

Emotional Intelligence and Higher Education Management

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ABSTRACT: This research aimed at identifying the role of emotional intelligence (EI) -based management in improving faculty effectiveness. Research methodology was descriptive-survey of exploratory type. Statistical population were the faculty members in the Islamic Azad University branches across Tehran (N = 3500). The subjects of the study (sample) consisted of 351 faculty members selected through stratified random method. Data were collected via two researcher-administrated questionnaires. Statistical operations employed for data analysis included: Independent T-test, Wilcoxon Test, Variance Analysis and Factor Analysis. Findings showed that there are 10 EI-based management factors which determine faculty effectiveness. Results also suggested a significant difference between desirable and current situations in Islamic Azad universities

Keywords: *Emotional intelligence, Higher education management, Faculty members*

INTRODUCTION

As complicated social institutions, universities differ from the other human systems in many ways; among their features one can name the complicated objectives, difficult job processes, academic freedom, autonomy as well as the unique structure of the university which serves the students who are both the customers and the products of the system (Arasteh, 2005). Higher education institutions fall into a distinctive class of organizations whose predominant characteristics are ambiguity and conflict (Lindsay, 1983). Higher education institutions, colleges and universities are viewed as examples of organized anarchies and loosely coupled systems (Ecker and George, 1979). According to Cohen and March (1974) as cited in Ellström (1983) in an organized anarchy the college president faces the following four fundamental ambiguities: the ambiguity of purpose—in terms of how actions can be justified and how organizational goals are defined; the ambiguity of power—in terms of what the president can accomplish and how powerful he/she is; the ambiguity of experience—in terms of the learning legacy of the presidency; and the ambiguity of success—in terms of when a president is deemed successful and how he/she

assesses his/her pleasures. Faculty members, who are the major sources of science production, work in such an organization where the academic values and the bureaucratic laws of university contradict (Arasteh, 2005).

Generally speaking, taking the faculty specific responsibilities into account, a faculty member should be provided with a positive and supportive environment in which he/she feels calm enough to become effective in fulfilling his/her academic duties. The role of higher education management in creating such an environment is of prime important. Leaders are in charge of creating a shared faculty vision, and are responsible for developing an organizational climate which is conducive to motivating and developing faculty members. Moreover, they should create a supportive communication climate through emphasizing listening skills, thus demonstrating their respect and empowerment of faculty members. The heads of departments as managers are required to motivate, evaluate, reward, and provide development opportunities for their faculty members. The success of an academic manager in performing such activities directly affects their faculty members' attitudes,

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behaviors, and performance. Therefore, it can be said that it is the collective attitudes, behaviors, and performances of faculty that defines the organizational climate of the university and faculty effectiveness.

The appropriate university management style develops based on the tasks which are essentially different from those of the other organizations. There is an inherent ambiguity in the leadership and the administration of these organizations (Ecker and George, 1979) which asks for a specific management style. Emotionally intelligent management style proposed in this study includes such components as self-leadership, participation, flexibility and people skills. It is stated that people skills is a major component of the concept of effective leadership in higher education (Spendlove, 2007).

The following paper examines the impact of emotionally intelligent university management on faculty effectiveness.

Literature Review

The theory of emotional intelligence has taken shape in the last two decades (Bar-On, 1997). Although there is an abundance of research on emotional intelligence (Goleman, 1995; Bar-On, 1997; Cooper and Sawaf, 1997; Goleman, 1998; and Goleman et al., 2002) its relationship to leadership (Cooper and Sawaf, 1997; Goleman, 1998; Goleman et al., 2002) and its impact on organizational climate in corporations (Cherniss and Goleman, 2001; Goleman et al., 2002), little research exists on emotional intelligence and its relationship to higher education leadership and organizational climate (Astin and Astin, 2000; Hopper, 2005). The present researcher has made an attempt at presenting some of these findings on the related components.

