacher or college instructor. You continue

to inspire me every single day, and I am so grateful for the rich experiences that we have had together. Because of you, all of the hard work has been worth it. Thank you.

Proverbs 16:3

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CHAPTER I: INTRODUCTION

Description Of The Area Of Concern

The national debate regarding the effectiveness of today's public education is intense and consistent (Childress, 2010; Darling-Hammond, 2010; French, 2010; Hall & Lake, 2011; Sutton & King, 2011). The United States school system is facing the challenging demands brought upon by the 21st century, as well as a level of unprecedented public scrutiny (Lewis, 2000). From investigating the suggested inequality of opportunities for students within the nation, to comparing the rates of American student success to that of international peers abroad, the data can be a cause for concern (Kirsch, Braun, Yamamoto, & Sum, 2007). According to a 2009 report from The National Center For Educational Statistics, just 10% of U.S. fourth graders reached a score greater than or equal to the international mark for advanced mathematics. This percentage shrunk to 6% when U.S. students were assessed in mathematics as eighth graders. In comparison, Singapore's fourth graders led all countries in mathematics, as 41% of those students met the international mark, and Chinese Taipei eighth graders led the world by having 45% of its students achieve at least at the benchmark level. Just 15% of American fourth graders met the international standard for advanced science, and the performance further dissipated to 10% for participating eighth graders (U.S. Department of Education, 2010). In addition, a national report from Newsweek (2010) ranked the United States education system at 26th in the world. Taking into account the influx

of inferior international education comparisons, many believe that the public

scrutiny can be justified.

 The discrepancy between the American public's expectations and actual

student results has encouraged steps to address these issues at the national level.

The federal government put forth demands for higher accountability and academic

expectations through programs such as No Child Left Behind (2001) and Race to the

Top (2009) (Kamens, 2011). Despite these efforts, children continue to fall behind,

and many students do not have the opportunity to achieve optimum individual

academic and social success (Haney, 2006). This is a problem that involves an

incredible number of factors including, though not limited to: pre-service educator

training, leadership quality, academic rigor, and educators' social competence.

 In a time of educational unrest and disapproval, today's school leaders are

looking to new and innovative approaches that address the realities of the 21st

century (Gibson, 2009). As the emphasis of high stakes testing increased during the

1990s (Wall, 2000), so did the interest in social and emotional intelligence. While

initially the focus on this field tended to be on its impact in the business world,

researchers grew interested in generalizing social and emotional skills to other

professions. Preliminary evidence suggested that effective chief executive officers

of successful and profitable world companies had higher levels of social and

emotional skills (Cherniss & Goleman, 1999). From those promising studies,

research began to shift the focus towards how social and emotional characteristics

could also impact the education community. This movement began to flourish and

organizations supporting social and emotional research in schools increased as well.

Schools began implementing programs that allowed students to strengthen their social and emotional skills, which studies have shown could increase academic scores, social behavior, and healthier communities (Elias et al., 2003). Emotional intelligence and academic success have been found to be associated (Mountstephen, Lloyd, Hansen, & Stough, 2008). This intelligence has also been tied to enhancing students' abilities to handle challenges and stress, therefore influencing potential academic performance (Thilmany, 2004). Qualter, Gardner, and Whiteley (2007) acknowledged how social and emotional attributes can also enhance life success.

Purpose Of The Research Project

While a growing body of literature (Dulewicz & Higgs, 2000; Goleman, Boyatzis, & McKee, 2002; Kobe, Reiter-Palmon, & Rickers, 2001) has supported that business leaders with advanced levels of emotional intelligence are more successful when compared to peers with lower levels, and that social and emotional intelligence has been shown to increase the social and academic advancement in today's school system (Jennings & Greenberg, 2008; Ragozzino, Resnik, Utne-O'Brien, & Weissberg, 2003), little research has analyzed the correlation of success between educational leadership and social and emotional skills. Therefore, this research sets to draw upon the established research, and then extend the focus to how social and emotional skills within elementary principals relate to the success of their respective schools. Success, as deemed by this study, focused on two main components: academic achievement and the social wellness of the school. Academic achievement was determined by schools' state issued standardized test scores and

Adequate Yearly Progress. The social wellness level of schools was determined by

student attendance rates.

Research Questions

  Research question 1: Are principals' social and emotional skills, as

measured by the Social-Emotional Educational Leadership Factor survey, related to

the academic success of their elementary schools?

  Research question 2: Are principals' social and emotional skills, as

measured by the Social-Emotional Educational Leadership Factor survey, related to

the social success of their elementary schools?

  Research question 3: To what extent do lead classroom teachers believe

that their principal's overall social and emotional skill levels in all subscales, as

measured by the Social-Emotional Educational Leadership Factor survey, impact the

principal's personal ability to lead?

  Research question 4: To what extent do principals perceive that their

overall social and emotional skill levels in all subscales, as measured by the Social-

Emotional Educational Leadership Factor survey, impact their school's academic

success?

Null Hypotheses

  Null hypothesis 1: The principals' social and emotional skills, as measured

by the Social-Emotional Educational Leadership Factor survey, do not relate to the

academic success of their elementary schools.

Null hypothesis 2: The principals' social and emotional skills, as measured by the Social-Emotional Educational Leadership Factor survey, do not relate to the social success of their elementary schools.

Null hypothesis 3: Lead classroom teachers believe that their principal's overall social and emotional skill levels in all subscales, as measured by the Social-Emotional Educational Leadership Factor survey, do not impact the principal's leadership abilities.

Null hypothesis 4: Principals believe that their overall social and emotional skill levels in all subscales, as measured by the Social-Emotional Educational Leadership Factor survey, do not impact their school's academic success.

Definition of Terms

Adequate Yearly Progress (AYP): Adequate Yearly Progress is a federal assessment that calculates academic achievement of individual schools and collective school districts. This measurement is a component of the Elementary and Secondary Education Act's reauthorization, commonly referred to as the No Child Left Behind Act of 2001 (Educational Week, 2004).

Attendance Rates: The attendance rates for Indiana public elementary schools were identified on Indiana's Department of Education website. Individual school data reports include attendance rates from 2005 to 2010. Adequate Yearly Progress set the expectation that schools must meet the 95% student attendance rate throughout the academic year (Indiana Department of Education, 2011).

The Center for Academic, Social, and Emotional Learning (CASEL): The Center for Academic, Social, and Emotional Learning is a not-for-profit professional

organization that focuses on the advancement of evidence-based research and science in the fields of social and emotional learning (CASEL, 2011).

Emotional Intelligence (EI): Emotional Intelligence has various scholarly definitions. Fernandez-Berrocal & Extremera's (2006) definition encompasses common central components including, "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (page 8).

Emotional Quotient Inventory (EQ-i): "The EQ-i was developed to assess the Bar-On model of emotional-social intelligence. The EQ-i is a self-report measure designed to measure a number of constructs related to EI. The EQ-i consists of 133 items and takes approximately 30 minutes to complete. It gives an overall EQ score as well as scores for the following five composite scales and 15 subscales" (Bar-On, 2006).

Indiana Statewide Testing for Educational Progress Plus (ISTEP+): The Indiana Statewide Testing For Educational Progress Plus (ISTEP+) standardized test measures the academic performance of English and Mathematics for students in Indiana public schools. In grades 4 and 6, Science standards are measured, as is Social Studies in grades 5 and 7. Student achievement has been measured by ISTEP+ results since November of 2000 (Indiana Department of Education, 2011).

Intelligence Quotient (IQ): Intelligence Quotient is a score measured by select standardized tests that indicate levels of intelligence. It was developed by

William Stern in 1912 to assist in the evaluation of children's levels of cognition

(Mackintosh, 1998).

Mayer-Salovey-Caurso Emotional Intelligence Test (MSCEIT): The

Mayer-Salovey-Caurso Emotional Intelligence Test (MSCEIT) evaluates emotional

intelligence and reasoning abilities regarding emotion by using ability-based criteria

(Mayer, Salovey, & Caruso, 2002).

No Child Left Behind (NCLB): A 2002 federal education bill that was

designed "to ensure that all children have a fair, equal, and significant opportunity

to obtain a high-quality education and reach, at a minimum, proficiency on

challenging state academic achievement standards and state academic assessments"

(United States Department of Education, 2010).

Social and Emotional Learning (SEL): Social and emotional learning has a

wide variety of definitions. Though most encompass central components including

self-awareness, social awareness, responsible decision-making, self-management,

and relationship management (Zins, Bloodworth, Weissberg, & Walberg, 2004).

Social-Emotional Educational Leadership Factor (SELF): The Social-

Emotional Educational Leadership Factor (SELF) survey was designed to evaluate

the self perceptions of principals and the perceptions of the faculty regarding the

principal's social and emotional leadership skills. The SELF survey contains a total

of 35 questions using a five-point Likert-type scale (Kline, 2011).

Social Wellness: In this study, the social wellness level of schools was

determined by student attendance rates. Those schools meeting 95% annual

student attendance were defined as performing, while schools whose annual

attendance rates fell below 95% were defined as underperforming.

Significance of the Study

Much research (Jennings & Greenberg, 2008; Mountstephen et al., 2008;

Parker, Summerfeldt, & Majeski 2006; Ragozzino et al., 2003) has supported the

importance of incorporating social and emotional competencies within the

academic classrooms for student success. Furthermore, a growing body of studies

(Fox & Lentini, 2006; Payton et al., 2000) has determined the need for additional

pre-service training on how to develop these social and emotional skill sets in the

lives of children. However, a very limited amount of published research has focused

on how the social and emotional skills of educational leadership (i.e.

superintendents and principals) affect the success of the schools in which they

operate and serve.

This study works to identify the perceived levels of social and emotional

intelligence within principals, and then discover the correlation between these skills

and the students' academic and social success taking place at the principal's

respective school. The significance of this study can assist those on the quest to

determine what characteristics are most needed when hiring educational leaders

who can positively influence the academic and social success of the schools.

Furthermore, higher education continually looks to improve its practice on how to

train and prepare the highest quality of future educational leadership (Gall, Gall, &

Borg, 2005). If socially and emotionally competent leadership can help increase the

likelihood of educational success for those respective schools, universities across

the nation may find the need to reexamine the quality and quantity of the social and

emotional training that has been occurring in pre-service training.

Basic Assumptions

Throughout this study the researcher understood the basic assumptions that

must be taken into account when considering the validity of the research. Since

anonymous educators volunteered to partake in the online Social-Emotional

Educational Leadership Factor (SELF) survey, the researcher noted several basic

assumptions. It is assumed that the SELF survey is credible and has been

successfully assessed by scholars in the field education. Also, it is assumed that the

educators who partook in the study answered the questions honestly and freely.

Finally, it is assumed that the individuals who participated in this study hold the

educational positions as they indicated, and that each individual independently

answered the questions.

Basic Limitations

Due to the type of research that was conducted, the basic limitations of the

study include:

Self-reporting. As noted in previous research (Donaldson, Grant-Vallone,

2002; John & Robins, 1994; Paulhus & John, 1998; Pronin, Gilovich, & Ross, 2004),

self-reporting on surveys tends to produce positively inflated scores regarding

personal attributes. Self-reporting can also include individual bias from the

responder, thus affecting the answers' accuracy to some degree. While this

anonymous study was designed to limit individual bias, it must be assumed that this

limitation occurred. The principals' self perceptions on the SELF survey may

express subject bias. Classroom teachers may have alternative motivations when assessing principals. This possibility may increase the degree of bias contained within respondents' answers.

Expert validity. The SELF survey was developed by the researcher. The coefficient of reliability of all six subscales (Relationship Skills, Self Awareness, Responsible Decision Making, Self Management, Social Awareness, and Overall Influence) produced Cronbach's Alpha of 0.964, which met the general standard in social sciences of 0.70 to ensure high internal consistency (Andrews & Crandall, 1975; Peterson, 1994). While attaining expert validity by highly qualified educational experts (Gall et al., 2006), utilizing a larger sample for future analysis of the SELF survey may add support to the survey's construct validity.

Selection of participants. Those who refrained from completing the SELF surveys were not considered when interpreting the data. Due to the self-selection process used within this study, limited generalization could be considered to educators of differing demographics.

Convenience sample. The SELF survey was sent to at least 200 elementary schools within the state of Indiana. The electronic invitation stated the researcher's intent of the study, the anonymity of the results, and consent forms. The population used in this study was limited to Indiana public school principals and teachers. While this study includes schools with urban, suburban, and rural populations, the convenience sample limitation hinders the goal of generalizing the study's results and implications across differing educational populations.

Small sample size. The sample contained a limited number of total participants and racial diversity. Of all 57 participants, 94.7% identified themselves being White, 1.8% as Asian, and 1.8% as Other. This diversity limitation hinders the goal of generalizing the study's results and implications across differing educational populations. Additional studies with a larger sample are recommended to provide additional support to the study's findings.

Limited definitions. When determining successful school outcomes, the researcher defined academic success by measuring AYP and ISTEP+ test results. These two academic measures do not comprehensively identify all academic outcomes in a school environment. To determine social success, the researcher chose to measure school attendance rates. Attendance rates do not comprehensively identify the social environment of the school. While many elementary schools conduct yearly internal climate surveys, attempting to collect and standardize each school's unique survey format and design was not attempted.

CHAPTER II: LITERATURE REVIEW

Introduction

It can be suggested that a disconnect is present in the educational world, as many appreciate the merit of social and emotional intelligence (Chopra & Kanji, 2010), yet the deliberate teaching of this skill set is vastly missing in public education (Greenberg, Weissberg, Zins, Fredricks, & Elias, 2003). While social and emotional skills are commonly valued in theory, the actual implementation has been inconsistent. Although it has been found that the desire from communities within the United States is to have their children well educated, cooperative, and respectful members of society, many counter that today's public education lacks the cohesion of these values and their inclusion within teaching preparation and training (Cohen, 2006). It has become evident that in the age of high stake tests and federal acts such as No Child Left Behind (NCLB), much of the educational emphasis and research chooses to focus on standardized test results, leaving social and emotional education at times irregularly present in classrooms. Many believe that the value of analytical thought has succumbed to the increased stress of recall and multiple-choice assessments (Noddings, 2008).

