

THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE  
AND SELF-EFFICACY OF FIRST AND SECOND YEAR PRINCIPALS  
IN MISSOURI

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ABSTRACT

The study examined the relationship between emotional intelligence and self-efficacy of first and second year principals. Factors of emotional intelligence and the competencies of self-efficacy were investigated to determine the levels of first and second year principals. The relationship between the factors and competencies was also investigated with first and second year principals. Seventy-five first and second year principals participated in the quantitative study by completing a demographic survey, the Assessing Emotions Scale (AES) and the Principal Sense of Efficacy Scale (PSES).

Findings in the study indicate that there is no significant relationship between first and second year principals of each factor of emotional intelligence and the competencies of self-efficacy. There is, however, a moderate positive correlation between emotional intelligence and self-efficacy of first and second year principals. Results indicate that first and second year principals scored at average levels of both emotional intelligence assessments and self-efficacy competencies. The lower averages of emotional intelligence sub-scales and self-efficacy competencies point to the need for principal preparation programs, mentoring programs, and professional development centers to enhance the leadership of principals by investing in training emotional intelligence and self-efficacy.