Sitter (2004) examined the behaviors associated with emotional intelligence (EI) to determine if there were specific dimensions of a leader's EI predicting the development of an employees' trust in their leader and willingness to perform organizational citizenship behavior (OCB). The results revealed that a leader's self-appraisal of emotion accounted for 21.5% of the variance in an employees' affect-based trust. This study also indicated that use of emotion marginally contribute to an employee's performance of OCB (2.9%). The results indicated that a leader's ability to appraise and express emotion was instrumental in the development of an employees' affect-based trust in their leader in the organizations.

In the study conducted by Hwang (2007), the question posed concerned the possibility of a significant relation between emotional intelligence skills and teaching effectiveness. Findings of the study provided professionals with data on the relation between the emotional intelligence skills in teaching effectiveness and career excellence. He then suggested that academic institutions need to provide lifelong learning programs on emotional intelligence skills in order to facilitate the development of a harmonious learning environment.

Haskett (2003) attempts to put emphasis on the emotions that differentiate faculties in higher education institutions. This study compared 86 Teaching Award winners to a random sample of 200 non-award winning faculty members at one institution. The data included self-reports on both the "Seven Principles," and EQ. The three statistical procedures of MANOVA, discriminate analysis, and multiple regression were utilized in this study based on the focus of the research objectives. Based on the results of the study a significant link was found between specific EQ competencies and behaviors of effective teaching measured by the "Seven Principles." A comparison of the extent of the utilization of the "Seven Principles" by the two groups did not reveal a significant difference among the EQ sub-scores. Based on these findings it became possible to conclude that not only the actions/ behaviors taken by faculty are important but also the underlying attitudes behind the actions influence effective teaching considerably. Additional findings revealed that the EQ sub-score of general mood was a significant determinant of Teaching Award winning faculty.

Tod (2006) tried to determine whether student-teacher performance was associated with emotional intelligence (EI). The results indicated that EI and College Supervisors' assessments of student teacher performance were significantly related.

Medley and Mitzel (2007) examined the relationships between measures of teacher effectiveness and teacher behavior variables obtained through a study on the graduates of a coordinated teacher preparation program in the municipal colleges of New York City. The study was based on a sample group of 49 teachers and employed five variables purporting to measure aspects of teacher effectiveness, three measuring dimensions of classroom behavior, and a number of variables designed to control extraneous variation. The five

measures of effectiveness were found to center around the distinct aspects of effectiveness. Supervisory ratings and pupils' reactions to their teachers appeared to reflect the teachers' ability to get along with students; teachers' self-ratings and measures of pupil gains (in reading and social skill) appeared to reflect effectiveness in stimulating pupils to improve their reading skills. It was found that measured gains in reading and gains in-group problem solving skills were not related to recorded classroom behaviors of teachers and pupils. Pupil-teacher rapport was found to be related to emotional climate most probably to verbal emphasis in classroom behavior. Supervisors rated those teachers who had the friendliest classroom as most effective.

Moafian et al., (2009) examined the relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. To this end, 89 EFL teachers were selected from different Language Institutes in the city of Mashhad north-east Iran. The participants were asked to complete the "Teachers' Sense of Efficacy Scale" and the "Emotional Intelligence Questionnaire". Data analysis and statistical calculations revealed that there is a significant relationship between the teachers' emotional intelligence and their self-efficacy.

"Group Emotional Contagion, the Transfer of Moods among People in a Group, and its Influence on Work Group Dynamics" was examined by Barsade (2000) in a laboratory study of managerial decision making using multiple, convergent measures of mood, individual attitudes, behavior, and group-level dynamics. Using a 2×2 experimental design, with a trained confederate enacting mood conditions, the predicted effect of emotional contagion was found among group members, using both outside coders' ratings of participants' mood and participants' self-reported mood. No hypothesized differences in contagion effects due to the degree of pleasantness of the mood expressed and the energy level with which it was conveyed were found. There was a significant influence of emotional contagion on individual-level attitudes and group processes. As predicted, the positive emotional contagion group members experienced improved cooperation, decreased conflict, and increased perceived task performance.

The results of the study by Hopper (2005) demonstrated that the traits associated with Goleman's (1998) framework of emotional intelligence are relevant

to a discussion of the best qualifications for (college) library directors.