While traditionally there has been a disconnect in the relationship between social and emotional learning and academic achievement, national attention on this educational relationship seems to be gaining momentum in recent years (Denham, 2006). Research has emerged that identifies the need for social and emotional learning in schools and its correlation with academia (Elias et al., 2003). This

includes neuro-research, which has tied the social and emotional learning components to the brain, just as research has done with math and linguistic abilities (Cohen, 2006). Also, the recognition among classroom teachers has risen regarding the effectiveness of intertwining emotional strategies within everyday instruction (Johnson, 2008).

Looking at a diverse field of research including risk prevention, health promotion, civic education, child mental health, character education, and social emotional learning, two areas of focus have shown to be foundational to student development: a consistent fostering of preK-12 social and emotional skills as well as a safe, accommodating school environment (Cohen, 2006). Boyatzis, Stubbs, and Taylor (2002) suggest that emotional intelligence can indeed be taught. While some schools proudly display academic progress and programs geared to educate students around anti-drug and bullying, the realization that social and emotional skills are supposed to be the centerpiece of these initiatives can be forgotten. However, there are many schools that recognize the need to implement instruction beyond traditional academic means. These institutions work to identify problematic behaviors within the school and community setting (Payton,Wardlaw, Graczyk, Bloodwoth, & Tompsett, 2000). While some of the conversations being held concern whether intelligence or emotional intelligence is more crucial in public education, the focus can be on both elements of intelligence (Elias et al., 2003). Also, there is an increasing call for programs that work to educate students about positive lifestyles (Payton et al., 2000). An example is that early childhood programs, such as Head

Start, have focused on emotional-behavioral challenges as one of their top priorities

to address in the future (Denham, 2006; Cohen, 2006).

The need for individuals who are socially and emotionally competent is clear

and well documented (Cavallo & Brienza, 2002; Cherniss, Extein, Goleman, &

Weissberg, 2006; Parker et al., 2004; Petrides, Frederickson, & Furnham, 2004; Zins,

Bloodworth, Weissberg, & Walberg, 2004). Studies (Zins, Payton, Weissberg, & Utne

O'Brien, 2007) have demonstrated that social and emotional skills can positively

impact academic performances in the subjects of social studies, mathematics, and

language arts. Encouraging results have also been shown in student behavior (Felt,

2010). These social behaviors include better attendance figures, lower rates of

student suspension, and less physical violence. Overall school climate rates have

shown to increase, including the feeling of the school being a considerate

community (Zins et al., 2007). As schools continue to recognize the research that

provides evidence of how SEL programs can lead to whole-child benefits, more

schools can start to build quality, comprehensive programs. With this increased

frequency of social and emotional teaching, more opportunities to research this area

could benefit future programs. A 2000 Phi Delta Kappa/Gallup (2000) indicated

that American adults valued most that public education produced responsible

members of society (Cohen, 2006). Furthermore, through developing the social and

emotional skills in students, educators can continue with their progress to help

shape the future of these 21st century learners, therefore influencing the well-being

of society (Patrikakou, Weisberg, Redding, & Walberg, 2005).

Historical Background

Emotional intelligence. Among educators and students, the importance of

emotional intelligence within the classroom appeals to additional cognitive and

achievement research (Ingleton, 1999). Emotional intelligence researcher John

Mayer (2001) identified emotional intelligence as:

An ability to recognize the meanings of emotions and their relationships, and

to reason and problem-solve on the basis on them. Emotional intelligence is

involved in the capacity to perceive emotions, assimilate emotion-related

feelings, understand the information of those emotions, and manage them.

(p. 9).

Social and emotional learning definition. The recognized parts of social

and emotional skills can include self-awareness, self-management, social awareness,

problem solving skills, and relationship skills (Denham, 2006; Payton, Wardlaw,

Graczyk, Bloodwoth, & Tompsett, 2000). In order for these social and emotional

skills to develop, children need to be immersed in a caring educational environment

(Elias et al., 2003). Effective social and emotional learning programs and

environments often include the following elements: consistent teaching of social and

emotional learning techniques using real life opportunities in a safe classroom

environment, development of caring relationships among other students, teachers,

administration, families, and the community, and rewards for the positive behavior

being demonstrated in schools, at their homes, and in the communities (Greenberg

et al., 2003).

Comparing social and emotional learning with emotional intelligence.
The theories of social and emotional learning (SEL) and emotional intelligence (EI) share characteristics of consistency that encompass the capacity to use experiences and understandings to acknowledge, decipher, and accomplish tasks in real life scenarios. These two theories differ in approach as well. EI refrains from specifically identifying social awareness, responsible problem solving, and decision making within its definition. Also, the majority of EI's research has been conducted on adults, while SEL's focus has been focused on the population of children and young adults.

Capturing national interest. Daniel Goleman, an internationally respected psychologist, has worked to connect neuroscience into the everyday lives of individuals. Several of his books raised the levels of national attention for social and emotional skills. Primal Leadership (2002) and Social Intelligence (2006) both national best sellers, suggested a scientific interdependence between social intelligence and leadership applications.

Primal Leadership's approach to leadership is entrenched within emotional intelligence, numerous studies and articles, and a methodological approach to organizational direction. This book has served for many business leaders as a guide to understand, evaluate, plan, and transform the way leaders operate by using emotional intelligence as a vital lens. Goleman presented the science behind how many successful leaders' acknowledgement and essential awareness of their emotions can lead to positive impacts in their work environment.

This success can derive from a very foundational concept: leading others in the most fundamental sense comes from the ability to handle emotion. It is suggested that those who understand their strengths and challenges can influence others to achieve their highest levels of performance, a notion that is labeled as *resonance*. Goleman stated that when employees feel as though those in leadership positions truly understand their feelings, resonance can more likely occur. However, the author suggested that when the organizational members' thoughts, trust levels, and actions are consistently undermined by authority, this negative emotion is labeled as *dissonance* (Goleman et al., 2002).

Studies have concurred that productivity lies in the method of how one presents ideas, not just the ideas themselves. Berkman, Leo-Summers, and Horwitz (1992) found that "the climate, how people feel about working at a company, can account for 20 to 30 percent of business performance." Goleman cites medical studies that have focused on the physical effects when interacting with someone who is emotional competent, including the lowering of blood pressure and less blockage of the arteries. Also, with peaking levels of stress, the mortality rate is found to have tripled (Goleman, et al., 2002).

The attitudes and emotions of those in commanding positions can be mirrored by those under the leadership. Staff members tend to be cognizant of the leader's emotional levels, his/her thoughts when speaking, and reactions when suggestions are given. When positive, these behaviors can be contagious and also work to reflect upbeat demeanors, as is true in the same manner regarding negativism and narcissism. Many times, emotions have been thought of in a

traditional sense, as insignificant in the real world. However, positive attitudes and

even laughter may assist in making people more focused, determined, willing to put

in more work time, and become better teammates. When leadership conveys

negative and dissenting messages, some on staff can become more focused on

critical communication than at the content that was intended. This instability on the

task at hand can lead to results that fall below expectations (Goleman, et al., 2002).

The emotional intelligence domain spectrum includes self-awareness, self-

management, social awareness, and relationship management. By utilizing the

talents involving the aforementioned components of emotional intelligence, it is

suggested that individuals are more willing to share thoughts, communicate with

people, and take risks in order to accomplish a task. This can be paramount for

employees to feel that their individual work is an important piece of the big puzzle,

that their thoughts are relevant, and that their expertise is needed. When work

becomes this personally fulfilling, success is more likely to follow.

Primal Leadership explains the following framework in regards to emotional

intelligence in leaders: *Self-awareness* as the honest understanding of oneself

concerning strengths and challenges. This intuitive awareness is enhanced with

thoughtful and deliberate reflection*. Self-management* involves one's ability to

handle intense emotions in pressurized situations, display flexibility, be honest, and

choose to remain positive in trying conditions. *Social awareness* emphasizes the

capacity to truly empathize with others and the ability to see the global picture in

scenarios. *Relationship management* deals with one's potential to guide and inspire

a group to meet objectives and visions. This domain of emotional intelligence

involves the encouragement and modeling of teamwork and the ability to handle

conflict effectively (Goleman, et al., 2002). To be born with a high competency of

each of these characteristics is not essential, due to Goleman's belief that one can

improve these qualities through training. With a healthy emotional intelligence,

individuals can incorporate intuition with hard data to make wise business

decisions.

Within the leadership tools, Goleman recommends four administrating styles

in daily occurrences. These include *visionary*, *coaching*, *affiliative*, and *democratic*.

Visionary is used to institute a common goal or overlying objective. Coaching can be

advantageous due to the one-on-one component that can assist long-term individual

growth. Affiliative works to network people with like-minded goals together to

meet a common objective. The democratic style highly regards the thoughts of

others and works to create agreements within a group. An effective leader can use

one's experience, the data presented, and the intuitive feel to utilize the best style

for each unique situation. By employing the most fitting style for scenarios,

Goleman suggests that the more aligned the work is with the faculty's individual

passion and innate interest, the higher and more sustained the motivation to reach a

goal becomes (Goleman, et al., 2002).

In the book Social Intelligence, Goleman (2006) expanded on his earlier

works using recent discoveries within brain research, and revealed the scientific

happenings between the interactions of individuals. He provided explanations of

how the social brain is physically wired and continually engages and reacts with

every formal or informal social connection.

With each new episode of individual communication, the brain can refashion itself in the act called *neuroplasticity*. This concept is emphasized, due to how interactions can have a real and evolving physical effect on our brain, and therefore the body. It is suggested that the nervous system has the exclusive power to adapt and influence individuals due to the social state of society. In result of this impact, positive experiences over a sustained amount of time can increase health benefits. Likewise, negative relationships over time can injure parts of the brain, which can make the organ more susceptible to illness.

Specifically the *amygdala*, is associated with social awareness during communication. The amygdala, located near the middle of the brain, can sense even slightest change in body language or facial expression milliseconds before people speak. These minute changes in the body or face that occur during message delivery are so subtle, that even the deliverer may not be consciously aware of the physical movements. These unconscious effects are termed as *low road* forms of communication. *High road* forms of communication are the deliberate body language and facial expressions delivered by an individual. Low road types of communication run at a much faster rate through the brain than its counterpart, therefore explaining why a person's quick reaction to a situation may not be the same if he/she had more time to think and deliberately choose a response, both in word and body language (Goleman, 2006).

Goleman explained that as individuals, each person has his/her role to play in a conversation. While communication experiences widely vary, high and effective social connections involve respective attention, mutual positive impulses, and a

shared rhythm in conversation. When a conversation nears its end, the rhythm

begins to digress. This is in part to an interesting discovery, *mirror neurons*. Mirror

neurons provide the empathetic feelings within individuals. As one experiences a

certain feeling, this type of neuron in the brain of the message receiver picks up the

same feelings as the person originally experiencing that emotion through visual and

verbal cues. Mirror neurons make possible empathy, the ability to understand and

share the feelings of another. These neurons allow emotions to be infective, hence

some considering smiles to be contagious. Teachers who consistently model

positive language and actions can lead to more positive students (Neumann & Strack,

2000). The same is true for those who conduct themselves in a negative approach.

Mirror neurons can reflect these negative emotions into the receiver.

Taking this knowledge, Goleman (2006) acknowledged the importance that

social intelligence can have in society. Social intelligence is not just the

understanding of relationships, it also focuses on the understanding of how to

interact socially. Those with higher social intelligence can navigate through

conversations deliberately as they converse. Instinctively to evaluate the

effectiveness of a conversation, one using social intelligence weighs the amount of

positive or negative interactions that took place. Social cues during conversations

can be so impactful, research has even shown that though the message in a

conversation may be negative, if the body language is positive, than the information

is received in a better manner (Gelder, 2004).

A possible roadblock in reaching competence in social intelligence is the

amount of attention being actively displayed in conversation. The more attentive

people become, the better their ability can be to decipher the emotional state of

others. Conversely, the greater the individual's stress level, the less ability he/she

has to assess others. Social Intelligence discusses how in situations individuals may

only sympathize with people, not emphasize. Therefore, the disconnect between

understanding an emotion in others (sympathy) and feeling the emotion in others

(empathy) can produce different reactions, with sympathy being usually less active

(Goleman, 2006).

Research Overview

     Academic benefits. When the majority of academic emphasis is placed on

young students for standardized tests, social and emotional skills can be left behind.

Early childhood professionals, such as Nell Noddings (2005), feel that there is a push

to train students on how to prepare to take future tests, instead of being taught how

to problem solve in real life scenarios. Even in early childhood classrooms, evidence

has mounted that social and emotional development in children can positively

influence future academic outcomes (Rhoades, Warren, Domitrovich, & Greenberg,

(2011). Studies have found that higher academic outcomes can result from a solid

social and emotional foundation (Elias et al., 2003; Zins et al., 2007). Conversely,

children who struggle socially early in school are more likely to flounder throughout

their academic years (Pears, Fisher, & Bronz, 2007).

     In a landmark meta-analysis of 165 programs, schools implementing social

and emotional programs reported lower dropout rates, while posting higher

attendance numbers (Elias et al., 2003). Additional academic benefits included

handling emotions in stressful academic situations, being resilient in challenging

learning scenarios, problem solving in group work, and setting realistic and

attainable goals for school. Young students who shared a strong social and

emotional bond in a school setting mirrored the high academic expectations of their

peers (Ragozzino et al., 2003). Also, children with higher levels of social and

emotional health have tended to be more successful when organizing techniques to

problem solve and manage their anxiety (Greenberg et al., 2003). Even teachers

have identified young students who seem more willing to learn to have higher levels

of social competencies (Denham, 2006). Those children who are emotionally

connected have shown to perform at higher academic levels than their peers who

identify themselves as disconnected (Ragozzino et al., 2003). Adversely, young

students who are highly aggressive and lack social skills are more likely to be held

back a grade level, can struggle with academic problems, have higher dropout rates,

and continue with their antisocial conduct (Denham, 2006). By incorporating

instruction that meets the students' personal learning preference, educators are

more likely to incorporate academic methods within the classroom (Johnson, 2008).

