Topical Reference List: (Emotional Intelligence in Education)

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Abstract

This paper includes a reference list of literature relating to how the concepts of emotional intelligence affect leadership decisions in the educational environment. In brief overview, the articles reviewed provided a glimpse of the relationship between the fundamental concepts of emotional intelligence and interpersonal skills to leadership and conflict resolution. It is also significant to point out that the concept of leadership is broad as it includes administrator and teacher qualities. I sense that, although there has been an increase in awareness of the significance of EI, more research and subsequent incorporation of EI into the educational profession is needed. Additionally, more workshop, self-assessment, and subsequent professional mentoring would greatly increase the impact EI can have on societies educational institutions of all levels.

Keywords: Emotional Intelligence, Leadership, Conflict Management.
Topical Reference List: Emotional Intelligence (EI) in Education

All professional and personal endeavors have innate and unique challenges associated with successful outcomes. In all cases, the ability to overcome and master those challenges is an absolute necessity. Many techniques are available, as well as training topics, to increase one’s array of tools to use when engaged in those challenges. This research is focused on one aspect of potential challenges, and even with this focus, many more specifics should be individually studied. Specific areas that were of a focused interest were: conflict, leadership, and emotional intelligence. An important consideration to maintain is the fact that; wherever one goes, there one is. This simple statement exemplifies that we take “who we are” and apply “who we are” to every aspect of our lives. Are we successful in being a leader? Are we successful in resolving conflicts between ourselves and between those whom we are responsible? How does “who I am” affect those outcomes? In most cases, failure in outcomes are not malicious in nature. Rather, ignorance in the concepts of personality and emotional intelligence. Additionally, even when one is aware of how EI and personality contribute, how one perceives things can also interfere. An example of this is the perception of what conflict is. Is conflict to be avoided? If not, how do I contribute to it and how do I engage in its resolution? As mentioned earlier, successful outcomes are important; proper decisions are part of that equation. In order for leaders to be successful, I contend that the purpose of this study is to determine what extent “Emotional Intelligence” has on educational leadership decisions. I have included the concept of conflict because this active process in human dynamics appears to be the main barrier in effective rational decision making processes. Conflict in itself is not the nature of this study. Rather how it affects a person’s EI and the subsequent decisions. To this end the following questions have evolved:
1. How does understanding one’s own “EI” affect the decisions one makes, particularly during conflict?

2. How does understanding one’s own “EI” affect the decisions one makes, particularly in classroom management?

3. How can educational leadership use “EI” understanding, of self and subordinates, in managing subordinates?

References


Abstract

In recent decades, emotional intelligence (EI) has emerged as one of the crucial components of emotional adjustment, personal well-being, interpersonal relationships, and overall success in life. Yet few professional curricula adequately address this subject. The results of this study indicate that the potential for enhanced emotional intelligence can be improved in the traditional classroom, employing experiential teaching methods. Further, the findings revealed a significant difference in stability measures between social work and education students, indicating that EI course “Doing Psychotherapy” (conceived by the study’s authors) has a differential effect on students of the two faculties. This suggests that EI may not be perceived by all students in the same way; rather, specific goals, the nature of the participants, and the professional setting must be taken into consideration when assessing the impact of EI programs in higher education. Future research should focus on specific EI
teaching strategies and on designing evaluation studies that assess changes in knowledge (learning), behavior (expertise), and results (performance).


Abstract

*There has been a shift in leadership and needed leadership skills in education within today’s society. Models that were previously used to aid in the development and understanding of leadership roles may not be appropriate given the current climate within education. However, new concepts based largely on research are emerging. This new conceptualization involves Emotional Intelligence (EI). Nelson and Low (2003) defined their theory of EI to include skill sets involving positive uses of interpersonal, intrapersonal, leadership, and self-management skills, while avoiding problem areas to include aggression, deference and change orientation. Additionally, EI skills may be associated with personal satisfaction, health, and achievement within career and academics (Nelson & Low, 2003). In other achievers and vice versa for low or average achievers. Based on the works of Goleman (1998), Epstein (1998), Sternberg (1996), and Nelson and Low (2003), the concept of EI is now providing a useful and practical model for utilization within the education administration and leadership arena.*


Abstract
The future, whether we look from the perspective of school to work, school to learn, or from the tensions inherent in an ever-changing society, demands a rich complement of tools, skills, and strategies to support a high level of emotional literacy (Bocchino, 1999, p. 9).


Abstract

The work of Goleman (1998) in the area of Emotional Intelligence offers promise for the assessment and evaluation of leader behaviors not related to a technical skill set such as those related to finance, data analysis, curriculum alignment, law or strategic planning. Researchers at a West Central Georgia University initiated a project that examine the relationship between transformational leadership behaviors as articulated by Avolio and Bass (2004) and emotional competencies that have emerged from the work of Goleman (1998) and Boyatzis, Goleman and Rhee (2004). In this study, researchers administered the Multifactor Leadership Questionnaire developed by Avolio and Bass (2004) and the Emotional Competencies Inventory-University Edition (ECI-U) based on the work of Boyatzis, Goleman and Rhee (2004) to 46 assistant principals from southern urban school system. The resulting relationships between transformational leadership behaviors and emotional competencies are reported in this article along with recommendations for future study and ramifications for training educational leaders.

