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EMOTIONAL INTELLIGENCE AND LEADERSHIP EFFECTIVENESS OF PRINCIPALS I PRE-PRIMARY SCHOOLS IN YEKA SUBCITY

BY

MAHILET LEGESSE ABEBE

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By

MAHILET LEGESSE ABEBE

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

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By

Mahilet Legesse

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By

Mahilet Legesse Abebe

Approved by Board of Examiners

Kenenisa Dabi		20 July 2018
Chairman Dept. Graduate	Signature	Date
Befekadu Lemma (PhD)		20 July, 2018
Advisor	Signature	Date
Aman Worku (PhD)		20 July, 2018
Internal Examiner	Signature	Date
Abdulaziz Hussien		25 July 2018
External Examiner	Signature	Date

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ACRONYMS and ABREVIATIONS

ECCE: Early child care education

ECI: Emotional competence inventory

EI: Emotional intelligence

EISA: Emotional intelligence self appraisal

IQ: Intelligence quotient

ISLLC: Interstate school leaders' licensure consortium

Abstract

The purpose of this study was to investigate the relationship between emotional intelligence and leadership effectiveness of principals in Yeka Sub City Pre-primary schools. This study measured the emotional intelligence of principals and their leadership effectiveness using the Emotional Intelligence Appraisal and Leadership Improvement Tool. A descriptive correlation research design was used to achieve the objectives of the study. The research participants were 68 principals and 123 teachers who work in private Pre-schools in Yeka Sub City. For the purpose of this study two kinds of standardized questionnaires were used: to measure the emotional intelligence of the pre-school principals the researcher used The Emotional Intelligence Self-Appraisal and to measure their leadership skill an Educational Improvement Tool was used. The data analysis has been done using different statistical techniques like frequency counts, mean, standard deviation and IBM SPSS version 20, Pearsons product moment correlation test were used to investigate the relationship between the dependent and independent variables. A t-test was employed to determine if there was a significant difference between the mean scores of the school principals and teachers. The result of this study revealed that the existing level of emotional intelligence of pre-school principals has a significant effect on their leadership performance. In addition there was a difference score between pre-school principals and teachers rating. When age and years of experience compared to emotional intelligence it does not have a significant effect on leadership performance. Thus Implementation of EI in any organization by a leader to be effective and efficient plays a vital role to leadership skill. Therefore pre-school principals need to work on their emotional intelligence considering the effect that their EI skill has an impact on their educational leadership skill and successes in their working environment.

Chapter one

Introduction

This chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, definitions of operational terms, and organization of the study.

1.1. Background of the Study

The question of emotional intelligence has preoccupied writers and scientists for the past decade (Higgs, 2003). Many factors have been identified as important to leadership, such as cognitive ability (Sternberg & Vroom, 2002) and conscientiousness (Barrick & Mount, 1991). With little evidence, people have also proposed that emotional intelligence is an important predicator (Goleman, 1998; McKee, 2005).

In 1990, Salovey and Mayer drew together much of the material available on cognition (i.e., capacity to carry out abstract reasoning) and emotions (defined as signals that convey regular, discernable meanings about relationships) and developed a theory of emotional intelligence. The more recent refinement of their definition see emotional intelligence as the "...ability to recognize the meanings of emotions and their relationships and to reason and problem- solve based on them" (Mayer, Caruso& Salovey, 1999, p.267). Emotional intelligence is seen as the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

Between 1994 and 1997, emotional intelligence was popularized by psychologist and journalist Daniel Goleman (1995) in his book "Emotional intelligence". During this time, Goleman (1995) changed the definition quite substantially with the new definition appearing to equate emotional intelligence with good social behavior.

Since 1997 there has been an explosion of activity in a new and now fuzzily-defined area. Emotional intelligence is now used popularly to mean various things, including motivation, empathy, sociability, warmth, and optimism (Mayer, 2001).

Mayer and Salvoy (1997) argue that there are two major emotional intelligence models that drive research: (1) ability models and (2) mixed models. Ability models conceptualize emotional intelligence in a similar way to cognitive intelligence (i.e., Intelligence quotient-IQ). This model suggests that emotional intelligence should develop over time, be correlated with measures of IQ, and be measurable with a test based on performance (Ciarrochi, ChanCaputi2000; Mayer,Salovey, & Caruso2004). In contrast, mixed models of emotional intelligence incorporate both non-cognitive models (e.g., Baron1997) and competency-based models (e.g.,Goleman 1995). These mixed models typically overlap or 'mix' with traditional models of personality and tend to utilize self-reports as their primary mode of assessment.

People have theorized that emotional intelligence contributes to people's capacity to work effectively in teams, manage stress, and/or lead others (Ashkanasay & Trevor-Rberts, 2000; Mayer, Salovey, & Caruso, 2004; George, 2000; Goleman, Boyatzis,& Mckee, 2002;Prati,Douglas, Ferris, Ammeter,& Buckley,2003).

For example, leaders who are poor at perceiving their emotions may unknowingly miss important emotional signals from their co-workers. Similarly, leaders who are poor at managing emotions may allow their emotions to interfere with effective action. For instance, when they feel anxious, they may avoid giving an important speech, or when they feel angry, they may inappropriately lash out at a co-worker.

The transformational or transactional leadership model of Bass and Avolio (1990) has provided the general framework for most of the research on emotional intelligence and leadership effectiveness (Barling, Slater, & Kelloway, 2000; Palmer,Walls, Burgess& Stough,2001; Gardner& Stough,2002). Transformational leaders are seen as those people that are able to create a vision, communicate this vision, build commitment amongst subordinates to the vision, and model the vision within the workplace. In contrast, transactional leaders are viewed more as managers that maintain the status quo. It is argued that transformational leaders are able to deal with strategic matters more efficiently and in turn are able to build commitment in employees, and therefore more likely to take an organization forward (Bass and Avolio, 1994; Mcshane & Von Glinow, 2000).

Palmer, Walls, Burgess and Stough (2001) administered a self-report emotional intelligence measures to 43 managers in order to evaluate the link between emotional intelligence and leadership style. They found significant correlations with several components of the transformational leadership model. Specifically, the inspirational, motivation and individualized consideration components of transformational leadership correlated with self-reported ability to both monitor and manage emotions.

While research based on self-reported managerial style is important, it does not establish whether an ability-based test of Emotional intelligence or self-report measure of emotional intelligence is related to relatively objective (or non-report) measures of leadership effectiveness such as supervisor ratings or measures of actual business unit performance.

In one relevant study, Lopes, Cote`, Grewal, Kadis, Gall and Salovey (2003) examined the link between an ability measures of Emotional intelligence and several indicators of job performance, including salary, merit increase, and company rank. They also assessed interpersonal facilitation, affect and attitudes at work, and leadership potential, using both peer and supervisor ratings in 44 analysts and clerical or administrative employees. The findings revealed that emotional intelligence was related to the percentage of pay increase, internal classification level, and better peer and supervisor ratings. Importantly, these result held even after controlling for the effects of cognitive ability and personality traits.

In another study, Rosete and Ciarrochi (in press) a small exploratory study of the relationship between an ability measures of emotional intelligence, personality, cognitive intelligence and leadership effectiveness amongst senior executives, Leadership effectiveness was assessed using both managerial performance ratings and a 360 assessment involving each leader's subordinates and direct manager ratings. Correlation analysis revealed that higher emotional intelligence was associated with higher leadership effectiveness. Generally over the past several years, numerous studies have been made focusing on the relationship of emotional intelligence and leadership effectiveness.

The executive search firm Egon Zehnder International analyzed 515 senior executives and found that those who were primarily strong in emotional intelligence were more likely to succeed than those who were stronger in either relevant previous experience or IQ (Cherniss, 2003). Leaders who had emotional intelligence were 20% more productive than those with low emotional intelligence.

Although considerable research has been conducted on the significance emotional intelligence has on leadership performance, a search of the extent literature indicates that little research has been conducted in the area of emotional intelligence and pre-school principal leadership performance. Studies indicate that school principals do have an effect on student achievement (Adrews & Soder, 1998, Waters, Marzano, & McNulty, 2003). The relationship of emotional intelligence to principal leadership performance is pertinent for discussion because, if a correlation exists between them, it can have implications for how schools hire, train and retrain principals and how principals are effective in their working place.

1.2. Statement of the Problem

Research has shown that in the business world a positive relationship exists between effective leaders and emotional intelligence and also that emotional intelligence may have an effect on the economic bottom line of organizations. Leaders with high levels of emotional intelligence outperform their counterparts with low emotional intelligence, and those leaders who improve their emotional intelligence outperform cohorts who do not(Bradberry,& Greaves,2003; Goleman, Boyatzis, & McKee,2002;Cherniss,& Goleman,2001;and Goleman,1998).

Business organizations are cognizant of the importance of emotional intelligence and are engaged in developing it among their leaders and within the workplace (Singh, 2003). In any organization, leaders who have positive emotional intelligence make a significant contribution to organizational success and also impact leaders' effectiveness and overall organizational performance. Emotionally intelligent leaders are able to provide their subordinates a clear set of values within which to operate, elicit trust and confidence, increase employee cooperation, increase motivation and productivity.

Since current resources are insufficient for providing even basic primary education to Ethiopian children, the ministry of Education currently deemphasizes preprimary education. Nevertheless, recognizing the importance of quality education at this level, the ministry is currently strongly encouraging the involvement of private institutions and individuals to invest in education at this level. Thus, through nongovernmental organizations, missions, private individuals, religious institutions, and other organizations, a number of pre-schools are beginning to reemerge in urban areas. However the absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of the these pre-schools education system. In order to overcome these problems our education system needs to be reviewed to take into consideration the growing importance EI and the benefits it will bring for our children. Research has shown that promoting social and emotional learning among children has led to reduced violence and aggression, better academic results, and improved learning environment.

To date number of researches has been conducted in the area of emotional intelligence and leadership effectiveness. Such as the relationship between emotional intelligence and leadership effectiveness of Bahir Dar University (Asrat, 2012), the relationship between leadership styles, emotional intelligence and employee performance: a case of transport authority of Ethiopia (Konjit, 2014) and others. However, no research exists on the effects of emotional intelligence on pre-school principals' leadership performance.

The purpose of this research is to study the effect of emotional intelligence on leadership effectiveness in private pre-schools in Yeka sub city considering the researcher' own experience as a teacher and pre-school administrator in one of the pre-school that includes SEL in its curriculum integrating with the Ethiopian curriculum. Teaching SEL has a significant value on students' academic achievement and their social well being by helping them to recognize their own emotions and those of others understand the difference between feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments and achieve one's goal. Without emotional intelligence skills, children may be more vulnerable physical ailments that deplete their energy and strength, as well as emotional difficulties that impede academic achievement (Elias & Arnold, 2006). Emotional intelligence may be of value to school leaders as they address the increased demands of school reform and increasing student's achievement. Therefore in order to feel this gap, this study tries to address the effect of emotional intelligence on pre-school principals' leadership performance.

