The Effects and Levels of Emotional Intelligence on Leadership Styles and Employee Morale

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Dedication

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Abstract

The purpose of this study was to analyze the perceptions and depictions of employees towards leadership as it relates to how emotionally intelligent they are. The research demonstrated frequencies and similarities with employees which advanced the development of themes regarding emotionally intelligent leadership. The value placed on emotionally intelligent leadership regarding interactions was expressed as a common thread amongst the participants I the study. Organizational commitment and connectedness were vital to the retention rate of employees, as well as empathy. The aim of this study was to explore the themes that emerge regarding leadership and how those themes impact the organization as a whole. Research implied that an effective leader's purpose is to foster an effective organizational structure and culture that yields certain changes and incites personal progression and loyalty through interpersonal and intrapersonal connectedness. In essence, the emotions must be conducted suitably so they do not adversely affect a person. The findings from this study are beneficial for district and school leadership in creating professional development that aids leaders in understanding the nature that their emotional intelligence has on the organization.

Keywords*: emotional intelligence, leadership, organizational commitment, empathy*

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CHAPTER ONE

Purpose and Organization

Introduction

Emotional intelligence (EI) has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. Despite this popularity, however, there is little empirical research that substantiates the efficacy of emotional intelligence in these areas (Palmer, Walls, Burgess, & Stough, 2001). With the increase of this particular measurement, organizations have become more aware of the importance of this particular tool as a means to maintain a level of employee satisfaction and retention. In their study, Rosete and Ciarrochi (2005) found that higher EI was associated with higher leadership effectiveness, and that EI explained variance not explained by either personality or intelligence quotient (IQ). With this being the case, many directors are beginning to examine their emotional intelligence and understand various effects and levels that it has on the organization in which they are called to lead.

Background to the Study

Educational Policies and Procedures: Emotional Intelligence was made popular in the early 1990's by Daniel Goleman who claimed that emotional intelligence could at times be more powerful than IQ in predicting success in life (Goleman, 1997). Given such claims, many organizations, including schools, have been wondering if such claims were indeed valid. In fact, Cobb and Mayer (2000) raised the question as to whether it makes sense for schools to design policy centered on raising emotional intelligence. Wayne Payne came close to defining the concept of emotional intelligence in educational policy by stating, "The facts, meaning, truths, relationships, etc., are those that exist in the realm of emotion. Thus, feelings are facts…"

(Payne, 1986, p. 165). Because of Payne's concept on feelings being facts, the idea of including emotional intelligence in educational policy became an intriguing topic.

Mayer, DiPaolo, and Salovey (1990) introduced emotional intelligence as an aspect that could be measured. Cobb and Mayer (2000), in conjunction with Goleman (2000), found that by 1997, at least 22 formal programs of socioemotional learning had been tested in more schools or school systems, with some programs emphasizing emotional intelligence throughout the school's entire culture. Socioemotional learning is said to require skills for navigating the social world, such as the ability to communicate effectively, plan, and exert emotional self-control (Elias, 1997). The socioemotional learning movement also draws some of its ancestry from that of the educational movement of the 1950's, which stemmed from Rogers (Miller, 1976); this movement was known as the Affective Education Movement. The Affective Education Movement promoted experiential approaches for building students' internal personal skills, self-knowledge, and feeling-recognition, with a focus on promoting self-esteem and a positive self-image (Wood, 1996). This movement is not uncommon to the concept of building 21st- Century skills in order for students to compete and be successful in college and their careers. For example, Richard and Rebecca DuFour (2011) explore the concept of building 21st-Century skills in students. DuFour and DuFour assert that because of professional learning communities and the impact that professional learning communities could have on education, students should be able to embrace the necessary skills needed to thrive in the workforce and college (2011). The Affective Education Movement laid the foundation for the aforementioned skills in an effort to ensure that students develop into intelligent and productive leaders.

Importance of Effective Leadership: Leadership is an interpersonal dynamic that lends to the process of influence (Prabu, 2012). How effective a leader is should be the bases for which

an organization is run. Prabu (2012) suggests that, effective leadership accomplishes common goals but also helps people to connect with their immense potentials and enable them to accomplish purposeful things collectively that give the individual contributors sense of personal accomplishment and fulfillment. Due to this fact, businesses and organizations have the power of the people working for and with others instead of attempting to find qualified individuals who they want. Prabu (2012) also asserts that because of the changing market dynamics, sound business knowledge is a must and provides a key advantage but effective leadership brings ideas and concepts to fruition.

According to Brent Gleeson, a writer for Forbes' online publication, emotional intelligence is widely known to be a key component of effective leadership (Gleeson, 2014). He also argues that a leader lacking in emotional intelligence is not able to effectively gauge the needs, wants and expectation of those they lead. Often, leaders who react with emotions instead of allowing themselves to be emotionally intelligent and filter their emotions run the risk of jeopardizing their work relationships. Seppala and Cameron (2015) are contributors to Harvard Business Review and they found in their research that "too many companies bet on having a cut-throat, high-pressure, take-no-prisoners culture to drive their financial success" (pg. 6). They believe that many organizations pay a high price for not having a positive culture. Because of this, Seppala and Cameron devise that in a positive culture, employees desire to be engaged and the high cost that many employees pay that proves to be detrimental to their organization is that of disengagement (2015). The Gallup Organization's research found that disengaged workers had a 37% higher absenteeism and they experienced 18% lower productivity and 16% lower profitability (Gallup Organization, 2015). Employees who are not engaged typically do not feel

an urge or desire to be at work which also leads to higher turnover rate for the organization and a low satisfaction in employment with the company.

Job Satisfaction was initiated in 1959 with the purpose of studying job satisfaction among a representative cross section of workers in the United States. "One specific goal of these studies was to relate job satisfaction to measurable company and community characteristics to characteristics of the individual worker" (Job Satisfaction Amongst Employees, 2011). Emotional intelligence has its main effect on activities in the work place, the way employees work, inability or ability to work as a team, initiative and originality, nurturing talent, service delivery levels, client satisfaction and loyalty (Zeidner, Matthews, & Roberts, 2004). Job satisfaction can be defined as an indicator of the emotional condition resulting from the characteristics and features of a work environment (Arches, 1991). What this means is that when a member of staff feels unvalued and the culture of the organization is not one that is conducive to promoting positive interactions, the employee then adopts the characteristics of the organization and begins to act out the mannerisms of the organization. Many studies have analyzed the impact of emotional intelligence on professional contentment. For example, Konstantinos (2008) argued that emotional intelligence effects job satisfaction. Some researchers have done research regarding EI and found that senior managers perform their jobs better than senior managers with low EI (Carmeli, 2003). Due to these findings, one could argue that emotionally intelligent senior managers promote high retention rates compared with those who are not emotionally intelligent.

Wolfea and Kim (2013) studied the association between emotional intelligence and turnover intension of employees in a hotel industry. The authors concluded that a few traits of emotional intelligence predict the positive impact on the personnel's affiliation with the business

as a whole and not with the actual enterprise. Effective employee retention is a systematic effort by employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their diverse needs (Judeh, 2013). One could also note, that new recruits make decisions as to whether to remain or resign from the vocation in any organization, and this may be due to a lack of loyalty with the business.

Emotional intelligence is defined as the ability to adaptively perceive, understand and regulate emotions in oneself and others person (e.g., Salovey & Mayer, 1990; Schutte et al., 1998). Many scholars advise that individuals having high emotional intelligence receive added professional satisfaction, make better interpersonal relationships, produce more commendably and have healthier lives than individuals who have low emotional intelligence scores. Emotional intelligence is the individual's capacity to supervise and direct his or her emotions and to recognize the emotions of others. EI correspondingly helps individuals make subjective and administrative evaluations.

Researchers suggest that a high emotional intelligence is related to a better social network that creates job satisfaction and leads to a longer stay in an organization (Ciarrochi, Chan, & Bajgar, 2001; Dawda & Minski, 2003; Schutte et al., 1998). Similarly, Emotional intelligence is a very vital facet of psychological well-being. According to Hamachek (2000), the development of emotional intelligence plays a significant role in exploring oneself in different life situations. Sparrow (2005) discusses the relationship between emotional intelligence, self-esteem and self-confidence. He suggested that when emotional intelligence increases, self-confidence and self-regard increase, making a person fully healthy (not only emotionally but physically also), happy and successful.

Statement of the Problem

The documentation and preparation for functioning leadership has focused research on the application of emotional intelligence to assist in the central classification of characteristics and behaviors of effective leaders who influence and motivate constituents to achieve within an organization. For example, Prentice and King (2011) studied and confirmed that Emotional Intelligence is a strong predictor of the service performance of employees in the work place. It is generally observed that the employees who perform well in their organization usually stay for a longer duration of time in their organization. Leaders who do not connect to their own emotional and multiple intelligences including the strengths of their subordinates have an adverse effect on the organizational structure, culture, morale, and retention rate of employees. Emotional intelligence is the intelligence dimension which is responsible for the ability of someone to manage their own self, their relationships with others and the skills that drive their internal world and their response to the outside world (Lynn, 2002).

Muyia (2008) and Bar-On (2001) indicate that emotional intelligence is the ability of someone to be successful in the face of environmental demands and pressures and individuals are influenced by a combination of non-cognitive capabilities, competencies and skills. The researchers further indicate that regarding attainment in life, emotional and social intelligence are more vital than the acumen measure. In addition, Mayer (2000) defined emotional intelligence as the ability to understand emotions. This insight will assist the personage decipher problems in his or her life that deals copiously with reactions and sensations. Emotional intelligence is also seen as the ability of someone to feel and show emotions, understand and purpose with that emotion, assimilate emotions in thought and manage self-emotion and others (Goleman, 2000).

As summarized by Albedawi (2010), the stated capacities, and ability and skills of emotional intelligence have become important and it is almost unavoidable in all works of life.

These skills involve operative leadership, collaboration, system relations, human potential

progress and implementation, community proficiencies, and skills in commercial and civil life.

Emotional intelligence also contributes an important function in the organization. Several

academic analyses have found that the dynamics that underwrites the success in the agency are

related to workplace intelligence. Data for these studies was procured from diverse enterprises

and businesses. The quantified data is used on performance and have contributed to the

knowledge base in emotional intelligence (Goleman, 2000). As previously indicated, emotional

intelligence plays an important role in the work place to predict the result of work- related

individuals like job satisfaction and job performance (Bachman, Stein, Campbell, & Sitarenios,

2000; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Wong & Law, 2002).

