Emotional Intelligence and Leadership Abilities amongst the students of the Faculty of Economics and Administrative Science (English Language Track) in Al Azhar University- Gaza

الذكاء العاطفي والقدرات القيادية لدى طلاب كلية الاقتصاد والعلوم الادارية (مسار الدراسة باللغة الانجليزية) في جامعة الأزهر - غزة

Nihaya El Telbani

نهاية التلباني

Faculty of Economics and Administrative Science, Al Azhar University, Gaza

E-mail: nihaya45@hotmail.com

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Abstract

The aim of this research is to explore the relationship between emotional intelligence and leadership abilities amongst the students of the Faculty of Economics and Administrative Science- English Language Track- in Al Azhar University- Gaza. The research followed a descriptive analytical methodology where (320) students were surveyed and (234) responded (response rate 73%). The research concluded that the emotional intelligence of the students is acceptable but needs further improvement. It was also found that emotional intelligence is related to leadership abilities and that well- being is the most influential aspect of emotional intelligence. Many recommendations are offered such as the need to improve all aspects of emotional intelligence especially well being as it is found to be the most influential aspect of emotional intelligence. Furthermore, since emotional intelligence is related to leadership abilities and both can be improved, development opportunities and interactive and challenging activities such as training programs need to be offered to the students.

ملخص

يهدف هذا البحث إلى دراسة العلاقة بين الذكاء العاطفي والقدرات القيادية لدى طلاب وطالبات كلية الاقتصاد والعلوم الإدارية (شعبة الدراسة باللغة الانجليزية) في جامعة الأزهر-غزة. تم استخدام المنهج الوصفي التحليلي حيث وزع الاستبيان على جميع الطلاب والطالبات المسجلين والبالغ عددهم ٣٢٠ طالب وطالبة وتم استرجاع ٢٣٤ استبيان (نسبة الاسترداد ٧٣%). توصل البحث إلى العديد من النتائج أهمها أن مستوى الذكاء العاطفي لدى عينة الدراسة مقبول وان هناك فرصة لتعزيزه وان الذكاء العاطفي مرتبط بالقدرات القيادية خاصة بعد الرفاه. تم التوصل إلى العديد من التوصيات أهمها الحاجة إلى تعزيز مستوى الذكاء العاطفي لدى عينة الدراسة وكذلك تعزيز القدرات القيادية من خلال توفير فرص ونشاطات تطويرية وتدريبية.

Introduction

In popular perception, Thorndike (1920) was considered as the first to identify the conception of emotional intelligence. He coined the term social intelligence as "the ability to understand and manage men and women, boys and girls to act wisely in human relations". Since the publication of the best selling book Emotional Intelligence by Daniel Goleman (1995), the topic of emotional intelligence has witnessed unparalleled interest. Emotional intelligence has been historically rooted within the rubric of social intelligence, which is defined as the ability to understand and manage people, thereby guiding adaptive and purposive behavior (Thorndike, 1920).Much of the literature states that service providers with high emotional intelligence receive higher customer satisfaction scores (Kernback & Schutte, 2005). Individuals with high emotional intelligence have self-reported satisfaction with social relationships, as well as a perception of more social support, and are less likely to report negative interactions with others (Lopes, Salovey, & Straus, 2003).

Emotional intelligence contributes to effective leadership. In a highly competitive environment, there is a need to develop the leaders than the managers in the organization (Ali, 2013). The lucky organizations are those who have intrinsically shifted their focus from management to leadership. This is because there is a lack of leadership talent and the pool of potential leaders is shrinking (Grandossy & Guarnier, 2008). The

pressure on organization decision makers to rethink their leadership development strategies is greater than ever.

In higher educational institutions students are viewed as leaders of tomorrow (Salami, 2010). They have academic success as their major goal. For this goal to be achieved, it requires dedication, sacrifices, self-discipline, motivation and cordial relationship between students and lecturers. Difficulties in handling the ensuing stressor often lead to decreased academic performance, increased psychological, distress, and negative attitudes toward learning (Salami, 2006). All these invariably pose challenges to the much sought quality in education. Emotional intelligence has been found to be related to students' academic achievement, behaviours and attitudes (Salami & Ogundokun, 2009). According to Chickering and Stamm (2002), the purpose of higher education is to prepare students for responsible and satisfying lives in a pluralistic society. This research will address the concept of emotional intelligence and its relationship with leadership abilities in the Faculty of Economics and Administrative Science (English Language Track) in Al Azhar University- Gaza.

Research Problem

The assessment methods of most academic institutions of higher education focus on the tangible cognitive domain of learning rather than the less tangible affective or emotional domain (Tucker, Sojka, Barone, & McCarthy, 2000). At the present time the Faculty of Economics and Administrative Science in Al Azhar University in Gaza is solely dependent on knowledge acquisition and cognitive development while emotional development is neglected. This dependence will affect the future leadership abilities of the students who are supposed to be the future leaders. This research will attempt to investigate the concepts of emotional intelligence and leadership in one of the least studied sectors which is the academic sector taking the students of the Faculty of Economics and Administrative Science (English language track)as a research population.

This research will attempt to answer the following main research question: **Is there a relationship between emotional intelligence and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza?**

Research Hypothesis

First Hypothesis: There is a significant statistical relationship between emotional intelligence (well –being, self control, emotionality, sociability, and adaptability/ self-motivation) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza.

Second Hypothesis: There are significant statistical differences in the answers of the respondents concerning emotional intelligence amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to gender, age, and GPA.

Third Hypothesis: There are significant statistical differences in the answers of the respondents concerning leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to (gender, age, and GPA).

Research objectives

1. To test if there is a significant statistical relationship between emotional intelligence (well –being, self control, emotionality, and sociability) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza.
2. To test if there are significant statistical differences in the answers of the respondents concerning emotional intelligence amongst the students of the Faculty of Economics and Administrative Science

(English language track) in Al Azhar University- Gaza due to (gender, age, and GPA) .

3. To test if there are significant statistical differences in the answers of the respondents concerning leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to (gender, age, and GPA).
4. To provide recommendations to the decision makers depending on the results of the research.

Research Significance

Higher education institutions should not be viewed only in terms of knowledge acquisition and cognitive development. Much focus is put on cognitive development in education primarily while emotional development is often mystified, misunderstood, or neglected. It is therefore important that the academic institutions focus on the emotional development of their students. Furthermore the higher education institutions contribute greatly to leadership development and the refinement of leadership practices among students (Kouzes & Posner, 2002). The literature is evident in research studies that have evaluated the reltionships between emotional intelligence and leadership effectiveness in business and corporate settings (Dulewicz, & Higgs, 2003). An insufficient amount of research had been conducted exploring the relationship between emotional intelligence and leadership among college students (Carvins, 2005). This means that in the academic sector there is currently a gap between student leadership practices and their emotional intelligence that should be fulfilled. Colleges and universities have a fundamental responsibility to guide the development of the next generation of capable and ethical leaders and that these institutions must do so through a highly focused, multidisciplinary approach. Furthermore, higher education institutions have a vital role in the development of societal leaders (Carvins, 2005). This research is the first of its type that will address the concept of emotional intelligence amongst the students in an academic institution in Palestine and link this concept to the

leadership abilities of the studied group. It is hoped that this research will contribute to the literature by adding a reference to those interested in the subject by providing an empirical study in one of least studied areas.

