

## The Relationship between Emotional Intelligence and Leadership Styles of Principals in High Schools of Rasht, District 1 and District 2

Azadehdel. M. R.<sup>1</sup>, Avakh.A<sup>2</sup>

- 1- Department of Public Administration, Rasht Branch, **Islamic Azad University**, Rasht, Iran  
2- Master of Public Administration, Employee of Education A student majoring in Accounting District 1, Rasht, Iran

*Received: May 14, 2015*

*Accepted: August 27, 2015*

---

### ABSTRACT

This study have been analyzed the relationship between emotional intelligence and leadership styles of principals. The population of this study is 282 secondary school administrators in regions 1 and 2 of Rasht. Given that the sample size using a random sampling is estimated to 22 managers. To determine managers' emotional intelligence and to determine leadership style score, "Shot" emotional intelligence questionnaire and Likert style questionnaire has been used. To analyze the data, descriptive statistics such as frequency tables, bar graphs and central and dispersion measures and inferential statistical techniques such as Pearson correlation coefficient has been used. The results showed that there is a significant positive relationship between emotional intelligence and leadership counseling and participatory styles. However, there is not found significant relationship between emotional intelligence and leadership authoritarian and supportive styles.

**KEYWORDS:** emotional intelligence, authoritarian leadership, supportive leadership, counseling leadership, participatory leadership

---

### INTRODUCTION

An efficient education system is one of the important pillars for growth, development, and health of a society. In this system, schools are responsible for scientific, cultural, and social education of individuals. Due to the sensitive role of schools in progress of a society and as organizations the output of which is ready and capable individuals to deal with difficulties and problems of life, such organizations require managers that have the ability to manage crises and be accountable for increasing scientific and educational needs. Managers in such organizations should have a broad knowledge on behavioral, educational, and administration sciences. They should know the emotions and feelings of the staff and individuals studying in these centers and also know their own feelings and emotions and try to control them in order to realize the organizational goals at the highest speed and with the best quality (Hooshmand, 2007). In fact, administration is the coordination of material and human resources in order to achieve organizational objectives in a way that is accepted by the society. A manager is the official representative of an organization for coordination and enhancing the productivity. Success of an organization in achieving the goals is subjected to how a manager practices management and applies effective leadership styles. A manager can use different styles of leadership to guide the human resources. By using a correct and proper style of leadership, managers can increase job satisfaction and organizational commitment of the staff and also organizational productivity. The results of studies have led to the proposal and development of a variety of theories on leadership styles. Depending on organizational culture and organizational maturity of the staff, a manager can apply different styles of leadership in different situations to lead their employees (Mosadeghrad, 2003). One of the variables which is important in establishment of effective communication between employees and managers is emotional intelligence. In fact, emotional intelligence is a factor which distinguishes managers who are very successful and those who are less successful (Goalman, 1998). The main objective of the present paper is to study the relationship between emotional intelligence and leadership styles of principals in high schools of Distract 1 and District 2 of Rasht.

#### **Emotional intelligence; the key ability of efficient managers in working-educational environments:**

Emotional intelligence is a combination of cognition & excitement, intelligence & emotion, and mind & feeling, where the brain and hear are linked to each other. Emotional intelligence is also defined as the use of emotions to solve the problems and live a beneficial, creative, and constructive life. A more acceptable definition is the ability to understand and perceive emotions of oneself and others in order to instigate the thoughts and manners and adapt them in a way which leads to excellence and cognitive and emotional growth (quoted from Akbarzadeh, 2004). Emotional intelligence is one of the

---

\* **Corresponding Author:** Azadehdel. M. R., Department of Public Administration, Rasht Branch, **Islamic Azad University**, Rasht, Iran  
Email: [azadehdel@iaurasht.ac.ir](mailto:azadehdel@iaurasht.ac.ir)

abilities that helps manager to establish an effective relationship with their staff. Morand (2013) believes that not only the managers but also everyone who works in an organization requires emotional intelligence. Emotional intelligence outweighs rational intelligence as we go to higher levels of an organization. Hence, emotional intelligence is of great importance for an efficient leadership in educational organizations (Wong, 2008).