Purpose of the Study

An effective leader's purpose is to foster an effective organizational structure and culture

that yields certain changes and incites personal progression and loyalty through interpersonal and

intrapersonal connectedness. The reactions can yield a mixture of impact on many of the things

that people do. In addition, emotions can cause an increase in the morale of employees, but the

emotion can be destructive to the employee (Hayward, 2005). In essence, the emotions must be

conducted suitably so they do not adversely affect a person. Bad emotions such as fear, anger,

anxiety, and hostility spend a lot of individual energy and cause low morale, which leads to

absenteeism and apathy (Bagshaw, 2000 as cited in Hayward, 2005). Research by Cooper (as

cited in Hayward, 2005) shows that emotion, managed well, and done well, will have a

successful result. If emotions are governed appropriately, it leads to confidence, dependability

and devotion, and enhanced production, revolution and accomplishment in the team, personal

and organizational atmosphere. Because of this aspect, emotional intelligence is similarly

important when driving guidelines are for meeting of the socially intelligent. This is due in part to the idea that reaction-related ability will help people decide the most appropriate response.

For example, ability to break the code of emotional facial expressions can help one to assess how other people respond to someone's words and actions, producing essential information to adjust the behavior of a person (Nowicki & Duke, 2001). Emotional intelligence can add to the success of an individual. For instance, in regards to salaries, wage increases with promotion within the company. Emotional intelligence allows a person to build positive relationships at work, work well in teams, and build social capital (Yao, 2009). According Kraimer and Liden (2001), performance often depends on the support, advice, and other resources that are available. Emotional intelligence can also contribute to the performance of a person to enable someone to set their emotions in order to cope with stress and perform well under pressure, and it can also help someone to adapt with organizational change (Yao, 2009). The intent of the study was to determine how the effects of emotional intelligence on leadership behaviors influence the structure, culture, morale, and retention rate of employees within the organization.

Significance of the Study

The correlation connecting emotional intelligent leaders and transformational leaders has been found to be a significant influence in organizational culture and structure and employee morale and retention. Kark and Shamir (2002) have found transformation leaders tend to be a multifaceted, complex, and dynamic form of influence in which leaders can affect followers by highlighting different aspects of the followers' social self-concept and change their focus from one level to another. This is likely to regulate whether the supporters see themselves predominately in relation to their relationship with the director or in position of their

organizational cluster connection. They asserted that various leadership actions could account for grooming these distinct aspects of followers' self-concept and followers' identification. Additionally, these various forms of stimulus are vital because they can lead to distinct endings. Transformational leaders manage to focus their attention to the inter-personal variances among their employees and often behave as advisors to their subordinates; usually coaching and mentoring the followers with unique individual attentiveness.

Bardzill and Slaski (2003) found that organizational leaders must recognize the importance of emotionally intelligent behavior and reward it actively. Positive support of an emotionally intelligent culture confirms the progress of a service-based climate. Implementation measures that often omit the "soft skills" neglect to replicate any positive outcomes of EI development that may be transpiring within the company. Emotional facets trigger the dynamics of many qualities of current organizations, and the responsibility of EI should be pondered while formulating organizational guidelines, practices, and techniques. Welch (2003) said that EI enables teams to boost their performance. In an era of teamwork, it is essential to figure out what makes teams work (2003). His study has revealed that just like individuals, the most operative teams are the emotionally intelligent ones, and that any unit can advance and achieve elevated degrees of EI.

Theoretical Foundation

Research suggests that successful organizations are driven by leaders' emotional and multiple intelligences maximizing resources towards exceptional organizational performances and productivity. Kark and Shamir (2002) found that transformational leaders' behavior such as intellectual stimulation increases the followers' feeling of self-worth because they transmit the message that the leader believes in the followers' integrity and ability. Adherents of

transformational leaders who are inclined to concentrate on their personal self would be stirred to boost the welfare of the leader by being compliant, devoted, and faithful. Effective leadership is a critical factor that stimulates the organization towards a positive direction; therefore, leaders who combine their educational expertise, emotional and multiple intelligences, and job-related experiences improve employee morale and retentions rates. Jung, Chow, and Wu (2003) indicated that the transformational leader has significant and positive relations in terms of both empowerment and fostering an innovation-supporting organizational climate. When the leader and the employees have a positive interaction, the goals of the organization increase through management of the leader's emotions and the exchange of shared or distributed leadership between the leader and the subordinates.

Research Questions

This study investigates the following research questions:

1. How does emotional intelligence influence leadership styles and behaviors?

2. What factors of emotional intelligence do employees perceive as having the greatest impact on leader-employee relationships and the working environment?

3. What are the employees' perceptions of their leader's emotional intelligence and organizational commitment?

Definition of Terms

The following definitions clarify the terminology used in this study:

1. *Emotional Competence* — A person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation (R. E. Boyatzis, D. Goleman, and K. Rhee 1999).

2. *Emotional Intelligence* — Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others (psychologytoday.com).

3. *Employee Morale* — Description of the emotions, attitude, satisfaction, and overall outlook of the employee during their time in a workplace environment (businessdictionary.com).

4. *Employee Retention* — An effort by a business to maintain a working environment which supports current staff in remaining with the company (businessdictionary.com).

5. *Leadership* — The process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his or her followers (Gardner, J. 1993).

6. *Leadership Styles* — The way in which a leader's process is carried out or achieved (Gardner, J. 1993).

7. *Multiple Intelligence Theory* — Multiple types of human intelligence, each representing different ways of processing information (Gardner, H. 1991).

8. *Organizational Commitment* — Strength of the feeling of responsibility that an employee has towards the mission of the organization (businessdictionary.com)

9. *Organizational Culture* — The values and beliefs that contribute to the unique social and psychological environment of an organization (businessdictionary.com)

10. *Shared or Distributed Leadership* — Leadership responsibilities are distributed within a team and that members influence each other (boundless.com).

11. *Transactional Leadership* — Views leadership as based on transactions between leader and followers (Gardner, J. 1993).

12.   *Transformational Leadership* — Views leadership as one who can distill the values and

hopes and needs of followers into a vision, and then encourage and empower followers to

pursue that vision (Gardner, J. 1993).

Limitations

Limitations to this study were as follows:

1. Participation in the research study was strictly voluntary.

2. The research study cannot be generalized to other schools or districts because random

sampling was not involved. Additionally, one school district was considered in the study.

3. The research study lacked population diversity (i.e., regions, ethnicity, and sample size).

Delimitations

1.   Employees leaving the school due to promotions were not taken into account.

2.   This study only included high school principals in the region of west Georgia.

Organization of the Document

This dissertation explores the conventional five-chapter format to investigate the effects

of emotional intelligence on leadership styles and employee morale and retention. Chapter one

offers the background to the study, statement of the problem, purpose of the study, significance

of the study, assumptions, research questions, definitions of terms, limitations, and delimitations.

Chapter two delivers the literature of leadership styles, emotional intelligence, influence of

organizational leaders and commitment of employees. In Chapter three, a description of the

research methodology encapsulates the research design, population and sample, research

questions, procedures for data collection and analysis of data. Chapter four displays the results of

the data analysis. Chapter five poses the implications of the research study through discussions

and findings, recommendations for practice and future research, and conclusions.

CHAPTER TWO

Literature Review

Introduction

Many individuals have looked at effective leadership as one of the most important and most critical element for today's ever changing organizations, and education is no different. Emotional intelligence has been identified by some as that critical element needed for this effective leadership (Weinberger, 2014). Therefore, it is imperative that leaders today are well aware of their emotional intelligence and how that has an effect on teachers and employees. According to Anne McKee, who is one of the leading voices on emotional intelligence and author of *Primal Leadership*, leader's mood and behaviors drive the moods and behaviors of everyone else. A cranky and ruthless boss creates a toxic organization filled with negative underachievers who ignore opportunities (Boyatzis, Goleman & McKee, 2001). Leaders almost always set the tone for their employees and the culture and climate of the organization. Boyatzis, Goleman, and McKee (2001) found that high levels of emotional intelligence create climates in which information sharing, trust, healthy risk taking, and learning flourish. Low levels of emotional intelligence create climates rife with fear and anxiety (Boyatzis, Goleman & McKee, 2001). In education directors typically fall into two categories, transformational or transactional. In many cases the leaders who use fear as a mode of performance and rewards were those who were transactional (Daus, 2005). Daus also asserted that with performance and rewards, the transactional leader has a lower emotional intelligence capacity compared with his/her counterpart who is a transformational leader because the transformational leader uses emotion recognition, positive affectivity, and agreeableness that models the relationship between the leader and his/her employees (2005). When leaders are capable of understanding their emotional

intelligence, they are more apt to serve their employees and promote an atmosphere conducive to high morale and retention because individuals will want to work for them, and they will feel a sense of loyalty to the company and the vision the leader is trying to convey. This echoes the ideas of David Marquet of the Harvard Business Review. He proposed that people are not empowered by leaders, they are already empowered; leaders give them the voice and authority to exercise the empowerment that they naturally have (Marquet, 2015). However, if the environment is not one that affords the employees to feel empowered, chances are they (the employees) are not going to believe the leader when he/she tells them that they are able to make decisions that will positively affect the organization.

Theoretical Frameworks

Transformational leadership. Transformational leadership appears to be the most represented leadership style in education. Research into the relationship between emotional intelligence and transformational leadership is filled with bold claims as to the relationship between these constructs (Crede & Harms, 2010). Crede and Harms asserted that a transformational leader acts as a mentor to their followers by encouraging learning, achievement, and individual development (2010). The focus on long term vision, the communication of a sense of purpose and value-based leadership of transformational leaders help subordinates to reframe stress-related event and incidents (Rowold & Schlotz, 2009). Because of the high effectiveness of the transformational leader, the employee feels a sense of commitment to the organization and the idea that they have a vested interest. The outcome results in satisfaction, extra effort, and effectiveness (Weinberger, 2014).

