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The Influence of Emotional Intelligence on the Leadership of Effective Principals in High Performing Title I Secondary Schools

By Carla A Barnes

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This qualitative phenomenological research used narrative inquiry to examine the influence of emotional intelligence on the leadership of eight Texas principals in high performing Title I secondary schools. The researcher followed Creswell's (2013) recommendations, a six step interrelated process for interpreting and analyzing qualitative data. Conclusions from the study confirmed that self-awareness, self-management, social awareness, and relationship management directly affect these principals' effectiveness and success as school leaders of Title I campuses. The principals expressed a belief in emotional intelligence as an integral part of a school leader's ability to navigate the challenging environment of Title I schools. The principals used the personal competencies of self-awareness and self-management to critically self-assess and adapt their strengths and weaknesses, while successfully managing their emotions to guide them both personally and professionally. In addition, the eight principals used the social competencies of social awareness and relationship management to unite and motivate members of the school community, while creating a harmonious work environment that is conducive to achieving and sustaining academic success.

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