

The Relationship between Emotional Intelligence and Leadership Performance in Primary Schools Managers of Isfahan

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Abstract: The objective of the present study is to investigate the relationship between emotional intelligence and leadership performance in primary schools managers of Isfahan. The population of this study is all managers and teachers of state-run and ordinary primary schools in sextuple districts of Isfahan among which 80 managers and 160 teachers were selected using stratified sampling proportional to the population size and according to variables of gender and the location of the service area. The research method is applied in terms of objective and it is a filed study in terms of method of data collection, also it is correlation in terms of methodology. In this study, the Bar – On emotional intelligence questionnaire (1980) and Visca's managers' performance questionnaire (1989) were used. These questionnaires enjoyed construct validity. Using Cronbach for emotional intelligence the reliability was 0.93 and for performance 0.98. The results showed that emotional intelligence and its components as well as managers' performances and their dimensions were above average and statistically significant ($p= 0.000$). The findings showed that the coefficient of determination between the components of emotional intelligence and performance was significant ($R^2=0.443$ and $p= 0.000$).

Key words: emotional intelligence, managers' performances, school managers.

I. INTRODUCTION

Science has found the power and influence of emotions in human's mental life and is exploring and explaining the status of emotions in human activities, behavior and movements. In the field of intelligence study, the studies have journeyed from logical intelligence based on cognition towards emotional intelligence. Emotional intelligence is the subject that tries to explicate and interpret the status of emotions in human capabilities. School managers enjoying emotional intelligence are efficient leaders who realize the objectives with maximum efficiency and staff's satisfaction and commitment. Their approach to control is a kind of self-control based on self-consciousness.

Studies show that those managers would be successful in the competition who could efficiently and effectively communicate with their human resources. In this regard, emotional intelligence is one of these components which can play significant roles in the relations between managers and staff. Recently, also some experts have found that emotional intelligence is more important than IQ for a manager or leader. Today, emotional intelligence has been explicated as a kind of intelligence which means how much an individual is aware of his emotions and feelings and how he controls and manages them. The point to be noted in line with emotional intelligence is that emotional intelligence skills are not inborn, but they can be acquired. Nowadays, the school management is defined as leadership, guide and a factor of change. The research has been conducted in this regard shows that the management of those schools have been successful whose teachers have the sense of belonging to those schools and their groups, have optimistic attitudes to their job and feel that their jobs are valuable. Those managers and leaders who found the foundations of strong and steadfast organizational cultures spend their time to declare the objectives and tasks of the school while they try to internalize and institutionalize these values in others and regularly warn them regarding the very nature of school's existence and its ideals. Under the leadership of such a leader, both students and teachers would be unanimous that they are parts and parcels of a more general, greater and more valuable task. This issue per se makes their everyday attempts meaningful and considers them as part of an important and special totality. Therefore, under emotional leadership, both students and teachers satisfy and

enjoy because they are parts and parcels of an especial group, are in a unique period of time and are in line with advancing and promoting (Owens, 1991).

Efficient leaders are those who achieve the realization of curriculum objectives in a specific time framework in order to be effective for their schools. The reasons of great leaders' efficiency can be related to their strong views and ideas or strategies. However, there is a more important point which notes that great leaders work through their emotions. Nowadays, mere attention to planning and processes no more are sufficient because planning and controlling processes are based on individuals' performances and it should be noted that individuals' knowledge, skills and experiences are effective factors of successfulness in any organization. In recent research it can be observed that the influences of emotional intelligence on individual's successfulness, managers' performances and organizations' efficiency have attracted the attentions of all experts. Recently, leadership and management have been intertwined with emotional intelligence; also studies show that managers' efficiencies are naturally related to their social intelligence (Owens, 2004). Basic components of emotional intelligence have important advantages for content, training-learning process and teaching as well as how to manage and lead the educational organizations. A smart educational organization is aware of facilities and advantages of emotional intelligence in realizing educational objectives (Agha Hosseini, 2010). In fact, emotional intelligence is the determining factor of managers' successfulness and their lacking in success. In this regard, Goleman believes that the most important factor of managers' successfulness is not their IQ but their emotional intelligence has a greater role. Awareness of the importance and value of emotional intelligence results in improvement and development of organizational relations which this issue alongside IQ and managers' professional skills bring successfulness to schools.