Students who comprehend personal learning styles may also increase levels of

academic success (Honigsfeld & Dunn, 2006).

A meta-analysis involving 213 social and emotional school programs was

studied to determine the possible impact and outcomes of the program. The

research, which included 270,034 students ranging in age from kindergarten to high

school, found several positive results that may be attributed to the social and

emotional school programs. Among the findings included an academic increase of

11-percentile points in achievement, as well as noted improvement in student pro-

social behavior (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

      A study that examined 667 students from Alabama, looked to link EI with

academic success. At the culmination of the students' academic term, each took the

Emotional Quotient Inventory (EQ-i), which was developed by Dr. Reuven Bar-On.

Students who scored higher on the interpersonal, adaptability, and stress

management sections of the EQ-i tended to also have higher math, science, and

English achievement (Parker, et al., 2004). More than grade point average,

intelligence quotient, and standardized tests, emotional intelligence scores may

more accurately indicate subsequent outcomes (Johnson, 2008).

      Positive outcomes stemming from the international social and emotional

research have also added to the social and emotional cognitive framework. A study

of 77 Spanish high school students found a positive relationship in a sample

regarding EI and academic achievement (Marquez, Martin, Brackett, 2006). The

academic implications of EI were studied within a group of 650 students from the

United Kingdom who were enrolled in the 11th grade. The results indicated that EI

played a factor in the students' cognitive capacity and their school test scores. Also,

EI was negatively correlated to the population missing school due to behavior issues.

A Canadian research study suggested that EI was a positive factor in students

making a successful academic transition from high school to college. In this

research, students who scored higher on the EQ-i at the end of their second

semester had more academic success with a grade poll average higher than or equal

to 80% than those who scored lower (with a grade point average equal to or lower

than 59%) on the inventory (Parker et al., 2004).

      Social benefits. As noted, academic success can result from individuals with

healthy social and emotional levels (Johnson, 2008). The social benefits of SEL have

been reviewed as well. Classroom teachers' awareness of the needs of social and

emotional skills continues to widen. An education that focuses on educating the

emotional brain, not just the academic can set the stage for successful social

encounters in schools (Norris, 2003). Due to the recent surge in interest regarding

neuroscience supporting the educational implications of emotions and attribute

intelligence, research has demonstrated that happiness cannot be taught, though

can be obtained through an optimistic and focused mental capacity (Cohen, 2006).

Additional studies have indicated the most content individuals work to develop

socially intelligent characteristics. Some have suggested that growing in social and

emotional competencies can be a possible route in achieving this happiness (Cohen,

2006). It has been suggested that individuals who lead in a caring manner can

result in effective results, rather than leading with limited emotion (Newman, Guy, &

Mastracci, 2009). Research has reinforced the notion that for many students,

education can be a negative social experience, which can lead to individuals

dropping out of school. In 2002, the National Center for Education Statistics

revealed the following: "Among the major reasons cited for dropping out of school

several involve social and emotional factors: not getting along with teachers or

peers (35.0% and 20.1%, respectively), feeling left out (23.2%), and not feeling safe

(12.1%)" (Zins & Elias, 2006 p. 1).

A 2008 analysis from Collaborative for Academic, Social, and Emotional

Learning (CASEL) shared the social outcomes from three research reviews of social

and emotional learning programs in K-8 grade schools. The reported social results

included increased positive attitudes towards school, pro-social behaviors, and

improved self-image. Students participating in the social and emotional school

programs also displayed lowering levels of stress and negative school behaviors

(Payton et al., 2008).

Social and emotional learning skills in children at an early age can impact

their future social performance in schools (Schultz, Richardson, Barber, & Wilcox,

2011). At times, adults may feel the need to fix problems among young children,

however this can minimize the opportunity for students to work through social

challenges, therefore limiting social and emotional skill exposure. Through

sustained relationships in everyday life and play, children can work on emotional

skills (Elias et al., 2003). These emotional capabilities tie directly to the ability to

initiate and retain successful interactions (Downs & Strand, 2008). When caregivers

in the home provide young children with a variety of verbal opportunities to work

out conflicts with each other, higher social competency in social situations can occur

(Trivette, 2004). According to the analysis of 25 effective SEL program models,

positive effects included communication skills and an increase in valued adult and

student relationships (Greenberg et al., 2003). Also, SEL programs have been found

to raise students' abilities to identify and handle their various emotions, respect

others' points of view and opinions, and work through problematic situations

(Payton, Wardlaw, Graczyk, Bloodwoth, Tompsett, 2000). By obtaining competency

in social awareness, students' ability to take perspective of others can impact the

self-regulation of their emotions (Bengtsson & Arvidsson, 2011). Young children

with higher emotion recognition skills tend to be more well-liked and respected

among peers. Children with social and emotional competence tend to have more

friendships and positive social interactions. In addition, teachers report having

better relationships with young children with social and emotional skills (McCabe, &

Altamura, 2011). However, children who struggle with identifying emotional

perspectives are reported more often to be less respected by other students.

Children with lower levels of emotional intelligence are identified by their teachers

as more withdrawn from class (Downs & Strand, 2008). Young students with less

social and emotional skills can be more often rejected by peers and cause more

social disruptions (McCabe & Altamura, 2011).

Emotional intelligent leadership. As the aforementioned evidence for

social and emotional learning in students mounts, considerable research exists that

demonstrates the effect that emotional intelligence can have on business leadership.

Boyatzis and Ratti (2009) found after completing a study including 51 interview and

53,360 assessments with business leaders that social and emotional intelligence

was a predicting factor when determining components of success in their respective

leadership positions. A 2002 study conducted at the University of Nebraska looked

to find the relationship between emotional intelligence and leadership qualities

within university students. One hundred ninety-two college students answered a

survey by self-measuring levels of social and emotional intelligence. The results

demonstrated a positive correlation between all three fields: social intelligence,

emotional intelligence, and leadership skills (Kobe et al., 2001). Incorporating emotional intelligence within the workplace has been suggested as a strategy to increase cultural appreciation among employees (Conrad, 2007).

A 1999 Rutgers report shared collective evidence of how emotional intelligence can positively affect a rich variety of leadership fields outside the world of education. The businesses and organizations that found emotional intelligence to be effective included the United States Air Force, multinational consulting companies, top-level executives, and manufacturing supervisors. The U.S. Air Force measured emotional intelligence using the EQ-i survey tool when interviewing new recruiters. The most successful of the recruiters also scored most high on the EQ-i. Regarding the consulting firm studied in the research, members who scored higher than the median mark for 9 of the 20 domains gained approximately $1.2 million more than others surveyed at lower marks. When analyzing over 300 top-level company executives, the most successful team leaders scored higher than their less successful counterparts on the emotional intelligence subscales. Focusing on the study of successful leaders in a large beverage company, about half of the division presidents left the firm within two years due to poor production. However, when hiring practices focused on the emotional skills of the candidates, including leadership, about only 5% left in the same two-year span. When studying supervisors of a manufacturing company, lost time and reported grievances from employees decreased significantly after the supervisors received emotional skill training. The company's profit margins also increased by approximately $250,000. This rate of success went unmatched by supervisors who did not receive the

emotional skill building training. A collective study of senior business executives

from Latin America, Asia, and Europe concluded that those leaders with high levels

of emotional intelligence were more successful than others surveyed with strong IQ

or experience in the particular field of business (Cherniss, 1999).

Challenges of Implementing SEL in Today's Schools

As in any area of study, certain inconsistencies and shortcomings become

apparent when comprehensively reviewing an area of research.   Throughout the

analysis of current research, consistent themes have been identified that can hinder

the social and emotional progress in the early childhood and elementary settings.

The following areas are needed to be addressed in the future to solidify the social

and emotional domain amongst researchers: a shift in school priorities, the

availability concerning quality, long-term professional research in this field,

consistent SEL definitions, the limited implications when analyzing a relatively new

area of study, repeated authors sourced in frequent articles, and fluctuating tools of

measurement being used in the research.

School priorities. Currently, much of the public education system is bearing

the intense pressure of No Child Left Behind, the federal act focused on increasing

the standards of educational accountability (Noddings, 2005). Curriculum attention

has turned to formal reading and mathematic emphasis (Marcon, 2002). Due to this

national testing, the opportunities have dwindled to incorporate social and

emotional skills into practice. Even the frequency of social play and school recess

has diminished in the early childhood educational setting (Bergen, 2002; Ginsburg

2007). There can be mounting pressure for formal academic learning to take place

early into children's school experiences (Marcon, 2002). Through this pressure of

focused standards mandated by NCLB to improve reading and math, many argue

that the social and emotional learning lags behind in perceived importance

(Noddings, 2005). Marcon (2002) cited that many teachers feel that academic

preparation should be a more significant focus than SEL. In some school systems,

the emphasis of learning has been placed mostly on academic achievement

throughout entire districts of first-grade teachers. Due to the longer nature of

effective playtime versus the pretense of academic readiness, the frequency of play

is decreasing in early childhood and elementary settings (Bergen, 2002; Ginsburg

2007). A theory of why SEL programs are not more commonly implemented within

the daily curriculum is that teaching social and emotional skills can be more

challenging for educators because these concepts are less concrete than academic

standards (Elias et al., 2003).

Limited research. It can be difficult obtaining social and emotional research

that is relatively current (2002 to present), quantitative in nature, peer-reviewed,

and published in research orientated professional publications. However, within

the reviewed literature, several authors stated possibilities behind the lack of

information in the field. This included the misconceptions that social and emotional

learning data is less regarded and respected than hard academic data (Goleman,

2008). Also, much of the SEL research on play derives from small-scale studies,

which may be overlooked by some teachers, administrators, and those who make

federal educational decisions (Bergen, 2002). Finally, due to many small-scale

studies, the research in this field can be limited with high stakes testing and how it

translates in real life scenarios (Elias et al., 2003).

      Differing social and emotional definitions. Edward Thorndike was the

earliest theorist to initiate interest in social intelligence in 1920. While his work

proved to be the inceptive reference to this intelligence, as the years and different

scholars studying social intelligence grew, so did variations of definitions. In fact,

the descriptions of today's definitions widely deviate from his original beliefs.

(Kobe et al., 2001). While over 200 social and emotional programs exist in U.S.

schools (Hoffman, 2008), the definitions of these elements truly differ (Cobb, Mayer,

2000). Due to these multiple definitions, the study of social and emotional

intelligences often raise questions. Some critics rationalize that because of the

proliferation of diverging definitions, this field may just be an educational fad

(Triliva & Poulou, 2006). While others point out that because the framework for

specifically laying out explanations for emotional intelligence is inconsistent, the

differing programs change regarding objectives and actions (Berman & West, 2008).

In fact, even the terms themselves are coded differently, depending on the scholar.

Emotional intelligence, emotional quotient, social intelligence, and social and

emotional competence are terms often synonymous with SEL (Coryn, Spybrook,

Evergreen, & Blinkiewicz, 2009). When terms have differing meanings, the various

professional fields that have shown interest in social and emotional intelligence

have drifted apart, focusing on their own specific definition (Triliva & Poulou, 2006).

These multiple definitions from different governing bodies are a leading issue when

confusion over what social and emotional learning means in the everyday world

(Coryn, et al., 2009).

Issues that arise in new areas of study. While Thorndike pioneered social

intelligence terminology in 1920 and SEL work began to appear sporadically in the

1980s, Salovey and Mayer in 1990 first made the case that this area was a cognitive

operation, and therefore could be an attainable skill (Coryn, et al., 2009). While still

being a relatively new area of study, the interest in social and emotional intelligence

is high, and specific objectives have been mandated into standards by four states.

However, while the enthusiasm exists, the study of emotional intelligence has also

raised concern among the scientific field. The study of these intelligences has

skeptics due to the lack of empirical, longitudinal studies (Triliva & Poulou, 2006).

There has also been a lack of in-depth investigations revolving around the

effectiveness in which SEL programs are implemented (Jennings & Greenberg,

2008). Many researchers agree that to attain the longitudinal data desired, the

social and emotional field needs more frequent studies conducted (Kobe, et al.,

2001).

Repeated authors frequently cited. CASEL is an educational organization

that originated in 1994 by leading theorists, looking to focus more intently on the

field of social and emotional learning (Coryn, et al., 2009). CASEL, which focuses on

the SEL within the school systems, produces its own research. This organization

determined that within social and emotional learning, there are five characteristics,

and each has social implications. The first characteristic of SEL, *responsible decision-*

making involves the techniques that students use to address peer pressure and the

frequency in which dangerous behaviors are exhibited. *Relationship skills* contain

the actions and abilities to initiate and maintain friendships with others. In high

school, this can include assessing how one operates in a social environment when

group goals and partnership are emphasized. An individual demonstrates *social*

awareness when he/she identifies the emotions and behaviors within another, and

from this data can accurately foresee future actions from these individuals. *Self-*

awareness in elementary classrooms can look like students identifying personal

feelings of emotion. For example, joy, confusion, and frustration may all be

sentiments that may be distinguished. *Self-management* can be defined as the

students' ability to identify and create a plan to meet individual aspirations. This

can be the act of teenagers finding the need for self-improvement, then creating a

short term design on how to obtain this goal (Zins et al., 2007).

In 2003, CASEL completed a three-year research project analyzing 242

school programs that included social and emotional components. Though due to the

possible self-serving nature of this study, researchers may approach the results with

caution (Weissberg & O'Brien, 2004). Critics share that it is difficult for an

organization that prides itself on educating the public of the benefits of social and

emotional learning while producing and publishing their own work, to be bias and

agenda free. Also, many SEL articles contain multiple citations of the same author

(Weissberg & O'Brien, 2004). Ideally, those advocating social and emotional

programs throughout the educational system would desire these concepts to be

valid, and to be verified multiple times by various independent authors.

