A Leader's Emotional Self-Control and Management of Others Impacts a School's Climate

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Abstract

A quantitative study with a correlational design, analyzed responses from a target population of more than 200 teachers employed in over four dozen urban and suburban schools in the New York metropolitan area. A sample of 42 teachers completed the *Inviting School Survey-Revised and the Genos 360 EI Assessment-Concise Rater.* Subsequent simple linear regression procedures found Emotional Self-Control [$\beta = 0.486$, $t(74) = 2.016$, $p = 0.052$] and Emotional Management of Others [$\beta = 0.494$, $t(74) = 2.310$, $p = 0.027$] predict a strong relationship in the positive direction between four of the five *Inviting School Survey-Revised* (ISS-R) domains of school climate. Analysis of the leaders' demonstrated Emotional Self-Awareness [$\beta = -0.172$, $t(74) = -0.816$, $p = 0.420$] results identified a strong relationship in the negative direction between all five ISS-R dimensions of school climate. Implications suggest educational leaders seeking to improve school climate should develop and demonstrate emotional intelligence skills and tenets of Invitational Education theory.

Keywords: Leaders' Demonstrated Emotional Intelligence, Perceptions of School Climate, Invitational Education Theory, Inviting Schools Survey

Introduction

The school leader establishes the school's climate (Goleman, 2006b). To be dependably inviting, effective school leaders need to check for receipt and seek acknowledgement of their invitations for personal and professional development (Purkey & Siegel, 2013). How individuals perceive their school climate will set the foundation for their attitudes, behaviors and group norms (Loukas, 2007).

The quantitative study with a correlational design examined if and to what degree a certified teacher's rating of his or her school leader's demonstrated emotional intelligence behaviors correlated with the teacher's perceptions of that school's climate. The Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009) was used to rate the school leader's demonstrated emotional intelligence behaviors. The *Inviting School Survey-Revised* (Smith, 2015) was used to measure the teacher's perceptions of school climate. Analysis of results explored the complexity of relationships between the seven demonstrated emotional intelligence sub-scales and the five domains of Invitational Education theory.

Significance of the Study

School leaders need to comprehend and understand the school's climate, requiring knowledge of how things are done and how students and teachers perceive these things (Marzano

& Waters, 2009). How the leader demonstrates emotional intelligence may directly influence teacher perceptions of school climate. A school leader contributes to a positive school climate by nourishing trusting and caring relationships and practicing empathetic social interactions. These are the behaviors exhibited by leaders with high emotional intelligence (Goleman, 2006a; McWilliam & Hatcher, 2007).

Invitational Education (IE) differs from other theories reviewed through the professional literature by encouraging stakeholders to examine the interdependent domains that impact school climate. These five domains, as assessed by the Inviting School Survey-Revised (ISS-R) are known as the 5-Ps: People, Places, Policies, Programs, and Processes (Schmidt, 2007; Smith, 2015). IE provides an overarching theoretical framework effective for a variety of educational approaches (Asbill & Gonzalez, 2000). IE theory advances five basic tenets: intentionality, care, optimism, respect, and trust [I-CORT] (Purkey & Novak, 2016) that optimize personally and professionally inviting behaviors.

Review of the Literature

Researchers and managers interested in how leadership behaviors influence other areas of the organization willingly examine the relationship between leadership behaviors and stakeholder perceptions of trustworthiness (Caldwell & Hayes, 2007). Key characteristics associated with most leadership theories include the ability to quickly assess situations, move accordingly for the benefit of the group, and to engender trust from followers (Burke, Sims, Lazzara, & Salas, 2007). Quickly assessing situations and moving accordingly for the benefit of the group is what Roach et al. (1999) called "wisdom in spontaneity" (p. 17). Emotional intelligence theorists call such abilities social awareness and relationship management (Bradberry & Greaves, 2009).