Literature Review and Previous Studies

Definition of Emotional Intelligence

Emotional Intelligence emerged as a concept in the late 1980s when two American psychologists, Peter Salovey of Yale and John Mayer of the University of New Hampshire, were casting around for a pithy way to sum up human qualities such as empathy, self-awareness and emotional control (Hazare, 2011). Since 1990, emotional intelligence has grown into a small industry of publication, testing, education and consulting (Mayer, Salovey, & Caruso, 2008). The literature concerning emotional intelligence has also grown dramatically. The original definition of emotional intelligence presented the concept as a "set of interrelated abilities" (Mayer et al., 2008). Other researchers have viewed emotional intelligence as encompassing "an eclectic mix of traits" many dispositional, ranging from happiness to self-esteem. Broadly defined, emotional intelligence represents a set of core competencies for identifying, processing and managing emotion (Matthews, Zeidner, & Roberts, 2007).

Models of Emotional Intelligence

Different models have been proposed for the definition of EI and disagreement exists as to how the term should be used. (Mayer et al. 2008). Substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. There has been much confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly re-evaluating even their own definitions of the construct. At the present time, there are three main models of EI: Ability EI model, Mixed models of EI (sometimes subsumed under trait EI) and Trait EI model (Kluemper, 2008).

Ability EI model

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment (Salovey & Grewal, 2005). The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. The Ability EI model uses the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) as a measurement tool based on a series of emotion-based problem-solving items. The model claims that EI includes four types of abilities: Perceiving emotions own emotions, using emotions, Understanding emotions and managing emotions. The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace (Bradberry & Su, 2003).

Mixed models of EI

The first mixed model was introduced by Daniel Goleman. Three measurement tools are based on the Goleman model: (Bradberry & Greaves, 2009): The Emotional Competency Inventory (ECI), which was created in 1999, and the Emotional and Social Competency Inventory (ESCI), which was created in 2007 and The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment. Goleman's model outlines four main EI constructs (Goleman, 1998): Self-awareness, Self-management, Social awareness and Relational management. The second mixed model is the The Bar-On model of Emotional-Social Intelligence (ESI). Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and with the immediate surroundings (Bar-On, 1997).

Trait EI model

Trait EI is a constellation of emotional self-perceptions located at the lower levels of personality. Trait EI refers to an individual's self-perceptions of their emotional abilities. The trait EI model is general and subsumes the Goleman and Bar-On models (Petrides , Pita, & Kokkinaki, 2007) .The Trait EI model is measured using many self-report measures

of EI. This includes the EQ-i, the Swinburne University Emotional Intelligence Test (SUEIT), and the Schutte EI model. None of these measures assess intelligence, abilities, or skills (as their authors often claim), but rather, they are limited measures of trait emotional intelligence (Petrides, et al., 2007). One of the more comprehensive and widely researched measures of this construct is the Trait Emotional Intelligence Questionnaire (TEIQue), which is an open-access measure that was specifically designed to measure the construct comprehensively.

The above models indicate that emotional intelligence is characterised by some researchers as ability, involving the cognitive processing of emotional information, which is accordingly most appropriately measured by performances test. An alternative proposal is that emotional intelligence should be regarded as a dispositional tendency like personality which can be assessed by self-report questionnaire. (Hudani , Redzuan, & Hamsan, 2012). Despite the existence of three distinct models of emotional intelligence, there are theoretical and statistical similarities between the various conceptions. On a global level, all of the models aim to understand and measure the elements involved in the recognition and regulation of one's own emotions and the emotions of others (Goleman, 2001).

Emotional Intelligence and Leadership

The study of leadership has gained momentum in the past 20 years. Three basic theories have been suggested by the literature of the leadership development. The first is the trait theory, which suggests that some personality traits may lead people naturally into leadership roles. The great event theory on the other hand states that a crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities. However the transformational leadership theory, (the most widely accepted theory today), states that people can choose to become leaders and they can learn leadership skills (Ali, 2012).

Leadership skills and abilities that always have been important are still important today. However, some leadership skills and abilities are

emerging as even more important (Orr & Sack, 2009). Leadership skill requirements can be theoretically and empirically grouped into a four-part complex:

The literature revealed many skills that are important to be effective leaders but it did not clarify which skills are more important at different levels of management (Khan & Ahmad, 2012).

Emotional intelligence should play a role in emotional contagion. A leader who is able to manage emotions in the self and in others will be better able to propagate emotional contagion within the group. Managing emotions in others includes understanding and using relevant gestures, language and facial expressions. Assuming that the leader selects and displays positive emotions regarding her or her goals, or toward him or her, such contagion will be a part of charismatic leadership. A leader who is unable to manage emotions in the self or others will likewise find it difficult to spread such positive emotions about goals and him or her (web, 2004). Emotionally intelligent individuals may exhibit more leadership emergence than others in many ways (Côté, Lopes, Salovey, & Miners, 2010). The first way is accurate social perception. If individuals have the ability to perceive others' emotions and to understand the distinctions among them, these individual may gain considerable knowledge of other group members' attitudes, goals, and interests. This knowledge should allow them to influence the other group members by identifying, understanding, and addressing their unstated needs (Wolff, Pescosolido, & Druskat, 2002). This influence should contribute to emotionally intelligent individuals' emergence as leaders. The second way is the direct influence of emotions on cognitive activities, such as the amount of risk people are willing to take and how systematically people process information (Loewenstein & Lerner, 2003). If the individuals have the abilities to understand the consequences of emotions and to use emotions to facilitate thinking, these emotionally intelligent individuals may process information deeply and make decisions that improve the performance of their groups. These emotionally intelligent individuals may influence the group task and, in turn, emerge as leaders. The third way is the effective management of

emotions. Individuals may influence others by changing other members' emotional reactions to particular courses of action such as change initiatives (Huy, 2002). By selecting and implementing the most effective strategies, emotionally intelligent individuals should achieve a pronounced influence on others' emotions, and emerge as leaders as a result (Côté et al., 2010) In the last two decades of the 20th century and more recently in the 21st century, a significant amount of research and attention has been given to identifying relationships between emotional and social intelligence and leadership (Goleman, 2001, Dulewicz & Higgs, 2003). The foremost contributor to the area of emotional intelligence and leadership is Daniel Goleman, who has written several books on implementing emotional intelligence in an organization, including Working with Emotional Intelligence (1998) and The Emotionally Intelligence Workplace (2001). Goleman posits that leaders high in emotional intelligence are key to organizational success; leaders must have the capacity to sense employees' feelings about their work environments, to intervene when problems arise, to manage their own emotions in order to gain the trust of the employees, and to understand the political and social conventions within an organization (Goleman, 2001). In addition, a leader has the capacity to impact organizational performance by setting a particular work climate. Goleman argued that emotionally intelligent people will experience greater success and satisfaction in life and those individuals with high emotional intelligence possess the most effective leadership qualities (Salovey & Grewal, 2005). Dulewicz and Higgs (2003) identified common EI elements that have been linked to effective leadership characteristics: (a) self-awareness, (b) emotional resilience, (c) motivation, (d) interpersonal sensitivity, (e) influence, (f) intuitiveness, and (g) conscientiousness and integrity. There is also some evidence that the characteristics of EI (e.g., self-awareness, self-management, self-motivation, social awareness, and relationship management) may be a good predictor of leadership performance and success (Lunenburg, 2011). To climb the modern corporate ladder, a leader must be competent and have a finely-tuned sense of emotional intelligence ,they are typically expected to be more positive, approachable, warm, empathetic and optimistic (May, 2011). Successful

leaders can strengthen these emotional intelligence abilities through persistence, practice and feedback as emotional intelligence can be taught (Carter, 2011).