Inconsistent tools of measurement. Due to the different programs and

styles of implementation, producing long-term results has been a challenge (Triliva

& Poulou, 2006). Legitimate results and the accompanying implications continue to

be unsettling to critics within the social and emotional realm (Berman & West,

2008). These uncertainties can also be traced back to the inconsistent tools of

measurement being used in the SEL research. As the increase in randomized

controlled trials rise, this information may provide more reliable statistical analysis

for this field (Jennings & Greenberg, 2008). Though commonly when conducting

social and emotional studies involving surveys, the degree of objectivity can cause a

concern (Berman & West, 2008). When instructors' self-reports are used as a

primary means of gaining analytical information, possible biases may occur

(Jennings & Greenberg, 2008). In some research, conducting SEL exiting

questionnaires that are not normally referenced, may also lead to inconsistent

validity (Coryn, et al., 2009). Studies (Adams, Soumerai, Lomas, Ross-Degnan, 1999;

Donaldson & Grant-Vallone, 2002) have cited a bias with self-reported

measurement systems. Some social and emotional research focused on university

students because of increased accessibility when compared to elementary children

(Kobe, et al., 2001). Critics also cite that many positive effects reported from SEL

programs are published in non-peer reviewed journals (Hoffman, 2008). Possibly

due to these factors, CASEL fails to endorse a wide variety of measurement

instruments (Coryn, et al., 2009).

Some researchers believe that social and emotional abilities are more of a

characteristic of the individual's natural temperament, not a type of intelligence that

can be learned. In response, Mayer created in 1999 the Multifactor Emotional

Intelligence Scale (MEIS) to present a tool to generate commonality for future

studies. This measurement instrument was later said by some to be unreliable, as it

may not include an encompassing definition that was common with various

presented definitions. Disregarding different contexts and environments where the

tool was implemented also provided some negative feedback. The obvious need for

a concise, well-accepted measurement tool is a goal that researchers continue to

work towards. When implementing social and emotional learning curriculum,

educational leadership encounters the dilemma of whether or not to wait for a SEL

measurement tool to be universally approved (Coryn, et al., 2009).

Summary

Throughout the history of social and emotional research, noted benefits have

included positive academic, social, and leadership outcomes. Leadership research

has focused on how the social and emotional skills within those in leadership

positions have enhanced the workplace environment and profit margins. In

addition, social and emotional research has taken place in schools, demonstrating

that social and emotional driven programs have contributed to positive social and

academic outcomes. However, there is a lack of research designed to specifically

investigate the relationship between the social and emotional skills of educational

leaders and how these skills may impact the success of their schools. This study's

focal point is to examine how principals' social and emotional skills impact the

academic and social outcomes of their schools. The significance of this study can

assist in determining what characteristics are most needed when hiring educational

leaders who can positively influence the success of schools. Also, higher education

continually looks to improve its practice on how to train and prepare the highest

quality of future educational leadership. If socially and emotionally competent

leadership can increase the likelihood of educational success for those respective

schools, universities across the nation may find the need to reexamine the quality

and quantity of the social and emotional training that has been occurring in pre-

service training.

CHAPTER III: METHODOLOGY

Introduction

The methodology chapter details the purpose of this study, description of

participants, description of the instrumentation and measurement procedures,

overview of the research design, and description of the research procedures.

Purpose of Study

The central focus of this study was to investigate the relationship between

elementary principals' social and emotional skills and the successful outcomes of

their schools. The research highlights the self perceptions of principals, as well as

perceptions of the principals' social and emotional skills as indicated by the

assistant principals and teachers who work under that principal's leadership. In

this study, successful school outcomes were determined by analyzing the available

public academic and social data regarding each school. The academic statistics of

focus included the Indiana Statewide Testing for Educational Progress-Plus

(ISTEP+) standardized test and Adequate Yearly Progress (AYP) scores. The

researcher concentrated on school attendance rates to determine the social success

of each institution. The findings can assist in determining to what extent the schools'

academic and social success is associated with both the perceptions and self-reports

of the social and emotional skills of principals.

Description of Participants

The study's population was composed of elementary principals, assistant

principals, and lead elementary teachers employed in public Indiana elementary

schools. Upon gaining human subject research approval by the Ball State

Institutional Review Board, the researcher sent email invitations of participation to

200 Indiana public elementary schools. Each school principal was chosen by

random selection using the Indiana Department of Education's school and

corporation data reports. The state department publically provides a directory

database that alphabetically lists every current Indiana elementary school and the

respective principal (Indiana Department of Education, 2011a). The researcher

chose every fifth principal alphabetically in this database as a possible participant

until 200 principals were identified. Email invitations were sent to these 200

principals that stated the researcher's intent of the study, the anonymity of the

results, and consent forms. Of the 200 email invitations, seven emails were rejected

by the schools' firewall protection systems, thus 193 electronic invitations were

received by principals. Of the 193 elementary principals, 27 chose to participate in

this study for a return rate of 13.98%. Each principal participant was requested by

the researcher to extend possible involvement to his/her assistant principals (if

applicable) and lead classroom teachers. A total of four assistant principals and 26

elementary lead teachers responded. In the remainder of the study, the researcher

combined assistant principals' and lead teachers' responses into one category: lead

teachers. Of all 57 participants, 13 were male (22.8%), 42 were female (73.7%), and

two did not identify gender (3.5%).

Of the elementary school principals, eight were male (29.4%) and 19 were

female (70.4%). Five of the lead elementary teachers were male (16.7%), 23 were

female (76.7%), and two (6.7%) did not complete this question. Of all participants,

94.7% identified themselves being White, 1.8% as Asian, and 1.8% as Other. The

principals' total years of experience as the lead principal varied, as eight (29.6%)

respondents had between 1-5 years of experience, ten (37%) had between 6-10

years of experience, three (11.1%) had 11-15 years of experience, and six (22.2%)

principals had 16+ years of experience. The principals' years leading their current

particular school also varied, as 16 (59.3%) respondents had between 1-5 years, ten

(37%) had between 6-10 years, and one principal (3.7%) had 16+ years at their

current school.

The lead elementary school teaching experience differed as well, as five

teachers (16.7%) had been teaching between 1-5 years, six (20%) had 6-10 years

experience, eight (26.7%) had 11-15 years experience, and 11 (36.7%) had 16+

years of lead teaching experience. Eighty percent (24) of teachers had between 1-5

years of work under their current principal, five (16.7%) teachers had between 6-10

years, and one (3.3%) had 11-15 years of leadership under the school's current

principal. No lead elementary teacher reported working under the current principal

for 16+ years.

Description of Measures

Social and emotional skills of principals. During the author's analysis of

instruments that focus on social and emotional attributes, the lack of quality tools

available that assess both social and emotional skills in elementary school principals

was evident. The researcher created the Social-Emotional Educational Leadership

Factor (SELF), as it was designed to evaluate the self perceptions of principals and

the perceptions of their faculty regarding each principal's social and emotional

leadership skills. The SELF survey contained a total of 35 questions using a five-point Likert-type scale. Of the entire survey, 25 questions were influenced by the CASEL's model of social and emotional competencies. CASEL is among the nation's leading educational authority on social and emotional learning, and has been informed of this research project. Utilizing their respected definition that includes five competencies of social and emotional learning, the SELF survey incorporated five question subscales crafted for each of the five competencies : Self-Awareness was defined as accurately assessing one's feelings, interests, values, and strengths; Self-Management was defined as regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; Social Awareness was defined as being able to recognize and appreciate individual and group similarities and differences; Relationship Skills was defined as establishing and maintaining healthy and rewarding relationships based on cooperation; and Responsible Decision-Making was defined as making decisions based on the consideration of ethical standards, safety concerns, appropriate social norms, and respect for others (Weissberg & O'Brien, 2004). Four additional questions in the final subscale, Overall Influence, were designed to assess the participants' perception of the school principals' overall social and emotional skills and their ability to influence the school's social and academic performance. Scale scores were computed for the mean of all items in each scale, ranging from one (*always*) to five (*never*).

The SELF instrument was assessed through expert validity by seven highly qualified individuals (Gall et al., 2006). This group included: one early childhood professor, one educational leadership professor, two educational psychology

professors, one director of a university principal preparation program, one private elementary school principal, and one public elementary school principal. Upon receiving feedback, the recommendations were applied to the initial SELF survey (Appendix F) to create the final modified SELF instrument (Appendix D & E).

Once all surveys were completed, a reliability analysis was administered. The coefficient of reliability of all six subscales (Relationship Skills, Self Awareness, Responsible Decision Making, Self Management, Social Awareness, and Overall Influence) produced Cronbach's Alpha of 0.964, which meets the general standard in social sciences of 0.70 to ensure high internal consistency. A reliability analysis was completed over each individual subscale to evaluate dependability within the six subscale questions. The Relationship Skills subscale, including survey questions 1, 11, 17, 24, and 29 had a Cronbach's Alpha of 0.807.   The Self Awareness subscale, including survey questions 2, 4, 13, 20, and 25, had a Cronbach's Alpha of 0.763. The Responsible Decision Making subscale, including survey questions 3, 5, 16, 22, and 27 had a Cronbach's Alpha of 0.853. The Self Management subscale, including survey questions 6, 9, 14, 21, and 26 had a Cronbach's Alpha of 0.849. The Social Awareness subscale, including survey questions 7, 10, 18, 23, and 28 had a Cronbach's Alpha of 0.889. Finally, the Overall Influence subscale, including questions 8, 12, 15, and 19 had a Cronbach's Alpha of 0.870.

Principal and teacher demographics. The final six questions on the survey addressed participants' gender, current professional position, total years of principal or teaching experience, total years of experience at his/her current school or under his/her current principal, and race. All participants were requested to

identify the name of his/her elementary school, and the researcher included specific

language that emphasized that all answers would be anonymous.

   Academic and social outcomes of schools. The academic outcomes of the

principals' schools were assessed using a combination of school scores from two

data sources: standardized test scores and AYP results. The social outcomes of the

principals' schools were assessed using the school's attendance records. The

researcher aggregated this data to designate schools into two categories:

preforming schools and underperforming schools. Performing schools were

identified by meeting three classification characteristics: passed standardized test

scores from the 2009-2010 academic school year, passed attendance rates from the

2009-2010 academic school year, and met AYP three of the past four academic

school years.

   Due to the population of schools being located in Indiana, the researcher

used that state's standardized test, ISTEP+, as the source for standardized testing

scores. To identify the specific passing ISTEP+ score, the researcher used the same

mark established by the Indiana Department of Education as passing scores for both

English and Math. For the 2009-2010 academic school year, the State Department

set the expectation that all Indiana public schools should have 72.6% of ISTEP+

participants passing the English portion and 71.5% of ISTEP+ participants passing

the Mathematics section of the test (Indiana Department of Education, 2010). The

researcher chose to use the lower percentage of 71.5% passing rate as the ISTEP+

benchmark in which to identify performing and underperforming schools in this

study. All schools that met or exceeded having 71.5% of students passing both Math

and English assessments were identified as performing. All schools that had less

than 71.5% of students passing both Math and English assessments were identified

as underperforming.

AYP is a federal assessment that calculates academic achievement of

individual school and collective school districts. This measurement is a component

of the Elementary and Secondary Education Act's reauthorization, commonly

referred to as the No Child Left Behind Act of 2001 (Educational Week, 2004).

Within this study, for a school to be identified as performing, the school's AYP had to

be met three out of four years. These scores were determined utilizing the Indiana

Department data reports for 2006, 2007, 2008, and 2010. The 2009 AYP data was

not provided.

To determine the socially performing and underperforming schools, the

researcher analyzed school attendance rates. The Indiana Department of Education

set the state expectation that all elementary schools should have at least 95% of all

students attending daily throughout the academic school year (Indiana Department

of Education, 2010). The researcher used this established mark to set as the

benchmark for performing and underperforming schools. Those schools reporting

attendance rates lower than 95% were identified as underperforming. Social

performing schools had to report 95% or higher attendance rates.

The researcher determined that schools that met the passing mark on two of

three categories (ISTEP+, AYP, and attendance) would be identified as performing

schools within the study. Schools that failed to meet two of the three defining

categories would be identified as underperforming.

Overview of the Research Design

This study was designed utilizing a quantitative approach to gain a statistical correlation perspective of social and emotional leadership. By analyzing this topic through a quantitative lens, the research can reveal the degree to which the academic and social success of schools correlate to the social and emotional skills of the school's respective principal.

Description of Research Procedures

1. The researcher gained permission from the Ball State University Institutional Review Board to conduct the Assessing the Influence of Social and Emotional Intelligence in Effective Educational Leadership study.

2. The researcher gained expert validity of the SELF survey by getting professional feedback and making the specific recommendations from five educational experts in higher education and two award winning elementary school principals.

3. On March 15th, 2011, the researcher sent email invitations (Appendix A) to 200 Indiana elementary school principals, extending the opportunity to participate in this study. Within these emails included an introduction to the study, the specific steps required to participate, as well as an informed consent document. A follow up email (Appendix B) was sent on March 28th to possible principal participants, and the final reminder (Appendix C) was sent on April 4th, 2011.

4.   For those principals whose school chose to partake in the study and have

        completed the informed consent form (Appendix G), a link to the SELF

        survey (Appendix D & E) was to be forwarded by the principal his/her

        assistance principals and lead classroom teachers.

5.   On April 11th, 2011, the researcher closed access to the SELF survey and

        began a regression data analysis on completed surveys. Of the 200 email

        invitations, seven emails were rejected by the schools' firewall protection

        system, thus 193 electronic invitations were received by principals. Of

        the 193 elementary principals, 27 chose to participate in this study for a

        return rate of 13.98%. This rate of return exceeded Gay's (1987)

        minimum mark of a 10% sample size from a given population.

