THE PREDICTIVE POWER OF EMOTIONAL INTELLIGENCE ON SELF EFFICACY: A CASE OF SCHOOL PRINCIPALS

Gülyüz Debeş https://orcid.org/0000-0001-7894-8174

Affiliation

University of Mediterranean Karpsia, Northen Cyprus

gulyuzd5@gmail.com

gulyuz.debes@akun.edu.tr

Biodata(s): She is an Assistant Professor of Educational Sciences at University of Mediterranean Karpsia. She has been currently supervising and teaching graduate and undergraduate studies.

THE PREDICTIVE POWER OF EMOTIONAL INTELLIGENCE ON SELF EFFICACY: A CASE OF SCHOOL PRINCIPALS

Gülyüz Debeş

gulyuzd5@gmail.com

Abstract

The study aimed to investigate the Emotional Intelligence (EI) and its relationship to self-efficacy among school principals. The study was conducted to determine whether school principals develop their EI, and whether EI would increase their levels of self-efficacy. The participants of the study were composed of 50 school principals. The participants were selected randomly. In the study a multidimensional instrument for school principals' emotional intelligence competence scale (EIC) was developed and validated. Therefore, the present study used an exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to establish the construct validity of the EIC model. The data were based on quantitative data. For the data analysis Pearson Product-Moment Correlation, Simple Linear Regression and a series of Mann Whitney-U test were conducted (ANOVA non-parametric test) were utilized. The results revealed that there was a positive significant correlation between perceived EI and self-efficacy ($r = 53$). Thus, it can be stated that EI competence of school principals predicts strong power on their self efficacy perceptions of them. Meanwhile, the study showed that school principals' EI competence and self-efficacy perceptions were high. The results also showed that the perceptions of females on self efficacy were higher than males.

Keywords: Emotional Intelligence, Self-Efficacy, Educational Leadership, School principals

1. Introduction

Since the concept of *'emotional intelligence'* (EI) has been introduced in the field of management in recent years. EI has been associated with '*organizational effectiveness in form of leadership management and success in the workplace'.* Recently, there have been many models of EI that involve a combination of competence of self-awareness, self-management, social awareness and relationship management. EI allows for individuals understanding one's own and others' feeling and emotion to differentiate among them to use this information to regulate one's thinking and actions while implementing effective managerial and organizational strategies to strive for excellence in productive workforce (Goleman , 1998;Boyatzis,Goleman and Rhee,2000).

To deal with factors that promote personal work-related performance and organizational effectiveness, EI has been defined as *'best practice to distinguish outstanding performance from average one'* (The American Society for Training and Development (ASTD), 2000). In addition, Harvard Business School has also reported that there is no significant correlation between career success and 'intellectual aptitude' (IQ).Goleman and colleagues (2000) have been reported an analysis data on experiences over 3000 executives have demonstrated link between EI competence leads to superior work

performance and success in workplace. Mainly due to the study, it has been reported that *'truly effective leaders are distinguished by high degree of emotional intelligence'*.

With regard to organizational effectiveness, EI explains higher percentages of variance in performance criteria than IQ and managerial competency (MQ). An existing research showed that the measure of emotional intelligence accounted for 36 percent of the variance to the prediction of level of organizational advancement however IQ accounted for 27 percent and MQ accounted for 16 percent. Evidence suggests that EI contributes to *'best practice'* to career advancement than does IQ (Dulewicz and Higgs, 2000).

The most effective leaders are those who have the ability to manage own emotions and create a working climate is favorable for effectiveness of organizations (Williams, 1994; Hay and McBer, 2000; Robinson et al, 2009). An existing research, using an incidental sample of 3.781 executives, found that there was significant correlation between EI competence in a leader and perception of the leader's team about working climate. The climate survey predicted from about 50 percent to 70 percent of variance in perception of the team about working climate was linked to the EI characteristics of the leader. Drawing attention on EI based leadership style affect climate (Hay and McBer, 2000).

With regard to leadership style EI has influence on organizational effectiveness (McCall, 1998; Barber et al 2010). Evidence suggests that leadership style can also stimulate students' academic achievement by directly affecting school climate (Barnard, 1999; Bryke et al 2000; Robinson, 2009). The most effective school leaders are those who create not only a positive working climate and promote organizational advancement. In recent review, research has been reported that teachers' attitudes are more positive when the school leader is high on EI (Hay and McBer, 2000).

On the other hand, self-efficacy is a powerful facilitator to improve leaders' attitudes and work-related performances in the manner of 'can do' beliefs that lead to them to reach higher degree of goals (Bandura, 1997).The predictive power of self-efficacy relative to organizational effectiveness is distinguished in job performance and organizational effectiveness (Wood and Bandure, 1989; Williams and Anderson, 1991; Stajkovic and Luthan, 1998).