Transformational leadership is one of the most popular and widely researched approaches to leadership today (Rowold & Scholtz, 2009). The effectiveness of the transformational leader

helps to shape the traditions of the organization and the impact that this style of leadership has on its employees. The relationship between emotional intelligence and leadership effectiveness has been discovered to elude many people according to Daniel Goleman (2000). Goleman asserted that the effectiveness of a leader is a direct correlation between his emotional intelligence and his leadership (2000). The transformational leader perceives leadership as assisting people to develop a unified vision and then to engage the said vision until it manifests. The transformational leader educes that vision from the desires and objectives of others, provides it structure, and establishes it as an ambition to attempt. The vision is not the leaders: it is a shared vision that each person sees as his/her own (Gardner, 1993). Kark and Shamir (2002) suggested that transformational leaders can have a dual effect, exerting their influence on followers through the creation of personal identification with the leader and social identification with the work unit, and that these different forms of identification can lead to differential outcomes.

Transformational leadership (TL) theory proposes that such leadership is commonly the product in a vast array of outcomes at the individual level (e.g., employee' empowerment, extra effort) and at the collective level (e.g., constituent cohesiveness, combined efficiency). TL produces these effects primarily by priming the followers' relational self and promoting identification with the leader (Kark & Shamir, 2002). What distinguishes a leader is the combination of head and heart, the ability to understand and effectively apply emotions as a means of connection and influence (i.e., the emotional intelligence that a leader possesses), (Kark & Shamir, 2002). Consequently, the study how the emotional intelligence is related to transformational leadership is essential.

Emotional intelligence. Emotional Intelligence is the ability to understand and manage the emotions of oneself and others (Boyatzis, Goleman & McKee, 2001). This definition is

largely considered the "ability model" perspective as it defines emotional intelligence narrowly (Weinberger, 2014). Goleman used a more mixed model approach to utilizing the definition during the years of 1995-1998 (Weinberger, 2014). Since the early inception, there continues to be refinement, debate, and dialogue around the topic of emotional intelligence into performance management systems and training and development programs as a result of the influence of the popular consultants (Weinberger, 2014). "Our observation about overwhelming impact of the leader's 'emotional style', as we call it, is not a whole departure from our research into emotional intelligence. It does, however, represent a deeper analysis of our earlier assertion that a leader's emotional intelligence creates a certain culture or work environment" (Boyatzis, Goleman & McKee, 2001, p.13). "Our investigation was designed in part to look at how emotional intelligence drives performance-in particular, how it travels from the leader through the organization to bottom-line results" (Boyatzis, Goleman & McKee, 2001, p.20). This "style" is what drives the organization and the employees that make up the organization. Because people with low EQ (emotional intelligence) are grumpier to deal with and more negative (Chamorro-Premuzic, 2015), then the leader needs to make sure that he/she is functioning regularly in an optimistic, authentic, high-energy mood; but also through his chosen actions, his followers feel and act that way, too (Boyatziz, Goleman & McKee, 2001).

Salovey and Mayer (1990) first introduced the concept of EI as a type of social intelligence, separable from general intelligence. According to them, EI is the ability to manage one's own and others' emotions. It is capacity to differentiate among them, and use the information to influences one's judgment and actions. In a later attempt, Salovey and Mayer (1997) expanded their model and defined EI as the ability of an individual to perceive accurately, appraise, and express emotion; the ability to access and generate feelings when they facilitate

thought; the ability to understand emotion and emotional knowledge; and the ability to regulate

emotions to promote emotional and intellectual growth. Research has shown that EI is the

common element that influences the different ways in which people develop in their lives, jobs,

and social skills; handle frustration; control their emotions; and get along with other people. It

has been found that the difference between a simply brilliant person and a brilliant manager is

due to a person's EI (Salovey and Meyer, 1997). In the end, it is emotional intelligence that

affects the way people interact with one another and comprehend emotions. Hence, EI is

considered important for business leaders because if they are insensitive to the mood of their

staff or team, it can create frustration and, therefore, not get the best out of people (Anonymous,

2004).

Turner (2004) stated that EI is the softer component of total intelligence and that it

contributes to both professional and personal lives. Traditional IQ is the ability to absorb

knowledge, comprehend information, and rationalize situations. It is now assumed to impact

only 20% to one's achievements, whereas emotional quotient (EQ), which is the ability to

manage oneself and relate with other individuals, contributes 80%. EQ is paramount to effective

leadership. IQ has been correlated to job performance and is a major factor in employee

recruitment. Conversely, EQ is apparent in the leaders'/managers' capability to maintain their

ranks and be effective in their tasks. The reality is that most companies hire employee for

intelligence (IQ) and discharge because of attitude (EQ).

Because emotional intelligence is multifaceted, researchers have found a way to analyze

the components in a manner that is conducive to study. For example, Barling, Slater, and

Kelloway (2000) noted that EI comprises five characteristics: understanding one's emotions;

knowing how to manage them; emotional self-control, which includes the ability to delay

gratification; understanding others' emotions or empathy; and managing relationships. Lubit (2004) divided EI into two major components: personal competence and social competence. However, Goleman (2002) divided the 18 competencies of EI into four main groups that encompass our understanding of people: self-awareness, self-management, social awareness, and relationship management. One could assert that emotional intelligence in leadership also thrives off of the multiple intelligence theory that Dr. Gardner developed in 1983. The concept of multiple intelligences additionally has strong effects for adult education and training. Many adults discover that their jobs do not promote optimal use of their most highly established intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama), but now have the opportunity to develop through courses, hobbies, or other programs of self-development (Armstrong, n.d.). As an adult learner understands the need for emotional intelligence, he or she becomes more aware of how to manage his/her emotions when approaching employees and organizational issues.

Goleman (2004) submits that by utilizing the four competencies of EI in leadership, one could potential curtail any major conflicts that could arise due to the lack of organizational connectedness. This theory is known as the Goleman Theory. This theory incorporates five factors of emotional intelligence which are: self- awareness, self-control/management, self-motivation, and social skills. The theory begins with self-awareness. This factor is the ability of an individual to understand their emotions in one situation, while still having the capacity to choose one type of guide in decision making. A person who has self-awareness also has a true

assessment about their capabilities and they have a strong self-confidence (Goleman, 2004).

Four Competencies of Emotional Intelligence in Leadership

      Self-Awareness. The research proposes that self-awareness is an important leadership skill. For example, Wong and Law (2002) postulated that developing self-awareness is the first step to becoming a leader. A gap in self-awareness has caused many leaders to make career and organizational mistakes (Dubrin, 2007). Goleman, Boyatzis, and Mckee (2002) maintained that although self-awareness is often disregarded in business settings, it is the foundation of the other EI competencies. Leaders should be able to identify their emotions in effort to manage them. Self-awareness as stated by Goleman is the ability to read one's emotions as well as recognize their impact on work performance, relationships and the like (Goleman, 2000). A self-aware leader is self-confident but also does an accurate self- assessment (Goleman, 2000). Self-control or self-regulation is defined as the ability of a person to manage emotions so that it will not disturb the carried out the task (Goleman, 2000). Individuals who can control their own nature are constantly vigilant and can defer their destructive moods. The individuals that practice restraint are generally able to manage their anxiety very well. Because of their ability to handle stress, they also quickly recover from overseeing the emotions and regulating the effect on the working environment. Emotional resilience is to be adept enough to provide steady performance in a taxing state and the skillfulness to adjust to any situation. It is the ability to focus on the actions or particular needs in spite of challenges or criticisms (Dulewicz & Higgs, 1999). Goleman (2004) said the individuals who have self-motivation will be able to use their self or personal requirement in moving and driving the direction to achieve a goal. The self-aware leader is able to inspire motivation to the employees with whom he/she serves (Rowold & Schlotz, 2009). The self-aware leader understands that they set the tone for how the organization

operates and the culture of the organization. Managing one's personal life is not a simple task, and correctly assessing how a person's emotions affect other can be reasonably arduous. Many leaders see themselves in a very tainted light and because of this Boyatzis, Goleman and McKee call this the "CEO disease" (2001). This is when the leader sees him/her the opposite of the way that the employees see them, thusly creating an erroneous ideology as to how effective this individual may actually be (Boyatzis, Goleman & McKee, 2001). Being emotionally self-aware is one of the key abilities to be considered for not only comprehending and regulating emotions, but also understanding and integrating them into cognitions (Crede & Harms, 2010). Additionally, the capacity to identify one's individual emotions is crucial in understanding the emotions of others, which is known as empathy. The authors also pointed out the notion that self-aware leaders make judgment's based on their own personal beliefs, ambitions and envisages; and their decisions inevitably reflect what they deem is right. Self-aware leaders revel in self-reflection and acquire profound insight that allows them to make decisions based on sagacity accrued over time. As Daft (2005) explained, "self-aware leaders learn to trust their 'gut feelings' and recognize that these feelings provide useful information, especially when answers are not available from outside sources" (p. 194). Boyatzis, Goleman, and Mckee (2001) surmised that self-aware leaders are better able to act with conviction and authenticity, which engenders the support of followers.

Minimal levels of self-awareness can also impede relationship development independent of the workplace. Zak, Gold, Ryckman, and Lenney (1998) found a correlation between an individual's self-awareness and his or her degree of trust in intimate relationships. Goleman (1997) wrote that some people are "emotionally flat,", meaning they have difficulty responding to feelings or knowing their own feelings (p. 50). Hence, they have difficulty putting their

feelings into words. On the rare occasions when they do emote, they are overwhelmed by the experience (1997). With that being said, people with this condition, called alexithymia, have trouble relating to others. Self-awareness is a basic component of emotional literacy. It is the foundation of many competencies that facilitate effective relationships (Goleman, 2000). Although Mayer (2004) warned that too much self-awareness could be a detriment, the likelihood is that most people suffer from having too little understanding of their emotions. Hence, they run the risk of being dishonest with themselves, which can lead to a host of intra-personal and interpersonal problems in every area of life (Goleman, 2000).

