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A MIXED METHOD CASE STUDY: BAR-ON EQ-I FRAMEWORK OF
EMOTIONAL INTELLIGENCE AND THE SCHOOL LEADERSHIP EXPERIENCES
OF PRINCIPALS WHO COMPLETED AN URBAN LEADERSHIP PROGRAM IN
NORTHERN CALIFORNIA

A Dissertation Presented
to
The Faculty of the School of Education
Department of Leadership Studies
Organizational and Leadership Program

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Jasvinder Kaur
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THE UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

A Mixed Method Case Study: Bar-On EQ-i Framework of Emotional Intelligence and the
School Leadership Experiences of Principals Who Completed an Urban Leadership
Program in Northern California

The complex nature of urban schools requires urban school principals to have the
ability to improve academic achievement, to work in challenging urban environments,
and to struggle through the bureaucratic challenges of state and federal standards, rules,
and regulations. The issue facing the educational community is whether to wait for
federal and state organizations to create standards, rules, and regulations to appropriately
support and to help school principals become outstanding principals; or whether
educational communities should work in the present to actualize a future in which urban
youth are provided school leadership so that youth can be successfully educated.

The study examined leadership experiences of principals in the context of a
school setting, by using the Bar-On EQ-i emotional-intelligence framework to collect
data. The case study entailed a mixed-methods approach, with a concurrent triangulation
strategy, using both quantitative and qualitative data. The researcher used a preexisting
instrument called the Bar-On EQ-i and the demographic questionnaire as the two
quantitative instruments. The open-ended interview protocol and the 5-day reflective
journal were the two qualitative instruments used in the current study.

Based on the quantitative and qualitative data results, the participants displayed
high levels of awareness in each of the Bar-On EQ-i scales and subscales. The principals
in the current study foster relationships with students, teachers, district-office personnel,
parents, and the community by adapting their leadership style. Seeing themselves as

servants of schools, the principals use situational leadership to adapt and manage the constant changing and challenging school climate. Additionally, they use transformational leadership to develop, motivate, and support their school community. As principals motivate and support others, the researcher in the current study also found principals lack mentoring support.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Jasvinder Kaur – Candidate_____   _02/24/2010_____

Dissertation Committee

Dr. Patricia Mitchell– Chairperson_____   _02/24/2010_____

Dr. Betty Taylor_____   _02/24/2010_____

Dr. Christopher Thomas_____   _02/24/2010_____

DEDICATION

This dissertation is dedicated to my wonderful parents,

Ratan Singh and Nashatar Kaur,

who are the foundation of my being. They have constantly aided my journey by centering

my spirit with words from our most high, Our Creator.

This dissertation is also dedicated to my mentor,

Dr. Lila Jacobs, PhD.,

who always demonstrated unconditional love and taught me how to appreciate the gift of

knowledge. Without her insight, this journey would have only been an illusion. Dr.

Jacobs taught me to expect more of myself and the world around me. I am forever

humbled and grateful for the wisdom and strength my parents and Dr. Jacobs have

shared. I love you.

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For all who have been in my past and for those that I still have the honor of having in my present, I am thankful for the support you have provided and for the lessons you have taught me. With grace from God, our collective journey allowed me to discover my inner-strength. Our experiences taught me to sit in my silence and to understand myself, which has allowed me to better understand others. I look forward to our future with optimism and excitement. Once again, thank you for teaching me.

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CHAPTER I

THE RESEARCH PROBLEM

Statement of the Problem

The complex nature of urban schools requires urban school principals to have the ability to improve academic achievement, to work in challenging urban environments, and to struggle through the bureaucratic challenges of state and federal standards, rules, and regulations. At the same time, principals need to maintain a commitment to their school community, all with limited leadership preparation (Crew, 2007; Cuban, 2001; Jacobs, Kaur, & Dosty; 2008, National Association of State Boards of Education [NASBE], 1999, 2004; Noguera & Wang, 2006; Norton, 2002; Partlow, 2007; Papa, 2007; Papa & Baxter, 2005; Sanders & Simpson, 2005).

The preparation of school principals generally takes place in administrative credential programs that have set standards, rules, and regulations regarding admittance criteria and state-approved curricular content, which is the case in California (Council of Chief State School Officers [CCSSO], 2008; NASBE, 1999, 2004). In order to understand the challenges of urban-school principals in California, it is important to first understand the state's administrative credentialing and general requirements in a historical context.

California adapted standards from the federal 1996 Interstate School Leaders Licensure Consortium (ISLLC) to create the California Professional Standards for Educational Leaders (CPSEL; California Commission on Teacher Credentialing [CCTC], 2004). Recently, in 2008, the Wallace Foundation supported the National Policy Board for Educational Administration in revising the 1996 ISLLC standards for educational

leaders (CCSSO, 2008). Because 2008 ISLLC standards are fairly new, the state of California is currently in the process of revising their CPSEL standards.

Based on CCTC standards, California higher education institutions have developed admittance criteria. Rarely does the criteria include a candidates' active connection to the local community, their prior commitment to urban schools or communities, or their understanding of how their identity impacts their perspectives (Jacobs et al., 2008). Additionally, traditional administrative programs do not explicitly connect passion to knowledge or activism to leadership, which are key cornerstones needed in urban communities (Jacobs et al.).

According to Sanders and Simpson (2005) in a report entitled State Policy Framework to Develop Highly Qualified Educational Administrators, written on behalf of CCSSO:

> The data also indicate that most states' policies are focused at the entry level, to assure that beginning practitioners have appropriate professional qualifications to be successful on the job or at least, as a minimum criterion for employment, demonstrate sufficient qualifications to do no harm. Increasingly, state policy makers recognize that entry-level expectations are not sufficient for success on the job and have developed policies and programs to improve qualifications along the career continuum. (p. v)

Clearly, CCSSO is aware that there is a problem with the current bureaucratic system and is working through layers of rules and regulations to improve the process (Sanders & Simpson, 2005). In the meantime, urban communities lack school leaders who are equipped with the appropriate skill set to lead schools adequately, and as a consequence, these leaders have a harmful influence on the academic success of urban students (Cuban, 2001; NASBE, 1999, 2004).

Therefore, due to the bureaucratic layers of the organizational structure of school administration, school districts have difficulty attracting and retaining principals

(NASBE, 1999, 2004; Norton, 2002; Partlow, 2007). The problem of attracting and retaining principals is further magnified in urban settings due to the socioeconomic challenges and difficult work environments (Cuban, 2001; Jacobs et al., 2008; NASBE, 1999, 2004; Norton; Papa, 2007; Papa & Baxter, 2005).

The issue facing the educational community is whether to wait for federal and state organizations to create standards, rules, and regulations to appropriately support and to help school principals become outstanding principals; or whether educational communities should work in the present to actualize a future in which urban youth are provided school leadership so that youth can be successfully educated. In order to ensure success of both the principal and the school, aspiring school principals must be taught a theoretical foundation of emotionally intelligent leadership, which incorporates an action-based participatory approach, as well as incorporating educational policy, regulations, and standards (Jacobs et al., 2008).

Purpose of the Study

The purpose of this case study was to explore and document the school leadership experiences of principals who completed a university program specifically focused on the preparation of urban leaders. The study examined leadership experiences of principals in the context of a school setting, by using the Bar-On Emotional Quotient Inventory (EQ-i) framework to collect data in the following areas: (a) intrapersonal: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence; (b) interpersonal: interpersonal relationships, social responsibility, and empathy; (c) adaptability: problem solving, reality testing, and flexibility; (d) stress management: stress tolerance and impulse control; and (e) general mood: happiness and optimism.

Background and Need for the Study

Recent studies propose that the leadership of urban schools is a critical factor in improving low-achieving schools (Crew, 2007; Noguera & Wang, 2006; Partlow, 2007). Research also suggests that emotional-intelligence school leadership is an important factor for improving school climate (Allen, 2003; Reed, 2005). Snell (2003) and Waters, Marzano, and McNulty (2003) stated that leadership is also a key factor for increasing student achievement. Because student achievement and school climate are constant challenges for urban schools (NASBE, 2004; Nevarez & Wood, 2007; William, 2004), leadership in urban schools plays a pivotal role and therefore is the key focus of this study.

Research indicates that challenges impacting urban-school leadership include lack of qualified applicants for principalship positions, high turnover rates, low student academic achievement, socioeconomic challenges surrounding crime and poverty, district policy changes, and increasing federal and state accountability standards (Cuban, 2001; NASBE, 1999, 2004; Papa, 2007; Papa & Baxter, 2005; Partlow, 2007).

Urban School Principals

Cuban (2001), wrote, "For those who lead urban schools, different expectations, different obligations, and different city histories require far more moxie, skills, and political finesse than for their colleagues in middle and upper-class, racially isolated suburbs" (p. 2). Principals need to understand the social and political climates of urban settings. Without emotional-intelligence skills, the administrator's job in urban schools becomes increasingly challenging due to the lack of ability to problem solve (Williams,

2004, 2008), resulting in the school climate being impacted negatively (Allen, 2003). A challenging school climate results in lower principalship retention (Partlow, 2007).

Ruffin (2007) further built on Cuban's (2001) perspective. Ruffin suggested that principal-preparation programs incorporate practitioner voices and reflection, including theory and research, so as to develop and prepare educational leaders (Ruffin). Principal professional-development programs require frameworks and models that are aligned with the current realities and challenges of the field (Ruffin; Speck, 1996).

According to Sankey (2007), if schools were aware of their own personnel's development and understanding, they would operate more effectively. The school principal must understand school dynamics in order to foster a positive school climate (Allen, 2003). The complex nature of urban schools requires leaders to have the ability to be thoughtful and thorough, as well as courageous, self-confident, and act as change catalysts in order to address the multifaceted challenges and solve problems effectively (Williams, 2004, 2008).

While the data demonstrates an increase in the number of school administrators (California Department of Education [CDE] 2009a, 2009b; National Center for Education Statistics [NCES] 2005, 2006–2007), research indicates there are smaller pools of qualified school principals (NASBE, 1999, 2004; Roza, Celio, Harvey, & Wilson, 2003). Based on data maintained by the National Center for Education Statistics (NCES, 2005), the number of school administrators, including elementary and secondary principals and assistant principals, has grown each year. Within a 2-year period, there was an increase of slightly more than 12% in school administrators in California. As of the fall 2004–2005 school year, there were 169,269 school administrators in the United States, of which 8%

(13,946) were in California (NCES, 2005). For the 2006–2007 school year, there were 17,320 school administrators in California public elementary and secondary schools (NCES, 2006–2007).

Because federal student-enrollment data were estimated for one grade level by NCES for individual states, there were variations between federal and state data for student enrollment. Therefore the researcher, for the purpose of this study, used enrollment and administrative staffing data from the California Department of Education (CDE) for a more accurate descriptive analysis, because the study is focused in California. According to DataQuest, an on-line data repository maintained by CDE, the Full-Time Equivalent (FTE) administrator-to-student ratio decreased from 1:269 for school year 2003–2004 to 1:244 for school year 2007–2008 (CDE, 2009a, 2009b), resulting in 25 fewer students per administrator than 5 years prior. CDE defines FTE administrators as "principals, assistant principals, program directors or coordinators, and other certificated staff not providing direct services to students" (CDE, 2009a, p. 1). The data from CDE suggests that the state of California is statistically improving administration-to-student ratios.

Principal Turnover

Though the administrator-to-student ratio has improved, turnover continues and future turnover rates are unpredictable (Partlow, 2007). "Turnover" is a very general term, and can encompass a multitude of scenarios that can result in principals leaving their positions. Using the definition provided by Partlow, turnover involves

> All changes in the principalship in those schools, both because of voluntary
> decisions made by the principal (some may have chosen to leave for reasons of
> promotion, money, benefits, retirement, or fewer demands offered in another

position) and involuntary decisions (the superintendent or board chose to replace the principal). (p. 63)

"The annual turnover rates of principals and superintendents have already reached alarming levels—20% or more in some places" (NASBE, 2004, p. 1). Similarly, a study conducted by Rand Education (2004) also reported a principal turnover rate of 14% and 18%, from 1987 to 2001 for Illinois and North Carolina. At the time of the current study, individual state studies were not conducted to provide additional statistical data on principal turnover rates. Based on the limited data available on principal turnover rates (NASBE, 2004; Rand Education, 2004), it is still of importance for policymakers to address the challenging issues that result in turnover, such as "lower per-pupil expenditures, the lack of incentives, counterproductive hiring practices, and the lack of support to implement federal, state, and local mandates" (NASBE, 2004, p. 1).

Recent research (NASBE, 2004; Papa & Baxter, 2005; Roza et al., 2003) suggests there is no evidence of a shortage of certificated principals. According to a study of 83 public school districts nationwide, of which 74% were in or near urban areas, statistical data did not exist to support the claim of principal shortage (Roza et al.). Instead, research indicates the problem of shortage of principals requires a deeper investigation (NASBE, 2004; Roza et al.). Though there are many certificated principals, the job of school leadership requires an appropriate skill set, including willingness to work in these socioeconomically challenged school communities (NASBE, 1999).

For the principals that take on these assignments, working conditions are not reasonable because they involve lack of resources, long work days, high stress, and less qualified teachers (NASBE, 1999; Norton, 2002; Papa, 2007; Papa & Baxter, 2005).

These challenges result in high principal turnover rates and discourage candidates from applying for school leadership positions (Norton).

Other Challenges Faced by Principals

Along with salary being a demotivating factor for school principals, research demonstrates there are other factors that contribute to turnover and cause schools to have difficulty with academic achievement (Cuban 2001; Jacobs et al., 2008; NASBE, 1999, 2004; Norton, 2002; Sankey, 2007; Speck, 1996). Some of these factors include school-community socioeconomic challenges, district policy changes, minimal or no mentoring support, and the increasing complexity of federal and state accountability standards (Cuban,; Jacobs et al.; National Association of Elementary School Principals [NAESP], 2003; NASBE, 1999, 2004; Norton; Papa, 2007; Papa & Baxter, 2005; Partlow, 2007).

A national study conducted by Public Agenda (Farkas, Johnson, & Duffett, 2003), indicated that 49% of principals leave the profession due to "politics and bureaucracy" and another 38% percent leave due to "unreasonable demands brought about by higher standards and accountability" (p. 16). As schools are reformed, so are jobs of principals. The National Association of State Boards of Education (NASBE, 1999) stated that school principals are burdened with more decision-making responsibility and are held accountable for federal and state standards while constantly trying to manage changing school climates.

> Today, however, states expect all principals to be much more than good managers. In the last few years alone, increase in the number of decisions that are delegated from districts to schools, changes in the racial, ethnic, cultural, an socioeconomic diversity of students and communities, differences in the ways schools compete for students and public funds, and the increasing importance of attracting private funds to support school programming have all deeply altered principals' roles and responsibilities. (NASBE, 1999, p. 35)

NASBE holds state policymakers accountable and responsible for providing clear standards of effective principalship. NASBE (1999) has eight recommendations for school leadership:

1. Set standards and measure results

2. Enforce high standards for program accreditation

3. Recruit principals for hard-to-staff schools

4. Provide induction programs

5. Augment and target professional development

6. Connect recruitment of principals to teachers

7. Retain current, excellent principals

The implementation of these recommendations would assist school districts with hiring and retaining quality principals.

Background of the Urban Leadership Program at California State University,

Sacramento

This section provides the historical and sociopolitical context of the university where the Urban Leadership Program is situated and a synopsis of the prior research conducted concerning the program. This administrative program meets the requirements of federal and state organizations to comply with the current standards, rules, and regulations. At the same time, the program incorporates a model that intends to develop change-agent leaders for urban-schools and communities that meet the needs of urban youth by employing mentoring support and emotional intelligence.

The preparation of the majority of school leaders takes place in administrative credential programs that have set bureaucratic standards, rules, and regulations with good

intentions to develop and promote the most qualified candidates. However, many federal and state regulatory agencies and credentialing programs lose sight of the end goal by not developing standards and programs that cultivate leaders to be successful in underserved urban schools and communities (Jacobs et al., 2008). Agencies such as the Council of Chief State School Officers (CCSSO) and the California Commission on Teacher Credentialing (CCTC) are aware of the urgent need for urban leadership that can address the ongoing achievement gap, but they are beholden to the bureaucratic structure, due to laws and regulations that impede their progress (CCTC, 2004; Sanders & Simpson, 2005).

In the meantime, there is a program, the Urban Leadership Program in the Department of Educational Leadership and Policy Studies, California State University, Sacramento (CSUS), that is meeting the federal and state regulations while creating content and structural elements that lead to a change-agent school leader. In the first 6 years, the Urban Leadership Program started to put forth graduates that were not only taking on school administration positions but also being accepted into Harvard's University's Superintendent program. California's first Hmong school administrator was a graduate of the Urban Leadership Program (California State University, Sacramento [CSUS], 2005a, 2005b). The program is currently in its 13th year and has demonstrated its commitment to the future by its actions. It is a 1-year program that provides a Preliminary Administrative credential, with an option for participants to use the same coursework to fulfill master's degree requirements in Educational Leadership. The program does not teach one to fight the bureaucratic power of school districts directly; rather it changes the paradigm by incorporating a pedagogy based on advocacy,

commitment, excellence, and awareness—the four cornerstones of the Urban Leadership Program (Jacobs et al., 2008). Most recently, the Urban Leadership Program incorporated an annual conference component (Barrow, 2007). The participants during the second half of the program bring together their theoretical frameworks from the classroom and apply them in a setting where they learn to understand their leadership styles and emotional intelligence. The collaborative experience of putting on a conference for an estimated 300 attendees allows program participants to undergo practical experience, demanding teamwork, and collaboration, while understanding and managing personal emotions and motivating and encouraging others. Many graduates view the conference as a place they can rejuvenate and refocus themselves by reuniting with past classmates and being among other change agents that are doing the same work.

The program teaches the theoretical frames of Organizational Culture and Organizational Behavior (Cook & Yanow, 1993), including leadership styles entailing a situational leadership approach (Hersey & Blanchard, 1996), transformational leadership (Burns, 1978), and servant leadership (Spears, 1998). Situational leadership teaches aspiring school principals how to adapt their leadership to changing and challenging urban school environments. The contemporary theories of servant leadership and transformational leadership value passion, service, humility, and compassion as elements of true leadership, which is urgently needed in urban communities (Spears).

In particular, "the program recruits applicants who have experience working with marginalized communities, who have a vision for change, and who are prepared to do hard work" (CSUS, n.d., p. 1). It fosters a purpose that entails graduating "change-agents, who are effective in reducing the achievement gap, in advocating for students, and who

are strategic, courageous leaders" (CSUS, p. 1). According to Dr. Lila Jacobs, founder and Program Coordinator of the Urban Leadership Program at CSUS, the program is for individuals who have a personal commitment to urban schools and communities. Participants of the program are a blend of educators that come from various school districts in northern California, as well as aspiring community leaders and activists, ranging from business professionals to correctional officers. As such, the program is "dedicated to improving urban schools, to matching the racial/cultural demographics of urban districts, and in requiring an authentic, unwavering commitment to urban schools and communities" (CSUS, p.1). While many departments have partnership cohorts with specific districts, this diverse group from multiple geographic areas is able to provide perspectives from working with different populations, superintendents, and initiatives.

The CSUS Urban Leadership Program is cohort based and has an intense class schedule with classes every Saturday (except 4) for 1 year. Cook, and Yanow (1993), Organizational Culture theorists explained "that a group of people with a history of joint action or practice is meaningfully understood as a culture'' (p. 386). The culture of the program is created as "members express in their common practice through objects, language and acts" (Cook & Yanow, p. 386).

The program participants develop an organizational learning culture where they discuss real situations from their schools and communities in an effort to develop strategies and to gain a deeper understanding of their leadership roles and service. Oftentimes the discussions are passionate and concern deeply-held beliefs, and consequently, conflict can arise. From one perspective, it can be viewed as negative, but the learning culture of the CSUS Urban Leadership Program organization provides a safe

environment, where program participants learn to address challenging issues that impact their work environments. The program uses an organizational-behavior theoretical framework of interaction, motivation, and needs.

According to Maslow (1943), humans have a hierarchy of needs involving "physiological, safety, love, esteem, and self-actualization" (p. 394). If individuals do not have their basic needs met, they are not motivated to progress to other parts of the hierarchy (Morgan, 2006). Oftentimes in urban schools and communities, individuals are struggling to meet their first and most primitive needs involving hunger, safety, and shelter. These needs are primary, and content learning can take place only after the first-stage needs are managed. Understanding this, the Urban Program provides opportunities for its participants to see how urban administrators are dealing with this challenge by providing job-shadow assignments with school administrators and community leaders who actually graduated from the program.

On one particular job-shadow assignment, a participant shared that the principal had money posted on a bulletin board in his office for students that did not have money for lunch (Anonymous Urban Leadership student, personal communication, December 2, 2007). The job-shadow experience allows program participants to observe first-hand how urban administrators cope with the challenges that are presented at the school site. As the Urban Leadership Program prepares leaders for urban schools and communities by teaching and modeling three primary leadership styles—situational, transformational and servant—it prepares program participants for challenging school climates.

<center>Research Questions</center>

This study attempted to answer the following research questions:

1.   How do principals describe school-leadership experiences in the
      intrapersonal scales of the Bar-On EQ-i?

2.   How do principals describe school-leadership experiences in the
      interpersonal scales of the Bar-On EQ-i?

3.   How do principals describe school-leadership experiences in the
      adaptability scales of the Bar-On EQ-i?

4.   How do principals describe school-leadership experiences in the stress
      management scales of the Bar-On EQ-i?

5.   How do principals describe school-leadership experiences in the general
      mood scales of the Bar-On EQ-i?

<center>Theoretical Foundation</center>

There is no one leadership theory that encompasses all that an urban principal needs to know, but there are some leadership styles that incorporate emotional-intelligence skills and insights necessary to build success and cohesion in urban schools. There are some leadership styles that provide insight necessary to build success and cohesion in urban school. Shankman and Allen (2008) explained emotional intelligent leadership is fused by several leadership styles. The research identified situational leadership, transformational leadership, and servant leadership to provide an underpinning of emotional intelligence. To carry out the case study, the researcher used the emotional-intelligence theoretical foundation to explore and document the experiences of urban principals.

Evolution of Emotional Intelligence Theory

In 1904, Binet (Intelligence 2, 2007), a French psychologist, created the first intelligence test, better known as the Intelligence Quotient (IQ) test. Wechsler (1940), a leading American psychologist stated, "one is forced to conclude that intelligent behavior must involve something more than sheer intellectual ability" (p. 444). Wechsler acknowledged in the 1940s that there were other forms of intelligence besides intellect. While Wechsler challenged the intellectual-intelligence theory, he introduced the theory of nonintellective forms of intelligence. The field of emotional intelligence has continued to evolve and develop through key researchers who have focused on the study of human emotions in the context of self and in relationship to others. Psychologists and researchers (Bar-On, 2005; Boyatzis & McKee 2005; Boyatzis & Sala, 2004; Gardner, 1993; Goleman, 1997; Payne, 1985; Salovey & Mayer, 1990; Salovey & Sluyter, 1997) have investigated the theory and discovered that there are various types of intelligences, and provided support for emotional intelligence.

Payne (1985) introduced the expression, "emotional intelligence," in his doctoral dissertation, and explained that "emotional intelligence can be developed much faster and much later in life than either intellectual or physical intelligence" (p. 167). In his dissertation, Payne explained emotions by exploring the effects on an individual when emotions are withheld and how emotional intelligence is developed. During the time Payne expanded his study of emotional intelligence, Salovey and Mayer (1990) were also developing their knowledge in the field.

Around the same time, in 1988, Bar-On also in his doctoral work, coined the term "Emotional Quotient (EQ)," and published the first self-reporting instrument for

emotional and social intelligence, known as EQ-i (Bar-On, 1997a, 2005). The Bar-On

EQ-i model is comprised of five scales and 15 subscales. The five scales of the Bar-On

EQ-i are: (a) intrapersonal, (b) interpersonal, (c) stress management, (d) adaptability, and

(e) general mood (Bar-On, 2005). The Bar-On EQ-i has been reviewed by peers over the

years for validity and reliability (Bar-On, 2005).

Five years after Payne (1985) defined emotional intelligence and 2 years after

Bar-On (2005) coined the phrase EQ and introduced the first self reporting instrument for

emotional and social intelligence, Salovey and Mayer (1990) independently explained

"emotional intelligence as the subset of social intelligence that involves the ability to

monitor one's own and other's feelings and emotions, to discriminate among them and to

use this information to guide one's thinking and actions" (p 189).

Later, Salovey and Sluyter (1997) refined the meaning of emotional intelligence

and explained,

> Emotional intelligence involves 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. (p. 10).

Based on new understanding, emotional intelligence encompassed a four-branch model,

consisting of one's aptitude to (a) identify emotion, (b) use emotion to assist one's

thinking, (c) comprehend emotion, and (d) regulate emotion (Salovey & Sluyter).

Gardner's (1993) research on multiple intelligences also supported earlier claims

of emotional intelligence and compared various intelligences to intellectual intelligence.

Gardner (1993) stated that traditional IQ tests do not measure the full potential of an

individual, are limited in evaluating a person's ability and knowledge, and do not truly

measure potential for success in a person's life. Gardner (1993) supported his theory by

identifying seven independent multiple intelligences for humans: linguistic or verbal intelligence, mathematics–logical intelligence, spatial intelligence, bodily kinesthetic, musical intelligence, intrapersonal intelligence, and interpersonal intelligence. Later, Gardner (1999) investigated two additional multiple intelligences: existential and naturalist.

Gardner (1999) believed schools and society focus primarily on linguistic/verbal and mathematical intelligences to measure one's aptitude and overall success. By schools only focusing on two of the nine key multiple intelligences, development and learning are not afforded to all individuals equitably (Gardner, 1991; Goleman, 1997). Salovey and Sluyter (1997) suggested success is defined by "academic achievement and occupational status" which only contribute "between 10% and 20%" (p. 17) of general intelligence, leaving substantial room for emotional intelligence to be explored further. Goleman (1997) rooted his work in Gardner's (1993) and Salovey and Mayer's (1990) research and popularized the term emotional intelligence. Goleman (1997) also suggested while emotional intelligence did not replace intellectual intelligence, emotional intelligence may be of more importance in determining success than intellectual intelligence. The current study will focus on the intrapersonal intelligence and interpersonal intelligence, also referred to as the personal intelligences, which are a part of the Bar-On EQ-i (Bar-On, 1997a) emotional-intelligence framework.