Instruments of Measuring Leadership and Emotional Intelligence

Lloyd (2006) conducted a comprehensive review concerning the characteristics of good student leaders. Through a review of the literature, Lloyd concluded that five primary characteristics were described across studies. These included peer influence, self confidence, self-efficacy, role model influence and support, and extraversion. Accordingly, the Lloyd Leadership Instrument was developed consisting of a total of 38 items to test leadership abilities. The Trait Emotional Intelligence Questionnaire- Short Form (TEIQue-SF) is an open-access measure that was specifically designed to measure the construct comprehensively and is currently available in many languages (Petrides, & Furnham, 2006, Mikolajczak, 2007). Two recent studies (one a meta-analysis) involving direct comparisons of multiple EI tests yielded very favorable results for the use of TEIQue (Martins, Ramalho, & Morinm, 2010). The test encompasses four factors: Well – Being (Self esteem, Trait happiness, Trait optimism), Self-Control (Emotion regulation, Stress management, Impulsiveness), Emotionality (Emotion perception, Emotion expression, Relationship skills, Empathy) and Sociability (Social competence, Emotion management, Assertiveness). The test also encompasses additional subscales that do not belong to any particular factor and are directly included in the total score. These are Adaptability (Flexible and willing to adapt to new Conditions) and Self-Motivation (Driven and unlikely to give up in the face of adversity).

Previous Studies

AlHashmei & Hajee (2013) conducted a research to examine the relationship between emotional intelligence and leadership within the context of the national and organizational culture in Bahrain. The research adopted a deductive approach using mixed methods of questionnaires (Emotional Competency Inventory and Managerial Style Inventory) and interviewed 103 executives and managers. The research

findings showed that there is a relationship between the six leadership styles and emotional intelligence. Hamidi & Azizi (2012) conducted a descriptive-correlative research to study the relationship between emotional intelligence and leadership styles of principals who work in high schools of Sanandj city in Iran. The leadership styles profile (LSP) and emotional intelligence questionnaire were used as research instruments. The results show that there is no significant relationship between self-awareness and open and closed leadership style, a negative relationship between self-regulation and closed leadership style, a significant relationship between self-regulation and open leadership style, a significant relationship between motivation and leadership styles (open and close), a significant relationship between empathy and open styles and closed leadership styles. The results also showed that the gender and age differences have no influence on emotional intelligence. In general, the results showed that emotional intelligence has a positive effect on principals' leadership performance. Tessema (2012) conducted a study investigate the relationship between emotional intelligence skills and leadership behaviors. The research used the Bar-On EQ-I, and the Multifactor Leadership Questionnaire to gather emotional intelligence and leadership skill data. The results showed that eight of the 15 EQ skills were found to explain a significant proportion of variance in transformational leadership behaviors. The result of the correlation coefficient showed that total emotional intelligence accounts for 44% of the change in transformational leadership behaviors. The study findings indicate that developing the emotional intelligence components in project managers provides a basis for cumulative, long-term benefits to organizations in managing their projects. Hebert (2011) investigated the correlation between transformational leadership and emotional intelligence in a quantitative study of school principals in the USA. Correlations were analyzed to conclude that there is a positive relationship between emotional intelligence and transformational leadership. Based on the results of the study, it was concluded that principals and future principals could better develop effective leadership skills by becoming more aware of their strengths and weakness in the area of emotional intelligence, along with improving their

transformational leadership behaviors. Tsai, Tsai, &Wang, (2011) conducted a quantitative research to test the relationship between emotional intelligence and leadership style, self-efficacy and organizational commitment of employees in the banking industry in Taiwan. It was found that a supervisor's emotional intelligence has a significant positive influence on his/her personal leadership style, that a supervisor with high emotional intelligence is able to perform excellent leading skills to elevate the employee self- efficacy, and that employees self-efficacy results in a significant positive influence on organizational commitment. Miranda (2011) conducted a research to test the relationship between emotional intelligence and leadership effectiveness with an emphasis on corporate culture in a consumer goods organization .The research used a non-experimental survey design using the questionnaire. The findings of this research indicate that a relationship exists between emotional intelligence sub-factors (motivation and stress management) and leadership effectiveness and not emotional intelligence as an overall factor. Fazeli, Farhangdoost, & Fazeli, (2011) examined the relationship between emotional intelligence and transformational leadership for managers of the Iranian Ministry of Agriculture. The Cyber Sing's Emotional Intelligence and Multi-factorial questionnaires were used. Results showed that there is a significant correlation between emotional intelligence and the transformational leadership style. Côté et al. (2010) conducted two studies that examined the association between emotional intelligence and leadership emergence in small groups. Overall emotional intelligence and a number of its dimensions were associated with leadership emergence over and above cognitive intelligence, personality traits, and gender. Among the dimensions of emotional intelligence, the ability to understand emotions was most consistently associated with leadership emergence. Ameyaw (2010) examined the link between emotional intelligence and leadership. It was hypothesized that students who were identified as leaders would have higher levels of emotional intelligence than students who were not identified as leaders. Participants in the study were procured from a general psychology class at Washington College, a small liberal arts college in a rural setting. Initially, of the 99 student participants, 30 were identified as leaders and

69 were identified as non leaders. An analysis of the data showed a significant difference between the two groups on their EI scores, with non leaders scoring higher.

Viin (2010) studied the level of emotional intelligence of teachers of vocational and professional higher education of tourism and hotel schools using the Trait Emotional Intelligence Questionnaire. The study concluded that the factors Sociability and Emotionality have a statistically significant correlation. Statistically significant mean positive correlation was evident between Sociability and Self-control factors and a similar correlation appears between Well-being and Emotionality factors (also similar in factors Well-being and Sociability). The study found that there is no statistically significant difference in all EI factors between female and male teachers and no statistically significant difference in the factors (Emotionality, Well-being and Sociability) due to age but there is a statistically significant difference for the factor Self-control in favor of the age group of 45-55.

Shipley, Jackson, & Segrest, (2009) studied the relationship between emotional intelligence, as measured by the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and academic performance were examined in a sample of undergraduate business students . Emotional intelligence was found to be positively associated with work experience. Despite this finding, emotional intelligence was not significantly associated with age. Global trait emotional intelligence was not significantly associated with academic achievement as measured by student GPA. Birks, McKendree, & Watt, (2009) looked at emotional intelligence across four healthcare student groups in their first year of study and examines the relationship with perceived stress. No significant differences were found between males and females students or among professional groups for the EI measure. Dental students reported significantly higher stress than medical students. EI was found to be only moderately stable in test-retest scores. Some evidence was found for EI as a possible factor in mediating stress. Students in different health profession courses did not show significant differences in Emotional Intelligence.