Abstract

In this article, I will focus on novice teachers’ resilience as one of the assets that many beginners bring to their first teaching position and on the relationship between resilience and two related human strengths, personal efficacy and emotional competence. I will briefly review the literature on resilience, personal efficacy, and emotional intelligence, and these three concepts will be compared and contrasted within the context of novice teacher success and retention. I will use the profile of a novice teacher in Toronto, Ontario, to illustrate how beginning teachers cope with problems and overcome difficulties, remain optimistic about their choice of profession, and commit to teaching over the long term. I will discuss possible implications for faculties of education, school boards, and schools. Finally, I will make several suggestions for future research.


Abstract

The findings from this qualitative case study reveal how a principal’s demonstration of compassion and deep care towards his teachers was influential in the participants’ renewed desire for a greater commitment to and improvement of their craft. Understanding how school leaders can nourish and sustain passion and commitment is an essential area of research on learning communities.

Abstract

This study examined the impact of training early childhood teachers in an emotional intelligence and classroom management program titled Conscious Discipline®. The researchers conducted eight one-day workshops monthly from September through April to an initial group of more than 200 participants. To assess attitudinal changes teachers answered a survey about their school climate and classroom management methods. The survey was initially given in September to participants (n=206) consisting of pre-kindergarten through sixth grade teachers with no exposure to the Conscious Discipline workshops (n=117). The statistical discrimination analysis found significant improvement in the teachers’ perceptions of school climate and in their knowledge and use of these new classroom management techniques (p<.05). The study demonstrates that the untrained group was unaware of the social relationship and cultural principles of Conscious Discipline that include releasing external control, embracing conflict resolution and implementing a more emotionally targeted reward structure in the classroom. Initial participants also expressed being unsatisfied with their school climate. However, those teachers who completed the workshops and were highly committed to using the Conscious Discipline skills exhibited a heightened positive feeling about school climate. Though, the more fully-engaged teachers scored somewhat lower on the favorable school climate dimension than those teachers who were only minimally using Conscious Discipline techniques. Many teachers also showed improvement in student/teacher relationships (r=.325) and in mutual support among teachers (r=.306).


Abstract

This article describes research that explored student and teacher perceptions and management of conflict within the primary school context. It was found that both teachers and students shared similarities in their views of conflict and in their management of interpersonal problems at school. Conflict was generally perceived to be a negative phenomenon. In addition teachers and students commonly used a limited range of strategies, relying mostly on familiar and reactive conflict management techniques. Resolving conflict through compromising and problem solving was rare. Student and teacher perceptions of conflict accounted for their handling of conflict. The need to re-consider the value of conflict as positive for learning and living within and beyond the school is raised.


Abstract

The purpose of this study is to evaluate claims that emotional intelligence is significantly related to transformational and other leadership behaviors. Results (based on 62 independent samples) indicated a validity estimate of .59 when ratings of both emotional intelligence and leadership behaviors were provided by the same source (self, subordinates, peers, or superiors). However, when ratings of the constructs were derived from different sources, the validity estimate was .12. Lower validity estimates were found for transactional and laissez-faire leadership behaviors. Separate analyses were performed for each measure of emotional intelligence. Trait measures of emotional intelligence tended to show higher validities than
ability-based measures of emotional intelligence. Agreement across ratings sources for the same construct was low for both transformational leadership (.14) and emotional intelligence (.16).


Abstract

*In this review of the literature, we briefly examined the development of the intelligence theories as they lead to the emergence of the concept of emotional intelligence(s). In our analysis, we noted that only limited attention had been focused on the emotional intelligence skills of school administrators. Accordingly, we examined the role of emotional intelligence in improving student achievement. Because principals as educational leaders are responsible for the successful operation of their respective schools, we contend it is important to examine the link between effective leadership skills and practices and student achievement.*

**Summary**

Although the concept of emotional intelligence is an old one, various aspects of our society, including education, have overlooked its significance and its application in leadership. This oversight has been discovered and is becoming more and more an integral part in educational leadership development. Both qualitative and quantitative evaluations have revealed a direct correlation between effective and successful professional and personal goals to the competent use of emotional intelligence. Additionally, classroom teachers should lead by example in EI so as to have a teaching effect on their student body. Another interesting and profound application of EI is how the education system can teach this to our student body. In effect to provide a proactive effort in having EI as a normal thought process. Overall, the
concept of EI has an invasive role in all business and personal venues. Because of the implicit significance of this concept, additional research should be done. It should also be noted that this topic should be a required area for development for front line educators and all of their leadership levels.