Emotional intelligence is a basic ability for learning and a key feature for efficient leadership. Managing emotions by skills of controlling motions has relationship with managing through emotions. Managing emotions practically is related to how individuals behave with each other; therefore, in educational organizations managers roles are considered important. This skill helps individuals in self-regulation, being responsible to others, respecting others' views and articulating feelings. Managing emotions is a skill which approves the importance of leadership status in determining educational tasks, performing educational process sufficiently and self-esteem. Management through emotions is the ability of recognizing the emotional strengths of the organization's members for forming groups and making decision efficiently. The educational organization enjoying emotional intelligence causes job satisfaction and retention of teachers; therefore, the existence of emotional intelligence in individuals' relations leads to members' learning (Agha Hosseini, 2010).

So far, teaching emotional and social skills has been considered very less than cognitive and technical skills by designers and planners of curriculum. These skills which include retention of motivation in unpleasant situations, maintenance of self-confidence, successfulness in stressful working environments, appropriate response to different social situations, resolution of conflicts and aggressions, and etc. to fill the existing gap in line with training social and emotional skills in students, curriculum designers and planners should move in the framework of emotional intelligence and recognize its influences to be able to develop and produce effective curricula for this domain. Accordingly, curriculum designers and planners, educational designers, educational managers, in-service experts, HR managers and school managers can use the results of the present study to enjoy efficacy and have effective performances. The results obtained from this study in the fields of emotional intelligence add to the body of knowledge of views and ideas regarding emotional intelligence and leadership management. Knowing this issue that emotional intelligence enjoys influences on the performance of leadership principles can have a great influence on how to choose educational managers.

Goleman, while doing his studies as an advisor, found that in all organizational levels, emotional intelligence is twice as important as having technical skills and IQ. Other studies indicate that emotional intelligence has a more important and greater in high levels of an organization. When Goleman investigated this issue, he reached these results that in high levels of an organization, those who have better performance than inadequate individuals, approximately 90 percent of the differences in their characteristics instead of cognitive abilities, refer to emotional intelligence (Rahim & Minors, 2003).

In fact, 80% of individuals' successfulness in work environment is dependent on emotional intelligence and only 20% of it is dependent on IQ; in other words, most of those who have better performances, enjoy high emotional intelligence. The reason why most of individuals who have lower performances is not because of the fact that they have less technical skills than others, but in most of the cases, these individuals have less interpersonal skills, their work relationships are weak, are authoritarian and ambitious, or have some discords with the high level management. It is not surprising that if one claims that the influence of emotional intelligence increase as managers promote in the organizational hierarchy because the importance of organizational relations increases (Johnson & Indvik, 1999).

According to some studies, rational intelligence influences on performance and successfulness at least 10% (especially in the domain of management); but indeed the research by Robert Emmerling and Daniel Goleman (2002) states that for an individual's scientific work and performance, rational intelligence is a more predictive than emotional intelligence. However, when this question raises that "can a person be the best in his work or be a proficient manager?" here emotional intelligence is a better criterion and probably rational intelligence has an insufficient answer for this question. Goleman also in his recent book, *working with emotional intelligence* (1998), concentrate on the need for emotional intelligence in work environment, i.e. an environment in which reason is highly paid attention (Mori, 1998).

However, the higher one promotes along levels, the more important emotional intelligence than rational intelligence. Emotional intelligence is highly applicable in all organizational levels. But, in managerial levels, it has a vital importance. Emotional intelligence identifies and separates the best from the weakest in senior leadership positions up to 58% of accuracy because the conditions which are created in the top of organizational hierarchy spreads more rapidly. It is because of the fact that everyone looks his senior manager. The subordinate individuals learn their emotional behaviors from their managers. Even if a manager is not in sight (like the manager who works behind closed doors in higher classes) his views influence on subordinates. This is why that emotional intelligence enjoys a great importance for a competent leader (Goleman et al. 2002).

Most of the scholars working within emotional intelligence believe that in order to keep balance in behaviors, enjoy a better performance in the society or in an organization, or even within a family and married life, individuals should have IQ and EQ and use them appropriately. Emotional intelligence includes knowledge about emotions and how these emotions interact with IQ. It means that the individual who wants be successful in his life and be one of the super ordinate ones, he should be aware of his own feelings and those of others and use them logically (Kiersead, 1999).

In his study, Vakili (2006) investigates the influence of teaching some of the components of emotional intelligence on job satisfaction and employees' productivity. Controlling the variables of age, education and occupational group, the researcher selected 72 individuals from the employees. After administering the emotional intelligence questionnaire, 40 individuals having emotional intelligence below the average of society, were selected randomly into two control group and education group. After decreasing the number of participants and matching this number, 14 participants remained in each group. During 10 One-week intervals sessions, some components of emotional intelligence were taught. The results showed that education has had significant influences on promoting employees' productivity and its components as well as improving the assessment of employees from the point of managers and its components except the work quantity and risk appetite in long-term.