Posner (2009) investigated whether students completing a leadership development program would increase in their leadership behaviors over time. The study was conducted at a private university located on the West Coast. Gender appeared to have little impact on leadership practices. Males and females did not report their leadership behaviors all that differently. The pattern of changes in leadership behavior over time was the same for men as they were for women. Torres (2008) assessed whether participation in a community college student leader program had an effect on the leadership behaviors of students based on five (5) practices measured by a student leadership practices inventory. This study supports the research that students who were involved in a leadership program gained leadership behaviors. In comparing the student leaders' pretest and posttest scores of the LPI, it showed that there was a significant difference in each leadership behavior. The results of this study also showed no significant difference in the student leaders' scores in the LPI in relation to the student's age group. There were no significant differences between the male and female student leaders in regard to the five leadership practices with the exception of the leadership practice challenging the Process. Iordanoglou (2007) examined the relationships among emotional intelligence, leadership effectiveness, commitment, and satisfaction in education. Results, using structural equation modeling, showed that emotional intelligence, especially the intrapersonal and interpersonal dimensions, has a positive effect on leadership roles, explaining 51% of variance. Rode et al. (2007) found that emotional intelligence was not significantly associated with grade point average, however, they did find an interaction of emotional intelligence with conscientiousness explained unique variance in academic performance (cumulative GPA), as well as public speaking and group behavior effectiveness. Carvins (2005) explored the relationship between Emotional-Social Intelligence and student leadership practices among college students enrolled in a four-year leadership program at a Midwestern University. The study found that many leadership subscales positively correlated, either moderately or strongly, with the emotional intelligence variables. In terms of demographic differences and ESI, significant differences were identified with gender, age, GPA, race, year

in the Program (cohorts), and mother's education level. And within student leadership practices, significant differences were only identified with GPA, race, and father's education level. Bastian, Burns, & Nettelbeck (2005) examined the relationships between emotional intelligence and a number of life skills (academic achievement, life satisfaction, anxiety, problem-solving, and coping ability) in Australia. Correlations between emotional intelligence and academic achievement were not statistically significant. Webb (2004) examined the extent to which emotional intelligence is related to transformational leadership within mentoring relationships. One hundred and twelve faculty members responsible for mentoring doctoral students completed the Schutte Self Report Inventory of Emotional intelligence, as well as measures of empathy, self awareness, and self confidence. Transformational leadership ratings for each professor were provided by the doctoral student(s) who were advised by him or her. Study results indicate that emotional intelligence can predict several aspects of transformational leadership, including charisma and inspirational motivation. Parker, Summerfeldt, Hogan, & Majeski (2004) found that various dimensions of emotional intelligence to be predictors of academic success . The study showed that the highly successful students scored higher than the unsuccessful group on three out of the four subsets (intrapersonal ability, stress management, and adaptability) of emotional intelligence as defined by the EQ-i: Short. The two groups did not score significantly different on interpersonal ability.

O'Connor &Little (2003) assessed the relationship between emotional intelligence and academic achievement, as measured by grade point average, in college students, using both self report and ability-based measures of emotional intelligence. The results showed that emotional intelligence was not a strong predictor of academic achievement regardless of the type of instrument used to measure it. Mandell & Pherwani (2003) examined the predictive relationship between emotional intelligence and transformational leadership style and to determine gender differences in the relationship between emotional intelligence and transformational leadership style, as well as the gender differences in the

emotional intelligence scores and transformational leadership style of managers. The volunteer sample consisted of 32 male and female managers or supervisors employed in mid-sized to large organizations in the northeastern section of the United States. A significant predictive relationship was found between transformational leadership style and emotional intelligence. No significant interaction was found between gender and emotional intelligence while predicting transformational leadership style. A significant difference was found in the emotional intelligence of scores of male and female managers. No significant difference was found in the transformational leadership scores of male and female managers.

Limitations of the Literature and Research Justification

Most of the literature evaluated the relationship between emotional intelligence and leadership effectiveness in business and corporate sectors. An insufficient amount of research had been conducted to test the relationship between emotional intelligence and leadership among college students. There is a gap between student leadership practices and their emotional intelligence which will affect the future leadership abilities of the students who are supposed to be the future leaders.

This research is the first of its type that will address the concept of emotional intelligence amongst the students in an academic institution in Palestine and link this concept to the leadership abilities of the studied group. This research is significant to the students since there is currently a sole dependent on knowledge acquisition and cognitive development while emotional development of the students is neglected. Another significant characteristic of this research is conducting a regression analysis to find out which dimension of emotional intelligence is mostly related to leadership abilities**.**

Research Methodology

Research Population and Sample: The population of the research is the students in the Faculty of Economics and Administrative Science who are registered in the English language track in the academic year 2011-2012 (320 students) .A complete census was used where (320)

questionnaires were distributed. (234) questionnaires were returned with a response rate of 73%.

Variables Measurement and Scaling: The Lloyd Leadership Instrument which consists of a total of 38 items is used in this research to measure the leadership abilities of the study sample. The Trait Emotional Intelligence Questionnaire- Short Form (TEIQue-SF) which consists of a total of 30 items is used to measure emotional intelligence (Well-being is comprised of items 5, 20, 9, 24, 12, and 27. Self-control is comprised of items 4, 19, 7, 22, 15, and 30. Emotionality is comprised of items 1, 16, 2, 17, 8, 23, 13, and 28. Sociability is comprised of 6, 21, 10, 25, 11, and 26. items 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26, and 28 are reverse-coded. Items 3, 14, 18, and 29 contribute only to the global trait EI score). For the two studied dimensions (Emotional intelligence and leadership abilities). Likert five scale is used to measure the opinions of the students. The amount of agreement or disagreement with each item of the questionnaire as shown in table 1.

Table (1): The Likert scale for answering the questionnaire.

Weight	Descriptive interpretations
5	Strongly agree
4	Agree
3	No opinion
2	Disagree
1	Strongly disagree

Test of Normality: Table (2) shows the results for Kolmogorov-Smirnov test of normality. From Table (2), the p-value for each field is smaller than 0.05 level of significance, and then the distribution for each field is not normally distributed. Consequently, Non-Parametric tests will be used to perform the statistical data analysis.

Table (2): Kolmogorov-Smirnov Test of Normality.

	Kolmogorov-Smirnov	
	Statistic	**P-value**
Well-being	0.974	0.000
Self-control	0.976	0.001
Emotionality	0.981	0.003
Sociability	0.981	0.003
Adaptability and self motivation	0.967	0.000
Emotional Intelligence	0.989	0.049
Leadership Abilities	0.962	0.000
All fields together	0.966	0.000

Data Collection and Analysis:

The self- administered questionnaires were distributed and collected by the researcher during the lectures. The researcher explained the purpose and the method of filling the questionnaire to the students and ensured its confidentiality. The Data analysis was carried out using (SPSS 18).The following statistical tools were used: Kolmogorov-Smirnov test of normality, Cronbach's Alpha for Reliability Statistics, Spearman Rank correlation for Validity, Descriptive analysis, and Nonparametric Tests (Mann-Whitney test and Kruskal-Wallis test).

Scale Validity and Reliability

Validity: The validity of the questionnaire was tested by experts in the field of human resource management, and statistics, who reviewed and evaluated the questionnaire. The questionnaire was modified according to the feedback from the experts. This was followed by a pilot study where the questionnaire was distributed to a sample of 30 students. Correlation (or validity) coefficient was calculated which is the most commonly used measure of predictive validity. Table (3 and 4) show the results of the pilot study.

Table (3): Correlation coefficient of each item of emotional intelligence and the total of this dimension.

