Evaluating the relationship between different leadership styles and emotional intelligence among managers of educational departments
(Case Study: schools Shiraz)

Article No
Mitra Rastgar
Khadijeh Bozorginezhad
Naghmeh Ghorbani
Nader Shahamat
Ph.D. Student Department of Management, Marvdasht branch, Islamic Azad University, Marvdasht, Iran
Ph.D. Student Department of Management, Marvdasht branch, Islamic Azad University, Marvdasht, Iran
Ph.D. Student Department of Management, Marvdasht branch, Islamic Azad University, Marvdasht, Iran
Assistant Professor Department of Management, Marvdasht branch, Islamic Azad University, Marvdasht, Iran
email: mitra.rastegar@gmail.com / email: kn.bozorginezhad@gmail.com / email: n.ghorbani86@yahoo.com / nader_shahamat@yahoo.com

Received April 09, 2018
Accepted March 06, 2018
Published June 28, 2018

Abstract
This paper is a review of findings of studies conducted to evaluate the relationship between different management styles and emotional intelligence among high school principals in District 2 of Shiraz. The method of study was descriptive-correlational given the nature of study. The population of study includes 33 managers of educational departments and 454 teachers of education ministry in District 2 of Shiraz. Among them, 33 managers of educational departments and 80 teachers were selected using random sampling method. Measuring tools in this study included Emotional Empowerment Questionnaire and Multiple Leadership Questionnaire, which their reliability coefficient was obtained $r_a = 0.9$ and $r_a = 0.94$, respectively. The analysis of findings revealed that: 1) Correlation coefficient between emotional intelligence and transformational leadership style was $r = 0.347$, which is significant at level of $p < 0.05$. Thus, there is a significant relationship between emotional intelligence and transformational leadership style. 2) Correlation coefficient between emotional intelligence and interactive leadership style is $r = 0.269$, which is not significant at level of $p < 0.05$. Thus, there is no significant relationship between emotional intelligence and interactive leadership style. 3) Correlation coefficient between emotional intelligence and non-interventional leadership style is $r = 0.044$, which is not significant at level of $p < 0.05$. Thus, there is no significant relationship between emotional intelligence and non-interventional leadership style.
Introduction

Leading an organization to adapt to changes and to survive and grow in new environments requires specific characteristics. Managers are faced with many problems to respond them. One of the most important characteristics that can help leaders and managers respond to these changes is emotional intelligence. It seems that emotional intelligence to be developed from paying attention to human beings in organizations and a new and desirable tool used by competent educational managers and theoretical educators to lead people in organization and students and to meet their needs. Emotional intelligence tries to explain and interpret the state of emotions and feelings in human abilities. Managers who have emotional intelligence are considered effective leaders who can achieve the goals with maximum productivity, satisfaction and commitment of employees. Given the importance of emotional intelligence in educational management, this paper evaluates the dimensions of emotional intelligence in managing and developing the leadership in the workplace, and emotional intelligence training method in educational management. Many organizations nowadays require quick changes to keep their competitive boundaries. A quick change in an organization requires having employees and leaders who are adaptive, working effectively, constantly improving system and process, and customer-oriented. Their shared goal is productivity. Controversial environment and permanent variable of "permanent white water" have been called modern life (Vail, 1962). Leadership is an essential component in management of these "white waters." Recent failures in companies such as Enron and the WorldCam and the success of companies such as Computer Company of Dell suggest importance of leadership. The effective leaders are those who make use proper times for their industries and stakeholders (Golman, 2000), like Kreuzlou and its revival by Lee Akuka and Gillet, led by Coleman McLear, Kimberly-Clark during the years of Darwin Smith's tenure (Collins, J, 2001). Finding 76-96% effect of emotional intelligence and 4-24% effect of IQ on productivity and efficacy in social life and organizational management, Golman (1998) concluded that if emotional intelligence is trained, performance will be very high, and leaders need to understand the human resources for this purpose. Other studies in this area indicate that people with high emotional intelligence are promising and they are initiative in the negotiations. Thus, integration of managerial knowledge and emotional skills in leadership can lead people to achieve useful goals. Accordingly, this study evaluates the relationship between emotional intelligence and multiple leadership styles among educational department managers.