Emotional Intelligence and the Brain

Goleman (1997) explained that the neocortex is considered to be the thinking brain, which involves the prefrontal lobe and the amygdale where the emotions are stored and then processed through the limbic system. The amygdala is a warehouse that stores

the emotional reactions evoked from one's life experiences, and therefore "the amygdala constantly signals us with this information" (Goleman, 2000, p. 51). Our emotions are more influential than our intellect. In a crisis, it is the limbic system that instructs the cognitive brain to take action. Goleman (1997) explains:

> Sensory signals for eye or ear travel first in the brain to the thalamus, and then—across a single synapse—to the amygdala; a second signal from the thalamus is routed to the neocortex—the thinking brain. This branching allows the amygdala to begin to respond before the neocortex, which mulls information through several levels of brain circuits before it fully perceives and finally initiates its more finely tailored response. (p 17)

Intuitiveness, also referred to as our inner gut feeling, is a

> function of the emotional centers that ring the brain stem atop the spinal cords—most particularly an almond-shaped structure called the amygdala and its connected neural circuitry. This web of connectivity, sometimes called the extended amygdala, stretches up to the brain's executive center in the prefrontal lobes, just behind the forehead. (Goleman, 2000, p. 51)

> The prefrontal lobe, according to Goleman, Boyatzis, and McKee (2004), is the

area, which "receives and analyzes information from all parts of the brain and then makes a decision about what to do. The prefrontal area can veto an emotional impulse—and so ensure that our response will be more effective" (p. 28). Our emotions depend on the connections we make with other people and are managed by an open loop, the limbic system in the brain (Goleman et al., 2004). For example, when two people converse, mirroring starts to take place, a result of attunement of the limbic system between the two individuals. Similarly, in a work setting the leader sets the tone and their emotions are contagious through the rest of the organization. As the field of neuroscience is developing and relations between the brain and emotions are continually being explored, emotional intelligence is a field that also continues to evolve as it is talked about in various contexts

using buzz words ranging from "character and personality to soft skills and competence" (Goleman, 2000, p. 4).

Emotional Intelligence and Learning

Goleman (1997) discussed how to train emotions by referring to Salovey and Mayer's (1990) five domains of emotional intelligence, which build upon Gardner's (1993) work on multiple intelligences. The five domains of emotional intelligence are (a) knowing one's emotions, (b) managing emotions, (c) motivating oneself, (d) recognizing emotions in others, and (e) handling relationships. Goleman (1997) noted that emotional and social skills serve as strengths in building personal and professional relationships. In particular, research suggests emotional intelligence can improve the role of leadership in the area of "soft" skills (Goleman, 1997; Goleman et al., 2004; Shankman & Allen, 2008).

Goleman (2000) shared examples of studies demonstrating that emotional intelligence was ranked above analytical thinking, which "ranked third" (p. 29). According to McClelland, star performers that become the tipping point "have strengths across the board for each of the five emotional intelligence areas: self-awareness, self-regulation, motivation, empathy, and social skill" (Goleman, 2000, p. 37). McClelland's statement indicates an individual cannot be considered emotionally intelligent if they only demonstrate a couple of the competencies; rather they should display competences in each of the dimensions.

Emotional intelligence does not replace IQ because IQ predicts what technical expertise an individual can master and serves as a representative for the cognitive complexity of an individual (Goleman, 1997). Therefore, coupling emotional intelligence

with IQ enhances one's ability to succeed in building relationships with others (Goleman, 1997). In the workplace, this can serve as a key skill (Goleman et al., 2004). If an individual only has technical expertise, it is not enough for them to succeed and shine as a leader. At the same time, emotional intelligence can increase because emotional reactions can be learned (Bar-On, 2005; Boyatzis & McKee, 2005; Goleman, 1997).

Life experiences and events involving others are significant influences on how one reacts emotionally; therefore, emotional intelligence is learned over time (Farrington, 2008; Goleman, 1997; Goleman et al., 2004). To sustain new learning, autonomous learning is required. According to Goleman et al. (2004), self-directed learning is when one is "intentionally developing or strengthening an aspect of who you are or who you want to be, or both" (p. 109). The self-directed learning model by Boyatiz (as cited in Goleman et al., 2004) involves five discoveries that interplay at different levels.

The first discovery is called *my ideal self,* referring to who the individual wants to become. In the second discovery, *my real self*, is individuals' understanding who they are at this time in relationship to self and others, including the person's belief system. Through this process individuals learn about their strengths and weaknesses (learning gaps). As people learn about their assets and areas of development, a third discovery starts to take place, *my learning agenda*. The goal of the third discovery is to build on strengths to narrow the learning gap by putting together a plan of action. By acting on the plan of action, an individual is able to test and practice new behaviors and thoughts, resulting in the fourth discovery, *experimenting*. Lastly, the fifth discovery, *developing trusting relationships*, can take place anytime throughout the self-directed learning process.

To maintain new habits of emotional intelligence, self-directed learning becomes part of the individual (Goleman et al., 2004). A person gains motivation to lead with passion and they build and seek positive and encouraging relationships that support and help the individual grow to be a successful leader. To aid in leadership growth and to be acutely aware of the surroundings, principals can greatly improve their emotional intelligence skills by seeking mentoring coaches (Bloom, Castagna, Moir, & Warren, 2007). Mentoring coaches are able to guide and direct development and if they know "what you are trying to do, and with whom you share your aspirations and your learning agenda, converts the mentor into a coach" (Goleman et al., 2004, p. 165). As such, mentoring coaches can "be formal executive coaches, other's informal mentors, and still others can be colleagues or even friends" (Goleman et al., 2004, p. 165). When addressing school leadership, one should seek emotional-intelligence mentoring coaches outside of the work setting, because a principalship position is considered to be a public position with little privacy (Bloom et al.).

Significance

This study was the first formal study conducted in connection with the Urban Leadership Program in northern California. The results of this study were most useful in serving as a foundation to conduct more extensive studies with the program coordinator, faculty, graduates, and current participants of the Urban Leadership Program. This study contributed to educational research in the areas of program development, leadership training, and ongoing mentoring support for school administrators.

The findings in this study expanded the current body of knowledge about program development in the broad context of school-leadership development and specifically for

leadership in urban schools and communities. It was also hoped that it could be used to inform, guide, and inspire administrative credentialing programs to create courageous and effective urban leaders, while at the same time meeting federal and state standards, rules, and regulations. For school leaders, the study reinforced the importance of receiving mentoring support, while continually reflecting on personal leadership experiences in order to improve as a school principal.

It was the goal of this study to help contribute to the body of best practices and strategies for educational institutions across the country. The insights gained from documenting and exploring school-leadership experiences of principals who completed a university program specifically focused on the preparation of urban leaders was instrumental in facilitating dialogue between educational institutions that develop programs and the governance organizations that create the regulations under which they operate. This study showed how a program is able to maintain compliance with federal and state standards, rules, and regulations, while developing leaders who are committed to serving urban youth. By guiding principals to frame their personal experiences through an emotional-intelligence framework, the study provided an insightful and personal perspective from the practitioner's lens and served as a powerful resource record for developing strong passionate leaders who are committed to working in challenging urban environments. The findings also served as testimonials and inspiration for aspiring school administrators and for those school principals who are already working in these challenging roles.

Last, and most importantly, this study served as evidence of the possibilities and as a promise to urban communities that entrust their children to our urban schools. There

are leaders who are willing to commit to working in urban communities as long as professors and mentors are willing to teach and support them.

Definition of Terms

Given the various uses and interpretations of terminology, this section will describe terms as they apply to this study.

Adaptability. The emotional-intelligence competency that, according to Bar-On (2005), involves the components of reality-testing, flexibility, and problem solving in relationship to one's ability to handle adjustment.

Bar-On Emotional Quotient Inventory (EQ-i). An instrument to assess emotional and social intelligence (Bar-On 1997a; Bar-On, 2005). The instrument is self-reporting and is comprised of five scales and 15 subscales.

Emotional intelligence. The skill to understand, manage, and adjust feelings in oneself and also the ability to adapt and motivate others in an effort to develop effective relationships with others (Bar-On, 2005, Goleman 1997; Payne, 1985; Salovey & Mayer, 1990; Salovey & Sluyter, 1997).

General mood. The emotional-intelligence competency that, according to Bar-On (2005), involves the components of optimism and happiness in relationship to one's personal drive.

Interpersonal. The emotional-intelligence competency that, according to Bar-On (2005), involves the components of empathy, social responsibility, and interpersonal relationship in the context of one's understanding and awareness of others.

Intrapersonal. The emotional-intelligence competency that, according to Bar-On (2005), involves the components of self-regard, emotional self-awareness, assertiveness,

independence, and self-actualization in relationship to one's understanding of self and ability to articulate.

Mentoring support. School principals receive professional and social-emotional coaching as a part of their professional development.

Participant. A person that is enrolled in a school-leadership program.

Principal. An educator who acts in a leadership capacity involving kindergarten through 12th grade.

School-leadership experiences. Mentoring support received after completing the Urban Leadership Program, and experiences of principals in the context of a school setting, consisting of Bar-On's (2005) EQ-i scales: (a) intrapersonal, (b) interpersonal, (c) stress management, (d) adaptability, and (e) general mood.

Stress management. The emotional-intelligence competency that, according to Bar-On (2005), involves the components of stress tolerance and impulse control in relationship to one's ability to handle and guide emotions.

Urban. In popular culture, a high density geographical area that is infused with multicultural diversity, with neighborhoods ranging from extreme poverty to areas where wealthy residents live. Urban has also has become a cultural substitute for describing areas where people of color live, low-income communities, African American communities in particular, and those of other groups who gravitate toward specific cultural manifestations in literature, music, and fashion. Dr. Lila Jacobs (personal communication, October 16, 2007), Urban Leadership Program Coordinator, stated that in the field of education, the word urban is a *multilayered* word that is used to define

context, pedagogy, curriculum, and assessment trends in schools that serve urban communities.

Urban Leadership. To guide and or lead in urban settings.

Urban-leadership program. A 1-year program that grants administrative credentials to aspiring school administrators with the option to complete a master's degree. The program is located in northern California.

Youth. Individuals who are in learning settings from kindergarten through the 12th grade.

Limitations

Delimitations

Delimitations are the boundaries set forth by the researcher to narrow the scope and provide parameters for the study (Creswell, 2003). This study was delimited to exploring school-leadership experiences of principals who graduated from a school-administrative credentialing program in northern California that focused on urban leadership. Graduates of the Urban Leadership Program who hold current principal positions were the only participants in this study. The list of current principals was based on the information maintained by the Urban Leadership Program Coordinator. Therefore, generalization of results from this study to other credentialing programs and principals in other geographic areas may not be reasonable. Conclusions are limited to school-administrative credentialing programs with similar demographics and that have an emphasis on urban leadership.

Limitations

Limitations are the weaknesses of the study and are beyond the researcher's control (Creswell, 2003). Limitations can also impact generalizability. Being a former program participant, a current part-time faculty member, and recent coordinator of the Urban Leadership Program, the former President of the Urban Collective Alumni Chapter, and having personal life experiences involving urban contexts, the researcher encountered bias and had prejudgments when collecting and analyzing data, resulting in a limitation of the study. However, the researcher has an extensive background in conducting highly sensitive and confidential audits that require a high regard for ethics and integrity; therefore the researcher is aware of such influence and its impacts. To mitigate and limit the influence of bias, the researcher bracketed such influences in the reporting of findings and results.

Another limitation for the study was the small population and sample size. The listing of current principals was based on individuals who have maintained contact with the Urban Leadership Program coordinator. In turn, the coordinator has maintained a personal list and also updated a list with the Urban Collective Steering Board. A final limitation was the survey instrument and the school principal's availability and willingness to participate in the initial online survey, and then if selected, to participate in the open-ended interview process and write a reflection journal for 5 days, using the Bar-On emotional-intelligence framework. Because principals are extremely busy and their time is limited, requesting participation in all three instruments posed some challenges and may have impacted the response rate.

Summary

In Chapter I, the statement of the problem identified the need to examine how urban school principals adapt and cope with the challenges they encounter daily on the job. Chapter I next provided the purpose of the study, which was to explore and document school-leadership experiences of principals who completed a university program. This section also explained how the current study would examine leadership experiences of principals by using the Bar-On EQ-i emotional-intelligence framework.

The purpose of the study was followed by the background and need, which entailed several of the challenges faced by school principals, including statistics, turnover, shortages, salaries, and other challenges faced by principals. The background and need concluded with historical and sociopolitical information about the Urban Leadership Program at CSUS and the need to conduct the first study involving program participants. The background and need was followed by the theoretical foundation, research questions, and definition of terms. The review of literature and methodology used for the current study are presented in Chapter II and Chapter III. The findings of the study are presented in Part IV. The summary, conclusions, implications, and recommendations of the study are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

In order to provide context for the exploration and documentation of a university program that is specifically focused on the preparation of urban leaders, the review of the literature first examines the school-principal preparation-program framework by focusing on California administrative-credentialing requirements. Second, the review of literature explores emotional intelligence and leadership. Third, the literature review describes emotional-intelligence leadership in the context of urban schools, including challenges faced by principals in urban settings.

To build support for the current study and to further explain the key leadership styles required for urban-school sites, the fourth section of the literature review examines situational leadership, transformational leadership, and servant leadership with an underpinning of an emotional-intelligence leadership theoretical framework.

School Principal Preparation Programs

Many individuals graduating from principal-preparation programs lack the appropriate skills to work in urban inner-city schools (Jacobs et al., 2008). For many states, principal preparation programs are based on national standards (CCSSO, 2008). In 2002, three primary organizations: the CCTC, with support from the Association of California School Administrators, the CDE and various universities and colleges, modified the 1996 ISLLC Standards (Green, 2005; WestEd & Association of California School Administrators, 2004). California created state standards called the CPSEL to align with the 1996 ISLLC standards (CCTC, 2004).

The National Policy Board for Educational Administration revised the 1996 ISLLC standards for educational leaders in 2008 to address broader perspectives to encompass research, practice, and policy. The 2008 ISLLC standards emphasize pragmatic principles from diverse perspectives, ranging from "policy-oriented, practitioner based organizations, researchers, higher education officials, and leaders in the field … and experts in education administration" (CCSSO, 2008, p. 2). Because the 2008 ISLLC standards are fairly new, California is currently in the process of revising their CPSEL standards.

In the meantime, principal-preparation programs in California incorporate the CPSEL standards that were derived from the 1996 ISLLC standards and comply with the CCTC standards. The CPSEL structure involves a hierarchy of federal and state organizations, as well as institutions that house school-administration credentialing programs. The intent of these multilayered bureaucratic systems was to achieve public good by promoting the most qualified candidates, but these organizations have lost their vision of the end goal, as evidenced by their inability to develop programs that produce leaders capable of successfully leading schools in underserved urban communities. Even at a state level, organizations have to work through consuming bureaucratic processes, with several layers of gatekeepers before changes can be made.

Additional support has recently been made available through the use of the resources provided through Senate Bill (SB) 1133, the Quality Education Investment Act of 2006 (QEIA), to provide guidance in selecting and supporting exemplary principals (Integrated Leadership Development Initiative, 2008). Under QEIA, 488 of California's lowest performing schools will receive $3 billion over a 7-year period to help improve

academic performance, and a portion of the funds will go toward principal guidance and support. Implementation of QEIA started in the 2008–2009 school year (Quality Education Investment Act, n.d.). Due to the recent implementation of QEIA, it is premature to evaluate the effectiveness of the new law. For this reason, the researcher's current study will focus on the mentoring and support efforts provided through the principal-preparation program and leadership experiences of current principals.

In California, the school-administrative credentialing programs are based on a two-level structure. The first-level credential is granted for up to 5 years and is called a Preliminary Administrative Credential. The second level credential is called a Clear Administrative Credential, granted for another 5 years. California school administrators are mandated to fulfill 150 hours of professional development to maintain their administrative credentials (CCTC, 2004). In order to obtain approval from the CCTC, institutions of higher education that grant administrative credentials must develop course offerings based on meeting requirements for the six CPSEL standards shown in Table 1 (WestEd & Association of California School Administrators [ACSA], 2004). Based on the standards set forth by CCTC, California institutions of higher education develop admittance criteria.

<div align="center">Emotional Intelligence and Leadership</div>

Research suggests emotional intelligence has a place in leadership (Allen 2003; Bar-On, 2005; Bjerknes & Paranica, 2002; Boyatzis & McKee, 2005; Boyatzis & Sala, 2004; Cino, 2006; Condren, Martin, & Hutchinson; 2007; Downey, 2008; Farrington, 2008; Feldman, 1999; Frost, 2007; Goleman, 2005; Goleman et al., 2004; Leverett, 2007; Reed, 2005; Sala, 2001; Shankman & Allen, 2008; Sims-Vanzant, 2007; Six Seconds,

2007; Sosik & Megerian, 1999; Stone, Parker, & Wood, 2005; Wall, 2007; Williams, 2004, 2008). A leader's emotional intelligence directly impacts an organization and its performance (Farrington; Feldman; Goleman et al., 2004; Shankman & Allen).

Table 1

California Professional Standards for Educational Leaders

Standard	Description
Standard 1	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Standard 2	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 4	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5	A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional-leadership capacity.
Standard 6	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Note: From "California Professional Standards for Educational Leaders," by WestEd & Association of California School Administrators, 2004, Retrieved February 22, 2008, from http://www.wested.org /online_pubs/cpsel_standards.pdf

Depending on the ability of leaders to express their excitement and enthusiasm for initiatives and directives, the staff feels and reacts with their emotions accordingly. If leaders are driven and enthusiastic in the work and service they are providing, the emotions are contagious. Emotions impact productivity. "For every 1 percent improvement in the service climate, there's a 2 percent increase in revenue" (Goleman et al., 2004, p. 15). Usually, leadership-training programs focus on technical skills that "target the cortex rather than the limbic brain" (Goleman et al., 2004, p. 102).

Because most of the skills leaders employ are learned through habit, they have to be relearned, which can be difficult. The challenge is that the limbic brain, the emotional processor of the brain, which learns more slowly than the neocortex brain, has to "relearn deeply ingrained habits" (Goleman et al., 2004, p. 102). Therefore, Goleman et al. (2004) suggested that leadership development requires constant repetition and application in order to change previous habits. Nevertheless, new habits can be learned regardless of age, just at a slower pace and requiring more repetition and practice (Goleman, 1997; Goleman et al., 2004; Payne, 1985; Shankman & Allen, 2008).

Schilling (as cited in Farrington, 2008) built on Goleman's (1997) work, depicting that emotional intelligence also improves employee performance in the workplace. According to Goleman (2000), one's success, regardless of employment field, does not only rely on levels of expertise or cognitive knowledge, "but also by how well we handle ourselves and each other" (p. 3). Goleman (2000) encouraged managers to check the emotional pulse of their organizations.

Traditionally, success has been determined by IQ and achievement tests. However, Goleman (2000) shared an important perspective based on experts that evaluated approximately 500 corporations, ranging from nonprofit organizations to government agencies around the world and "twenty-five years' worth of studies that tell us with a previously unknown precision just how much emotional intelligence matters for success" (p. 6). Goleman (2000) concluded that emotional intelligence was a key factor for organizations that were successful.

The primary function of leadership is to promote positive feelings in those leaders oversee (Goleman et al., 2004). Leaders help form a responsible construct of emotions

over their organizations. To have organizations be places of resonance, change first needs to start with leadership (Feldman, 1999; Goleman et al., 2004). Research (Boyatzis & McKee, 2005; Feldman; Goleman, 2000; Goleman et al., 2004; Six Seconds, 2007; Stone et al., 2005) indicates that recruiting leaders with emotional intelligence is a vital factor for an organization to be a place of soundness; otherwise dissension results and the organization becomes unproductive and the environmental culture becomes toxic (Frost, 2007).

Boyatzis and McKee (2005) provided a guide for leaders on how to deal with stress when it becomes dissonance. Because the leader's job is demanding, it constantly requires the leader to perform at an optimum level. After a while, "a part of our limbic brain, called the amygdala, is roused" (Boyatzis & McKee, p. 43); in turn the brain releases hormones into the bloodstream that triggers an emotional response, referred to as a "fight or flight" response, which in turn starts the Sacrifice Syndrome (Boyatzis & McKee). The Sacrifice Syndrome takes place when leaders have lost the ability to function effectively due to excessive demands, causing stress. In turn, leaders are not able to clearly understand themselves and start to lose hope, while lacking compassion and empathy for others, The more threat and crisis leaders encounter, the more prone they are to the Sacrifice Syndrome. Over time, this causes an inability to continue effectively and dissonance (Boyatzis & McKee). "Dissonant leadership produces groups that feel emotionally discordant, in which people have a sense of being continually off-key" (Goleman et al., 2004, p. 21). For example, if the leader feels gloomy, the team feels gloomy. This type of distress can decrease emotional intelligence with the result that

people are not able to manage or understand their emotions and have difficulty relating to others. This results in toxic work environments (Frost, 2007; Goleman et al., 2004).

Emotional intelligence is not about being relaxed and unpretentious (Goleman, 2008, p. 5) nor is it just "being nice" (Goleman, 2008, p. 4). Rather it entails building a relationship with oneself and gaining personal insight, which in turn allows an individual to be more empathetic and understanding of the other (Farrington, 2008; Feldman, 1999; Goleman et al., 2004; Shankman & Allen, 2008). Wall (2007) stated that becoming an expert in emotional intelligence is a life-long journey. Wall (2007) took readers on a self-discovery journey in order for them to become effective coaches in emotional intelligence. Wall (2007) noted that this theory builds on Lynn's (2005) model of emotional intelligence. Wall continually focused on the importance of first having self-awareness before attempting to coach and lead others.

Through reflection, skill-development, and skill-application exercises, an individual is able to gain understanding of who they are; and in turn, better able to relate, appreciate, guide, and lead (Boyatzis & McKee, 2005; Feldman, 1999; Goleman, 1997, 2000; Goleman et al., 2004). The strategies shared by Wall (2007) are not only applicable to coaches, but leaders as well. In essence leaders are coaches. Leaders are responsible for motivating, encouraging, and ensuring the workplace maintains a climate that is appealing and cohesive. Wall suggested the following five key components, demonstrated through various exercises, to transform oneself personally and professionally: (a) mastery of mission, vision, and guiding principles; (b) self-awareness and self-control; (c) empathy; (d) social expertness; and (e) personal influence. Wall's five key components also align with the following competencies listed by Goleman

(2000): Initiative, achievement, drive, and adaptability; Influence, team leadership, and political awareness; and Empathy, self-confidence, and developing others (Goleman, 2000, p. 38).

Based on research (Allen, 2003; Downey, 2008; Farrington, 2007; Leverett, 2007; Reed, 2005; Six Seconds, 2007; Stone et al., 2005), it is critical for educational leaders, especially urban-school principals, to be emotionally intelligent (Williams, 2004, 2008). As principals improve their emotional-intelligence skills, they become more effective leaders because they are able to understand and adapt to the constant change and challenges of a school environment (Bloom et al., 2007). In turn, principals are likely to foster a school climate that promotes students and teachers to be more self-aware and encourages capacity building through developing relationships with others, with an end result of improved student performance (Six Seconds). Goleman (2008) explained that children are more emotionally challenged than generations of the past. "As children grow ever smarter in IQ, their emotional intelligence is on the decline" (Goleman, 2008, p. 11). Therefore, school leaders share in the responsibility for ensuring youth foster emotional intelligence in order to achieve success (Six Seconds).

<div align="center">Emotional Intelligence Leadership in Urban Schools</div>

Leading in urban school settings can be difficult and discouraging for urban-school principals, due to many factors including families living below the poverty level, changing demographics, low teacher retention, lack of district support, and a variety of other factors (National College for School Leadership [NCSL], n.d.). These factors can result in low morale, not just for leadership, but also for teachers and students. Yet, leadership plays a vital role in making all children successful (Normore, Rodriquez, &

Wynne, 2007). This section of the literature review will provide current research that examines the role of leadership in the context of urban schools, including the challenges specific to urban settings.

Leadership in urban schools is unique because there is intensity, instability, constant change, and diversity that create leadership challenges not experienced in other communities. To be an urban-school leader in socioeconomically disadvantaged settings "requires character and a range of qualities including indomitable will and a passion for success that brooks no denial" (NCSL, n.d., p. 1). Leaders "need to believe in the 'transformability' of youngsters and to be able to communicate it with conviction to their staff, their pupils and their community. They need to inspire" (NCSL, p. 1) "by building on their unique strengths, whether they be diversity in the community or dedication among staff" (NCSL, p. 6). These schools in socioeconomically disadvantaged communities are able to attain and sustain success.

Therefore, school leaders with emotional intelligence are a vital factor for school success, supported by research on organizational leadership and resonance by Goleman et al. (2004). Emotional intelligence is especially important in organizational settings where learning takes places, our schools. If youth are raised in such cohesive environments, it allows for better learning to take place, and allows youth to become stronger and more successful adults.

Leverett (2007) wrote of a central New Jersey school-district superintendent who was making a difference by supporting social–emotional learning strategies in an urban-school district that has student population of 7,840, with "ten elementary schools, two middle schools, and one high school" (Leverett, p. 1). Of the students, "98.5 % are

children of color and 72% are eligible for free or reduced-price lunch" (Leverett, p. 1). The superintendent had an emotional understanding of the emotional needs of the school community, supported enhanced academic progress and created positive lasting change through social–emotional learning (Leverett). The superintendent acknowledged and understood that "disaffection, alienation, anger, hostility, and emotional instability influence the academic and behavioral choices made by these students" (Leverett, p. 1).

Overall, success of a school or any other organization depends on how a leader directs the team and their emotions to achieve desired results. Research supports the importance of emotional intelligence in urban-school settings and the importance of having emotional intelligence as a part of professional development (Condren et al., 2006; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; NCSL, n.d.; Nevarez & Wood, 2007; Reed, 2005; Stone et al., 2005; Williams, 2008). The focus of Williams' (2008) study was to identify how emotional and social competencies differentiate outstanding urban principals from typical urban principals. Additionally, Williams wanted to know how these principals adapt to and conceptualize the external environment. From a population of 120 urban principals from a large Midwestern school district, a mixed-method research approach was used. A sample of 20 principals were selected, 12 outstanding and 8 typical principals. Supervisor nominations and teacher ratings collected over 2 years were used to classify principals as outstanding or typical. There were "11 elementary school principals, five middle school principals and four high school principals" (Williams, 2008, p. 40). Expressive of the district administration population, 58% of the principals were females, and 67% of the total sample were

African-American principals. The average level of experience was 9 years, which also was representative of the district average length of experience of school principals.

Results revealed a significant difference between outstanding and typical principals in 5 of the 9 "emotional intelligence competencies (self-confidence, self-control, conscientiousness, achievement orientation, and initiative)" and "seven of the 11 social intelligence competencies (organizational awareness, developing others, leadership, influence, change catalyst, conflict management and teamwork/collaboration)" (Williams, 2008, p. 43). This finding confirmed that "effective urban principals are instructional leaders, change leaders and entrepreneurs" (Williams, 2008, p. 46), and this effectiveness is demonstrated through their emotional-intelligence skills, involving self knowledge, social intelligence, and the understanding of others. "Principals with [emotional-intelligence] competencies are better able to identify challenging and realistic school improvement goals, keep their eyes on the prize even in the midst of instability, make decisions that further established goals and think out of the box" (Williams, 2008, p. 46). Furthermore, the findings showed that outstanding principals use coalition building and public-relations strategies at significantly higher rates for conceptualization and adaptation to the external environment. Community partnerships, involving organizational leaders and social-service agencies/police were also referenced more frequently by outstanding principals than typical principals.