Stone McCown (1998) has stated that a well developed Emotional Intelligence curriculum is an essential preventative solution for many of today's school problems. Therefore, this study is different from other studies and it tries to examine current status of pre-school principals emotional intelligence, examine current leadership performance, correlate the effect of Emotional Intelligence on Principals' leadership effectiveness and see the interaction of years of experience and age with pre-school principals' emotional intelligence and leadership effectiveness in Yeka sub city. Emotional Intelligence may be an important factor in the realm of educational leadership. This study is intended to address that possibility and tries to seek answers for the following research questions:

1. How do preschool principals' rate their levels of emotional intelligence, as assessed by the Emotional Intelligence Appraisal? And how they are assessed by the teachers?
2. How do preschool principals' rate their effectiveness, as assessed by the Educational Leadership improvement Tool? And how they are assessed by the teachers?
3. What are the effects of emotional intelligence on preschool principal's leadership performance?
4. What is the interaction of age and years of experience on emotional intelligence and leadership performance?

1.3. Objective of the Study

The following are the general and specific objectives that this study is attempted to meet.

1.3.1 General Objectives of the Study

The general objective of the research is to examine the effect of emotional intelligence on leadership effectiveness in private pre-schools in order to identify critical areas and enable principals reconsider their performance in line with their priority issue.

1.3.2 Specific Objectives of the Study

The specific objectives of the study were:

- To examine the existing educational leadership performance in private pre-school leadership.
- To examine the existing level emotional intelligence of pre-school principals.
- To identify and asses if there is any significant relationship between emotional intelligence and leadership effectiveness.
- Compare how leadership performances are affected by the level of emotional intelligence.

1.4 Significances of the Study

Studies indicate that effective leaders use their emotional intelligence to effectively manage themselves, others, and their organization (Caruso, & Salovey, 2004; Goleman, 1998). Therefore this research study has the following contributions:

- Provide information how emotional intelligence can be linked to leadership effectiveness.
- Knowing what effects emotional intelligence has on pre-school principals' leadership performance could provide important clues to school principals and trainers of principals regarding the degree to which they need to concern themselves with the construct.
- School boards can use this study as a guide to strengthen principals' emotional intelligence since it can be taught and improved with practice.
- Knowing that emotional intelligence has an effect on principals' leadership performance could have an important bearing on how school principals are selected and trained. It may also lead to design training programs that are effective in developing, strengthening, and enhancing the emotional intelligence skills of administrators.
- Results of this study add the body of knowledge in the areas of emotional intelligence and pre-school principal leadership.

1.5 Delimitation of the Study

In order to make the research manageable, the study is delimited as follows:

1. This study included only pre-school principals and teachers in Yeka sub city Kindergarten.
2. Due to non- probability nature of sampling, external validity will be limited to the principals who voluntarily participated in the study.

3. The study was limited to the outcome measures of school performance and predicator variables of emotional intelligence competencies.
4. In addition due to the non-experimental nature of the study, no casual inferences were drawn. It was assumed that the participant of this study truthfully completed the survey questionnaire.

1.6 Limitations of the Study

Self rating bias is a concern when participants are given self appraisals. Individuals have difficulty ratings their behavior with accuracy. Individuals often overate themselves, some underestimate themselves, and a few accurately rate themselves. Self-report tests can be developed to minimize self-rating bias, but not eliminate it (Bradberry & Graves,2003). A multi-rater test of pre-school principals' emotional intelligence and leadership performance may have yielded different results. The self appraisals were used due to the absence of leadership performance appraisal with strong reliability and due to cost, time, and administration considerations.

1.7 Operational Definitions of Terms

For the purpose of this study, the following terms are defined as follows:

Emotional Intelligence: refers to the ability to recognize and understand emotions well in one self and others, to motivate one self, and to manage one's emotions well in oneself and others (Goleman, 1995).

Emotional competence: a learned capability based on emotional intelligence those results in outstanding performance at work.(Goleman, 1998).

Leadership effectiveness: the art of motivating a group of people to act towards achieving a common goal.

Performance: is a relative concept defined in term of some referent employing a complex set of time- based measurements of generating future results (Kolb and others, 2006).

Pre-school: the care and education of children before they reach the age when they have to go to school.

1.8. Organization of the Study

This Study is organized in to five chapters. The first chapter dealt with the background, statement of the problem, objective of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study. The second chapter will deal with review of literature. The third chapter is cover the research design and method of the study. The fourth chapter is discussing about presentation, analysis and interpretation of data, while the final chapter deals with the summary, conclusions and recommendations of the study.

Chapter Two

Review of the Related Literature

The purpose of this research is to examine whether there is a relationship between emotional intelligence and leadership effectiveness as perceived by respondents in the case of Yeka Sub City private pre-schools. The literature review includes the following topics. Context of emotional intelligence, current understanding of emotional intelligence, the relationship between emotional intelligence, emotional intelligence models, current understanding of emotional intelligence, emotional intelligence and age, emotional intelligence in the work place, leadership theories, educational leadership, emotional intelligence and school leadership.

2.1. Context of Emotional Intelligence

Emotional intelligence is a relatively new theoretical construct and can be defined in numerous ways. Emotional intelligence is not just being nice, putting on a good face, and giving free reign to feelings, nor is it about controlling, exploiting, or manipulating people (Cooper & Sawaf, 1997; Cherniss & Adler, 2000). Basically, emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others"(Cherniss & Adler,2000). More formally defined, emotional intelligence refers to the ability to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate positive and negative emotions in oneself and others (Matthews, Zeidner, & Roberts.2002).

Over the course of the history of Psychology, research and theory on emotions has risen and ebbed (Goleman,2003). Emotional intelligence can trace its roots to the beginning of the 20th century when Thorndike (1920) identified and called its social intelligence. He identified three intelligences, (1) mechanical, (2) social, and (3) abstract. Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls-to act wisely in human relations" (p.228). During the next half century the behaviorist and intelligent quotient testing movements were in the forefront with scant attention being given to the construct of emotional intelligence (Goleman and Cherniss 2003).

Emotional intelligence emerged again when Gardner (1983) introduced the concept of multiple intelligences. He divided personal intelligences in to interpersonal and intrapersonal intelligence. Interpersonal intelligence is the ability to detect and react to emotions in others; intrapersonal intelligence is the ability to detect and react to one's own feelings. Interpersonal and intrapersonal intelligences are connected to one another: the one cannot be developed without the other. Gardner asserted that interpersonal and intrapersonal intelligences were as important as the type of intelligence that was typically measured by IQ tests (Gardner, 1983; Cherniss, 2000).

The roots of emotional intelligence can arguably be traced back to the start of the last century, but the majority of books and research addressing emotional intelligence has appeared within the last fifteen years (Shulze & Roberts,2005). Among numerous current theories of emotional intelligence, the three that have produced the most interest are those of Bar-On (2000), Mayer & Salovey (1997), and Goleman(1998).

All three theories seek to develop an understanding of how individuals recognize, understand, apply, and manage emotions in order to predict and improve individual effectiveness (Goleman, 2003).

Bar-On (2000) in the 1980's developed a measure to assess emotional intelligence in the area of well-being, and he used the term emotional intelligence quotient. He defined emotional intelligence as an array of emotional, personal, and social abilities that influence how well an individual can effectively cope with daily demands and pressures.

The term emotional intelligence was first used in an academic article by John D. Mayer and Peter Salovey (1990). Mayer & Salovey's (1997) theory centered on the concept of emotional intelligence an actual intelligence defined as a group of mental abilities. They defined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions so as to promote both better emotions and thought"(p.22).

When Mayer and Salovey first coined the term emotional intelligence, little attention was given to the construct. Emotional intelligence was brought to the forefront when Daniel Goleman's 1995 bestselling book, Emotional intelligence: Why it can matter more than IQ was published. It continues to be a topic of great interest among researchers and within the work place.

Goleman's theory (1998, 2001) is grounded specifically in work performance. He contends that emotional intelligence plays a significant role in predicting success in the work place, especially among those in top leadership. Goleman defines emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves and in our relationships"(1998,p.317). His theory is based on social and emotional competencies, and he defines emotional competence as "a learned capability based on emotional intelligence that results in outstanding performance at work" (p.24).

Emotional competencies represent the degree to which an individual proficient in specific skills and abilities that are built on emotional intelligence and thus can provide an individual increased effectiveness in the workplace. Goleman's (1998, 2001) competency framework consists of:

(1) Self-awareness:

(2) Self-management: refers to self regulation to as managing one's emotionas. (3) social awareness, and (4) relationship management. Mastering the skills in the areas of self-awareness, self management, social awareness, and relationship management can translate into success in the workplace. He asserts that a person's ability to perceive, identify and manage emotions can reflect social and emotional competencies that are essential for success in the workplace (Goleman, 1998, 2001).

2.1.1. Emotional Intelligence Models

In 1990, Salovey and Mayer drew together much of the material available on cognition (i.e., capacity to carry out abstract reasoning) and emotion (defined as signals that convey regular, discernable meanings about relationships) and developed a theory of EI.

The more recent refinement of their definition see EI as the "...ability to recognise the meanings of emotions and their relationships and to reason and problem-solve based on them" (Mayer, Caruso & Salovey, 1999, p. 267). EI is seen as the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

Between 1994 and 1997, EI was popularized by psychologist and journalist Daniel Goleman (1995) in his book "Emotional Intelligence". During this time, Goleman (1995) changed the definition quite substantially with the new definition appearing to equate EI with good social behavior. Since 1997 there has been an explosion of activity in a new and now fuzzily-defined area. EI is now used popularly to mean various things, including motivation, empathy, sociability, warmth, and optimism (Mayer, 2001).

Mayer and Salovey (1997) argue that there are two major EI models that drive research: (1) Ability models and (2) Mixed models. Ability models conceptualise EI in a similar way to cognitive intelligence (i.e., Intelligence Quotient - IQ). These models suggest that EI should develop over time, be correlated with measures of IQ, and be measurable with a test based on performance (Ciarrochi, Chan & Caputi 2000; Mayer, Salovey, & Caruso 2004).

In contrast, mixed models of EI incorporate both non-cognitive models (e.g., BarOn 1997) and competency-based models (e.g., Goleman 1995). These mixed models typically overlap or 'mix' with traditional models of personality and tend to utilise self-reports as their primary mode of assessment. Importantly, while each approach conceptualises and measures EI from different perspectives, the approaches themselves appear to complement rather than contradict each other (Ciarrochi, Chan & Caputi, 2000).

For example, both mixed and ability based measures of EI have been shown to be only modestly related to each other and to relate to important criteria such as social support, mental health, and social behavior (Ciarrochi, Scott, Deane, and Heaven, 2003; Mayer, Salovey and Caruso, 2004). A critical question is whether EI is distinguishable from traditional measures of personality and IQ. The ability based measure of EI has been repeatedly shown to have incremental value over traditional measures (Ciarrochi, Chan, & Caputi, 2000; Ciarrochi, Dean & Anderson, 2002; Mayer in press; Mayer, Salovey, Caruso, & Sitarenios, 2003; Mayer, Salovey & Caruso). In contrast, mixed model measures of EI correlate, sometimes strongly, with measures of personality (Ciarrochi, Chan & Caputi, 2000; Ciarrochi, Chan, Caputi, and Roberts, 2001; MacCann, Roberts, Mathews, and Zeidner, 2004; Rosete 2004). Some research has shown that these measures can show incremental value over personality (Ciarrochi, Chan, & Bajgar, 2001; Ciarrochi, Scott, Deane, & Heaven, 2003; Ciarrochi, & Scott, 2005; Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornhein, 1997), whereas others have shown that they add little incremental value (Davies, Stankov, & Roberts, 1998).