Statement of problem

Any type of leadership, ranging from leading a nation to leading an army and the head of the family will play vital role in achieving the goals of organization. Accordingly, organizations can achieve their goals if they use effective leaders, since leadership is the most important factor in life and in sustained growth of an organization, and it plays a very important role in the growth, boom, and development of an organization. Leadership in organization is the manifestation of the highest form of intergroup relationships consisting of human beings. Leadership involves affecting the behavior of the members in organization in order to help them perform their organizational tasks and achieve the desired goals (Gardner and Wastef, 2002). Thus, leaders should act in an orderly and effectively in order to lead individual and group behavior and
have effective relation with colleagues, supervisors and consultants in order to obtain maximum efficiency and satisfaction.

What is emotional intelligence?

Emotional intelligence (EI) involves recognizing and controlling your emotions. In other words, a person with high EI combines three components of emotion successfully (cognitive component, physiological component, and behavioral component). The term “emotional intelligence” was first introduced by two psychologists, namely, John Mayer and Peter Salovey in the 1990s. They argued that those who have emotional intelligence can control their and others’ emotions, make distinction between positive and negative emotions, and use emotional information to guide the process of thinking and personal actions. They used the term “emotional intelligence” to indicate the quality and understanding of people's feelings, feeling of sympathy with others, and the ability to manage their behavior. In fact, this intelligence involves recognizing your and others’ feelings and using it to make the right decisions in life. In other words, emotional intelligence is a factor motivating a person when he fails, and in light of his high social skills, it leads to a good relationship with the people. Emotional intelligence shows what is appropriate or inappropriate in social relationships and mental and emotional interactions in particular situations. It means that the person can keep his hope alive, sympathize with others, perceive the feelings of others, ignore small rewards to gain greater rewards, does not allow any concern to disrupt his thinking power and reasoning, resist against problems and maintain his motivation at all times. Emotional intelligence is a type of emotional talent, which determines how one can use his skills well. It even helps them think rightly.

Research objectives

Nowadays, many organizations are faced with change, and any change requires employees and managers who adapt themselves with it. In this regard, social interaction is very important for most of managers and leaders, as key element in managing organizational change. In order to be able to survive in today's turbulent and competitive environment, organizations need to equip themselves with new business thinking and continuously improvement of themselves. The leadership of such organizations is very sensitive and complex, and this sensitivity increases when the leader is faced with adaptive changes that are very different from technical changes. Technical problems can be solved through technical knowledge and common processes of problem-solving, while adaptive problems require different solutions. The leadership of an organization requires specific characteristics to adapt to changes and in order to survive and grow in new business environments, which managers are generally faced with many problems to respond to them. Studies suggest that those managers will be successful in future competition who can effectively communicate with their human resources. In this regard, emotional intelligence (EI) is one of the components, which can play an important role in the relationship between managers and the members of the organization. How this issue is associated with the management and leadership in a system? Almost, all of us have heard such stories: a very clever and talented leader has not succeeded in leadership, but another person with moderate and not extraordinary ability has achieved great success in a similar situation. The personal characteristics of leaders vary. Some of the leaders are calm and analyst, while some others shout out their words from top of the mountain, but the important point is that different situations require different types of leadership. In most cases, when companies are merged, astute negotiator is appropriate for leading,
while sensitive financial conditions require more authority. However, most influential leaders have one shared basic characteristics. All of them have high level of emotional intelligence. While IQ and specialized skills are also important, they are considered more as basic requirements and capabilities to enter the leadership positions. However, recent studies reveal that emotional intelligence is a leader's requirement, and without this factor, one person cannot be a successful leader, even with best possible training in the world, a decisive and analytical mind, and having endless source of intelligent ideas.

Dimensions of Emotional Intelligence in Management and Leadership:

Goleman, Boyatzis and Rhee (1999) also described the components of emotional intelligence as follows:

1-Self-awareness: Self-awareness or recognition of feelings is an important and key part of emotional intelligence. The ability to control and manage feelings every moment reflects self-recognition and psychological insight. Managers and leaders who high levels of self-awareness are honest with themselves and others and know how their feelings affect them, other people, and their job performance. They have strong sense of self-awareness, self-confidence, and the ability to use their capabilities, and they know when to ask for help.

2-Self-regulation: control and management of feelings is a skill based on self-awareness. Managers are able create an environment of trust and fairness. The self-regulation factor is very important for competitive reasons, because in an environment where organizations become deprecated and the technology changes quickly, only those, who have dominant on their emotions, are able to adapt to these changes.