With regard to job performance, a sense of self-efficacy has influence on a leader's effort and persistence when the leader is involved in challenging tasks. Effective leaders are those who have a sense of self-efficacy are incapable of challenging these complex tasks; they are likely to persist in their efforts. However, leaders are those who have low sense of efficacy are likely give up to solve the complex tasks when the challenges surface (Bandura, 1994; Avolio, 2009; Vancouver and Kendall, 2006).

Meta-analyses reported that self-efficacy as motivational construct correlated with work-related performance in the workplace (Jackson et al, 1997; Bandura, 200; Bandura and Locke, 2003).

As mentioned above, the effective managerial and organizational implications have resulted in call for incorporation EI and self-efficacy in the workplace. When literature is examined, it is seen that the effects of EI competence and self-efficacy on organizational effectiveness have not been studied previously in combination; therefore, studying these variables would contribute to the understanding of importance of the positive sources in education. In addition, there is no study which has been conducted on the relationship between EI competence and self-efficacy perception of organizational leaders in particular for educational leadership. Thus, the study is conducted on the relationship

between EI competence and self-efficacy perception of school leaders. The purpose of the study is to determine EI level of school leaders and investigating its relation to factors such as self-efficacy and same demographic variables. Considering that EI and self-efficacy have influence on organizational effectiveness in forms of personal and work-related performance, it is important to carry out studies that investigate EI competencies and self-efficacy perceptions of educational leaders in particular for school leaders that have critical role in students' achievement and teachers' work-related performance in achieving desired educational goals and objectives.

Moreover, El competence and self-efficacy would help educational leaders to be efficient role models with respect to leadership style is a continuing concern for organizational effectiveness.

2. Literature Review

The concept of 'emotional intelligence' was first defined as a form of 'social intelligence theory' that referred an individual effect of emotional and motivational response to act wisely in relationships (Throndike, 1982). Wechsler (1940) introduced that intelligence had influence on personality traits such as social and emotional factors therefore EI could be an integrated part of an individual's personality development. Mainly due to the work of Gardner (1983), 'multiple intelligence theory' (MIT) had widely gave approval theoretical foundation of 'interpersonal intelligence 'and 'intrapersonal intelligence'. In addition, Williams and Sternberg (1988) introduced 'interpersonal intelligence' and 'intrapersonal intelligence' as a proven record of MIT that referred to understand direct experiences and use them to function effectively in different situations. Following the literature, Bar-On (1988) firstly developed a measurement of well-being to assess *'emotional aptitude'* (EQ).

To extend with MIT, EI has been formulated an emotional intelligence model as a psychological theory. With regard to the theory, 'emotional intelligence' is as a multiple concept that involves understanding one's own and others' feelings and emotions to differentiate among them to use this information to manage or control one's thinking and actions (Salovey and Mayer,1990).

Goleman (1995) has described EI into five groups of skill: self awareness, self regulation, and motivation, empty and social competence. According to him, EI is as a system of reflectively regulates social and emotional traits which can evolve cognitive activities into desired and successful solutions. The following step, EI has been represented the current version of EI framework. El framework has identified four dimension of EI has been comprised twenty five competence (Boyatzis, Goleman, & Rhee, 2000) EI framework illustrated in figure 1.

Self awareness and self management as EI skills consider being aware of one's own emotions, impulses, strengths and weakness in order to control and evaluate them (Mayer and Stevens, 1994; Taylor, Parker and Bagby, 1999; Davidson, Jackson and Kalin, 2000). Furthermore, there is a significant body of claim that social awareness is an essential ingredient of relationship management in social life. Relationship management not only enables people to use conflict management and collaboration strategies in order to create effective communication but also it enables them understanding others' feelings and emotions to use these information to regulate their thinking and actions to function effectively in different situations (Bar-On, 2000b; Davidson, Jackson and Kalin,2000) .

To deal with factors that lead to organizational effectiveness, EI plays an important role of organizational leadership. Spencer and Spencer (1993) conducted a study to compare leadership performance and EI competencies. The analyzed data form 286 organizations

worldwide reported that eighteen of the twenty-one competencies in their generic model for distinguishing superior from average performers were EI based. Moreover, Bar-On (1997) has analyzed data from US and Canada based on a sample of 342 employees has been indicated that there is strong connection between EQ score and job performance. Evidences also suggest that emotionally intelligent leadership is key to creating a positively working climate. There is a significant relationship between the EI abilities and the organizational climate that reflects a positive sense to do the best (Williams, 1994; Hay and Mcber, 2000; Cherniss, 2001).