Emotional intelligence is derived from social intelligence which was firstly proposed by Serandik. Emotional intelligence is a broad concept involving a wide range of individual skills and abilities and usually refers to interpersonal and intrapersonal skills that are beyond a specific area of previous knowledge of IQ and technical or professional skills (Khanmohamadi, 2008). According to Gardner, emotional intelligence consists of two components of “interpersonal intelligence” and “intrapersonal intelligence”. Interpersonal intelligence includes a person’s awareness of his/her own feelings and excitements, expression of beliefs and feelings, respect for oneself, identification of the innate talents, independence in doing the desired works, and, in summary, the extent to which a person can control his/her own excitements and feelings. Intrapersonal intelligence refers to the ability to understand and perceive other people and intends to know what things motivate a person (Rahnavaard et al., 2008). Antonacopplou & Gabriel (2001) stated that emotional intelligence is an important source of motivation, information, personal power, initiative, creativity, and influence, playing an important role in the process of sustainable development, because emotional intelligence causes organizational loyalty and attachment, better adaptation to changes, technical progress, humanistic relations, and more logical decision-making (Mirkamali et al., 2007). Garbil classify the components of emotional intelligence into two groups of personal and social. Personal components include self-awareness, self-control, and self-motivation, while social components include social consciousness and social skills. What plays a decisive role in both groups of components is leadership.

The importance of leadership in organizations has caused the scholars and researchers of administration try to identify the features and characteristics of efficient managers, followed by proposal of different schools of thought and theories in this field. Although the role and duty of leadership in management of either private or public organizations occupies a major part in social sciences studies, this issue has been less perceived and understood by organizational managers. Benis et al. state that leadership is one of the important topics in social sciences that many studies have been conducted on but the least understanding of it has obtained.

Leadership is the process of influencing and motivating others to cooperate with each other in order to achieve organizational goals effectively (Rezaeiyan, 2003). The ability of managers to influence other is based on their formal authority of management resulting from their organizational position, but managers can influence the performance of others without their influencing power results from their formal authority. In these definitions, characteristics such as intelligence, social maturation, breadth of vision, incentives for success, approaching the goals, and humanism are mentioned for leaders (Mohajeri, 1997).

Likert et al. at the University of Michigan's Institute for Social Research, have emphasized the necessity to taking into account human and capital resources as assets that require proper and appropriate management, aiming at helping the organization to shift from mere emphasis on health factors to meeting the motivations of workers and employees. They found that the common styles of leadership can be divided into four categories as follows:

**Autocratic styles of leadership:** A style of leadership in which the manager does not trust the subordinates, there is little interaction with fear and lack of trust, and the manager gets use of fear & threat and accidental rewards to motivate the staff.

**Supportive styles of leadership:** A style in which the manager view the employees as his/her peasants, there is little interaction coupled with considerations on the part of the directors and prudence on the part of the staff, and the manager apply reward and some potential and actual punishments to motivate the employees.

**Consulting styles of leadership:** In this category, there is a considerable trust with maintaining control over the decisions by the manager and the manager uses reward, occasional punishment, and to some extent participation to motivate the staff.

**Collaborative styles of leadership:** A style in which the manager has a full trust in subordinates, there is extensive interaction between the manager and the employees, and the manager motivates the staff through providing contingency rewards and attracting collective participation in setting goals and improving methods (quoted by Lajevardi and Jamali, 2010).

If leadership styles categories of Likert are divided into 12 styles, a more coherent spectrum is obtained that can better represent the behaviors of a leader. This spectrum begins with a full autocratic style and ends with a full collaborative style. The results of Likert et al. at the University of Michigan showed that among a total of 63 managers that all of whom were male, 69% had an academic degree, 42% had technical education degree, and the rest had a non-technical education degree. Only 11 managers had studied in an administration-related major. They studied the emotional intelligence of the subjects and obtained interesting results. Managers who practiced a full dictatorial style of leadership exhibited the lowest level of emotional intelligence and as the leadership style approached a more collaborative style, emotional intelligence increased, culminating in collaborative style of leadership and then slightly decreased. Perhaps one reason for this decline is the managers who emphasize on a full collaborative style of leadership may do not have an extremely high emotional intelligence and use this style only due to their own comfort in decision-making, high maturity of employees, or the nature of their business. The results of another study show that the mean level of emotional intelligence in managers of

hydroelectric plants is about 254 out of 500 which is slightly higher than average. The survey on their leadership styles revealed that 17%, 36%, 31%, and 16% of managers in these plants practice autocratic, altruistic autocratic, consulting, and other styles of leadership, respectively. It is obvious that the level of emotional intelligence of managers may vary depending on the activities of organizations. Due to the sensitive nature of the operations of such organizations (hydroelectric turbines), managers prefer to apply a relatively conservative style, which is successful.