Hassan Zadeh and Sadati (2010) investigate managers' emotional intelligence and its relationship with their anthropological characteristics. In this study, emotional intelligence of 140 managers of different educational courses in district 1 of Sari was investigated and the results are as follows: (1) there is no significant difference between managers' emotional intelligence in different educational grades (primary, middle, high school); (2) there is no significant difference between managers' emotional intelligence and different management experiences; (3) Women's emotional intelligence is more than men's; (4) professional managers' emotional intelligence is more than non-specialist managers'.

In a research paper about the school managers of Florida, Synder&Anderson (1989), for the managers who have high performance, find features such as high emotional intelligence; accountability; firm decision making; commitment to the school mission; attention to the needs of students, teachers and other staff; efforts to establish good human relations; having emotional intelligence; collecting Information for decision making; adaptability; motivation; development-oriented orientation toward growing staff and students; delegation of authority; proper communication; organizational sensitivity; and ability to express themselves.

Stough-Lee (2003) conducted a study on 94 specialists in hiring employees titled as “The relationship between emotional intelligence, general intelligence, personality traits, workplace values and performance”. In this study, Swinburne University Emotional Intelligence Test (SUEIT) was used for assessing the participant’s emotional intelligence. The results indicated that emotional intelligence are predicts job performance more precisely than personality traits and IQ. Furthermore, both emotional management and emotional control have a positive correlation with staff’s performance (teamwork, Motivating and developing others). Direct cognitive emotions are directly related to business performance (business development and trade works to improve personal business). Understanding customers’ emotions are effectively related to a kind of establishing communication (servicing clients) with them.

Gardber (2003) conducted a study on 303 senior managers using SUEIT, whose obtained results indicated that emotional intelligence has a significant correlation with all parts of evolutionary leadership including emotional consciousness and emotional management. In addition, it is the best predicative of successfulness in this method of leadership.

Stone et al. (2004) in Canada conducted a study on 464 primary and high school managers and deputies (187 males and 277 females). The obtained results indicated that efficient managers are those whose behaviors are more flexible and who understand and apply their own emotions in solving problems and winning new achievements. In general, however emotional intelligence is an important factor in predicting the success rate in school managers; some of emotional intelligence components such as social self-consciousness, self-esteem, interpersonal relations, adaptability, ability to solve problems and control emotions are more predicative than others. Zcelik& Langton (2005) indicated that when staff has positive emotional states in their work place, they will create positive effects in their general performances. These researchers believe that paying attention to staff’s needs creates the sense of belonging and commitment to the organization in them. In addition, this study shows that in organizations in which emotional atmosphere is paid attention and staff’s needs are fulfilled, strong motivation and commitment to the organization is produced.

Koman& Wolf (2008) in a study titled as “Emotional intelligence competencies in the team and team leader. A multi – level examination of the impact of emotional intelligence on team performance” concluded that there is a significant correlation between emotional intelligence of team leaders and group emotional norms. Furthermore, the findings showed that organizational leaders in all hierarchical rank fostered and supported emotional intelligence.

Margaret ,Hapkins& Bilimoria (2008) in their research titled as “Women’s Leadership Development: Strategic Practices for Women and Organizations”, concluded that there is no significant correlation between social and emotional competencies of female and male managers and leaders. Most of successful male and female managers were similar with each other in terms of social and emotional competency. However, gender as a moderating variable was effective between descriptive variables i.e. social and emotional competency and predictive variable i.e. successfulness.

Alston (2009) in his study concluded that among factors of emotional intelligence only emotions and feelings control had a significant correlation with leadership. Standard correlation between emotions and feelings control and leadership performance was 0.525. The results of this study showed the importance of emotional intelligence. Perhaps the reason why the rest of emotional intelligence factors had no significant correlation was high correlation of the component of emotions and feelings control with leadership performance and the existence of a linear correlation between emotional intelligence components with each other.

II. METHODS

The present research is applied in terms of objective and correlation in terms of data collection. The population of the study includes all managers and teachers of state-run, ordinary primary schools in the sextuple areas of Isfahan, which according to the statistics of year 2011, the number of managers were 432 individuals and teachers were 3507 individuals, while the sample size was 80 managers and 160 teachers. In this research, the stratified sampling proportional to the population size and according to variables of gender and the location of the service area was used. Two types of questionnaire (Bar-On emotional intelligence and Visca's managers' performance). Emotional intelligence test which has five components of intrapersonal relations, interpersonal relations, adaptability, stress management and public mood was proposed by Bar-On in 1980. Regarding the validity and reliability of the emotional intelligence proposed by Bar-On, the emotional intelligence is standardized and enjoys construct validity. The Cronbach alpha for whole questionnaire was reported as 0.93.