2.2. Current understanding of Emotional Intelligence

Caruso (2004) contends that finding a definition of emotional intelligence will depend to a large extent on which theorist is defining it. Although there are several current definitions of emotional intelligence there is a sizable overlap among them (Druscat, Sala, & Mount, 2006). Though different definitions and a variety of approaches to applying emotional intelligence in the workplace exist, research indicates that it does have a positive effect in the workplace (Cherniss & Goleman, 2001; Caruso & Salovey, 2004).

Emotional intelligence can be a contributing factor to the financial success of an organization (Cherniss, 2003). Companies and organizations such as American express, and the U.S. Air force have benefited financially from implementing emotional intelligence programs (Bradberry & Grevas, 2003).

Effective leaders are able to apply their emotional intelligence to make good decisions and effectively manage themselves and others (Caruso & Salovvey, 2004). Studies have indicated that effective leaders consistency have possession of greater emotional intelligence competencies, such as self -awareness and self-management (Boyatzis, Cowan, & Kolb, 1995), students participated in a required course on competence building. The students were allowed to assess their emotional intelligence competencies, select specific competencies for improvement, and develop and implement a plan for strengthening the targeted competencies. Students were assessed at the beginning of the program, upon graduation, and years later on the job.

The results of research showed that emotional competencies can be improved and sustained over time. A growing body of research suggests that emotional learning has the potential to help people of any age become more emotionally intelligent at work. The process takes commitment, a sustained effort, and the implementation of effective models that have been proven effective through research (Cherniss & Goleman, 2001).

Mayer and Salovey (1997) contend that most skills can be improved through education and they feel that this holds true for some of the skills that are related emotional intelligence. Sala (n.d.) conducted a study involving two sample groups who participated in Mastering emotional intelligence (MEI) workshops. The MEI program is a yearlong program that helps participants to better identify and address emotional intelligence competencies. Sample one consisted of 20 Brazilian managers and consultants; sample two consisted of 19 individuals from a large U.S government accounting organization. Each participant in the study was given a pre and post emotional intelligence inventory, a multi-tater instrument that provides self, manager, direct report, and peer ratings on behavioral indicators of emotional intelligence. The behavioral indicators are based on emotional intelligence competencies identified by Goleman(1998).

The assessments for sample one were eight months apart, and for sample two they were fourteen months apart. In general, overall scores on the post test were higher than on the pre-test. Sample two showed a twenty-four percent increase between the pre- and post-tests. Increases in the post tests suggest that the workshop interventions were effective in improving emotional intelligence.

Historically, philosophers and scientists have put more trust and emphasis on analytical intelligence and often regarded emotions as inferior to intellect. Despite the fact that the construct of emotional intelligence has enjoyed recent popularization, empirical research on it is still in its infancy (Salovey, Bedell, Detweileer, Mayer, 2000).

Three theories exist within the emotional intelligence paradigm. Bar-On (2000), Mayer & Salovey (1990), and Goleman (1998) have each postulated a theory regarding emotional intelligence. Along with the popularization of emotional intelligence has come exaggerated claims, profit driven programs, and unverified research results (Caruso, n.d.). Although the ratio of hyperbole to hard evidence has been high and there has been an over reliance in the literature on expert opinion, research is making strides in helping to understand the usefulness of emotional intelligence in the workplace (Zeinder, Matthews, Roberts, 2004). Caruso contends that just as the construct of general intelligence has taken years to develop and define, the construct of emotional intelligence will also take time to explore, develop, and define.

2.3. Emotional Intelligence and Gender

Mayer, Caruso, & Salovey (1999) suggest that women might have a slight advantage over men in the area of emotional intelligence. Bar-On (2000), however, suggests that no significant differences exist between males and females regarding overall emotional and social competence; but he does indicate some gender differences for a few factorial components of the construct.

Bar-On theorizes that females appear to be more aware of emotions, demonstrate more empathy, relate better interpersonally, and act more socially responsible than men. Men, on the other hand, appeared to be able to have better self-regard, cope better with stress, solve problems better, and be more independent, flexible, and optimistic than women. In general, when looking at the overall ratings of men and women, far more similarities exist than differences regarding their emotional intelligence. Thus, in terms of total emotional intelligence, no gender differences exist (1998).

In another study Bangash and Khan (2009) states that emotional intelligence does not respect the gender. The popular belief is that, women are not more emotionally intelligent than men. They are, however, emotionally intelligent in different ways. An analysis of emotional intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women.

In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men. After taking into account overall ratings for men and women, the strengths and weaknesses average out, so it is a competition between both sexes.

Findings of studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. Similar findings were reported in studies by Tapia (1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys.

A study based on integrative model of Petrides and Furnham's (2001) examined the relationships between trait EI and work related constructs. Gender specific perspective was adopted in order to take into account existing gender differences in work related variables as well as in perception of EI (Furnham, 1994; Petrides, Furnham and Martin,2004).Male and female data has been merged by many empirical studies even though there are reasons to believe that systematic differences in the ways in which the two genders experience the workplace and its demand exist(Roxburgh,1996)

2.4. Emotional Intelligence and Age

Unlike IQ, which increases up to one's teen years, emotional intelligence seems always to continue to develop. As people learn from experiences, their emotional intelligence grows. Studies that have tracked people's emotional intelligence over the years indicate that people's competencies increase as they grow older (Goleman, 1998). Bar-On (2000) found that older groups scored higher on the emotional quotient inventory scale score than younger groups. Individuals in their late forties and early fifties achieved the highest men score. The study suggests that emotional and social intelligence increases with age.

2.5. Emotional Intelligence in the Work Place

Research indicates that emotional intelligence is a significant predicator of the success of leaders in a variety of organizations. In a study of over 2,000 supervisors, middle managers, and executives, all but two of the sixteen abilities that distinguished star performers from average performers were emotional competencies (Goleman, 1998). Goleman, Boyatzi,& McKee(2002) analyzed data from close to five hundred competency models (including the likes of IBM, Lucent, Pepsi.co, British airways, and credit Susiee first Boston), as well as a wide range of global companies, healthcare organizations, academic institutions, and government agencies. They found that when star performers were matched against average performers in senior leadership positions, emotional intelligence competencies accounted for 85 percent of the differences in their profiles.

In Latin America, Fernandes-Aaroz (2001) conducted a study of about 200 executives that he classified either as successes or failures. He studied the executives' previous job experience, levels of emotional intelligence, and IQ's using subjective assessment based on structured interviews and intensive reference checking. For successful executives emotional intelligence was the most frequent relevant characteristic, with relevant experience a close second and IQ coming in a significantly distant third. For the executives who were classified as failures, the most frequent relevant characteristic was previous relevant experience, followed closely by IQ. The failures almost inevitably had a weakness in overall emotional intelligence.

A similar analysis of about 315 managers in Japan and Germany was conducted by Daniel Goleman with similar results (Cherniss & Goleman, 2001). The biggest difference between the successful executives and the executives that failed was emotional intelligence. In a study of 1,171 air force recruiters, high performers had significantly higher emotional intelligence scores than the low performers. The study also determined that geographic area, gender, ethnicity, education, age and hours worked were not related to the job success of the recruiters (Bar-On, Handley, and Fund 2006).

The feelings of a manager may be an indicator and predictor of the performance of an organization (Staw & Barsade,1993, Staw, Sutton, & Pelled, 1994). Top management teams that share common emotional out looks have higher market-adjusted earnings per share than management teams that have a diverse emotional outlook (Caruso & Salovey,2004).

Star performance and the fiscal bottom line are influenced by emotional intelligence. Cherniss (2003) provides data from a variety of organizations that indicate that star performers are higher in emotional intelligence than average performers. He asserts the primary cause of an executive's failure involves deficits in emotional competence. He also found that organizations benefit economically when they are aware of emotional intelligence and promote it within their workers. Salovey (2006) contends that research suggests "that the idea of an emotional intelligence has been useful to the field of organizational behavior and that outcome relevant to business success is predicted by skills and competencies not traditionally thought to be job related, in the technical sense, or measured by conventional tests of intelligence"(p.267).

The culture of change in the workplace is often rife with anxiety, stress, and uncertainty, and emotions can overflow (Fullman, 2001). Fullman contends that effective leaders are able to combine intellectual and emotional intelligence to address the culture of change within the workplace. He also postulates that in the culture of change relationships are critical, and thus emotional intelligence in leaders must be high.

2.6. Leadership theories

Leadership is one of the most researched and debated issues in the organizational sciences. There is a wide variety of approaches to leadership, and researchers have analyzed what leaders do, what they are like, how they motivate, how they react in a variety of situations, and how they bring about change in their organizations (George, 2000).

Horner, for example, has identified five trends in leadership theory, (1) trait theory, (2) behavior theory, (3) situational theory, (4) focus on organizational culture, (4) transformational theory, and (5) leadership as a process (Horner, 1997). Trait leadership theory dealt with attributes of great leaders and tried to identify specific traits of leaders, assess people for those leadership traits, and then and place them in the position of leadership (Horner, 1997).Traits were thought to be inherent; thus, training for leadership would be helpful for only those with inherent leadership traits (Hershey & Blanchard, 1988). Research on trait approach has revealed no clear answers regarding which traits are consistently associated with great leadership (Hershy & Blanchard, 1988; Hornor 1997).

One of the flaws of this approach was that it ignored both situational and environmental factors that can play a role in a leader's effectiveness (Horner, 1997). Hershey and Blanchard (1988) point out that certain traits can hinder or facilitate leadership, but no set of specific traits has been identified that can clearly predict success or failure to find consistent patterns of traits that characterizes leaders can partly be distributed to the combining of leadership studies from a variety of situations, with each situation demanding a different leadership style.

Behavior leadership theory focused on the behavior of the leader in an attempt to determine what successful leaders do. Leaders were studied in the context of the organization to determine what behaviors they exhibited that would increase the effectiveness of their company. This work brought about the notion that leadership was not necessarily an inherent trait, but that effective leadership methods can be taught (Horner, 1997).

The focus in behavior leadership shifted from finding what effective leaders are to finding what effective leaders do (Lunenburg & Ornstein, 2004). Leaders can develop effective leadership behaviors through practice (Hershey & Blanchard, 1988). Trying to determine a set of effective leader traits and a set of effective leaders' behaviors in all situations has not been successful (Lunenburg & Ornstein, 2004).

Situational leadership theories deal with the interaction between a leader's trait, behaviors, and situation. This view point allows for the possibility that leadership could differ depending on the situation (Horner, 1997). The common thread in all situational approaches was that they require the leader to be flexible, diagnose the leadership style appropriate for the situation, and effectively apply that appropriate leadership style (Hershey & Blanchard, 1988)

As research in leadership has developed, a broader look has emerged, a look that focuses on the organizational culture. According to this view, in order for leaders to be effective they need to be aware of the culture of their organization, such as the culture of change and culture management. Leaders must be able to adapt to change as it shifts and develops. Culture management deals with the leader's ability to know the organizational culture and how to modify it to meet the goals of the organization. Changing and adapting to the culture of an organization requires that a leader rely heavily on motivation. This suggests that leading is less about specific behaviors and more about creating an environment in which people are motivated to move in the direction the leader is headed (Horner, 1997).

Transformational leadership theory looks for ways to secure followers by addressing their higher-order needs and engaging them more fully in the process of their work. Transformational leaders are able to bring about and able to deal with change. They are able to create something new out of the old. Through this process they are able to help themselves, their followers, and the organization will be more effective. Transformational leaders are able to build secure relationships with others while they are supporting and encouraging individual development (Horner, 1997).

