

Emotional Intelligence and its relation to leadership skills of School Principals in Bethlehem Governorate

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Abstract:

This study aimed at identifying emotional intelligence and its relationship to leadership skills of schools' principals in Bethlehem Governorate. The population of the study consisted of all (179) school principals of Bethlehem Governorate. The study was done on the first semester of 2018/2019 academic year.

The researcher used a random stratified sample of (140) members which represents 78.5% of the study population. To achieve the objectives of the study, the researcher used the emotional intelligence test (Global Emotional) (40) questions. The researcher also developed a leadership skills questionnaire. The questionnaire consisted of (32) items distributed over four domains. Validity and reliability of the tools were verified using appropriate statistical methods.

The results of the study showed that the degree of emotional intelligence of the schools' principals in Bethlehem governorate from their own point of view came moderate. It was also found that the degree of leadership skills among schools' principals in Bethlehem governorate came high. There was a significant moderate degree of correlation between the level of emotional intelligence and the leadership skills of the schools' principals in Bethlehem governorate from their own point of view, as well as to the fields. That is, the higher the level of emotional intelligence, the greater the degree of leadership skills of schools' principals in the Bethlehem Governorate from their own point of view.

The study found no statistically significant differences between the average of arithmetic means of the emotional intelligence ratings of the schools' principals in Bethlehem governorate from their own point of view due to the gender variable, the years of experience, and the supervision of the school, while there were statistically significant differences attributed to the variable of academic qualification in favor of higher than the Bachelor.

Moreover, the study showed no statistically significant differences between the average of arithmetic means of the sample of leadership skills of schools' principals in Bethlehem governorate from their own point of view due to gender variable, academic qualification, years of experience, and supervision of the school.

In light of these results, the researcher came out with a number of recommendations.