Some managers are unable to take effective decisions because of their poor relationship with others. Efficient managers are completely different in all aspects. They play the role of a leader, provide incentives for employees, cause employees to have commitment, continuously enhance their own emotional intelligence capabilities, and choose their leadership styles based on the needs. A successful manager needs to be an effective leader. Effective managers with high emotional intelligence are more successful than other managers in communications. The managers who have a high IQ cannot just rely on their good rational intelligence in leadership, but they should be an effective manager who is a good listener and speaker, can establish a stable and positive relationships with others, and fully understand their own and others' feelings. Effective managers have high emotional ability and emphasize on emotional elements in making decisions. They well know that leadership is effective when a managers views his/her employees as human and try to develop and educate them through establishing effective and constructive relationship with them. Effective managers and leaders pay a special attention to emotional capabilities and can well understand and perceive the emotions of others in their communications, and, in a word, have a high emotional intelligence.

According to Feldman (1999), emotional intelligence includes basic and instructive skills. Basic skills involve self-awareness, self-control, a good understanding of others, and communication with flexibility and instructive skills involve responsibility, ability of developing the choices, accepting the views of others, and having the courage to express and describe the decisions. Feldman believes that a combination of basic and instructive skills leads to an effective leadership, because these skills exhibit some sort of awareness about others and their needs and requirements and the ability to respond effectively to these needs in different situations. Priest (1999) categorized the competencies of leadership into three types as follows:

- 1- **Hard skills:** often refer to technical skills including practical, safety, and environmental skills.
- 2- **Soft skills:** these skills involve intrapersonal skills including educational and organizational skills.
- 3- **Meta skills:** include problem solving, decision making, and judgment.

Feldman's theory of emotional intelligence and three categories of leadership competencies show that emotional intelligence can be a key component of Meta skills in helping the managers to act effectively. In the 1990s, studies were mostly focused on Meta and interpersonal skills such as communication skills (Chase and Priest, 1990), judgment (Teeters, 1994; Ckement, 1996), and decision-making abilities (Galloway, 2003). Since the concept of emotional intelligence involves intrapersonal and interpersonal components, it is logical to expect that there is a positive and relationship between emotional intelligence and leadership.

## MATERIALS AND METHODOLOGY

The present study conducted in 2013 in order to investigate the relationship between emotional intelligence and leadership styles of principals of high schools in District 1 and District 2 of Rasht. Statistical population included 212 principals of high schools in District 1 and District 2 of Rasht. Morgan Table was used to determine the sample size and stratified random was used for sampling. In order to measure emotional intelligence, Shot Questionnaire was used which contains 20 questions on Likert scale. Likert's 18-item questionnaire of leadership style, which was used by Pourband (1992) in Tehran University and Cronbach's alpha of which is 98%, was modified by adding 9 more questions with a dominant administrative approach and the resultant 27-item questionnaire, with a Cronbach's alpha of 88%, was used to measure leadership styles in principals of high schools. In order to evaluate the validity of this questionnaire, content validity method was used. All data analysis was done by SPSS software. To display the demographic characteristics, frequency table and bar and circle graphs were used, Pearson correlation coefficient test was applied to measure the relationship between emotional intelligence and gender, and measurement of variables was done by t-test.

### Analysis of data and results:

According to the obtained data, 47.6% of managers were female and 52.4% of them were male. Also, 1.9%, 48.6%, and 49.5% of managers had a high school diploma, a bachelor's degree, and a master's degree, respectively. In terms of work experience, 14.6%, 42.9%, and 42.5% of managers had work experience, respectively, less than 10 years, 11 to 20 years, and 21 years or more. 61.8% of managers were working in District 1 and the rest of them were working in District 2 of Rasht.