While typical principals focused on "reciprocity aspects of relationship building," outstanding principals focused "on alignment-view relationship in the context goals" (Williams, 2008, p. 48). This study provided evidence of the value of emotional and social intelligence of an effective urban-school principal. Williams (2008) suggested

development of hiring practices that would take into consideration social- and emotional-intelligence competences. Likewise, urban-leadership preparation programs can be enhanced by incorporating professional development that increases the candidates' social and emotional intelligence.

Nevarez and Wood (2007) also shared a leadership model for developing urban-school leaders and their function in urban schools. The Leadership in Diversity Continuum Model is based on the framework of Helms' (1990) racial-identity development theory and Bennett's (1993) developmental model of intercultural sensitivity. Helm's (1990) framework includes the following six stages one goes through in a racial/ethnic group: (a) contact, (b) disintegration, (c) reintegration, (d) pseudoindependence, (e) immersion–emersion, and (f) autonomy. Bennett's model is comprised of the following six stages of intercultural sensitivity: (a) denial, (b) defense, (c) minimization, (d) acceptance, (e) adaptation, and (f) integration (as cited in Nevarez & Wood, 2007). Nevarez and Wood addressed "how the identity and view of leaders can help to inform their leadership styles and approaches in seven stages of leadership (prohibiting, segregation, color-blind, pretext, recognition, value, and affirmation)" (p. 276).

Nevarez and Wood (2007) looked at the challenges that are encountered by urban school leaders, "such as low socio economics, low representation of leaders of color, cultural differences with their students, and academic underachievement of students" (p. 267). They also discussed the challenges of urban teachers and the importance of knowing the urban-school climate and culture. Their model demonstrated the development of urban leaders in areas of cultural diversity. Furthermore, in urban

schools, leaders who knew their own identities through self-reflection and knowledge were found to be identified as transformational leaders. Nevarez and Wood believed that transformation leaders "will help to create positive school climates, which may ultimately play a role in promoting a type of society that we have yet to achieve" (p. 277).

Using the theoretical framework of emotional intelligence, Condren et al. (2007) conducted a study to investigate the "relationship between emotional intelligence and gender of the principal, and the teacher's perceptions of the principal's leadership effectiveness" (p. 1). Research by Condren et al. was conducted in a Midwest state and consisted of 32 principals and 160 randomly selected teachers. Condren et al. used a *360 approach*, which involved self-reporting and subordinate feedback, in order to gain a well-rounded perspective from both the leaders and teachers.

In particular, Condren et al. (2007) looked at three research questions relating to (a) emotional intelligence and key elements of leadership, (b) specific areas of leadership from the view of teachers and their opinion of effective leadership, and (c) whether gender demonstrates a connection between emotional intelligence and effectiveness of leadership. Results indicated that based on teacher perception, emotional-intelligence behavioral levels positively influenced leadership effectiveness. In relation to gender, for female principals emotional-intelligence levels increased as their leadership effectiveness increased. For male principals, the findings indicated that leadership effectiveness decreased as emotional-intelligence levels increased (Condren et al.).

Condren et al. (2007) disaggregated data by school level and leadership effectiveness. The analysis provided additional insight about the relationship of gender and the impact it has on emotional intelligence and effectiveness of leadership. It was

found that female principals in elementary schools demonstrated a strong positive correlation between emotional intelligence and all areas of leadership success. Unlike elementary-level principals, high school-level female principals' results indicated an inverse relationship between emotional intelligence and certain leadership areas. These areas included "areas of challenging the process, enabling others to act, and encouraging the heart" (p. 6). For male principals, no statistically significant relationship was found in elementary schools regarding emotional intelligence and the various leadership-effectiveness areas. Negative relationships were demonstrated in the analysis of middle schools and high schools for male principals in the context of leadership effectiveness (Condren et al.).

Although female principals were found to have a strong positive association between emotional intelligence and leadership effectiveness in elementary schools, it was found that a disconnect existed in the relationship between emotional intelligence and leadership effectiveness in middle- and high school settings for both male and female principals (Condren et al., 2007). The study proposed that emotional intelligence was valued as an asset for principals; therefore, the researchers encouraged school-administration leadership-development-program planners to consider emotional intelligence as a key component of a program (Condren et al.). Because emotional intelligence can be developed (Goleman, 1997), school principals can learn to improve in their intrapersonal skills and develop a better understanding of others' emotions; thus allowing principals to become more effective leaders. Introducing aspiring school principals to the concept of emotional intelligence in preparation programs can lead to

practicing skills to increase their awareness of themselves and others and allow school principals to be more prepared for their first administrative assignment.

Reed (2005), a former superintendent of Jackson Center Local School District in Jackson Center, Ohio, in his dissertation, *Elementary Principal Emotional Intelligence, Leadership Behavior, and Openness: An Exploratory Study*, investigated the relationship of teacher's decrement of emotional intelligence by principals and in the school climate, how principal leadership behaviors were formed by emotional intelligence, and how school climate was affected by teacher's perception of principal behavior. The population consisted of 67 schools. Reed had three hypotheses: "the greater the emotional intelligence of a principal, the more enabling the principal's style" (p. 78), "the greater the emotional intelligence of a principal, the greater the openness of the principal" (p. 79), and "the greater the enabling principal leadership style, the greater the openness of the principal" (p. 80).

Reed's (2005) sample consisted of 67 principals and 1,598 teachers from public elementary schools throughout Ohio. There were three instruments used to conduct the study: the Emotional Competence Inventory (ECI-2), a 72-item scale for 18 competencies in four clusters of emotional intelligence: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management or social skill (Boyatzis & Sala, 2004); the Organizational Climate Dimension for Elementary Schools (OCDQ-RE), a 42-item scale used to evaluate climate identifiers in relationship to principal and teacher openness in elementary schools with directive and restrictive dimensions of principal behavior, and the following three dimensions of teacher behavior: collegial, intimate, and

disengaged (Hoy, 2009); and a questionnaire developed by a research team for the purposes of the study (Reed).

Reed (2005) found that there were "strong significant correlations between virtually every emotional intelligence competency with virtually every leadership style" (p. 145). Reed suggested:

> perceptions of principal emotional intelligence may not only be strongly correlated to enabling principal leadership behavior that helps individuals and groups achieve success, but principal emotional intelligence may also be a necessary condition for fostering enabling bureaucratic structures that systematically guide problem-solving and aid organizational decision-making (p. 149).

Reed further concluded that emotional intelligence could possibly be a prerequisite to enabling leadership and a critical piece in "fostering the openness of school climate as well as facilitating enabling principal leadership" (p. 164).

On behalf of the Ontario Principals' Council, a leadership study on emotional intelligence, sponsored by the Ministry of Education and Training in the province of Ontario, Canada, explored the relationship between school leadership and emotional intelligence (Stone et al., 2005). In particular, the "project sought to identify key emotional and social competencies required by school administrators (principals and vice-principals) to successfully meet the demands and responsibilities of their positions" (Stone et al., p. 3). There were 187 men and 277 women from both elementary and secondary school sites in nine school districts in Ontario. The average length of service as a school principal was 5.4 years and 3 years as a vice principal, with a mean of 22.4 years in education as a whole. Participants completed the Bar-On EQ-i (Bar-On, 1997a). The Bar-On EQ-i was evaluated on four primary scales: (a) intrapersonal, (b) interpersonal, (c) adaptability, and (d) stress management (Stone et al.).

Stone et al. (2005) found that women demonstrated higher interpersonal intelligence than men. Both men and women were alike in leadership ratings, which consisted of "task-oriented leadership," "relationship-oriented leadership," and "total leadership" (Stone et al., p. 16). "Principals, however, were rated higher than vice-principals by their supervisors on task-oriented leadership, relationship-oriented leadership, and total leadership. Vice-principals, on the other hand, were rated higher by their staff on relationship-oriented leadership" (Stone et al., p. 6). It was thought that because vice principals interact on a more regular basis with staff, principals may rate lower in the relationship-oriented leadership category.

Findings by Stone et al. (2005) also indicated that "the above average leadership group scored higher than the below average leadership group on total [emotional intelligence] and all four broad dimensions (intrapersonal, interpersonal, adaptability, and stress management)" (Stone et al., p. 7). Based on these findings, it was evident that emotional intelligence is a significant factor in school leadership. Stone et al. encouraged schools to consider professional development that fostered development in the areas of emotional self-awareness, self-actualization, empathy, interpersonal relationships, flexibility, problem solving, and impulse control.

Another study conducted in Finland evaluated urban principals' emotional-intelligence competencies from the perspective of teachers (Nokelainen, Ruohotie, & Tirri, 2007). Based on Goleman, Boyatzis, and McKee's (2002) four domains of emotional intelligence, Nokelainen et al. used a quantitative approach, using "a 51-item self-rating Likert-scale Emotional Leadership Questionnaire (ELQ)" (p. 1), to conduct the study with 124 teachers. The study involved "teachers from four comprehensive and two

upper secondary schools" (Nokelainen et al., p. 1). Results indicated that "principals were able to keep disruptive emotions and impulses under control; they were able to adapt to new challenges and see the upside in the events" (Nokelainen et al., p. 10).

Urban School Leadership Styles Related to Emotional Intelligence

There is no leadership style that describes all that an urban school principal needs to know, but there are some styles that incorporate skills and insights necessary to build success and cohesion in urban school. Situational leadership, transformational leadership, and servant leadership, with an underpinning of an emotional-intelligence-leadership theoretical framework that stems from multiple intelligence theory, will be further discussed in the literature review to explain the leadership of urban schools.

Situational Leadership

The situational approach is a leadership style that is easily understood and applicable in the real world, especially in urban schools. It has been used by many organizations, including Fortune 500 companies. Hersey and Blanchard (1996) introduced the theory of situational leadership in 1969, which defines the strategy of leadership by the behavior of the subordinates. The theory encompasses both directive (task oriented) and supportive (relational) leadership behaviors. Additionally, the theory states that depending on an employee's age, gender, and cultural background, they may respond differently to figures of authority in a work situation (Northouse, 2007).

Situational leadership definitely requires the leader to be able to adjust and handle the employer–employee relationship at varying stages as the employee develops, and this requires communication and openness. "Having a larger repertoire of emotional intelligence strengths can make a leader more effective because it means that the leader is

flexible enough to handle the wide-ranging demands of running an organization"

(Goleman et al., 2004, p. 84).

Situational leadership is salient for urban-school leaders, because the challenges

of these sites and districts call for leaders who have appropriate foresight and deep

understanding of the environments' diverse cultures and climates. To improve urban

schools academically, and in order to promote safe-learning environments, leaders

require strong situational leadership skills that are adaptive in challenging social and

economic climates, both on site and in the larger community where the school is located.

Urban-school principals have to adjust their styles according to needs that arise, requiring

them to adapt to situations in order to provide appropriate direction and support.

Johnson, author of *Dance of Leadership*, described how leaders could "identify

their own leadership styles, match styles to situations, understand the difference in the

leader and follower roles and value the strengths of diverse leadership approaches" (as

cited in Farrington, 2007, p. 7). Johnson defined different types of leadership and

connected them to "five rhythms of leadership": (a) Flowing leadership style that requires

the leader to take small steps to stay on track while meeting the overall goal and know

how to shift the flow of energy through the organization as needed; (b) Staccato

leadership style requires the leader to "control, motivate, direct and protect by any means

to minimize causalities," applicable in matters needing immediate attention; (c) Chaos

leadership style requires leaders to "have a sense of humor" or engage their staff by

telling a "story to give heart to people" because there is uncertainty and the situation at

hand is not predicable; (d) Lyrical leadership style requires the leader to keep followers

involved, engaged, and committed while meeting the needs of the organizations and

being able to manage conflict and maintain healthy relationships; (e) Stillness leadership

style requires to leader "to be the change that she wishes to see" (Farrington, pp. 7–8).

Johnson's five rhythms of leadership require leaders to know who they are and

what drives them in order to understand their leadership style (Farrington, 2007). In line

with Goleman's (1997) work on emotional intelligence, once leaders knows their

leadership style, Johnson suggested they are able to "flex it out" (Farrington, 2007, p. 8)

and adapt as needed. Likewise, leaders in urban settings who are more in tune with the

rhythm of their school or community through self-knowledge can be adaptive and

flexible to the changing situational needs of the school and community.

As Johnson reflected on Goleman's (1997) work, Bjerknes and Paranica (2002)

also built upon Goleman's (1997) work of emotional intelligence. Bjerknes and Paranica

(2002) discussed managing and resolving conflict, a key component of situational

leadership. They maintained that in order to manage and resolve conflict, it is first

important to understand oneself. This entails self-awareness, one's aptitude to regulate

their own behavior and thoughts, and the skill to motivate oneself during difficult times

(Goleman, 1997). As one understands the self, it is easier to also develop in the other two

emotional-intelligence competencies: empathy and the ability to build healthy

relationships. Bjerknes and Paranica noted that self-reflection plays an important role in

resolving conflict with others.

Goleman (2000) suggested that individuals are less effective in being

understanding and empathetic if they are not able to self-regulate and self-motivate. Once

a person is able to resolve conflict internally, understanding the other becomes more

manageable. In turn, healthy relationships are developed and fostered through motivation

and empathy. Bjerknes and Paranica (2002) indicated that emotional intelligence is a key component in situations requiring conflict resolution. Bjerknes and Paranica's research is applicable to urban settings and urban leadership because there is constant conflict in urban surroundings, and leaders would benefit greatly by applying the emotional-intelligence framework when resolving conflict.

Because the work of urban-school principals is demanding, and challenging situations arise daily, it is vital for leaders to be compassionate and display empathy. "In general, the more emotionally demanding the work, the more empathic and supportive the leader needs to be" (Goleman et al., 2004, p. 17). The climate of an organization "can account for 20 to 30 percent of business performance" (Goleman et al., 2004, p. 18), and the climate is directly related to the tone of leaders. The same holds true in an educational setting. Principals help set the cultural tone of the school. If the principal displays understanding and compassion, the school climate will mirror the same culture. In other words, the leader's emotions directly impact the emotions of people in an organization.

The Consortium for Research on Emotional Intelligence in Organizations conducted a study (Sala, 2001), using a 360 degree approach, to investigate the relationship between emotional intelligence by exploring self–other contradictions and job level. Sala "hypothesized that self–other discrepancy scores will be higher for those individuals who have higher level jobs" (p. 1). Of the 1,214 participants, 736 (61%) were male and 462 (38%) were female. "Five percent of the populations was between the ages of 20–29, 21% were between 30–39, 28% were between 40–49, 16% were between 50–59, 2% were over 60", and 30% did not provide age data" (Sala, p. 1).

Using the Emotional Competence Inventory, a multirater survey instrument (Boyatzis & Sala, 2004), participants evaluated themselves and were rated by their peers, managers, and direct reports, thus allowing for 360-degree feedback (Sala, 2001). Sala confirmed the hypothesis, indicating that "higher level participants consistently rate themselves higher than others" (p. 3). As higher level leadership is usually removed from the daily operations of an organization, building meaningful relationships with staff can raise challenges for leadership. Sala suggested that there are also fewer opportunities for feedback. In order for leaders to understand the needs of their organizations, it is important to continually foster relationship building by adapting to the environment's climate and managing the organization according to the situation. This is also relevant to urban schools and communities. Urban leaders need to have a constant sense of the school and the surrounding community in order to adequately serve the needs of staff, teachers, students, and parents.

The National College for School Leadership (Leithwood et al., 2006), in the United Kingdom, identified successful leadership and how it influenced learning. The following questions were addressed Leithwood et al. (2006) addressed: a) What successful leaders do?, b) "How are those practices distributed across people in the organization?" (p. 17), c) What are the roots of successful leadership practice?, and d) How does successful leadership influence learning? In order to identify successful leadership and how it influence academic achievement, the National College for School Leadership looked at empirical and peer-reviewed published research resources that involved school contexts and nonschool contexts (Leithwood et al.).

Furthermore, Leithwood et al. (2006) also looked at educational standards that identify school-leadership practices, skills, and dispositions that were related to effective leadership. Along with standards reviewed from England, Queensland, Australia, and New Zealand, Leithwood et al. also reviewed the ISLLC standards from the United States. Leadership was defined by researchers as having "direction and influence" (Leithwood, et al., p. 11), aimed at achieving stability and improvement. Four core practices of successful school leadership were identified: (a) setting direction—vision, goals, and high-performance expectations; (b) developing people— individualized support/consideration, emotional understanding and support, intellectual stimulation, and modeling; (c) redesigning the organization— building a collaborative culture, structuring the organization to facilitate work, and creating productive relations with families and communities; and (d) managing the instructional (teaching and learning) program— staffing, resources, monitoring, and buffering staff from distractions to their core work. (Leithwood et al.).

Leithwood et al. (2006) made connections between key alternative-leadership models and the four core leadership practices. These models consisted of the Ohio State model, the contingency-theory model, the participative-leadership model, the situational-leadership model, path-goal theory, the vertical-dyad-linkage model, leader–member exchange theory, individualized-leadership theory, transformational and charismatic leadership, substitutes for leadership, romance of leadership, self-leadership, and multiple linkages (Leithwood et al.).

Leithwood et al. (2006) described leadership as distributed across people in an organization. The foundation consisted of shared-, collaborative-, democratic- and

participative-leadership contexts. Leithwood et al. maintained that successful leadership practices were rooted in both cognitive characteristics (intelligence, problem solving, and knowledge) and affective characteristics (personality, motivation, social-appraisal skills: emotional understanding, and values). According to Leithwood et al., "evidence we [researchers] reviewed indicates that social intelligence and emotional understanding have a moderate to strong relationship with leadership success" (p. 80).

To address how successful leadership influences learning, both follower and leader perspectives were considered. According to Leithwood et al. (2006), there was "a significant influence on [teachers'] practices depending on the extent to which they were perceived to be in possession of four forms of 'capital" (p. 89). The four forms of capital were: human, cultural, social, and economic capital. The researchers (Leithwood et al.) indicated they identified with Yukl and Chavez (2002) who explained the various influence tactics that leaders use to promote learning. The tactics identified were rational persuasion, apprising, inspirational appeals, consultation, ingratiation, personal appeals, exchange, coalition building, legitimating tactics, and pressure. Rational persuasion, consultation, collaboration, and inspirational appeal also related back to transformational-leadership concepts (Leithwood et al.).

Leithwood et al. (2006) determined that a teacher's internal state such as personal "histories, beliefs, identifies, qualities, knowledge and skills" (p. 86), was influenced by external events and impacted academic performance. They noted, "If teachers' emotions and cognitions shape their instructional practices and impact on students, then modifying and refining those conditions is clearly an important source of leaders' indirect influence on pupil learning" (Leithwood et al., p. 93).

Leithwood et al. (2006) also identified key pieces that impact academic success. Classroom conditions (workload complexity, student grouping, and curriculum), school conditions (amount of workload, school organization policies, culture, professional community, academic polices, partnerships with the community, retention and promotion policies, instructional teaching and learning program coherence, and partnership with parents and the wider community), and conditions in the home were all found to be factors that effected academic success (Leithwood et al.).

Transformational Leadership

Whereas the situational approach adapts to the needs and development of subordinates, transformational leadership is a style that encompasses the process of changing and transforming employees. Downton (1973) coined the term, transformational leadership. By the late 1970s, Burns (1978) expanded Downton's term and the approach became an integral part of leadership development, and continues to be an important aspect of leadership theory (Northouse, 2007).

Northouse (2007) explained that the theory of transformational leadership focuses on emotions, principles, morals, values, and longstanding objectives, while evaluating the followers' motives and satisfying their needs. It calls for the leader to be visionary and charismatic, fostering environments where followers are influenced on a one-to-one basis, resulting in the transformation of entire organizations. Transformational leadership raises the level of motivation because it actively engages all participants—leaders and followers—thus creating a connection and sense of ownership (Northouse). The leader is concerned and attentive to the needs of others. Mohandas Gandhi, Dr. Martin Luther

King, and current president Barack Obama are excellent examples of transformational leaders.

Transformational leadership is focused primarily on developing followers to their fullest potential through motivation and support, which is similar to the coaching leadership style (Goleman et al., 2002). A transformational-leadership style clearly demonstrates an underpinning of emotional intelligence and how the power of self-knowledge can be used to motive and support others (Goleman et al., 2002).

The Great Valley School of Graduate Professional Studies at Pennsylvania State University conducted a study to determine the purpose of emotional intelligence using the context of self–other and emotional intelligences' relationship to transformational-leadership perceptions (Sosik & Megerian, 1999). Participants included three groups: (a) 63 managers, (b) 192 subordinates, and (c) 63 supervisors who reported to the managers. The study was conducted in a large business information-technology setting. In order to predict transformational leadership, nine measure of emotional intelligence were used. These nine measures consisted of three measures each of self-awareness and empathy, and one measure each of emotional intelligence, self-motivation, and relationship management (Sosik & Megerian).

Sosik and Megerian's (1999) research demonstrated that managers who were more self-aware were rated higher by subordinates and supervisors than managers who were not self-aware. Self-awareness was defined as "one's ability to self-observe, results from dispositional attributes such as purpose in life, private self consciousness (attentions to one's inner thoughts and feelings, and public self-consciousness (general awareness of self as a social object" (Sosik & Megerian, p. 369). Based on their findings, Sosik and

Megerian further suggest that organizations should encourage leadership-development opportunities that foster "aspects of EQ (especially self-awareness), transformational leadership, and performance" (p. 387).

As leaders are constantly working to bring an organization to the next level of success, it is imperative that leaders display the four key behaviors of transformational leadership: charisma, motivation, intellectual stimulation, and human relationships (Bass, 1990). All these behaviors require emotional intelligence in relationship to self-awareness first, and then understanding others. Sosik and Megerian (1999) emphasized the importance of leaders having self-knowledge in order to manage and operate effective organizations, including schools and communities

At the University of Nebraska-Lincoln, Department of Agricultural Leadership–Education and Communication, Barbuto and Burbach (2006) conducted a study to determine the association between emotional intelligence and transformational leadership. The researchers conducted a field study comprised of 80 elected community leaders from the Midwest of the United States and 388 direct reports, who were selected by the leaders themselves. Barbuto and Burbach used the framework of emotional-intelligence measurement from Carson, Carson, and Birkenmeir (2000) to look at five casual factors in relationship to transformational leadership: (a) empathic response, (b) mood regulation, (c) interpersonal skill, (d) internal motivation, and (e) self-awareness (p. 53). Self-reported and rater-reported scales demonstrated empathetic response and leaders' interpersonal skills to have a positive affiliation with emotional intelligence and transformational leadership. Self-reports of mood regulation were inversely related to effective leadership (Barbuto & Burbach).

Leaders' internal motivation demonstrated a modest relationship with emotional intelligence and transformational leadership. Of most surprise was the result of the self-reported scale of self-awareness. A negative relationship was found between self-awareness and effective transformational leadership (Barbuto & Burbach, 2006). Overall, Barbuto and Burbach found a stronger relationship between emotional intelligence and transformational leadership of self-reports, in comparison to rater-reports. This could be due largely to personal perception, ego, and bias. Applied to urban schools and communities, emotional intelligence and transformational leadership can serve to be extremely valuable when coupled with situational and servant-leadership styles.

Servant Leadership

The concept of servant leadership emerged in the early 1970s, in the time period between the emergence of situational-leadership theory in the 1960s and that of transformational-leadership theory in the mid-1980s (Northouse, 2007). The term *servant leadership* was coined by Greenleaf (1970) and has deeply impacted leadership theory over the past 3 decades (Spears, 1998; Arkin, 2004). Servant leadership encourages a strong tone of moral behavior for leading a group of individuals. It stresses the importance of leaders being attentive, empathetic, caring, and nurturing to followers. Servant leadership emphasizes that, to be a leader, one has to first become a servant, meaning to serve others. The goal of the servant leader is to help followers grow and to become aware of their own potential, resulting in the leader being enriched by helping followers to grow personally and collectively, as a group (Greenleaf, 1972).

The concept of servant/ethical leadership is very similar to transformational leadership, but stresses the service aspect. The concept of servant leadership emerged

from a novel called, *The Journey to the East,* by Herman Hesse (as cited in Greenleaf, 1972). The story is about a servant named Leo, who leads a group of travelers on a mythical journey. Leo performs menial chores, while keeping the group cohesion by means of his presence through his spirit and song. At one point in the story, Leo disappears, at which point the group connection unravels and the journey is deserted (Spears, 1998). The moral of the story is that though Leo was not behaving commensurate with the traditional form of leadership, he was leading by caring and nurturing the group; that, in turn, gave the followers confidence and comfort.

Like Leo in *The Journey to the East*, servant leadership fosters the building and development of the followers. Servant leadership is about leading with love and care, while ensuring that everyone in the organization is valued. By doing so, a leader is able to build a strong foundation of trust and respect, resulting in a more cohesive and collaborative organization (Greenleaf, 1970).

Servant Leadership and Emotional Intelligence

Nuttall (2004), a Certified Management Consultant and a British Association of Counseling and Psychotherapy registered counselor, has spent several years as a leader and consultant for companies in the UK and Europe. In an article, *Modes of Interpersonal Relationship in Management Organisations,* Nuttall looked at how emotional intelligence and servant leadership affect management and organizational performance. Nuttall used Clarkson's psychotherapeutic five-dimensional framework from *Changes in Organizations* (as cited in Nuttall), Nuttall's personal experiences as a management consultant, and management vignettes to understand individual, group, and organizational behavior in the context of interpersonal relationships in leading organizations.

Nuttall (2004) referenced Clarkson's five dimensions of psychotherapy: working alliance, the transferential, the developmentally needed, the person-to-person, and transpersonal modes of relationship. Nuttall suggested that just as there is an understanding between the therapist and the client in psychotherapy, an organizational setting has an understanding or agreement between employees and employer. This comes in the form of an employment contract, company policies and procedures, and agreements between executives and clients (Nuttall). The signs of effective alliances for creating a collaborative endeavor are based "not on expectations but on a realistic understanding and skepticism of each member's competencies and motives, in other words, in spite of each other's perceived attributes or deficiencies" (Nuttall, p. 18).

Transferential modes in psychotherapy are experiences that are based on past relationships (personal and professional), conscious and unconscious thoughts, personal drive, emotions, personal paradigms, and so forth (Nuttall, 2004). When applied to interpersonal relationships in organizations, individuals emulate personal paradigms in their workplace unconsciously (Nuttall). Thus, being emotionally intelligent and being self-aware allows an individual to understand the transferential mode and how their past understanding and experiences are impacting their role in the organization.

The developmentally necessary mode in psychotherapy is the dimension where the therapist listens to the client (Nuttall, 2004). Likewise, in interpersonal relationships it is vital for the manager to listen to the employees, senior leadership, and clients, in turn providing encouragement and support. By leaders perceiving themselves as servant, they are able to provide a sense of hope and a safe place for genuine conversations. The leader is capable of understanding the needs of the others and allow others to come to their own

understanding, which plays into the fourth dimension of psychotherapy, the person-to-person mode of relationship (Nuttall).