3-Motivation: It is very important to guide feelings towards a specific goal to focus attention and to create motivation. The control of feelings is the base of any kind of skill and success, and those who are able to evoke their feelings in time, try to be productive and effective in every task assigned for them. Motivated leaders move beyond their and everyone else expectations. The key to these leaders is progress. Successful leaders have high desire and willingness to progress. Passion is the first sign of motivated leaders through which they lie to learn, take action to perform good work, and spend much energy to perform tasks well. The organizational commitment is another sign of these leaders. When people like their job, they will feel commitment to the organization where they are working, and they remain optimistic when things go against them.

4-Sympthy: Another ability formed based on emotional self-awareness is sympathy with others, which is considered a public skill. Sympathetic leaders are trying to make everyone happy. They consider employees' feelings, along with other factors in decision making. Sympathy is now very important as part of leadership and sympathetic leaders show the most sympathy with the people around them. They use their knowledge to develop their organization.

5- Social skills or regulating the communication with others: the art of communicating with people involves the skill of controlling and managing the feelings of others. This skill is a kind of ability strengthening the popularity, leadership and personal influence. Leaders with high levels of emotional abilities have often high morale. Socially-skilled people are interested in a wide range of communications as well as skills for building relationships. These people are skilled in managing the groups. Social skills can be considered as
the key leadership capability in most organizations, because the task of the leader is to perform the task by cooperation of other people. In this regard, leaders require effective management of relations, and social skills make it possible. Mayer, Salovey and Caruso (1990) have also identified four dimensions for emotional intelligence, including:

Identifying the emotions in yourself and others: The most essential ability related to emotional intelligence is having self-awareness of feelings and emotions. The ability of self-awareness allows managers recognize their strengths and weaknesses and rely on their value. Self-aware managers know how to influence others intuitively and through direct perceptions.

2-The use of emotions: The use of emotions helps us achieve desirable results, solve problems, and take advantage of the opportunities. This skill includes an important ability of sympathy and organizational insight. Managers who have this ability make their emotions and feelings of others more practical. In addition, they are skillful in understanding the process of administrative policies. Therefore, those managers who have social awareness know exactly how their speeches and their actions affect others. They are so sensitive that if they know their speech and behavior leaves negative impact on others, they will change them.

3-The ability to understand and perceive emotions: The ability to understand the complex emotions and being aware of their causes and the way to change emotions from one mode to another mode is called perception and understanding of emotions. Managers who have this ability make use these skills to expand their passion and resolve disputes through humor and kindness. In light of these abilities, they can understand what stimulate individuals or groups.

4- Management of emotions: Management of emotions is the ability to control and manage the emotions in yourself and others. Managers who have this ability do not allow themselves to misbehave occasionally during the day. They use this ability to manage emotions, so that they do not show misbehavior in workplace or explain cause of it for people. Therefore, they know the source of these misbehaviors. Jordan, Ashanazi, Hartel and Hooper (1999) have shown the dimensions of emotional intelligence in the workplace as a model. In this model, based on the dimensions of Mayer, Salovey and Caruso model, sub-indicators are explained and their relation with their own and others’ emotional intelligence, forming the emotional intelligence of the workplace, is determined

Emotional intelligence and group leadership:

The ability to use emotions or to generate emotions plays an important role in facilitating the problem solving efficiency of group members. In a study conducted by Barsade (2000) in Yale School of Management on emotional recognition, he found that development of positive emotions within the groups facilitated the collaboration and participation of the group members, reduced the conflict, and improved the effectiveness of group members. Rice (1999) as an American human resources expert implemented a multi-factor emotional intelligence scale on 164 ordinary employees and 11 leaders of the employees worked at an insurance company and evaluated emotional intelligence. The correlation between mean scores of leaders in emotional intelligence test and their performance was calculated ($r = 0.51$) and they were ranked by the managers. The correlation between the mean scores of the group in the emotional intelligence test
and managers’ scoring of their performance in providing services to customers was obtained \( r = 0.46 \). In this study, the relationship between emotional intelligence and performance was complex. For example, the group leader’s high emotional intelligence score, measured by emotional intelligence test, had a negative relationship with the scoring of managers in terms of the accuracy of the group in managing the customer complaints (\( r = 0.35 \)), while the performance, scored by members of the group, had a positive and relatively high correlation (\( r = 0.58 \)) with emotional intelligence. An Australian research team led by Jordan, Ashanazi, Hartel and Hooper (1999) evaluated the performance of 44 groups over a nine-week period. The emotional intelligence of the group members groups was measured using a self-assessment scale, developed based on the Meyer and Salovay model. Researchers analyzed the performance of groups in terms of emotional intelligence. At the beginning of the study, the performance of groups with high emotional intelligence was significantly higher than the performance of groups with low emotional intelligence, and at the end of the ninth week, the performance of both groups was on same level. According to the results of these studies and other studies, it seems that emotional intelligence, as an intermediary and organizing factor, can improve group performance. It also seems that groups with a lower emotional intelligence level require spending much time to experience work effectively in a coherent group.