The managers' performance questionnaire by Visca (1980) is known as the manager's performance evaluation in the present study which includes 71 five-choice questions which covers 5 leadership, educational, human relations, professional and administrative dimensions. It also measures managers' performance in different dimensions on a 5-point Likert scale. This questionnaire is also standard and enjoys validity. The obtained reliability coefficient using Alpha was 0.98 which indicates high reliability of the questionnaire. Descriptive and inferential statistics were used in this study. In descriptive level, frequency distribution, percentage, frequency, mean, median, index, standard deviation and variance were used. And in the inferential level, first the normality of the data using univariate Kolmogorov-Smirnov test was measured and One-sample t-test, t for two independent groups, one-way analysis of variance test, conditioned LSD, simple and multiple regression were used in properly.

III. FINDINGS

In table 1, it is observed that the mean scores of intrapersonal relations component is 3.67 with SD 0.44, the mean scores of interpersonal relations component is 3.96 with SD 0.49, the mean scores of adaptability component 3.59 with SD 0.48, the mean scores of stress management is 3.4 with SD 0.5, the mean scores of public mood is 3.83 with SD 0.53, and the total mean score of emotional intelligence is 3.7 with SD 0.347. Therefore, the mean scores of emotional intelligence and all of its components were above average and the distribution of scores were between minimum 2.17 related to stress management and maximum 4.9 related to intrapersonal relations. Furthermore, range of variations of emotional intelligence and all components was from minimum 1.72 related to emotional intelligence to maximum 2.61 related to adaptability component.

Table 1 shows that the mean scores of leadership performance dimension is 3.68 with SD 0.36, the mean scores of educational dimension is 3.61 with SD 0.46, the mean scores of professional dimension is 3.4 with SD 0.73, the mean scores of dimensions of human relations and managers' performance is 3.7 with SD 0.62, the mean scores of administrative dimension is 3.91 with SD 0.56, and the total score is 3.66 with SD 0.37. In addition, the maximum and minimum values scores show that the maximum score is 2.06 related to administrative dimension score and the maximum is 5 related to dimensions of human relations and managers' performance. Therefore, the results show that among the components of performance, the highest mean is related to administrative dimension and the lowest to professional one. The total mean score is also above average.

Table 1: Indices of emotional intelligence and its components

	Indices components	mean	Standard deviation	minimum	maximum	Score range

Emotional intelligence	Intrapersonal relations	3.69	0.44	2.97	4.9	1.93
	Interpersonal relations	3.96	0.49	3	4.72	1.72
	Adaptability	3.59	0.48	2.28	4.89	2.61
	Stress management	3.4	0.5	2.17	4.42	2.25
	Public mood	3.83	0.53	2.67	5	2.33
	Emotional intelligence	3.7	0.347	2.79	4.69	1.9
performance	Leadership dimension	3.68	0.36	2.54	4.62	2.08
	Educational dimension	3.61	0.46	2.4	4.93	2.58
	Professional dimension	3.4	0.73	2.08	4.85	2.77
	Human relations dimension	3.7	0.62	2.42	5	2.58
	Administrational dimension	3.91	0.56	3.06	5	2.94
	Total performance	3.66	0.37	2.75	4.61	1.86

In table2, it is observed that the correlation between emotional intelligence and managers' performance is 0.666 with coefficient of determination 0.443 where is significant at the level $p < 0.01$. Therefore, 44.3 percent of variance of scores are related to primary school managers' performance in Isfahan and can be explainable by emotional intelligence scores.

Table2 indices related to the relationship between emotional intelligence and performance

Indices / variables	n	Beta	R ²	df	t _{ob}	P
Emotional intelligence and total performance	80	0.666	0.443	78	7.883	0.0001

$R = 0.702$

$R^2 = 0.493$

$R^2_{adjusted} = 0.459$

Table3 Regression analysis to predict the performance based on components of emotional intelligence

Indices / components	B	SEB	β	T	P
Fixed value	1.005	0.344	-	2.918	0.005
Intrapersonal relations	0.233	0.083	0.275	2.788	0.007
Interpersonal relations	0.015	0.076	0.02	0.196	0.85

adaptability	0.3	0.085	0.386	3.519	0.001
Stress management	0.166	0.072	0.219	2.287	0.02
Public mood	0.056	0.074	0.079	0.756	0.45

The results of the table3 show that the multivariate correlation between the components of emotional intelligence and leadership performance is 0.72 with coefficient of determination 0.493. This coefficient shows that 49.3 percent of the variations and variance related to the primary school managers' performance scores are explainable by the quintet components i.e. intrapersonal relations, interpersonal relations, adaptability, stress management and public mood. The calculated F value with 5 and 74 degrees of freedom is significant at the level 0.01. Therefore, the obtained values of multivariate correlation and coefficient of determination with 99% confidence can be extended to the population.