Concerning the above-mentioned researches conducted in different fields and components of EI, the present study seeks to answer the following question:

- Is there any link between EIM (Emotional Intelligent Management) in universities and the effectiveness of faculty members?

Research Objectives

Research objectives in this paper are as follow:

1-To identify the components of the desirable emotional intelligent management (EIM) in different campuses of Islamic Azad University (IAU).

2-To identify the current situation in zone eight campuses of IAU in terms of EIM.

Research Questions

Research questions in this paper are:

1-What are the components of the desirable emotional intelligent management (EIM) in different campuses of Islamic Azad University (IAU)?

2-What is the current situation of zone eight campuses like in terms of EIM?

RESEARCH METHOD

The design in used to answer the research questions was a descriptive-analytical survey. The target population of the study comprised of faculty members in zone eight campuses of the Islamic Azad University (IAU) consisting of 10 campuses of Tehran North, Tehran South, Tehran Center, Tehran East, Tehran West, Tehran Science & Research, Tehran Medical Sciences, Shahre Rey, Eslamshahr and Parand with about 3500 faculty members. The sampling method was stratified and the subjects consisted of 341 faculties from different schools and departments of the universities under the study. To ensure reliability the questionnaire was retested among a sample of 30 experts with an interval of 14 days.

The total numbers of male and female faculty members in this study were 222 and 119 respectively. It included 200 (57.9 %) tenured and almost 145 (41.9 %) non-tenured faculty members. The participants were 39 full professors (11.4%), 32 associate professors (9.3%), 136 assistant professors (39.8%) and 134 lecturers (39.2%). There were 23 faculty members (6.7 %) engaged in management positions in the sample group.

In order to construct an EIM questionnaire on faculty effectiveness, the related literature was extensively reviewed and EIM variables influencing faculty effectiveness were identified. Several questions were developed to collect data in both current situation (situation A) and desirable situation (situation B).

The self-administered designed questionnaire intended to identify the specific EIM variables in IAU through scoring the suggested variables in five Likert scale. It also aimed at evaluating the current situation of the selected campuses as well as the IAU in terms of the EIM variables. Finally, it was prepared in order to determine whether there exists a link between EIM variables and faculty effectiveness. (For the complete scale, please see appendix).

Face and content validity of the constructed questionnaire was then confirmed through expert view of 15 specialists. To ensure questionnaire reliability, test-retest method and Cronbach Alpha were used. The data was collected through answers given by a small group of 15 faculty members and after 3 weeks the same questionnaire was used to test the same group. Retest quotient of all components in situation A and situation B were over 0.89 and 0.62 respectively. Cronbach Alpha quotient of all components in both situations was 0.98.

Statistical Analysis

Data were analyzed through the SPSS program using Wilcoxon test, ANOVA and factor analysis. Wilcoxon test was used to compare the means of EIM components in situation A and situation B. ANOVA was used to compare the means and factor analysis was used to identify the EIM components.

RESULTS AND DISCUSSION

To answer the first research question: "What are the components of the desirable emotionally intelligent management (EIM) in different campuses of the Islamic Azad university (IAU)?" factor analysis was used. The results were self-leadership, moral, trust, conscientiousness, flexibility, participation, empowerment, capacity building, communication and motivation. Table 1 presents the findings.

To answer the second research question: "What is the current situation of zone eight campuses like in terms of EIM?" a one-sample T-Test was used. As table 2 indicates, there is a meaningful difference ($p < 0.05$) between the current performance of management in

IAU and the desirable situation leading to the faculty effectiveness. Table 3 shows different variances in situation A and situation B.

CONCLUSION

The purpose of the present study was to investigate whether emotionally intelligent management (EIM) could affect the faculty effectiveness. To the researcher's knowledge, this study is the first instance of such an investigation. This research investigated the effect of a newly introduced academic management (EIM) style on the faculty effectiveness, whereas emotional intelligence (EI) used to be studied just as a set of individual skills and characteristics in relation with another variable(s) in previous studies.

The major finding of the study was the identification of 10 components of EIM, which contribute to the improvement of the faculty members' effectiveness. This finding is significant because the components reflect the faculty members' viewpoints and is tailored specifically to meet their own requirements.