Proper methods for implementation of emotional intelligence educational program:

In the implementation of emotional intelligence programs in the organization, several principles are used. These applied principles include:

1. Determining the goals of the organization clearly;
2. Establishing the link between education and organization goals;
3. A careful assessment of employees in the educational program to identify their basic abilities and their individual needs;
4. Adapting the educational program to employees’ abilities and weaknesses;
5. Developing the structure of sessions,
6. Using practical exercises, case studies and role play method;
7. Establishing the link between the experiences and the real world of employees;
8. Providing opportunities to overview what has been learnt
9. Predicting multiple opportunities for giving feedback;
10. Using group situations to play role and the most important social behaviors and teaching them;
11. Revealing the specialized needs of each individual in privately and confidentially;
12. Providing supportive resources for employees in the program during the follow-up stage
The main objective of the research is to evaluate the relationship between emotional intelligence components including "self-awareness, self-management, social awareness and social skills," and transformational leadership style components including "ideal influence, inspirational motivation, mental stimuli, and individual considerations" of educational department managers.

Research hypotheses

In this research, we try to examine the following hypotheses:

1. There is a relationship between the emotional intelligence components of self-awareness, self-management, social awareness and social skills, and the transformational leadership style components of "ideal influence, inspirational motivation, mental stimuli, and individual considerations."

2. There is a relationship between the emotional intelligence components of self-awareness, self-management, social consciousness and social skills, and the interactive leadership style components of conditional rewards, management based on active exception and management based on passive exception.

3. There is a relationship between the components of emotional intelligence of "self-awareness, self-management, social awareness and social skills" and non-interventional leadership style of the managers of the educational departments.

4. There is a difference between the emotional intelligence of the managers of the educational departments and their leadership styles, according to the demographic characteristics of "age, work experience, and education level."

Review of literature

Some studies related to this study have been conducted. In this regard, Mougli (2003) in his research showed that: 1. the mean of the total components of transformational leadership in successful organizations is (66.79) and it is (55.21) in the less successful organizations. 2. The leadership model of successful Iranian administrative organizations is based on individual considerations, ideal characteristics, mental stimuli, ideal behaviors, and inspirational motivations. 3. There is a significant relationship between transformational leadership style and job satisfaction and commitment of employees in successful organizations in Iran. Ideal characteristics, ideal behaviors, inspirational motivation, mental stimuli, and individual considerations have a significant correlation with satisfaction, effort and commitment. 5. There is a relationship between conditional reward and management based on the active exception and satisfaction, the effort and commitment, but there is no correlation between management based on passive exception and the non-interventional leadership style and satisfaction, effort and commitment.

Fariborzzi (2003) found that: 1. there is a significant relationship between the transformational leadership style and its component, including "ideal influence, inspirational motivation, mental stimuli and individual considerations" and management functions including efficiency, effectiveness and creativity.

Meindl and Vefrvani (2003) showed that:

1. There is a relationship between emotional intelligence and transformational intelligence.
2- Emotional intelligence score of females was higher than that of males.

3- The transformational leadership scores of females were higher than those of males.

4. There is no difference between male and female managers in terms of emotional intelligence and transformational leadership.

Carouso, Mayer and Salovay (2002) concluded that there is a relationship between management of emotions and transformational leadership. Day, Newsome, and Catano (2002) found that there is a significant relationship between emotional intelligence and transformational and situational leadership. In 2002, Wong and Law showed that emotional intelligence has a relationship with job performance, job satisfaction, organizational commitment, and employees’ satisfaction. Additionally, Vitello-Ciccio (2001) and Collins (2001) showed that there is a relationship between ability-based view of the emotional intelligence and leadership success. Langley (2000) showed that emotional, social, and spiritual intelligence criteria have a positive correlation with each other and emotional and social emotions are components of leadership. Druscoc (1994) showed that leaders, showing transformational leadership behaviors, create emotional responses in their followers. Seltzer and Bass (1990) showed that there is a positive relationship between transformational leadership, increased effort, satisfaction of subordinates and effectiveness. The statistical population of this study included all 33 managers of educational departments and all 454 teachers of education ministry in District 2 of Shiraz in the academic year 2013-2014. Given small size of the population in this study, which included 33 managers of the educational departments, census method was used. As sample size should be between 75 and 80 (Corman, 1933, translated by Shokrkon, 2002) in correlational studies, a sample of 80 people was selected in this study.