Leadership is a relationship that is founded on trust and confidence. Trust and confidence will enable people to take risks, for without risks, change does not occur, and without change, organizations and movements die (Kouses & Posner, 1995). Though a need exists for individuals to take the lead, Heifetz and Linsky (2002) contend that a variety of risks are involved in leading. Leaders encounter those risks as they lead people through difficult change because it challenges what people hold dear, such as daily habits, tools, loyalties, and ways of thinking.

Leadership as a processes views leadership more as coordinating efforts and moving a group forward. The leader is not seen as an individual in charge of followers but as a member of a group. Leadership is looked at as a process with emphasis being placed on a group or team (Hornner, 1997). Lunenburg & Ornsteing (2004) ascertain that the most important conclusion drawn from leadership theory is that leader's traits or skills, behaviors, and a variety of situational factors coming together may in the end determine the leader's effectiveness (Lunenburg & Ornstein, 2004).

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Kouses and Posner (1997) suggest five fundamental practices of exemplary leadership that can assist leaders in navigating the risks and challenges of leadership. They are (1) challenge the process, (2) inspire a shared vision, (3) enable others to act, (4) model the way, and (5) encourage the heart. Leaders are involved in challenging the process by recognizing good ideas, giving support to the ideas, and challenging the system to ensure that the new ideas are adopted. Leaders have visions of what can be, they have absolute belief in their visions, and they are able to communicate their visions effectively to others. Leadership is a team effort, and a leader enables others to act by ensuring that teamwork, trust, and empowerment are elements in all of their efforts. "Titles are granted, but it's your behavior that wins you respect" (Kouses & Posner, 1997, p.12). A leader models the way by personal example and devoted execution.

A leader ensures that the hearts of constituents are encouraged to carry on. Covey (1990) proposes that great leaders base their individual and professional lives on principles. He states, "Principles are self-evident, self-validating natural laws. They don't change or shift. They provide true north direction to our lives when navigating the streams of our environments"(p.19). (Blaine Lee, 1997) discusses the premise that if a person is to have true and lasting influence on people, that person needs to live a life based on principles. The ten principles of power are persuasion, patience, gentleness; teach ability, acceptance, kindness, knowledge, discipline, consistency, and integrity (Lee, 1997). Principle-centered leaders constantly learn, serve others, are positive in nature, have faith in other people, keep balance in their lives, are synergistic, and ensure that they renew themselves.

Covey (1990) notes that "correct principles are like compasses: they are always pointing the way. And if we know how to read them we won't get lost, confused, or fooled by conflicting voices and values" (p. 19). Centering leadership on principles can provide leaders with security as they encounter the risks of leadership.

In over ten years of research, through hearing and reading over 2,500 stories about ordinary people who led others to get extraordinary things done, Kouses and Posner (1995) concluded that leadership is an observable, learnable set of practices. They contend that leadership is not a place but is a process. It entails skills and abilities that can be learned. Kouses and Posner (1995) state, that "the belief that leadership can't be learned is a far more powerful deterrent to development than the nature of the leadership process itself" (p.16). Collins (2001) postulates that transforming a good company into a great company requires a Level 5 leader, one with the ability to blend extreme personal humility with intense professional will.

Collins hypothesizes that two categories of people exist, those who could never overcome their egoistic needs to the building of something larger and more lasting than themselves and those who can. He contends that many people have the potential to evolve into Level 5 leaders. Leadership is not always about being smarter or tougher. It is more about the qualities of motivation, empathy, integrity, and intuitive abilities, which are part of the domain of emotional intelligence (Lunenburg & Ornstein, 2004).

Goleman, Boyatzis, and McKee (2002) contend that what sets the best leaders apart from the rest understands the powerful role of emotions in the workplace. Goleman's Primal leadership theory postulates that the fundamental task of leaders is to "prime good feeling in those they lead" (p.ix). Leaders in business can no longer ignore emotions and bring emotions to bear in the workplace. Understanding the importance of emotions in the work setting is what sets the best leaders apart from the rest. Developing stronger emotional intelligence is a great challenge that is faced by leaders in all levels of an organization (Covey, 2004).

2.7. Educational leadership

Principals were first appointed to school in the mid-1800 and were mainly responsible for attendance, school cleanliness, and repairs. The primary focus was on management. In the late 1870's and 1880's the principal was given charge of teaching teachers. Along with the traditional tasks of management they were responsible for instructing and helping not well-prepared teachers in effective teaching strategies.

The period of 1885-1905 ushered in a more authoritarian and supervisory principal who was influenced by the centralization of education. Focus was placed on the demands and needs of the organization. A more business and industrial management view of schools was utilized in 1905-1920. The principal used elaborate rating scales in measuring teacher efficiency. The emphasis was on efficiency and economy.

1920-1930 principals were involved in improving instruction and with democratic and professional issues, but management still was their major focus. Human relations were the push in 1938-1950, and the principal adopted democratic methods involving cooperation and consideration of the teacher. 1950-1980 was the era wherein the principal was challenged by demands for social justice and equity for all. The public wanted improved learning in math and science and the inclusion of handicapped students in the classroom. These changes demanded more professionalism from school leaders.

In the 1980's the reform of the principal ship began. The principal was a financial manager, negotiator, human resource manager, legal expert, and a human relations expert. Throughout the history of school leadership the main focus of the principal ship was on management. The principal was responsible for building maintenance, student control, and staff behavior. Though these responsibilities are important, they are not the main focus of the mission of education, which is student learning. A student-centered leadership with clear standards for school leaders emerged in the 1990's with the standards movement and student-centered reform (Hessel& Halloway, 2002).

Historical roots of early schooling in Ethiopia characterized by "traditional" and "western" systems. While western educational ideas have flourished since the early twentieth century, the traditional approach has characterized Ethiopian education throughout the history of this ancient nation. This traditional system is deeply rooted in the Ethiopian Orthodox Church and is recognized as one of the oldest educational system in the world.

For centuries, Orthodox churches, monasteries, and convents were the only centers for formal learning from pre-school through the university level (Hoot, Szente, and Mebratu, 2004). In 1974, preprimary education was greatly expanded as a result of the increased involvement of women in economic activities; the need for facilities to care for children became increasingly evident. This need resulted in the establishment of day care centers for early care and education. To meet the demand for teachers at this level, a Preschool Teacher Training Center was opened in Addis Ababa, 1986. Additionally, at the Ministry of Education, Specialized departments that were responsible for the early child hood education were introduced. These included departments of curriculum development, supervision and teacher education.

Since current resources are insufficient for providing pre-school education to Ethiopian children, the Ministry of education strongly encourages the involvement of private firms and individuals to invest on this sector. For this reason most pre-schools are private owned and some are under religious institutions. Over the last few years, the progress with regard to early childhood education development activities in Ethiopia has been promising. Government offices and ECCE actors have been working together to intensify awareness and improve practices of early child hood development by implementing different models to meet the needs of the community.

2.8. Emotional intelligence and school leadership

Emotional intelligence is the cornerstone of every decision a principal makes; solving problems and making judgments are part of a leader's system of values and beliefs. Current research on leadership traits emphasizes the importance of cognitive abilities over emotions and implies that feelings are obstacles to rational behavior and logical decision making. Nelson and Low (2003), however, tell us that emotional intelligence "give us a more constructive view that problems exist for a purpose and that they present an opportunity to actively participate in life" (p.75). Studies on emotional intelligence suggest that our moods and feelings are connected to our thought processes and behavior. Moods are generalized emotional states that are not usually linked to specific events or circumstances. Feelings, however, are more intense than moods, demand our immediate attention, and are likely to interrupt our thinking; they influence our judgment, memory, creativity, and reasoning.

Empirical research on emotional intelligence is not developed yet, but several misconceptions about its application are commonplace.

i) Emotional intelligence does not mean that someone is pleasant all of the time. There are occasions when leaders have to be confrontational; emotional intelligence involves a heightened sensitivity to the needs of other people and is an innate skill upon which leaders can rely to deliver a difficult message effectively.

ii) Emotional intelligence does not mean a carefree expression one's feelings. Instead, emotionally intelligent leaders learn to manage feelings and express them appropriately.

iii) Emotional intelligence develops slowly during childhood; we learn more about it and gain the skills we need as we age. Unlike cognitive intelligence, our emotional skills are not determined by genetics. They are refined through repeated use.

Despite misconceptions, school leaders have always used emotional intelligence to make and enforce decisions affecting their organizations. A leader's awareness of feelings and their intensity is integral to both functions. George (2000) found that "feelings have shown to influence the judgments that people make; when people are in positive moods, for example, their perceptions and evaluations are likely to be more favorable" (p.1029). George and others (Damasio, 1994; Goleman, 1995) suggests that many organizations continue to believe in the myth of the rational decision maker, or someone who can set aside personal feelings when making professional decisions.

Leaders, however, are human beings with a full range of feelings and emotions. Careful practice, empathy, and concern for others enable them to use emotional intelligence to manage their and own others' emotions and to express their feelings in a helpful ways. Difficult decisions that affect an organization become more agreeable through a leader's empathy for the feelings of its members. George reminds us that there are at least four major aspects of emotional intelligence: expressing emotions, using emotions to improve decision making, knowledge about emotions, and managing emotions.

Emotionally intelligent leaders manage their organization's culture to reinforce important norms and values and to inspire teachers and students to achieve excellence. Emotional intelligence guides their planning for organizational successes, assists in motivating teachers by recognizing and rewarding work activities, generates enthusiasm and excitement among the staff, and helps to build a distinctive identity for their school. Further, it stimulates creative thought, reduces stress and leaders to improved organizational morale.

Nelson and Low described the influence of emotional intelligence on leadership when they wrote, "effective leadership is people centered and effective leaders know, understand, and respect the needs, values, and goals of others" (p.161). The principal's role in instructional leadership means working cooperatively with other people to improve student achievement.
A leader's capacity for social awareness, emphatic behavior, decision making, and the ability to exert a positive influence over others are pivotal skills attaining those goals. George noted that emotionally intelligent leaders use an intuitive sense to understand their followers' emotions and to instill in them an appreciation for the importance of their work. This skill is most useful when an organization face challenges or opportunities that require mutual trust among its members. Its relevance to school leadership is important because principals make decisions that affect the well-being of everyone in their learning communities.

2.9. Emotional intelligence and leadership effectiveness

People have theorized that EI contributes to people's capacity to work effectively in teams, manage stress, and/or lead others (Ashkanasy & Trevor-Roberts, 2000; Mayer, Salovey, & Caruso, 2004; George, 2000; Goleman, 1998; Goleman, Boyatzis, & Mckee, 2002; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003).

For example, leaders who are poor at perceiving their emotions may unknowingly miss important emotional signals from their co-workers. Similarly, leaders who are poor at managing emotions may allow their emotions to interfere with effective action. For instance, when they feel anxious, they may avoid giving an important speech, or when they feel angry, they may inappropriately lash out at a co-worker.

The transformational/transactional leadership model of Bass and Avolio (1990) has provided the general framework for most of the research on emotional intelligence and leadership effectiveness (see for example, Barling, Slater & Kelloway, 2000; Palmer, Walls, Burgess & Stough, 2001; Gardner & Stough, 2002). Transformational leaders are seen as those people that are able to create a vision, communicate this vision, build commitment amongst subordinates to the vision, and model the vision within the workplace.