Another finding of the study was that there existed a significant difference between the current level of management performance in the IAU and the desirable situation, which has led to a negative impact on faculty effectiveness.

This study breaks new ground and leaves ample room for future research on its findings. First it must taken into account that the study was carried out in just 10 campuses of the Islamic Azad University (IAU) and did not include the state-run universities, therefore, it is not easy to generalize on the basis of its findings. Second, there were not related models or frameworks at the researcher's disposal. Third, faculty members' conservative and moderate responses to the questions might be regarded a limitation to the study.

Research on EIM and faculty effectiveness may identify new sets of emotion-based skills, which could be used in higher education management training and development programs to enhance both management and faculty effectiveness. The knowledge gained from research into EIM and faculty effectiveness may increase the understanding of the higher education management and help produce powerful tools for the selection, training and development of higher education managers, potentially enhancing emotional climates and faculty effectiveness.

Table 1: EIM Factors

| Factors | Questions | Mean | Standard Deviation | Cronbach's Alpha | Factor Load |
|----------------------|--|------|--------------------|------------------|-------------|
| 1. Self leadership | 1. My head of department welcomes feedbacks from faculty members. | 3.42 | 1.129 | 0.833 | 0.596 |
| | 2. My head of department is able to control his/her emotions. | 3.62 | 1.029 | | 0.607 |
| | 3. My head of department is aware of his/her emotions and their effects on the colleagues. | 3.43 | 1.072 | | 0.581 |
| | 4. My head of department is self confident in making decisions. | 3.62 | 0.972 | | 0.778 |
| 2. Moral | 5. My head of department is fair in treating the colleagues. | 3.67 | 1.076 | 0.841 | 0.802 |
| | 6. My head of department is honest in his/her speeches, behaviors and performances. | 3.89 | 1.037 | | 0.799 |
| | 7. My head of department is modest. | 3.87 | 1.017 | | 0.846 |
| | 19. My faculty dean uses admirable, courteous and appreciative language. | 3.29 | 1.272 | | 0.443 |
| | 20. My head of department usually shows a sense of humor. | 3.03 | 1.234 | | 0.727 |
| | 23. My university president behavior towards faculty members is respectful. | 3.17 | 1.329 | | 0.602 |
| | 29. My university president tries to institutionalize the respect for faculty members. | 3.23 | 1.193 | | 0.800 |
| 3. Trust | 14. My head of department shows achievement drive, optimism and positive thinking. | 3.57 | 1.075 | 0.736 | 0.598 |
| | 15. My head of department shows happiness and satisfaction with department's faculty members. | 3.45 | 1.091 | | 0.593 |
| | 41. Department of education usually tries to soften the faculty-related policies. | 3.09 | 1.386 | | 0.858 |
| | 42. Financial and administration department appears to increase trust and confidence in faculty members. | 2.44 | 1.217 | | 0.765 |
| 4. Conscientiousness | 8. My head of department is faithful and true to his/her promises. | 3.74 | 1.024 | 0.861 | 0.763 |
| | 9. Financial and administration department usually gives quick responses to the faculties' applications. | 2.86 | 1.284 | | 0.667 |
| | 10. My head of department is conscientious. | 3.69 | 1.054 | | 0.636 |
| | 11. My head of department thoroughly supports me. | 3.44 | 1.069 | | 0.663 |
| | 28. Financial department is quick in paying my tuition fee, etc. | 2.74 | 1.421 | | 0.767 |
| | 45. My head of department is sincere in serving faculty members. | 3.59 | 1.172 | | 0.637 |
| | 46. My head of department can predict my organizational needs. | 3.01 | 1.134 | | 0.732 |
| | 47. Our research department issues the correct, quick and thorough directives for promotion. | 2.93 | 1.198 | | 0.766 |
| 5. Flexibility | 48. Our research department announces the research plans thoroughly and quickly. | 2.80 | 1.211 | 0.831 | 0.776 |
| | 12. My university president seems to request all to be flexible with faculty members. | 2.93 | 1.183 | | 0.668 |
| | 13. My head of department shows flexibility in his/her management. | 3.26 | 1.013 | | 0.549 |
| | 44. Financial and administration officials behave towards faculties emphatically. | 2.38 | 1.284 | | 0.790 |
| | 60. Research department is quick in publishing my papers. | 2.52 | 1.287 | | 0.801 |
| 6. Participation | 67. My university president seems to make attempts to change the structures towards less complexity, formality and centralization. | 2.49 | 1.251 | 0.836 | 0.666 |
| | 40. My university president delegates authorities to the young faculty members. | 3.12 | 1.252 | | 0.641 |
| | 52. My faculty dean conducts our opinions of the faculty subjects. | 2.50 | 1.350 | | 0.701 |
| | 53. My head of department conducts our opinions of the department's subjects. | 3.15 | 1.183 | | 0.776 |
| | 54. My head of department encourages us to have joint productions. | 2.50 | 1.228 | | 0.778 |
| | 63. My university president encourages diversity in appointment, recruitment, etc. | 2.95 | 1.262 | | 0.988 |
| | 70. My head of department conducts our opinions in developing the department's strategic plan | 2.82 | 1.222 | | 0.744 |