The person-to-person dimension is when the therapist helps the client heal by being genuine and emotionally intelligent (Nuttall, 2004). "It is a difficult mode for many mangers to maintain as it requires the ability to tolerate uncertainty and the anxiety that come from interface with others and the environment" (Nuttall, p. 23). It requires "openness, self-awareness, and self-disclosure" and "is based on an acceptance of, and respect for, the humanness of others" (Nuttall, p. 24). As with emotional intelligence, organizational management has to demonstrate the ability to build honest and genuine personal relationships with employees. Finally, the transpersonal mode of relationship is the chaos-and-complexity-theory dimension of psychotherapy (Nuttall). It is when events and situations do not have a defined formula and operate at a higher level, with an underpinning of trust and faith (Nuttall).

Urban leaders benefit from applying the five dimensions of psychotherapy to school communities. Urban leaders need to be able to build strong working alliances that are based on realistic understandings and expectations. To have genuine understanding requires self-awareness through reconfiguration of past events and experiences, demonstrated through a transferential mode of relationship. The developmentally necessary mode of relationship and person-to-person mode of relationship stress the value and importance of the leader having self-awareness and self-understanding (Nuttall, 2004). Furthermore, these dimensions enabled a leader to have empathy, listen more effectively, understand, build trust, and respond realistically in serving and meeting the needs of the school, comprised of parents, students, teachers, and district administration.

The transpersonal mode of relationship requires the leader to trust their organization (Nuttall).

As Greenleaf (1972) explained, "Trust has come to be seen in these times as the indispensable element in the kind of world most people are determined to live in. And those holding power are no longer sufficiently trusted" (p. 7). Leaders need to trust their followers and followers need to trust their leaders. Ultimately, leaders are responsible for developing and fostering environments where trust is built and maintained. Because urban schools have several challenges, including socioeconomic issues and low academic performance, it is vital for urban leaders to lead their organizations with trust. Nuttall (2004) explained "good management is essentially about harnessing and optimizing interpersonal relationship" (p. 16).

Servant Leadership Applied to Urban Schools

The key role for an urban-school principal is to lead as a servant, meaning to serve others and to maintain humility. Servant leadership requires the principal to have a foundation of morality and to engage in ethical behavior in leading teachers and students. According to Sankey (2007), "If schools and teachers paid closer regard to the individuality of the child, and the development of her/his personal understandings, much of what happens in schools would be improved" (p. 543). In order to address the needs indicated by Sankey, the school principal must understand this dynamic in order for it to be fostered as a part of the school climate. Because teaching is a profession that requires serving and nurturing others, it necessitates the principal to become aware of the developmental needs of teachers and students.

The principal serves the school community by exhibiting emotional intelligence, by being an attentive listener, by giving caring support, and by acknowledging the contributions made by school staff and students. The school environment is able to grow when they have this type of support from their administration. All stakeholders feel valued and respected, resulting in higher self-confidence and empowerment.

An urban principal that embodies the qualities of servant leadership uses the five primary principles of this leadership style: respect others, serve others, show justice, manifest honesty, and build community. In order to have respect, the principal has to give respect. If the leader does not embody this key principle, their word is not credible and they are ineffective in providing directions because no one is willing to listen. This leadership style also calls for the principal to serve the school staff and teachers in a just manner. In other words, the principal has to constantly look at situations from the lenses of teachers and students. As this can be difficult at times, the principal often is self-sacrificing, which can include personally funding projects, or working long hours to support school-sponsored events that take away from the principal's personal commitments.

Summary

Urban schools are extremely challenging, needing leaders who have appropriate foresight and understanding of the environments' diverse cultures and climates. The review of literature for this study examined the school-principal preparation-program framework by focusing on the California administrative credentialing requirements, followed by exploring emotional intelligence and leadership. To specifically understand leadership in urban schools, the review of literature acknowledged emotional-intelligence

leadership in the context of urban schools, including a discussion of challenges faced by principals in urban settings. The review of literature also provided support for the current study by documenting situational leadership, transformational leadership, and servant leadership, each as an underpinning of emotional intelligence.

As the challenges are complex in urban-school settings, urban-school leaders require a high level of emotional intelligence in order to achieve success. Research demonstrates emotional intelligence is a key factor for developing and leading others (Gardner, 1993, 1999; Goleman, 1997; Goleman et al., 2002; Sankey, 2007). The researcher finds emotional intelligence to be a common thread that connects the situational approach, transformational leadership, and servant leadership, the three critical styles required for urban principals to lead urban schools effectively. Situational-leadership style allows the urban principal to adapt to the varying and challenging situations that arise in an urban-school setting in order to manage the environment. To continually help the collective school community move forward and grow, a transformational leadership style is necessary.

The principal has to understand the motives and needs of the staff, students, and parents, in order to help all stakeholders reach their highest potential and to contribute to the achievement of the school. Empathy and the ability to personally relate to others are keys in transformational and servant leadership. By maintaining a tone of integrity and humility, the urban principal is able to serve others by supporting leadership traits in every follower, resulting in sense of empowerment and self-confidence for achieving goals and visions. Chapter III will present the methodology for the present study.

CHAPTER III

METHODOLOGY

Restatement of Purpose

The purpose of this study was to explore and document school-leadership experiences of principals who completed a university program specifically focused on the preparation of urban leaders. The study examined leadership experiences of principals in the context of a school setting, by using the Bar-On EQ-i emotional-intelligence framework to collect data in the following areas: (a) intrapersonal: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence; (b) interpersonal: interpersonal relationships, social responsibility, and empathy; (c) adaptability: problem solving, reality testing, and flexibility; (d) stress management: stress tolerance and impulse control; and (e) general mood: happiness and optimism.

Research Method and Design

The case study entailed a mixed-methods approach, with a concurrent triangulation strategy, using both quantitative and qualitative data. A case study is a research approach in which the researcher examines "in depth a program, an event, an activity, a process, or one or more individuals" (Creswell, 2003, p. 15). According to Merriam (1991), a case study can employ many diverse types of strategies ranging from interviewing and examining documents to testing individuals. A case study is a method that allows the opportunity "to understand a real-life phenomenon in depth" (Yin, 2009, p. 18).

A mixed-methods approach requires the researcher to collect and analyze both quantitative and qualitative data (Creswell, 2003). The use of a mixed-methods approach

to research originated in the field of psychology when Campbell and Fiske (1959) introduced the "multitrait–multimethod matrix" to collect, validate, and confirm data from multiple sources. The practice of using a mixed-methods research design became more common over the past couple of decades across multiple disciplines and has been used increasingly in both private and public-sector projects (Creswell, 2003). In the current mixed-methods case study, the researcher used a preexisting instrument called the Bar-On EQ-i and the demographic questionnaire as the two quantitative instruments. The approval to use the Bar-On EQ-i is provided in Appendix A. Appendix B contains the demographic questionnaire. The open-ended interview protocol (see Appendix C) and the 5-day reflective journal (see Appendix D) were the two qualitative instruments used in the current study.

A concurrent-triangulation strategy is one in which the researcher collects data independently of each approach and gives equal priority to both qualitative and quantitative approaches as a part of the data-collection phase. During the interpretation phase, the two approaches are integrated to strengthen and validate a finding. A researcher requires knowledge of both qualitative and quantitative approaches in order to carry out a successful mixed-methods study with a concurrent-triangulation strategy (Creswell, 2003).

In the current mixed-methods case study, the researcher first disseminated the Bar-On EQ-i to individuals who hold a principal position and had a valid e-mail address. A criterion-based sample, involving diversity in gender, ethnicity, and site level was used to obtain at least a 10% sample for the demographic questionnaire, open-ended interview, and 5-day reflective journal from the population of all individuals who currently held a

principal position and had valid e-mail address on file with the Urban Leadership

Program Coordinator at CSUS and that had responded to the Bar-On EQ-i. Response for

each approach was analyzed independently and given equal priority for emerging themes.

During the interpretation phase, themes from all four instruments were incorporated to

support and confirm the findings.

<p style="text-align:center">Research Setting</p>

The setting for this study was the Urban Leadership Program at CSUS, founded in

1996 by Dr. Lila Jacobs. The program is currently in its 13th year. The Urban Leadership

Program has had 256 graduates. The Urban Leadership Program is a 1-year program that

provides a Preliminary Administrative credential, with an option for participants to use

the same coursework to complete a master's degree in Educational Leadership. The

program's goal "is to graduate change-agents, who are effective in reducing the

achievement gap, in advocating for students, and who are strategic, courageous leaders"

(CSUS, n.d., p.1).

<p style="text-align:center">Population and Sample</p>

The population for the current study consisted of 256 graduates of the Urban

Leadership program. The sample entailed all individuals from the group who currently

held a principal position and had valid e-mail address on file with the Urban Leadership

Program coordinator at CSUS.

Based on the data maintained by the program coordinator, the sample initially

consisted of 26 principals. The Bar-On EQ-i was e-mailed to all 26 current principals of

the Urban Leadership Program at CSUS. Six (23.1%) of the respondents indicated they

were no longer in principal positions. Of the remaining 20 principals, 14 completed the

Bar-On EQ-i, resulting in a 70% response rate. From the respondents of the Bar-On EQ-i, a criterion-based sample, encompassing diversity in gender, ethnicity, and site level was used to sample at least 10% and up to a maximum of 5 participants for the demographic questionnaire, open-ended interview, and the 5-day-guided reflection journal. The demographic questionnaire was completed by all 5 participants. Open-ended interviews were conducted with all 5 participants. The 5-day guided reflection journals were returned by 3 of the 5 participants, resulting in a 60% response rate.

<div align="center">Human Subjects Approval</div>

The researcher received permission to obtain a listing of graduates of the Urban Leadership program who were currently principals from Dr. Lila Jacobs, Urban Leadership Program Coordinator at CSUS (see Appendix E). Prior to collecting any data, the researcher also obtained approval to conduct the study from the CSUS Committee for the Protection of Human Subjects and the University of San Francisco Institutional Review Board for the Protection of Human Subjects. CSUS' human subjects approval is provided in Appendix F and the University of San Francisco's human-subjects approval is provided in Appendix G. A copy of the University of San Francisco's human subjects approval is also be available in the Dean's office, located in the School of Education.

<div align="center">Instrumentation</div>

<div align="center">*Bar-On Emotional Quotient Inventory (EQ-i)*</div>

The online-Bar-On EQ-i is a quantitative self-reporting "assessment of one's emotional intelligence" (Bar-On, 2005, p. 4). The approval to use the Bar-On EQ-i is provided in Appendix A. The Bar-On EQ-i is a quantitative instrument with 133 items that takes approximately 30 minutes to complete. Each item requires the respondent to

rate a response on a five-point Likert-like scale ranging from (1) "very seldom or not true for me" to (5) "very often true or true of me." The instrument contains 5 scales and 15 subscales of emotional intelligence: (a) intrapersonal: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence (b) interpersonal: interpersonal relationships, social responsibility, and empathy (c) adaptability: problem solving, reality testing, and flexibility (d) stress management: stress tolerance and impulse control; and (e) general mood: happiness and optimism. The scores were computer generated and "converted into standard scores based on a mean of 100 and standard deviation of 15" (Bar-On, 2005, p. 4). Table 2 provides the EQ-i Scales and the emotional-intelligence competencies and skills evaluated in each scale.

Validity

Based on several years of studies of the Bar-On EQ-i, the results suggest the construct validity of the instrument "is describing key aspects of emotional–social intelligence" (Bar-On, 2005, p. 11). In six studies, totaling 4,218 participants, the Bar-On EQ-i was found to have "minimal overlap between the EQ-i tests of cognitive (academic) intelligence, which was expected in that this instrument was not designed or intended to assess this type of performance" (Bar-On, 2005, p. 9). Bar-On (2005) also suggested other instruments "such as the Emotional Confidence Inventory and [Mayer-Salovey-Caruso Emotional Intelligence Test], have not yet examined construct validity as robustly as has been done with the EQ-i on larger and more diverse samples" (p. 11).

Table 2

The EQ-i Scales and What They Assess

EQ-I scales		The emotional intelligence competencies and skills assessed by each scale
Intrapersonal		Self-awareness and self-expression:
	Self-regard	To accurately perceive, understand and accept oneself.
	Emotional self-awareness	To be aware of and understand one's emotions.
	Assertiveness	To effectively and constructively express one's emotions and oneself.
	Independence	To be self-reliant and free of emotional dependency on others.
	Self-actualization	To strive to achieve personal goals and actualize one's potential.
Interpersonal		Social awareness and interpersonal relationship:
	Empathy	To be aware of and understand how others feel.
	Social responsibility	To identify with one's social group and cooperate with others.
	Interpersonal relationship	To establish mutually satisfying relationships and relate well with others.
Stress management		Emotional management and regulation:
	Stress tolerance	To effectively and constructively manage emotions.
	Impulse control	To effectively and constructively control emotions.
Adaptability		Change management:
	Reality testing	To objectively validate one's feelings and thinking with external reality.
	Flexibility	To adapt and adjust one's feelings and thinking to new situations.
	Problem solving	To effectively solve problems of a personal and interpersonal nature.
General mood		Self-motivation:
	Optimism	To be positive and look at the brighter side of life.
	Happiness	To feel content with oneself, others, and life in general.

Note. From "The Bar-On Model of Emotional-Social Intelligence (ESI)," by R. Bar-On, 2005, In P. Fernandez-Berrocal and N. Extremera (Eds.), *Psicothema, 18*. 13–25. Obtained permission from Multi-Health Systems to reproduce table.

Reliability

Based on 20 years of studies of the Bar-On EQ-i, the outcomes suggest the

instrument is reliable. In a North American sample consisting of about 4,000 participants,

the Bar-On EQ-i was shown to have a high reliability with an internal consistency

coefficient of .97 (Bar-On, 1997b). Bar-On (2005) as continued to test the reliability, and

the results for internal consistency have consistently affirmed the Bar-On EQ-i to be

reliable.

Demographic Questionnaire

A demographic questionnaire (see Appendix B), consisting of 15 quantitative

items and taking approximately 5 minutes to complete was also used. The questionnaire

asked general information about the participant's background, career, and school. Dr.

Jacobs reviewed the demographic questionnaire for construct validity. Because the

population of current principals was small, a pilot study for reliability was conducted

with 2 current vice principals who were graduates of the Urban Leadership Program.

Open-Ended Interview Protocol

The researcher also integrated qualitative instruments to provide voice and

understanding of the phenomenon being examined (Creswell, 2008). To elicit principal

perspectives, the researcher conducted open-ended interviews using the open-ended

interview protocol (see Appendix C), a qualitative 27-item protocol that took

approximately 30 minutes to conduct. The questions aligned with the Bar-On EQ-i and

were categorized as follows: (a) introduction, (b) intrapersonal, (c) interpersonal,

(d) adaptability, (e) stress management, (f) general mood, and (g) closing. Construct

validity of the open-ended interview protocol was confirmed by Dr. Jacobs. Reliability

was confirmed by conducting a pilot study with 2 current vice principals who were

graduates of the Urban Leadership Program.

Five-Day Guided Reflection Journal

To further strengthen and validate the scores from the Bar-On EQ-i, provide understanding of the demographic questionnaire, and to interpret the open-ended interview protocol, the researcher also used a 5-day guided reflection journal (see Appendix D) with each respondent. The 5-day guided reflection journal was a qualitative inquiry-guided instrument that took approximately 15 minutes each day for 5 days to complete. The questions were guided to align with Bar-On EQ-i areas: (a) intrapersonal, (b) interpersonal, (c) adaptability, (d) stress management, and (e) general mood. The 5-day guided-reflection journal was reviewed by Dr. Jacobs for validity. Prior to conducting the study, a pilot study with 2 current vice principals who were graduates of the Urban Leadership Program was conducted to ensure reliability.

Overall, the instruments used in this study were considered to hold minimal risk to the participant. There was potential that some of the questions may have made the participants feel uncomfortable, but they were free to decline to answer any questions they did not wish to answer or to stop participation at any time.

Pilot Study

Prior to conducting the primary study, a pilot study was conducted to provide reliability for the demographic questionnaire, open-ended interview protocol, and the 5-day reflective journal. Because the population of the current principals was small, the pilot study was conducted with 2 current vice principals who were graduates of the Urban Leadership Program. The researcher tape recorded the interviews and took notes. The demographic questionnaire, interview tape recording and notes, and the 5-day reflective journal were analyzed by the researcher. The pilot study allowed the researcher to

become familiar with administering the three instruments: the demographic

questionnaire, the open-ended interview, and the 5-day reflective journal; and make the

essential changes to streamline and improve the administration of the primary study.

There were no changes made to any of the instruments.

Data Collection

Using the list provided by Dr. Jacobs, the researcher sent an individual e-mail to

all graduates of the Urban Leadership Program at CSUS who currently held a principal

position, which was estimated to be 26 individuals. The informational e-mail cover letter

(see Appendix H) included the link to the online-Bar-On EQ-i, participant identification

and passcode, Information sheet (see Appendix I), and Researcher's Bill of Rights

(Appendix J). The informational e-mail cover letter contained the key elements included

in the Information sheet and Researcher's Bill of Rights, in accordance with the

recommendations provided by Creswell (2003): (a) brief explanation for the purpose of

the web-based instrument, (b) length of time to conduct the survey, (c) participation is

voluntary, (d) process for obtaining contact information to obtain additional information

and ask questions, and (f) explain how data and identity privacy and confidentiality will

be maintained by using the web-based database. Consent was obtained securely online

when the participant accessed the encrypted web-based secure database server through

Multi-Health Systems (MHS) prior to starting.

From the respondents of the Bar-On EQ-i, a criterion-based sample encompassing

diversity in gender, ethnicity, and site level was used to obtain a sample of at least 10%

and up to maximum of 5 participants for the demographic questionnaire, open-ended

interview, and 5-day guided reflection journal. The individuals selected for interviews

were contacted by phone and e-mail to coordinate a date, time, and location to conduct

the interview. The researcher followed-up with an e-mail to confirm the interview date

and time. An Informed Consent form (see Appendix K) and Researcher's Bill of Rights

were provided to participants. In accordance with the recommendations provided by

Creswell (2003), the Informed Consent form consisted at a minimum of the following

elements: (a) brief explanation for the purpose of the interview and study, (b) length of

time to conduct the interview, (c) language stating participation is voluntary, (d) right to

ask questions, (e) process to review the transcripts, (f) explain how data and identity

privacy and confidentiality will be maintained, (g) permission to tape record the

interview, and (h) signature lines for both the interviewee and researcher agreeing to the

terms of the consent form. Because there were no minors participating in the study,

parental consent was not required. The participants and the researcher signed the

Informed Consent form prior to completing any of the instruments. A copy of the

Informed Consent form and Researcher's Bill of Rights were also provided to the

participant.

  For the demographic questionnaire and open-ended interview**,** the meeting took

place at an agreed upon location, which was conducive to open and confidential

communication. To conduct the interview, the researcher arrived at the interview site

prepared with resources to conduct the interview. Throughout the interview, the

researcher tape recorded and took notes. Following the interview, the researcher reviewed

the notes and linked them to the interview questions. Interview tapes were transcribed as

close to the interview dates as possible. An interview transcript was provided to the

participant for review, revisions, clarification and approval, along with the researcher's

assumptions and key points bracketed. If the participant provided clarification or made

revisions to the interview transcript, it was to be provided in writing within 48 hours of

receipt of the transcript document.

For the 5-day guided reflection journal, the researcher reviewed the instructions

and provided a hard-copy and a soft copy at the request of each participant. At the end of

each work day, the participants were to reflect and write-in the journal for 15 minutes. At

the end of the 5th day, the participants e-mailed to the researcher the 5-day guided

reflection journal.

Data Analysis

In an attempt to explore and document school-leadership experiences of principals

who completed a university program specifically focused on the preparation of urban

leaders, the research questions in the current study were as follows:

1. How do principals describe school-leadership experiences in the
   intrapersonal scales of the Bar-On EQ-i?

2. How do principals describe school-leadership experiences in the
   interpersonal scales of the Bar-On EQ-i?

3. How do principals describe school-leadership experiences in the
   adaptability scales of the Bar-On EQ-i?

4. How do principals describe school-leadership experiences in the stress
   management scales of the Bar-On EQ-i?

5. How do principals describe school-leadership experiences in the general
   mood scales of the Bar-On EQ-i?

Descriptive analysis of Items 1 through 15 on the demographic questionnaire and Items 1, 2, 26, and 27 on the open-ended interview protocol provided general information about the participant's background, career, and school, and assisted in describing the principal and the school setting.

As shown in Table 3, the research questions examined leadership experiences of principals in the context of a school setting by using the Bar-On EQ-i emotional-intelligence framework to collect data in the following areas: (a) intrapersonal: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence; (b) interpersonal: interpersonal relationships, social responsibility, and empathy; (c) adaptability: problem solving, reality testing, and flexibility; (d) stress management: stress tolerance and impulse control; and (e) general mood: happiness and optimism. To interpret the Bar-On EQ-i, a group report and a data report in Excel format were obtained through MHS and imported into the Statistical Package for the Social Sciences (SPSS) to obtain descriptive statistics.

To further examine the research questions and also to strengthen and validate the quantitative data collected through the Bar-On EQ-i, the researcher analyzed Questions 8 through 27 on the open-ended interview protocol, which aligned with the Bar-On EQ-i scales consisting of the following categories: (a) introduction, (b) intrapersonal, (c) interpersonal, (d) adaptability, (e) stress management, (f) general mood, and (g) closing. Additionally the researcher analyzed emerging themes that arose in the 5-day guided-reflection journal that aligned with Bar-On EQ-i areas: (a) intrapersonal, (b) interpersonal, (c) adaptability, (d) stress management, and (e) general mood. Table 3 provides a comparison of instruments in relationship to each research question.

Table 3

Comparison of Instruments and Items

Research question	Bar-On EQ-i	Demographic questionnaire	Interview protocol	Reflective journal
#1	1–133	—	8–12,27	1
#2	1–133	—	13–16,27	2
#3	1–133	—	17–19,27	3
#4	1–133	—	20,21,27	4
#5	1–133	—	22–24,27	5
	—	1–15	1–7,25–27	—

After independently analyzing each of the instruments, a concurrent-triangulation strategy was used by the researcher when interpreting the emerging themes for the entire study. Within 30 days after the study was completed, the researcher deleted data maintained by MHS for the on-line-Bar-On EQ-i. The data on the MHS system was permanently removed after the last backup cycle was completed. The demographic questionnaire, open-ended interview, 5-day guided reflection journal, interview transcripts, and interview tapes are maintained in secure locked files at all times and were destroyed within 30 days after the study was completed.

Role of the Researcher

This section explicitly details the researcher's academic and professional background. The researcher is a graduate of the Urban Leadership Program. She received her master's degree in Educational Leadership and Policy Studies from CSUS in 2003, with an emphasis in Urban Leadership and obtained her Bachelors degree in Vocational Education from CSUS in 2001. She also obtained her adult education, vocational education, and administrative credentials from CSUS. In 1997, she completed her

Associate of Arts degree in General Business for American River College in Sacramento California.

Additionally, the researcher has worked more than 17 years for Electronic Data Systems and Hewlett Packard Company, where she has held various positions. She is currently a Legal Contract Administrator III-Auditor at Electronic data Systems/Hewlett Packard. She was also the founder and director of the nationally awarded Electronic Data Systems Job Shadow Program for high school juniors and seniors. The program received several awards locally and nationally, including Most Significant Impact award from Linking Education and Economic Development and a Business Partner award from Sacramento City Unified School District. In 2003, she was the awardee of the 2003 National Women of Color award in Educational Leadership. Her work has also entailed volunteer efforts with community-based organizations internationally. She also taught English as a Second Language for several years to adult learners. The researcher has presented in her areas of expertise, which include urban leadership, school-to-career transformation, project-based management, business and organizational change management using Kaizen methodologies, information-technology compliance awareness, and personal-life balance.

CHAPTER IV

FINDINGS

Introduction

The study explored and documented the school-leadership experiences of principals who completed a university program, specifically focused on the preparation of urban leaders. The study examined leadership experiences of principals in the context of a school setting by using the Bar-On EQ-i emotional-intelligence framework to collect data in the following areas: (a) intrapersonal: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence; (b) interpersonal: interpersonal relationships, social responsibility, and empathy; (c) adaptability: problem solving, reality testing, and flexibility; (d) stress management: stress tolerance and impulse control; and (e) general mood: happiness and optimism. Data obtained from the participants were analyzed using the methodology provided in Chapter III.

The results of the current study are presented in the following order: First, a descriptive profile and description is provided of participants. Second, a short profile is provided to introduce each interview participant and their school site. Third, the findings are introduced using the Bar-On EQ-i themes by restating the research questions and displaying data as follows: (a) descriptive results from the Bar-On-EQ-i, (b) corresponding open-ended interview protocol questions and responses presented in narrative form, including supporting quotes and vignettes, (c) restating the 5-day guided-reflection journal questions followed by responses in narrative form, including supporting quotes and vignettes from participants, and (d) the chapter concludes with a summary.

Participant Profile

Of the 14 participants responding to the Bar-On EQ-i, 3 (21%) were female and 11 (79%) were male. Bar-On EQ-i participant ages ranged from 34 years to 53 years with a mean of 39 years. Five (36%) Bar-On EQ-i participants were African-American, 7 (50%) were Latino, 1 (7%) was Native American, and 1 (7%) was White/European. Five (36%) Bar-On EQ-i participants were principals of elementary schools, 5 (36%) were principals of middle schools, and 4 (29%) were principals of high schools.

The Bar-On EQ-i indicated the 14 principals' overall emotional-quotient score had a range of 34, with a minimum score of 86 and maximum score of 120. The mean emotional-quotient score was 106.1 with a standard deviation of 10.7. The scale mean scores had a range of 6, with a minimum score of 103 and maximum score of 109. The scale mean scores had a mean of 105.2 with a standard deviation of 2.5. The subscale mean scores had a range of 11, with a minimum score of 99 and maximum score of 110. The subscale mean scores had a mean of 104.8 with a standard deviation of 3.1. The overall emotional quotient, scale, and subscales scores for the 14 principals were all above the test mean score of 100 and a standard deviation of 15 (Bar-On, 2005). Detailed results for each scale and subscale are listed below each corresponding research question in this chapter.

From the participants that responded to the Bar-On EQ-i, criterion-based sampling involving diversity in gender, ethnicity, and site level was used to obtain a sample for the demographic questionnaire, open-ended interview, and 5-day guided reflective journal. A maximum of 5 (36%) participants were selected using this criteria. Of the 5, 2 (40%) were female and 3 (60%) were male. All 5 participants' ages ranged

from 35 years to 44 years. Three (60%) of the 5 participants were African American, 1 (20%) participant was Native American and 1 (20%) participant was Latino. The range of total years of experience as a principal was from 1 to 8 years with a mean of 5 years. The range of total years of experience as a vice principal was from 0 to 7 years with a mean of 2.5 years. The range of years from when participants completed the credential to being employed in an administrative position ranged from 0 to 1 year with a mean of less than 1 year.