In contrast, transactional leaders are viewed more as managers that maintain the status quo. It is argued that transformational leaders are able to deal with strategic matters more efficiently and in turn are able to build commitment in employees, and are therefore more likely to take an organization forward (Bass and Avolio, 1994; McShane & Von Glinow, 2000).

The available EI-Leadership research supports the hypothesis that self-reported EI is linked to self-reported transformational leadership style (Barling, Slater & Kelloway, 2000, Palmer, Walls, Burgess & Stough, 2001; Gardner & Stough, 2001). Barling, Slater and Kelloway (2000) conducted an exploratory study on the relationship between emotional intelligence and transformational leadership. Their results suggest that self-reported emotional intelligence is associated with three aspects of transformational leadership, namely idealised influence, inspirational motivation and individualised consideration. The leaders who report exhibiting these behaviours were assumed to be more effective in the workplace.

Palmer, Walls, Burgess and Stough (2001) administered a self-report EI measure to 43 managers in order to evaluate the link between EI and leadership style. They found significant correlations with several components of the transformational leadership model. Specifically, the inspirational, motivation and individualised consideration components of transformational leadership correlated with self-reported ability to both monitor and manage emotions. While research based on self-reported managerial style is important, it does not establish whether an ability-based test of EI or self-report measure of EI is related to relatively objective (or non-self-report) measures of leadership effectiveness such as supervisor ratings or measures of actual business unit performance.

In one relevant study, Lopes, Côté, Grewal, Kadis, Gall and Salovey (2003) examined the link between an ability measure of EI and several indicators of job performance, including salary, merit increases, and company rank. They also assessed interpersonal facilitation, affect and attitudes at work, and leadership potential, using both peer and supervisor ratings in 44 analysts and clerical/administrative employees. The findings revealed that EI was related to the percentage of pay increase, internal classification level, and better peer and supervisor ratings. Importantly, these results held even after controlling for the effects of cognitive ability and personality traits.

In another study, Rosete and Ciarrochi (in press) conducted a small exploratory study of the relationship between an ability measure of emotional intelligence, personality, cognitive intelligence and leadership effectiveness amongst senior executives. Leadership effectiveness was assessed using both managerial performance ratings and a 360 assessment involving each leader's subordinates and direct manager ratings. Correlation analyses revealed that higher emotional intelligence was associated with higher leadership effectiveness.

Summary

This chapter has presented theory and research that underlay the reason for this study, and it has indicated the lack of research in the area to be studied. To date, however little research has examined the effects of emotional intelligence on school principals' leadership performance.

Goleman(1995&1998) provides data that supports the significance of the central role emotional intelligence plays in leadership. Leaders who have high levels of emotional intelligence outperform their counterparts who have lower levels of emotional intelligence.

Walters, Marzano, & McNulty's (2003) meta-analyses have identified 21 leadership responsibilities that have significant association with student achievement. Principals who improve on these 21 leadership responsibilities can have a significant effect on student achievement in their schools.

Leadership embodies skills and abilities that are observable and learnable (Kouses & Posner, 1995), and documented results show that adults can improve their emotional competence in the work place (Cherniss & Adler, 2000).

Principals, as leaders of schools and improves of student achievement, who have high levels of emotional intelligence may have an advantage over those principals who are low in emotional intelligence. Much research has been conducted in regard to the effect emotional intelligence has on leadership performance and on school principals' influence on school improvement and student achievement. A need exists for a study of the effects of emotional intelligence on pre-school principals' leadership performance.

Chapter Three

Research Design and Methodology

This chapter discusses the overall research design of the study; research methods used; source of data; target population; sampling techniques; data collection instruments; Validity and reliability of instruments; data collection procedures and data analysis techniques.

3.1. Research Design

The main purpose of the study was to examine, analyze, identify and understand the relationship of emotional intelligence and leadership effectiveness on pre-school principals in Yeka sub city private pre-schools. A descriptive correlation research design was used to achieve the objectives of the study. This is because the nature of the problem under investigation governs the method to be employed in conducting the research that needs description in terms of numbers. This research used a quantitative approach and used a descriptive survey correlation research design to investigate the relationship among emotional intelligence and leadership effectiveness in Yeka Sub City private pre-schools. In line with this, Cresswell (2012) contends that correlation research design is used when the study seeks to identify and predict the association between variables.

3.2. Sources of Data

The researcher employed primary source of data to secure first hand information. As primary source of data, the target population encompasses principals and teachers of pre-schools who were directly or indirectly involved in teaching in pre-schools. To strength the quantitative data source, the researcher used the secondary source of data gathered from Yeka sub city educational bureau.

3.3. Sample and Sampling Techniques

The purpose of sampling in quantitative studies is to obtain a group of participants who will be representative of a larger group of individuals. According to Polit and Hungler (1999:169), the representative sample consists of subsets of elements of a population; this allows for the study results to be generalized. The characteristics of the sample populations are intended to be representative of the target population.

The population and sample schools are determined on the basis of the year 2010 E.C Annual statistical report of Yeka sub city education office. Accordingly 14 woredas are found in Yeka Sub City and 132 schools are found in these woredas. The total population of principals and teachers who works in Yeka sub city private pre-schools was 1095 teachers and 132 principals. Based on this data 7 woredas were selected from the clustered strata using lottery system. And from each 7 woredas 34 schools were selected using simple random sampling in order to ensure that each member of the target population would have an equal chance of being included in the sample. Pertaining to sampling of the school principals' and teachers none random sampling was used.

3.3.1. Sample size

According to Patrick, (2003) the researcher took sampling technique by determining the sample proportion success and not success based on the experience from previous survey research response rate. Patrick, (2003) referring Babie (1979), the return or success rate 50% is 'adequate'; 60% response rate is 'good' and 70% rate or higher is 'very good'.

Based on the above condition, to determine the sample size the following formula (Kothari, 2004) was used:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 \cdot p \cdot q}$$

Where,

p = proportion of success = 90%

q = proportion of fail = 10%

n = sample size,

z = confidence level = 1.96

e = standard error = 5%

Sample size for Teachers will be N= total population = 1095

$$n = \frac{1.96^2(0.9)(0.1)*1095}{0.05^2(1095-1)+1.96^2*(0.90)(0.1)} = 122.7894 = 123$$

Sample size for Principal will be N= total population = 132

$$n = \frac{1.96^2(0.9)(0.1)*132}{0.05^2(132-1)+1.96^2*(0.90)(0.1)} = 67.78851 = 68$$

From a total of 132 school leaders 68 were selected and from a total of 1095 teachers, 123 were selected as sample of the study to rate their leaders.

3.4. Data Gathering Tools

The data gathering tools for this research were two types of standardized questionnaires. These questionnaires were presented for all 191 sample respondents (pre-school principals and teachers).

3.4.1 Questionnaires

The main tools for this study were two types of standardized questionnaires. These are the Emotional Intelligence Appraisal: There is more than IQ and The Educational Leadership Improvement tool.

3.4.1.1. Emotional Intelligence Self Appraisal Instrument

The Emotional Intelligence Appraisal: There is more than IQ (Bradberry,& Grevas,2001-2003) consists of 28 questions addressing (1) Self awareness, (2) Self management, (3) Social awareness, and (4) Relationship management. Each principal was scored in the four areas and in overall emotional intelligence. Scores on the emotional intelligence appraisal can range from 0 to 100. The scores are scaled as follows: 59 or below is significantly below average, 60 to 69 is below average, 70 to 79 is average, 80 to 89 is above average, 90 to 100 is significantly above average. The ratings of the items are based on six points scale. The numerical scale is 1=never, 2=rarely, 3=sometimes, 4=usually, 5=almost always, and 6=always.

The emotional intelligence appraisal was released to the public after a two year design and validation process. The survey was tasted for validity worldwide in numerous organizations of varying sizes and industries, and it is reached on a continuing basis. The normative sample was tens of thousands of responses from individual contributors and knowledge workers from low level through senior level executives in cross-sections of industries. The scores in the data base are normally distributed, yielding a diverse representation of the sample population.

The statistical validity indicates that the reliabilities for the four components of Goleman's emotional quotient model, measured through the emotional intelligence appraisal, yield coefficient alpha's ranging from .79 to .90. The skills measured by the emotional appraisal are indicators of on- the-job performance. Bradberry & Grevas (2004) report that 12,483 individuals representing numerous industries, job classes, and job levels took the Emotional Intelligence Appraisal- Me edition and their scores were then compared to participants' last job evaluations. The self-ratings explained nearly 20% of the variance in performance across positions, with R=42,R^2 =.176, and P=.000. Analysis of the construct validity of emotional intelligence appraisal indicates that in the model presented the best fit for the assessment is in the overall emotional intelligence score with some division along the lines of personal and social competence. The main component analysis indicates a two factor solution, with division between personal and social competence, with the two factors accounting for 54.5% of the variance in the correlation matrix (Bradberry & Greaves, 2001-2003, 2004).

Supervisors, managers, directors, executives/vice-presidents, senior executives, and chief executive officers were included in determining the reliability and validity of the emotional intelligence appraisal-Me edition.

Lunenburg and Ornstein (2004) would contend that the traits and skills associated with successful leaders in the business world are also essential for school leaders. Skills and traits, such as cooperation, dependability, responsibility, creativity, diplomacy, fluency in speaking, and social skills, are associated with successful leaders in the business world. The practices in educational administration coincide with the practices and theories of the business world (Lunenburg and Ornstein, 2004).

At present, an emotional intelligence appraisal specifically designed for pre-school principals does not exist. The emotional intelligence appraisal –Me edition was selected because it was a self -report tool; the time it takes to complete the appraisal was appropriate; and, in consultation with the developers of the appraisal, it was determined that the appraisal would be an effective tool for determining the emotional intelligence of school principals.

3.4.1.2.The Educational Leadership Improvement Tool

The educational leadership improvement tool (Defranco & Golden, 2003) was developed through the efforts of Defranco and Golden as they researched the factors that lead to the successes of school administrators. They reviewed academic literature as well as reports from

organizations specializing in educational leadership, and they interviewed administrators in the field in order to gain a more pragmatic view of school leadership. From the research and based on the ISLLC standards, they identified nine standards for school leadership, each with four underlying elements that gave more detail on what each standard entailed. Though the standards are separated for organizational convenience, they are intended to be considered a holistic formula for school leadership.

The educational leadership improvement tool is an instrument that assesses a principal's leadership performance in nine areas. The intent of developing the nine standards was to provide a tool that could help strengthen school leaders' leadership skills with the hope of improving student learning. The nine leadership areas are as follows:

(1) **Leadership Attributes**: The school leaders encourages and models communication, is receptive to feedback, and is actively involved in building relationships with staff, students, parents, and community leaders. Student learning is at the core of activities and decisions. The school leader visits class rooms regularly and is willing to encourage and implement creative solutions to problems. The school leader communicates and models core values.

(2) **Visionary Leadership**: The school leader fosters a shared vision, considers the vision when making key decisions, and has high expectations for all staff and students.

(3) **Community Leadership**: The school leader actively seeks out and communicates with parents and community members, demonstrates pride in the school, integrates the school with the community, and employs a network in the community to solicit resources.

(4) **Instructional Leadership**: The school leader facilitates linkages among curriculum, instruction, and assessment and understands the key elements of curriculum and instructional practice. The school leader works with teachers to create goals, utilizes effective evaluation methods to provide assistance to teachers, and conducts meaningful classroom observations. The school leader keeps staff focused on closing the achievement gap and is knowledgeable about theories and teaching strategies for learning.