| | | | | | |
|----------------------|--|-------|-------|-------|-------|
| 7. Empowerment | 25. My head of department inspires us with self confidence. | 3.00 | 1.177 | | 0.716 |
| | 31. My university president seems to make attempts to employ or invite the most distinguished professors. | 2.68 | 1.279 | | 0.751 |
| | 36. My faculty dean seems to make attempts to provide the guest teachers with the most equipped teachers' room. | 2.48 | 1.258 | | 0.795 |
| | 37. My faculty dean seems to make attempts to provide a teachers' pavilion. | 2.17 | 1.247 | | 0.944 |
| | 38. My university president tries to provide faculty members with role models. | 1.94 | 1.155 | | 0.788 |
| | 55. My head of department identifies our strengths and weaknesses and tries to empower us. | 2.79 | 1.261 | | 0.756 |
| | 56. My head of department cares about developing the scholars of the department. | 2.62 | 1.277 | 0.901 | 0.731 |
| | 57. My head of department encourages the young colleagues to assist him/her in researching, teaching, etc. | 2.24 | 1.175 | | 0.770 |
| | 58. My faculty dean usually holds scientific seminars, conferences, etc. | 2.79 | 1.153 | | 0.701 |
| | 59. Our research department seems to improve research instruments like: internet, digital library, etc. | 2.93 | 1.139 | | 0.797 |
| | 68. Our education department makes attempts to empower the faculty members with modern technologies of teaching. | 2.76 | 1.197 | | 0.807 |
| 8. Capacity building | 16. My head of department initiates the innovative methods to achieve the department goals. | 3.02 | 1.097 | | 0.693 |
| | 17. My faculty dean tries to implement the appropriate findings of different departments in managing the faculty. | 2.81 | 1.218 | | 0.621 |
| | 18. My university president seems to be initiative in big ideas like sport or scientific Olympiads. | 2.79 | 1.276 | | 0.649 |
| | 49. My faculty dean is aware of the political and organizational powers in the university. | 2.59 | 1.179 | | 0.706 |
| | 32. My university president tries to build capacity through holding informal meetings, parties, etc. | 2.29 | 1.292 | | 0.787 |
| | 33. My university president seems to use the facilities of faculties for establishing clinics, kindergartens, etc. in the campus. | 1.67 | 1.158 | 0.872 | 0.890 |
| | 64. My university president seems to support interdisciplinaries. | 2.93 | 1.298 | | 0.806 |
| | 50. My head of department uses the faculties' different capabilities. | 3.37 | 1.042 | | 0.765 |
| 9. Communications | 51. My head of department identifies strengths and weaknesses of the faculty members and uses the strengths to achieve the goals. | 3.10 | 1.076 | | 0.763 |
| | 21. My head of department has an attractive personality. | 3.47 | 1.158 | | 0.815 |
| | 22. My head of department is good in non-verbal communication. | 3.39 | 1.188 | 0.893 | 0.856 |
| | 24. My university president appears to make organizational benefits out of the space and environment (campus) language, e.g. colors, decorations, etc. | 2.81 | 1.311 | | 0.719 |
| | 34. My head of department holds occasional friendly meetings with department members. | 2.27 | 1.209 | | 0.856 |
| | 35. My faculty dean holds welcome and familiarization meetings at the beginning of the semesters | 2.20 | 1.265 | | 0.888 |
| | 43. My head of department listens openly to the faculty members. She/He is a good listener. | 3.33 | 1.159 | 0.893 | 0.687 |
| | 61. My head of department tries to make a cooperation with the business. | 2.36 | 1.182 | | 0.703 |
| | 62. My university president appears to try to make scientific relations with overseas universities. | 2.51 | 1.354 | | 0.836 |
| | 65. My head of department tries to avoid the destructive competitions by creating a fair, cooperative and friendly atmosphere in the department. | 3.09 | 1.302 | | 0.776 |
| | 66. My faculty dean holds occasional friendly discussion meetings in order to control the conflicts. | 2.44 | 1.299 | | 0.782 |
| | 69. My university president's speech and behavior is inspiring. | 2.88 | 1.346 | | 0.832 |
| 10. Motivation | 26. Financial and administration department's actions are motivating me, e.g. by giving quick loans and the other facilities. | 2.67 | 1.329 | | 0.774 |
| | 27. My faculty dean tries his/her best to provide suitable offices with faculty members. | 2.62 | 1.245 | | 0.782 |
| | 30. My university president usually holds honoring meetings for distinguished professors. | 2.87 | 1.266 | 0.79 | 0.715 |
| | 39. Our research department support the faculty researchers by using the appropriate incentives. | 2.57 | 1.305 | | 0.776 |
| Overall | 70 Questions | 204.7 | 54.33 | 0.98 | |