Four (80%) of the 5 participants were principals of urban schools and 1 (20%) was a principal of a rural school. One (20%) of the 5 participants was a principal of an elementary school, 2 (40%) were principals of middle schools, and 2 (40%) were principals of high schools. All 5 participants were graduates of the Urban Leadership Program. One (20%) of the 5 participants held a Preliminary Administrative Credential and the other 4 (80%) held Clear Administrative Credentials. All 5 participants held a master's degree. Three (60%) of the 5 participants are pursuing higher degrees and are currently enrolled in doctoral programs.

A short profile introduces each of the participants in the qualitative portion of the study, including their school demographics. The participants are presented in the order in which the researcher conducted interviews. To protect participant anonymity, each principal is referred to as Principal followed by a numerical value to provide order of interview and distinction among principals, i.e. Principal 1, Principal 2.

Principal 1

I definitely knew very early that I wanted to be an educator. I went on to go to college to get my degree in education and then my teaching credential and became a middle-school teacher to start off with. After being a teacher for about 6

to 7 years, I wanted to go to the next level and wanted to be an administrator. I just kind of felt like I could just maybe make change at a higher level.

Principal 1 is a female who is between the ages of 35 to 44 years. She is African-American. She completed the Urban Leadership Program. At the time of the current study, she held a Clear Administrative Credential and a master's degree. After completing the credentialing program, she became a vice principal within 6 months. She maintained the role of vice principal for 5 years prior to becoming a principal. She has been a principal for 1 year and is currently working on her 2nd year.

Principal 1 leads an urban middle school. The teaching staff at her school site consists of 2% Asian/Southeast Asian/South Asian, 2% Black/African American, 4% Latino, and 92% White/European. The student demographics at her school site consist of 1% Native American/Alaska Native, 24% Asian/Southeast Asian/South Asian, 22% Black/African American, 19% Latino, 2% Native Hawaiian/Pacific Islander, 26% White/European, and 6% Other.

In 5 years, Principal 1 sees herself being a principal at her current school site.

We have done a lot of positive things at my site, but there are lots of things that I really want to work on still to improve our achievement. Maybe after we have accomplished that and I feel like I am not needed anymore or maybe I've done what I need to do here … I can move on to the next level.

In 10 years, Principal 1 sees herself impacting change at a "higher level," potentially at a district or state level.

Principal 2

I felt that students and schools were something that I wanted to be a part of. I can't really say that I've ever not wanted to be in education. I have always … wanted to be a teacher. That was the only thing I studied in school. It was the only thing I've ever really wanted to do. I don't know what I would do if I were not in education in some capacity. I was one of those teachers that was always at school. So I was a club leader. I was a—this or that. I was on the various site councils and

[wanted] to effect change…I was actually tapped by one of the leaders … asked if I'd want to be the principal.

Principal 2 is a male who is between the ages of 35 to 44 years. He is Native-American. He completed the Urban Leadership Program. At the time of the current study, he held a Clear Administrative Credential and a master's degree. After completing the credentialing program, he became a principal immediately. He has been a principal for 7 years and is currently working on his 8th year.

Principal 2 oversees an urban high school. The teaching staff at his school site consists of 10% Asian/Southeast Asian/South Asian, 20% Latino, 40% White/European, and 30% Biracial/Multiracial. The student demographics at his school site consists of 1% Native American/Alaska Native, 3% Asian/Southeast Asian/South Asian, 20% Black/African American, 27% Latino, 46% White/European, and 3% Biracial/Multiracial.

In 5 years, Principal 2 sees himself being involved in some capacity at a site-level. "I am right now kind of in a transition. I never want to not to be on the campus." He further explained:

> The [district office] want me to start [big picture learning schools] and then staff them and then keep them going. So that's kind of what I see. But at the same time, I will still have an office here [at current school site].

In 10 years, Principal 2 sees himself working in the same capacity of "school innovation." Having contact with students is of key importance to him. He elaborated by sharing:

> Maybe building more schools, but I will still have to be on the site having meeting[s] with kids. I never want to be a clipboard guy … wear a suit, have a clipboard, look around at some school then never see it and that's my interaction with kids. I don't see that—it's [going to] happen.

Principal 3

> I just felt the need to get out and reach a larger group of students. After teaching for a year, I started taking on responsibilities for vice principal and felt that it was time for me to start to reach even a larger group of students.

Principal 3 is a female who is between the ages of 35 to 44 years. She is African American. She completed the Urban Leadership Program. At the time of the current study, she held a Clear Administrative Credential, a master's degree, and was working on her doctorate. After completing the credentialing program, she became a vice principal within 1 year. She maintained the role of vice principal for 1 year prior to becoming a principal. She has been a principal for 8 years and is currently working on her 9th year.

Principal 3 leads an urban elementary school. The teaching staff at her school site consists of 10% Asian/Southeast Asian/South Asian and 90% White/European. The student demographics at her school site consists of 40% Black/African American, 30% Latino, 20% White/European, and 10% unidentified by the principal.

In 5 years, Principal 3 sees herself in a "Associate Superintendent's position or a Director's position." In 10 years, she sees herself continuing to work in education and in a higher capacity.

Principal 4

> I trace back like that moment where I realized it was a large percentage of our [Latino] community that had little to no access to information and then somebody who could kind of help them … probably when I ... transferred to UC ... I think there, it's kind of like when I realized it. I wanted to work in schools. I've worked almost entirely in continuation schools, juvenile-court schools, county schools, and having worked in a number of school districts, they were all almost identical. They were punitive places. They were places with small to no resources. They were places where most of the money was in teacher salaries and then any additional money was spent on remedial curriculum or curriculum for remediation. I wanted to be a part of reform … change ... to do whatever is necessary to change … that paradigm. So that was my motivation … to go to administration.

Principal 4 is a male who is between the ages of 35 to 44 years. He is Latino. He completed the Urban Leadership Program. At the time of the current study, he held a Clear Administrative Credential, a master's degree, and was working on his doctorate. After completing the credentialing program, he became a principal within 2 months. He has been a principal for 8 year and is currently working on his 9th year.

Principal 4 oversees an urban high school. The teaching staff at his school site consists of 17% Asian/Southeast Asian/South Asian, 67% Black/African American, 8% Latino, and 8% White/European. The student demographics at his school site consist of 65% Black/African American and 35% Latino.

In 5 years, Principal 4 sees himself being involved in creating schools that are addressing the needs of all students. In 10 years, he sees himself writing about his career as an educator.

Principal 5

I never planned on going into education. … My old principal … had some students … that he wanted past Alumni to come in and work with who were at-risk students. I came in education as an attendance and behavior counselor. And that was how this journey began. That same principal, who put me in the classroom … was making some decisions that I didn't necessarily agree with. So when he and I sat down to have a conversation, he said, "Well, the only way that you can impact those decisions that are made school wide is to become a principal so you can make those decisions yourself." So I went into the admin program.

Principal 5 is a male who is between the ages of 35 to 44 years. He is African-American. He completed the Urban Leadership Program. At the time of the current study, he held a Clear Administrative Credential, a master's degree, and was working on his doctorate. After completing the credentialing program, he became a vice principal immediately. He maintained the role of a vice-principal for 7 years prior to becoming a principal. He has been a principal for 1 year and is currently working on his 2nd year.

Principal 5 directs a rural alternative middle school. The teaching staff at his school site consists of 10% Black/African American and 90% White/European. The student demographics at his school site consist of 2% Native American/Alaska Native, 7% Asian/Southeast Asian/South Asian, 21% Black/African American, 28% Latino, 38% White/European, and 4% Other.

In 5 years, Principal 5 sees himself sees himself working "in a central office somewhere as either a Director of Educational Services or maybe Student Services. Possibly, in an Associate Superintendent role, be it here in California or be it outside of California." In 10 years, he definitely sees himself as a Superintendent.

> I have kind of set my time clock at 10 years. I should be right about in my first superintendent position. If I am not there, then I have done something wrong. So 10 years—I should be a superintendent.

The 5 interview participants share a commitment to education and maintain a passion to continue to serve in leadership roles in order to bring about positive change for students. Their career aspirations range from remaining as a site-level administrator to working at a district or state level.

The responses to the open-ended interview protocol and 5-day guided reflective journal were each interpreted independently. A concurrent-triangulation strategy was used to interpret data for emerging themes. The findings are introduced using the Bar-On EQ-i themes and restating the research question, followed by quantitative Bar-On EQ-i descriptive statistics, corresponding open-ended interview protocol questions and responses presented in narrative form, including supporting quotes and vignettes; and re-stating the 5-day guided-reflection journal question, followed by responses in narrative form, including supporting quotes and vignettes from participants.

Research Question 1

How do principals describe school-leadership experiences in the intrapersonal

scales of the Bar-On EQ-i?

Bar-On EQ-i Results for Research Question 1

The Bar-On EQ-i indicated the 14 principals' overall scores for the intrapersonal

scale had a range of 36, with a minimum score of 84 and maximum score of 120. The

intrapersonal scale's mean score was 105.9 with a standard deviation of 11.3. The results

for each intrapersonal subscale are listed below in Table 4. As can be seen in Table 4, the

independence subscale had the highest score in the intrapersonal scale. The independence

subscale had a range of 44, with a minimum score of 82 and maximum score of 126. The

independence subscale's mean score was 109.6 with a standard deviation of 12.7. As

further demonstrated in Table 4, the assertiveness subscale had the lowest score in the

intrapersonal scale. The assertiveness subscale had a range of 48, with a minimum score

of 75 and maximum score of 123. The independence subscale's mean score was 98.6

with a standard deviation of 14.7.

Table 4

Bar-On EQ-i Subscale Scores for the Intrapersonal Scale

Subscale	Minimum	Maximum	Range	Mean	Standard deviation
Self-regard	92	116	24	105.6	7.3
Emotional Self-awareness	77	130	53	104.6	15.0
Assertiveness	75	123	48	98.6	14.7
Independence	82	126	44	109.6	12.7
Self-actualization	87	119	32	105.2	9.8

Table 5 provides a comparison of instruments and items in relationship to research question one.

Table 5

Qualitative Instruments and Items in Relationship to Research Question 1

Research question	Bar-On EQ-i	Interview protocol	Reflective journal
#1	1–133	8–12,27	1

Open-Ended Interview Protocol Question 8

Describe the community in which you grew up.

The 5 principals grew up in varying types of communities. Principal 1, growing up, had "a lot of transition" because her father was in the military. During her formative years she explained, "I was one of the few African-American students" and the neighborhood was "not a very diverse community." Principal 2 also grew up with transition because his parents lived in two different communities. One was suburban and the other was inner-city with lots of diversity. Similarly, Principal 3 also grew up in "a couple of communities," but with limited diversity. She recalled:

> I started off in a low-income African American community. The school that I went to was predominantly African American. Then in second grade, I moved to the other side of town, predominantly a White community, middle class. I did have to deal with issues of racism because there were just a few African American students at the school.

In contrast, Principal 4 grew up in a community of "100% Mexicans." Like Principal 2, Principal 5 grew up in a "mixed community."

> You have those who do fairly well. And you have … those individuals who are below the poverty line. But, it is a family community that pretty much looks after one another. It wasn't the easiest community to grow up in.

He further appreciated the lessons he learned because they "made me into the individual I am today."

What type of student were you?

Principals 1, 3, and 5 did well in school. Principal 1 explained, "I was a really good student. I had some very nurturing loving teachers. … The school [was] my safe haven where basically people embrace[d] me and they just supported me 100%." Principal 3 also indicated that she "was a strong student." Principal 5 got into a lot of trouble in his early school years, but overall he did well. He was "more of your A, B" student.

In contrast, Principal 2 explained that he "was a pretty mediocre … student in high school." He did not reach each full academic achievable ability until he reached college. "I ballooned academically in college. And it's my job as a principal to make sure that doesn't happen."

Principal 4 loved school and loved to learn. Because he was born to "a teenage mother" he explained that he was raised with "incredible instability." Therefore, he looked to school "to have provided stability."

> So I looked forward to the hope of that every morning. … At some point, I stopped believing in hope of that because of the instability that it … also created in my life. I would say right around fifth and sixth grade … I started experiencing a lot of low expectations, a lot of … verbal abuse, a lot of physical abuse, [and] a lot of psychological abuse.

He recalled being ridiculed for his penmanship. "I remember … my intelligence, which was related to my penmanship." Furthermore, he experienced racism. The emphasis in the community where he grew up was to mainstream students.

How do we acculturate these brown kids? The community [was] 100% Mexicans and schools were 100% White teachers. So the emphasis was that if we were talking Spanish at anytime including recess … we were suspended or sent home. And the parents were threatened if it happened again, that we'd be kicked out of the school. And of course, all of that was said in English to our parents. And so that kind of colonization happened to us in school as well as the reform of ... how do you sit in your chair, how do you come dressed to school, how do you hold a pencil.

Open-Ended Interview Protocol Question 10

Describe your leadership style(s).

All 5 principals demonstrated a strong underpinning of emotionally intelligent leadership. They stressed the importance of building relationships with students, teachers, and the community. They fostered these relationships through collaborative leadership with the ability to adapt and build strong interpersonal relationships.

Principal 1 explained that she liked "to work with teachers." She believed, "We all have strengths that we are really good at and we all have leadership potential. So I really try to bring that out in my teachers and let them take charge of projects, and we work collaboratively together." Principal 3 also expressed "the best people to learn from are teachers because they know the students best."

Principal 5 offered the importance of a leader knowing when to "pick and pull from different individual's leadership styles." While he valued collective decision making by allowing everyone to have a say, he also realized that he is the school leader.

Being the principal, the final decision stops with me. But, I don't like for my staff to think that they are not being heard and that their ideas and input … fall on deaf ears. So here we kind of make a collective decision. I give them as much autonomy as I can. But at the same time, I try to make sure that they know what their boundaries are, as far as it comes to the students and their responsibilities.

The principals also established the importance of situational leadership. "I have some different modes," explained Principal 2. He further explained:

Just like the students … I take on different styles depending on what is necessary. I've been told that I'm … friendly and accessible. But when I need to turn the corner and have—if some expectations aren't being met, I have that speed as well.

Principal 4 expanded on understanding and authentically "knowing" the students and their community, while truly loving and respecting them through empathy.

Like, really known! I mean like you know what their interests are. You know where they come from. You know nuances about their culture. You know nuances about their learning style. You know, if they like to play video games or if they're playing soccer on the weekends. You know little things.

According to Principal 4, parents and students feel "loved and cared for and respected" when schools "create a culture of a professional community around those things." For example when dealing with discipline, his leadership style entails having a genuine conversation with the student. "Tell me about what your motivation was when you cussed out the teacher? What were you thinking? What were you feeling? What brought you to those words?" Through these conversations, consequences are adapted. But he also tries to "make meaning about life" and help the students reach an understanding as to "how and why they're at the place that [they] are in their life.

Open-Ended Interview Protocol Question 11

How do you reflect on your life?

The 5 principals reflected on their lives with positivity. They appeared to accurately perceive, understand, and accept themselves and their careers. They also reflected and emphasized their family roles and accomplishments. Principal 1 shared:

A lot of pain, a lot of happiness … I think definitely, again, I have never regretted being an educator. It is very rewarding. It brings me a lot of happiness. It really makes me feel that my life has purpose.

Principal 2 is also "happy with the way things are." He shared a balanced perspective between home and work.

I am a firm believer in innovation in schools and I love kids. But I love my family more. And I tell my staff and I tell anyone else, when it's appropriate, family first, health first. Because if you don't have those things in order, it's going to—it might throw you off on the other things in life.

Similarly, Principal 3 is also proud and humble about her accomplishments "I think that if asked the things I'm most proud of; it would be my children and my education." Principal 4 shared that he was humbled "felt pretty lucky, very fortunate to be at the position" he was in. "It definitely affords me time to spend with my kids and we give them a lifestyle that I didn't have growing up. I think that's a blessing for sure."

Principal 5 reflected and appreciated the abundant amount of support he has received from "both family and friends."

I had a lot of opportunities. Some individuals have not had the opportunity to go to college on an athletic and academic scholarship. That opportunity to further my education has opened doors, as well as encouraged me to pursue other … educational endeavors, such as, pursing my master's and now my doctorate. So I have a good life and I am trying to make sure the lessons that I have learned growing up I impart to my children.

Open-Ended Interview Protocol Question 12

Describe yourself in your role of school principal.

While all the principals saw the role of the school principal as an educational leader, they also explained it to be "multi-faceted" with "many distinct components," as was explained by Principal 1. The role of school principal involves building relationships with students, teachers, parents, and the community while also serving as their advocate.

Principals 2 and 5 said, "You are the educational leader." Principal 2 stressed that "the buck stops with you. If some student comes and their needs aren't met, it's on you ultimately." He further shared that he saw his role to know each student.

I know my students not only academically, but anecdotally. I know about their weird uncle. I know about how they get to school. I know that I need to give … Student X a free lunch here or there. And so … the role is to be there.

Principal 3 further explained all the various roles a principal carries out.

I'm a mother to the children. I'm a friend to the teachers. I'm a teacher to students and I'm a teacher to my staff. I'm a learner and I learn from the students. I learn from the teachers and the support staff. When you look at all the roles at the school, there isn't one that I am not. So I am a nurse. I'm a custodian if I need to be a custodian. First and foremost, I am concerned about the well-being of our students. In order for them to learn, we need to make sure that their needs are being met. So I'm the type of person who wants to look at that whole child as a principal in order to make sure we can reach them academically as well.

Principal 4 described himself as not doing things democratically. "There are some times and oftentimes I will make a decision just based on what I think is the right decision." He explained that he will advocate for "kids that don't have a voice at the table."

According to Principal 5:

You must be able to handle everything that comes through your door. So that's the way I pretty much look at it. My job is to make sure that the students receive everything that they are supposed to receive. And that my teaching staff are being on their "A game" every day. So that's how I view my role.

Five-Day Guided Reflection Journal Question 1

How do you feel about your day today?

The 3 principals; Principal 1, Principal 2, and Principal 5, who completed the journal overall, felt good about the 5-day reflection period. Even when the weeks appeared to be exhausting and long, the principals were optimistic. Principal 1 said she was "feeling pretty good" though she was "emotionally drained and tired." In the same way, Principal 2 felt "good" about his day though he had "a busy week … ahead." Principal 5 also had a busy week due to "Red Ribbon Week," a couple of teachers being absent, and him being off for 1 day.

Research Question 2

How do principals describe school-leadership experiences in the interpersonal

scales of the Bar-On EQ-i?

Bar-On EQ-i Results for Research Question 2

The Bar-On EQ-i indicated the 14 principals' overall score for the interpersonal

scale had a range of 35, with a minimum score of 89 and maximum score of 124. The

intrapersonal scale's mean score was 103.0 with a standard deviation of 11.8. The results

for each interpersonal subscale are listed below in Table 6. As can be seen in Table 6, the

empathy subscale had the highest score in the interpersonal scale. The empathy subscale

had a range of 36, with a minimum score of 84 and maximum score of 120. The empathy

subscale's mean score was 104.2 with a standard deviation of 12.1. As further

demonstrated in Table 6, the interpersonal relationship subscale had the lowest score in

the interpersonal scale. The interpersonal relationship subscale had a range of 44, with a

minimum score of 78 and maximum score of 122. The interpersonal relationship

subscale's mean score was 99.3 with a standard deviation of 15.2.

Table 6

Bar-On EQ-i Subscale Scores for the Interpersonal Scale

Subscale	Minimum	Maximum	Range	Mean	Standard deviation
Empathy	84	120	36	104.2	12.1
Social responsibility	88	118	30	103.8	9.9
Intrapersonal relationship	78	122	44	99.3	15.2

Table 7 provides a comparison of instruments and items in relationship to research

question two.

Table 7

Qualitative Instruments and Items in Relationship to Research Question 2

Research question	Bar-On EQ-i	Interview protocol	Reflective journal
#2	1–133	13–16,27	2

Open-Ended Interview Protocol Question 13

Describe your relationship with the district.

Based on the responses from the 5 principals, they appeared to have a good understanding of their relationship with the district, while being socially aware of the political climate of the district. For Principals 3 and 4, their interpersonal relationships with the district were challenging.

Principal 1 believed her relationship is a "good one." At the same time, she felt she could not speak her mind. She stated,

> I am a person who is not a very political person. So I have learned along the way of things that I need to do to make sure that I am in the position to be able to help students and teachers. And sometimes, that is a hard thing to do because my personal convictions are not always in line with the districts convictions, but you have to kind of choose and pick your battles to fight. So I've kind of learned that.

Principal 3 felt her relationship was a "little strained" with some individuals. "With others, they're very appreciative, very welcoming, and very supportive." She was optimistic and looked at it as an opportunity to "repair" tense relationships with the district office. Like Principal 3, Principal 4 also shared his challenges with the district.

> I'd say for the most part, I think the central office of the district, especially people in key roles like the head of the business office, head of HR, and head of facilities. Those are three big issues that affect urban schools tremendously. I would say for the most part it's adversarial. It's met with disdain most of the time. And 9 times out of 10, they're not as willing to even give us what they give everybody else in the district or treat me the same way they will treat everyone

else in the district, meaning other administrators. So it's very contentious for the most part.

Principal 2 did not have a strained relationship with the district. Due to a new superintendent being hired to run the district, his relationship was one full of optimism and transformation. He explained,

> I would say that my relationship with the district is positive, much like my school or the school where I'm currently the principal. They sometimes—they being the district, don't know what I'm up to, but they know 9 times out of 10 its— something good comes out of this crazy weird school—innovative schools is another way to say it—I have the support of my associate supes. We just have a brand new superintendent that I haven't had very much interaction with. But he is pro-charter and pro-our school. So I would say on the whole, it's a positive relationship with the district.

Like Principal 2, Principal 5's relationship was also described as transformational and formative. Currently he is in his 2nd year as a principal within the current district. "My current district is … different."

> It was nothing I particularly imagined when I came in. It's a rural district, and me growing up in an urban setting didn't really know how they would—how I would be received, being a minority. We don't have abundant individuals of color in leadership positions. But, I have been well received. Lots of support, lots of direction and it's been a—it's been a short journey. This is my 2nd year here as principal, but it's been a good journey. So I am looking forward to my time spent with this district.

Open-Ended Interview Protocol Question 14

Describe your relationship with teachers at your school site.

All 5 principals expressed that they have positive and cooperative relationships with teachers at their school site. They have professional relationships that foster open communication. The principals promote a school climate where teachers are encouraged to "think" and voice themselves. The relationships between the principals and teachers emerged as collaborative.

Because Principal 1 is only in her 2nd year of principalship and is new to her site, she felt her relationship the 1st year entailed getting to know the teachers, as well as the teachers getting to know her. She described herself as a person "who sincerely wants to get to know my teachers; not only about what they do at school, but personal life, family, [and] children." She felt it was important to know her teachers as whole people.

Principal 2 felt it is not his "role to be best buds with the folks [teachers]." Yet, he saw himself as a leader that has an open, flexible, and respectful relationship with his teachers. He shared that he does "social things" with his teachers. Like, "team building stuff." He also explained that he is able to adapt his relationship by code switching, and turning "around and say, 'Hey, I need to have a discussion with you as your principal.'" He also explained he understands the varying needs of his teachers. "I usually can accommodate them in some way, shape, or form." Overall, "I believe that we have a positive relationship."

Principal 3 described her relationship with teachers as "excellent!"

> They're very welcoming. I can come into the classroom and teach the class, and we can sit and discuss what they saw. They welcome my comments when I come in and observe in the classroom. And then we're friends. We can go out and have drinks on Friday and go to other things. So … a professional and a personal relationship.

Principal 4 shared a mutually satisfying relationship with his teaching staff by promoting an "intellectually challenging and stimulating and contentious and supportive" work environment. His first year, he had high teacher turnover. But after he shared his learning model of students, he was able to bring teachers that were supportive of the school culture. Since then he has had low teacher turnover.

> I didn't have any teacher turnover last year. So they elected to come back and in the last 3 years; everyone that I've hired has stayed with me. There's no one that

I've hired has ever left. Well, one person, he went to go teach abroad … then stayed in the district.

He believes as educators we are "paid to think."

That's what we do! And if we are not thinking, if we're not thinking about our practice and if we're not thinking and not thinking about our learning, then why are we doing what we're doing? That to me is the very first step in the whole thing. If we're just reacting to … the same kinds of things, that's not thinking, right?

Through thinking, he "creates a loving environment. Sometimes because we think about one another, we think about our practice. But it also pushes on people's buttons. Sometimes because it calls [and] question[s] directly."

Principal 5 had a positive relationship with his teachers, as well. "I try and make sure that I am approachable. I have an open door policy. My teachers can come and talk to me about what they please. It's a very carrying staff."

Open-Ended Interview Protocol Question 15

Describe your relationship with students at your school site.

Just as with the teachers, most principals expressed having positive collaborative relationships with students. Because it was Principal 3's first year and the school was a "high needs school," she shared that she was still "trying to get to know" the students.

Trying to figure out just some of their different needs and things like that. I'm finding out now that I'm [going to] to have to be a little more strict with the students until I get them to where they need to be because they're—at the high-needs school.

Principal 1 prided herself because the students knew her by name. "A lot of times, I think people do not know who their principal is. Kids don't. I don't remember a lot of mine. She further expressed that she builds relationships with students by being visible and accessible.

> I make a point of everyday getting out at lunch time and in the morning and really letting them see me and be visible so they can know that I am there for them. And then really just having honest conversations with them. I mean, letting them know I am approachable. They can come and talk to me, and I am really concerned about how they are doing.

Similarly, Principal 2 regarded his relationship with students to be "positive." "I would say that kids listen to me." Acknowledging that his leadership approach is "unorthodox," he still considered himself to be highly effective at being able to get students to learn and be respectful.

> When I meet with kids because they're having some kind of whatever disruption in the classroom, I get them together and try to do some quick mediation. Kids have seen me in very happy, jovial moods, which normally I am, just by nature.

He also emphasized that students also know when he is serious.

Principal 4 without a doubt expressed his relationship with students at his school site as "kick ass!" Yet, with much humility he indicated, "I love them. I think that they love me and respect me. It's a very kind relationship."

Principal 5 also demonstrated to have a nurturing bond with the students at his school site.

> I am not one of those principals when I walk down the hall all the students don't move to the other side of the hall. You know, it's nothing for a student to come up and for me to give them a handshake, a hug. We talk about everything from football to basketball, to families, to education. I try and make sure that I get to know the students and I have that opportunity since it's a small school.

He elaborated that students "know when you care about them and when you don't." Therefore, he tries to make sure that all of his students know that he is "there for them—no matter what."

Open-Ended Interview Protocol Question 16

Describe your relationship with parents and the community around your school site.

The principals described their relationship with parents and the community

around their school site as a collaborative partnership. Principal 1 used her personal lens

of being a parent.

> I have a good perspective of being a parent. I have a middle-school student who is in the district and also a former student who is in the district, my son. So I really try to look at things from the lens of parent and how they would feel about things. And the bottom line, I think I try to always convey to them, I am working toward—in partnership with you, to help to make the best for your student.