**Table 1: Statistical indices of leadership styles and emotional intelligence**

Variance	Standard deviation	Mean	Maximum	Minimum	Number	Descriptive statistics of variables
0/155	0/39352	3/3469	4/14	2	212	Autocratic style of leadership
0/172	0/41488	3/4646	4/67	2/17	212	Supportive style of leadership
0/217	0/46548	4/1926	5	2/33	212	Consulting style of leadership
0/213	0/46195	4/0497	5	2/63	212	Collaborative style of leadership
0/166	0/40697	3/4754	4/6	1/85	212	Emotional intelligence

**Emotional intelligence:** After calculations, it was found that emotional intelligence has the minimum values of mean (3.4754) and standard deviation (0.40697). According to the mean, it can be stated that emotional intelligence of managers in this study is average.

**Autocratic style of leadership:** After calculations, it was observed that the mean and standard deviation of this variable are equal to 3.3469 and 0.39352, respectively. According to the mean, it can be asserted that the score of managers in autocratic style of leadership is above the average.

**Supportive style of leadership:** After calculations, it was observed that the mean and standard deviation of this variable are equal to 3.4646 and 0.41488, respectively. According to the mean, it can be stated that the score of managers in supportive style of leadership is average.

**Consulting style of leadership:** After calculations, it was seen that the mean and standard deviation of this variable are equal to 4.1926 and 0.41488, respectively. According to the mean, it can be said that the score of managers in consulting style of leadership is above the expected level.

**Collaborative style of leadership:** After calculations, it was known that the mean and standard deviation of this variable are equal to 4.0497 and 0.46548, respectively. According to the mean, it can be said that the score of managers in collaborative style of leadership is above the expected level.

Managers who use the consulting style of leadership have a considerable, but not complete, trust in their subordinates. While the general policies and important decisions are taken by senior managers, the subordinates are allowed to take decision at lower level and on specific and specialized issues. In such organizations, communications are bilateral but based on hierarchy, rewards and casual punishments and somewhat partnership in work are used to motivate the staff, there are moderate interactions between the manager and the subordinates which are mostly followed by a moderate confidence, and aspects of control process are assigned to the lower levels accompanied by a sense of responsibility. Some informal organizations may be found that confirm organizational objectives or partially resist them. It should be pointed out that a particular leadership style cannot be applied in all situations. Depending on organizational culture and organizational maturity of the staff, a manager can apply different styles of leadership in different situations to lead their employees. Additionally, managers can increase job satisfaction and organizational commitment of employees and also productivity of their organization by applying an effective style of leadership.

#### Testing the hypotheses:

##### **There is a significant relationship between emotional intelligence and autocratic style of leadership in high school principals.**

According to Table 2, it can be observed that the significance level obtained for the Pearson correlation coefficient in the first hypothesis is more than 0.05 (Sig. = 0.771 > 0.05). So, this hypothesis is rejected at a confidence level of 95%. According to the results, the managers who had high levels of emotional intelligence have agreed on this matter that it is not necessary to view the employees with distrust, decision-making and targeting must be taken at the head of an organization, formal and centralized process of control should be used, and subordinates should be compelled to get use of salient features of autocratic style of leadership through fear, punishment, threats, and incidental rewards. High emotional intelligence means having high levels of self-awareness, self-consciousness, social consciousness, and other components of emotional intelligence. Such components allow managers to take advantage of their high emotional intelligence and cognition in understanding and management of emotions, feelings, and internal needs themselves and others in developing an evaluation system that is acceptable for employees and the organization itself in order to increase participation of employees, their commitment to the organization, organizational productivity, mutual trust between management and employees, and profitability of organization. But managers who have a low level of emotional intelligence may be less aware of their own and others' internal feelings and emotions and would not be successful in controlling the emotions and establishing effective social relations, which are essential to recognize the intrinsic motivations of employees. Such managers tend to behave

based on fully logical and irrational principles, through relying on standardization and centralized control, in order to realize efficiency, while achievement of effectiveness is neglected (Cooper, 1997).

**There is a significant relationship between emotional intelligence and supportive style of leadership in high school principals.**

According to Table 2, it can be seen that the significance level obtained for the Pearson correlation coefficient in the second hypothesis is more than 0.05 (Sig. = 0.536>0.05). So, this hypothesis is rejected at a confidence level of 95%. Supportive style of leadership reflects low confidence of managers to employees and in which there is little interaction with consideration on the part of directors and fear and caution on the part of employees. The managers who use this style prefer to apply rewards and some potential punishments to motivate the employees. In such organizations, decision-making and targeting are done at the head but some decisions are made at lower levels within a prescribed framework. Such managers are in the middle of autocratic and collaborative styles of leadership, with an approach towards autocratic style, and no conclusive statement can be made about their enjoyment or lack of enjoyment of emotional intelligence.