Table 2: Means, Standard Deviations, Test Values, T. Tests and Sig.s of EIM Components

| Components | No. of item | Mean | S.D. | Test Value | T. test | Sig. |
|-------------------|-------------|-------|-------|------------|---------|-------|
| Self leadership | 4 | 14.10 | 3.434 | 12 | 11.47 | 0.001 |
| Moral | 7 | 24.15 | 5.86 | 21 | 10.7 | 0.001 |
| Trust | 4 | 12.55 | 3.580 | 12 | 2.87 | 0.004 |
| Conscientiousness | 9 | 28.81 | 7.31 | 27 | 4.63 | 0.001 |
| Flexibility | 5 | 13.58 | 4.66 | 15 | -5.7 | 0.001 |
| Participation | 6 | 17.04 | 5.56 | 18 | -3.24 | 0.001 |
| Empowerment | 11 | 28.39 | 9.44 | 33 | -9.139 | 0.001 |
| Capacity building | 9 | 24.58 | 7.498 | 27 | -6.05 | 0.001 |
| Communication | 11 | 30.75 | 9.67 | 33 | -4.36 | 0.001 |
| Motivation | 4 | 10.72 | 4.02 | 12 | -5.95 | 0.001 |

Table 3: Variances in Situation A and Situation B

| Components | Variance amount | | Variance per cent | |
|-------------------|-----------------------|-----------------------------------|-----------------------|-----------------------------------|
| | Current Situation (A) | Desirable effective situation (B) | Current Situation (A) | Desirable effective situation (B) |
| Self leadership | 11.79 | 7.98 | 2.81 | 2.32 |
| Moral | 34.32 | 18.17 | 8.17 | 5.30 |
| Trust | 12.82 | 6.83 | 3.05 | 1.99 |
| Conscientiousness | 53.42 | 38.29 | 12.7 | 11.17 |
| Flexibility | 21.76 | 16.15 | 5.18 | 4.71 |
| Participation | 30.97 | 23.83 | 7.38 | 6.95 |
| Empowerment | 89.19 | 95.30 | 21.22 | 27.82 |
| Capacity building | 56.23 | 46.21 | 13.38 | 13.49 |
| Communication | 93.61 | 74.51 | 22.27 | 21.75 |
| Motivation | 16.71 | 15.25 | 3.85 | 4.45 |

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