When a school leader effectively communicates a vision for success, models positive expectations, exhibits optimism, and utilizes inviting leadership practices, the teachers' behaviors become positively influenced (Asbill, 1994; Asbill & Gonzalez, 2000; Burns & Martin, 2010). Teachers' perception of respect and trust exhibited by the principal correlates with both teachers' and students' morale, commitment, and achievement (Ellis, 1988). The effectiveness of school leadership remains contingent upon teacher acceptance (Matthews & Brown, 1976).

People with high emotional intelligence are more likely to exhibit attributes perceived by others as positive (Bradberry & Greaves, 2009). A leader with high emotional intelligence optimizes the installation of trust (Bradberry & Greaves, 2009). Trustworthiness positively influences other areas, thereby increasing organizational success (Caldwell & Hayes, 2007). Leaders demonstrating emotional intelligence and those promoting the tenets of Invitational Education (IE) theory exhibit common competencies. Credibility, a synonym for trustworthiness, exhibited the most influence upon emotional intelligence (EI).

Research by Burns and Martin (2010) identified a statistically significant relationship between school climates that utilized Invitational Education practices and schools identified as effective. A meta-analysis of relevant research identified twenty-one school leadership practices that positively influence student achievement (Marzano, Waters, & McNulty, 2005). These practices were also present in studies that investigated Invitational Education (IE) Theory and school climate (Asbill, 1994; Smith, 2015; Schmidt, 2007).

Educators trained to develop emotional intelligence as part of their leadership development can proactively utilize both their cognitive and metacognitive skills (Brackett & Katulak, 2007). These educators can then evoke their emotional intelligence competencies and positively influence followers' well-being as well as performance by modifying approaches to align with the given situation (Pashiardis, 2009). Emotional intelligence requires competency regarding one's own

emotions and the emotional needs of others to effectively address the complex social challenges arising within one's environment (Mumford, Zaccaro, Connelly, & Marks, 2000).

Emotional intelligence encompasses emotional, personal, and social abilities influential upon one's overall capability to effectively deal with environmental demands and pressures (McCallum & Piper, 2000). Furthermore, emotional intelligence is exhibited as the ability to adaptively recognize, express, regulate, and harness emotions (Schutte et al., 2001). Diverse cognitive or emotional intelligence skills vary by age, gender, and developmental level (Gardner, 1995). These skills influence one's level of competency or FLOW (Csikszentmihaly, 2013*).*

At least two perspectives are possible within the context of emotional intelligence: maximal emotional intelligence performance and typical emotional intelligence performance (Gignac, 2010). Typical performance is a more reliable indicator of actual behavior (Sackett et al., 1988). Gignac (2010) and Palmer et al. (2009) suggest emotional intelligence is purely relevant to the demonstration of emotional intelligence skills.

The Genos Emotional Intelligence inventories are not a mixed-model measure of emotional intelligence. In developing the Genos Emotional Intelligence inventories, the authors advanced the belief that a model of emotional intelligence should only include psychological attributes with direct relevance to the identification, utilization, and management of emotions (Gignac, 2010). Therefore, development of the Genos Emotional Intelligence inventories was based on an emotional intelligence model seeking to demonstrate emotional intelligence sub-skills across the following seven individual differences dimensions: Emotional Self-Awareness, Emotional Expression, Emotional Awareness of Others, Emotional Reasoning, Emotional Self-Management, Emotional Management of Others, and Emotional Self-Control.

School climate contributes to student achievement, success, and psychological well-being (Cohen, McCabe, Michelli, & Pickeral, 2009; Fan, Williams, & Corkin, 2011; Steyn, 2007; Zullig, Koopman, Patton, & Ubbes, 2010). School climate also influences positive youth development, effective risk prevention, and increased retention rates for teachers and students (Cohen et al., 2009; Huebner & Diener, 2008). School climate plays an important role in how stakeholders perceive the school (Curry, 2009). Since the evaluation of school climate reflects stakeholder perceptions of the social, emotional, and academic experiences of school life, stakeholders assessing the school's climate need to include students, administrators, teachers, parents, and support staff (Smith 2012).