CHAPTER IV: RESULTS AND DISCUSSION

Introduction

This chapter restates the study's research questions and hypotheses, presents the results of the data analyses used to answer each question, and provides a discussion of the findings. Descriptive results are presented first, followed by the results of each research question organized by question.

Descriptive Results

Means and standard deviations for each of the social and emotional leadership scales are show in Table 1. Means were computed for principals' responses and teachers' responses separately. Correlations among the six factors are shown in Table 2.1 and Table 2.2.

A multivariate analysis of variance was used to determine how principals' perceptions of their social and emotional skills differed from those perceptions of their elementary teachers. Six dependent variables (Relationship Skills, Self Management, Self Awareness, Responsible Decision Making, Social Awareness, and Overall Influence) were used in the analysis. Results showed that principals and their teachers differed on their perceptions of principals' skills (Wilk's λ = .33, p < .001). Specifically, teachers reported lower skills on Self Awareness, Relationship Skills, Responsible Decision Making, Social Awareness, and Overall Influence (see Table 1).

A within subject repeated measures multivariate analysis was used to examine differences among principals' own perceptions of their social and

emotional skills. Similarly, differences among teachers' perceptions of principals'

skills were computed. Results revealed significant differences among the six social

and emotional skills as perceived by both principals (Wilk's λ = .22, $F(1,26)$ =

8591.68, $p < .001$) and teachers (Wilk's λ = .42, $F(1,29)$ = 1297.89, $p < .001$).

Principals rated themselves highest on Responsible Decision Making, Social

Awareness, and Overall Influence, while lowest on Self-Management (see Table 1).

Principals' perceptions of their Relationship Skills and Self-Awareness fell in the

middle. In contrast, teachers rated their principals lowest on Responsible Decision

Making and highest on Relationship Skills, Self Awareness, and Self Management;

teachers' perceptions of Social Awareness and Overall Influence fell in the middle

(see Table 1).

Table 1

Means and standard deviations of principals' self perceptions and teachers' perceptions of principals' social and emotional skills

Social and Emotional Skills	Principals' Self Perceptions			Teachers' Perceptions		
	Mean	SD	Range	Mean	SD	Range
Relationship Skills	4.33$_b$	.28	3 – 5	4.16$_c$	.65	2 - 5
Self-Awareness	4.27$_b$	.34	3 – 5	4.19$_c$	.58	2 - 5
Responsible Decision-Making*	4.62$_c$	.37	4 – 5	3.87$_a$	.63	2 - 5
Self-Management	4.13$_a$	.22	3 – 5	4.17$_c$	.69	2 - 5
Social Awareness*	4.50$_c$	.40	4 – 5	4.07$_b$	.71	2 - 5
Overall Influence*	4.51$_c$	.39	4 – 5	4.10$_b$	.72	2 - 5

Note. Within columns, means with the same subscript are not significantly different.
* Teachers' perceptions were significantly lower than principals' self perceptions
($p < .05$)

Table 2.1
Pearson correlation matrix among lead elementary teachers' perceptions of principals'
social and emotional skills

Social and Emotional Skills	RS	SEA	RDM	SM	SOA	OI
Relationship Skills (RS)		.846**	.891**	.871**	.860**	.831**
Self-Awareness (SEA)			.795**	.830**	.844**	.793**
Responsible Decision-Making (RDM)				.874**	.853**	.835**
Self-Management (SM)					.887**	.898**
Social Awareness (SOA)						.902**
Overall Influence (OI)						

** Significant correlations at *p* < .01.

Table 2.2
Pearson correlation matrix among principals' self perceptions of social and emotional skills

Social and Emotional Skills	(RS)	(SEA)	(RDM)	(SM)	(SOA)	(OI)
Relationship Skills (RS)		.577**	.521**	.521**	.584**	.233
Self-Awareness (SEA)			.638**	.555**	.325	.629**
Responsible Decision-Making (RDM)				.549**	.471*	.581**
Self-Management (SM)					.272	.444*
Social Awareness (SOA)						.081
Overall Influence (OI)						

** Significant correlations at $p < .01$.
* Significant correlations at $p < .05$.

Research Questions

Research question 1: Are principals' social and emotional skills, as measured by the Social-Emotional Educational Leadership Factor survey, related to the academic success of their elementary schools? It was expected that principals' self perceptions and teachers' perceptions of principals' social and emotional skills would be significantly related to their respective school's academic outcomes. A multiple linear regression analysis was used to assess whether teachers' and principals' perceptions of principals' Relationship Skills, Self Awareness, Responsible Decision Making, Self Management, and Social Awareness

were significantly related to their school's ISTEP+ scores and AYP. Separate

regressions were run for each outcome measure; the social and emotional skills

were entered as the independent factors. Results of the analyses are shown in Table

3. Results showed that principals' social and emotional skills predicted 21% of the

variability in their schools' ISTEP+ scores ($R = .46$, $p < .05$), but only 9% of the

variability in AYP ($R = .30$, $p < .10$). More specifically, principals' Responsible

Decision Making and their Social Awareness predicted the greatest amount of

variability in ISTEP+ scores (see Table 3), whereas Social Awareness contributed

most highly to their schools' AYP.

Table 3

Results of multiple regression analysis of principals' self perceptions and teachers'
perceptions of principals' social and emotional skills on schools' academic outcomes

	ISTEP Scores			AYP		
	B	*R*	*R²*	*B*	*R*	*R²*
Social and Emotional Skills		.45	.21*		.30	.09
Relationship Skills	-.05			-.29		
Self-Awareness	-.06			.05		
Responsible Decision-Making	-.62*			-.34		
Self-Management	.48*			.14		
Social Awareness	.11			.54*		

*$p < .05$

Research question 2: Are principals' social and emotional skills, as measured by the Social-Emotional Educational Leadership Factor survey, related to the social success of their elementary schools? It was expected that principals' self perceptions and teachers' perceptions of principals' social and emotional skills would be significantly related to their respective school's social outcomes. A multiple linear regression analysis was used to assess whether principals' perceptions of their Relationship Skills, Self Awareness, Responsible Decision Making, Self Management, and Social Awareness were significantly related to their school's attendance rates. Results of the analyses are show in Table 4. Interestingly, a greater proportion of the variance in attendance was predicted when separately assessing principals' self perceptions and teachers' perceptions. In particular, principals' self perceptions of their social and emotional skills predicted 33% of the variance in students' attendance, with Self Awareness and Self Management skills predicting the greatest amount of variance (see Table 4). Teachers' perceptions of principals' skills significantly predicted 35% of the variability in attendance, again showing that principals' Self Management skills predicted the greatest variability.

Table 4

Results of multiple regression analysis of principals' self perceptions and teachers' perceptions of principals' social and emotional skills on schools' social outcome: attendance

	Principals' Self Perceptions			Teachers' Perceptions		
	B	*R*	*R²*	*B*	*R*	*R²*
Social and Emotional Skills		.57	.33		.58	.35 †
Relationship Skills	.06			-.36		
Self-Awareness	.53†			-.49		
Responsible Decision-Making	.00			-.66		
Self-Management	-.65*			1.27*		
Social Awareness	-.26			.14		

†*p* < .10; *p* < .05

Research question 3: To what extent do lead classroom teachers believe that their principal's overall social and emotional skill levels in all subscales, as measured by the Social-Emotional Educational Leadership Factor survey, impact the principal's ability to lead? It was expected that teachers would believe that their principal's overall social and emotional skill levels in all subscales would impact that principal's ability to lead. A multiple linear regression analysis was used to assess whether teachers' perceptions of their principals' social and emotional skills were significantly related to their overall leadership abilities. The researcher focused on teachers' answer to the following SELF survey question, "My principal's social and emotional skills influence his/her leadership abilities."

Results of the analyses are show in Table 5. Results showed that teachers'

perceptions of their principal's social and emotional skills predicted 82% of the

variability of their assessment regarding their principals' overall leadership abilities

($R = .91$, $p < .01$). However only 29% of the variability was predicted from

principals' self perceptions of their social and emotional skills regarding their

overall leadership abilities ($R = .54$, $p < .01$).

Table 5

*Results of multiple regression analysis of principals' self perceptions and teachers'
perceptions of principals's overall social and emotional skills and his/her ability to
lead*

	Principals' Self Perceptions			Teachers' Perceptions		
	B	*R*	*R²*	*B*	*R*	*R²*
Social and Emotional Skills		.54	.29		.91	.82
Relationship Skills	-.33			-.06		
Self-Awareness	.67			-.08		
Responsible Decision-Making	.33			.33		
Self-Management	.10			.63*		
Social Awareness	-.17			.36		

*$p < .05$

Research question 4: To what extent do principals perceive that their overall social and emotional skill levels in all subscales, as measured by the Social-Emotional Educational Leadership Factor survey, impact their school's academic success? It was expected that principals would believe that their overall social and emotional skill levels in all subscales would impact their school's academic outcomes. A multiple linear regression analysis was used to assess whether principals' self perceptions of their social and emotional skills were significantly related to their school's academic success. The researcher focused on principals' answers to the following SELF survey question, "My social and emotional skills positively influence the academic success of the school." Results of the analyses are show in Table 6. Results showed that principals' self perceptions of their social and emotional skills predicted 49% of the variability in their school's academic success ($R = .70$, $p < .01$). However, a higher 57% of the variability was predicted from teachers' perceptions of their principal's social and emotional skills regarding their school's academic success ($R = .76$, $p < .01$).

Table 6

Results of multiple regression analysis of principals' self perception and teachers'
perceptions of principals' s social and emotional skills impacting academic school
achievement

	Principals' Self Perceptions			Teachers' Perceptions		
	B	*R*	*R²*	*B*	*R*	*R²*
Social and Emotional Skills		.70	.49		.76	.57
Relationship Skills	-.35			.80**		
Self-Awareness	.81**			-.42		
Responsible Decision-Making	.14			-.71		
Self-Management	.59			.64		
Social Awareness	-.31			.48		

**$p < .01$

Post-hoc Analysis of Six Individual Schools

Given the relatively small proportion of principals and teachers choosing to

participate in the study, a more in-depth analysis of data from six schools followed.

The researcher compared the academic and social achievement outcomes of three

performing and three underperforming schools. The six total schools were selected

due to having both principal and multiple lead elementary classroom teacher

participation in the study. Performing schools were identified by having at least two

out of three characteristics: passing ISTEP+ scores from the 2009-2010 academic

school year, passing attendance rates from the 2009-2010 academic school year,

and meeting AYP three times within 2006, 2007, 2008, and 2010. The Indiana

Department of Education established passing scores for both English and Math on

ISTEP+. For the 2009-2010 academic school year, the State Department set the goal

that all Indiana public schools should have 72.6% of ISTEP+ participants passing

English and 71.5% of ISTEP+ participants passing Mathematics. The researcher

chose the lower mark of 71.5% passing rate as the benchmark to identify

performing and underperforming schools. All schools that met or exceeded having

71.5% of students passing both Math and English assessments were identified as

performing. All schools that had less than 71.5% of students passing both Math and

English assessments were identified as underperforming. AYP had to be met three

out of four years, utilizing the Indiana Department data reports which included

2006, 2007, 2008, and 2010. Those reporting attendance rates lower than 95%

were identified as underperforming. Socially performing schools had to report 95%

or higher attendance rates. The researcher determined that schools that met the

passing mark on two of three categories (ISTEP+, AYP, and attendance) would be

identified as performing schools. Schools who failed to meet two of the three

defining categories would be identified as underperforming.

The three underperforming schools averaged 52.7% of students passing both

the Math and English ISTEP+ assessments (see Table 7). This was considerably

lower than the 75.8% of students who passed the same assessments from the three

performing schools. The underperforming schools' attendance rates averaged just

less (94.9%) than the state mark of 95%, as opposed to the performing schools'

average of 96.7%. The underperforming institutions met AYP only 33% of the

measured years, less than the 100% AYP success rate of performing schools.

Table 7

Performing and underperforming school academic and attendance comparison
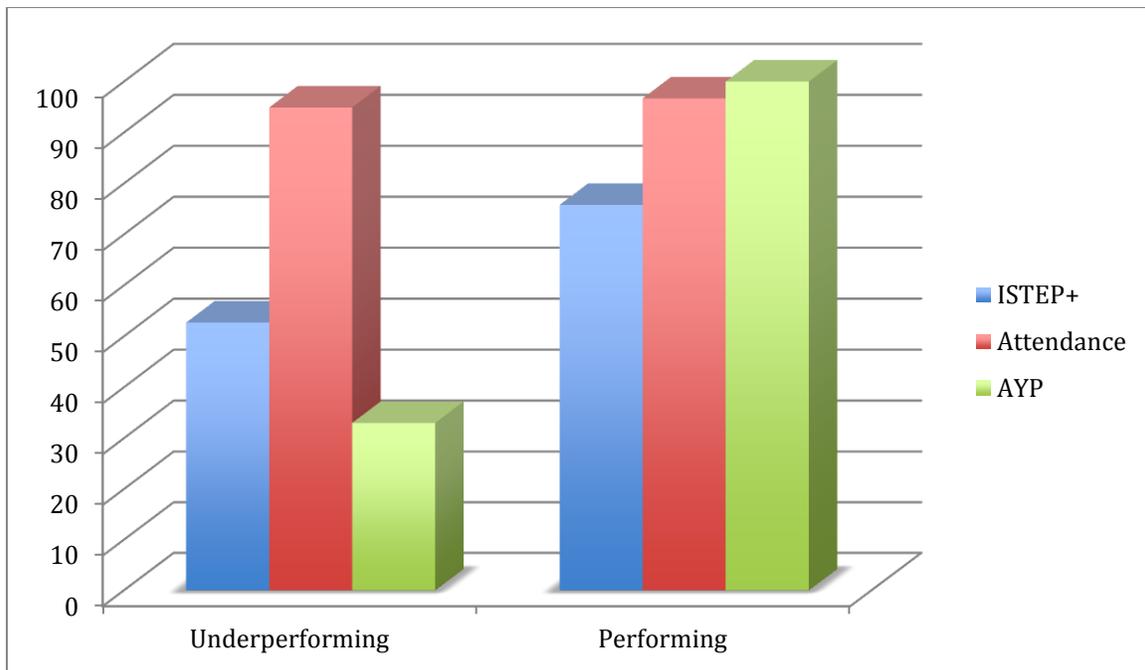
Underperforming schools consistently had lower scores on the SELF survey

compared to performing schools; in fact, underperforming schools perceived their

principals to be less skilled on all of the social and emotional factors. Relationship

Skills averaged a score of 4.13 for underperforming schools, lower then the 4.33 rate

for performing schools (see Table 8). Underperforming schools had a lower mean of

4.02 in Self Awareness, whereas performing schools averaged 4.30. On the

Responsible Decision Making scale, performing schools' scores (M=4.12) were

higher than the underperforming population (M= 4.11). In Self Management,

underperforming schools averaged 3.93, while performing schools reached a mean

score of 4.27. Likewise, Social Awareness averages were higher for performing

schools (M= 4.44) than underperforming schools (M=4.17). In the Overall Influence

subscale, underperforming schools averaged 4.08, while performing schools had a

mean of 4.28. For each subscale, the standard deviation was larger in

underperforming schools showing greater variation in responses to the items

compared to performing schools.