(5) **Data-Driven Improvement**: The school leaders uses data to drive improvement, integrates teachers into the creation or gathering of data, understands internally gathered and externally provide data, and regularly uses data to identify what needs to be done within the school.

(6) **Organization to Improve Student Learning**: The school leaders maximizes student learning time, creates a student -centered environment, creates systems within the school to assist transitions between grades, seeks resources for increased technology, and uses technology as an instructional tool to increase student learning.

(7) **Organization to Improve Staff Efficacy**: The school leader is knowledgeable about theories, techniques, and practices for learning and shares that information with staff. The school leader provides sustained professional development opportunities for staff, delegates to staff teams to create proposals or suggests decisions, and requests staff input on how to address issues.

(8) **Cultural Competence**: The school leader focuses on the values of diversity, provides frequent education and training in diversity, creates opportunities for cultural experiences for staff, and promotes understanding of diversity between and within cultures.

(9) **Educational Management**: The school leader adopts innovative organizational and management strategies to manage the school and effectively utilizes space, supplies, and equipment. The school leader selects, assigns, and organizes staff to best achieve the school's vision and effectively works with the staff to manage resources. (Defranco and Golden 2003). The aforementioned leadership standards were the basis for evaluating preschool principals' leadership performance.

Once the standard were identified, a content review panel of school administrators and university faculty developed and refined a scoring guide that isolates and measures the specifics of each standard. The scoring guide is a gauge that measures a school leader's level of mastery of each the nine areas and their underlying elements. Through the triangulation process a valid tool was developed that was used to measure and help improve educational leadership performance.

A principal received a score on each element of leadership performance. The scoring is based on a 6 point Likert scale rating the level that an administrator demonstrates for each performance area. The three performance areas are developing, meets, and exceeds. A score of 1 or 2 indicate the administrator is developing in that element, a score of 3 or 4 show the administrator is meeting that element, and a score of 5 or 6 show the administrator is exceeding in that element. The scores of the three elements were added, and that sum was divided by 3 to arrive at an overall rating for that leadership performance area.

3.5. Data Collection Procedure

The researcher visited each sample schools to get permission to conduct the research and explained the general purpose of the research, the data collecting instruments and set time to deliver the instruments. The questionnaires prepared in English language and handed out to be completed by the pre-school principals and teachers within one week. Most principals were cooperative and willing to take the responsibility of distributing and collecting the questionnaire themselves using prepared envelope. Finally the questionnaires were collected to be coded and analyzed. The data entry performed by data entry personnel using SPSS. Data cleaning and verification has been conducted to make sure that all the data's are completed and there is no missing information.

3.6. Method of Data Analysis

The quantitative data that were secured through questionnaires were coded, tabulated, organized and treated with different statistical techniques for analysis and inferences, using statistical tools like frequency counts, percentage, mean, and standard deviation and IBM SPSS version 20, Pearsons product moment correlation test were used to investigate the relationship between the dependent and independent variable. In addition, t-test was employed to determine if there was a significant difference between the mean scores of the two groups (pre-school principals and teachers).

3.7. Ethical Consideration

In order to safeguard the confidentiality of the respondents no personal information has been collected or published. The participants of the study were informed that the study was only for academic purpose and no need to write their names. Accesses to questionnaires were limited to the researcher and the research participants. The study did not cause any harm to the study participants.

Chapter Four

Presentation, Analysis and Interpretation of Data

This chapter contains the presentations, analysis and interpretation of data. The points dealt with in the chapters are the general characteristics of the sample population, the responses of the pre-school principals and teachers on the emotional intelligence and leadership effectiveness and discusses the result of the study; several key findings emerged that shows the effect of emotional intelligence on pre-school principals' leadership performance effectiveness.

1.5. Demographic Characteristics of the Participants

There were a total of 123 teachers and 68 principals, who participated in this study. The totals of 191 copies of questionnaires were distributed to the sample pre-school principals and teachers. Accordingly all 191 questionnaires were returned. Based on the responses obtained from the respondents, the characteristics the study groups were examined in terms of age, gender and years of experience. These characteristics were presented as follows:

Table 4.1. Respondents, Age, Gender and Years of experience

Respondent Characteristics			RespGroup		Total
			Teachers	Principals	
Gender	Female	No.	108	45	153
		%	70.6%	71.9%	80.1%
	Male	No.	9	23	32
		%	28.1%	29.4%	16.8%
	(No Response)	No.	6	0	6
		%	18.8%	0.0%	3.1%
Years of Service	0-5years	No.	43	0	43
		%	100.0%	0.0%	22.5%
	6-10years	No.	44	38	82
		%	53.7%	46.3%	42.9%
	11-15 years	No.	24	30	54
		%	44.4%	55.6%	28.3%
	15 AND ABOVE YEARS	No.	7	0	7
		%	100.0%	0.0%	3.7%
	(No Response)	No.	5	0	5
		%	4.1%	0.0%	2.6%
Age Group	25-35 years	No.	77	22	99
		%	77.8%	22.2%	51.8%
	36-40 years	No.	7	28	35
		%	20.0%	80.0%	18.3%
	41-45 years	No.	11	18	29
		%	37.9%	62.1%	15.2%
	46-50 years	No.	21	0	21
		%	100.0%	0.0%	11.0%
	50and above	No.	1	0	1
		%	100.0%	0.0%	0.5%
	(No Response)	No.	6	0	6
		%	66.7%	0.0%	3.1%
Total		No.	123	68	191
		%	64.4%	35.6%	100.0%

The above table deals with sex of respondents, years of experience and age group. Accordingly, 108(70.6%) Female teachers and 45(71.9 %) Female pre-school principals, 23(29.4%) Male principals and 9(28.1%) teacher respondents were involved in the study. From the data it is apparent that there were a few numbers of male pre-school principals and teachers are found in the pre-school education which implies that females are more attached to children feelings, emotions and facilitators of the school environment to be more conducive for the children since they spend much of their day at school.

4.2. Analysis and Interpretation of Results

4.2.1. Descriptive Analysis of Emotional Intelligence

This study examined how pre-school principals rate their emotional intelligence and how they are assessed by the teachers to see if there is a significant difference in scoring among the two groups.

Table 2. Pre-school Principals Emotional Intelligence self ratings and how they are assessed by the teachers.

Emotional Intelligence Subscales		N	Mean	Std. Deviation	95% Confidence Interval for Mean		t-value	p-value
					Lower Bound	Upper Bound		
Self-Awareness	Teachers	123	4.57	0.82	4.42	4.71	9.29	0.00
	Principals	68	5.53	0.33	5.45	5.61		
	Total	191	4.91	0.82	4.79	5.03		
Self-Management	Teachers	123	4.51	0.73	4.38	4.64	5.25	0.00
	Principals	68	4.99	0.29	4.92	5.06		
	Total	191	4.68	0.66	4.59	4.77		
Social-Awareness	Teachers	123	4.47	0.93	4.30	4.64	3.26	0.00
	Principals	68	4.85	0.26	4.78	4.91		
	Total	191	4.61	0.79	4.49	4.72		
Relationship Management	Teachers	123	4.74	0.78	4.60	4.88	5.61	0.00
	Principals	68	5.30	0.32	5.22	5.38		
	Total	191	4.94	0.71	4.84	5.04		
Overall Emotional Intelligence	Teachers	123	4.57	0.71	4.45	4.70	6.72	0.00
	Principals	68	5.17	0.24	5.11	5.23		
	Total	191	4.78	0.65	4.69	4.88		

The above table shows the mean scores, standard deviation and lower and upper bound scores of emotional intelligence subscales and the overall emotional intelligence that are responded by teachers and pre-school principals.

According to the responses of the pre-school principals and teachers self-awareness and self-management got the higher mean score which is above 4.50. When we compare the least score of the two groups both pre-school principals and teachers rate the least on social-awareness compared to self-awareness and self-management. Therefore, pre-school leaders' need to give attention on their social interaction and work on it as it affects their relationship with the working staff and other school communities. They also need to consider how their emotional state impacts those around them in order to manage relationships to move people in the desired direction and to create a good team work spirit in the working environment.

When we compare the overall emotional intelligence mean scores of pre-school principals and teachers, there was a significant difference among the two groups. Accordingly pre-school principals score themselves a mean score of 5.17(SD=0.24) and teachers rate them 4.57(SD=0.71). Pre-school principals rate themselves higher than teachers which show a common problem in personality testing is that some respondents attempt to slant their answers to make good impressions and as a result, test results become misleading. When respondents slant answers, scores on socially desirable traits become inflated or greater than they would have been in the absence of response slanting. However, in both cases the scores are above average. Therefore this result indicates the pre-school principals are working well in their emotional intelligence which supports the study of Bradberry & Grevas (2004) that shows the best fit for the assessment is in the overall emotional intelligence score as an "area of strength to build on".

According to the validity of the general emotional intelligence test pre-school principals emotional intelligence scale who participated in this study implies that they are believed to have higher self-esteem, higher optimism, lower trait anxiety, lower depression, higher disciplined goal orientation, sociability and friendliness, higher social competence and higher achievement and successes orientation. In addition their EI ability contributes to develop strong and positive relationships with co-workers and perform efficiently in work teams. This benefits performance of workers by providing emotional support and instrumental resources needed to succeed in their roles.

4.2.2. Pre-school Principals Leadership Effectiveness

Descriptive statistics of the nine standards of Leadership effectiveness of pre-school principals were assessed to examine how they are performing on their leadership effectiveness. In addition to the school principals teachers also rate their leaders to see if there is significant difference among their scores. The result of the finding presented in the following table.

Table 4.3. Pre-school Principals Self rating and Teachers rating by attribute of Leadership Performance.

Leadership components		N	Mean	Std. Deviation	95% Confidence Interval for Mean		t-value	p-value
					Lower Bound	Upper Bound		
Leadership Attribute	Teachers	123	2.18	0.48	2.10	2.27	5.25	0.00
	Principals	68	2.56	0.48	2.45	2.68		
	Total	191	2.32	0.51	2.25	2.39		
Visionary Leadership	Teachers	123	2.24	0.48	2.16	2.33	2.03	0.04
	Principals	68	2.39	0.49	2.27	2.51		
	Total	191	2.29	0.49	2.23	2.36		
Community Leadership	Teachers	123	2.26	0.45	2.18	2.34	2.82	0.01
	Principals	68	2.45	0.41	2.35	2.55		
	Total	191	2.33	0.45	2.26	2.39		
Instructional Leadership	Teachers	123	2.20	0.44	2.12	2.27	1.43	0.16
	Principals	68	2.28	0.28	2.21	2.35		
	Total	191	2.23	0.39	2.17	2.28		
Data-Driven Improvement	Teachers	123	1.99	0.59	1.88	2.10	0.46	0.64
	Principals	68	2.03	0.33	1.95	2.10		
	Total	191	2.00	0.51	1.93	2.08		
Organization to improve student Learning	Teachers	123	1.98	0.54	1.88	2.08	5.43	0.00
	Principals	68	2.39	0.43	2.29	2.50		
	Total	191	2.13	0.54	2.05	2.20		
Organization to improve staff efficacy	Teachers	123	2.08	0.46	1.99	2.16	4.82	0.00
	Principals	68	2.38	0.34	2.30	2.46		
	Total	191	2.18	0.45	2.12	2.25		
Cultural Competence	Teachers	123	2.11	0.62	1.99	2.22	3.09	0.00
	Principals	68	2.37	0.45	2.26	2.48		
	Total	191	2.20	0.58	2.12	2.28		
Educational Management	Teachers	123	2.13	0.54	2.04	2.23	2.00	0.05
	Principals	68	2.30	0.55	2.17	2.43		
	Total	191	2.19	0.54	2.11	2.27		
Overall Principals Performance	Teachers	123	2.13	0.38	2.06	2.20	4.44	0.00
	Principals	68	2.35	0.22	2.30	2.40		
	Total	191	2.21	0.34	2.16	2.26		

Results from the analysis of responses to the leadership performance effectiveness most pre-school principals rate themselves on average as "meets" the expectation that is a mean score of above (2) across the nine leadership skill categories. Among the nine school leadership components "data driven improvement" got a least mean score (2.03) when compared to other leadership skills. This result implies that pre-school principals' needs to give attention on how to use data to drive improvement by integrating with teachers in to the creation or gathering data, understands the internal and external gathered data to use them regularly in order to improve and identify what needs to be done within the school.