  Self-management. Self-management is the second EQ competency espoused by Daniel Goleman. Alteration and commotion are continual in our knowledge- and technology-driven culture. Yet, with all this transformation and unruliness, many powerful leaders and their organizations continue to prosper. Self-management is the ability to keep disruptive emotions and impulses under control (Goleman, 2000). Persons who can control their self are also capable of managing their negative feelings. The individuals that have self-control usually can manage their stress very well and they also quickly recover from emotional stress (Goleman, 2004). Goleman (2004) said the individuals who have self-motivation will be able to use their self or personal requirement in moving and driving the direction to achieve a goal. A director who is emotionally intelligent and looking to retain teachers and boost morale must be cognizant of the fact that negative emotions and impulses can lead to a mass exodus of employees. Patrick Charmel, president and chief executive officer of Griffin Hospital in Derby, Connecticut, utilizes his strengths in an effort to embody the philosophies of influential leadership. Charmel gives tremendous importance regarding his strength of establishing relationships with people. In fact, he is known to spend more time in various departments than in his office (Dempsey, 2007).

Nahid Naderi Anari (2012) conducted a study that investigated the relationship between emotional intelligence and job satisfaction. This study employed a survey research design and the results indicated a significant relationship between emotional intelligence and job fulfillment. The results also showed that gender differences were a factor in that women typically rank higher in emotional intelligence than men, but the results showed no age variants (Anari, 2012). Goleman also suggested that with this model, there are several triggers that one could use to aide in the management of emotions. He proposed three thoughts to challenge the need to express anger in an irrational manner. Silence it, express it and drop it (Goleman, 1997). Each of these alternatives, Goleman suggests, provides the leader with the ability to manage the emotions without incurring negative consequences.

Atwater (2010) cautioned that despite popular belief it is not always best to express emotion rather than to hold it in. He maintained that "blowing off steam" to the wrong person, such as your boss, could produce negative outcomes (2010). Furthermore, by contributing to the anger or negative emotions, one may actually increase rather than alleviate the negative outcomes. He suggested that the "reflective approach" is usually more effective than ventilating anger (2010). This approach involves maintaining a connection with your moods and emotions but not being captivated by them completely. Ponder the situation and resolve if there is conceivably a good reason for the affronting event. Once calm and collected, have a discussion with the transgressor using "I" messages.

Baron and Byrne (1991) advocated two approaches for modifying or reducing the effects of stress: (a) fitness, which entails regular exercise, and (b) hardiness, which is seeing yourself as in control and viewing difficult situations as a challenge and an opportunity. This is the notion that an individual has power over his or her own life. This method involves distinguishing how

to resolve issues and cultivate an awareness of control. Being an emotionally self-managed leader aids in the satisfaction of employees and their willingness to remain committed to the vision and the organization.

Social-Awareness. Social awareness has been defined by Goleman as one having empathy, skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns (2000). Being gentle, explicit, and rational can all play a huge role in conveying to one's employee that he/she is a socially aware leader (Chamorro-Premuzic, 2015). Chamorro-Premuzic suggests that a leader who is able to be emotionally intelligent in the area of social awareness can gain more support from his/her employees because the leader is able to show the humanistic side and show a level of empathy (2015). Being an empathetic leader does not make one pathetic, but it makes one powerful, and being powerful is empowering. It shows true servant leadership as the leader is able to embrace the feelings and understand the emotions of his/her employees. Empathy is the one's ability to comprehend the emotions of others. Empathy is not living other people's emotions for them, but it means that we relate to other people's emotions based on our experiences.

Empathy is not a means for one to recognize with another's emotions or situation and in essence canceling his own personality however, it is to get in his consciousness and compassion in an effort to understand how he perceives reality. As "Empathy is one of the most important factors if an authentic leader wants to integrate in a group" (Kelet, Humphry & Sleeth, 2002, p. 17). This claim represents the summation of their analysis regarding the correlation between empathy and leadership. They found that empathy was one of two paths to success in leadership: a way for the execution of complex tasks and the second through empathic events (2002). Kelth, Humphry, and Sleeth also asserted that, although few studies have examined the way to

leadership through empathic events, the coefficient obtained suggests that empathy should not be a neglected variable (2002). It(empathy) is the premise of openness to others, and is the ability to decipher information from nonverbal conduits. Jo Owen studied the lives of leaders in a tribal community in Africa and he found this idea to be one that leaders used; "If in doubt, watch the feet, not the mouth. People's actions do not lie" (Owen, 2011, p.36).

If a leader is empathetic, then the leader is empowered. David Marquet submitted that being empowered is enough because empowered employees make strong decisions for the organization (Marquet, 2015). When an employee feels empowered, he/she is ready and willing to carry out the vision of the organization with fidelity and passion thusly, leading to a higher retention rate and a greater morale boast within the organization. Researchers have often noted the importance of transformational leaders having good empathic capacity and being very receptive to the emotions of others (Bass & Avolio, 1994). Dasborough and Ashkanasy (2002) discuss the differences between true transformational leaders and the pseudo-transformational ones. People who initiate changes to benefit the organization are the authentic transformational leaders. Others who are seeking to make adjustments for their own satisfaction are the pseudo-transformational leaders. The same two authors contend that leaders attempt to evoke emotions to influence their subordinates' perceptions about themselves. Successful pseudo-transformational leaders have the ability to perceive emotions and experiences of their supporters and to engage them only to manipulate. In contrast, the real transformational leader expresses their authentic emotions and cultivate an emotional connection with their followers and subordinates; while utilizing those emotions and feelings to complement the endeavor. Recognizing the emotional ambiguities of a group of employees is key in understanding the functionality of the culture.

Social-Skill. Goleman defined this competency as visionary leadership, which is the ability to take charge and inspire with a compelling vision (2000). Also under that umbrella is influence, developing others, conflict management, communication skills and teamwork and collaboration (Goleman, 2000). When a leader is able to inspire his/her employees to operate effectively in all aspects, then he/she has accomplished an amazing feat. The central factor to the transformational leader is the articulation and representation of a vision. If followers have a positive attitude concerning the future as a result of leadership behavior, they will be motivated to perform well (Rowold & Schlotz, 2009). Conte and Paolucci (2001) noted that a social interaction allows the team to update their knowledge base by adding to it, removing information from it, or modifying an existing representation. This permits the leader to gauge the positive and/or negative events that might be perceived by another individual due to past experiences.

In previous years, social interactions were pretty common. They were the standard greet and exchange of pleasantries. However, in a world of technology and innovation, social interaction has become much more complex. Social media affords many the ability use social communications across time. Design guru John Thackara (2005) wrote that new technology normally works best when helping people to interact across time, rather than space. But even with this new interaction, many leaders view the individuals as invaluable to the process of suiting the needs of the leader as far as time is concerned. Emotionally intelligent leaders have to realize that each individual is valuable regardless of how the times tend to shift and technology advances.

Possessing emotional and social skills was also associated with higher quality social relationships and more supportive social support systems (Riggio et al., 1993; Riggio & Zimmerman, 1991). Moreover, deficits in emotional skill have been implicated in certain forms

of psychopathology, leading to low levels of social and emotional competence that can break down family and other relationships (Perez & Riggio, 2003; Philippot et al., 2003). Research on emotional skills, primarily associated with investigations of nonverbal and emotional communication (Friedman, 1979; Riggio, 2006; Rosenthal, 1979), paved the way for the construct of emotional intelligence.

Effective leadership is something for which the world continues to search over and over for. Many are seeking the answers on how to be more effective and/or have a more competitive edge. The answer is not in how much one leader knows over the other as it relates to technical skills, but how well one leader can relate to others regarding people skills. One's IQ does not weigh nearly as much on the competition as one's EQ does. Emotional intelligence is not just something to aspire to as a leader, it is something to learn and inspire others to be all that they can be within the organization and life. Emotionally intelligent leaders are able to manage not just individuals who work under them, but they are able to manage themselves through understanding the importance of valuing people over product.

Organizational Connectedness

Stages and Influences of Organizational Leaders. Organizations and leaders each go through a growth process or change process (https://www.legacee.com). Much like a child, leaders grow into who they are as a leader of an organization. This process is characterized by five stages of The Organizational Life Cycle. Each phase has its own identity, but must rely on the lessons learned in that phase to matriculate to the next phase. According to Torbert and Taylor (2008), leadership development starts early in our lives as we navigate through the action-logics from the opportunist level to the one in which we feel most comfortable. This will be the stage where we experience our "most complex meaning-making systems, perspective, or mental

model we have mastered" (Simcox, 2005, p. 4). The seven action logics are divided into conventional and post-conventional. The first four stages (Opportunist, Diplomat, Expert and Achiever) correspond to the conventional action-logics. The majority of leaders (85%) operate from one of these conventional stages (Rooke & Torbert, 2005). Conventional leaders are fixated on objective reality and their leadership decisions are directed at accomplishment with minimal reflection, and reformation of only behaviors and not action-logics themselves. In contrast, the post-conventional leaders are more likely to reframe problems and constraints and to recognize different action-logics in others (Torbert & Associates, 2004). Their intention is to establish a collective vision rooted in diversity. This can prove to be extremely detrimental to the organization if the behaviors are not curtailed in such a way that the organization can continue to thrive and employees still feel valued. Rooke and Torbert (2005) states that the leadership stage development framework applies to organizations acting at a collective action-logic. They conceive that the most effective organizations would perform at the strategist level where education and growth prospects would be customary for individuals and the collective. Providing internal feedback to employees assists them in understanding the organizational structure of the leader as well as understanding the action goals necessary to perform their job to a satisfactory level.

As the leader progresses through the cycle, he/she becomes more aware of his/her needs and ideas. There is evidence that verbal articulation and the ability to engage others is critical in the interview situation (Riggio & Throckmorton, 1988). In addition to the evidence, expertise in verbal expression should be central when providing sensitive responses or feedback to employees concerning their performance however, effective coaching likely appeals to a wide range of both social and emotional skills. It is also proposed that as superiors elevate to higher

levels of leadership, verbal communication and thus skills in social expressiveness will become more and more essential. In one study of fire service officers/leaders, researchers observed increases in social expressiveness and other social skills moving up the organizational hierarchy (Riggio et al., 2003).