Drawing on models from forty organizations' effective leaders have shown that average performers of cognitive capacities are 27 percent however emotional competencies are 53 percent (Goleman, 1998).An extensive review of the growing body of study in the literature about EI has been mostly conducted on work-related personal and organizational effectiveness in form of work performance and creating a working climate. Research has been analyzed data form longitudinal study which compares the EI and intellectual aptitude (IQ) that contributes to work performance. To deal with the study, EI competence has been accounted for 36 percent of variance in work performance however IQ has been accounted for 27 percent (Dulewicz and Higgs, 1998).

On the other hand, leadership style can lead to organizational performance (Barber et al. 2010; McCall, 1998; George, 2000). To deal with the leadership style a substantial body of research reported that school leadership style has an influence on student learning (Robinson et al 2009; Bryk et al 2010). In addition, a study has been conducted on forty-two school in United Kingdom reported that leadership style directly affects organizational performance and students' academic achievement. Based on the study, teachers' attitudes are more positively affected and students' academic achievement higher when the school leader is high on EI (Hay and McBer, 2000).

Furthermore, data have been analyzed from nine large scale of meta-analyses reported that self-efficacy correlated with personal motivation and performance (Locke and Latham,2002,Bandura and Locke,2003) thus, self-efficacy is a powerful facilitator to improve leaders' attitudes and work-related performance in the manner of 'can do' beliefs that lead to them to reach higher degree of goals (Bandura,1997).

The predictive power of self-efficacy relative to organizational effectiveness is distinguished in job performance and organizational effectiveness (Stajkovic and Luthan, 1998).Most recently, a number of studies have attempted to define the concurrent validity of self-efficacy in task performance in the workplace, either in relation to motivational resources. Based on the studies, self-efficacy mobilizes motivational resources stimulating high degree work performance when challenges surface (Cortina, 2001; Raub and Liao, 2012).

3. Research Questions

This study aimed to explore the following four research questions:

1. What are the school principals' EI competence and self-efficacy perception levels?

2. Does the gender of school principals cause any significant difference in their EI competence and self-efficacy perception?

3. Does the age of school principals cause any significant in their EI competence and self-efficacy?

4. Does the working experience of school principals cause any significant in their EI competence and self-efficacy perception?

5. Do professional training and development on EI cause any significant between the school principals?

6. Does EI of school principals predict their self-efficacy?

2. Method

Given the continued consideration in EI and self- efficacy, and the recent interests in understanding prerequisite leader depositions and skills to succeed in the workplace, the current study provides an examination about the relationship between EI competence and self-efficacy perception of school administrators in particular for educational leadership. Mainly due to the research, a multidimensional instrument for school principals for emotional intelligence competence scale (EIC) developed and validated. Therefore, the present study has used an exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to establish the construct validity of the EIC model. The development and validation of the EIC factor structure by testing the scale on a second sample of 50 school principals. An initial exploratory and confirmatory factor analyses have been outlined. In addition, a series of one-way ANOVA has been conducted to investigate the effect of demographic variables on EI and self-efficacy beliefs has been also examined with respect to gender, age, working experience and professional development. The results also obtained through using Pearson Product-Moment Correlation and a simple linear regression analysis has been conducted to predict the power of EI on self-efficacy.

2.1. Participants

The participants of this study were 50 school principals (26 males, 24 females) working middle schools (secondary school and high school) and primary schools in North Cyprus Republic (TRNC). These school principals were between the ages of 33 and 59, and have been in the teaching profession from 10 to 30 years. Regard to professional development of the school principals on emotional intelligence, there have been 11 participants are those who have EI training and professional development whereas 39 participants have not attended any training or professional development program.

Table 1. Demographic Variables

Variables		n	%
Gender	female	24	51.1
	Male	26	48.9
Working experiences	10-20 years	14	23.4
	21-30 years	22	46.8
	31-40 years	14	29.8
Professional development	Received	11	23.4
	Not received	39	76.6

2.2. Research Instrument

2.2.2. Emotional Intelligence Competence Scale (EIC)

The data were collected using *Emotional Intelligence Competence Scale (EIC)* developed and validated for this study. Case An exploratory factor analysis (EFA) using factor was conducted to determine the factor structure. EFA is performed in the early stages of developing EIC. Before performing EFA, measurement appropriateness for the 26 survey items was evaluated through use of descriptive statistics. The 15 items were factor analysis by SPSS using maximum likelihood factor analysis with rotation. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.89 and the Bartlett's Test of Sphericity was significant (p<.001). As a result, 15 of 26 items were removed. Item analyses were conducted on the remaining 15 items fit a three factor; self regulation, relationship management and optimism constructed variance of %68.83. Table 2 shows factor loadings items for exploratory factor analysis of the items for measuring EIC.