Measuring tools

Two tools were used in this study: 1- The Emotional Capability Inventory (ECI). This inventory is based on Golman's theory (1998), which is a 360-degree and self-assessment tool. This questionnaire includes 72 questions responded in 5-point Likert scale (never, rarely, sometimes, often, and almost always) and it is used to evaluate the emotional intelligence of individuals and groups within organization. The reliability and validity of this questionnaire were investigated by Golman, Boyatzis and Mack Kee (2002) among managers of the Brazilian wholesale company, and total reliability of this test was obtained in the range of ra = 0.73 to ra=0.029. To measure the reliability of this questionnaire in Iran, Cronbach's alpha coefficient was used. It was found ra=0.90. Content validity was also used to assess its validity.

2- The Multiple Leadership Questionnaire (MIQ): This questionnaire is based on the Bass and Avolio’s theory (1995), which is a 360-degree tool. This tool consists of 45 questions responded in the 5-point likert scale (never, rarely, sometimes, often, and almost always). This questionnaire is composed of a range of leadership behaviors, including transformational leadership, interactive leadership, non-interventional leadership, and leadership performance. To assess the reliability of this questionnaire in Iran, Cronbach's alpha coefficient was used, which it was found ra = 0.94, and this questionnaire has a face and content validity.

Statistical methods and data analysis
To analyze the data through descriptive and non-statistical methods, spss software was used. Pearson correlation coefficient, multivariate analysis of variance analysis, Tukey test, and path analysis were calculated.

Research findings

The main findings of this study included as follows:

The first hypothesis:

There is a relationship between the emotional intelligence components of "self-awareness, self-management, social awareness and social skills," and transformational leadership style components of "ideal influence, inspirational motivation, mental stimuli, and individual considerations." Analysis of the findings of the first hypothesis showed that the correlation coefficient between emotional intelligence components and transformational leadership style components ($r = 0.347$) was significant at level of $p<0.05$. The highest and significant correlation coefficient was found between organizational awareness and individual considerations ($r = 0.515$) at the level of $p <0.05$ and the lowest correlation coefficient between was found between service-oriented and transformational leadership ($r = -0.001$), which is not significant at level of $p <0.05$. Therefore, there is a significant relationship between the components of emotional intelligence and transformational leadership style components. These findings are consistent with Golman's Theory of Emotional Intelligence (1998) and the Multiple Bass and Avolio’s (1995) multiple leadership theory, Meindl and Vefrvani (2003), De Niemsom and Kathanou (2002), Garner and Stough (2002), Gibbons (1986) and Fariborzi (2003) studies.

Second hypothesis:

There is a relationship between the emotional intelligence components of self-awareness, self-management, and social skills, and the interactive leadership style components of "conditional reward, active exception management, and passive exception management" components. Analysis of the findings of the second hypothesis showed that the correlation coefficient between the components of emotional intelligence and the components of the interactive leadership style is $r=0.269$, which is not significant at the level of $p<0.05$. Therefore, there is no significant relationship between the components of emotional intelligence and the components of interactive leadership style. These findings are in line with the study of Weinberger (2003), Gardner and Stough (2002) and Barling, Slater, and Kelloway (2000), but it is not consistent with findings of research conducted by Coetzee and Schaap (2005).

Third hypothesis:

There is a relationship between the emotional intelligence components of self-awareness, self-management, social awareness and social skills, and the non-interventional leadership of educational departments’ managers. The analysis of the findings of the third hypothesis showed that the correlation coefficient between the components of emotional intelligence and the non-interventional leadership style is $r = 0.044$, which is not significant at the level of $p <0.05$. Thus, there is no significant correlation between the components of emotional intelligence and non-interventional leadership components. This finding is consistent with the research conducted by Rolling, Slater, and Clavy (2000), but is not consistent with
Gardner and Stough (2000) research. The inter-component studies of emotional intelligence and non-interventional leadership style indicate that the findings of the present study are consistent with study of Coetzee and Schaap (2005) and Weinberger (2003) on lack of relationship between the emotional intelligence components of self-awareness, self-management emotions, "understanding of the social-awareness emotions and the application of the emotions of" social skills "and non-interventional leadership style. The reason for this consistency is that non-interventionist leadership is in fact a negation of leadership and is not considered to be leadership. Non-interventional leaders are typically not involved in issues and delay involvement. In this type of leadership, there is no attempt to motivate followers or to identify actions to meet the needs of employees.