No.	"Well-being"	S. Correlation Coefficient	P-Value (Sig.)
	I generally don't find life enjoyable.	.420	0.000*
	I feel that I have a number of good qualities.	.519	0.000*
	On the whole, I have a gloomy perspective on most things.	.232	0.000*
	On the whole, I'm pleased with my life.	.565	0.000*
	I believe I'm full of personal strengths.	.455	0.000*
	I generally believe that things will work out fine in my life	.463	0.000*
No.	**"Self-control"**		
	I usually find it difficult to regulate my emotions.	.384	0.000*
	I tend to change my mind frequently.	.615	0.000*
	On the whole, I'm able to deal with stress.	.279	0.000*
	I'm usually able to find ways to control my emotions when I want to.	.397	0.000*
	I tend to get involved in things I later wish I could get out of.	.476	0.000*
	Others admire me for being relaxed	.511	0.000*
No.	**"Emotionality"**		
	My emotions with words is not a problem for me.	.398	0.000*
	I often find it difficult to see things from another person's viewpoint.	.458	0.000*
	Many times, I can't figure out what emotion I'm feeling.	.546	0.000*

Continue table (3)

	Those close to me often complain that I don't treat them right.	.437	0.000*
	I often find it difficult to show my affection to those close to me.	.484	0.000*
	I'm normally able to "get into someone's shoes" and experience their emotions.	.300	0.000*
	I often pause and think about my feelings.	.251	0.000*
	I find it difficult to bond well even with those close to me.	.615	0.000*
No.	"Sociability"		
	I can deal effectively with people	.286	0.000*
	I often find it difficult to stand up for my rights.	.468	0.000*
	I'm usually able to influence the way other people feel.	.300	0.000*
	I would describe myself as a good negotiator.	.274	0.000*
	I would describe myself as a good negotiator.	.386	0.000*
	I often pause and think about my feelings.	.648	0.000*
No.	"Adaptability and self motivation"		
	On the whole, I'm a highly motivated person.	.296	0.000*
	I often find it difficult to adjust my life according to the circumstances.	.661	0.000*
	I normally find it difficult to keep myself motivated.	.527	0.000*
	Generally, I'm able to adapt to new environments.	.396	0.000*

Table (4) Correlation coefficient of each item of "Leadership Abilities" and the total of this field.

No.	Item	Spearman Correlation Coefficient	P-Value (Sig.)
	I was involved in extracurricular activities in high school.	.585	0.000*
	I attempted to take on leadership positions in high school.	.571	0.000*
	It is natural for me to take on leadership positions in college since I had been involved in high school.	.453	0.000*
	I have leadership abilities.	.588	0.000*
	Had successful experiences while serving in leadership positions.	.637	0.000*
	I attempt to take on leadership positions in college	.511	0.000*
	I am energetic.	.469	0.000*
	I am sociable.	.442	0.000*
	I get energized from being around people.	.427	0.000*
	Leaders are extroverted.	.476	0.000*
	I like to talk with people.	.307	0.000*
	I enjoy group discussions.	.395	0.000*
	Spending time with friends was an important aspect for me being involved in extracurricular activities in high school.	.412	0.000*
	I am popular.	.476	0.000*
	One reason I got involved in extracurricular activities was to meet people.	.407	0.000*
	I spend hours socializing with my friends.	.173	0.004*

Continue table (4)

	I trust other student leaders.	.344	0.000*
	Positive recognition by my peers influenced me to take on leadership positions.	.446	0.000*
	My friends have held leadership positions.	.301	0.000*
	I associate with friends who have similar interests.	.262	0.000*
	I initially got involved in high school because someone took the time to contact me and made me feel welcome.	.450	0.000*
	In high school, I had an adult role model who encouraged me to get involved in leadership positions.	.591	0.000*
	In high school, I received support from an adult role model for my leadership involvement.	.600	0.000*
	In high school, an adult role model influenced me to get involved in extracurricular activities.	.589	0.000*
	I received a great deal of support throughout my leadership experiences.	.604	0.000*
	I was encouraged by others telling me I did a great job while in a leadership position	.522	0.000*
	My parent(s) or guardian was active in the community.	.313	0.000*
	My parent(s) or guardian is important role models for me.	.360	0.000*
	I am self confident.	.530	0.000*
	I am confident in being a leader.	.634	0.000*
	Others perceive me as being self confident.	.522	0.000*

Continue table (4)

	Others have confidence in my abilities as a leader.	.535	0.000*
	I am comfortable with who I am.	.441	0.000*
	I gain self confidence through taking on more leadership positions.	.587	0.000*
	I am capable in making decisions	.446	0.000*
	I am capable of gaining others' trust while in a leadership position.	.473	0.000*
	I am even tempered while in a leadership position.	.289	0.000*
	I know I can rely on my skills while in a leadership position.	.370	0.000*

Table (3and 4) shows that the p-values (Sig.) are all less than 0.05, so the correlation coefficients are significant at $\alpha = 0.05$. It can be said that the items of all the sub dimensions of emotional intelligence and the items of the dimension of leadership abilities are valid to measure what it was set for.

Reliability: The reliability of the questionnaire was tested using the reliability coefficient Cronbach's Alpha test. Alpha coefficient ranges in value from 0 to 1, the higher the score, the more reliable the generated scale is. The literature has indicated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. Table (5) shows the values of Cronbach's Alpha for Emotional Intelligence and Leadership Abilities and the entire questionnaire. The overall value of the reliability coefficient equals 0.866 which indicates an acceptable level of reliability of the questionnaire.

Table (6): Cronbach's Alpha for each dimension of the questionnaire and the entire questionnaire.

No.	Dimension	Cronbach's Alpha
	Emotional Intelligence	0.644
	Leadership Abilities	0.908
	All items of the questionnaire	0.866

Hypothesis Testing

First Hypothesis: There is a significant statistical relationship between emotional intelligence (well –being, self control, emotionality, sociability, Adaptability/ Self-Motivation) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza. Table (7) shows the Means and Test values for "Emotional intelligence".

Table (7): Means and Test values for "Emotional intelligence".

		Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	Well-being					
	I generally don't find life enjoyable.	2.41	48.12	-6.00	0.000*	6
	I feel that I have a number of good qualities.	4.08	81.62	12.37	0.000*	1
	On the whole, I have a gloomy perspective on most things.	2.52	50.48	-5.67	0.000*	5
	On the whole, I'm pleased with my life.	3.72	74.36	8.97	0.000*	2
	I believe I'm full of personal strengths.	3.65	73.01	7.96	0.000*	3

Continue table (7)

		Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	I generally believe that things will work out fine in my life	3.63	72.64	7.46	0.000*	4
	All paragraphs	3.33	66.55	8.46	0.000*	
	"Self-control"					
	I usually find it difficult to regulate my emotions.	2.76	55.19	-2.02	0.021*	6
	I tend to change my mind frequently.	3.04	60.77	0.08	0.467	5
	On the whole, I'm able to deal with stress.	3.55	70.91	6.40	0.000*	3
	I'm usually able to find ways to control my emotions when I want to.	3.77	75.50	7.91	0.000*	1
	I tend to get involved in things I later wish I could get out of.	3.08	61.69	1.65	0.050	4
	Others admire me for being relaxed	3.65	72.96	7.35	0.000*	2
	All paragraphs	3.30	66.01	7.25	0.000*	
	Emotionality					
	My emotion with words is not a problem for me.	3.08	61.62	2.43	0.007*	3
	I often find it difficult to see things from another person's viewpoint.	2.65	52.90	-3.76	0.000*	6

Continue table (7)

		Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	Many times, I can't figure out what emotion I'm feeling.	3.00	60.00	0.38	0.353	4
	Those close to me often complain that I don't treat them right.	2.25	44.98	-8.30	0.000*	8
	I often find it difficult to show my affection to those close to me.	2.78	55.51	-2.34	0.010*	5
	I'm normally able to "get into someone's shoes" and experience their emotions.	3.46	69.20	5.51	0.000*	2
	I often pause and think about my feelings.	3.60	72.07	7.15	0.000*	1
	I find it difficult to bond well even with those close to me.	2.57	51.37	-4.19	0.000*	7
	All paragraphs	2.93	58.50	-2.70	0.003*	
	Sociability					
	I can deal effectively with people		77.53	10.58	0.000*	1
	I often find it difficult to stand up for my rights.		49.19	-6.03	0.000*	5

Continue table (7)

		Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	I'm usually able to influence the way other people feel.	3.65	72.90	8.25	0.000*	2
	I would describe myself as a good negotiator.	3.52	70.50	5.67	0.000*	3
	I would describe myself as a good negotiator.	2.38	47.64	-5.94	0.000*	6
	I often pause and think about my feelings.	2.67	53.48	-3.63	0.000*	4
	All paragraphs	3.09	61.84	1.27	0.102	
	Adaptability and self motivation					
	On the whole, I'm a highly motivated person.	3.87	77.36	10.03	0.000*	2
	I often find it difficult to adjust my life according to the circumstances.	2.86	57.23	-1.49	0.067	3
	I normally find it difficult to keep myself motivated.	2.50	50.04	-5.59	0.000*	4
	Generally, I'm able to adapt to new environments.	3.92	78.45	10.81	0.000*	1
	All paragraphs	3.29	65.84	.06	0.000*	

Table (7) shows that the mean of the sub- dimension “Well-being” equals 3.33 (66.55%), and P-value=0.000 which is less than the level of significance 0.05. The sign of the test is positive, so the mean of this field is significantly more than the hypothesized value 3. This means that the respondents agreed with the sub-dimension of “Well-being ".

The mean of sub-dimension “Self-control” equals 3.30 (66.01%), and P-value=0.000 which is less than the level of significance 0.05. The sign of the test is positive, so the mean of this field is significantly more than the hypothesized value 3. This means that the respondents agreed with the sub-dimension of “Self-control ".

The mean of the sub-dimension “Emotionality” equals 2.93 (58.50%), and P-value=0.003 which is less than the level of significance 0.05. The sign of the test is negative, so the mean of this field is significantly less than the hypothesized value 3. This means that the respondents disagreed with the sub-dimension of “Emotionality ".

The mean of the sub-dimension “Sociability” equals 3.09 (61.84%), and P-value=0.102 which is more than the level of significance 0.05. The mean of this sub-dimension is insignificantly different from the hypothesized value 3. This means that the respondents were neutral with the sub-dimension of “Sociability".

The mean of the sub-dimension “Adaptability and self motivation” equals 3.29 (65.84%), and P-value=0.000 which is less than the level of significance 0.05. The sign of the test is positive, so the mean of this sub-dimension is significantly more than the hypothesized value 3. This means that the respondents agreed with the sub-dimension of “Adaptability and self motivation ".

In General, table (8) shows that the mean of all the sub- dimensions of the Emotional Intelligence equals 3.16 (63.27%), and P-value=0.000 which is less than the level of significance 0.05. The sign of the test is positive, so the mean of all sub-dimension of the Emotional Intelligence is significantly more than the hypothesized value 3. This means that the respondents agreed with all the sub-dimension of the Emotional Intelligence.

Table (8): Means and Test values for "All paragraphs of the Emotional Intelligence"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)
	All sub- dimensions of the emotional intelligence	3.16	63.27	4.50	0.000*

*The mean is significantly different from 3.

Despite this agreement the mean is relatively low which means that the different aspects of emotional intelligent for the students should be reinforced. This is because individuals with high emotional intelligence have self-reported satisfaction with social relationships, as well as a perception of more social support, and are less likely to report negative interactions with others (Lopes et al, 2003). Much of the literature states that service providers with high emotional intelligence receive higher customer satisfaction scores (Kernback & Schutte, 2005). Furthermore, emotional intelligence affects a person's abilities to perform under pressure, resolve conflict, enhance the understanding of one's self and others and generally cope with challenges. Emotional intelligence is related to several human values such as satisfaction, the quality of interpersonal relationships, and success in occupation (Adeyemo & Adeleye, 2008). The above result consists with what has been stated in the literature that much focus is put on cognitive development in education primarily while emotional development is often mystified, misunderstood, or neglected. It is therefore important that the academic institutions focus on the emotional development of their students as it is related to students' academic achievement, behaviours and attitudes (Salami & Ogundokun, 2009). Students need good mental health and need to be focused on in order to be able of facing their responsibilities and challenges (Imonikebe, 2009). The result also confirmed that the assessment methods of most academic institutions of higher education

focus on the tangible cognitive domain of learning rather than the less tangible affective or emotional domain (Tucker et al., 2000).

To test the relationship between emotional intelligence and leadership abilities, the correlation coefficient between the two variables was calculated Table (9).

Table (9) Correlation coefficient between emotional intelligence and leadership abilities.

Hypothesis	Spearman Correlation Coefficient	P-Value (Sig.)
There is a significant statistical relationship between emotional intelligence (well –being) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza.	.375	0.000*
There is a significant statistical relationship between emotional intelligence (self control) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza.	.161	0.007*
There is a significant statistical relationship between emotional intelligence (emotionality) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza.	-0.026	0.346
There is a significant statistical relationship between emotional intelligence (sociability) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza.	0.067	0.154

Continue table (9)

Hypothesis	Spearman Correlation Coefficient	P-Value (Sig.)
There is a significant statistical relationship between emotional intelligence (Adaptability/ Self-Motivation) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza .	0.099	0.066

Table (9) shows that the correlation coefficient between well –being and leadership abilities equals .375 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. This means that there exists a significant statistical relationship between well –being and leadership abilities. The correlation coefficient between self control and leadership abilities equals .161 and the p-value (Sig.) equals 0.007. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. This means that there exists a significant statistical relationship between self control and leadership abilities. The correlation coefficient between emotionality and leadership abilities equals -0.026 and the p-value (Sig.) equals 0.346. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically insignificant at $\alpha = 0.05$. This means that there is no significant statistical relationship between emotionality and leadership abilities. The correlation coefficient between sociability and leadership abilities equals 0.067 and the p-value (Sig.) equals 0.154. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically insignificant at $\alpha = 0.05$. This means that there is no significant statistical relationship between sociability and leadership abilities. The correlation coefficient between Adaptability/ Self-Motivation and leadership abilities equals 0.099 and the p-value (Sig.) equals 0.066. The p-value (Sig.) is greater than 0.05, so the correlation coefficient is statistically insignificant at $\alpha =$

0.05. This means that there is no significant statistical relationship between Adaptability/ Self-Motivation and leadership abilities.

Table (10): Correlation coefficient between emotional intelligence (well –being, self control, emotionality, sociability, Adaptability/ Self-Motivation) and leadership abilities.

Hypothesis	Spearman Correlation Coefficient	P-Value (Sig.)
There is a significant statistical relationship between emotional intelligence (well –being, self control, emotionality, sociability, Adaptability/ Self-Motivation) and leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza .	.161	0.007*

* Correlation is statistically significant at 0.05 level.