Confirmatory factor analysis (CFA) was used AMOS version to confirm the factors within an new sample, followed by a reilability analysis to determine internal and external validity of scale items. The conventional chi-square test, comparative fit index (CFI), and root mean square error approximation (RMSEA) values were used to evaluate model fit. A non-significant level of (P >0.05) χ^2 is desirable and suggests the model adequately represents the data. The CFI can range from 0 to 1.0 and estimates the proportion of the sample variances and co-variances explained by the model. CFI values > 0.95 and RMSEA values < 0.08 are considered to represent 'good' correspondence between observed. Standardized path coefficients (factor loadings), factor correlations and second order loadings were examined to evaluate the relationship between each indicator with its associated factor. The table 3 shows the model fit measurement statistic.
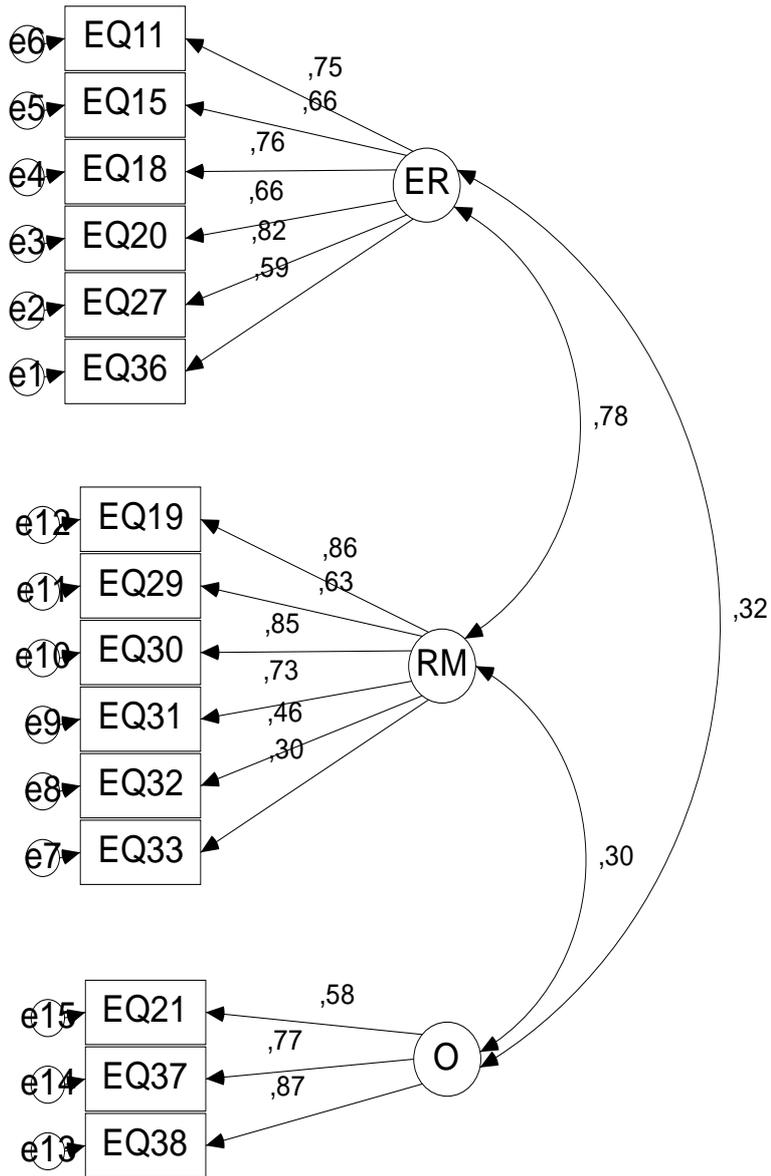
Table 2. Items and Factor Loadings

Items	Self regulation	Relationship Managemet	Optimisim
EQ11	.67		
EQ15	.78		
EQ18	.65		
EQ19		.64	
EQ20	.74		
EQ21			.72
EQ27	.62		
EQ29		.70	
EQ30		.74	
EQ31		.73	
EQ32		.62	
EQ33		.57	
EQ36	.80		
EQ37			.80
EQ38			.86

Table 3. Model Fit Statistic

	CMIN/DF	GFI	CFI	RMSEA
Model fit indeks	<3.00	0.95	0.95	<0.08
Model	1.18	.96	.97	.063

Factor correlations with respective factor, and with each of the factor were demonstrated significant positive correlations between SR and RM; r=.53(p<.001); SR and OP, r=.38 (p<.001);SR and EIC; r=.82 (p<.001).As predicted, there was a significant correlation between SR and RM; r=.53 (p<.001); SR and OP; r=.38 (p<.001);SR and EIC; r=.82 (p<.001). Table 4. Factors correlation

Tabla 4. Factors Correlation

	Self Regulation	Relationship Management	Optimizm
Self Regulation	-		
Relationship Management	.53**	-	
Optimizim	.38**	.37**	-
Emotional Competence	.82**	.87**	.60**