Fourth hypothesis

There is a difference between the emotional intelligence of the managers of the educational departments and their leadership styles in terms of demographic characteristics of age, work experience, and education level. The analysis of the findings of the fourth hypothesis showed that there is a difference between the emotional intelligence of the managers of the educational departments and their leadership styles based on their age only in the area of interactive leadership, which is significant at the level of p < 0.05, but there is no significant difference in terms of work experience and education level. This finding was in line with result of study conducted by Fariborzi (2003), but it is not consistent with results of the studies conducted by Marani (2003) and Dehganian (2001). There is no significant difference between the emotional intelligence of the managers of the educational departments and their leadership styles in terms of their educational level, which is consistent with the findings of the research conducted by Marani (2003).

Conclusion

In order to be able to survive in today's turbulent and competitive environment, organizations need to equip themselves with new business thinking and continuously improve themselves. The leadership of such organizations is very sensitive and complex, and this sensitivity is increased when the leader is faced with adaptive changes that are very different from technical changes. Technical problems can be solved through technical knowledge and common processes of problem solving, while adaptive problems require different solutions. The leadership of an organization to adapt to changes and to survive and grow in new environments requires specific characteristics. Managers are generally faced with many problems to respond them. One of the most important personality traits that can help leaders and managers in responding to these changes is emotional intelligence.

In addition to the main results, the following secondary findings of were obtained in this study:

1- There is no significant relationship between the components of emotional intelligence: self-awareness, self-management, social awareness and social skills, and the components of leadership effectiveness including increased effort, satisfaction, and effectiveness.

2- There is a positive and significant correlation between components of the transformational leadership style including "ideal influence, inspirational motivation, mental stimuli, and individual considerations" and the interactive leadership style components of "conditional reward, active exception management and
passive exception management", and leadership effectiveness components of "increased effort, satisfaction, and effectiveness.

3-There is a negative and significant relationship between the non-interventional leadership style and the components of leadership effectiveness including "increased effort, satisfaction, and effectiveness.

Applied recommendations

The results of this study showed a significant relationship between the components of emotional intelligence including "self-awareness, self-management, social awareness and social skills" and transformational leadership style components including "ideal influences, inspirational motivation, mental stimuli, and individual considerations". Accordingly, it is recommended:

1- Providing techniques and strategies for managers to help them increase their awareness of their emotions and act more effectively in management of their emotions.

A) Recognizing the emotions of others is a skill that can be improved. For this purpose, it is necessary to pay attention to the emotions of the audience, especially during the meetings. In addition, one can learn to read unwritten words when he is in contact with others. It means that he should pay attention first to facial changes of the audience.

B) Creating emotion to help solve a problem, energizing a group, or calming yourself before a meeting or interview are the skills that can be learned, and with their help, one can be happier, and more importantly, this arousal can be transferred to others.

2-Given the necessity of change and development in the administrative system of the country, it is recommended to use the transformational leadership style models to create changes in structure, culture, procedures and other organizational dimensions. This model can enhance the organization's ability to survive in a volatile and sustainable environment. In addition, training and promoting this leadership style facilitates the process of organizational renewal and the creation of modern organizations.
References

1- Dehganian, M, H "2001". The Impact of Leadership Type "Transformational, Interactive" on Psychological Disorders of Teachers in Schools in Districts 2 and 4 of Shiraz Education Ministry, Master's Thesis in Shiraz University, p.291

2- Fariborzi, A "2003". The role of transformational leadership on the management of information technology projects in governmental and non-governmental organizations of Mashhad. Master's Thesis in Management Education, University of Esfahan, pp.21,29


4- Marani, M. 2003 "Normalization and examining the reliability of Emotional Intelligence Characteristics Questionnaire among university students and high school students in Isfahan. Master's Thesis in General Psychology. University of Esfahan, pp.102-109