Table (10) shows that the overall correlation coefficient between emotional intelligence (well –being, self control, emotionality, sociability, Adaptability/ Self-Motivation) and leadership abilities is .161 and the p-value (Sig.) equals 0.007. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. This shows that there exists a significant relationship between emotional intelligence and leadership abilities.

This result is consistent with the results of previous studies such as AlHashmei & Hajee (2013), Hebert (2011), & Fazeli et al. (2011) who found a positive relationship between emotional intelligence and leadership and with Côté et al. (2010) and Tsai et al. (2011) who found that emotionally intelligent individuals may exhibit more leadership emergence than others .The result is also consistent with Iordanoglou (2007), Carvins (2005), Mandell & Pherwani (2003), and Webb 2004) who found that emotional intelligence is positively related to leadership

abilities and emotional intelligence can predict several aspects of leadership. The result is also consistent with Tessema (2012) who stated that emotionally intelligent individuals have pronounced influence on others' emotions and will emerge as leaders as a result and with Salovery & Grenwal (2005) who stated that individuals with high emotional intelligence processes the most effective leadership qualities. The result however contradicts with Ameyaw (2010) who found a negative relationship between emotional intelligence and leadership abilities and with Miranda (2011) who found that a relationship exists between emotional intelligence sub-factors (motivation and stress management) and leadership effectiveness and not emotional intelligence as an overall factor.

A regression analysis was conducted to find out which dimension of emotional intelligence is mostly related to leadership abilities. Table (11) and (12) show the results.

The Analysis of Variance for the regression model. Sig. = 0.000, so there is a significant relationship between the dependent variable "leadership abilities" and independent variables "well –being".

Table (11): ANOVA for Regression.

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Regression	11.658	1	11.658	40.840	.000
Residual	66.512	233	0.285		
Total	**78.170**	**234**			

Table (12): The Regression Coefficients.

	Unstandardized Coefficients		**Standardized Coefficients**	**T**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	2.235	0.233		9.575	0.000
well –being	0.443	0.069	0.386	6.391	0.000

Based on the Standardized Coefficients, the most significant independent variable is well –being. The regression equation is:

Leadership abilities = 2.235 + 0.443 * (well –being).

Second Hypothesis: There is a significant statistical difference in the answers of the respondents concerning emotional intelligence amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to (gender, age, and GPA.

Gender

There is a significant statistical difference in the answers of the respondents concerning emotional intelligence amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to gender. Table (13) shows the results of the Mann-Whitney test of the emotional intelligence and their p-values for gender.

Table (13): Mann-Whitney test of the emotional intelligence and their p-values for gender.

Field	Test value	P-value(Sig.)
emotional intelligence	6,472	0.987

Table (13) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is no significant difference in respondents' answers towards emotional intelligence due to gender. If linked to the literature that has competing evidence surrounding whether or not males and females differ significantly in general levels of emotional intelligence, this result is consistent with Viin et al. (2010), Birks et al. (2009), and Hamidi & Azizi (2012) who found no significant statistical differences between male and female respondents concerning their emotional intelligence. The result contradicts with Carvins (2005) who found that statistical differences exist between males and females with mean score of emotional intelligence for girl students higher than for boy students and with Mandell & Pherwani (2003) who found

statistical differences in emotional intelligence score between male and female managers with females scoring higher than males on emotional intelligence. The discrepancy may be due to measurement choice as gender differences exist only when emotional intelligence is defined in a purely cognitive manner rather than through a mixed model. Furthermore, it could be also the case that gender differences do exist but measurement artifacts such as over estimation of the ability on the part of males are more likely to occur with self report measures (Styes & Brown, 2004)

Age

There is a significant statistical difference in the answers of the respondents concerning emotional intelligence amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to age. Table (14) shows the results of Kruskal-Wallis test of the emotional intelligence and their p-values for age.

Table (14): Kruskal-Wallis test of the emotional intelligence and their p-values for age.

Field	Test value	P-value(Sig.)
emotional intelligence	9.988	0.041*

* The mean difference is significant a 0.05 level.

Table (14) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference in respondents' answers toward due to age. This means that there is a significant statistical difference in the answers of the respondents concerning emotional due to age

Table (16) shows the mean rank for emotional intelligence of a

Table (15): Mean rank for emotional intelligence of age.

Field	Mean rank				
	Less than 19 years	**19 – less than 20 years**	**20 – less than 21 years**	**21 – less than 22 years**	**22 years and Older**
Emotional intelligence	129.40	132.29	103.27	109.08	145.00

From table (15) it is clear that the mean rank for respondents with age 22 years and Older is higher than other age groups. In theory, there are many assumptions about emotional intelligence and age. Popular literature and common sense asset that older people are more aware, wise, and restrained (Fariselli et al., 2008).The result of this study is partially consistent with Viin et al. (2010) who found that significant statistical differences existed in the answers of the respondents concerning their emotional intelligence due to age in favor of older age group for the self control part of emotional intelligence. The result is also consistent with Fariselli et al. (2008) who found that older people are slightly to be higher in emotional intelligence. The result however contradicts with Shiply et al. (2009), Carvins (2005), and Hamidi & Azizi (2012) who found no significant statistical differences in the answers of the respondents concerning their emotional intelligence due to their age and partially with Viin (2010) who found no statistical differences due to age for emotionality well being, and sociability as parts of the emotional intelligence. The result of the current study could be explained by suggesting that emotional intelligence is a developing ability and that accumulated life experience contribute to emotional intelligence. Parts of emotional intelligence do increase with age but other elements do not increase with age which suggests that some competencies must be developed through training and development.

GPA

There is a significant statistical difference in the answers of the respondents concerning emotional intelligence amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to GPA. Table (16) shows the results of Kruskal-Wallis test of the emotional intelligence and their p-values for GPA.

Table (16): Kruskal-Wallis test of the emotional intelligence and their p-values for GPA

Field	Test value	P-value(Sig.)
emotional intelligence	1.072	0.784

The mean difference is significant a 0.05 level

Table (16) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is no significant statistical difference in the respondents' answers concerning emotional intelligence due to GPA. This result is consistent with Shipley et al. (2009), Bastian (2005), Lewis (2010), who found no statistical differences in the answers of the respondents concerning their emotional intelligence due to their academic achievement measured by student GPA and Rode et al. (2007) who found no significant differences due to grade point average. The result is also consistent with O'Connar & Little (2003) who found that emotional intelligence is not a strong predictor of academic achievement. The result however contradicts with Carvins (2005), Parker et al. (2004), who found that significant statistical differences exist in the answers of the respondents concerning their emotional intelligence due to academic achievement measured in GPA. The result of the current study should not however neglect the role of emotional intelligence in the academic performance of the students. Although the findings of this study shows that emotional intelligence was not directly associated with academic success measured in GPA, students with higher level of emotional intelligence have more self efficacy (self confidence and knowledge to

handle problems effectively). This will in turn enhance the academic performance of the students.

Third Hypothesis: There is a significant statistical difference in the answers of the respondents concerning leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to (gender, age and GPA).

Gender

There is a significant statistical difference in the answers of the respondents concerning leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to gender. Table (17) shows the results of Mann-Whitney test of the leadership abilities and their p-values for gender.

Table (17): Mann-Whitney test of the leadership abilities and their p-values for gender.

Field	Test value	P-value(Sig.)
Leadership abilities	5,469	0.045*

* The mean difference is significant a 0.05 level.