Reilability analysis for the internal consistency was tested using Cronbach's alpha for each competence in SPSS. The Cronbach's Alpha reilability coefficient was. 86 for the complete scale (15 items), .86 for self regulation (46items), .80 for Relationship Management (6 items) and. 76 for iyimserlik (3 items). As a resule, strong evidence of consistency in response to the EIC items was observed. Table 5 Show itam total correlations

Tablo 5. Items Total Correlations

Items	R
EQ2	.34
EQ5	.39
EQ7	.57
EQ16	.32
EQ18	.64
EQ19	.69
EQ20	.45
EQ21	.42
EQ27	.68
EQ29	.55
EQ30	.67
EQ31	.58
EQ32	.47
EQ33	.32
EQ37	.48

2.2.3. General Self-Efficacy Scale

The General Self-Efficacy (GSE) Scale was used in the study. It was consisted on two dimensions such as effort and persistence and ability and confidence. Alpha internal consistencies for the two factors were found between .79 and .63 respectively. The overall alpha internal consistency of the GSE was found. 83. Test-retest reilability scale was found to be (r=.80) (Alpay,2010).

3. Findings

Findings of the study are given under each related research question as in the following:

3.1. Research Question 1

The research question 1 concerns about what school principals' EI competence and self-efficacy perception. According to results, the total EIC score of school principals were $\bar{X}$= 61.06 (SS=7.35) of the three dimensions from high to low were listed as follows: self regulation $\bar{X}$=24.70 (SS=3.40), relationship management $\bar{X}$=23.94 (SS=3.85), and optimism $\bar{X}$=12.42 (SS=2.02), with the highest value of 75. In addition, the self efficacy score of school principals were $\bar{X}$= 34.81 (SS=4.77) of the two dimensions from high to low were listed as follows: effort and persistence $\bar{X}$=20.83 (SS=2.96) and general ability and confidence $\bar{X}$=13.98 (SS=1.98), with highest value of 40. Table 6 shows relative the statistic.

Table6. Emotional Intelligence Competence and Self Efficacy

	n	Min.	Max.	$\bar{X}$	SS	Skewness	Kurtossis
Self regulation	47	17.00	30.00	24.70	3.40	-.159	-.358
Relation Management	47	9.00	30.00	23.94	3.85	-.300	.759
Optimism	47	5.00	15.00	12.42	2.02	-.277	.180
Emotional Competence	47	42.00	75.00	61.06	7.35	-.182	.254
Effort persistence	47	14.00	24.00	20.83	2.96	-.658	-.555
Ability confidence	47	9.00	16.00	13.98	1.98	-.650	-.547
General self-efficacy	47	24.00	40.00	34.81	4.77	-.585	-.729

3.2. Research Question 2

The research question 2 concerns about does the gender of school principals make any difference in their EI competence and self-efficacy perception. To explore whether there were significant gender differences in school principals' EI competence and self-efficacy, Mann Whitney-U test was conducted. The results revealed that there was no significant difference between male and female school principals concerning their EI competence. The dimensions of EI competence statistics were listed as follows: self regulation (r=.14, p>.05), relation management (r=.04, p>.05), optimism (r=.26, p>.05), EICS (r=.16, p>.05). In addition to examine whether there were significant gender differences in school principals' self-efficacy second Mann Whitney-U Test analysis was conducted. The results revealed that there was significant difference between male and female school principals' self-efficacy perceptions.

Accordingly, female ($\bar{x}_{sira}$ =28.38) managers' self-efficacy was significantly higher than male ($\bar{x}_{sira}$ =19.43) school principals (U$_{(47)}$ =171.000, Z=-2.259, p<.05). Significant differences were listed as follows: effort and persistence; female ($\bar{x}_{sira}$ =28.04); male ($\bar{x}_{sira}$ =19.78) indicated that there was signfcant difference between female and male in effort and persistence dimension (U$_{(47)}$ =179.000, Z=-2.097,p<.05) and ability and confidence female($\bar{x}_{sira}$ =28.15); male ($\bar{x}_{sira}$ =19.67)

indicated that there was significant difference between female and male in ability and confidence dimension ($U_{(47)}$ =176.500, Z=-2.173,p<.05).