**There is a significant relationship between emotional intelligence and consulting style of leadership in high school principals.**

According to Table 2, it can be observed that the significance level obtained for the Pearson correlation coefficient in the third hypothesis is less than 0.05 (Sig. = 0.000<0.05). So, this hypothesis is confirmed at a confidence level of 95%. The intensity of correlation between emotional intelligence and consulting style of leadership is equal to +32.1%. On the other hand, the coefficient of determination between these two variables is 0.103, which indicates that emotional intelligence can predict the consulting style of leadership by 10.3%. The managers whose leadership style is more leaned to consulting style, because of the lack of trust in subordinates and tendency to retain control over decisions, cannot completely interact with subordinates and provide the context for their full participation in decision-making, which is a requirement in the age of change and complexity.

According to studies of Goleman & Sarny (1998), such managers have weaknesses in control and management of emotions (having positive feelings about themselves and their colleagues) and also relationships with others (better ability to understand and analyze their relationships with others, increased ability to negotiate their differences with others, better ability to solve problems in their relationships with others, becoming more popular, socialization, greater intimacy with friends, to be the source of reference more, being democrat, and having more liberal attitudes in relationships with others). Therefore, it is logical to propel this group of managers to collaborative style of leadership by teaching them emotional skills.

**There is a significant relationship between emotional intelligence and collaborative style of leadership in high school principals.**

According to Table 2, it can be observed that the significance level obtained for the Pearson correlation coefficient in the fourth hypothesis is less than 0.05 (Sig. = 0.043<0.05). So, this hypothesis is confirmed at a confidence level of 95%. The intensity of correlation between emotional intelligence and collaborative style of leadership is equal to +13.9%. On the other hand, the coefficient of determination between these two variables is 0.0193, which indicates that emotional intelligence can predict the collaborative style of leadership by 1.93%. The managers who apply the collaborative style of leadership have a full trust and confidence toward their subordinates and although the decision-making process is widely distributed throughout the organization, there is some sort of unity and integration. This group of managers prefer to motivate their employees through the direct participation of employees in determining economic rewards, goals, and values and also in improving the trends and processes. In other words, their preferred style of leadership is relationship-oriented which is based on teamwork and mutual confidence and trust. Emotional intelligence is one of the personal characteristics that is associated with the tendency of individuals to collaborative style. Smarter managers in terms of emotions and feelings, through identifying, evaluating and expressing feelings precisely, understanding of feelings, and having knowledge about emotions, can enjoy the ability to recruit and develop the feelings which provide cognitive activities and operations required for adaptation to the environment.

It is noteworthy to say that the managers with a collaborative style of leadership do not completely rule out autocratic approach, but they argue that in many situations (e.g. complex and dynamic environments) there is no possibility of following this approach and it is needed to find solutions that allow greater participation, even if there are no reasonable grounds for the selected solutions.

**Table 2: Coefficient of correlation between emotional intelligence and leadership styles**

Result	Level of significance	Coefficient of determination	Coefficient of correlation	Number of Variables	
Rejected	0/771	0/0004	0/020	212	Emotional intelligence and autocratic style
Rejected	0/536	0/0018	0/043	212	Emotional intelligence and supportive
Confirmed	0/000	0/103	0/321	212	Emotional intelligence and consulting style
Confirmed	0/043	0/0193	0/139	212	Emotional intelligence and collaborative style

## Determining the prevailing style of leadership among the principals of high schools in District 1 and District 2 of Rasht.

The results suggest that leadership style of managers is one of the effective factors that can increase the effectiveness and efficiency (productivity) of organizations. Since consulting style is the prevailing style of leadership among the principals of the studied high schools, commitment and management consistency, paying attention to organizational maturity of employees, providing the substrates for collaborative management, and training the managers can lead to the correct application of this leadership style or selection of the most appropriate style for an organizations (Mosadeghrad & Taheri, 2003). It was found that the score of consulting style of leadership of managers is higher than what expected, indicating the dominant approach of them to consultation. It should be pointed out that a particular leadership style cannot be applied in all situations and, depending on organizational culture and organizational maturity of the staff, a manager can apply different styles of leadership in different situations to lead their employees. Additionally, managers can increase job satisfaction and organizational commitment of employees and also productivity of their organization by applying an effective style of leadership. In the present study, Friedman test was used to determine that which style of leadership has the highest mean from the perspective of the respondents (Table 3). According to the significance level of Friedman test (less than 0.05), it can be concluded that the mean rating of leadership styles are significantly different from each other. According to Table 3, consulting and collaborative styles of leadership are dominant among the principals of high schools in District 1 and District 2 of Rasht.

