Abstract

CURRY, SANDRA MORRIS. Examining the Relationship Between Self-Perceived Emotional Intelligence and Leadership in School Principals (under the direction of Dr. George Selig, dissertation chairperson).

The purpose of this study was to examine the relationship between the self-perceived emotional intelligence (EI) and the self-perceived leadership effectiveness of school principals. Demographic information was also investigated as to its possible influence on the relationship. Additionally, both emotional intelligence and leadership were further categorized into more specific aspects for comparison purposes.

The researcher administered a pencil-and-paper version of the Emotional Intelligence Appraisal–Me Edition™ by Bradberry and Greaves (2003) to 60 school principals in the Shenandoah Valley of Virginia. The test measured the four domains of the EI framework including self-awareness, self-management, social awareness, and relationship management and the self-perceived overall EI score. In addition, the principals also completed the Multifactor Leadership Questionnaire (MLQ 5X) measuring a broad range of leadership styles including transformational, transactional, and laissez-faire leadership, as well as self-perceived leadership effectiveness (Bass & Avolio, 2000).

The four domains of self-perceived emotional intelligence were first correlated with the three self-perceived leadership styles, and then the self-perceived overall emotional intelligence of the school principals was correlated with the self-perceived overall leadership effectiveness. Demographic factors were also correlated to each of the areas in order to determine any relationships affecting the results.