Existing research has demonstrated that emotional expressiveness is a key component in charismatic leadership, and it is related to a leader's ability to inspire, and presumably motivate, followers via the emotional contagion process (Groves, 2006; Reichard & Riggio, 2008). Research also has shown that the expression of positive emotions has a positive effect on groups (Bono & Ilies, 2006). Very little is understood about how leader's express negative emotions (dissatisfaction, anger, discontentment) and what the expression of those said emotions might indicate for group performance and affective environment. One possible reason could be that practiced and regulated expressions of negative emotions is particularly critical for leaders in the workplace to avoid "demotivating" employees or averting the increase of resentment and resistance. As mentioned in the previous section, skilled emotional expressiveness may be the key to effective relations and eliminating any negative affect that would likely involve skills in expression, emotional management, and emotional compassion as a means to gauge how the negative affect is being grasped by followers.

Organizational Commitment of Employees

Employee commitment and employee-organizational devotions are essential organizational necessities as organizations face globalization and recover from the global downturn. Engagement at work and employee and organizational obligation have been topics of interest among many scholars and have received huge acknowledgments among academia's and studies. Many researchers in their studies support the relationship between organizational

performance and employees' engagement (e.g., Simpson, 2009; Andrew & Sofian, 2012). The outpouring of interest and awareness on organizational commitment literature was pursuant to the notion that this belief is a significant part of an employee's psychological conditions because employees, who experience high organizational commitment, are theorized to display much positive workplace behavior, such as high job performance, and citizenship activities, which will definitely benefit the organization (Bono & Ilies, 2006).

> Organizational commitment is defined as:
>
> the relative strength of an individual's identification with and involvement in a particular organization and can be characterized by a strong belief in and acceptance of the organization's goals and values, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership of the organization.
>
> (Mowday, Porter, & Steer, 1982, p. 27)

As it relates to the impact of employee engagement on organizational commitment, Schaufeli and Salanova (2007) studied work engagement and found that when engagement level increases the level of organizational commitment increases as well and, moreover, enhances job satisfaction, higher performance and reveals a greater demonstration of personal ideas, higher attendance and lower turnover rates, improved health and security, proactive behavior and learning motivation. Grimsley (2016) asserts that organizational commitment can be viewed as an organizational member's psychological attachment to the organization. He also asserts that the three levels to the commitment are as follows:

> **Affective commitment** is your emotional attachment to an organization. If you have a high level of affective commitment, you enjoy your relationship with the organization and are likely to stay. You stay because you want to stay.

Continuance commitment is the degree with which you believe that leaving the organization would be costly. If you have a high level of continuance commitment, you will stay with an organization because you feel that you must stay. For example, you may feel quitting your job may lead to an unacceptable length of unemployment. On the other hand, you may feel you will lose a certain degree of status if you leave a well-respected organization such as a top law firm or research company.

Normative commitment is the degree you feel obligated to the organization or believe that staying is the right thing to do. Here, you believe you ought to stay.

Grimsley (2016) states that the three components can have a significant effect on retention, work performance, and member well-being. There is a negative relationship between affective, normative, and continuance commitment and a member's intention to voluntarily leave an organization. For example, the affective commitment has been linked to performance where employees will likely engage in citizenship behavior, (i.e. assisting other members, putting forth extra effort) as a means to advance within the organization. Several studies indicated that there is a positive relationship between employee engagement and affective commitment (e.g., Richardsen et al., 2006; Loren et al., 2006; Hakanen et al., 2006; Saks, 2006; Demerouti et al., 2001; Maslach et al., 2001; Brown & Leigh, 1996), but none has looked at engagement's impact on the other two components of organizational commitment (continuance commitment and normative commitment). While there are two classifications of engagement, one relating to the job itself and the other relating to the organization, all inquiries into these two categories implore the degree of immersion of an employee into his responsibilities and organization, resulting from the employee's personal loyalty towards the job and organization.

Additional evidence was found that also suggested that the other two competencies were not examined. In 2006, Hakanen investigated the ability of being exhausted to mediate the relationship between job stress and sick health, and also examined the mediating role of engagement on the relationship between job resources and organizational commitment. The researcher found that fatigue reconciled the effect of extreme job pressures on ill health while work engagement reconciled the effects of occupational resources on organizational commitment. Consequently, when a leader has not managed to ensure the organizational is connected, the commitment of employees tends to decrease resulting in higher turnover, disengagement, and financial loss.

Summary

Emotionally intelligent leaders tend to respond to the needs of their employees and they are concerned with the well-being of the employee not just the organization. Moreover, instead of a full mediator, engagement is a partial mediator in the relationship between job resources and organizational commitment (Llorens, 2006). Leaders need fully engaged employees in order to thrive and promote a successful and positive work environment. Consequently, when the leader does not manage to have emotional intelligence, the organizational connectedness and commitment tend to falter; resulting in disengagement of employees.

CHAPTER THREE

Methodology

Research Design

The purpose of this qualitative phenomenological study was to determine (1) how leader's emotional intelligence influence leadership styles and behaviors, (2) what factors influence leader's emotional intelligence that have the greatest impact on leader-employee relationships, and (3) what elements do employees identify concerning their leader's emotional intelligence and organizational commitment. This chapter presents the research methodology addressing the problem, purpose, and significance of the study. The chapter also presents research and interview questions including data collection and participation. The findings of this study provided knowledge that would inform how leader's emotional intelligence influences working environments and leader-employee relationships.

Research Participants and Setting for the Study

The data gathered in this study was to establish how leadership behaviors and employee retention and morale were influenced by leader's emotional intelligence. Data were analyzed using qualitative phenomenological analyses in the form of interviews. The interviews allowed constant dialogue between the researcher and the participant in order to gather key concepts. In a qualitative phenomenological study, data are gathered from human groups lived experiences (i.e., perceptions of what is experienced), social constructivism perspectives, and patterns found among groups (Creswell, 2013).

Qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of a population (Creswell, 2013). It

aims to provide an analysis inductively, while focusing the meaning on its participants (Wise, 2000). The study is also known as a phenomenological study, which is a study that describes the participants lived experience (Waters, 2016).

Research Questions

This study was guided by the following questions:

4.   How does emotional intelligence influence leadership styles and behaviors?

5.   What factors of emotional intelligence do employees perceive as having the greatest impact on leader-employee relationships and the working environment?

6.   What are the employees' perceptions of their leader's emotional intelligence and organizational commitment?

Population

In this study, the participants (four high school administrators and two district leaders) came from a purposeful sampling technique that included snowballing sampling from approximately 250 school leaders working among 12,000 students in a rural school district of Georgia. In purposeful sampling, participants and sites are selected to understand a central phenomenon or interest, but cannot be generalizable to an entire population. In other words, the information is valuable, but limited due to the sample size of the participants, sites, and resources. Furthermore, information consumed from the same area can present a threat to the results (Creswell, 2013).

The sample for this research consisted of six certified high school administrators and district leaders working under the same district leadership. Because the researcher obtained certain participants, the participants were asked to locate other individuals who could add to the study (snowballing effect). There were no limiting factors concerning choice of participants in

relation to age, gender, ethnicity, and years of experience. The researcher expected this sampling

methodology to offer maximum data.

Interview Questions

This study was guided by the following interview questions:

1.   What is your perception of employee turnover?

2.   What is the prevailing attitude of leadership toward employee turnover?

3.   When conducting counseling or exit interviews, do your employees mention the impact

of their leader in their situation?

4.   If you know the leaders of these counseled or exiting employees, do you feel their

leader's emotional intelligence had any positive or negative impact on their decision to

stay or leave?

5.   What exposure have you had to emotional intelligence training?

Ethical Issues

It is the responsibility and goal of the researcher to protect the anonymity of the

participants within the study. Ethical issues will arise and it is imperative for researchers to

anticipate ethical issues involved in their study (Creswell, 2013). While the researcher did not

anticipate any established risks affiliated with the study, the research was impartial and wanted

to ensure that the rights and values of the participants were not compromised. Subsequently, the

researcher provided the participants with written documentation informing them of the nature of

the study, objectives, and the data collection procedures. The researcher also assigned each

participant with random numbers used within the data collected as a means to ensure anonymity.

Data Collection Procedures

After the Institutional Review Board of Carson Newman University granted approval of the submitted research, consent forms were distributed and collected from each participant. Throughout the study, data collection transpired at diverse points according to the participants' accessibility. Interviews were conducted in the public library and participants' homes to ensure privacy. During the assignment, administrators were to indicate behaviors and experiences related to emotional intelligence as it related to several core areas of employment. Because the human mind tends to forget quickly, field notes by the researcher were crucial in the qualitative research to retain data gathered (Lofland & Lofland, 1999). This implies that the researcher was disciplined to record without judgmental evaluation such as who or what was involved, and where and when the event occurred (Lofland & Lofland, 1999). Modeled by Schatzman and Strauss (1999), the researcher used the method of note taking and bracketing for themes to gain the full understanding of the interviewees' perceptions.

Data Analysis

The interpretative analysis of qualitative data was used to explore how participants are making sense of the phenomena in their personal and social world (Osborne & Smith, 2007). The effect and level of emotional intelligence and leadership styles on employee retention and morale were measured according to individual interviews among high school administrators and district level administrators. Data collection interviews continued until the topic was drained (no new perspectives). The questions were focused on the participants' experiences, feelings, beliefs and convictions about the theme in question. While the researcher analyzed the data, the clustering of themes from the interviews was used to validate the perceptions of the participants while providing awareness of the influence of emotional intelligence in leadership and organizational commitment.

As the researcher, it was imperative that the data were analyzed repetitively for any errors. In some cases, note taking and theme coding happened simultaneously to ensure the interviews reflected the participants' responses. If a discrepancy was present, the researcher confirmed the findings through face-to-face dialogue or phone calls. Firmly based in qualitative research, the themes of the data were summarized and validated before the finalized unique themes were summarized within the report.

Instrument

Schurink, Schurink and Poggenpoel (1998) emphasize the truth-value of qualitative research and list a number of means to achieve truth. In this study, the phenomenological research design contributed to experience and truth as the researcher emphasized three strategies to promote credibility and verification. First, the researcher purposefully bracketed information from the participants' interviews in an effort to understand the major themes (Mouton & Marais, 1990).

Second, participants were provided a copy of the written statements to validate their perceptions of the study. In other words, the respondent validation or member checking process was applied to explore credibility of the results (Birt, Scott, Cavers, Campbell, & Walters, 2016).

Lastly, a peer-debriefer was utilized to ensure the accuracy of the researcher's written response in comparison to the reflective responses of the participants. All participants confirmed that the summary report adequately represented their perspectives, and any direct quotes listed were given permission to be cited.