IV. DISCUSSION AND CONCLUSION

The results showed that the mean scores of emotional intelligence, intrapersonal relations, interpersonal relations, adaptability, stress management, and public mood were above average. These results can be extended to all primary school managers in Isfahan. The results and findings of the present study are consistent with the theories presented by Meir-Saloy, Goleman and Bar-On, while Meir-Saloy believe that the ability of understanding emotions, appropriate and honest as well as flexible and innovative use of emotions in social situations in line with retaining positive motivations have significant role in achieving objectives while give this opportunity to the individual to change negative and harmful emotions to adaptable and harmonic ones. Bar-On states that emotional intelligence grows over time and can be improved by exercise, planning and psychotherapy. He believes that individuals with emotional intelligence higher than average, generally are more successful in fulfilling their needs and bearing environmental stress. In summary, they believe that individuals with high emotional intelligence have successful management, make decisions more appropriately, work with others better and understand them easily. Furthermore, the results of the present study are consistent with those of Vakili (2006), Stone (2004) and Koman& Wolf (2008). In his research, they showed that leaders with high emotional intelligence are more efficient and able to make better decisions.

The results showed that the mean scores of Isfahan' primary school managers' performance is above average. In a research paper about the school managers of Florida, Synder&Anderson (1989), for the managers who have high performance, find features such as high emotional intelligence; accountability; firm decision making; commitment to the school mission; attention to the needs of students, teachers and other staff; efforts to establish good human relations; having emotional intelligence; collecting Information for decision making; adaptability; motivation; development-oriented orientation toward growing staff and students; delegation of authority; proper communication; organizational sensitivity; and ability to express themselves. The results of the present study are consistent with those of Synder&Anderson (1989) and Zcelik&Langton (2005).

The obtained analyses indicate that the correlation between emotional intelligence and managers' performance is 0.666 and coefficient of determination is 0.443; therefore, 44.3 percent of scores variance related to Isfahan's primary school managers' performance is described, explainable and explicable by scores of emotional intelligence.

Goleman knows emotional intelligence as a prerequisite of successful leadership and states that for various reasons, individuals with higher emotional intelligence use evolutionary behaviors more likely. The leaders who are self-esteemed can be considered as models for their followers and therefore, promote their followers' respect toward themselves. The managers who enjoy higher emotional intelligence realize their followers' expectations reasonably with the emphasis on recognizing others' emotions and feelings. The main part and parcel of personal considerations is the ability to recognize followers' personal needs and interact with them appropriately. Leaders with high emotional intelligence by positive approval of sympathy and ability to manage relations, show their high personal considerations appropriately. Regarding the correlation between emotional intelligence and outcomes of leadership, the obtained findings are consistent with

research conducted by Kiersted (1999), Vakili (2006), Love & Wang (2008), Yeung et al. (1990), Barling (2002), Stough-Lee (2003), Gardner and Stough (2001), but Stone (2009) shows in his research that there is no significant correlation between emotional intelligence and high performance, job satisfaction and efficacy.

Regarding the obtained findings, it suggested that;

1. Educational Workshops of emotional intelligence and its components should be held in order to promote managers' emotional intelligence.
2. Short-term training courses should be held in order to make leadership performance known for managers to know better. This issue leads to improving the performance of curricula and promoting the process of teaching-learning.
3. Educational workshops based on scientific content of new theories regarding emotional intelligence and the dimensions of managers' performance should be held in order to be the grounding of building required potentials for choosing managers with high performance.
4. Managers, by writing emotional short sentences on bulletin and using them for expressing feelings, managers encourage individuals to interact appropriately with others' emotions. Also, educational workshops should be held and designed with the objective of the influences of direct correlation of emotional intelligence and dimensions of managers' performance.
5. Managers should hold sessions and ceremonies in schools in order to encourage teachers' team works, discuss regarding the delegation of authority and the effects of the responsibility of teachers, encourage teachers' innovations and also face them with healthy competition.
6. Managers should always take part in educational workshops and seminars in the region and province and introduce them the honors which they achieve. Also, they should update the teachers' information and knowledge regarding new improvements in curricula and educational planning.
7. By assessing and monitoring precisely the process of education, managers should align school activities with organizational goals, and in line with advancing the learning objectives and performing curricula, fulfill the educational needs.

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