Table 7. Mann Whitney-U Test results according to examine gender differences

score	Groups	N	$\bar{x}_{sira}$	$\sum_{sira}$	U	z	p
Self regulation	female	24	26.56	637.50	214.500	-1.319	.19
	male	23	21.33	490.50			
	Total	47					
Relation Man.	female	24	26.23	629.50	222.500	-1.147	.25
	male	23	21.67	498.50			
	Total	47					
Optimism	female	24	25.42	610.00	242.000	-.746	.46
	male	23	22.52	518.00			
	Total	47					
Emotional competence	female	24	26.52	636.50	215.500	-1.290	.20
	male	23	21.37	491.50			
	Total	47					
Effort and persistence	female	24	28.04	673.00	179.000	-2.097	.04
	male	23	19.78	455.00			
	Total	47					
Ability and confidence	female	24	28.15	675.50	176.500	-2.173	.03
	male	23	19.67	452.50			
	Total	47					
General self-efficacy	female	24	28.38	681.00	171.000	-2.259	.02
	male	23	19.43	447.00			
	Total	47					

3.3. Research Question 3

The research question 3 concerns about does the age of school principals make any difference in their EI competence and self-efficacy perception. To explore whether there were significant age differences in school principals' EI competence and self-efficacy, Pearson Product-Moment correlation was conducted. The results revealed that there was no significant difference school manager concerning their EI and self-efficacy. The dimensions of EI competence statistics were listed as follows: self regulation (r=.14, p>.05), relation management (r=.04, p>.05), optimism (r=.26, p>.05), EICS (r=.16, p>.05), effort and persistence (r=.22, p>.05), ability and confidence (r=.14, p>05), general self efficacy (r=.19, p>.05). Table 8 shows age differences statistic.

Table 8. Pearson product moment correlation analysis according to age differences

	age
Self Regulation	.14
Relationship Management	.04
Optimizm	.26
Emotional Competence	.16
Effort and persistence	.22
Ability and confidence	.14
General self efficacy	.19

3.4. Research Question 4

The research question 4 concerns about does the school principals make any difference than other managers are those who have any training and professional development on EI. To explore whether there were significant professional development differences in school principals' EI competence and self-efficacy, Kruskal Wallis-H test was conducted. The study analyzed the relationships between managers are those who have any training and professional development on EI and school principals are those who have any training and professional development on EI thus, sample of managers divided into two groups (1) the school principals are those who have any training and professional development on EI (2) the school principals are those who have any training and professional development on EI. Accordingly, managers no make any difference than other managers are those who have any training and professional development on EI and self efficacy. Table 9 shows professional development differences among managers.

Table 9. Kruskal Wallis-H test results according to professional development differences among managers

score	Groups	N	$\bar{x}_{sira}$	$\sum_{sira}$	U	z	p
Self regulation	have	11	17.05	187.50	121.500	-1.937	.06
	have not	36	26.13	940.50			
	Total	47					
Relation Management	have	11	22.45	247.00	181.000	-.430	.68
	have not	36	24.47	881.00			
	Total	47					
Optimism	have	11	16.59	182.50	116.500	-2.110	.06
	Have not	36	26.26	945.50			
	Total	47					
Emotional competence	have	11	17.86	196.50	130.500	-1.699	.09
	have not	36	25.88	931.50			
	Total	47					
Effort and persistence	have	11	26.73	294.00	168.000	-.766	.44
	have not	36	23.17	834.00			
	Total	47					
Ability and confidence	have	11	24.09	265.00	197.000	-.026	.98
	have not	36	23.97	863.00			
	Total	47					
General self efficacy	have	11	25.45	280.00	182.000	-.406	.68
	have not	36	23.56	848.00			
	total	47					

3.5. Research Question 5

The research question 5 concerns about does the working experience of school principals make any difference in their EI competence and self-efficacy perception. To explore whether there were significant working experiences differences in school principals' EI competence and self-efficacy, Kruskal Wallis-H test was conducted. Accordingly, managers no make any difference than other managers are those who get higher working experience in educational settings. Table 10 shows working experiences differences among managers.

Table 10. Kruskal Wallis-H test results according to working experiences differences among managers

	Effort & persistence	Ability& confidence	General self Efficacy
Self Regulation	.51**	.42**	.49**
Relationship Management	.56**	.40**	.51**
Optimizm	.12	.08	.11
Emotional Competence	.56**	.43**	.53**

3.6. Research Question 6

A research question 6 concerns about does EI has influence on self-efficacy as a predicted power. When dealing with the question whether there were significant relationship between EI and self-efficacy, Pearson Product-Moment Correlation was run. To deal with the predictive power of EI on self efficacy Simple Linear Regression analysis was conducted. According to results, a positive correlation was observed between the scores of school principals' EI (three dimensions), and self-efficacy(r=.53, p<.001). Table 11 shows the relationship between EI and self efficacy. The correlation coefficients of school mangers' EI and self-efficacy, and were, R=.526, R^2=.277, $F_{(1, 45)}$ =17.224, p<.01) respectively. The degree of correlation between the total score of EI and self-efficacy was the highest (R^2>.26) thus EI predict strong power on self efficacy. Table 12 shows the predictive power of EI on self efficacy.