**Table 3: Friedman test**

Level of significance	Degree of freedom	Chi-2	Mean rating	Leadership styles
0/000	3	375/393	3/51	<b>Consulting</b>
			3/17	<b>Collaborative</b>
			1/79	<b>Supportive</b>
			1/53	<b>Autocratic</b>

## DISCUSSION AND CONCLUSION

Analysis of data suggest that skills such as emotional self-awareness, management and control of emotions, anger control, empowerment, empathy, responsibility, and happiness should be emphasized in in the process of teaching emotional intelligence skills to managers. Acquisition of these skills can dramatically change the interpersonal and intrapersonal features of employees, as they achieve a realistic perception of self and others and become capable of controlling their feelings and behaviors. In addition, they would be more successful in establishing effective, deep, and sincere relationships with others and finally achieve a sense of self-efficacy and, as result, do not feel shy and humiliate. Thus, emotional intelligence appears to be an essential element in a successful leadership and a key element that can explain why individuals with similar skills and academic capabilities do not achieve the same successes.

According to Volf et al., emotional intelligence allows individuals to think freely under pressure and reduce waste of time resulting from anger, anxiety, and irritability and those who have such ability can easily control their emotions such as anxiety, frustration, and fear of workplace stress. Short-term and long-term absenteeism are seen less in such individuals and they are always seeking for creative and innovative solutions to solve problems and perform the tasks assigned to them. Lack of emotional intelligence in the workplace is also very effective and can lead to lack of innovation and invention, reduced productivity and job satisfaction, high organizational transfers, increased health care costs, negative organizational atmosphere, and violence in the workplace. Goleman believes that not only the managers but also everyone who works in an organization requires emotional intelligence. In terms of management and employee-manager relations, the results of previous studies indicate a close relationship between emotional intelligence and communication. In fact, emotional intelligence reveals itself in communication and this of great importance for manager, because the manager and employees communicate with each other in an organizations are constantly in touch. In other words, a good understanding and use of emotions and feelings can help the staff to be effective and establish deep and better communications. Accordingly, part of human resources strategies should focus on proper training the employees on how to control and improve their emotional intelligence competencies.

Understanding the emotions of others is a skill that could be improved. For this purpose, it is necessary to first pay more attention to emotional cues of others especially during meetings and interactions. Secondly, one could also learn to read the unwritten when communicating with others, that is, to pay attention to facial changes of others that are corresponded with their talks and voice. Hersey & Blanchard, in their situational leadership theory, believe that appropriate treatment or management practices changes with maturity level of followers (way of excitation, competence, experience, the interest of subordinate in accepting responsibilities). With the increasing maturity of subordinates, management gradually shifts from high task-oriented behavior to low task-oriented behavior and, simultaneously, low person-centered behavior goes towards moderate person-centered behavior and then decreases. According to this theory, as the level of maturity

increases in the staff, management applies instructive, convincing (persuading), collaborative, and delegation styles and tries to impart the decisions to the staff less instructively.

Organizational culture also plays a significant role in the success of the leadership style of a manager. So, before implementing the collaborative style of leadership, school principals should try to improve organizational culture and provide the necessary contexts for participation of employees. On the other, the staff should be also willing to take part in the management of the school they are working in. Job satisfaction and organizational commitment of employees are the prerequisites in this regard. Therefore, managers should strive to focus on improving job satisfaction and organizational commitment.