The literature suggested leaders high in emotional intelligence may be more competent to influence, inspire, intellectually stimulate, and develop their staff to promote a culture of sustained educational success (George, 2000; Marzano, Waters and McNulty, 2005; Moore, 2009; Ross, 2000; Salovey and Mayer, 1990; Sanders, 2010; Wolff, Pescosolido, & Druskat, 2002). Inviting behaviors exhibited by the leader optimizes the school climate (Asbill, 1994; Purkey & Siegel, 2008; Schmidt, 2007; Smith, 2015). Leadership advancing Invitational Education (IE) theory encourages people to tap into their unlimited potential (Purkey & Siegel, 2013; Burns & Martin, 2010). Explicit invitations for personal and professional development need to be delivered and recognized as an opportunity (Purkey & Novak, 2016). Therefore, to be dependably inviting, school leaders need to have the skills to effectively convey and then check for receipt. Only then does acceptance become a possibility.

Methodology

Quantitative research involves counting and measuring, thereby allowing statistical analysis of numerical data (Smith, 1988). Quantitative methodology provided the best approach for identifying the relationship between this study's variables: a leader's demonstrated emotional

intelligence and a teacher's perception of school climate. For this quantitative research study, the inquiry addressed two questions and hypotheses:

> R_1: Do the certified teachers' rating of their individual school leader's demonstrated emotional intelligence behaviors correlate with perceptions of school climate based on Invitational Education theory?
>
> $H_0$1: The certified teachers' rating of their individual school leader's demonstrated emotional intelligence behaviors do not correlate with perceptions of school climate based on Invitational Education theory.
>
> R_2: Based on teacher ratings, how does each of the seven dimensions of a school leader's typically demonstrated emotional intelligence behaviors positively or negatively change the teacher's perceptions of the school's climate based on Invitational Education theory?
>
> $H_0$2: Based on teacher ratings, there are no dimensions of a school leader's typically demonstrated emotional intelligence behaviors that positively or negatively change the teacher's perceptions of the school's climate based on Invitational Education theory.

Data was described numerically while analysis employed descriptive and inferential statistics, including correlation analysis, regression analysis, mean, mode, and median (VanderStroep & Johnson, 2010). This quantitative study investigated the relationships between variables. This study's methodology analyzed the magnitude of relationships found within the collected data to test stated hypotheses (Hopkins, 2008). The first research question investigated the relationship between variables. The second research question investigated whether the predictor (independent) variable: the seven observed emotional intelligence subscales of the Genos 360 EI Assessment (Concise) (Palmer et al., 2009) predicts the criterion (dependent) variable: the teacher's perception of school climate based on the five ISS-R Domains of Invitational Education theory known as: People, Places, Policies, Programs, and Processes (Smith, 2012).

Since a more objective look at data allows objective conclusions to be drawn, utilization of quantitative methodology for this study minimized the subjectivity of judgment (Kealey, Protheroe, MacDonald, & Vulpe, 2003). For this study, perceived school climate was rated based on the five domains explicated by Schmidt (2007) and Smith (2012) and assessed by the *Inviting School Survey-Revised (*ISS-R) (Smith, 2015). Given the school climate reflects a personal evaluation of the school (Cohen, 2006; Freiberg, 1999), school leaders seeking to analyze perceptions from the school community need reliable and valid instruments to measure school climate. As exhibited in appendix B, the *ISS-R* (Smith, 2015), is grounded in Invitational Education theory (Purkey & Novak, 2016) and provided a reliable and valid quantitative instrument to measure school climate. Results to the ISS-R addressed the study's criterion (dependent) variable whereby the responding teacher's interval-level perceptions of school climate were identified through a potential ordinal range of responses

The study's predictor (independent) variable investigated the certified teacher's rating of his or her school leader's demonstrated emotional intelligence behaviors in the workplace. Using the Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009), the predictor (independent) variable provided a potential ordinal range of responses based on the certified teachers' ratings of his or her individual school leader's typically demonstrated emotional intelligence behaviors. Self-

rating of the participant's perceptions of school climate based on Invitational Education theory in relation to a third-party rating of the leaders' emotional intelligence created a unique concept for study.