Table 8

Means and standard deviations of principals' self perceptions and teachers'
perceptions of principals' social and emotional skills in performing and
underperforming schools

Social and Emotional Skills	Performing Schools		Underperforming Schools	
	Mean	SD	Mean	SD
Relationship Skills	4.33	.40	4.13	.59
Self-Awareness	4.33	.43	4.02	.60
Responsible Decision-Making	4.30	.47	4.11	.80
Self-Management	4.27	.42	3.93	.51
Social Awareness	4.46	.48	4.17	.74
Overall Influence	4.28	.51	4.08	.64

CHAPTER V: SUMMARY AND CONCLUSIONS

Introduction

This chapter includes the following sections: summary of the study,

conclusions, and the author's recommendations for future research. The summary

restates the purpose of the study, hypotheses, population, sample, respondents,

instrument, and procedures. The conclusions describe the summary of the results,

the study's limitations, and the author's conclusions. Finally, specific

recommendations for future research are noted.

Summary of the Study

Purpose. The central focus of this study was to investigate the relationship

between elementary principals' social and emotional skills and the social and

academic outcomes of their schools.

Null Hypotheses

Null hypothesis 1: The principals' social and emotional skills, as measured

by the Social-Emotional Educational Leadership Factor survey, do not relate to the

academic success of their elementary schools.

Null hypothesis 2: The principals' social and emotional skills, as measured

by the Social-Emotional Educational Leadership Factor survey, do not relate to the

social success of their elementary schools.

Null hypothesis 3: Lead classroom teachers believe that their principal's

overall social and emotional skill levels in all subscales, as measured by the Social-

Emotional Educational Leadership Factor survey, do not impact the principal's leadership abilities.

Null hypothesis 4: Principals believe that their overall social and emotional skill levels in all subscales, as measured by the Social-Emotional Educational Leadership Factor survey, do not impact their school's academic success.

Population. The study's population was composed of elementary principals, assistant principals, and elementary lead teachers employed in public Indiana elementary schools. To qualify for participation, each school's ISTEP+ scores, AYP results, and attendance rates needed to be available to the public.

Sample. A random sample of 27 Indiana public elementary school principals was used within the study. A total of 30 Indiana public elementary school assistant principals and lead elementary classroom teachers also participated.

Respondents. Of the elementary school principals, eight were male (29.4%) and 19 were female (70.4%). Five of the lead elementary teachers were male (16.7%), 23 were female (76.7%), and two (6.7%) did not complete this question. Of all participants, 94.7% identified themselves being Caucasian, 1.8% as Asian, and 1.8% as Other. The principals' total years of experience as the lead principal varied, as eight (29.6%) respondents had between 1-5 years of experience, ten (37%) principals had between 6-10 years of experience, three (11.1%) had 11-15 years of experience, and six (22.2%) principals had 16+ years of experience. The principals' years leading their current particular school also varied, as 16 (59.3%) respondents had between 1-5 years, ten (37%) had between 6-10 years, and one principal (3.7%) had 16+ years at their current school. The lead elementary school teaching

experience differed, as five teachers (16.7%) had been teaching between 1-5 years,

six (20%) had 6-10 years experience, eight (26.7%) individuals had 11-15 years

experience, and 11 (36.7%) had 16+ years of lead teaching experience. Eighty

percent (24) of teachers had between 1-5 years of work under their current

principal, five (16.7%) had between 6-10 years, and one (3.3%) teacher had 11-15

years of leadership under the school's current principal. No lead elementary

teacher reported working under the current principal for 16+ years.

  Instrument. The researcher created the Social-Emotional Educational

Leadership Factor (SELF), as it was designed to assess the self perceptions of

principals and the perceptions of the faculty regarding the principal's social and

emotional leadership skills. The SELF survey contains a total of 35 questions using a

five-point Likert-type scale. Of the entire survey, 25 questions were influenced by

the Collaborative for Academic, Social, and Emotional Learning (CASEL) model of

social and emotional competencies. CASEL is among the nation's leading

educational authority on social and emotional learning, and the organization has

been informed of this research project. Utilizing their respected definition that

includes five competencies of social and emotional learning, the SELF survey

incorporated five questions crafted for each of the five competencies: Self-

Awareness was defined as accurately assessing one's feelings, interests, values, and

strengths; Self-Management was defined as regulating one's emotions to handle

stress, control impulses, and persevere in overcoming obstacles; Social Awareness

was defined as being able to recognize and appreciate individual and group

similarities and differences; Relationship Skills was defined as establishing and

maintaining healthy and rewarding relationships based on cooperation; and

Responsible Decision-Making was defined as making decisions based on the

consideration of ethical standards, safety concerns, appropriate social norms, and

respect for others (CASEL, 2011). Four additional questions in the final subscale,

Overall Influence, were designed to assess the participants' perception of the school

principals' overall social and emotional skills and their ability to influence the

school's social and academic performance. Scale scores were computed as the mean

of the items in each scale, ranging from one (*always*) to five (*never*).

    Procedures. The researcher gained permission from the Ball State

University Institutional Review Board to conduct the Assessing the Influence of

Social and Emotional Intelligence in Effective Educational Leadership study. The

researcher then gained expert validity of the SELF survey by getting professional

feedback and making the specific recommendations from five educational experts in

higher education and two award winning elementary school principals. On March

15th, 2011, the researcher sent email invitations (Appendix A) to 200 Indiana

elementary school principals, extending the opportunity to participate in this study.

Within these emails included an introduction to the study, the specific steps

required to participate, as well as an informed consent document (Appendix G). A

follow up email (Appendix B) was sent on March 28th to possible principal

participants, and the final reminder (Appendix C) was sent on April 4th, 2011. For

those principals whose school chose to partake in the study and have completed the

informed consent form, a link to the SELF survey (Appendix D & E) was to be

forwarded by the principal his/her assistance principals and lead classroom

teachers. On April 11th, 2011, the researcher closed access to the SELF survey and

began a regression data analysis on completed surveys.

Conclusions

       Summary of results. A reliability analysis was administered to SELF . The

coefficient of reliability of all six subscales (Relationship Skills, Self Awareness,

Responsible Decision Making, Self Management, Social Awareness, and Overall

Influence) produced Cronbach's Alpha of 0.964, which successfully met the general

standard in social sciences of 0.70 to ensure high internal consistency (Andrews &

Crandall, 1975; Peterson, 1994).

Null Hypotheses Results

       Null hypothesis 1: The principals' social and emotional skills, as

measured by the Social-Emotional Educational Leadership Factor survey, do

not relate to the academic success of their elementary schools. The null

hypothesis was rejected due to the multiple linear regression analysis indicating

that principals' social and emotional skills predicted 21% of the variability in their

schools' ISTEP+ scores ($R = .46$, $p < .05$), though only 9% of the variability in AYP (R

$= .30$, $p < .01$).

       Null hypothesis 2: The principals' social and emotional skills, as

measured by the Social-Emotional Educational Leadership Factor survey, do

not relate to the social success of their elementary schools. The null hypothesis

was rejected due to the multiple linear regression analysis indicating that principals'

social and emotional skills predicted 33% of the variance in students' attendance.

Teachers' perceptions of principals' skills significantly predicted 35% of the variability in attendance.

Null hypothesis 3: Lead classroom teachers believe that their principal's overall social and emotional skill levels in all subscales, as measured by the Social-Emotional Educational Leadership Factor survey, do not impact the principal's leadership abilities. The null hypothesis was rejected due to the multiple linear regression analysis indicating that teachers' perceptions of their principal's social and emotional skills predicted 82% of the variability of their assessment regarding their principals' overall leadership abilities ($R = .91$, $p < .01$). However only 29% of the variability was predicted from principals' self perceptions of their social and emotional skills regarding their overall leadership abilities ($R = .54$, $p < .01$).

Null hypothesis 4: Principals believe that their overall social and emotional skill levels in all subscales, as measured by the Social-Emotional Educational Leadership Factor survey, do not impact their school's academic success. The null hypothesis was rejected due to the multiple linear regression analysis indicating that principals' self perceptions of their social and emotional skills predicted 49% of the variability in their school's academic success ($R = .70$, $p < .01$). However, a higher 57% of the variability was predicted from teachers' perceptions of their principal's social and emotional skills regarding their school's academic success ($R = .76$, $p < .01$).

Limitations

The following items may be considered limitations of the study:

Self-reporting. As noted in previous research (Donaldson, Grant-Vallone, 2002; John & Robins, 1994; Paulhus & John, 1998; Pronin, Gilovich, & Ross, 2004), self-reporting on surveys tends to produce positively inflated scores regarding personal attributes. Self-reporting can also include individual bias from the responder, thus affecting the answers' accuracy to some degree. While this anonymous study was designed to limit individual bias, it must be assumed that this limitation occurred. The principals' self perceptions on the SELF survey may express subject bias. Classroom teachers may have alternative motivations when assessing principals. This possibility may increase the degree of bias contained within respondents' answers.

Expert validity. The SELF survey was developed by the researcher. The coefficient of reliability of all six subscales (Relationship Skills, Self Awareness, Responsible Decision Making, Self Management, Social Awareness, and Overall Influence) produced Cronbach's Alpha of 0.964, which met the general standard in social sciences of 0.70 to ensure high internal consistency (Andrews & Crandall, 1975; Peterson, 1994). While attaining expert validity by highly qualified educational experts (Gall et al., 2006), utilizing a larger sample for future analysis of the SELF survey may add support to the survey's construct validity.

Selection of participants. Those who refrained from completing the SELF surveys were not considered when interpreting the data. Due to the self-selection process used within this study, limited generalization could be considered to educators of differing demographics.

Convenience sample. The SELF survey was sent to at least 200 elementary schools within the state of Indiana. The electronic invitation stated the researcher's intent of the study, the anonymity of the results, and consent forms. The population used in this study was limited to Indiana public school principals and teachers. This population limitation hinders the goal of generalizing the study's results and implications across differing educational populations.

Small sample size. The sample contained a limited number of total participants and racial diversity. Of all 57 participants, 94.7% identified themselves being White, 1.8% as Asian, and 1.8% as Other. This diversity limitation hinders the goal of generalizing the study's results and implications across differing educational populations. Additional studies with a larger sample are recommended to provide additional support to the study's findings.

Limited definitions. When determining successful school outcomes, the researcher defined academic success by measuring AYP and ISTEP+ test results. These two academic measures do not comprehensively identify all academic outcomes in a school environment. To determine social success, the researcher chose to measure school's attendance rates. Attendance rates do not comprehensively identify the social environment of the school. While many elementary schools conduct yearly internal climate surveys, attempting to collect and standardize each school's unique survey format and design was not attempted.

Conclusions

Based on the data gathered and analyzed within this study and considering the aforementioned limitations, the researcher concluded the following: the

principals' social and emotional skills have a perceived positive impact on academic

and social outcomes, principals' self perceptions have a higher self assessment of

personal social and emotional skills when compared with the teachers' assessment,

perceptions of principals' social emotional skills in performing schools are higher

when compared to underperforming schools, and teachers believe at a higher rate

that their principals' social and emotional skills impact the principal's ability to lead

when compared the to self perception of principals and how their own social and

emotional skills impact their ability to lead.

It was found that principals' self perceptions of their social and emotional

skills predicted 21% of the variability of their school's ISTEP+ scores. Specifically,

principals' self perceptions of their Responsible Decision Making skills and Social

Awareness predicted the highest variability in ISTEP+ scores. Results showed that

principals' self perceptions of their social and emotional skills predicted 49% of the

variability in their school's academic success ($R = .70$, $p < .01$). A larger 57% of the

variability was predicted from teachers' perceptions of their principal's social and

emotional skills regarding their school's academic success ($R = .76$, $p < .01$).   These

findings support the perception and value of social and emotional skills found in

leadership and the positive relationship to academic outcomes of schools. Further

investigation can provide additional support to reaffirm the correlation between

social and emotional skills of principals and academic success of their schools.

Principals tended to assess their own social and emotional skills at a higher

positive rate than did their lead classroom teachers. Results revealed significant

differences among the six social and emotional skills as perceived by both principals

(Wilk's λ = .22, $F(1,26)$ = 8591.68, $p < .001$) and teachers (Wilk's λ = .42, $F(1,29)$ = 1297.89, $p < .001$). This finding is consistent with past studies (Donaldson & Grant-Vallone, 2002; Adams, Soumerai, Lomas, & Ross-Degnan, 1999), and provides additional research support to the field regarding self-report bias.