Table (17) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference in respondents' answers due to gender. This means that there is a significant statistical difference in the answers of the respondents concerning leadership abilities due to gender table (18) shows the mean rank for leadership abilities of gender.

Table (18): Mean rank for leadership abilities of gender.

Field	Mean Rank	
	Male	Female
Leadership abilities	106.27	124.52

The mean difference is significant a 0.05 level

From table (18) it is clear that the mean ranks for Females are higher than Males. If linked to the mixed literature concerning the relationship between leadership abilities and gender, this result is consistent with Sczesny et al. (2004) who found that the mean score of leadership tendency for girl students are higher than of boy students while Miles (2007) found that female respondents reported significantly lower than male respondents concerning their leadership abilities. The result however contradicts with Posner (2009), Torres (2008), Carvins (2005), Mandell & Pherwani (2003) who found that no significant statistical differences in the answers of the respondents concerning their leadership abilities due to gender.

Age

There is a significant statistical difference in the answers of the respondents concerning leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to age. Table (19) shows the results of Kruskal-Wallis test of the leadership abilities and their p-values for age.

Table (19): Kruskal-Wallis tests of the leadership abilitiesand their p-values for age.

Field	Test value	P-value(Sig.)
leadership abilities	6.545	0.162

The mean difference is significant a 0.05 level

Table (19) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then there is no significant statistical difference in respondents' answers due to age. This result is consistent with Carvins (2005) and Torres (2008) who found no significant statistical differences in the answers of the respondents concerning their leadership abilities due to age. The result could be explained by the fact that leadership abilities are linked to developing opportunities more than age. Students

who are offered interactive and challenging activities will develop leadership abilities despite their age. This was concluded by Torres (2008) and Posner (2009) who found that students who participated in a leadership training program gained leadership abilities.

GPA

There is a significant statistical difference in the answers of the respondents concerning leadership abilities amongst the students of the Faculty of Economics and Administrative Science (English language track) in Al Azhar University- Gaza due to GPA. Table (20) shows the results of Kruskal-Wallis test of the leadership abilities and their p-values for GPA.

Table (20): Kruskal-Wallis test of the leadership abilities and their p-values for GPA.

Field	Test value	P-value(Sig.)
leadership abilities	33.418	0.000*

* The mean difference is significant a 0.05 level.

Table (20) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$. This shows that there is a significant statistical difference in the answers of the respondents concerning leadership abilities due to GPA. Table (21) shows the mean rank for leadership abilities of GPA.

Table (21): Mean rank for leadership abilities of GPA.

Field	GPA			
	90% and over	89%-80%	79%-70%	70%<
leadership abilities	162.73	127.16	102.08	43.77

From table (21) it is clear that the mean rank for respondents with GPA 90% and over is higher than other GPA groups. This result is consistent with Carvins (2005) who found significant statistical

differences in the answers of the respondents concerning their leadership abilities due to their GPA in favor of groups with higher GPA

Conclusions

1. The results of this research show that the mean of the filed emotional intelligence for the study sample is 63.27% (Well-being, 66.55%, Self-control, 66.01%, Emotionality 58.50%, Sociability, 61.84%, Adaptability and self motivation, 65.84%). This means that the respondents agreed with all dimensions of the Emotional Intelligence.
2. In general the results also show that the overall correlation coefficient between emotional intelligence (well –being, self control, emotionality, sociability, Adaptability/ Self-Motivation) and leadership abilities equals .161 and the p-value (Sig.) equals 0.007 which means that there exists a significant relationship between emotional intelligence and leadership abilities.
3. in particular, the correlation coefficient between leadership abilities and (well –being equals .375, self control equals .161, emotionality equals -0.026, sociability equals 0.067). Adaptability/ Self-Motivation were not significantly related to leadership abilities. Based on the Standardized Coefficients, the most significant independent variable is well –being.
4. The results also show that there is no significant difference in the answers of the respondents concerning emotional intelligence due to gender and GPA and a significant statistical differences in the answers of the respondents concerning emotional intelligence due to age in favor of the respondents with age 22 years and Older.
5. Finally, the results show that there is a significant difference in the respondents' answers concerning leadership abilities due to gender in favor of female students and due to GPA in favor of the respondents with GPA 90% and over. No significant statistical difference was found in the respondents' answers due to age.

Recommendation

Based on the above results, the following recommendations are provided:

1. Despite the fact that the respondents agreed on the paragraphs of emotional intelligence, more efforts can be utilized to further improve all the aspects of the emotional intelligence of the students under investigation (well –being, self control, emotionality, sociability, Adaptability/ Self-Motivation). This is because emotional intelligence is a crucial competence in the current world.
2. Academic leaders and decision makers in the Faculty of Economics and Administrative science should focus on the young students as part of the future organizational human capital. This is supported by the fact that the effect of age on emotional intelligence is slight. Many younger people can be more emotionally intelligent that their older counterparts.
3. There is a development component of emotional intelligence .Some aspects of emotional intelligence can be developed by training. The academic leaders and decision makers in the Faculty of Economics and Administrative science therefore can improve the emotional intelligence of their students by providing development opportunities to their students since emotional intelligence is learnable. Academic leaders and decision makers can begin to develop programs to foster emotional intelligence among their students. Since emotional intelligence is teachable and learnable, academics can start teaching emotional intelligence to students and developing emotional intelligence programs to enhance psychological well-being of the students. In developing the emotional intelligence of the students through teaching, learning and training, the differences of the emotional intelligence of the students according to age and the non existence of the differences according to gender and GPA should be taken into consideration. The literature is full of examples of these programs that are proved to be effective in developing emotional intelligence such as:

- Building awareness programs (which provide introduction to emotional intelligence).
- Change programs (which concentrate on emotional intelligence competencies).
- Practicing and mastering programs (which concentrate on emotional intelligence behaviors).

4. Since emotional intelligence is positively related to the leadership abilities of the students under investigation, the academic leaders and decision makers in the Faculty of Economics and Administrative science should also focus on providing interactive and challenging activities and opportunities that will lead to improving the leadership abilities of their students who are the future employees to give way to the new generation to be successful. The literature states that improving the leadership abilities could be achieved by conducting activities that include teaching and training the students to:

   - Understand their present management style and abilities which will allow them to develop their skills further.
   - Build trust, handle conflict, give and take criticism constructively, deal with people who don't deliver, generate team commitment, and keep others motivated.
   - Understand other members' conflict styles to facilitate the ability of members to understand and develop the use of more effective styles.
   - Move away from limited personal goals to more systemic activities that have measurable outcomes.
   - Value the differences in priorities, backgrounds, and values that exist in the team members.
   - Recognize cultural variables to increase cultural sensitivity.
   - Minimize gender issues to maximize comfort and productivity.

- Integrate competencies and personal leadership assessment results into an individual leadership development plan.

5. Well- being as part of emotional intelligence of the students of the Faculty of Economics and Administrative science should attract the attention of the leaders and the decision makers of the faculty. This is because well- being was found to be the most related field to the leadership abilities of the students. In particular, attention should be given to make life more enjoyable to the students and to increase their qualities and personal strengths. Furthermore, more efforts should be directed towards improving the perspectives of the students and having a positive picture about the future.
6. If interactive and challenging activities and opportunities are provided (such as teaching/developing leadership curriculum), it is important to take into consideration the differences in leadership abilities of the students due to gender and GPA and the absence of these differences due to age.

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