Table 12. Pearson Correlation Results

	Effort&persistence	Ability&confidence	General self Efficacy
Self Regulation	.51**	.42**	.49**
Relationship Management	.56**	.40**	.51**
Optimizm	.12	.08	.11
Emotional Competence	.56**	.43**	.53**

Table 13. Simple Linear Regression Results

predictor	predictor	B	SHB	β	t	p	ΔR^2	R^2	F	P
general self efficacy	Emotional competence	.811	.195	.526	4.150	.000	.261	.277	17.224**	.000

3.3. Discussion and Implication of Findings

The total EI scores and self-efficacy scores of school principals were compared with those reported by EIC and GSE. This discrepancy could be due to the fact that only 50 school principals were engaged in the present study. Meanwhile, the study showed that school principals' EI competence in identifying EIC's dimensions were high as well as self-efficacy perception in identifying GSE's dimensions. Hence, school principals still had no any limitations in effective leadership management. These findings were compared with the samples of female and male. When dealing with findings, the perception of females on self efficacy was significantly higher than males. On the other hand, there were no significant differences between female and male according to EI competence. This finding was consistent with other studies. The findings were also compared with school principals' age differences. When dealing with the findings, there were no significant differences between school principals according to their age.

As the professional development of EI knowledge and skills into actions have been required by school principals when faced with increasingly leadership management has been not reported in the study that school principals do not required to be endowed with professional development on EI.

To further identify the impacts of EI on the school principals' self efficacy perceptions, this research conducted an analysis on the predictive effects of EI. The results indicated that the EI's direct action on the school principals' self-efficacy perception.

Meanwhile, this result is beneficial to better understand the relation between the school principals' EI and their self-efficacy perceptions. Therefore, the realization of the relationship between the variables to some extent is likely possible. The findings proved that three factors of the school principals' EI exhibited a significant positive correlation with the sense of self-efficacy; therefore, EI is a predictive power on self-efficacy.

These results could not be consisted with other relevant studies because there have been no any study in literature to explore the relation the relation between the school principals' EI and self-efficacy perceptions. In our knowledge, the effects of EI competence and self-efficacy on organizational effectiveness have not been studied previously in combination; therefore, studying these variables would contribute to the understanding of importance of the positive sources in education, therefore, determining EI power's on self efficacy will provide important contributions to the literature.

4. Conclusion, Recommendations

4.1. Conclusion

This study has verified the effect of EI between school principals' self-efficacy perceptions. Considering that emotional intelligence and self-efficacy have influence on organizational effectiveness in forms of personal and work-related performance, it is

important to carry out studies that investigate EI competencies and self-efficacy perceptions of educational leaders in particular for school leaders that have critical role in students' achievement and teachers' work-related performance in achieving desired educational goals and objectives. Thus, the study attempted to assess also EI and its relationship to self-efficacy among school principals. The realization of the relationship between the variables to some extent is likely possible. The findings proved that three factors of the school principals groups' EI exhibited a significant positive correlation with the sense of self-efficacy; also, EI is a predictive power on self-efficacy. Thus, the study will contribute to the understanding of importance of the positive sources in education as well as determining EI power's on self efficacy will provide important contributions to the literature.

4.2. Recommendations

In general, high level of EI competence and self efficacy perceptions means that school principals have been already strengthened. The study has been identified school principals' condition as the effective leadership roles; correspondingly, future studies can be verified EI and its relationship to self-efficacy among school principals. The realization of the relationship between the variables to some extent is likely possible. In summary, EI was not only intervening variable. Between the school principals' EI and self-efficacy, other variables may exist that can play important role. Further studies can be verified EI competence and influencing process between the EI and effective leadership management.

5. Challenges Encountered in the Course of the Study

The study was limited to the sample of 50 school principals in North Cyprus. The samples of school principals were lower than expected sample thus a series of Mann Whitney-U test (ANOVA non-parametric test) was conducted.

References

Andersen LL, Kjaer M, Sogaard K, Hansen L, Kryger AI, Sjogaard G. Effect of two contrasting types of physical exercise on chronic neck muscle pain. Arthritis Rheum. 2008;59:84–91.

Bandura, A. (1982). Self-efficacy mechanism in human agency. American Psychologist, 37, 122-147.

Bandura, A. (1986). Social foundations of thought and action. Upper Saddle River, NJ: Prentice Hall

Allison, M. J., & Keller, C. (2004). Self-efficacy intervention effects on physical activity in older adults. Western Journal of Nursing Research, 26,31–46.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. in R. Bar-On & J.D.A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 345–378). San Francisco, CA: Jossey-Bass.

Brackett, M.A, Rivers, S. E. & Salovey, P. (2011).Emotional intelligence and its realation to everyday behaviour. Personality and Individual Differences, 36 1387-1402

Boyatzis, R., Goleman, D., & Rhee, K. (2000). Clustering competence in Emotional Intelligence: Insights from the emotional competence inventory. In R. Bar-On & J.D.A. Parker (Eds.), The handbook of emotional intelligence (pp. 313–352). SanFrancisco: Jossey-Bass.