Principals and teachers working in schools with higher academic and social levels of achievement tended to assess principals' social and emotional skills more positively then principals and teachers working in lower academic and socially achieving schools (see Table 8). Underperforming schools consistently had lower average scores throughout the SELF survey when compared to performing schools. Combining the responses of principals' self perceptions and the perceptions of their teachers' perception of social and emotional leadership skills, all subscales had lower means in comparison to performing schools. This finding may suggest that perceptions of the principals' social and emotional skills can be positively or negatively influenced by the academic and social success of the respective schools (Elias, O'Brien, & Weissberg, 2006). Additional research specifically analyzing this relationship would need to be conducted to further support this notion.

Teachers tended to believe at higher rates that principals' social and emotional skills can affect the principals' ability to lead when compared to the responses of the principals. Results showed that teachers' perceptions of their principal's social and emotional skills predicted 82% of the variability of their assessment regarding their principals' overall leadership abilities ($R = .91, p < .01$). This finding suggests a positive relationship between the teachers' perceptions of their principals' social and emotional skills and their perceptions of the principals'

ability to lead. This can reinforce the importance of principals demonstrating positive social and emotional skills, as the analysis would indicate it predicts teachers' perceptions of the principals' overall leadership qualities. Further investigation can provide additional support to reaffirm the relationship between the teachers' perception of the principals' social and emotional skills and the teachers' overall perceptions of the principals' ability to successfully lead his/her school.

Recommendations For Future Research

Acknowledging the findings of this study, the researcher included recommendations for future research.

Continued studies analyzing the effects of social and emotional skills in educational leadership would benefit with a larger, more diverse population. Within this study, a vast majority (94.7%) of participants were Caucasian, and all were from Indiana elementary schools. By gaining a larger, more racially and geographically diverse population, generalizability can increase (Hittleman, Simon, 2002).

The analysis of the performing and underperforming schools can provide future qualitative case study opportunities by comparing the characteristics of achieving and underachieving schools. An in-depth qualitative study could provide insight to additional characteristics and dynamics (Gall et al., 2006; Tai, 2010) not covered in the SELF quantitative survey, which could generate additional information in the analysis of which school traits are common in performing and underperforming schools, and the possible causations (Gray, 2004). Points of

interest that could be investigated within performing and underperforming schools include the free and reduced lunch rate, comparison between rural, suburban, and urban school demographics, and the relationship between the school and the community it serves (Farkas, Grobe, Sheehan, & Shuan, 1990).

The study's finding that performing schools had higher perceptions and self-reports of principals' social and emotional skills when compared to underperforming schools has implications for educational practice and training. These results indicate the possible need for both social and emotional pre-service and in-service training for perspective and current principals. In addition, schools with underperforming social and academic outcomes may benefit from social and emotional professional development.

The final recommendation for future research would be to study the schools' students, their perceptions of their principals' social and emotional skills, and academic and social outcomes of their schools. The students, from which the academic and social success of a school is derived, could potentially offer an intriguing look by providing their perceptions of how the principals' social and emotional skills affect their school (Cook-Sather, 2002; Levin, 2000).

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Appendix A:

Initial Email to Possible Participants

Dear Principals and Classroom Teachers,

As a doctoral student at Ball State University, I am
passionate about adding to the field of social and emotional
intelligence research. As part of my dissertation, I have
designed a 10-minute anonymous survey that will examine the
social and emotional intelligence of elementary school
principals in relation to the academic and social success of
their school. Your participation in this study could
greatly impact the field of education. This research has
been approved by the Institutional Review Board at Ball
State University.

To participate, please forward this email to your assistant
principal (if applicable) and all lead elementary classroom
teachers. By clicking on the specific links below, the 10-
minute survey will be sent to you, your assistant principal
(if applicable), and all elementary classroom
teachers. Prior to the completing the survey, each user
will be asked to agree to the provided consent form.

Confidentiality is of the utmost importance. Know that all
data will be coded and secured. Also, no identifying
information such as individual or school names will be used
in any publication or presentation of the data. The
researcher emphasizes that all of your answers are

anonymous, and that all data will be destroyed once the
research has been completed.

PRINCIPALS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?Soc
ialEmotional+Educational+Leadership+Factor:+Principal+Editio
n

ASSISTANT PRINCIPALS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?Soc
ial-Emotional+Educational+Leadership+Factor:+Teacher+Edition

TEACHERELATIONSHIP SKILLS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?Soc
ial-Emotional+Educational+Leadership+Factor:+Teacher+Edition

Thank you for your consideration, and please let me know if
you have any questions.

Sincerely,

Anthony M. Kline

Elementary Education Instructor

Department of Elementary Education

Teachers College 307F

Ball State University

Muncie, IN 47306

Phone 765.285.8542

Fax 765.285.8793

Appendix B:

Second Email to Possible Participants

Appendix B: Second Email to Possible Participants

Dear Principals and Lead Classroom Teachers,

As a friendly reminder, please consider participating in this important research study. The average time to fully complete this survey is less than 5 minutes. Your assistance is truly appreciated.

As a doctoral student at Ball State University, I am

passionate about adding to the field of social and emotional intelligence research. As part of my dissertation, I have designed a 10-minute anonymous survey that will examine the social and emotional intelligence of elementary school principals in relation to the academic and social success of their school. Your participation in this study could greatly impact the field of education. This research has been approved by the Institutional Review Board at Ball State University.

To participate, please forward this email to your assistant principal (if applicable) and all lead elementary classroom teachers. By clicking on the specific links below, the 10-minute survey will be sent to you, your assistant principal (if applicable), and all elementary classroom teachers. Prior to the completing the survey, each user will be asked to agree to the provided consent form.

Confidentiality is of the utmost importance. Know that all data will be coded and secured. Also, no identifying information such as individual or school names will be used in any publication or presentation of the data. The researcher emphasizes that all of your answers are anonymous, and that all data will be destroyed once the research has been completed.

PRINCIPALS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?SocialEmotional+Educational+Leadership+Factor:+Principal+Edition

ASSISTANT PRINCIPALS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?SocialEmotional+Educational+Leadership+Factor:+Teacher+Edition

LEAD TEACHERELATIONSHIP SKILLS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?SocialEmotional+Educational+Leadership+Factor:+Teacher+Edition

Thank you for your consideration, and please let me know if you have any questions.

Sincerely,

Anthony M. Kline

Elementary Education Instructor

Department of Elementary Education

Teachers College 307F

Ball State University

Muncie, IN 47306

Phone 765.285.8542

Fax 765.285.8793

Appendix C:

Final Email to Possible Participants

Appendix C: Final Email to Possible Participants

Dear Principals and Lead Classroom Teachers,

Thank you for all of those who have completed this short
survey, the response has been appreciated! Principals,
please forward this to your lead classroom teachers to
complete. The average time to finish this survey is less
than 5 minutes. Below is additional information regarding
this research:

As a doctoral student at Ball State University, I am
passionate about adding to the field of social and emotional
intelligence research. As part of my dissertation, I have
designed a 10-minute anonymous survey that will examine the
social and emotional intelligence of elementary school
principals in relation to the academic and social success of
their school. Your participation in this study could
greatly impact the field of education. This research has
been approved by the Institutional Review Board at Ball
State University.

To participate, please forward this email to your assistant principal (if applicable) and all lead elementary classroom teachers. By clicking on the specific links below, the 10-minute survey will be sent to you, your assistant principal (if applicable), and all elementary classroom teachers. Prior to the completing the survey, each user will be asked to agree to the provided consent form.

Confidentiality is of the utmost importance. Know that all data will be coded and secured. Also, no identifying information such as individual or school names will be used in any publication or presentation of the data. The researcher emphasizes that all of your answers are anonymous, and that all data will be destroyed once the research has been completed.

PRINCIPALS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?SocialEmotional+Educational+Leadership+Factor:+Principal+Edition

ASSISTANT PRINCIPALS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?SocialEmotional+Educational+Leadership+Factor:+Teacher+Edition

LEAD CLASSROOM TEACHERELATIONSHIP SKILLS CLICK

HERE: http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?Soc [ialEmotional+Educational+Leadership+Factor:+Teacher+Edition](http://inquisitor.bsu.edu/inqsit/inqsit.cgi/kline?SocialEmotional+Educational+Leadership+Factor:+Teacher+Edition)

Thank you for your consideration, and please let me know if you have any questions.

Sincerely,

Anthony M. Kline

Elementary Education Instructor

Department of Elementary Education

Teachers College 307F

Ball State University

Muncie, IN 47306

Phone 765.285.8542

Fax 765.285.8793

Appendix D:

Social-Emotional Educational Leadership Factor: Principal Edition

Approved With Expert Validity

Appendix D: Social-Emotional Educational Leadership Factor: Principal Edition.
Approved with Expert Validity

1. I appropriately manage conflict between individuals.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

2. I accurately identify my academic values.
   A.   Always
   B.   Very Often

  C. Sometimes
  D. Rarely
  E. Never

3. I make decisions after considering the appropriate social norms.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

4. I accurately identify my personal leadership strengths.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

5. I make decisions based on safety.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

6. I display a healthy sense of impulse control.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

7. I appreciate group differences.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

8. It is important that principals demonstrate strong social and emotional skills.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

9. I regulate my emotions appropriately.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

10. I empathize with school classroom teachers.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

11. I appropriately resolve conflict between individuals.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

12. My social and emotional skills positively influence my leadership abilities.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

13. I accurately identify my weak areas of leadership.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

14. I express my thoughts appropriately.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

15. My social and emotional skills positively influence the social school environment.
    A.   Always
    B.   Very Often

      C.   Sometimes
      D.   Rarely
      E.   Never

16. I make decisions based on ethical standards.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

17. I appropriately model the attribute of cooperation.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

18. I recognize individual differences.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

19. My social and emotional skills positively influence the academic success of the school.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

20. I accurately identify my social values.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

21. I handle my stress appropriately.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

22. I make decisions after considering the likely consequences.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

23. I appreciate individual differences.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

24. I appropriately seek help when needed.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

25. I display a healthy sense of self-confidence.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

26. I listen intently to classroom teachers.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

27. I make decisions based on respect for others.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

28. I recognize group differences.
   A.   Always
   B.   Very Often

      C. Sometimes
      D. Rarely
      E. Never

29. I resist inappropriate social pressure.
      A. Always
      B. Very Often
      C. Sometimes
      D. Rarely
      E. Never

30. Your Sex
      A. Male
      B. Female

31. Current Position
      A. Head Principal
      B. Assistant Principal
      C. Classroom Teacher

32. Total Years Of Head Principal Experience
      A. 1-5 Years
      B. 6-10 Years
      C. 11-15 Years
      D. 16+ Years

33. Total Years As Head Principal At Current School
      A. 1-5 Years
      B. 6-10 Years
      C. 11-15 Years
      D. 16+ Years

34. Your Race
      A. Asian
      B. Black
      C. Hispanic
      D. Native American
      E. White
      F. Other

35. Please provide the name of your school. The researcher emphasizes that all of your answers are anonymous, and that all data will be destroyed once the research has been completed.

Appendix E:

Social-Emotional Educational Leadership Factor: Teacher Edition

Approved With Expert Validity

Appendix E: Social-Emotional Educational Leadership Factor: Teacher Edition.
Approved with Expert Validity

1. The school principal appropriately manages conflict between individuals.
   A.   Always
   B.   Very Often
   C.   Sometimes
   D.   Rarely
   E.   Never

2. The school principal accurately identifies his/her academic values.
   A.   Always
   B.   Very Often
   C.   Sometimes

    D.   Rarely
    E.   Never

3. The school principal makes decisions after considering the appropriate social norms.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

4. The school principal accurately identifies his/her personal leadership strengths.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

5. The school principal makes decisions based on safety.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

6. The school principal displays a healthy sense of impulse control.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

7. The school principal appreciates group differences.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

8. It is important that the school principal demonstrates strong social and emotional skills.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely

  E. Never

9. The school principal regulates his/her emotions appropriately.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

10. The school principal empathizes with school classroom teachers.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

11. The school principal appropriately resolves conflict between individuals.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

12. The school principal's social and emotional skills positively influence his/her leadership abilities.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

13. The school principal accurately identifies his/her weak areas of leadership.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

14. The school principal expresses his/her thoughts appropriately.
  A. Always
  B. Very Often
  C. Sometimes
  D. Rarely
  E. Never

15. The school principal's social and emotional skills positively influence the social school environment.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

16. The school principal makes decisions based on ethical standards.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

17. The school principal appropriately models the attribute of cooperation.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

18. The school principal recognizes individual differences.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

19. The school principal's social and emotional skills positively influence the academic success of the school.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

20. The school principal accurately identifies his/her social values.
    A.   Always
    B.   Very Often
    C.   Sometimes
    D.   Rarely
    E.   Never

21. The school principal handles his/her stress appropriately.
    A.   Always

      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

22. The school principal makes decisions after considering the likely consequences.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

23. The school principal appreciates individual differences.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

24. The school principal appropriately seeks help when needed.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

25. The school principal displays a healthy sense of self-confidence.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

26. The school principal listens intently to classroom teachers.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

27. The school principal makes decisions based on respect for others.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely

      E.   Never

28. The school principal recognizes group differences.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

29. The school principal resists inappropriate social pressure.
      A.   Always
      B.   Very Often
      C.   Sometimes
      D.   Rarely
      E.   Never

30. Your Sex
      C.   Male
      D.   Female

31. Current Position
      D.   Head Principal
      E.   Assistant Principal
      F.   Classroom Teacher

32. Total Years Of Head Principal Experience
      E.   1-5 Years
      F.   6-10 Years
      G.   11-15 Years
      H.   16+ Years

33. Total Years As Head Principal At Current School
      E.   1-5 Years
      F.   6-10 Years
      G.   11-15 Years
      H.   16+ Years

34. Your Race
      G.   Asian
      H.   Black
      I.   Hispanic
      J.   Native American
      K.   White
      L.   Other

35. Please provide the name of your school. The researcher emphasizes that all of your answers are anonymous, and that all data will be destroyed once the research has been completed.