Summary

The purpose of this qualitative phenomenological study was to determine how emotional intelligence impacts leadership behaviors and leader-employee relationships. Qualitative

analyses in the form of interviews were conducted among six administrators who provided their

realistic experiences. As the researcher, it was imperative that privacy and trustworthiness were

maintained in order to gather the participants' perceptions without altering the facts.

Additionally, member checking (the participants) and peer debriefing were utilized to ensure

precision and authentication of the responses. The written reflections of the researcher's report

were also substantiated in an effort to maintain credibility of the study.

CHAPTER FOUR

Results of Data Analysis

Introduction

Chapter Four depicts outcomes that developed from data accumulated through interviewing a total sample of six teachers and administrators selected from a rural district in West Georgia. The interview procedure offered a venue for vivid portrayal of how teachers and administrators perceive emotional intelligence and the effect that emotionally intelligent leaders have on employee retention and morale. Careful analysis of the interview transcriptions allowed the researcher to identify word and thought patterns which set the stage for later theme emersion (Smith, Larkin, & Flowers, 2009). After examining each transcription numerous times, I employed phenomenological reduction by delineating units of meaning. This was achieved by noting patterns in the way in which the participants illustrated perceptions of emotional intelligence within leadership. The information was then assembled into meanings to support the development of themes. Ultimately, nine clustered meanings which I termed "data buckets" emerged from this endeavor and subsequently directed the emergence of two themes.

Summary of Participants

The outcomes for my phenomenological study progressed through data collected from six face-to-face interviews with engaged teachers and administrators working within a rural public school district in west Georgia. Purposeful sampling assisted in the focus regarding the population for my study and further endorsed the probability of interviewing teachers who had some degree of interaction with emotional intelligence. Intentional selection, of the participants who were interviewed, were based on the following criterion: (a) had been teaching for a

minimum of three years; (b) were involved in other roles within their schools; and (c) indicated

within the initial request, that they were familiar with the term emotionally intelligent leadership.

The sample of three males and three females ranging in age from 37 to 47 proved to be a

blend of both demographics and work experience. Two of the contributors associated with being

White and four associated with being Black. Many of the contributors identified with the same

number of years within the education system; however, neither of the administrators shared the

same number of years in the educational system. The sample was well characterized by engaged

teachers and administrators with a varied range of experience and expertise. The designated

incidence data and participant demographics are depicted in *Figure 1*.

Variable		n
Age		
	37	1
	41	2
	45	2
	47	1
Gender		
	Female	3
	Male	3
Racial/Ethnic Category		
	White/Caucasian	2
	Black or African American	4
Teaching Experience		
	3-10 years	4
	10-20 years	2
Leadership Roles		
	Administrator (District Level)	2
	Administrator (Building Level)	1
	Team Lead (Grade Level)	1
	Department Lead (Content)	1
	Coach (Extracurricular Sports)	1

Figure 1. Participant Data Frequency

Participant Narratives

Qualitative analysis afforded the researcher the chance to engage with the participants to consider the perceptions of emotional intelligence in leadership and how those perceptions effect the employee retention and morale. Upon investigation, the researcher discovered teachers and administrators who could speak to their lived experiences regarding emotional intelligent leadership. The following accounts are intended to assist the reader sense the essence of their stories and experiences. One of the primary interview questions the participants were solicited was what is their definition of employee turnover. Their responses provide an illustration of their voice.

Participant A is a 37year old Black male, who has been in the education field for 13 years. He is a math teacher and he is department lead for the math department at his school. He has ambitions of success and examines his responsibilities as a leader as the channel for his future professional goals. He believes his administrator is aware of his professional aspirations and has offered to assist him in any way possible so that he is able to have upward mobility within the district. He feels interactions with the leadership within his school are often positive and that when given the opportunity, he is allowed to express his concerns and opinions regarding policies that are implemented. He believes that the ideas and perceptions of the leadership within his building are significant and useful and claims that being included in the process is refreshing for a teacher. He supposes his leadership depends upon employees being involved in the implementation of policy to accomplish the goals that the administrator sets forth. He appreciates the feeling of devotion his leadership has in the engaged faculty and he

purports that it is vital for employees to build a relationship with their building leader. He attests

that maintaining a positive rapport with students and concentrating on being seen within the

school are the two most important concerns for leaders. He does express lack of trust towards the

district personnel. He asserts that he never knows which angle they are coming from when they

visit the building. He believes that more visibility and genuine concern from the top

administrators would lend to a more positive perception of leadership on that level. Participant A

also purports that:

> When leadership has given employees an open door policy to come in and discuss any
>
> prevailing issues, then the employee should take that opportunity. Otherwise, the employee
>
> is in no position to make complaints about the leadership and how emotionally intelligent
>
> they are to the needs of the staff if one does not express their concerns appropriately. I, for
>
> one, am not at all shy about expressing my concerns to the leadership in my building
>
> because that is what they are there for. (personal communication, May 25, 2017)

Participant B is 41year old, White male. He has been in the education system for nine

years. He is a science teacher and he also coaches the Varsity Boys Baseball Team at his school.

He is an involved coach and enjoys the fulfilment that education offers him. His passion for

teaching and coaching often finds him interacting with his administrators and he appreciates the

relationship that they attempt to build. He asserts that one of the characteristics that he most

values about his administration is that they are always willing to listen to the ideas of the

coaching staff in order to bring in new talent and assist the students. He depicts his building

leader as humble, compassionate, and accessible to the concerns and needs of the staff. He

frequently witnessed his administrator making strides to relate to the employees and community.

He applauds his supervisor's efforts to attend to the voice of the staff and students and acclimate the views and concerns of both parties. He advocates for his students and players to speak with the administration regarding any concerns that they might have. He believes that there could potentially be a disconnect from the building level to the district level. He explains that because of the lack of visibility amongst district personnel within the buildings, it makes it difficult for teachers to feel comfortable with them when they are present. Participant B states:

> Being a coach allows me to have an impact on the students I teach and coach. Because of the way that my administration responds to me when I have a need, it allows me to respond to my students in a more productive way. I understand that things happen and they may have to miss practice and because the leadership in my building models appropriate behavior to the staff, it is easy for me to model that same behavior to the students. Whatever happens at the top flows down, I'm a firm believer. So, when the leadership seeks to be positive and empathic, then the staff is going to be more positive and empathic with staff and students. (personal communication, May 25, 2017)

Participant C is a 43year old, Black female who is a district level administrator. She did not begin her career in education as many of the other participants. Instead, she comes from a business background of Human Resources. She has served in the education system for seven years. Her insight into the perceptions and effects of emotional intelligence is different from that of her counterparts. She is very passionate about her career and seeing the education field grow and utilize more strategies to build rapport with the teachers and have the vertical alignment from district personnel to building personnel. She believes that positive relationships often serve as the catalyst to having a positive organization. She suggests that on a leadership level,

administrators could do a better job at making themselves more visible to the building level staff (teachers and administrators). Showing a sense of unity and camaraderie amongst various levels provides a greater impact within the community. She expresses that being on the other side sometimes has the tendency to eclipse the needs of the teachers and administrators. She describes feeling as though her job is to impact the district in a positive manner, regardless of who is working under her leadership. She doesn't believe that all decisions should come from the top and that policies should be implemented on all levels, because they effect all levels. She believes the leadership she currently serves under is one that is willing to bridge the gap between the district level personnel and building level personnel. Participant C suggests that:

> Often times from a leadership perspective, everyone is pulling from the same bucket and by doing so, this does not afford the administration a large quantity to select from as far as teachers are concerned. Because of that, administration may seem distant when approaching other colleagues and staff because of the various stressors that have been placed on them. The intention is not to be disengaged with the teachers and administrators; however, due to the barrage of situations that we are faced with daily, it becomes increasingly difficult to be personable and attend to the needs of all employees within the district. This is why we have building level administrators so that we can address the other issues that may arise. We trust that our building level administrator are acting in a manner that is conducive to retaining quality teachers and boosting the morale of those who work in their buildings. (personal communication, May 25, 2017)

Participant D is a 38year old, Black female English teacher. She has served in the education field for 10 years and she is the 9th grade team lead at her school. She is a well-liked

teacher who enjoys seeing her students thrive. She identities with many of the characteristics of leadership because she desires to one day become an administrator. She credits her passion for leading to her building leadership. She says that because of the vision of the leadership in which she serves under, she is able to better serve the teachers that are on her team. She asserts that the leadership in her building often make themselves visible and readily available to assist with any questions or concerns that the employees may have. She believes that because of the expressed concern and empathy of the leadership within her building, it shows that they are genuinely concerned for the well-being of the teachers and not just the organization itself. She appreciates her leader's availability, humanity, commitment, genuineness, and compassion. She advocates that the leadership:

> Is always willing to seek new ways to engage the staff. Even when conducting exit interviews (as I have been privy to sit in on because of the team lead position), the leadership team always showed a sense of compassion and understanding as to why the person could not remain with the organization. Of course, there are various reasons as to why a person leaves, but this particular situation was due to the test scores not being up to par and the administration did all they could to assist the teacher with finding her niche as a teacher. They also worked with another administrator to see if they had a position within their school so that the teacher was not displaced. I had never seen such helpfulness from a leader before, nor had I seen a leader work so diligently to assist someone who was not a good fit for his building. But, nevertheless, that's what he did. And did it without recognition. He didn't brag to the staff about how he helped someone out. He just simply made the call and the teacher moved. That is the kind of the leader that I hope to be. (personal communication, May 25, 2017)

Participant E is a 40year old White female building level administrator. She has labored in the education industry for nine years. She enjoys her profession and has aspirations of one day moving into a district level administrative position. She credits her success as an administrator to her staff and says that they are strengthening her skills and making her a better leader. She believes that honesty is the best policy to lead by. She also states that modeling the behavior that she desires her staff to follow is a key component in being a good leader. She supports her teachers and often takes time to ask about their families and what is going on in their lives. She believes that trust is another key component in operating in a positive environment and for people to want to remain in the organization. She suggests that being personable with her employees allows for a family atmosphere to thrive. She supports her assertion by having daily celebrations of her teachers and monthly staff gatherings. She offers incentives to the staff such as breakfast and lunch. She believes that building an environment where teachers are free to thrive will create a successful culture and lend to a high morale and retention of employees. Participant E purports that:

> When I see my staff smiling and greeting one another, I know that they are happy and
> that they are enjoying their time together. Because we spend so much time with one
> another, it is important to me that the employees in my building feel a sense of trust and
> freedom to be who they are and grow as an educator. I do not wish to stifle the growth
> and creativity of my teachers, I wish to nurture it so that they are able to move forward in
> their careers. My goal is not to hinder anyone, but to see individuals thrive in their
> profession and accomplish great things in the world. I believe that this is done when one
> is able to connect with the humanity of an individual and accept that they are equal to you
> in service. No one does it alone. We all need the person standing to our right and left in

order to make this system and this world a better place. (persona communication, May 25, 2017)

Participant F is a 47year old district level administrator. He has served in the education field for 20 years. He began his career as a classroom teacher and worked his way up from building level administrator to district level administrator. He credits his success to being honest and understanding when to say no to policies that are not advantageous for the students, teachers, or community. The interactions that he has with building administrators and teachers is a positive one, although he says that sometimes there is a sense of some teachers being uncomfortable in his presence. He suggests that often times employees misinterpret the intentions of district level administrators due to their absence of understanding of how the education system is designed. He believes that all individuals are working together to help better the community and the world and that when one entity is not in sync with the other, major issues can arise that could be detrimental the organization and system as a whole. He asserts that he tries to remember what is was like being at the building level and how it is important for those at the district level to acclimate to the building level employees' way of thinking and day to day operations. He suggests that:

District level administrators are human just like everyone else. We want the same things that the building level personnel want, which is for our students to achieve. Now, I realize that sometimes that can get lost in translation and that the intentions of the district level administrators may not always be perceived as positive; but it really is. We only want what is best for the organization. We want teachers to thrive and achieve but we have to be realistic and understand that this is a business as well. That means, that sometimes we

have to make those tough decisions to dismiss a teacher or administrator in order for the

entire organization to excel and become what it is intended to become. This does not

mean that we don't care about the well-being of that particular teacher, it just means that

particular employee didn't fit into the system that we are trying to build. Again, it's

nothing personal and does not lend to how empathetic a person may be. It just means that

they weren't a good fit. (personal communication, May 25, 2017)

Emerging Themes

Implementing data and identifying themes in significant way is a deliberate effort.

Richards (2009) suggest that striving for quality in data records occurred simultaneously

throughout the collection and analysis focusing on accuracy, application, depth of description,

and usefulness. This manual assisted as a planning instrument as the researcher planned out the

outline for the analysis. The survey of the researcher was based on the phenomenological base

with interest in the lived experience of the contributor's perceptions of emotional intelligent

leadership. Three methods of coding were used to analyze the data: emotion coding, value

coding, and narrative coding (Saldana, 2013). Because of the various components of the coding,

each one afforded for a different examination of the data. Emotion coding allowed the researcher

to take field notes where participants responses were reviewed and linked certain sentiments and

reactions of the participants noted in the interview and the focus group. Value coding combined

similarities in belief statements and allowed for a more precise formulation of clustering for the

researcher. The final coding used was narrative coding in which the researcher reviewed the

entirety of each contributor's narrative to apprehend the substance of the data.

This procedure found the researcher engrossed in the data, acquiring and clustering perceptions and ideas, obtaining feedback from the peer-debriefer, reexamining data to address any other aspects, and repeating the process several times until there were no new perceptions to analyze. Memoing assisted the researcher in organizing the content so the coding would be consistent. Two other coding methods were utilized as outlined in Saldana (2013): pattern coding and focused coding. Pattern coding allowed the researcher to examine the information of the participants and identify patterns of relationships which were then used to categorize clusters into brackets. The information was then vetted through focused coding to merge significant clusters into a more concise illustration of the data. Focused coding also ensured the veracity of the participants' involvement and the awareness of the effect and levels of emotional intelligent leaders on employee retention and morale.

Data Coding

Through the course of analysis, 35 statements were analyzed as meaningful to the study. Those statements were reviewed and grouped into meaning of context of the participants' complete responses regarding the research questions. This allowed for cross referencing of the overall clusters. The groups were initially organized into four coded clusters: Approachability, Visibility, Empathy, and Thrive. The clustered responses allowed for the emergence of ideas and themes.

As mentioned previously, data was further developed through several cycles of coding efforts. The developing code clusters emerged into two major themes describing the phenomenon of relevance. The two themes that emerged from the data connecting to the effects and levels of emotional intelligence in leadership as it relates to employee retention and morale

were: a) leadership being approachable and valuing employee relations; and b) leadership valuing empathy regarding employees within the organization.

The first theme, ***leadership being approachable and valuing employee relations***, encompasses the significance of emotional intelligence within an organization. The essence to this theme relates directly to how valued an employee feels within the organization. That value is placed on the interaction of the leadership. Being able to approach their leader without a sense of reprimand or repercussions fosters a sense of camaraderie and trustworthiness. Participants expressed appreciation for having a sense of shared ownership when it came to policies and regular decisions that were to be made within the organization. Participants also suggested that having positive interactions with their leader allowed for them to continue within the organization for a longer period of time.

The second theme, ***leadership valuing empathy regarding employees***, demonstrates the idea that employees feel a sense of respect and believe that what happens in their lives matters to their leader. The participants described how being asked about their families fostered a sense of warmth that made them want to remain with the organization. Participants appreciated having their leader address the personal or emotional aspects of the employees. Participants suggested that leadership teams who remain empathetic towards their employees, tend to have a higher morale than those who do not and that compassion and vision are a dual component in ensuring that the organization thrives and remains healthy. Precise quotes from interview dictations are presented to best represent the lived occurrence of the contributors and highlight, through their individual and personal voice, how they encounter and comprehend the phenomenon.

Theme One: Approachable Leadership and Valued Employee Relations

All participants described value associated with the approachability of their leader. Comments and mutual experiences regarding formal and informal interactions the participants had with leadership defined the emerging themes. Participant A added value to this theme by asserting that he feels interactions with the leadership within his school are often positive and that when given the opportunity, he can express his concerns and opinions regarding policies that are implemented. He believes that the ideas and perceptions of the leadership within his building are profound and advantageous and suggests being a member of the process is refreshing for a teacher (personal communication, May 25, 2017).

The participants believed that being involved with administrator and being able to approach a leader when needed, provides an atmosphere where one can grow and flourish. Other participants agreed with participant A. Participant B offered:

> I see my leader as one who is easily accessed. He welcomes anyone to his office and that makes me feel like I have value and stake in the organization. Like I am really a part of the team. I don't feel like he's above me and I'm beneath him. He makes everyone feel valued and a member of the team. That makes me want to work for him. (personal communication, May 25, 2017)

Participants also presented understandings relating to more formal interactions with their leader. Participant D offered additional commentary comparing formal and informal interactions with their leader:

> He is the same in any setting. He doesn't change. He is just as approachable at the basketball game, in a staff meeting, or at the grocery store as he would be at a board

meeting. This makes all the difference in the world because you see so many leaders putting on airs and fronts, and that's what makes people not want to be continue under certain leadership. When a leader is honest and approachable, it makes a person want to stay and work in a place that is not toxic or overbearing. I know that I can approach my leader with any issue and he will listen and if at all possible try to find the solution. The informal interactions are just as important as the formal, if not more because it shows the character of a person. It's not that person's representative speaking. (personal communication, May 25, 2017)

Theme Two: Leadership Valuing Empathy Amongst Employees

Illustrative themes developed as contributors considered their lived experiences with how they observed the leadership of their organization and the emotional intelligence of that leader. The voice of the engaged participant defined this theme. Ideas emerging through analysis, and a consistent thread in most of the shared stories and participants expressed the empathy of the leadership within their organization. Participant E encapsulated this theme when she submitted:

If my teachers are happy to work with me, then I am happy. Knowing what they need helps me become a better leader and in time, helps me become a better person. Showing them that I care about what they are dealing with, whether it is a bad day, car trouble, home life, whatever. I realize that sometimes you have to take off the "chief" hat and just be human. Get in the trenches with them and show them that you care. (personal communication, May 25, 2017)

Similarities were observed from other participants as well. Participants found that being around an empathic leader showed that the individual was willing to be more relatable and more apt to be understanding in times of need. By showing a more humane side, subjects agreed that this type of leadership was transformational in action because it models the idea that one should serve another person. Participant E confirmed this by saying "we are human and we all have to understand that we are in this together" (personal communication, May 25, 2017).

Another attribute the participants described as significant for leadership was a sincere concern in adhering to the desires of their employees. Participant A suggested "A leader should be a really good listener and a really good care giver (personal communication, May 25, 2017)." Participant C added through example "He didn't make me too nervous because I felt like he was actually listening. Then when he asked me questions he kind of smiled with it so I remember thinking he was a good guy (personal communication, May 25, 2017)."

The preponderance of the contributors also supported diplomacy, compromise, and follow up with an employee were also really good qualities of a leader and made them particularly valued in the eyes of the employees. Participant D states:

He has to be able to compromise and to see where different sides are coming from, even if they disagree. I think that's definitely one of the more important factors, being able to understand at least where other sides are coming from and giving them professional treatment. He makes an effort to understand the faculty and student viewpoints. (personal communication, May 25, 2017)

The majority of the immersed participants also expressed an individual effect developing from leadership interaction. Participants offered proof for this impact via instances of their leader personally motivating their participation, professional leadership development through utilizing their ideas recognized, an increased association to the organization, and the relationship with the administrator impacting the student's leadership aspirations. Participant C described the motivation that developed from her relationship with her administrator:

> It's not like I'm a stalker or anything or that I really care what people think about me; but my leader is really important and it is cool to tell people that I know him on a personal kind of level. It is a nice feeling and I think it is important because I am really passionate about my school and when you can see the administrators and faculty that are also passionate about it and they're out in the community and not just up in their office doing their own work; they actually care about the employees and they're around and approachable and it makes it so much nicer to be here. (personal communication, May 25, 2017)

The two themes (a) approachable leadership and valued employee relations, and (b) leadership valuing empathy amongst employees emerged from the data. Participants indicated value in their leader being approachable and empathetic towards them. Respondents conveyed a sense of value and pride when they pondered on their interactions with their leader. Narratives of profoundly, impactful recalls were mirrored by participants who garnered recognition from their leader and who had personal encounters. Participants were inspired to become better colleagues and became more connected to their school, students, and community. Interaction with their leadership team provided aspirations of leadership for some of the participants.