## **PERSIAN REFERENCES**

- 1- Alvani. M; 1992; Public Management; Ney Publications, Fifth Printing.
- 2- Akbarzadeh. N; 2004; Emotional intelligence; First Printing, Farabi Publications.
- 3- Irannejad. M, Sasan. P; 1992; Organization and Management: from theory to practice; Iran's Banking Institute Press, First Printing.
- 4- Irannejad. M; 2003; Research methods in social sciences; Modiran Publications, Second Printing, Tehran.
- 5- Jalali. A; 2002; Emotional intelligence; Journal of Education, No. 70 and 69; pp. 89-105.
- 6- Khaefelahi. A, Doostdar. M; 2003; Dimensions of emotional intelligence; Journal of Management & Development, No. 18; pp. 52-62.
- 7- Khaki. Gh; 2003; Research methodology for writing dissertations; Baztab Publications, Tehran.
- 8- Khanmohamadi. H; 2008; Emotional intelligence: a way to excellence and performance of leadership and management; Journal of Automotive Technology, No. 123; pp. 35-42.
- 9- Robbins. S; 1995; Organizational Behavior Management; translated by Parsaeiyan. A and Arabi. S. M.; First Volume, Trade Studies and Research, Tehran.
- 10- Robbins. S; 1998; Organizational Behavior: "Concepts, Theories, and Applications"; translated by Parsaeiyan. A and Arabi. S. M.; First Volume, Cultural Research Bureau Publications, Tehran.
- 11- Rezaeiyan. A; 2004; Principles of Organization and Management; Samt Publications, Tehran.
- 12- Rezaeiyan. A; 1992; Principles of Management; Third Printing, Samt Publications, Tehran.
- 13- Rahnavard. F; 2008; Comparison of emotional intelligence between the three levels of management; Journal of Management Message; pp. 101-118.
- 14- Rahnavard. F; 1999; Explanation of collaborative management philosophy; Journal of Public Administration, No. 44.
- 15- Skaran. U; 2007; Research Methods in Management; translated by Saebi. M and Shirazi. M; Publications of Training and Research Institute of Planning and Management, Tehran.
- 16- Fiedler and Shimerz; 1993; Effective leadership; translated by Khalili. S.; Islamic Azad University Press.
- 17- Lajevardi. J, Jamali. A; 2010; the relationship between emotional intelligence and leadership styles of managers; Journal of Public Administration Perspective, No. 1; pp. 69-85.
- 18- Lajevardi. J; 2008; Emotional intelligence and organizational leadership; Journal of Management Message, No. 27; pp. 41-57.
- 19- Mosadeghrad. A; 2002; the role of collaborative management in efficiency of Fayyazbakhsh Hospital in Tehran; MS thesis, University of Medical Sciences of Iran.
- 20- Moghimi. M; 2007; Management Organization; a research approach; Termeh Publications, Tehran.
- 21- Mohajeri. H; 2010; Different perspectives on leadership theories; Journal of Education, No. 94; pp. 43-45.
- 22- Mirkamali. M; 2007; Educational Leadership and Management; Yastaroon Publications.
- 23- Mirkamali. M, Sobhaninejad. M; 2007; Relationship between emotional intelligence and tendency to organizational development among Education Bureau managers in Isfahan Province; Journal of Psychology and Educational Sciences; pp. 159-187.

- 24- Hersey. R, Blanchard. K; 2005; Organizational Behavior Management (Human Resources application); translated by Alaghemand. A; Amir Kabir Publications, Nineteenth Edition, Tehran.
- 25- Hooshmand. M; 2007; studying the factors influencing the effectiveness of educational organizations in Tehran Province; MA thesis, Public Administration, Islamic Azad University- Central Tehran Branch.
- 26- Hoveyda. R, Naderi. N; 2009; studying the organizational-citizenship behavior of employees; Journal of Administration, No. 1; pp. 104-1160.