In addition when we examine the data most of the leadership performance areas are lesser than the significance value (.000) which means it is less than $p < .0005$. (Wilks Lambada). Therefore pre-school leaders need to work towards their leadership effectiveness skill strongly in order to improve their leadership effectiveness and to bring about change in their working environment. Moreover, when we compare the responses of pre-school leaders and teachers' response a significant difference has been showed across the nine leadership components. Pre-school principals rate themselves higher than teachers which can be inferred as the problem of self rating but it still shows that both of pre-school principals and teachers rate the leadership components as meets the expectation therefore in order to transform schools to a better position and to have more effective school leaders it is important to arrange training and development programs that can enhance the knowledge of leaders.

4.2.3. Effects of Pre-school Principals Emotional Intelligence on Leadership Performance.

A correlation analysis was conducted to determine the effects of pre-school principals' emotional intelligence on leadership performance. Pre-school principals' emotional intelligence scores were analyzed with their leadership skill scores as follows:

Table.4.4. Correlation Analysis of Effects of Emotional Intelligence on Leadership Effectiveness

Leadership components		Leadership Attribute	Visionary Leadership	Community Leadership	Instructional Leadership	Data Driven Improvement	Organization To improve student Learning	Organization To improve staff Efficacy	Cultural Competence	Educational Management	Over all Principals Performance
Emotional intelligence	Self Awareness	.553**	-.243*	-.115	.295*	.046	-.085	.358**	.666**	.285*	.377**
	Self Management	-.215	-.175	-.427**	.420**	.425**	-.029	.260*	.110	-.638**	-.171
	Social Awareness	.266*	.293*	.566**	.338**	-.250*	.075	.235	.298*	.181	.442**
	Relationship Management	.452**	-.123	.111	.424**	-.110	.332**	.446**	.329**	-.217	.313**
	Emotional intelligence	.346**	-.095	.026	.456**	.036	.094	.410**	.447**	-.115	.301*
	**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).										

The above table shows a correlation analysis of pre-school leaders' emotional intelligence and their leadership effectiveness to examine if Pre-school leaders are affected by their emotional intelligence to be an effective leader.

Thus, according to the responses of pre-school principals emotional intelligence has a significant effect on leadership performance. For instance self awareness of pre-school principals has a negative correlation on visionary leadership where as it has a significant positive correlation with leadership attributes, instructional leadership, organization to improve student learning, cultural competence and educational management. Therefore pre-school principals need to improve their self awareness by having a clear picture of their strengths and weaknesses by using mechanisms such as keeping journal of their thoughts and how to manage anger and other strong emotions. No matter what the situation it is their choice on how to react on it.

When we see self management it has a strong negative correlation on community leadership and educational management and it has a significant correlation with the instructional leadership, data driven improvement, and organization to improve staff efficacy. Therefore pre-school leaders' need to regulate themselves regularly not to verbally attack others and make rushed or emotional decisions in order to improve their self management skill and relationship with community by actively communicates with parents, community members and demonstrate pride in the school. According to Goleman, 'This element of emotional intelligence also covers leaders' flexibility and commitment to personal accountability.

Social awareness has a positive correlation for the eight leadership components except for data driven improvement which has a negative significant correlation to it. Comparing to other emotional intelligence skills pre-school principals do well in this element of emotional intelligence which can help them to manage change and resolving conflicts diplomatically that may arise in the school environment.

Relationship management has a significant positive correlation to leadership attribute, instructional leadership, organization to improve student learning and cultural competence. Generally when we examine the overall effect of emotional intelligence on leadership performance, emotional intelligence has a significant influence on leadership performance. This finding is consistent with the research on the effect of emotional intelligence on leadership performance. The results of the study have demonstrated that leaders who consistently outperform their peers not only have the technical skills required, but more importantly, have mastered most of the aspects of emotional intelligence.

Emotionally intelligent leaders serve as a benefit to their working environment and working teams in two ways. Leaders motivate their colleagues to work together towards achieving the goals of their organization and they will also serve as a transformational influence over them. In this manner, emotionally intelligent leaders increase effectiveness and performance, facilitate team member interaction dynamics, build interpersonal trust, and inspire colleagues to implement the articulated vision.

4.2.4. The interaction of age and years of experience on emotional intelligence and Leadership Performance

In order to determine the effect of age and years of experience on emotional intelligence and leadership performance a correlation analysis has been done. The result is presented as follows:

Table 4.5. Interaction of Age, Years of experience, Emotional intelligence and Leadership Effectiveness

		Years of Service	Age Group
Principals Leadership Performance	Leadership Attribute	-.148	-.303*
	Visionary Leadership	.050	-.574**
	Community Leadership	.566**	-.481**
	Instructional Leadership	.330**	.042
	Data Driven Improvement	-.527**	-.157
	Organization To improve student Learning	.683**	.070
	Organization To improve Staff Efficacy	.447**	.059
	Cultural Competence	-.069	-.197
	Educational Management	-.433**	-.640**
	Principals Performance	.147	-.539**
Emotional Intelligence	Self-Awareness	-.257*	-.122
	Self-Management	-.096	.549**
	Social-Awareness	.096	-.443**
	Relationship-Management	.219	.250*
	Emotional-Intelligence	-.015	.084
*. Correlation is significant at the 0.05 level (2-tailed).			
**. Correlation is significant at the 0.01 level (2-tailed).			

Result from this three way correlation analysis comparing emotional intelligence with years of experience and age it asserts that there is a positive relationship between the two. This result is in agreement with Goleman's, Mayer, Caruso and Salovy (1999) asserted that in order for emotional intelligence to be considered a standard intelligence, it should increase with age and experience. The result also reveals that an interesting fact on social awareness that shows negative correlation with years of experience. This may be due to pre-school principals often finding themselves overwhelmed by day to day operations of their work and ignored themselves that affects their self-awareness.

When we see the overall pre-school principals leadership performance based on the years of experience the mean scores of the two working experience groups of pre-school principals are as follows. Pre-school principals who work 6-10 years is 2.32 (SD=0.25) with low bound of 2.24 and high bound 2.40 with 95% confidence level and pre-school principals who work 11-15 years is 2.39(SD=0.16) with the low bound of 2.33 and high bound of 2.44 with 95% confidence level. From these result we can conclude that years of experience does not have a significant effect on leadership performance. When we compare pre-school principals' emotional intelligence with their years of experience, pre-school principals who work 6-10 years were rated a mean score of 5.17(SD=0.27) and pre-school principals who works 11-15 years were rated a mean score of 5.16(SD=0.21) with the same low bound 5.08 and high bound 5.24 for both groups. The same is true here that there is no significant relationship between emotional intelligence and years of experience even if leaders have worked few years or more years. Despite these findings, there is a limited amount of research that has examined the relationship between emotional intelligence and work experience. Intuitively, one might assume that emotional intelligence will increase as work experience increases. However, empirical research is needed to test this hypothesis.

According to the result of the study when Pre-school leaders' age compared to their emotional intelligence it reveals that there is no significant difference between the three age categories. All the three age groups yield almost same score on average with low bound 5.07 and high bound 5.28 with 95% confidence level.

More over when leadership skill is compared with in the three age categories the result shows that for the two age groups (25-35) and (36-40) there is no that much difference among them both group score on average 2.44 with low bound and 2.46 with high bound with 95% confidence level. But pre-school principals who aged (41-45) got a list score compared to the two age groups. They scored low bound 1.98 and high bound 2.28 with 95% confidence level. Therefore we can see that many popular beliefs about "with age comes wisdom" overstated. The relation between emotional intelligence and age is very slight-meaning there while a slight majority of older people are higher in EI, there are many young people with higher EI scores than their older counter parts so many of our social, educational, and business systems discount the contributions of young people.

Chapter Five

Summary, Conclusion and Recommendations

5.1. Summary of Findings

This study was aimed at assessing the effect of emotional intelligence on leadership effectiveness in private pre-schools in Yeka Sub City. Consequently, the study was conducted to test the following basic questions.

Research design

The main purpose of the study was to examine, analyze, identify and understand the effect of emotional intelligence on leadership effectiveness on pre-school principals in Yeka sub city private pre-schools. This research used a quantitative approach and used a descriptive survey correlation research design to investigate the relationship among emotional intelligence and leadership effectiveness in Yeka Sub City private pre-schools.

Key questions

1. How do pre-school principals' rate their levels of emotional intelligence? And how they are rated by the teachers?
2. How do pre-school principals' rate their effectiveness? And how they are rated by teachers?
3. What are the effects of emotional intelligence on pre-school principals' leadership performance?
4. What is the interaction of age, years of experience and emotional intelligence on pre-school principals' leadership effectiveness?

Summary of the findings

This study explored the effects of emotional intelligence on pre-school principals' leadership performance. The purpose was to determine what kind of effects emotional intelligence had on pre-school principals' leadership performance and which of the nine performance categories were affected the most. Results of analysis, demographics of pre-school principals, pre-school principals' emotional intelligence scores, pre-school principals' leadership performance scores, the effect of pre-school principals' emotional intelligence and leadership effectiveness were discussed.

The four areas of pre-school principals' emotional intelligence examined (1) Self awareness, (2) Self management, (3) Social awareness, and (4) Relationship management. The nine areas of pre-school principals' leadership performance examined were (1) Leadership attributes, (2) Visionary leadership, (3) Community leadership (4) Instructional leadership (5) Data driven improvement, (6) Organization to improve student learning, (7) Organization to improve staff efficacy (8) Cultural competence, and (9) Education management.

The findings of this study revealed that there was a significant difference among the scores of pre-school principals and teachers on the overall emotional intelligence. Accordingly pre-school principals score themselves a mean score of 5.17(SD=0.24) and teachers rate them 4.57(SD=0.71). Pre-school principals rate themselves higher than teachers which show a common problem in personality testing is that some respondents attempt to slant their answers to make good impressions and as a result, test results become misleading.

Results from the analysis of responses to the leadership performance effectiveness most pre-school principals rate themselves on average as "meets" the expectation that is a mean score of above (2) across the nine leadership skill categories. Among the nine school leadership components "data driven improvement" got a least mean score (2.03) when compared to other leadership skills. In addition, when we compare the responses of pre-school leaders and teachers' response a significant difference has been showed across the nine leadership components. Pre-school principals rate themselves higher than teachers.