At the same time, she felt it was an area that she wanted to develop in. "I

definitely do need to work on developing more of the community and really

incorporating [parents] into our school site."

Many of the principals shared stories to emphasize their bond with the parents and

the surrounding community. Principal 2 shared his story.

> Last spring, [we were told] there might be a chance of our school being moved and grafted on the back [of a] large comprehensive. So students and their families said, "I want my kid to go to a small school. I don't want them to deal with a huge school." And yet the district because of budget constraints were saying, "Well we'll just stick them … somewhere in one of the wings of [X School]." And we were then invited to go to a facility's meeting and I made it known that we're going to go and see what was going on and it would be wonderful if our community came out. Last year, we had 160 kids. We had just about every one of those kids come and their parents, [come with] a one-day turnaround. So that's kind of … what we do and it's a very supportive, very nurturing scenario, and very truthful. So if parents don't like what it is they are feeling or hearing, I'll know about it, and 9 times out of 10, I'm able to speak to why if this is the way, this is being dealt with. And I learn a lot. I have been doing this for 15 years or 7 years as a principal; I'm learning stuff all the time. And if, like anything else in life, if you shut yourself off from those opportunities, then you are a dummy. And I think that these parents are awesome. And we're an internship-based school. So we rely heavily on community, the community in general.

Principal 3 also demonstrated having an open interactive relationship with

parents.

I try to engage in a lot of discussion with the parents. I try to encourage them to come into the school and visit classrooms and to volunteer at the school. It's been very positive. Parents have given me feedback that I'm out there visible. They appreciate the discussions that we can just engage in, out in the front of the school and things like that.

Principal 4 built his relationships by displaying empathy. He expressed that he has become well equipped to deal with the emotional challenges of the parental community while working in a continuation school setting. He has learned

How to deal [with] parents who are angry at the district, angry at their child, angry at teachers, angry at life, angry at … things like that. Some is self-promoted and some is legitimate. And year after year, [parents] will experience horrific things. … Like this is the district, for example, where the Black population is like 30%. I think that the highest is 27%, and yet they make up like 85% of Special Ed, right, and so … I think if I'm a parent in that community, I'd be kind of pissed-off. … So I think one has to be really skilled that when a parent walks in the door … how you are going to meet their needs. And I've gotten really good at that.

He understands how not to "bring a parent's energy down in their hatred and their frustration." Instead Principal 4 applies "those same things of love and respect to parents"

Principal 5 also shared a story to emphasize his relationship with the parents and the surrounding community.

At the end of each quarter, we have a student celebration. In a small school such as this—an alternative program—some of the students have never experienced any academic success. So our goal here is to celebrate any type of success, no matter how small, no matter how large. We celebrate the small journeys just as much as we celebrate the big journeys. So at the end of the first quarter we had our barbecue and 100% of the items; barbeque, meat, everything was done by parents. Everything was donated by parents. All of the grilling and cooking was done by parents. So my relationship with the parents is really good.

Ongoing, Principal 5 shared that he gets calls regarding the difficulties parents are having with their children. "I have pretty good relationships with [students]. I kind of step-in, have a talk with [students]; kind of a mentoring role, but administrative role at the same time."

At the same time, Principal 5 realizes that the school has "always had an image of being a school for difficult kids. So a lot of the surrounding community kind of stay away. But with the implementation of the new program, the ornamental horticulture program," the community is becoming more respectful. "Some of the people from the surrounding community are already coming over and letting us know if we need any help or support they are here for us."

Five-Day Guided Reflection Journal Question 2

What was your work climate like today?

Overall, the 3 principals that completed the journals described their school climate as being 'good." On days when there were extra activities or when teachers were out, the school climate changed.

Principal 1 described her school climate as being "good' and "calm" over the 5-day period. Likewise, Principal also described the being "good—productive," "fine," "sweet," and "Good." Principal 5 shared that one of his days was "tense due to having two teachers out." On another day, he shared his climate was "settled." But, he went on to share, "Our students come from all socioeconomic backgrounds. So it's kind of like a box of Cracker Jacks. You don't know what prize you have until you open the box." On another day, he indicated the school climate was "amped" but did not provide specifics. In his last reflection, Principal 5 indicated the climate was "festive" because students were "able to come to school dressed for Halloween." Therefore, the climate continually altered at Principal 5's school site.

Research Question 3

How do principals describe school-leadership experiences in the Stress

Management scales of the Bar-On EQ-i?

Bar-On EQ-i Results for Research Question 3

The Bar-On EQ-i indicated the 14 principals' overall score for the stress-

management scale had a range of 40, with a minimum score of 85 and maximum score of

125. The stress-management scale's mean score was 108.9 with a standard deviation of

11.2. The results for each stress-management subscale are listed below in Table 8. As can

be seen in Table 8, the impulse control subscale had the highest score in the stress-

management scale. The impulse-control subscale had a range of 34, with a minimum

score of 88 and maximum score of 122. The impulse subscale's mean score was 108.6

with a standard deviation of 10.2. As further demonstrated in Table 8, the stress-tolerance

subscale had the lowest score in the stress-management scale. The stress-tolerance

subscale had a range of 39, with a minimum score of 86 and maximum score of 125. The

stress-tolerance subscale's mean score was 107.1 with a standard deviation of 11.4.

Table 8

Bar-On EQ-i Subscale scores for the Stress Management Scale

Subscale	Minimum	Maximum	Range	Mean	Standard deviation
Stress tolerance	86	125	39	107.1	11.4
Impulse control	88	122	34	108.6	10.2

Table 9 provides a comparison of instruments and items in relationship to research

question three.

Table 9

Qualitative Instruments and Items in Relationship to Research Question 3

Research question	Bar-On EQ-i	Interview protocol	Reflective journal
#3	1–133	17–19,27	3

Open-Ended Interview Protocol Question 17

What are the most demanding challenges at your school site?

The most demanding challenges at school sites for the 5 principals are coping with budget constraints, time management, student discipline, district-office politics, and the emotional relationship with students, especially when students are faced with negative obstacles. They felt the job always has its challenges and does not end at 5 o' clock. Therefore, they are constantly resolving issues in an effort to serve the needs of their students, teachers, staff, and community while meeting the demands of the district.

Principal 1 explained the challenges of time management:

As a principal, you want to be around your students, you want to visit classes, there are personnel issues that come up. You share data with teachers. There is [the] nuts and bolts work that you do every day. So there really has to be a balance of juggling it all, and I kind of feel that I am working on mastering that. I am doing better this year than I did last year. Where like, I kind of look at my day in chunks; I want to get in the classrooms, [and] I want to see the students. I am trying to connect with my teachers in the morning and after school. I want to definitely incorporate the parents.

She further shared the challenges regarding the school budget.

I would say a challenge is budget, definitely this year and last year. Not having enough money to do [what] we need to do to support our students. We [are] required to provide the same quality of education with less resources. It is a big challenge.

Principal 1 praised her teachers for the support they continue to provide during these daunting economic times.

The great thing about my staff is that they are the staff that again goes above and beyond the call of duty. An example is, we do not have money to fund our homework at the end of this year. So we are trying to figure out how to still make it happen because kids need it. There is no summer school. So basically, our teachers have volunteered. They are doing it for adjunct duty which is a requirement that they have to do two duties a year. But even with that being so, we had a couple of weeks that were not covered. They volunteered their own time to stay after and work in our homework center. So they really get the fact that … we have to do what is best for our kids by any means necessary and they will work on that. So it has been nice. It has been great.

Principal 2 also felt the budget was one of the most demanding challenges at his school site along with students not caring about their learning.

When it's a budgetary thing that I can't fix right away. … Students every once in a while just really don't seem to be demonstrating that they give a [care] about themselves and others. Those are the kinds of—I see their faces in the middle of the night and sometimes that's what gets me. Although I don't bring my work home with me often which is not totally true, cause I do, I would love to have a turn off button.

He further expressed the facilities and resource challenges that are due to budget constraints. Principal 2 wants to ensure his teachers are able to focus strictly on instruction, and he does this by meeting their resource needs.

Serving the teachers and their needs. When I do my job right, all that the teacher has to do and it's a huge all, it's all they have to do is teach. They don't have to worry about that they don't have their pens, or that they're overhead bulb went out, or that a janitor didn't clean their room right, or whatever it is. When I do my job right, all the teachers has to do, and again it's a huge all, is instruction. And when I'm most challenged is when I feel that I didn't provide all the tools for that person to be successful.

At the end of the day, he is not comfortable telling parents and teachers why their school does not have resources due to lack of funds. "I don't want to give those kinds of answers. I mean it's a truthful answer, but it's not something I'm comfortable with."

Principal 3 simply stated: "Behaviors. Student behaviors. Inappropriate behaviors. Dangerous behaviors." For Principal 4 the challenges were more personal.

The emotional connection you have to kids. I went to three funerals last year at the end of the school. Kids who [were] former students from here that were killed, you know. That's always the hard part of the work.

He went on to give another example of an emotional challenge.

You meet a young girl and she's brilliant. And she's kicking butt and you see her going off to a 4-year school. Then the next thing … she's being picked by a dude, like who's 26 and then you don't see her. Then when you see her later, she's pregnant and then … like that's the part that kills you.

Additionally, Principal 4 shared the challenges with the district office. "Then of course, the ignorant adults at the district level are also, you know [challenging]. Where they start putting adult ego-driven decisions to do and some cases not to do things … and that is extremely stressful, as well."

Principal 5 found his demanding challenge to come from raising student and teacher expectations.

I would say … getting the majority of the students to understand that their education is important—to raise their level and their teachers'. The level of expectation for their students, and working with the students whose self-esteem is really low. To get [students] to see their self-worth and take that self-worth and roll those efforts over into their academic efforts in class—so getting them to believe that they can achieve. They are just as smart—as the next person, or the people who are around the corner at the Gate School or whatever if they put their … heart and soul into it. And then letting them know as a staff that we are going to do the same thing. That we are going to give them the support. We are not going to make things easy for them, but we are going to make sure that we provide them the support that will allow them the opportunity to succeed once they leave here.

Open-Ended Interview Protocol Question 18

How do you personally cope with the stress from your job?

The principals cope with the stress from their jobs by talking to colleagues, who often are graduates of the Urban Leadership Program and by spending time with friends and family. Some of the principals use physical exercise and reflection through

spirituality as a way to release stress. Principal 1 indicated she tries talks to a colleague

who is a graduate of the Urban Leadership.

> I feel like we can talk about personal and professional things that happen in school. She is an administrator, also. She is definitely a sounding board, and we can really vent with each other rather than venting with loved ones and significant others.

> Principal 2 stated he does not try "to take things super personally."

> If a kid yells at me and that's happened once or twice or a parent tries to tell me what time it is, I try to realize … my role as a principal. … This person needs to blast on someone. … If I can fix it as soon as possible but you can't do that all the time.

> To cope with the stress he reads, rides his bike, and listens to music. Additionally

he shared that he gets away with his wife and family or sometimes just his wife.

> Principal 3 also copes with the stress from her job by "vent[ing]" to friends over a

glass of wine. Principal 4, on the other hand, turns to physical activity and spirituality.

> I run like a maniac. I'm up at 5:30 in the morning and I run competitively. I run as part of my active meditation practice, but also spend a lot time in meditation, meditating. I don't know, it's kind of been on more of—I think of using spirituality and kind of some Buddhist practices to deal with. I have to think about the source of what the stress is about, right? So that's how I look at that.

> Similarly, Principal 5 also uses prayer as a source to cope with the stress from his

job.

> Prayer is my relationship with God. It's my biggest advocate. The stress just mainly comes from me putting pressures on myself; wanting to do well … really trying hard to change the perception of the school and the community, building those relationships and making sure that the school stays on the forefront, and that we were not kind of left or put on the back burner like—most alternative programs are.

> He went on to also share:

> Besides prayer, I'm back in the gym. So that's a stress reliever. That's strength. Then of course, spending time with my wife and my son. So that's pretty much where I turn to when things get stressful. Of course, friends that I can bounce some things off of and get some things off of my chest.

Open-Ended Interview Protocol Question 19

Who do you turn to for support?

Other than family and friends, many of the principals turned to friends who are graduates of the Urban Leadership Program for support. As expressed in Question 18, Principal 1 turns to a colleague who is a graduate of the Urban Leadership Program. Principal 2 leveraged multiple resources; past graduates of the Urban Leadership Program and district contacts to deal with more specific operational matters related to his site and staff.

Principals 3 and 4 also mentioned that they find support with colleagues of the Urban Leadership Program and colleagues from their workplace. Principal 3 stated, "My colleagues and people who are in the same position and who understand what I'm going through." Similarly, Principal 5 turns to friends who are past graduates of the Urban Leadership program, including his family. Ultimately, he finds his support through prayer.

Five-Day Guided Reflection Journal Question 3

What were the main challenges you faced at work today and how did you manage them?

From the 3 principals that completed the journals, the main challenges faced at work were related to operations, time management, discipline, and budget. Principal 1 had to cope with organizing logistics to support the neighboring school's homecoming parade.

> Although the parade went well, there was a need to have more supervision from the high school. My school was there to support the event, but it felt like we were mainly responsible for supervision which was not the way that it should have gone.

On the 2nd day, Principal 1 wrote that the main challenge was related to "budget issues."

> I have two major things on my campus that need to be repaired, and I do not have the funds to get them repaired. I have to use some creative thinking to figure out how this is going to happen.

For the 3rd day, Principal 1's challenge was "lack of time." "I went from one event to the next, and they all kind of melded together. This just made it so that I needed to do catch up at the end of the day." On Days 4 and 5, she did not report any challenges.

For Principal 2, he indicated his main challenge involved "consistency through the classes" on the 1st day and "anger-management issues" with students on the 2nd day. But he did not provide details on how he managed them. For Days 3 and 4 he did not report any challenges. His challenge on the 5th day was "running a school without being there" because he had to be in court for an incident not related to his school.

On the 1st day of his 5-day guided reflective journal, Principal 5 wrote that his main challenge was "having two substitute teachers on campus." Therefore, he had to assist with "monitoring students on a continual basis." Also, he "addressed the classes with the substitute teachers by having campus security monitor the classes on an hourly time slot." Principal 5 also was challenged with balancing the work of assessing the "school plan, a district committee project, and reassessing my budget," To manage these challenges he paced himself and worked through them individually.

For Days 2 and 3, Principal 5's main challenges were related to student discipline. On Day 2, "We had nine students who were pretty defiant on the school bus this morning. All students were assigned afternoon detention. One student chose not to follow directives given in detention, thus he earned a 3-day suspension." On Day 3, "Two seventh-grade students engaged in a minor altercation today that was deescalated prior to

it becoming physical. Both young men were placed in on-campus suspension." No challenges were reported on Day 4 because he did not work. On Day 5, Principal 5's main challenge was "Simply catching up on paperwork or problems from the day prior since I was off."

<div align="center">Research Question 4</div>

How do principals describe school-leadership experiences in the Adaptability scales of the Bar-On EQ-i?

<div align="center">*Bar-On EQ-i Results for Research Question 4*</div>

The Bar-On EQ-i indicated that the 14 principals' overall score for the adaptability scale had a range of 32, with a minimum score of 88 and maximum score of 120. The adaptability scale's mean score was 105.1 with a standard deviation of 8.9. The results for each adaptability subscale are listed below in Table 10. As can be seen in Table 10, the flexibility subscale had the highest score in the adaptability scale. The flexibility subscale had a range of 31, with a minimum score of 92 and maximum score of 123. The flexibility subscale's mean score was 105.2 with a standard deviation of 9.8. As further demonstrated in Table 10, the problem-solving subscale had the lowest score in the adaptability scale. The problem-solving subscale had a range of 36, with a minimum score of 88 and maximum score of 124. The adaptability subscale's mean score was 102.9 with a standard deviation of 11.1.

Table 10

Bar-On EQ-i Subscale Scores for the Adaptability Scale

Subscale	Minimum	Maximum	Range	Mean	Standard deviation
Reality testing	87	118	31	105.1	10.1
Flexibility	92	123	31	105.2	9.8
Problem solving	88	124	36	102.9	11.1

Table 11 provides a comparison of instruments and items in relationship to research question four.

Table 11

Qualitative Instruments and Items in Relationship to Research Question 4

Research question	Bar-On EQ-i	Interview protocol	Reflective journal
#4	1–133	20,21,27	4

Open-Ended Interview Protocol Question 20

How do you personally manage the constant change at your school site?

Each principal had a different approach for managing the constant change at their school site. At the same time, they maintained a keen awareness of their school climate while being conscious of the social–emotional needs of their site.

Principal 1 stated that she is "really looking closely at if there is a different way or a better way we can do things." She leverages her relationships to also manage change. "I have [teachers'] trust and their confidence that I can work with them to even improve upon what we have been doing already and make it better."

Principal 2 accepts and expects constant change to be a part of his job as a school principal. "Anyone that expects everyday that'd be the same at this job is silly." To help manage his time he uses a calendar as a guide for his day.

> I keep to it for the most part. But if … you say it every time from 10 to 11, I'm just going to answer e-mails, that's when the kid comes in crying. That's when you have a teacher whose car … got in a car accident. You have to go cover their class. You have to bend. And if you accept that, then you got it.

He further elaborated by stating, "There are times like right now when I close the door and even then sometimes, someone will knock on it and there's something that I have to deal with right away."

Principal 3 shared that she uses regular communication as way to personally manage the constant change at her school site.

> I just have to communicate. Just constantly communicating with those around me to make sense of the change and determine whether or not the change is positive or if we need to try to go and … alter that change.

Like Principal 2, Principal 4 acknowledges change as a part of the job and the school culture.

> Change is part of what we do because kids are transferring in and out throughout the entire year. So it's a part of the school culture. So again, how we manage it, in part, is by having a staff where everyone is on the same page of that. And so when we come here, we don't take time to establish the relationships. We do it the second [students] walk in, you know.

To help manage the constant change, Principal 2 leverages his staff for support and to set the tone for the school culture.

> If you sat here through the day, you'll hear a number of people say to the kids, I love you, it's great to see you, welcome back, welcome, it's good to see you, how are things going? Every single person on staff does that. So it—I think it helps kids and families that are just passing through this place feel like they can put their guard down and they can breathe and they can believe and maybe even regain some hope, you know.

In contrast to Principal 4, Principal 5 shared "there is not a whole lot of change" at his site. The change at his site comes "from the standpoint of that someone new, a new student may come into the school site." His school manages such change by being prepared and making "the adjustments in adaptations for that student prior to their first day at school." Otherwise, "it's pretty much repetitive on a daily basis" at his site.

Open-Ended Interview Protocol Question 21

How do you address difficult situations in your job?

For the most part, all 5 principals use their understanding and awareness of their environment when adapting to and addressing difficult situations in their job. Principal 1 uses more of a reflective and collaborative approach.

> Definitely, thinking [situations] through. Being patient. Always looking through the lens of what is best for kids and trying to look through the lens with a parent point of view if there is a student involved. Like, how would that parent feel? If you were that parent, how would you feel in that situation? So thinking it through; talking to my vice principals, getting their opinion on it, talking to my counselors, they are really big support—our school counselors, and trying to get different perspectives. And then ultimately just making the best decision.

Principals 2 and 3 address difficult situations in the job "head-on." Principal 2 stated, "I mean you just—you deal with it. Toilet overflows, you plunge it. Kids get in an argument, you tend to diffuse and figure out what's what." Likewise, principal 2 said she does not "tip-toe around it. I don't have time for that."

However, Principal 4 addressed this question from the perspective of dealing with teachers primarily; he felt it was his "open area of weakness" and an opportunity for improvement.

> It's when the teachers do things. Especially, my present group of teachers because I have a lot of staff, when they do things that are kind of—off putting … often than not I won't address it, until it gets to a point where like by the time I'm addressing that like I'm pretty upset … or disappointed maybe. So I think if I'm going to improve an area of my leadership, that would be one that I would

definitely look at and think about how can I address that. How should I address that in a much more productive documented way with specific kinds of feedback [and] better follow through.

On the other hand, when Principal 4 has to address difficult situations with the district, he is "much more confrontational." For Principal 5, it "depends on the situations."

> Some situations require little bit more of a sturdier hand and some situations require that I just sit and listen. Students—kids have bad days, just like adults do. Sometimes a lot. Oftentimes, all they need is someone to sit and listen—before we sit and pass judgment or whatever. So but I don't deal with a lot of difficult situations. My school here is fun. It's an opportunity that a lot of people don't know about. So it's a good place to work. It's a quiet place to work. We are just looking forward to making lot of good things happen.

Five-Day Guided Reflection Journal Question 4

What were the main changes at work today? How did you address the situations?

The 3 principals' journals did not reflect many changes over a 5-day period. For Principal 1 the main change for the week was participating "in a job shadow" where she "allowed a future administrator to shadow" her. Principal 2 is continuing to adapt and deal with the challenges because his school size increased by 50% more students. As the students are acclimating to their new school, "students are having issues with one another," and that is his main change.

The main change for Principal 5 was when he had to make "some supervisory adjustments due to a number of staff members being out." He addressed it by asking "the teachers to come out and assist with supervising the lunch hour after they had eaten." On Day 5, his main change was the Halloween holiday. He addressed the challenges by "giving the students a little leniency on behavior due to [them] being in a festive mood."

Research Question 5

How do principals describe school-leadership experiences in the General Mood scales of the Bar-On EQ-i?

Bar-On EQ-i Results for Research Question 5

The Bar-On EQ-i indicated the 14 principals' overall score for the general-mood scale had a range of 33, with a minimum score of 87 and maximum score of 120. The general-mood scale's mean score was 103.1 with a standard deviation of 10.1. The results for each general-mood subscale are listed below in Table 12. As can be seen in Table 12, the optimism subscale had the highest score in the general-mood scale. The optimism subscale had a range of 27, with a minimum score of 89 and maximum score of 116. The optimism subscale's mean score was 103.5 with a standard deviation of 8.2. As further demonstrated in Table 12, the happiness subscale had the lowest score in the general-mood scale. The happiness subscale had a range of 44, with a minimum score of 78 and maximum score of 122. The happiness subscale's mean score was 102.9 with a standard deviation of 13.8.

Table 12

Bar-On EQ-i Subscale scores for the General Mood Scale

Subscale	Minimum	Maximum	Range	Mean	Standard deviation
Optimism	89	116	27	103.5	8.2
Happiness	78	122	44	102.9	13.8

Table 13 provides a comparison of instruments and items in relationship to research question five.

Table 13

Qualitative Instruments and Items in Relationship to Research Question 5

Research question	Bar-On EQ-i	Interview protocol	Reflective journal
#5	1–133	22–24,27	5

Open-Ended Interview Protocol Question 22

How do you describe your personality type?

All 5 principals described their personality types to be positive and optimistic.

Principal 1 said she is "generally pretty easy going."

I try to really work on not losing my passion. But [I] definitely try to see all perspectives on [a situation] and not be impulsive. That is kind of sometimes the problem that I do have when I am passionate about something. But overall, pretty even-keeled. I definitely consider myself to be a people person.

Principal 2 described himself as "Optimistic. I think I'm a pretty optimistic dude.

Happy go lucky—cautiously optimistic." Principal 3 described her personality type as

being "outgoing, spontaneous yet strategic."

Principal 4 suggested his personality type to be: "altruistic idealistic."

I believe that I can work with many kids any time, or there are any circumstances and together we can get to any place we want. Without—with not even being in the frame. … So yeah, pretty hopeful, definitely more altruistic, I would say.

Principal 5 described his personality type to be "pretty laid back" and "private."

I am not a very open person. It depends on who you are. I am a private person. I keep a lot of things to my chest. I like to have fun. But, at the same time when it's time to settle down for business, I can do that. I am not serious at all times. You shouldn't walk life being all uptight and serious. So I like to have fun. But I am pretty laid back. Quiet, but laid back.

Open-Ended Interview Protocol Question 23

How do you stay motivated?

Several of the principals shared that their students help them stay motivated while also being driven; that there is work that needs to done to support the needs of their students, teachers, parents, and the community as a whole.

Principal 1 stated, "I think the students motivate me a lot."

I laugh every day! They are hilarious. They just keep me on. They keep me excited. I just really am blessed to have a job where I am not sitting at the desk all day long and that is all I am doing. But just the people, just the … parents, the students, our activities … these accomplishments really keep me motivated to do this job.

She also acknowledged

That there is still work that needs to be done. I mean, bottom line, we have students who are not performing as they should: African American students or Hispanic students. [Students] are not performing as I know they can, and they are not able to do that. That motivates me to continue to do the work.

Principal 2 responding by asking: "How would I not be motivated?"

You've seen these kids and you want to be a part of a positive forward motion. You know, I already know that I went into education not for the money. Not for the prestige and certainly not for the glamour. I really like the job. And I really—I have no desires in wanting to be a teenager again, but I like the energy 95% of the time of that.

He shared words that his older brother shared with him, "Don't get good at something you don't love." In turn, Principal 2 believes in what he teaches his students and that is "pursue your passions." He felt he "would be a dummy" if he did not do the same.

Principal 3 stays motivated by striving forward and trying "to find the positives." Principal 4 surrounds himself "by people who believe in the same thing." He is further motivated by witnessing the positive outcomes that take place. When he first started his

principalship at this his current site, there were no students going to 4-year colleges. In

the 3 years he has been at the continuation school, he is at least aware of two.

> I see [former students] sitting out here, and they're doing their homework. And they stay and are talking to other kids, and they're mentoring the kids. You have to take a step back and say, I think we're doing something. … That kind of helps keep motivation.

For Principal 5, his personal drive to succeed and motivation comes from a

perspective outside the school walls..

> I love it when someone tells me that I can't do something. I had a lot of that growing up. So they kind of just added fuel to the fire when I've set my sight on something. And I love competition. I am an athlete by nature. So competing against others, especially me being a minority, I love trying to make sure I stay ahead of the White man or White woman, and not meaning to sound prejudiced. But if you are really in touch with who you are as a minority, being a Black male you have to make it. You know that you must work two or three times as hard as our counterparts. So that's my pure motivation.

Open-Ended Interview Protocol Question 24

What makes you feel overwhelmed?

Budget, not being able to meet the needs of the teachers, negativity, and social

issues surrounding the paradox of education were the primary things that made several of

the principals feel overwhelmed. Principal 1 indicated budget issues are overwhelming

for her "when we need to do things [and] we are not able to do them, [and] we have to

figure out a creative way to do them."

> I feel like the weight of my shoulders. Kind of like the weight is on me all the time, and I take that very seriously. But as a leader … I have to meet my teachers' needs, my students' needs, my parent community's needs, everyone. People can be very needy and it's kind of hard to sometimes manage that in a way that everyone feels supportive, and I try to really work hard and do that.

Likewise, Principal 5 also feels overwhelmed when there is lack of resource

support from the district.

When I don't feel the support that I need, basically from central office. Like I said earlier, I've always wanted to make sure that my students have what they need. My staff has what they need. That's my role and anytime that I feel like that is lacking, that's a stressor for me because they can't do their job if I don't do my job. They should have the necessary things. So that's pretty much what's overwhelming.

In contrast, Principal 2 felt less overwhelmed.