Boyatzis, R. E. (1999). Using tipping points of emotional intelligence and cognitive competencies to predict financial performance of leaders. Psicothema, 18, 124-131.

Chan, D. K.-S., Lam, C. B., Chow, S. Y., & Cheung, S. F. (2008). Examining the job-related, psychological, and physical outcomes of workplace sexual harassment: A meta-analytic review. Psychology of Women Quarterly, 32, 362–376.

Cherniss, C. (2001). Emotional intelligence and organizational effectiveness. In C. Cherniss & D. Goleman (Eds.), The emotionally intelligent workplace (pp. 3–12). San Francisco: Jossey-Bass.

Cooper, R.K., & Sawaf, A. (1997). Executive e.g.: Emotional intelligence in leadership and organizations. New York, NY: Berkley Publishing Group.

Dulewicz, V. & Higgs, M. (2000). Emotional intelligence: A review and evaluation study. Journal of Managerial Psychology, 15, 341–372

Fisher, C. D., & Ashkanasy, N. M. (2000). Emotions in organizations. Journal of Organizational Behavior, 21, 121-234.

Fleishman, E., & Harris, E. F. (1962). Patterns of leadership behaviour related to employee grievances and turnover. Personnel Psychology, 15, 43-56.

Gardner, H. (1983). Multiple intelligences. New York: Basic Books.

Gardner, W. L., Rozell, E. J., & Barnes, J. H. (1999). Dispositional affectivity and explanatory style as predictors of work attitudes, behavior, and performance. Paper presented at the Academy of Management Meetings, Chicago, IL

Goleman, D. (1995) Emotional Intelligence (New York: Bantam).

Goleman, D. (1998) Working with Emotional Intelligence (New York: Bantam).

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. American Psychologist, 57(9), 707-717.

Lohman, M. C. (2006). Factors influencing teachers' engagement in informal learning activities. *Journal of Workplace Learning, 18*(3), 141–156.

Matthews, G., Zeidner, M., & Roberts, R. (2002*). Emotional intelligence: Science and myth?* Cambridge, MA: MIT Press

Mayer, J. D. and Salovey, P. (1997) What is emotional intelligence?, in: P. Salovey and D. Sluyter (Eds) *Emotional Development and Emotional Intelligence*: Implications for Educators, pp. 3 – 31 (New York: Basic Books).

Mayer, J.D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. Intelligence, 27, 267–298.

Mayer, J.D., Salovey, P., & Caruso, D.R. (2000b). Competing models of emotional intelligence. In R.J. Sternberg (Ed.), *Handbook of human intelligence* (2nd eds. ,pp.396-420). New York: Cambridge University Press.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In I. P. Salovey & D. J. Sluyter (Eds.), *Emotional Development and Emotional Intelligence* (pp. 3-13). New York: Basic Books.

Russell, J. A., & Feldman Barrett, L. (1999). Core affect, prototypical emotional episodes, and other things called emotion: dissecting the elephant. Journal of Personality and Social Psychology, 76 (5), 805 – 819.

Roberts, R. D., Zeidner, M. and Matthews, G. (2001) Does emotional intelligence meet traditional standards for an intelligence? Some new data and conclusions, Emotion, 1(3), pp. 196 – 231.

Roberts, R. D., Zeidner, M. and Matthews, G. (2001) Does emotional intelligence meet traditional standards for an intelligence? Some new data and conclusions, Emotion, 1(3), pp. 196 – 231.

Seligman, M. E. P. (1990). Learned optimism. New York: Pocket Books.

Spencer, L. M. Jr., Spencer, S. M. (1993). Competence at work: Models for superior performance. New York: Wiley.

Stajkovic, A. D., & Luthans, F. (1988). Self-efficacy and work-related performance: A meta-analysis. Psychological Bulletin, 124(2), 240-261.

Thorndike, E.L. (1921). Intelligence and its measurement: A symposium. Journal of Educational Psychology, 12, 123–147, 195–216, 271–275.

Williams, W.M. & Sternberg, R.J. (1988). Grup intelligence: Why soma groups are better than others. Intelligence, 12, 351–377.

Weinberger, L. A. (2002) Emotional intelligence: its connection to HRD theory and practice, Human Resource Development Review, 1(2), pp. 215 – 243.

Weinberger, L. A. (2004). An examination of the relationship between emotional intelligence and leadership style. Human Resource Development Review, 54(1), 1151-1158.

Zeidner, M., Roberts, R., & Matthews, G.M. (2002). Can emotional intelligence be schooled? A critical review. Educational Psychologist, 37, 215–231.