A *Pearson* correlation tested the null hypothesis of the first research question. Given a relationship was found with the predictor variable, additional simple linear regression procedures then explored in-depth the responses specific to the seven subscales of the Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009) and the five domains of the ISS-R (Smith 2012). The five domains of the ISS-R are known as the 5-Ps: People, Places, Policies, Programs, and Processes (Schmidt, 2007; Smith, 2015). The additional simple linear regression analyses of results demonstrated the degree to which dimensions of the predictor variable (leader's EI behaviors) positively or negatively predict the teacher's perceptions based on five domains of school's climate.

Limitations

Validated instruments such as the Genos 360 EI Assessment (Concise) (Palmer et al., 2009) and ISS-R (Smith, 2015) allowed for third-party rater and reporting of perceptions. Analysis of demonstrated emotional intelligence behaviors based on the seven subscales of the Genos 360 EI Assessment-Concise Rater (Palmer et al., 2009) provided a succinct investigation of the relationship between the demonstrated emotional intelligence subscales and the five dimensions of school climate based on IE theory. However, self-perceptions create limitations to any study. While self-report approaches are appropriate as measures of self-perceived EI, they often do not actually measure emotional intelligence ability (Mayer et al., 2004a). The evaluation of emotional intelligence with a self-report measure can create flawed results due to socially desirable responding (SDR), which is known as faking good (Downey et al., 2006). Using the Genos 360 EI Assessment-Concise Rater version mitigated problems caused by the utilization of an approach that may produce SDR. The Genos 360 EI Assessment-Concise Rater assesses typical emotional intelligence performance and requires study participants to complete a concise, third-person version of the Genos Emotional Intelligence Assessment (Palmer et al., 2009) to identify the leader's demonstrated emotional intelligence behaviors in the workplace.

Additionally, the quantitative design created limitations, including the correlational research design only allowed reporting of the relationships based on the given context. For instance, there may be greater optimism at the beginning of a school year compared to the end. While the Genos EI Assessment-Concise Rater version (Palmer et al., 2009) is a valid and reliable survey instrument, unfamiliarity with emotional intelligence, test anxiety, time of year when the survey was completed, time devoted to the survey completion, and fidelity in responding to the survey all created additional limitations. Limitations influence individual ratings and perceptions. Therefore, the overall analysis is potentially impacted. Limitations influence the ability to generalize results.

Population and Sample Selection

The target population comprised more than 200 teachers employed in over four dozen urban and suburban schools in the New York metropolitan area. A sample of 42 teachers completed the *Inviting School Survey-Revised and the Genos 360 EI Assessment-Concise Rater.* Utilizing a quantitative digital, Likert-Scale survey distributed through Qualtrics and three follow-up requests to participate, the post hoc power analysis indicated the 42 participant cases that comprised the sample achieved significant statistical results based on the *Pearson* correlation procedure.

Data Collection Procedures

As accessible through the digital Qualtrics system, the study required completion of a single, three-part, digital survey: The Genos 360 EI Assessment (Concise) (Palmer et al., 2009), the ISS-R (Smith, 2015) and a demographic profile. Utilization of a Likert scale provided interval data related to the level of agreement with behaviors described on each survey.

As found in appendix A, the first part of the single digital survey comprised the Genos 360 EI Assessment-Concise Rater (Palmer, et al., 2009). The Genos 360 EI Assessment-Concise Rater is a 31-item instrument designed to rate individual school leader's demonstrated emotional intelligence behaviors specific to the work environment. Participants were able to complete this version in fewer than 12 minutes.

As found in appendix B, the second part of the single digital survey comprised the 50-item *Inviting School Survey-Revised* (Smith, 2005). The instrument measured the participant's perception of school climate based on Invitational Education theory and practice. Therefore, this part of the digital survey provided data responsive to the criterion (dependent) variable. Participants were able to complete this part in fewer than 15 minutes.