A correlation analysis of variance was conducted to determine the effects of emotional intelligence on pre-school principals' leadership performance. From the responses of pre-school principals, emotional intelligence has a significant effect on leadership performance. For instance self awareness of pre-school principals has a significant positive correlation with leadership attributes, instructional leadership, organization to improve student learning, cultural competence and educational management and a negative correlation on visionary leadership. When we see self management it has a significant positive correlation with the instructional leadership, data driven improvement, and organization to improve staff efficacy and strong negative correlation on community leadership and educational management. Social awareness has a positive correlation for the eight leadership components except for data driven improvement which has a negative significant correlation to it. Relationship management has a significant positive correlation to leadership attribute, instructional leadership, organization to improve student learning and cultural competence. Generally the result revealed that emotional intelligence has a significant influence on leadership performance.

Result from this three way correlation analysis comparing emotional intelligence with years of experience and age it asserts that there is a positive relationship between the two. When we see the overall pre-school principals leadership performance based on the years of experience the mean scores of the two working experience groups were almost the same there is no significant relationship between emotional intelligence and years of experience even if leaders have worked few years or more years. According to the result of the study when Pre-school leaders' age compared to their emotional intelligence it reveals that there is no significant difference between the three age categories. All the three age groups yield almost same score on average with low bound 5.07 and high bound 5.28. More over when leadership skill is compared with in the three age categories the result shows that for the two age groups (25-35) and (36-40) there is no that much difference among them both group score on average 2.44 with low bound and 2.46 with high bound. But pre-school principals who aged (41-45) got a list score compared to the two age groups. They scored low bound 1.98 and high bound 2.28. Analysis of the data indicated that age and years of experience had no significant effect on pre-school principals' emotional intelligence and leadership effectiveness. Results from this study found that age and years of experience had a little effect on emotional intelligence. The most important outcome of this study, however, was the indication that principals' levels of emotional intelligence significantly affect their performance as educational leaders.

5.2. Conclusions

Implementations of emotions intelligently in any organization by a leader to be effective and efficient play a vital role to leader effectively. Effective leaders use their emotional intelligence to effectively manage themselves, others, and their organizations. The results of this study suggests that emotional intelligence does have a significant effect on pre-school principals' leadership performance, indicating that emotional intelligence could help pre-school principals improve their leadership performance and it can help them as an instrument in increasing students achievement.

Emotional intelligence can be thought and improved via training and development activities with in the work place. These programs could help pre-school principals increase their emotional intelligence and thus have a positive effect on their leadership performance. The ability to manage one's emotions and the emotions of others has been shown to be an important indicator of successes at work. Results of this study contribute to the body of knowledge in the areas of principal leadership performance and emotional intelligence

5.3. Recommendations

The findings of this research reveal emotional intelligence has a significant effect on leadership performance in the sector of educational leadership. Research has linked educational leadership to improved student achievement and indicates that emotional intelligence improves educational leadership; thus, the researcher suggests the following recommendations:

- Pre-school owners, school boards and others who works in the education sector need to facilitate the opportunity of training and development programs for pre-school principals to bring about change in the behavior and practices of school principals and to bring a result in greater focus on improved instruction and student performance, better school climate, motivated teachers, and more collaboration in planning for overall school improvement.
- Universities and Colleges needs to provide courses on emotional intelligence during course offering on educational leadership programs to help aspiring principals become aware of and develop their emotional intelligence.
- Our current education system needs to be reviewed to take in to consideration the growing importance of EI and the benefits it will bring for our children, if it is correctly integrated in their educational program.
- Pre-school principals need to work on their emotional intelligence considering the effect that their emotional intelligence has an impact on their educational leadership skill and successes in the working environment.

5.4. Suggestion for further study

This study indicates that emotional intelligence has a significant effect on pre-school principals' leadership performance. Therefore additional research is needed to be done to validate the findings of this study.

Further research should focus on emotional intelligence and leadership effectiveness among elementary schools and high schools principals as this study focuses only on the pre-school principals' emotional intelligence and leadership effectiveness.

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APPENDICIES

Addis Ababa University

School Of Graduate Studies

Department of Leadership and Management

Questionnaires to be filled by Principals/ Teachers

Dear respondents:

This questionnaire is designed to research for the relevant information for the research carried out on the topic "Emotional Intelligence and Leadership Effectiveness of Principals in Preprimary schools In Yeka Sub City". The purpose of this study is to assess and examine about your/the school principals' behavior. Your responses to these questions will be for your eyes only. A true reflection of your emotional intelligence skills depends on your willingness to accurately rate yourself or the school principal.

This study is only for academic purpose.

Please check the following:

1. What is your gender? ___Female ___Male
2. Counting the current year, how many years' experiences have you had as a pre-school principal?
   - ____0-5 years
   - ____6-10 years
   - ____11-15 years
   - ____15 and above years
3. What is your current age?
   - ____25-35 years
   - ____36-40 years
   - ____41-45 years
   - ____46-50 years
   - ____50 and above

Note: To safe guard confidentiality no personal information will be published. Accesses to questionnaires will be limited to the researcher and research participants only.

Thank You!

Emotional Intelligence appraisal questionnaire for Pre-school Principals

For each question, check one box according to how often you....

	Never	Rarely	Sometimes	Usually	Almost always	Always
Self-awareness	1	2	3	4	5	6
1. are confident in your abilities.						
2. admit your short comings.						
3. understand your emotions as they happen.						
4. recognize the impact your behavior has upon others.						
5. realize when others influence your emotional state.						
6. play part in creating the difficult circumstances you encounter.						
Self-management	1	2	3	4	5	6
7. can be counted on.						
8. handle stress well.						
9. embrace change early on.						
10. tolerate frustration without getting upset.						
11. consider many options before making decision.						
12. strive to make the most out of situations, whether good or bad.						
13. resist the desire to act or speak when it will not help the situation.						
14. do things you regret when upset.						
15. brush people of when something is bothering you.						
Social-awareness	1	2	3	4	5	6
16.are open to feedback.						
17.recognize other people's feelings.						
18.accurately pick up on the room.						
19.hear what the other person is "really" saying.						
20.are withdrawn in social situations.						
Relationship management	1	2	3	4	5	6
21.directly address people difficult situations.						
22.get along well with others.						

23.communicate clearly and effectively.						
24.show others you care what they are going through.						
25.handle conflict effectively.						
26.use sensitivity to another person's feelings to manage interactions effectively.						
27.learn about others in order to get along better with them.						
28.explain yourself to others.						

Emotional Intelligence questionnaire for Teachers to Rate their Leaders

For each question, check one box according to how often the school principal..

	Never	Rarely	Sometimes	Usually	Almost always	Always
Self -awareness	1	2	3	4	5	6
1. is confident in his/her abilities.						
2. admit their short comings.						
3. understand their emotions as they happen.						
4. recognize the impact their behavior has upon others.						
5. realize when they influence others emotional state.						
6. play part in creating the difficult circumstances they encounter.						
Self -management	1	2	3	4	5	6
7. can be counted on.						
8. handle stress well.						
9. embrace change early on.						
10. tolerate frustration without getting upset.						
11. consider many options before making decision.						
12. strive to make the most out of situations, whether good or bad.						
13. resist the desire to act or speak when it will not help the situation.						
14. do things they regret when upset.						
15. brush people of when something is bothering them.						
Social- awareness	1	2	3	4	5	6
16.are open to feedback.						
17.recognize other people's feelings.						
18.accurately pick up on the room.						
19.hear what the other person is "really" saying.						
20.are withdrawn in social situations.						
Relationship management	1	2	3	4	5	6
21.directly address people difficult situations.						
22.get along well with others.						

23.communicate clearly and effectively.						
24. show others they care what they are going through.						
25.handle conflict effectively.						
26.use sensitivity to another person's feelings to manage interactions effectively.						
27.learn about others in order to get along better with them.						
28.explain themselves to others.						

Educational Improvement tool questionnaire

For each of the following question circle one

Area I: Leadership Attribute

1. Communicates and builds relationship
   A. Developing B. Meets C. Exceeds
2. Demonstrates a passion for student learning
   A. Developing B. Meets C. Exceeds
3. Models and encourage creativity
   A. Developing B. Meets C. Exceeds
4. Possesses a professional code of ethics
   A. Developing B. Meets C. Exceeds

Area II: Visionary Leadership

1. Fosters a share vision and purpose
   A. Developing B. Meets C. Exceeds
2. Thinks and acts strategically
   A. Developing B. Meets C. Exceeds
3. Holds high expectations for staff and students
   A. Developing B. Meets C. Exceeds
4. Carries the vision
   A. Developing B. Meets C. Exceeds

Area III: Community Leadership

1. Develops relationship with parents and the community
   A. Developing B. Meets C. Exceeds
2. Fosters school pride
   A. Developing B. Meets C. Exceeds

3. Integrates the school with the community

A. Developing B. Meets C. Exceeds

4. Solicits and utilizes community resources

A. Developing B. Meets C. Exceeds

Area IV: Instructional Leadership

1. Facilitates curriculum planning, implementation and evaluation

A. Developing B. Meets C. Exceeds

2. Conducts goal setting and evaluation with teachers

A. Developing B. Meets C. Exceeds

3. Keeps staff focused on closing the achievement gap

A. Developing B. Meets C. Exceeds

4. Focuses on teaching strategies and learning theories

A. Developing B. Meets C. Exceeds

Area V: Data-Driven Improvement

1. Implements guide line for assessment and accountability

A. Developing B. Meets C. Exceeds

2. Collaborates with teachers to collect and use data

A. Developing B. Meets C. Exceeds

3. understands internally gathered and externally provided data

A. Developing B. Meets C. Exceeds

4. Uses data to determine needs, then monitor and improve

A. Developing B. Meets C. Exceeds

Area VI: Organization to Improve Students Learning

1. Maximizes student learning time
   A. Developing B. Meets C. Exceeds
2. Builds a personalized learning environment
   A. Developing B. Meets C. Exceeds
3. Fosters articulation between schools
   A. Developing B. Meets C. Exceeds
4. Uses technology to increase student learning
   A. Developing B. Meets C. Exceeds

Area VII: Organization to Improve Staff Efficacy

1. Disseminates knowledge of educational research and best practices
   A. Developing B. Meets C. Exceeds
2. Provides sustained professional development opportunities
   A. Developing B. Meets C. Exceeds
3. Develops and uses staff teams
   A. Developing B. Meets C. Exceeds
4. Facilitates problem solving
   A. Developing B. Meets C. Exceeds

Area VIII: Cultural Competence

1. Focuses on the value of diversity
   A. Developing B. Meets C. Exceeds
2. Maximizes cultural assessment
   A. Developing B. Meets C. Exceeds

3. Institutionalizes cultural knowledge

A. Developing B. Meets C. Exceeds

4. Promotes understanding of diversity between and within cultures

A. Developing B. Meets C. Exceeds

Area IX: Educational Management

1. Identifies, prioritizes and solves problems that arise in the school

A. Developing B. Meets C. Exceeds

2. Manages the school facility

A. Developing B. Meets C. Exceeds

3. Maximizes human resources

A. Developing B. Meets C. Exceeds

4. Applies principles of financial management and creative resource utilization

A. Developing B. Meets C. Exceeds

Declaration

I, the undersigned, hereby declare that this research thesis is my own original work and that all sources have been accurately reported and acknowledged, and that this document has not been previously submitted at any university in order to obtain academic qualifications.

Name: **Mahilet Legesse Abebe**

Signature _____

Date July 20| 2018

Confirmed by:

BefekaduZeleke (PhD) _____ _____

Advisor Signature Date