There are some days that I feel like I'm the man. The clouds part and the rainbow comes out and like—yeah, [I'm] doing a great job. Kids wave at me goodbye and the parents are happy. And then there are some days where I feel like, man. … I would be better off … mowing the lawn or staying in bed and those days don't happen often—thankfully. … My mom would say they are boot-strap days! You just have to keep one foot in front of the other. Again, fortunately, I'm thick skinned and they don't happen too often. But … that would make me feel overwhelmed.

For Principal 3, she simply found "negativity" to be overwhelming. Principal 4

stated that the "magnitude of the problem, the depth of the problem" in education made

him feel overwhelmed.

One of the things that's recently bugging me is making me feel overwhelmed and making me feel a lot isolated in my work, it's how we define student success. How are our parents, how are kids defining student success? It is becoming increasingly defined as something financial, something monetary, something that is on a test score. … You go from basic or proficient or proficient to advanced. Like these are the markers now for success.

He feels "we've abandoned the idea of a teacher having … a relationship with

kids for the sake of making sure that there's X number of minutes that are applied to each

thing." Instead:

Our kids graduate and they don't know how to be human. They don't know how to be loving … how to be empathetic. They don't know how to collaborate for the critical thinkers. They're not questioning society … all of those things are not happening in schools.

As Principal 4 explained his overwhelming feelings, he also shared that "it's us

creating that narrative also." "I'm not putting that all on White people. By no stretch. I

feel like we create and in some cases exacerbate that narrative … and that's unfortunate as well. That is overwhelming and discouraging."

Five-Day Guided Reflection Journal Question 5

What was your mood like today?

Principal 1 described her mood as being "good" for the 5 days she completed the journal. Similarly, Principal 2 also described his mood as "good" and "grand," except the day he had to attend a meeting unrelated to his school. Principal 5 was in a good mood most days, as well. On Day 3 his mood was "focused" because he had a couple of teacher out. On Day 5, Principal 5 described his mood by stating "All required a different temperament today. It's called 'situational leadership.'"

Summary

The study used quantitative and qualitative methods to explore the research questions. The insights provide answers to the five research questions posed in the current study.

Research Question 1 looked at how principals described school-leadership experiences in the intrapersonal scales of the Bar-On EQ-i. The Bar-On EQ-i score for the intrapersonal scale includes the following subscales: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. The scores for the intrapersonal scale and the related subscales were above average for the 14 participants. The independence subscale had the highest score and the assertiveness subscale had the lowest score in the intrapersonal scale. The experiences the principals described as a part of the open-ended interview questions and the 5-day guided reflective journal support the results of Bar-On EQ-i intrapersonal scale and subscales.

Research Question 2 looked at how principals described school-leadership experiences in the interpersonal scales of the Bar-On EQ-i. The Bar-On EQ-i score for the interpersonal scale includes the following subscales: empathy, social responsibility, and interpersonal relationships. The scores for the intrapersonal scale and the related subscales were above average for the 14 participants. The empathy subscale had the highest score and the interpersonal subscale had the lowest score in the interpersonal scale. The experiences the principals described as a part of the open-ended interview questions and the 5-day guided reflective journal largely supported the results of Bar-On EQ-i interpersonal scale and subscales.

Research Question 3 looked at how principals described school-leadership experiences in the stress management scales of the Bar-On EQ-i. The Bar-On EQ-i score for the stress-management scale includes the following subscales: stress tolerance and impulse control. The scores for the stress management scale and the related subscales were above average for the 14 participants. The impulse subscale had the highest score and the stress tolerance subscale had the lowest score in the stress-management scale. The experiences the principals described as a part of the open-ended interview questions and the 5-day guided reflective journal largely support the themes of Bar-On EQ-i stress-management scale and subscales.

Research Question 4 looked at how principals describe school-leadership experiences in the adaptability scales of the Bar-On EQ-i. The Bar-On EQ-i score for the adaptability scale includes the following subscales: reality testing, flexibility, and problem solving. The scores for the adaptability scale and the related subscales were above average for the 14 participants. The flexibility subscale had the highest score and

the problem-solving subscale had the lowest score in the adaptability scale. The experiences the 5 principals described as a part of the open-ended interview questions and the 5-day guided reflective journal supported the themes of Bar-On EQ-i adaptability scale and subscales.

Research Question 5 looked at how principals described school-leadership experiences in the general-mood scales of the Bar-On EQ-i. The Bar-On EQ-i score for the general-mood scale includes the following subscales: optimism and happiness. The scores for the general-mood scale and the related subscales were above average for the 14 participants. The optimism subscale had the highest score and the happiness subscale had the lowest score in the general-mood scale. The experiences the principals described as a part of the open-ended interview questions and the 5-day guided reflective journal supported the themes of Bar-On EQ-i general mood scale and subscales.

CHAPTER V

DISCUSSION, CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

Discussion

The study participants demonstrated a high level of emotional intelligence that is supported with rich descriptive data for analysis. The study used quantitative and qualitative methods to explore and document the school-leadership experiences of principals who completed a university program specifically focused on the preparation of urban leaders. By using the Bar-On EQ-i emotional-intelligence framework to collect data, the researcher examined leadership experiences of principals in the context of a school setting by asking the five research questions posed in the current study. Based on the quantitative and qualitative data results, the participants displayed high levels of awareness in each of the Bar-On EQ-i scales and subscales.

Research Question 1 looked at how principals describe school-leadership experiences in the intrapersonal scales of the Bar-On EQ-i. The Bar-On EQ-i score for the intrapersonal scale includes the following subscales: emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. As discussed in Chapter IV of the current study, the scores for the intrapersonal scale and the related subscales were above average for the 14 participants. The independence subscale had the highest score and the assertiveness subscale had the lowest score in the intrapersonal scale. The experiences the principals described as a part of the open-ended interview questions and the 5-day guided reflective journal support the results of Bar-On EQ-i intrapersonal scale and subscales.

The 5 principals grew up in varying types of communities. Principal 1, 3, and 5 did well in school. Principal 2 indicated he was an average student in high school, but reached his full potential in college. Principal 4 in the early parts of his educational journey looked to school with optimism and hope. Due to racism and lack of support, he did not do well until he returned to school as an adult. All 5 principals display a confidence in self-awareness.

All 5 principals demonstrate a strong underpinning of emotionally intelligent leadership that indicates self-assurance and self-confidence. They are confident in their ability to build relationships with students, teachers, parents, and the community. They nurture these relationships through collaborative leadership while being adaptive and building strong interpersonal bonds with their students, teachers, parents, and the community. The 5 principals reflect on their lives with positivity. They are emotionally aware of their feelings and feel good about their lives. They appear to accurately perceive, understand, and accept themselves and their careers. They also reflect and emphasize the importance of their family roles. The principals understand, value, and appreciate their personal and professional accomplishments.

Principal 1 explained that she liked "to work with teachers." She believed, "We all have strengths that we are really good at and we all have leadership potential. So I really try to bring that out in my teachers and let them take charge of projects, and we work collaboratively together." Principal 3 also expressed "the best people to learn from are teachers because they know the students best." Principal 5 offered the importance of a leader knowing when to "pick and pull from different individual's leadership styles."

The principals see the role of the school principal to be one that is multifaceted. They describe the principal as a servant in a leadership role. The educational leader serves and advocates for students and teachers. The principals have a strong sense of self-awareness and understand the importance of their role as school leaders. Additionally, they humbly embrace and acknowledge the impact their actions and decisions have on the lives of others. Their experiences as principals display their confident ability to independently make decisions while having the capacity to lead and advise others. The 3 principals who completed the journal overall feel positive and optimistic about their work days.

The cultural backgrounds and experiences of the principals in the current study were diverse. Their personal identity and experiences crossed racial and gender lines which help serve as an important aspect about how they understand and lead their schools. By having a personal identity that manifests the experiences of urban youth, the principals are able to empathize about issues such as systemic racism, different linguistic backgrounds, and the effects of poverty at their school sites. Principal 4 personally understands how schools are perceived to provide hope because he personally looked forward to that experience when he was in school. Unfortunately, he did not have a positive educational experience; therefore he cultivates a culture that provides a school climate that understands and supports the students and their families.

Similarly, Principals 1, 2, and 3 also experienced systemic racism during their educational journey. They remember the lessons of these negative experiences and now work diligently to create school climates that celebrate diversity. Therefore the principals are able to address the social–emotional challenges of the environment, as well as the

normal developmental stages of adolescence, with the physical and mental changes of approaching maturity while urban youth are trying to come to an understanding of themselves.

Principal 1, growing up, had "a lot of transition" because her father was in the military. During her formative years she explained, "I was one of the few African-American students" and the neighborhood was "not a very diverse community." Principal 2 also grew up with transition because his parents lived in two different communities. One was suburban and the other was inner-city with lots of diversity. Similarly, Principal 3 also grew up in "a couple of communities," but with limited diversity. She recalled:

> I started off in a low-income African American community. The school that I went to was predominantly African American. Then in second grade, I moved to the other side of town, predominantly a White community, middle class. I did have to deal with issues of racism because there were just a few African American students at the school.

Research Question 2 looked at how principals describe school-leadership experiences in the interpersonal scales of the Bar-On EQ-i. The Bar-On EQ-i score for the interpersonal scale includes the following subscales: empathy, social responsibility and interpersonal relationships. As presented in Chapter IV of the current study, the scores for the intrapersonal scale and the related subscales are above average for the 14 participants. The empathy subscale has the highest score and the interpersonal subscale has the lowest score in the interpersonal scale. The experiences the principals describe as part of the open-ended interview questions and the 5-day guided reflective journal largely support the results of Bar-On EQ-i interpersonal scale and subscales.

The 5 principals tend to describe challenges with their relationships with their districts. At the same time, they have an earnest understanding of their relationships with their districts. They are socially aware of the political climate of their districts. For

Principals 3 and 4, their interpersonal relationships with their districts are slightly

challenging. Principal 3 felt her relationship was a "little strained" with some individuals.

"With others, they're very appreciative, very welcoming, and very supportive." Principal

4 also shared his challenges with the district. He described his relationship with the

district to be "adversarial."

For Principals 1, 2, and 5, their interpersonal relationships are more neutral and

lean toward positivity. For example, Principal 1 believed her relationship is a "good one."

At the same time, she felt she could not speak her mind. She stated,

> I am a person who is not a very political person. So I have learned along the way
> of things that I need to do to make sure that I am in the position to be able to help
> students and teachers.

Principal experiences with teachers, students, parents, and the surrounding

community are positive. All 5 principals express social responsibility when fostering

nurturing and cooperative relationships with others. They see themselves as leaders who

support and serve the needs of students, teachers, parents, and the surrounding

community. Principal 1 described herself as a person "who sincerely wants to get to

know my teachers; not only about what they do at school, but personal life, family, [and]

children."

They display empathy by promoting a school climate where everyone is

encouraged to collaborate and appreciate different perspectives. Principal 2 felt it is not

his "role to be best buds with the folks [teachers]." Yet, he saw himself as a leader that

has an open, flexible, and respectful relationship with his teachers. Principal 4 shared a

mutually satisfying relationship with his teaching staff by promoting an "intellectually

challenging and stimulating and contentious and supportive" work environment. The 3

principals that completed the journal describe their school climate as being "good." On

days when there are extra activities or when teachers are out, the school climate has a different tone, but it is always managed through planning and monitoring.

Research Question 3 looked at how principals describe school-leadership experiences in the stress-management scales of the Bar-On EQ-i. The Bar-On EQ-i score for the stress-management scale includes the following subscales: stress tolerance and impulse control. As indicated in Chapter IV of the current study, the scores for the stress-management scale and the related subscales are above average for the 14 participants. The impulse subscale has the highest score and the stress-tolerance subscale has the lowest score in the stress-management scale. The experiences the principals describe as a part of the open-ended interview questions and the 5-day guided reflective journal largely support the themes of Bar-On EQ-i stress-management scale and subscales.

While the most demanding challenges at school sites for the 5 principals are coping with budget constraints, time management, student discipline, district office, and the emotional relationships with students surrounding negative obstacles, they demonstrate the ability to withstand demands of each of these challenges. They tolerate the stress by being able to talk to colleagues that are past graduates of the Urban Leadership Program and by spending time with friends and family. Principal 1 indicated she tries talks to a colleague who is a graduate of the Urban Leadership.

> I feel like we can talk about personal and professional things that happen in school. She is an administrator, also. She is definitely a sounding board, and we can really vent with each other rather than venting with loved ones and significant others.

To cope with the stress, Principal 2 reads, rides his bike, and listens to music. Additionally he shared that he gets away with his wife and family or sometimes just his

wife. Principal 3 also copes with the stress from her job by "vent[ing]" to friends over a glass of wine.

It was evident that the principals value having strong support systems. Several of the principals also indicate they exercise and spend time spiritually reflecting to cope with the stress. Principal 4, on the other hand, turns to physical activity and spirituality. He indicates that he runs "like a maniac" and spends "a lot time in meditation, meditating." Like Principal 4, Principal 5 also uses prayer as a source to cope with the stress from his job.

The principals indicate that they think through stressful situations before reacting. The 3 principals that completed the journal express the main challenges faced at work are related to operations, time management, discipline, and budget. They cope with challenges by managing their time and adequately managing facility resources to accommodate the shortage of staff and the extracurricular activities that take place on or around their school community.

Research Question 4 looked at how principals describe school-leadership experiences in the adaptability scales of the Bar-On EQ-i. The Bar-On EQ-i score for the adaptability scale includes the following subscales: reality testing, flexibility, and problem solving. As displayed in Chapter IV of the current study, the scores for the adaptability scale and the related subscales are above average for the 14 participants. The flexibility subscale had the highest score and the problem-solving subscale had the lowest score in the adaptability scale. The experiences the 5 principals described as a part of the open-ended interview questions and the 5-day guided reflective journal support the themes of Bar-On EQ-i adaptability scale and subscales.

While each principal has a different way of managing the constant change at their school site, all 5 principals are flexible, practical, and clearly able to rationalize while being able to adapt their leadership to best fit the constantly changing climate at their school sites. They remain open minded and foster trust by building collaborative relationships. These relationships allow for two-way communication between the principal and teachers. By being receptive, principals are able to understand and be aware of their environments. Using a situational-leadership approach to adapt to the constant change at their school site, principals are able to transform and serve their schools more effectively as educational leaders.

Principal 1 stated that she is "really looking closely at if there is a different way or a better way we can do things." She leverages her relationships to also manage change. "I have [teachers'] trust and their confidence that I can work with them to even improve upon what we have been doing already and make it better." Principal 2 accepts and expects constant change to be a part of his job as a school principal. "Anyone that expects everyday that'd be the same at this job is silly." To help manage his time he uses a calendar as a guide for his day.

Principal 3 shared that she uses regular communication as way to personally manage the constant change at her school site.

> I just have to communicate. Just constantly communicating with those around me to make sense of the change and determine whether or not the change is positive or if we need to try to go and … alter that change.

Like Principal 2, Principal 4 acknowledges change as a part of the job and the school culture. "Change is part of what we do because kids are transferring in and out throughout the entire year."

The 3 principals that completed the journals reported that their main challenges related to school-size increase, teachers being absent, and holiday activities. They manage such changes by making supervisory decisions and monitoring adjustments. Additionally, they remain flexible and adapt as needed, to ensure the needs of the students and teachers are being met.

Research Question 5 looked at how principals describe school-leadership experiences in the general-mood scales of the Bar-On EQ-i. The Bar-On EQ-i score for the general-mood scale includes the following subscales: optimism and happiness. As demonstrated in Chapter IV of the current study, the scores for the general-mood scale and the related subscales are above average for the 14 participants. The optimism subscale has the highest score and the happiness subscale had the lowest score in the general-mood scale. The experiences the principals describe as a part of the open-ended interview questions and the 5-day guided reflective journal support the themes of Bar-On EQ-i general-mood scale and subscales.

All 5 principals describe their personality types to be optimistic and forward thinking. Principal 1 said she is "generally pretty easy going." Though they may at times feel overwhelmed by budget issues, not being able to immediately meet the needs of the teachers, negative attitudes, and other social issues surrounding the paradox of education; they maintain a happy and upbeat disposition. Principal 2 described himself as "Optimistic. I think I'm a pretty optimistic dude. Happy go lucky—cautiously optimistic." Principal 3 described her personality type as being "outgoing, spontaneous yet strategic." Principal 4 suggested his personality type to be: "altruistic idealistic." Principal 5 described his personality type to be "pretty laid back" and "private."

Several of them indicate that students keep them motivated. Principal 1 stated, "I think the students motivate me a lot."

They also contribute their motivational drive to understanding the continued work that remains to be done in transforming the educational system to adequately serve the need of the students, teachers, parents, and the community as a whole. Principal 3 stays motivated by striving forward and trying "to find the positives." Principal 4 is motivated by witnessing the positive outcomes that take place. When he first started his principalship at this his current site, there were no students going to 4-year colleges. In the 3 years he has been at the continuation school, he is at least aware of two.

For the 3 principals that completed the journals, they reported their mood as primarily being good. For days they have to manage and adapt to the changing climate due to school-size increase, teachers being absent, and holiday activities; they describe their mood as being focused, yet adaptive.

<div align="center">Conclusions</div>

The principals in the current study demonstrated a high level of emotional intelligence. Analysis of the qualitative data indicated the principals were self-confident and effective in building relationships with others. As one understands the self, it is easier to also have empathy and the ability to build healthy relationships. Goleman (2000) suggested that individuals are less effective in being understanding and empathetic if they are not able to self-regulate and self-motivate. The principals in the current study foster relationships with students, teachers, district-office personnel, parents, and the community by adapting their leadership style. Seeing themselves as servants of schools, the principals use situational leadership to adapt and manage the constant changing and

challenging school climate. Additionally, they use transformational leadership to develop, motivate, and support their school community.

As principals motivate and support others, the researcher in the current study also found principals lack mentoring support. How do urban principals adapt and cope with the challenges they encounter daily on the job? Research suggests that school districts theoretically understand the value of mentoring programs, yet many school principals receive little or no mentoring support (Jacobs et al., 2008; NAESP, 2003; Norton, 2002). This was further supported in the current study. Principals turned to past graduates of the Urban Leadership Program, including coworkers, family, and friends.

The principals did not indicate they received support from districts when addressing challenges. Instead, several of them feel their relationship with the district is politically challenging and not sufficiently receptive to their perspectives. Additionally, the principals indicate that some their most demanding challenges at their school site are related to district matters: coping with budget constraints, time management, and district-office politics. Lack of mentoring support leads to several challenges and may explain the small pool of qualified applicants for principalship positions, increased principal turnover rates, principals' lack of preparedness and understanding of the school community, and socioeconomic challenges of urban communities. Principals' lack of adaptability and inexperience in handling constantly changing complex district, state, and federal accountability standards and educational laws may also be the result of little ongoing mentoring support (Cuban, 2001; Jacobs et al., 2008; NASBE, 1999, 2004; Norton, 2002; Papa, 2007; Papa & Baxter, 2005; Partlow, 2007).

The preparation of principals and mentoring support once on the job are important factors that impact the success of the school and principal (Jacobs et al., 2008; NAESP, 2003; Norton, 2002). Ruffin (2007) suggested that principal-preparation programs incorporate practitioner voices and reflection, including theory and research, to develop and prepare educational leaders. Principal professional development requires frameworks and models that are currently aligned with the realities and challenges of the field (Ruffin; Speck, 1996). In the current study, the principals' experiences demonstrate that they leverage the training and the network they developed as a part of their preparation program, the Urban Leadership Program. Principal 1 indicated she tries talks to a colleague who is a graduate of the Urban Leadership.

> I feel like we can talk about personal and professional things that happen in school. She is an administrator, also. She is definitely a sounding board, and we can really vent with each other rather than venting with loved ones and significant others.

Principal 2 expresses as Urban Leadership Program graduates,

> We network quite a bit.   I'm still e-mail friends with a fair amount of the folks that I was part of the Cohort.   Some are principals, some are teachers, and some are doing other things, but we still keep in contact.   When there is a buzz in the district, we still try to be around.

Principal 3 leverages "opportunities for conversations and dialogue with other people who have come through the Urban Cohort" to "exchange ideas, concerns, and strengths" to foster on-going collaboration and support. The principals did not indicate in the current study that they receive professional-development or mentoring support from the district to cope with challenges at their school sites. Malone (2001) explained that principals at any stage of their professional careers can benefit from mentoring.

Recently with the implementation of Senate Bill (SB) 1133, the QEIA was adopted to provide 488 of California's lowest performing schools with additional

resources, including principal guidance and support (Integrated Leadership Development Initiative, 2008). Due to full implementation of QEIA starting in the 2008–2009 school year (Quality Education Investment Act, n.d.), data to determine the impact of this legislation was not attainable at the time of this study. Though mentoring support is part of the professional-development component of many district and leadership-development programs for school administrators, current research demonstrated that school principals continue to be provided limited or no mentoring support as part of their continued professional development (Jacobs, et al., 2008; NAESP, 2003; Norton, 2002).

Boyatzis and McKee (2005) suggested that by sharing personal stories of various leaders working in diverse industries, leaders renew themselves by bonding with others through awareness, trust, and empathy. As many urban-school leaders feel their work is a calling, it is critical they too renew themselves through mindfulness, hope, and compassion in order to keep their body, mind, spirit, and heart healthy. Research suggests executive mentoring allows the opportunity for reflection and personal and professional growth (Paige, 2002; Waldroop & Butler, 1996). In the current study, the principals demonstrated minimal reflection based on the limited responses provided for the 5-day reflection journals. Without mentoring support, principals become dissonant in their leadership due to the high demands of their profession (Jacobs et al., 2008; NAESP, 2003; Norton, 2002).

According to a study of 5 executives in South Australia, Paige (2002) indicated mentoring provided timely feedback on performance. The feedback from the coach allowed the executives to reflect in order to grow personally and professionally. Each of the executives in Paige's study had participated in 6 to 12 months of executive coaching

prior to participating in the study. Crews and Weakley (1996), founders of the Southern

Regional Education Board model for leadership development, also suggest mentoring

allows the opportunity for an expert to advise and develop the growth of a leader over a

set period of time. While serving as a subject-matter expert, the coach is also an

accountability partner who monitors the leader's progress and provides feedback for

continual improvement. The verbal dialogue with the mentor and reflective exercises,

such as writing in journals, allows leaders to reflect on their actions (Crews & Weakly).

New Visions for Public Schools, a nonprofit organization in New York, provides

a mentoring program for 2 years to new principals (NAESP, 2003). During the first year

the mentor, who is a retired principal, meets each week with the mentee in person. During

the second year the in-person one-on-one contact is less frequent. Because the mentors

are former principals, they ask the appropriate questions to guide the new principals to

revisit their understanding by critically analyzing their own perspectives through

reflection in order to make sound decisions (NAESP, 2003). The principal-mentoring

program provides a mentor support system for new principals.

To recruit qualified leaders for urban schools and to develop current urban

leaders, the NCSL (n.d.) addressed "common core values and behaviors required for

succeeding in these specific environments" (p. 3). NCSL reviewed characteristics of

current successful school leaders in an effort to assist with recruitment and development

of future urban-school principals. One of the success indicators suggested by NCSL was

the mentor support system. The mentor could be internal or external to education as long

as the approach entailed strategy for supporting the leader to be more effective in

navigating and surviving the work of urban-school principalship.

In order to develop appropriate professional-development programs and recruitment criteria for urban schools and communities, NCSL (n.d.) further explained the essential attributes and qualities that are needed to succeed in these environments. These attributes and qualities were explained using a framework focused in four areas: recruitment, talent management, succession planning, professional development, and celebration. In this framework there were nine attributes identified that contributed to the success of urban schools and communities and characterized key components of most effective leadership. NCSL categorized the nine attributes into three layers.

The first layer included courage and conviction, which was inspirational to the school community, supported by the second attribute of personal resilience, believing all is possible (NCSL, n.d.). The second layer, the urban difference, entailed the third attribute of the urban leader being able to gauge and engage the community while managing and adjusting to shifting challenges and incorporating the fourth attribute, knowing how to focus and prioritize (NCSL).

The third layer, sustaining, contained the remaining five attributes. Open leadership approach, one of the five attributes, requires communication to flow from the upper echelons down and from the lower echelons up. Additionally, it is important for the urban leader to be able to hold people accountable, recognizing and celebrating successes, having empathy in understanding and connecting with others, staying fresh and knowledgeable on current teaching and learning strategies, and lastly being able to filter information and make quick decisions (NCSL, n.d.). The nine attributes in the framework presented by NCSL aligned with research demonstrating the positive impact

emotional intelligence has in urban-school leadership (Allen, 2003; Williams, 2004, 2008).

NCSL (n.d.) further explained that the framework was not a one-time event; rather a culture was weaved into recruitment and ongoing sustenance of the organization through consistent messages while having empathy. The NCSL concluded with assessment questions that could be used during recruitment, aligned with the framework that encompassed the nine core attributes.

As the body of knowledge and research continues to grow in the area of emotional intelligence and the role it plays in leadership continues to be developed, professional-development programs for leadership are also starting to incorporate an emotional-intelligence component. For example, the American Association of Community College Future Leaders Institute added an emotional-intelligence section to its program (Downey, 2008). The goal is for aspiring leaders to have a better understanding of personal emotions in order to manage organizations more effectively. Likewise, urban leadership-development programs for urban-school administrators would also benefit greatly from adding an emotional-intelligence component.

For organizations to be successful and continue to grow, leaders need to "develop healthy relationships and mange conflict while achieving productive goals" (Cino, 2006, p. 10). Building healthy relationships in an organization requires leaders to have knowledge of their employees because knowledge of emotions and moods impacts their thinking, which ultimately impacts individual and organizational performance. Because urban schools are environments of constant change, school districts having an understanding about the needs of their principals and school campuses and being able to

meet them through professional development and mentoring support is critical to the

success of schools, including sustaining principals, teachers, and staff (Malone, 2001;

NAESP, 2003). As demonstrated n the current study, being an emotionally strong school

leader is important to serve and meet the needs of students, parents, the district, and the

community.

<div align="center">Implications</div>

As the first formal study conducted in connection with the Urban Leadership

Program in northern California, the results of this study were most useful in serving as a

foundation to conduct more extensive studies with the program coordinator, faculty,

graduates, and current participants of the Urban Leadership Program. This study

contributed to educational research in the areas of program development, leadership

training, and ongoing mentoring support for school administrators.

The findings of this study built on the current body of knowledge in the area of

program development in the broad context of school-leadership development and

specifically leadership for urban schools and communities. It was also intended that the

study would be used to inform, guide, and inspire administrative-credentialing programs

to create courageous and effective urban leaders, while at the same time meeting federal

and state standards, rules, and regulations. For school leaders, the study reinforced the

importance of receiving mentoring support, while continually reflecting on personal

leadership experiences in order to improve as a school principal.

