

Introduction

In this analysis of the extant literature, we focused on the development of intelligence theories, emotional intelligence, leadership and student achievement, transformational leadership and emotional intelligence, transformational leadership and followers intelligence and academic success. A review of the current literature revealed that very little attention has been devoted to the study of the emotional intelligence skills of school administrators. Accordingly, we focused on the role that principals assume in improving student achievement. Because principals as educational leaders are responsible for the successful operation of their respective schools, we contend it is important to examine the link between effective leadership skills and practices and student achievement.

Development of Intelligence Theories

The search for a deeper understanding of human intelligence began in the early 1900s when Binet started administering intelligence tests to school-age children in France. France had radically changed its philosophy of education by mandating that all children ages six through fourteen attend

inspirational leadership, organizational awareness,
1993) opened new avenues for investigating human intellectual development.

In 1985, Sternberg, according to his Triarchic Theory, theorized three distinct intelligence types existed: componential, experiential, and contextual. Componential intelligence emphasized effective information processing. Individuals high in this area had the ability to think analytically and critically. Experiential intelligence emphasized the ability to formulate new ideas and insights whereas contextual intelligence emphasized the practical. Individuals high in this area were quickly able to determine the factors that influenced successful completion of tasks. These individuals were astute

The role that (direct and indirect) effects of leadership on student learning accounted for about a quarter of total (Leithwood et al., 2004, p. 5). This estimate suggested that efforts in improving school leadership would have an impact on student achievement. It seems ironic that in schools with the greatest challenges and difficulties that the impact of successful leaders is greatest. Leithwood et al. (2004) stated that no documented evidence existed factors contribute to turning around low performing or troubled schools, but it begins with effective leadership.

The qualities that principals possess and the styles of leadership are two factors critical to the effective operation of the school. Effective principals generate optimism, passion, and an atmosphere of trust and cooperation to lead their staff in a manner to motivate students to high levels of academic achievement. Successful leaders envision their role as eliciting the maximum potential from others. To accomplish this task, principals demonstrate the ability to radiate appropriate needs and then move between being directive and non-directive with spontaneous competence.

According to Goleman (2002), effective leaders possess emotional intelligence competencies that allow them to function effectively in numerous situations with a variety of people. The four key emotional intelligence competencies that he attributed to impacting subordinates effectively were: (a) relational management, (b) self-awareness, (c) self-management, and (d) social awareness. He defined relational management as the capacity to build and inspire team cooperation and collaboration. Self-management in various situations. Goleman (2002) defined self-management as having emotional control, adaptability, and optimism. He defined social awareness as being empathetic and having the ability and maintaining a positive academic climate where teachers and students were successful. He also stated that these competencies may be learned and are not innate abilities. Therefore, leaders may become more effective through training.

Transformational Leadership and Emotional Intelligence

Studies of the

performance and satisfaction (Katz, Maccoby, & Morse, 1950). Leadership qualities that significantly impacted attainment of organizational goals were identified in these studies. Two leadership styles emerged: task versus consideration. Task leadership was the degree to which the leader defined the managerial role by the tasks and attainment of the goals for the organization or group. All work was conducted in a business-like manner with the motivation of the workers coming from compliance for pay and control. Consideration was defined as social-emotional leadership which was characterized by the friendliness and supportive mannerisms of the leader toward subordinates. Subordinates were treated with care and social dialogue was present. The motivation for job performance was based on emotional ties and loyalty (Katz et al., 1950).

In 1978, Burns wrote *Leadership*. He shifted the focus of his research from studying the traits of prominent men to the relationships between leaders and their subordinates. He investigated the qualities of transforming leaders which engaged followers to higher levels of morality and motivation. He defined the transformational leader as an individual who altered, elevated, and shaped goals, motives, and values of the followers while simultaneously realizing considerable change. The power of this type of leadership was heroic and noble (Burns, 1978).

reach the souls of others in a fashion which raises human consciousness, builds meanings and inspires human intention. This is the two-factor leadership theory which included both transformational and transactional leadership

factors. These factors, though located on opposite ends of a leadership continuum, were actually complimentary. The transformational side of leadership continuum included goal setting, building a vision, providing professional growth opportunities for self and others, empathy, setting high expectations, modeling high performance, fostering team cooperation, and collaboration. The transactional practices were managerial in nature and contributed to organizational stability which includes community relations, instructional support, monitoring school activities, and staffing needs.

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transformational side were those habits of personal vision, personal management, interpersonal

management, interpersonal leadership, creative cooperation, and renewal. Three of the habits, personal management, interpersonal leadership, and renewal, were shared between the

leadership. Through correlation analyses, they demonstrated that the presence of strong statistically significant relationships.

According to Yukl (1994) and Leithwood and Jantzi (2000), the transformational leadership style was advocated as one of the fundamental practices that schools targeted for reform initiatives should utilize. This leadership style concentrated on the development of capacity among leaders and their subordinates and aimed at higher levels of leadership commitment to the organizational goals through social-emotional factors. Whether its effect actually enhanced higher student achievement, it did bear exploring. The results of such effort were assumed to produce higher productivity (Bass,

transformational leader.

Transformational Leadership and Followers' Reactions

From Burns (1978) and Bass (1985), transactional leadership behaviors characterized the leader who provided rewards to subordinates in exchange for effort. In contrast, transformational leadership the followers

the common perspective that effective leaders transform or change the basic values, beliefs, and attitudes of followers so that they are willing to perform beyond the minimum levels specified by the

Bass (1985) contended that employees express high levels of job satisfaction and performance

Summary

In this conceptual analysis, we reviewed the research literature that was relevant to the development of intelligence theories, emotional intelligence, leadership and student achievement, and transformational leaders

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