The confidentiality and anonymity of each voluntary participant within the target population was fully protected. Only a data file of responses was provided to the researcher. While informed consent was detailed in the email that provided the link to the survey, implied informed consent to participate in the study was based on voluntary completion of the digital survey accessed through the Qualtrics system. When participants completed the survey through the digital survey accessed through Qualtrics, data became available for analysis.

Data Analysis Procedures

At the conclusion of the data collection period, the digital survey was initially saved as an Excel spreadsheet. The data was then uploaded the Statistic Program for the Social Sciences (SPSS) software (Norusis, 2011). Preparation followed a logical order for cleaning and processing the data. Analytical procedures included descriptive analysis, testing of assumptions, tests for normalcy, *Pearson* ***r*** analysis, and simple linear regression analyses.

Given satisfaction of all four test of assumptions, a *Pearson* correlation was conducted to determine the relationship between the variables. The observed relationship between the predictor variable and the criterion variable rejected the null hypothesis for the first research question. Simple linear regression analyses then tested the degree to which dimensions of the predictor (independent) variable positively or negatively change the teacher's perception of the overall school's climate. This procedure rejected the null hypothesis of the second question.

Results

Given satisfaction of the tests of assumptions, *Pearson r* analysis was apropos for testing the null hypothesis of research question one, which examined the relationship between two variables. The *Pearson r* analysis revealed a moderately strong relationship in a positive direction (.564) between the leaders' demonstrated emotional intelligence behaviors and the teacher participant's perception of school climate. *Pearson r* analysis results rejected the null hypothesis of the first research question.

Given a positive linear relationship between the variables, the data were submitted to simple linear regression analysis. Simple linear regression procedures then investigated the leaders' demonstrated emotional intelligence behaviors (predictor/independent) variable based on

the seven subscales of the Genos 360 EI Assessment-Concise Rater. These seven subscales include: Emotional Self-Awareness (ESA), Emotional Expression (EE), Emotional Awareness of Others (EAO), Emotional Reasoning (ER), Emotional Self-Management (ESM), Emotional Management of Others (EMO), and Emotional Self-Control (ESC) (Palmer et al., 2009). To test the null hypothesis of the second research question, seven simple linear regression procedures were utilized to analyze the results of the teacher's perception of the school climate based on the overall ISS-R scale. Results of the initial seven simple linear regression procedures rejected the null hypothesis of the second research question, thereby accepting the alternate.

Thirty-five additional simple linear regression procedures then identified the degree to which the seven dimensions of the leader's typically demonstrated emotional intelligence behaviors predicted the teachers' perceptions of the five measures of school climate. The additional simple linear regression analyses provided further information about the predictability of the relationship by analyzing the relationship between the leader's typically demonstrated emotional intelligence behaviors represented by the seven dimensions of the Genos 360 EI Assessment-Concise Rater instrument and the five domains of school climate represented by the Inviting School Survey-Revised instrument.

As noted below in Table 1, the *Pearson r* is .564. This demonstrates the strength and direction of the relationship as moderately strong in a positive direction. The strength and direction of the relationship suggest that as the teachers' rating of the leader's demonstrated emotional intelligence behaviors increase, so do their positive perceptions of school climate. Likewise, as their rating of the leader's demonstrated emotional intelligence behaviors decrease, so would the teachers' positive perceptions of school climate. The *Sig*. value in this analysis is 0.00 (See Table 1). Since the value is less than .05 there is arguably a statistically significant correlation between the two variables.