It was further the goal of this study to help contribute to the body of best practices

and strategies for educational institutions across the country. The insights gained from

documenting and exploring school-leadership experiences of principals who completed a

university program specifically focused on the preparation of urban leaders would be instrumental in facilitating dialogue between educational institutions that develop programs and the regulatory-governance organizations that create the regulations under which they operate. This study demonstrated how a program is able to maintain compliance with federal and state standards, rules, and regulations, while developing urban leaders who are committed to serving urban youth. By having principals frame their personal experiences in an emotional-intelligence framework, the study provided an insightful and personal perspective from the practitioner's lens and served as a powerful resource record for developing strong passionate leaders who are committed to working in challenging urban environments. The findings also served as testimonials and inspiration for aspiring school administrators and for those school principals who are already working in these challenging roles.

Last, and most importantly, this study served as evidence of the possibilities and as a promise to urban communities that entrust their children to our urban schools. There are leaders who are willing to commit to working in urban communities as long as professors and mentors are willing to teach and support them.

<div align="center">Recommendations</div>

Following are recommendations for future research:

1.   Replicate this study with a larger sample to provide generalizability.

2.   Replicate this study with vice principals from the Urban Leadership Program.

3.   To further analyze emotional intelligence of principals, a longitudinal study needs to be conducted.

4. A study using Bar-On EQ-360 is needed to determine the relationship, if any, between principals' emotional-intelligence perceptions of self and teachers' perceptions of principals.

5. A comparative study is needed to determine the relationship, if any, between the emotional intelligence of Urban Leadership Program principals and principals that complete other principal-preparation programs.

6. Research is needed to determine the relationship, if any, between the emotional intelligence of principals and their backgrounds and cultural experience.

7. Research is needed to determine the relationship, if any, between the emotional intelligence of principals and mentoring support.

8. Research is needed to determine the relationship, if any, between the emotional intelligence of principals who complete a principal-preparation program and faculty that teach in principal-preparation programs.

9. Research is needed to understand how the Urban Leadership Program incorporates emotional-intelligence theory in its principal-preparation program.

10. Research is needed to understand how principal-preparation programs provide mentoring support after program participants complete the program.

Following are recommendations for educational practices:

1. Principals need to reflect on daily practices using emotional intelligence and adjust their leadership styles in order to effectively serve their school communities.

2. To ensure constructive feedback, principals need to seek confidential one-on-one mentoring support.

3. Principal-preparation programs, school districts, and professional-development programs need to provide networking opportunities for principals to engage with successful educational leaders.

4. Principal-preparation programs, school districts, and professional-development programs need to provide strategies to manage administrative challenges.

5. Educational policymakers, educational regulatory agencies, and principal-preparation programs should incorporate the emotional-intelligence framework in academic curricula.

6. Educational policymakers, educational regulatory agencies, principal-preparation programs, and schools districts need to work collaboratively to develop interventions to retain educational leaders at school-site levels.

7. To provide support and increase urban-principal retention, school districts need to develop and foster mentoring support for principals.

8. School districts and professional-development programs should consider incorporating emotional-intelligence components in mentoring-support programs for principals.

Concluding Thoughts

Though the work climate is full of daily challenges, the study demonstrated that principals are also motivated by the same environment. As suggested by Jacobs et al., (2008), rarely does the criteria to be a school administrator include a candidates' active connection to the local community, their prior commitment to urban schools or communities, and their understanding of how their identity impacts their perspectives. Principals in the current study explicitly connected their personal bond with their community to their commitment to serve, their passion to knowledge, and their activism to leadership, which are key cornerstones needed in urban communities (Jacobs et al.).

By graduating more than 250 graduates for urban schools, the Urban Leadership Program is now approaching a critical mass whereby like-minded individuals are in positions to make positive changes that influence urban youth to be successful. The Urban Leadership Program is developing leaders for complex social systems that are able to lead with the passion and skills necessary to transform environments of inequity, while having a mindset of serving their schools and communities, and adapt to the challenging situational circumstances of their environment. The Urban Leadership Program has the potential to be used as a model to inspire and guide other university departments to create courageous and effective leaders, while meeting the requirements of a bureaucratic system. The researcher in the current case study conducted the first study involving program participants who graduated from the Urban Leadership Program and currently hold school principal positions.

As a whole, principals have a sense of purpose; therefore, they feel motivated through this higher understanding. The experiences of the principals in the current study serve as evidence of the hope and as a promise to urban communities that entrust their children to our urban schools. There are leaders who are willing to commit to working in urban communities as long as professors and mentors are willing to teach and support them.

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APPENDIXES

APPENDIX A

BAR-ON EQ-I INSTRUMENT APPROVAL

≋MHS
Multi-Health Systems, Inc.
www.mhs.com
Publishers and Developers of Professional Assessment Materials

Jasvinder Kaur

Dear Jasvinder Kaur,

MHS is pleased to inform you that you have been approved for a Student Research Discount. This discount program grants you access to the BarOn Emotional Quotient Inventory™ for use in your research study entitled: *A mixed method case study: BarOn EQ-i framework of Emotional Intelligence examining school leadership experiences of Principals that completed the Urban Leadership Program in Northern California* under the supervision of Patricia A. Mitchell, Ph. D.

You are granted full access to instrument and scoring through our MHS assessments website for a flat rate of $5.00 per participant. Additionally, you are approved for a 30% discount on all related material orders over $50.00.

Please remember to send us a summary of your results: a short paragraph describing how the test was used and a short summary of your results will do.

Feel free to contact me at any time should you have any questions or concerns.

Thanks again, and good luck in your research,

Sincerely,

Tyrone Williams
Data Collection Coordinator-EI Assessments Division
tyrone.williams@mhs.com

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In Canada...
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Toronto, ON
M2H 3M6
Phone: +800-268-6011

APPENDIX B

DEMOGRAPHIC QUESTIONNAIRE

Information provided on this demographic survey questionnaire will be held completely

confidential.

Instructions: Please check or fill in the **<u>one best</u>** answer to the following questions:

Demographic:

1. Participant ID _____

2. Sex: Male _____ Female_____

3. Age: Under 25 _____ 25-34 _____ 35-44 _____
   45-54 _____ 55-59 _____ 60-64 _____

4. What is your ethnicity:

   Native American or Alaska Native _____
   Asian/Southeast Asian/South Asian _____
   Black/African American _____
   Latino _____
   Native Hawaiian/Pacific Islander _____
   White/European _____
   Biracial/Multiracial _____
   Other _____

5. How many years in total have you been a school principal? _____
6. How many years were you a vice principal? _____
7. How many years after completing your credential were you employed in an
   administrative position?
   _____

8. How is your school classified:
   Rural _____ Suburban _____ Urban _____

9. At what school level are you a principal?
   Elementary _____ Middle School _____ High School _____
   Other (K-8; 7-12, etc.) – Please specify:_____

10. Indicate in percentage the ethnic demographics of your teachers?
    Native American or Alaska Native _____
    Asian/Southeast Asian/South Asian _____

Black/African American   _____
Latino   _____
Native Hawaiian/Pacific Islander _____
White/European   _____
Biracial/Multiracial   _____
Other   _____

11. Indicate in percentage the ethnic demographics of your students?

Native American or Alaska Native   _____
Asian/Southeast Asian/South Asian   _____
Black/African American   _____
Latino   _____
Native Hawaiian/Pacific Islander   _____
White/European   _____
Biracial/Multiracial   _____
Other   _____

12. Did you complete the Urban Leadership administrative preparatory program at CSUS?

Yes   _____   No   _____

13. What type of administrative credential do you currently hold?

Preliminary Administrative Credential   _____
Professional Clear Administrative Credential   _____
Other   _____ Explain: _____

14. What is the highest degree you have completed

Bachelors   _____   Masters   _____   Doctorate   _____

15. Are you currently pursuing a higher degree?

Yes _____   No_____
If yes,   Masters   _____   Doctorate   _____

APPENDIX C

INTERVIEW PROTOCOL

Open-Ended Interview Protocol

Introduction:

1. How did you decide to go into education?
2. What made you decide to become a school principal?

Urban Leadership Program:

3. How did the Urban Leadership Program prepare you for leading urban schools?
4. What continued opportunities does the Urban Leadership Program provide for support?
5. What mentoring or support activities have you participated in?
6. How have these opportunities impacted you?
7. How well were you prepared for your first principal position?

Intrapersonal:

8. Describe the community in which you grew up.
9. What type of a student were you?
10. Describe your leadership style(s)?
11. How do you reflect on your life?
12. Describe yourself in your role of school principal.

Interpersonal:

13. Describe your relationship with the district.
14. Describe your relationship with teachers at your school site.
15. Describe your relationship with students at your school site.
16. Describe your relationship with parents and the community around your school site.

Stress Management:

17. What are the most demanding challenges at your school site?
18. How do you personally cope with the stress from your job?
19. Who do you turn to for support?

Adaptability:

20. How do you personally mange the constant change at your school site?
21. How do you address difficult situations within your job?

General Mood:

22. How do you describe your personality type?
23. How do you stay motivated?
24. What makes you feel overwhelmed?

Future:

25. Where do you see yourself five years from now?
26. Where do you see yourself ten years from now?

Closing

27.   Is there anything else you will like to add?

APPENDIX D

FIVE-DAY REFLECTION JOURNAL

Information provided within this journal will be held completely confidential.

Instructions: Please complete at the end of each work day and prior to your interview with the researcher

Participant ID :_____
Day 1:

How do you feel about your day today?

What was your work climate like today?

What were the main challenges you faced at work today and how did you managed them?

What were the main changes at work today? How did you address the situations?

What was your mood like today?

Information provided within this journal will be held completely confidential.

Instructions: Please complete at the end of each work day and prior to your interview with the researcher

Participant ID #:_____
Day 2:

How do you feel about your day today?

What was your work climate like today?

What were the main challenges you faced at work today and how did you managed them?

What were the main changes at work today? How did you address the situations?

What was your mood like today?

Information provided within this journal will be held completely confidential.

Instructions: Please complete at the end of each work day and prior to your interview with the researcher

Participant ID #:_____
Day 3:

How do you feel about your day today?

What was your work climate like today?

What were the main challenges you faced at work today and how did you managed them?

What were the main changes at work today? How did you address the situations?

What was your mood like today?

Information provided within this journal will be held completely confidential.

Instructions: Please complete at the end of each work day and prior to your interview with the researcher

Participant ID #:_____
Day 4:

How do you feel about your day today?

What was your work climate like today?

What were the main challenges you faced at work today and how did you managed them?

What were the main changes at work today? How did you address the situations?

What was your mood like today?

Information provided within this journal will be held completely confidential.

Instructions: Please complete at the end of each work day and prior to your interview with the researcher

    Participant ID#:_____
    Day 5:

    How do you feel about your day today?

    What was your work climate like today?

    What were the main challenges you faced at work today and how did you managed them?

    What were the main changes at work today? How did you address the situations?

    What was your mood like today?

APPENDIX E

URBAN LEADERSHIP COORDINATOR APPROVAL

California State University, Sacramento • College of Education
Department of Educational Leadership and Policy Studies
6000 J Street • Eureka Hall 437 • Sacramento, CA 95819-6079
(916) 278-5388 • (916) 278-4608 FAX • http://edweb.csus.edu/edlp

Lila Jacobs, Ph.D.   March 30, 2009
Educational Leadership & Policy Studies
College of Education
Office: (916) 278-7023   fax:(916) 278-4608
e-mail: jacobs@csus.edu

To the Human Subjects Committee,

This letter serves to verify that I have given permission to Ms. Jasvinder Kaur to conduct a study of past graduates of the Urban Leadership Program who have become Principals. I will provide her with a list of names, emails, and phone numbers. Please let me know if you have any questions.

Sincerely,

Lila Jacobs

Lila Jacobs, Ph.D.
Coordinator Urban Leadership Program

cc. Ms. Jasvinder Kaur
    Dr. Francisco Reveles, Chair EDLP

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APPENDIX F

CSUS HUMAN SUBJECTS APPROVAL

SACRAMENTO STATE
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California State University, Sacramento
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www.csus.edu/research

July 17, 2009

To: Jasvinder (Jazz) Kaur, Doctoral Student
        University of San Francisco

From: Maria Dinis, Chair
        Committee for the Protection of Human Subjects

Re: Protocol 08-09-108 (Apr)
        "A Mixed Method Case Study: Bar-On EQ-I Framework of Emotional
        Intelligence Examining School Leadership Experiences of Principals who
        completed the Urban Leadership Program in Northern California"

The Committee for the Protection of Human Subjects conditionally approved your application as "Minimal Risk" at its April 20, 2009 meeting. With the additional materials you have provided your project is now approved as Minimal Risk.

The approval applies to the research as described in your application. If you wish to make any changes with regard to participants, materials, or procedures, you will need to request a modification of the protocol. For information about doing this, see "Requests for Modification" in the CPHS Policy Manual.

Your approval expires on July 31, 2010. If you wish to collect additional data after that time, you will need to request an extension for the research. For additional information, see "Requests for Extension" in the CPHS Policy Manual.

If you have any questions, please contact me at 278-7161 or the Office of Research Administration at 278-7924. Thank you.

APPENDIX G

USF HUMAN SUBJECTS APPROVAL

----- Forwarded Message ----
From: irbphs <irbphs@usfca.edu>
To: Jazz <msjazzkaur@yahoo.com>
Cc: Patricia A Mitchell Ph D <mitchell@usfca.edu>
Sent: Thursday, July 16, 2009 8:37:09 AM
Subject: IRB Application # 09-054 - Application Approved

July 16, 2009

Dear Jasvinder Kaur:

The Institutional Review Board for the Protection of Human Subjects (IRBPHS)
at the University of San Francisco (USF) has reviewed your request for human
subjects approval regarding your study.

Your application has been approved by the committee (IRBPHS #09-054).
Please note the following:

1. Approval expires twelve (12) months from the dated noted above. At that
time, if you are still in collecting data from human subjects, you must file
a renewal application.

2. Any modifications to the research protocol or changes in instrumentation
(including wording of items) must be communicated to the IRBPHS.
Re-submission of an application may be required at that time.

3. Any adverse reactions or complications on the part of participants must
be reported (in writing) to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS at (415) 422-6091.

On behalf of the IRBPHS committee, I wish you much success in your research

APPENDIX H

INFORMATION E-MAIL COVER LETTER

From: msjazzkaur@yahoo.com
To: msjazzkaur@yahoo.com
Bcc: Urban Leadership Program Graduate Principal
Sent: Date: Month XX, 2009
Subject: Urban Leadership Principal Study –Survey

_____

Jasvinder (Jazz) Kaur, MA

Doctoral Student

Tel: (916) 425-0582

E-mail: msjazzkaur@yahoo.com

CONSENT COVER LETTER

Month xx, 2009

Dear Urban Graduate

My name is Jasvinder (Jazz) Kaur and I am a graduate student in the School of Education at the University of San Francisco. I am interested in examining how principals receive mentoring and support after completing the Urban Leadership program. The study will also examine leadership experiences of principals in the context of a school setting, by using an emotional intelligence framework.

You are being asked to participate in a survey because you are a past graduate and currently hold a principal position. I obtained your name from Dr. Lila Jacobs, Urban Leadership Program Coordinator at California State University, Sacramento (CSUS), who maintains a listing of Urban Leadership Program graduates that are currently principals.

If you agree to be in this study, you will complete and submit an on-line survey on an encrypted web-based secure database server, maintained by Multi-Health Systems (MHS) that will ask about your emotional intelligence. The survey will take approximately 30 minutes to complete.

Confidentiality: Although you will not be asked to put your name on the survey, participation in research may mean a loss of confidentiality. Your responses will be kept confidential to the degree permitted by the technology used. However, no absolute guarantees can be given for the confidentiality of electronic data. No individual identities will be used in any reports or publications resulting from the study. Survey data will be maintained on an encrypted web-based secure database server, maintained by MHS. The researcher will be unable to remove anonymous data from the database should the participant wish to withdraw it. Within 30 days after the study is completed, the researcher will delete data maintained by MHS, and it will be permanently removed after the last backup cycle is completed. Individual results will not be shared with personnel of your institute.

Risks and/or Discomforts: This study is considered minimal risk to the participant. It is possible that some of the questions on the survey may make you feel uncomfortable, but you are free to decline to answer any questions you do not wish to answer, or to stop participation at any time. You may also seek further assistance by contacting Sacramento County Department of Health and Human Services Clinic Information line, by calling (916) 874-8912.

Benefits of Study: While there will be no direct benefit to you from participating

in this study, the anticipated benefit of this study is a better understanding of the current

body of knowledge about program development in the broad context of school leadership

development and specifically for leadership for urban schools and communities. It is

further anticipated this study will benefit by informing, guiding, and inspiring

administrative credentialing programs to create courageous and effective urban leaders,

while at the same time facilitating dialogue between educational institutes that develop

programs and the regulatory governance organizations that create the regulations they

operate under.

There will be no costs to you as a result of taking part in this study, nor will you

be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at 916-425-0582 or send an e-mail to: msjazzkaur@yahoo.com. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message; by e-mailing

IRBPHS@usfca.edu; or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY: You are free to decline to be in this study, or to withdraw from it at any point. California State University Sacramento, Department of Educational Leadership and Policy Studies is aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as an alumni of the Urban Leadership Program.

If you agree to complete the survey, please do the following:

1. Review the enclose Information Sheet
2. Review the enclosed Research Subject's Bill of Rights
3. Log-on to the following link, using the ID and passcode provided:
   Survey Link: _____
   Participant ID: _____
   Passcode: _____
4. Select the "I accept" button
5. Complete survey by September xx, 2009

Thank you for your attention.

Sincerely,
Jasvinder (Jazz) Kaur
Doctoral Student
University of San Francisco

APPENDIX I

INFORMATION SHEET

Jasvinder (Jazz) Kaur, MA

Doctoral Student

Tel: (916) 425-0582

E-mail: msjazzkaur@yahoo.com

INFORMATION SHEET
INFORMATION SHEET ABOUT THE RESEARCH STUDY

My name is Jasvinder (Jazz) Kaur and I am a graduate student in the School of Education at the University of San Francisco. I am interested in examining how principals receive mentoring and support after completing the Urban Leadership program. The study will also examine leadership experiences of principals in the context of a school setting, by using an emotional intelligence framework.

Current research shows that the leadership of urban schools is a critical factor in turning around low-achieving schools (Crew, 2007; Noguera & Wang, 2006). Urban communities lack school leaders who are equipped with the appropriate skill set to lead schools adequately, in turn, having a negative impact on the outcome of urban students. The complex nature of urban schools requires leaders to have the ability to be thoughtful and thorough, as well as courageous, humble, and empathetic in order to address these multifaceted challenges.

You are being asked to participate in a survey because you are a past graduate and currently hold a principal position. I obtained your name from Dr. Lila Jacobs, Urban Leadership Program Coordinator at California State University, Sacramento (CSUS), who maintains a listing of Urban Leadership Program graduates that are currently principals.

If you agree to be in this study, you will complete and submit an on-line survey on an encrypted web-based secure database server, maintained by Multi-Health Systems (MHS) that will ask about your emotional intelligence. The survey will take approximately 30 minutes to complete.

This study is considered minimal risk to the participant. Some of the questions on the survey may make you feel uncomfortable, but you are free to decline to answer any

questions you do not wish to answer, or to stop participation at any time. You may also seek further assistance by contacting Sacramento County Department of Health and Human Services Clinic Information line, by calling (916) 874-8912.

Although you will not be asked to put your name on the survey, participation in research may mean a loss of confidentiality. Your responses will be kept confidential to the degree permitted by the technology used. However, no absolute guarantees can be given for the confidentiality of electronic data. No individual identities will be used in any reports or publications resulting from the study. Survey data will be maintained on an encrypted web-based secure database server, maintained by MHS. The researcher will be unable to remove anonymous data from the database should the participant wish to withdraw it. Within 30 days after the study is completed, the researcher will delete data maintained by MHS, and it will be permanently removed after the last backup cycle is completed. Individual results will not be shared with personnel of your institute.

There will be no direct benefit to you from participating in this study. The anticipated benefit of this study is a better understanding of the current body of knowledge about program development in the broad context of school leadership development and specifically for leadership for urban schools and communities. It is further anticipated this study will benefit by informing, guiding, and inspiring administrative credentialing programs to create courageous and effective urban leaders, while at the same time facilitating dialogue between educational institutes that develop programs and the regulatory governance organizations that create the regulations they operate under.

There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at 916-425-0582 or send an e-mail to: msjazzkaur@yahoo.com. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message; by e-mailing IRBPHS@usfca.edu; or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. California State University Sacramento, Department of Educational Leadership and Policy Studies is aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as an alumni of the Urban Leadership Program.

By completing this survey, you are agreeing to participate in the research.

APPENDIX J

RESEARCHER'S BILL OF RIGHTS

The rights below are the rights of every person who is asked to be in a research study. As a research subject, I have the following rights:

Research Subjects
Bill of Rights

Research subjects can expect:

1. To be told the extent to which confidentiality of records identifying the subject will be maintained and of the possibility that specified individuals, internal and external regulatory agencies, or study sponsors may inspect information in the medical record specifically related to participation in the clinical trial.
2. To be told of any benefits that may reasonably be expected from the research.
3. To be told of any reasonably foreseeable discomforts or risks.
4. To be told of appropriate alternative procedures or courses of treatment that might be of benefit to the subject.
5. To be told of the procedures to be followed during the course of participation, especially those that are experimental in nature.
6. To be told that they may refuse to participate (participation is voluntary), and that declining to participate will not compromise access to services and will not result in penalty or loss of benefits to which the subject is otherwise entitled.
7. To be told about compensation and medical treatment if research related injury occurs and where further information may be obtained when participating in research involving more than minimal risk.
8. To be told whom to contact for answers to pertinent questions about the research, about the research subjects' rights and whom to contact in the event of a research-related injury to the subject.
9. To be told of anticipated circumstances under which the investigator without regard to the subject's consent may terminate the subject's participation.
10. To be told of any additional costs to the subject that may result from participation in the research.
11. To be told of the consequences of a subjects' decision to withdraw from the research and procedures for orderly termination of participation by the subject.
12. To be told that significant new findings developed during the course of the research that may relate to the subject's willingness to continue participation will be provided to the subject.
13. To be told the approximate number of subjects involved in the study.
14. To be told what the study is trying to find out;
15. To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
16. To be told about the frequent and/or important risks, side effects, or discomforts

of the things that will happen to me for research purposes;

17. To be told if I can expect any benefit from participating, and, if so, what the benefit might be;
18. To be told of the other choices I have and how they may be better or worse than being in the study; To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;
19. To be told what sort of medical or psychological treatment is available if any complications arise;
20. To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
21. To receive a copy of the signed and dated consent form; and
22. To be free of pressure when considering whether I wish to agree to be in the study.

If I have other questions, I should ask the researcher. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling (415) 422-6091, by electronic mail at IRBPHS@usfca.edu, or by writing to USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080.

APPENDIX K

INFORMED CONSENT FORM

Jasvinder (Jazz) Kaur, MA

Doctoral Student

Tel: (916) 425-0582

E-mail: msjazzkaur@yahoo.com

INFORMED CONSENT FORM
UNIVERSITY OF SAN FRANCISCO
CONSENT TO BE A RESEARCH SUBJECT

Purpose and Background

Jasvinder (Jazz) Kaur is a graduate student in the School of Education at the University of San Francisco who is interested in examining how principals receive mentoring and support after completing the Urban Leadership program. The study will also examine leadership experiences of principals in the context of a school setting, by using an emotional intelligence framework.

Current research shows that the leadership of urban schools is a critical factor in turning around low-achieving schools (Crew, 2007; Noguera & Wang, 2006). Urban communities lack school leaders who are equipped with the appropriate skill set to lead schools adequately, in turn, having a negative impact on the outcome of urban students. The complex nature of urban schools requires leaders to have the ability to be thoughtful and thorough, as well as courageous, humble, and empathetic in order to address these multifaceted challenges.

You are being asked to participate in a survey because you are a past graduate and currently hold a principal position. Your name was obtained from Dr. Lila Jacobs, Urban Leadership Program Coordinator at California State University, Sacramento (CSUS), who maintains a listing of Urban Leadership Program graduates that are currently principals

As a participant

I am being asked to participate because I am a past graduate of the Urban Leadership Program and currently hold a principal position.

Procedures

If I agree to be a participant in this study, the following will happen:

I will complete a demographic questionnaire, lasting approximately 5 minutes.

The demographic questionnaire will ask general information about my background, career, and school.

I will participate in an open-end interview with the researcher, lasting approximately one hour and 10 minutes.

During this interview, I will be asked about my experiences as a principal.

I have provided permission to tape-record the interview. The interview will take place at an agreed upon location, which is conducive to open and confidential communication.

I understand that the researcher will provide a copy of my interview transcript, with the researcher's assumptions and key points from the notes bracketed, to me for revisions and clarification.

If I make clarification or make revisions to my interview transcript, I will make them in writing within one week from receipt of the transcription document. Otherwise, I will provide written approval confirming accuracy of the transcript within one week from receipt of the transcription document via e-mail.

After the interview, the researcher will give me a five-day guided reflection to complete. At the end of each work day, I will reflect and write-in the journal for 15 minutes.

At the end of the fifth day, I will mail to the researcher the reflection journal in the pre-addressed and pre-posted paid envelope provided by the researcher.

Confidentiality:

I will identify myself by the ID provided by the researcher.

Though I will not be asked to provide my name, participation in research may mean a loss of my confidentiality.

I understand the researcher will keep my records as confidential as is possible.

My individual identity will not be used in any reports or publications resulting from the study.

I understand the researcher will code and keep study information secure in locked files. This will include the demographic questionnaire, interview tapes, interview transcript, and the five day guided journal. Only the researcher will have access to the files.

I understand within 30 days after the study is completed, the researcher will destroy my demographic questionnaire, my interview tapes, my interview transcript, and my five day guided journal.

Individual results will not be shared with personnel of my institute.

Risks and/or Discomforts

It is possible that some of the questions in the demographic questionnaire, interview, or five-day guided reflection journal may make me feel uncomfortable, but I am free to decline to answer any questions I do not wish to answer or to stop participation at any time.

I may also seek further assistance by contacting Sacramento County Department of Health and Human Services Clinic Information line, by calling (916) 874-8912.

Because the time required for my participation may be up to 1.5 hours, I may become tired or bored.

Benefits

There will be no direct benefit to me from participating in this study. The anticipated benefit of this study is a better understanding of the current body of knowledge about program development in the broad context of school leadership development and specifically for leadership for urban schools and communities. It is further anticipated this study will benefit by informing, guiding, and inspiring administrative credentialing programs to create courageous and effective urban leaders, while at the same time facilitating dialogue between educational institutes that develop programs and the regulatory governance organizations that create the regulations they operate under.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment/Reimbursement

I will not be reimbursed for my participation in this study.

Questions

I have talked to Ms. Kaur or about this study and have had my questions answered. If I have further questions about the study, I may call her at (916) 425-0582 or send an e-mail to her at: msjazzkaur@yahoo.com.

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as an alumni of the Urban Leadership Program.

My signature below indicates that I agree to participate in this study.

_____

Subject's Signature Date of Signature

_____

Signature of Person Obtaining Consent Date of Signature