Appendix F:

Social-Emotional Educational Leadership Factor (SELF)

Information Guide, First Draft

Appendix F: First Draft of SELF Submitted for Expert Validity

Social-Emotional Educational Leadership Factor (SELF)

Information Guide

Anthony M. Kline

Ball State University

January 28, 2010

Table Of Contents

Rationale:

While a growing body of literature (Dulewicz & Higgs, 2000; Goleman et al., 2002; Kobe et al., 2001) has supported that business leaders with advanced levels of emotional intelligence are more successful when compared to peers with lower levels, and that social and emotional intelligence has been shown to increase the social and academic advancement in today's school system (Jennings & Greenberg,

2008; Ragozzino et al., 2003), little research has analyzed the correlation of success

between educational leadership and social and emotional skills. For my dissertation

entitled, *Assessing The Influence Of Social and Emotional Intelligence In Effective*

Educational Leadership, I will study the relationship between elementary school

principals' social and emotional competencies and their schools' academic and

social success.

During my analysis of various instruments that focus on social and emotional

attributes, I discovered the lack of quality tools available that assess both social and

emotional skills in elementary school principals. By creating the Social-Emotional

Educational Leadership Factor (SELF), its design allows assessment of the self-

perceptions of principals and the perceptions of his/her faculty regarding social and

emotional leadership skills. The SELF survey contains specific questions influenced

by the Collaborative for Academic, Social, and Emotional Learning (CASEL) model of

social and emotional competencies. CASEL is the nation's leading educational

authority on social and emotional learning. The organization has been informed of

this research project. Utilizing their respected definition that includes five skills and

competencies of social and emotional learning, the SELF survey has questions

crafted around these five characteristics, including self-awareness, self-management,

social awareness, relationship skills, and responsible decision-making.

Supporting Research:

In a time of educational unrest, today's school leaders are looking at

innovative approaches to address realities in the 21st century (Gibson, 2009). As the

emphasis of high stakes tests increased during the 1990s, so did the interest in

social and emotional intelligence. While initially the focus on this field tended to be

on its impact in the business world, researchers grew interested in generalizing

social and emotional skills in other professions. Much of the preliminary evidence

suggested that the most effective chief executive officers of successful and profitable

world companies had higher levels of social and emotional skills (Cherniss &

Goleman, 1999). From those promising studies, researchers began to shift the focus

towards how social and emotional characteristics could also impact the education

community. This movement began to flourish, and organizations supporting social

and emotional research in schools increased as well. Institutions began

implementing programs that allow students to strengthen their social and

emotional skills, which studies have shown can increase academic scores

(Mountstephen et al., 2008), social behaviors, and healthier communities (Elias et al.,

2003). This intelligence has been tied to enhancing students' ability to handle

challenges and stress, therefore influencing potential academic performance

(Thilmany, 2004). Also, Qualter, Gardner, and Whiteley (2007) acknowledged how

social and emotional attributes can enhance life success. Furthermore, as the need

for socially and emotionally competent individuals is clear (Cavallo & Brienza, 2002;

Cherniss, Extein, Goleman, & Weissberg 2006; Petrides et al., 2004; Parker et al.,

2004; Zins et al., 2004), educators have the opportunity to continue with their

progress to help shape the future of these 21st century learners, therefore

influencing the well-being of society.

Potential Benefits:

Much research (Mountstephen et al., 2008; Parker, Summerfeldt, & Majeski 2006; Ragozzino et al., 2003; Jennings & Greenberg, 2008) has supported the importance of incorporating social and emotional competencies within the academic classrooms for student success. In addition, a growing body of studies has determined the need for additional pre-service training on how to develop these social and emotional skill sets in the lives of children. However, a very limited amount of published research has focused on how the social and emotional skills of educational leadership (i.e. principals) affect the success of the schools in which they operate and serve.

This study works to identify the perceived levels of social and emotional intelligence within principals, then to discover the correlation between these perceived skills and the students' academic and social success taking place at his/her respective school. The significance of this study can assist in determining what characteristics are most needed when hiring educational leaders who can positively influence the success of schools. Also, higher education continually looks to improve its practice on how to train and prepare the highest quality of future educational leadership. If socially and emotionally competent leadership can increase the likelihood of educational success for those respective schools, universities across the nation may find the need to reexamine the quality and quantity of the social and emotional training that has been occurring in pre-service training.

SELF Inventory For Elementary Teachers:

The following questions will be electronically sent through InQsit to participating elementary school teachers to survey their perceptions regarding the social and emotional leadership abilities of their principals.

The SELF survey is designed to assess perceptions of the social and emotional skills

of school principals. Social and emotional intelligence can be defined as the ability

to handle oneself, relationships, and work in an effective and ethical manner. Please

answer the following questions and mark the best answer.

Self-Awareness Questions

1. The school principal accurately identifies his/her personal leadership

    strengths.

    Always, Very Often, Sometimes, Rarely, Never

2. The school principal accurately identifies strengths within individuals in the

    school faculty.

    Always, Very Often, Sometimes, Rarely, Never

3. The school principal accurately identifies his/her areas weakness of

    leadership.

    Always, Very Often, Sometimes, Rarely, Never

4. The school principal accurately identifies areas of weakness within

    individuals in the school faculty.

    Always, Very Often, Sometimes, Rarely, Never

5. The school principal displays a healthy sense of self-confidence.

    Always, Very Often, Sometimes, Rarely, Never

Self-Management Questions

6. The school principal handles his/her stress appropriately.

    Always, Very Often, Sometimes, Rarely, Never

7. The school principal displays a healthy sense of impulse control.

    Always, Very Often, Sometimes, Rarely, Never

8. The school principal models the attribute of perseverance.

    Always, Very Often, Sometimes, Rarely, Never

Social Awareness Questions

9. The school principal empathizes with school classroom teachers.

    Always, Very Often, Sometimes, Rarely, Never

10. The school principal recognizes individual differences.

    Always, Very Often, Sometimes, Rarely, Never

11. The school principal appreciates individual differences.

    Always, Very Often, Sometimes, Rarely, Never

12. The school principal recognizes group differences.

    Always, Very Often, Sometimes, Rarely, Never

13. The school principal appreciates group differences.

    Always, Very Often, Sometimes, Rarely, Never

Relationship Skill Questions

14. The school principal appropriately models the attribute of cooperation.

    Always, Very Often, Sometimes, Rarely, Never

15. The school principal resists inappropriate social pressure

    Always, Very Often, Sometimes, Rarely, Never

16. The school principal appropriately seeks help when needed

    Always, Very Often, Sometimes, Rarely, Never

17. The school principal appropriately prevents conflict between individuals

Always, Very Often, Sometimes, Rarely, Never

18. The school principal appropriately manages conflict between individuals

    Always, Very Often, Sometimes, Rarely, Never

19. The school principal appropriately resolves conflict between individuals

    Always, Very Often, Sometimes, Rarely, Never

Responsible Decision-Making Questions

20. The school principal makes decisions based on ethical standards

    Always, Very Often, Sometimes, Rarely, Never

21. The school principal makes decisions based on safety

    Always, Very Often, Sometimes, Rarely, Never

22. The school principal makes decisions based on respect for others

    Always, Very Often, Sometimes, Rarely, Never

Overall Influence Questions

23. The social and emotional skills of the school principal positively influence the

    academic success of the school.

    Always, Very Often, Sometimes, Rarely, Never

24. The social and emotional skills of the school principal positively influence the

    social school environment.

    Always, Very Often, Sometimes, Rarely, Never

25. The social and emotional skills of the school principal positively influence

    his/her leadership abilities.

    Always, Very Often, Sometimes, Rarely, Never

26. It is important that school principals demonstrate strong social and

emotional skills.

Always, Very Often, Sometimes, Rarely, Never

Please mark the most appropriate answer:

Sex: Male/Female

Current Role: Principal, Vice Principal, Elementary Teacher

Experience In Role: 1-5, 6-10, 11-15, 16+

Race: White, Black, Hispanic, Asian, Native American, Other

SELF Inventory For Principals:

The following questions will be electronically sent through InQsit to

participating elementary school principals to survey their self-perceptions of their

social and emotional leadership abilities:

The SELF is designed to assess perceptions of the social and emotional skills of school principals. Social and emotional intelligence can be defined as the ability to handle oneself, relationships, and work in an effective and ethical manner. Please answer the following questions and mark the best answer.

Self-Awareness Questions

1. I accurately identify my personal leadership strengths.

   Always, Very Often, Sometimes, Rarely, Never

2. I accurately identify strengths within individuals in the school faculty.

   Always, Very Often, Sometimes, Rarely, Never

3. I accurately identify my weak areas of leadership.

   Always, Very Often, Sometimes, Rarely, Never

4. I accurately identify areas of weakness within individuals in the school

   faculty.

   Always, Very Often, Sometimes, Rarely, Never

5. I display a healthy sense of self-confidence.

   Always, Very Often, Sometimes, Rarely, Never

Self-Management Questions

6. I handle my stress appropriately.

   Always, Very Often, Sometimes, Rarely, Never

7. I display a healthy sense of impulse control.

   Always, Very Often, Sometimes, Rarely, Never

8. I model the attribute of perseverance.

    Always, Very Often, Sometimes, Rarely, Never

Social Awareness Questions

9. I empathize with school classroom teachers.

    Always, Very Often, Sometimes, Rarely, Never

10. I recognize individual differences.

    Always, Very Often, Sometimes, Rarely, Never

11. I appreciate individual differences.

    Always, Very Often, Sometimes, Rarely, Never

12. I recognize group differences.

    Always, Very Often, Sometimes, Rarely, Never

13. I appreciate group differences.

    Always, Very Often, Sometimes, Rarely, Never

Relationship Skill Questions

14. I appropriately model the attribute of cooperation.

    Always, Very Often, Sometimes, Rarely, Never

15. I resist inappropriate social pressure.

    Always, Very Often, Sometimes, Rarely, Never

16. I appropriately seek help when needed.

    Always, Very Often, Sometimes, Rarely, Never

17. I appropriately prevent conflict between individuals.

    Always, Very Often, Sometimes, Rarely, Never

18. I appropriately manage conflict between individuals.

Always, Very Often, Sometimes, Rarely, Never

19. I appropriately resolve conflict between individuals.

Always, Very Often, Sometimes, Rarely, Never

Responsible Decision-Making Questions

20. I make decisions based on ethical standards.

Always, Very Often, Sometimes, Rarely, Never

21. I make decisions based on safety.

Always, Very Often, Sometimes, Rarely, Never

22. I make decisions based on respect for others.

Always, Very Often, Sometimes, Rarely, Never

Overall Influence Questions

23. My social and emotional skills positively influence the academic success of

the school.

Always, Very Often, Sometimes, Rarely, Never

24. My social and emotional skills positively influence the social school

environment.

Always, Very Often, Sometimes, Rarely, Never

25. My social and emotional skills positively influence my leadership abilities.

Always, Very Often, Sometimes, Rarely, Never

26. It is important that school principals demonstrate strong social and

emotional skills.

Always, Very Often, Sometimes, Rarely, Never

Please mark the most appropriate answer:

Sex: Male/Female

Current Role: Principal, Vice Principal, Elementary Teacher

Experience In Role: 1-5, 6-10, 11-15, 16+

Race: White, Black, Hispanic, Asian, Native American, Other

Appendix G:

Consent Form For Institutional Review Board

Appendix G: Consent Form For Institutional Review Board

Study Title
Assessing The Influence Of Social And Emotional Intelligence In Effective
Educational Leadership

Study Purpose and Rationale

The purpose of this study is to examine how principals" social and emotional skills affect the social and academic success of elementary schools.
In the business world, there is much research linking business success to the social and emotional skills of individuals in leadership positions. However in the educational field, social and emotional leadership studies are limited. By studying the effects of principals" social and emotional skills on the success of schools, the results of this research may have an influence on the hiring and training practices of educational leaders.

Inclusion/Exclusion Criteria
To be eligible to participate in this study, you must be an elementary school teacher, assistant elementary principal, or school elementary principal.

Participation Procedures and Duration
For this study, you will be asked to complete an electronic survey entitled, "Social-Emotional Educational Leadership Factor." This online survey should take approximately 10 minutes to complete by using a computer.

Data Confidentiality or Anonymity
All data will be confidential and no identifying information such as your name or school will be used in any publication or presentation of the data.

Storage of Data
The data collected will be stored on the researcher's password-protected computer. Only members of the research team will have access to the data. After completion of the study, your data will be erased.

Risks or Discomforts
The anticipated risk from participating in this study is that you may feel uncomfortable answering some of the questions. You may choose to not answer any question that makes you uncomfortable. You may quit the study at any time.

Who to Contact Should You Experience Any Negative Effects from Participating in this Study
Should you experience any feelings of anxiety, there are resource services available to you through the Child Care Resource & Referral of Muncie, (765) 288-0448.

Benefits
This study does not involve direct benefits to any participant, though there may be a benefit to society based upon the educational leadership findings and possible implications.

Voluntary Participation
Your participation in this study is completely voluntary and you are free to withdraw your permission at anytime for any reason without penalty or prejudice

from the researcher. Please feel free to ask any questions of the researcher before signing this form and at any time during the study.

IRB Contact Information
For your rights as a research subject, you may contact the following: Research Compliance, Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

Study Title   Assessing The Influence Of Social And Emotional Intelligence In Effective Educational Leadership

****

Consent
By clicking "I agree" below, I agree to participate in this research project entitled, "Assessing The Influence Of Social And Emotional Intelligence In Effective Educational Leadership." I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. To the best of my knowledge, I meet the inclusion/exclusion criteria for participation in this study.

Researcher Contact Information

Principal Investigator:	Faculty Supervisor:
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Elementary Education	Elementary Education
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