Table 1

Correlation Statistics for Dependent and Predictor Variables: Perceptions of School Climate and Leaders' Demonstrated Emotional Intelligence

		Mean_GenosEI_Overall_recode	Mean_ISSR_Overall
Mean_GenosEI_Overall_recode	Pearson Correlation	1	.564**
	Sig. (2-tailed)		.000
	N	42	42
Mean_ISSR_Overall	Pearson Correlation	.564**	1
	Sig. (2-tailed)	.000	
	N	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

Regression analysis procedures measured how well the overall model fits. Specifically, how well the predictor: the leader's demonstrated EI behaviors based on the Genos instrument scores, predict the teacher's perception of school climate based on the ISS-R scores. As noted in Table 1 above, a *Pearson r* of .564 indicates the strength and direction of the relationship as being moderately strong in a positive direction. Table 2 below, identifies the *R* as .693[a] and the *R square* as .480, which shows a strong positive relationship between the group of predictors and the outcome variable (R). The results of the analysis suggest that as a collective, the leader's

demonstrated EI can predict about 48% of the variance in the teacher's perception of school climate.

Table 2
Model Summary for Dependent Variable: Perceptions of School Climate and Predictors Dimensions of Leaders' Demonstrated Emotional Intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693[a]	.480	.372	.465

a. Predictors: (Constant), Mean_ESC, Mean_ESA, Mean_ER, Mean_EE, Mean_EMO, Mean_ESM, Mean_EAO

Table 3 below details the results of the linear regression procedures designed to test the null hypothesis for research question two. In relation to overall ISS-R responses, the *Coefficients*[a], for four of the seven Genos EI subscales indicated a relationship in the positive direction. As a result of linear regression analysis procedures, for four of the seven EI subscales it can be concluded that an increase within the five-point scale of the leader's exhibited dimension of EI, results in an increase within the mean of the teacher's perception of overall school climate. Most significantly, as noted in Table 3, a point increase within the five-point scale of the leader's exhibited Emotional Management of Others (EMO) results in an increase of .329 within the mean of the teacher's perception of overall school climate. A point increase within the five-point scale of the leader's exhibited Emotional Self-Control (ESC) results in an increase of .317 within the mean of the teacher's perception of overall school climate.

Table 3
Regression Analysis for Dependent and Predictor Variables Testing Null Hypothesis 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.377	.274		5.019	.000
Mean_ESA	-.128	.156	-.172	-.816	.420
Mean_EE	.130	.143	.189	.909	.370
Mean_EAO	-.063	.162	-.105	-.388	.700
Mean_ER	.071	.117	.122	.608	.547
Mean_ESM	-.221	.155	-.333	-1.421	.165
Mean_EMO	.329	.143	.494	2.310	.027
Mean_ESC	.317	.157	.486	2.016	.052

According to the coefficients in Table 3 above, by absolute value, regardless of the positive or negative sign of the beta value, Emotional Management of Others (EMO) (.494) and Emotional Self-Control (ESC) (.486) appears to be the most important predictors for school climate. By contrast, Emotional Awareness of Others (EAO) (-.105) appears to be the weakest predictor for positive school climate. Based on the *Sig.* value shown in Table 3, of the seven potential

predictors, EMO and ESC were found to be significant predictors for positive school climate. Thus, the null hypothesis for the second research question was rejected; thereby accepting the alternate that dimensions of the school leader's typically demonstrated emotional intelligence behaviors either positively or negatively change the teacher's perceptions of overall school climate.

Analysis of the Emotional Management of Others (EMO) results predicts a strong relationship in the positive between the People, Places, Policies, and Programs, domains of the ISS-R. Analysis of the Emotional Self-Control (ESC) results predicts a strong relationship in the positive direction between the Places, Policies, Programs, and Processes, domains of the ISS-R. By contrast, analysis of the Emotional Awareness of Others (EAO) results predicts a mild to strong relationship in the negative direction between the Places, Policies, and Processes, domains of the ISS-R.

Emotional Management of Others (EMO) measures the relative frequency whereby an individual successfully manages the emotions of others at work, motivates colleagues or followers. EMO also models the modification of the emotions of others for their own personal betterment at work. These behaviors create a positive working environment for others as well as helping individuals resolve distressful issues.