#### NON PERSIAN REFERENCES:

- 27- Bar- on, R., Parker, J.D., 1990. Hand book of "**Emotional Intelligence**". Sanfrancisco: Jossey Bass
- 28- Barent, J.M, 2005, " principal's levels of emotional intelligence as an
- 29- Barsad, S.G. , 2002, "**The ripple effect: Emotional contagion in groups**", working paper: New Haven, CT: Yale University press.
- 30- Caruso, D.R. , & Wolfe, C. , 2001, "**Emotional intelligence in the workplace, In the emotional intelligence in everyday life : A Scientific inquiry**", Edited by : Joseph Ciarrochi, Mayer Psychology press.
- 31- Cherniss, C. , 2010, "**Emotional intelligence: What it is and why it matters**", Annual meeting of the society for industrial and organizational psychology, New Orland, LA, April 15.
- 32- Cooper, R. K. , 1997, "**Executive EQ: Emotional Intelligence in leadership**" and degree of doctor of Education in Education, Montana State University; Grosset/Putnam
- 33- Duckett, H., and Macfarlane, E., 2009, "**Emotional intelligence and transformational leadership in retailing, Leadership and Organizational Development**", Journal, 24( 6) .pp 309-317.
- 34- Gardner, L. , 2009, " Examining the Relationship between Leadership and Emotional Intelligence in Senior Level Managers", **Leadership and Organization Development Journal**, 23,pp 136-148.
- 35- Goleman, D. , 2001, "**The Emotionally Intelligent Workplace:How to select for, Measure,and Improve Emotional Intelligence in Individuals, Groups and Organizations**", Francisco,San, Jossey-Bass,San ,pp: .27-44.
- 36- Goleman, D. ,1995, "**Emotional intelligence**". New York, NY: Bantam Books.
- 37- Goleman, D. ,1998, "**Working with emotional intelligence**", New York: Bantam Books.
- 38- Goleman, D., Boyatzis, R. , and McKee, A. , 2002, "**Primal Leadership: Realizing the Power of Emotional Intelligence**", Harvard Business School Press: Boston, pp 55.
- 39- Hersey, P., Blanchard ,KH.,1989, " **Management of organizational behavior. Translated by Alagheh band Ali.influence on school culture ;adissertation submitted in requirements for the Intelligence in Leadership and Organizations**", New York, NY:intelligence In R.Y Sternberg (ed) Hand book of intelligence,p396.
- 40- Hersy, P. , & KenBlan, ch. , 1990, "**Management of organization behavior**" , prentice- Hall international ,Inc.
- 41- Mayer, J. D., & Salovey, P. , 1997, "**Emotional development and emotional intelligence**" Educational implications. New York: Basic Books.
- 42- Mayer J.D. and Salovey P. ,1997, "**What is emotional intelligence?**" , In: P. Salovey and D. Sluyter, Editors, Emotional development and emotional intelligence: Educational implications, Basic Books, New York pp. 3–31.
- 43- Morand, D. A., 2010, "**The emotional intelligence of managers: Assessing the construct validity of a nonverbal measure of people skills**", Journal of Business and Psychology, 16(1), pp150-153.
- 44- Rahim, M. A. , and Minors, P. , 2006, "**Effects of emotional intelligence on concern for quality and problem solving**", Managerial Auditing journal, 18(2), pp150-155.
- 45- Singer, M. , Singer, A . ,2000, "**Situational constraints on transformational versus transactional leadership behavior, subordinates leadership preference and satisfaction**" Journal of social Psychology, pp130.
- 46- Wong, C. , and Low, K. S. , 2008. "**The effect of leader and follower emotional intelligence on performance and attitude**", An exploratory study, **The Leadership Quarterly**, 13: 243-274.
- 47- Mandell, B. , & Pherawani, 2003, " **Relationship Between emotional Intelligence and ransformational leadership**" a gender comparison, journal of business and Psychology, 17, pp 387-404
- 48- Spencer, L. , and Spencer, S. , 2007, "**competence at work**", N. Y. John Wiley



**Appendix:**

**Table1: Cronbach’s alpha**

Percentage of Cronbach’s alpha	Variable
74/9	Autocratic style of leadership
73/3	Supportive style of leadership
90/5	Consulting style of leadership
93/7	Collaborative style of leadership
92/9	Total
87/1	Emotional intelligence

**Table 2: Distribution of the subjects in terms of demographic features**

Percentage	Frequency	Demographic feature
47/6	101	Female
52/4	111	Male
1/9	4	Associate Degree or lower
48/6	103	Bachelor’s Degree
49/5	105	Master’s Degree
14/6	31	Up to 10 years
42/9	91	Between 11 and 20 years
42/5	90	21 years or more
61/8	131	District 1
38/2	81	District 2

**Table 3: Means scores of leadership styles**

Leadership styles	Number	Mean
Autocratic	212	3.3469
Supportive	212	3.4646
Consulting	212	4.1926
Collaborative	212	4.0497
Emotional intelligence	212	3.4754

**Table 4: Ranking of leadership styles**

Leadership styles	Mean rank
Consulting	3/51
Collaborative	3/17
Supportive	1/79
Autocratic	1/53