Connection to Research Questions

Participants in studies often have the benefit of exploring how their perceptions directly

impact or relate to their overall experience within an organization. Employees and leaders are

therefore key groups within an organization, and the way in which leadership relates to their

employees is critical as to how valued the employee feels, the connectedness of the organization,

the retention of the employee, and the morale of employee. Investigating the phenomenon that

exists between the two entities as it relates to the effects and levels of emotionally intelligent

leadership is the core of this research project. The investigator's objective was to find the

meaning and draw a conclusion between whether emotionally intelligent leaders impact the

retention and morale of their employees. To accomplish this task, three main questions were

posed and served as the procedural map for the investigation as well as the framework for the

structural meaning sought out within the lived occurrences and perceptions of the participants.

The following section communicates the results to the research queries in an endeavor to portray

the substance of the phenomenology by intertwining the emerging themes from the study.

How does emotional intelligence influence leadership styles and behaviors?

The first research question was the foundational question that provided the nucleus for

the interactivity of the employees and leadership. When initially examining a design for the

research, numerous ideas emerged as being utilized however, many of those ideas offered a

limited scope as it related to the way in which leadership styles influenced their ability to be

emotionally intelligent. By being able to demonstrate the connectivity of the participant to the

leader, the researcher was able to dispel possible limitations to the data due to inaccurate

information or disinterested aspects of the research relating to organizational leadership. By also

bracketing the predetermined views to support precision in the emerging representation of the phenomenon, the process afforded the researcher the ability to obtain, analyze, and describe data to accurately depict the first-person participant's point of view (Husserl, 1931).

Participants demonstrating value and empathy were key components in how their leadership reacted to them. They experience their leader sharing time and space and desire to emulate that same leadership aspect. The participants sense the connectedness of the leader and in turn welcome any ideas that the leader may present. The informal interaction as well as the formal interaction substantiates the participants' claims in that they were able to relate to their leader on a personal level, not just a professional level. This humanizing viewpoint is significant to employees as it offers them with perspective correlating behind the position or titled. The transformational leader is one who seeks to build camaraderie and create a positive environment where all individuals are able to thrive (Daus, 2005).

What factors of emotional intelligence do employees perceive as having the greatest impact on leader-employee relationships and the working environment?

The participants described their understanding of the greatest impact on a leader-employee relationship is approachability. The experiences of the participants provide valuable personal characteristics of their leader and the assumed responsibilities of said leader. Participants asserted that their leader was approachable and that by being approachable, it fostered a sense of peace within the organization. Respondents understood that by their leaders providing an open atmosphere, they would be able to better function within the organization and thrive within the organization. Participants understood their leader's ability to listen as well as engage in shared governance.

Participants also valued the accessibility of their leader and found solace and assurance in contemplating on this availability. Participant D offered:

I was by no means going to become an administrator. I didn't want any parts of the leadership to be honest. But after being under the leadership of my current administrator, I am comfortable with actually pursuing that particular aspect of education. I believe that change can be made when a leader is approachable. Approachability is everything, and because of this I desire to also move into administration. (personal communication, May 25, 2017)

What are the employees' perceptions of their leader's emotional intelligence and organizational commitment?

The third research question delved into the perceptions of the employees regarding their leader's emotional intelligence and organizational commitment. As previously denoted, many of the contributors expressed positive interactions with their building level leadership. Respondents described how they were impacted by the empathy that was shown from their leader. Participants also noted that because of the empathy that was shown, many of them would remain committed to the organization. Participant E reflected on her encounter with her employees as well as her superiors, and noted that ultimately she wanted to be impactful when addressing and leading her employees. She shared:

I want my employees to feel like work is home away from home. I want them to feel as though they are valued by me and the organization. I didn't always feel valued by leadership and that's why I strive to ensure that I model the behavior and that I foster an environment that is healthy and that is conducive to how I wish to be treated. When you value people and show them that you care, they will show you that they care. Often times

as administrators we tend to forget this aspect because we find ourselves struggling with

mundane, day to day operations. But I believe that it is imperative that we show our

employees the meaning of teamwork and shared vision and that we truly model for them

what a servant leader, transformational leader, looks like. (personal communication, May

25, 2017)

Summary

The lived encounters of the contributors guided the narrative for assisting the formation

of the two themes. These themes developed through data correlating to the effects and levels of

emotional intelligence in leadership as it relates to employee retention and morale. Chapter Four

is concluded by merging the findings with research questions in an effort to provide a more

focused conclusion of data. The research was purposefully aligned to depict the perceptions of

the employees and attitudes of the employees towards leadership. The narrative also

demonstrated frequencies and similarities with the participants' responses, thusly advancing the

idea of clusters and the developed themes.

CHAPTER FIVE

Conclusion, Propositions, Recommendations, and Summary

Discussion of Conclusions

Question One

The results from this study guided the researcher to obtain several conclusions regarding

the three research questions. These conclusions are examined below. Research Question #1

asked how does emotional intelligence influence leadership styles and behaviors. Many of the

participants found that leadership styles that fostered a sense of community and camaraderie

were more likely to be perceived as emotionally intelligent, while leadership styles that fostered

as sense of anxiety and hostility were viewed as non-emotionally intelligent. All participants

valued the approachability and empathy that their leader demonstrated towards the employees

and because of that, their commitment to the organization was strong. This is consistent with the

research findings from Schaufeli and Salanova (2007) who found that when engagement levels

increase, the level of organizational commitment increases as well and, moreover, enhances job

satisfaction, higher performance and reveals a greater demonstration of personal ideas, higher

attendance and lower turnover rates, improved health and security, proactive behavior and

learning motivation.

Question Two

Research Question #2 asked what factors of emotional intelligence do employees

perceive as having the greatest impact on leader-employee relationships and the working

environment. The data illustrated that some impact had been obtained from formal interactions;

however, the most personal gain had been obtained from informal interactions and the ability of

the leader to be approachable and visible. This was because employees feel a sense of unity

when their leader is approachable and visible. One employee indicated that having a leader who is approachable makes for an easier day, because there is a sense of ease when you know that your leader is there. In addition, employees felt that other emotionally intelligent aspects of leadership displayed were that the leader was approachable and understanding, the leader possessed the basic characteristics of a human being, and that the leader treated everyone fairly.

Question Three

Research Question #3 asked what are the employees' perceptions of their leader's emotional intelligence and organizational commitment. The results from this question led to the understanding that empathetic leaders were more likely to be emotionally intelligent. These results are consistent with the findings from Chamorro-Premuzic (2015) who found that being gentle, explicit, and rational can all play a huge role in conveying to one's employee that he/she is a socially aware leader. Chamorro-Premuzic also suggests that a leader who can be emotionally intelligent in social awareness can gain more support from his/her employees because the leader can show the humanistic side and show a level of empathy. Being an empathetic leader does not make one pathetic, but it makes one powerful, and being powerful is empowering. It shows true servant leadership as the leader is able to embrace the feelings and understand the emotions of his/her employees. Empathy is the person's ability to gain insight into the emotions of others. Empathy does not disassociate our emotions, but it guides us in understanding other people's emotions from our experiences.

Participants of the study each felt that when empathy is displayed by leadership, the perception of the employees and their commitment to the organization is typically unshakeable. There are, however, circumstances in which individuals feel the need to leave an organization due to the fact that they are moving to another city, an individual gets married, or they have the

opportunity for upward mobility. However, each of these reasons has more to do with the personal endeavors of the individual and should hold no bearing on the leader's emotional intelligence.

Implications/Propositions for Practitioners

From the assumptions considered, several propositions evolved and developed in the following examinations and suggestions.

- Leadership should thoroughly evaluate their leadership style and how they relate to their employees. Leaders should also carefully select which professional conferences that would lend to more emotional intelligence training and awareness.

- Leadership should foster an environment conducive for all employees to thrive and feel appreciated and connected with.

- Leadership should be willing to learn from their employees and model behavior that they would like to see within their organization that is positive and productive. In addition, this behavior should not foster anxiety of fear within the organization as that lends to a hostile working environment instead of a healthy working environment.

- Leadership should consider the benefits of open communication amongst their employees, rather than a policy of secrecy and non-inclusiveness.

- Leadership should move towards the end of transactional motivation in which one motivates by punishment and seek transformational motivation, in which one motivates by a shared vision and openness.

Recommendations

Constructed from the data in this study and the results derived therein, the following supplementary research is recommended:

- Additional research is required regarding the actual measures of district wide administrators and their understanding of emotional intelligence and how to apply it within their organization.

- Additional research is required to identify gender disparities as they relate to how males and females rate their perceptions about emotionally intelligent leadership resultant from participation so that scholars can more precisely analyze and interpret data about male and female perceptions.

- Additional research is required to further probe the nature of emotional intelligence and its impact on transformation organizations into healthy organizations and lending to the credibility that emotional intelligence is indeed the defining movement of that organization.

Summary

Emotional Intelligence is a tool that organizations use in order to become more aware of the and maintain a level of employee satisfaction and retention. Emotional Intelligence in leadership has shown positive social awareness and retention amongst employees. The relationship that is developed amongst the leaders and the employee lends to the overall culture and climate of the organization. Research has found that higher emotional intelligence levels were associated with higher leadership effectiveness. Additional research should be conducted in an effort for organizations to understand the impact that emotional intelligence has on

transforming organizations as well as the actual measures of understanding of emotional

intelligence in leadership and how it can be applied to the organization.

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Appendix

Appendix A

Frequency Data Chart

Variable		n
Age		
	37	1
	41	2
	45	2
	47	1
Gender		
	Female	3
	Male	3
Racial/Ethnic Category		
	White/Caucasian	2
	Black or African American	4
Teaching Experience		
	3-10 years	4
	10-20 years	2
Leadership Roles		
	Administrator (District Level)	2
	Administrator (Building Level)	1
	Team Lead (Grade Level)	1
	Department Lead (Content)	1
	Coach (Extracurricular Sports)	1

Figure 1. Participant Data Frequency