Emotional Self-Control (ESC) measures the relative frequency whereby an individual appropriately controls her strong emotions in the workplace. ESC addresses demonstrated maintenance of focus or concentration upon the task-at-hand, despite emotional adversity. Emotional Self-Control is more reactive compared to Emotional Self-Management.

Implications for future practice

Related to climate, perceptions of a place contribute to a school's success or failure. Burns and Martin (2010) concluded that observers almost immediately notice the personality of a place, differentiating between a sterile, empty, and lifeless environment compared to a place seen as warm, exciting, and personable based on the people inhabiting the space. Purkey and Novak (2016) concluded the place element was the most visible factor within a school's climate. As the physical environment of an organization, places are the easiest element of the framework to change because of its visibility (Hobday-North & Smith, 2014). Given this, the leaders' demonstrated emotional self-control and emotional management of others are extremely influential upon a school's climate.

The Emotional Management of Others and one's Emotional Self-Control predict positive teacher perceptions of the place domain within a school's climate. Implementation of IE theory contributes to the growth of trust and social capital by the way in which leaders promote a climate of caring and support for the efforts of others (Purkey & Siegel, 2013). Effective leaders must seek to produce a collective, energized, collaborative commitment to the organization's clear mission, shared vision, and non-negotiable values (Marzano & Waters, 2009). Effective leaders seek to find a balance between motivating their stakeholders and minimizing negative emotions. While self-destructive schools gravitate toward fear and stress, schools making a positive difference consistently exhibit love, courage, and hope (Reason, 2010). Therefore, the leader developing an effective school climate exhibits an ability to understand and address the range of emotions exhibited by stakeholders.

While results of this investigation should influence the explicit curriculum of educational leadership programs, a top-down approach to school leadership is not the only opportunity for optimizing human potential and school climate. IE advocates and practitioners need to encourage teacher preparation programs and local educational agencies to explicitly develop the emotional

intelligence of prospective instructional leaders, thereby promoting an inclusive approach for optimizing human potential and school climate. Advocates also need to collaborate with organizations that promote IE tenets and practices. For instance, Educators for Excellence (E4E) is a teacher-led organization that ensures teachers have a leading voice in the policies that impact their students and profession. E4E advocates note that while systemic policymakers talk *about* teachers, they rarely talk *with* teachers. There should be consensus that E4E's Theory of Change, which is grounded in two linked, long-term goals: better outcomes for students and the elevation of the quality and prestige of the teaching profession, would benefit from synthesis with emotional intelligence skill development and implementation of IE tenets and practice.

Invitational Education theory seeks to promote trust, collaboration, and purposeful inclusion (Purkey & Novak, 2016; Purkey & Siegel, 2013). However, if "People cannot accept invitations they have never received" (Purkey & Novak, 1996, p.75), how does a teacher's level of emotional intelligence influence her ability to perceive an intentional invitation as an opportunity? Using Invitational Education theory to curriculum map teacher preparation and educational leadership program's curriculum would help institutionalize the need for people within an institution to collectively demonstrate Emotional Self-Control and Emotional Management of Others to create a better place for teaching, learning, and leading.

There are three needs for optimal emotional intelligence development among prospective teachers (Rojas, 2012):

1. Development of emotional intelligence beginning with a commitment to change.
2. Application of emotional intelligence learning within environments favorable to emotional intelligence development.
3. Pursuit of an ideal allowing interdependent application of all other emotional intelligence competencies.

Through explicit development of emotional intelligence skills and utilization of Invitational Education tenets, ongoing professional development will promote optimal school climate and thereby advance the learning for all mission. Intentionally advancing the competencies that increase the conveyance and receipt of personal and professional development opportunities could optimize school climate for all stakeholders (Purkey & Novak, 2016). Invitations for personal and professional development need to be explicitly intentional and recognized by the recipient as an opportunity (Purkey & Novak, 2016). Explicit course work in both emotional intelligence behaviors within the workplace and development of school climate based on Invitational Education theory could benefit teacher preparation as well as educational leadership programs.

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