

Received on (26-04-2017) Accepted on (06-06-2017)

The Extent of Practicing Emotional Intelligence among Principals and its Relationship to Leadership Styles in Jordan

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Abstract

The current study seeks to identify the degree of emotional intelligence among principals and its relationship to their leadership styles. The sample consisted of (80) male and female principals, who randomly chosen from the principals of Irbid schools in Jordan for the academic year 2015/2016. Two research instruments utilized for data collection: Emotional Intelligence Questionnaire and Questionnaire of Leadership Styles. The results showed that the degree of emotional intelligence among principals was high, and that democratic style was in the first place, followed by the coaching style in the second place. The results showed that there were no statistically significant differences in the degree of emotional intelligence among principals due to variables of gender, scientific qualification and work experience, and the lack of statistically significant differences in applying the leadership styles due to the impact of gender, scientific qualification and work experience. The study resulted in a statistically significant positive correlation between the practice of emotional intelligence among principals and all leadership styles except for commanding style. The study recommended the need to disseminate the culture of emotional intelligence among employees of educational institutions as an essential skill required for those who aspire to occupy a managerial position

Keywords: principals, emotional intelligence, leadership styles

درجة ممارسة مهارة مديري المدارس للذكاء الوجداني وعلاقته بالأنماط القيادية بالاردن

هدفت الدراسة الحالية الكشف عن درجة ممارسة مديري المدارس للذكاء الوجداني وعلاقته بالأنماط القيادية لديهم. وتكونت عينة الدراسة من (80) مديراً ومديرة اختيروا بالطريقة العشوائية البسيطة من مديري ومديرات المدارس التابعة لمحافظة إربد في الأردن من العام الدراسي 2016/2015م. واستخدمت أداتان، هما: استبانة الذكاء الوجداني واستبانة الأنماط القيادية. وأظهرت النتائج أن درجة ممارسة مديري المدارس للذكاء الوجداني جاءت بدرجة تقدير كبيرة، وأن أكثر الأنماط القيادية ممارسة لديهم النمط الديمقراطي وجاء في المرتبة الأولى، وتلاه في المرتبة الثانية النمط المدرب، وأظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في درجة ممارسة مديري المدارس للذكاء الوجداني تعزى لمتغيرات الجنس والمؤهل العلمي والخبرة، وعدم وجود فروق ذات دلالة إحصائية في تطبيق الأنماط القيادية تعزى لأثر متغيرات الجنس والمؤهل العلمي والخبرة، وكشفت النتائج عن وجود علاقة إيجابية دالة إحصائياً بين ممارسة مديري المدارس للذكاء الوجداني وجميع الأنماط القيادية، باستثناء النمط القسري. وأوصت الدراسة بضرورة نشر ثقافة الذكاء الوجداني بين العاملين في المؤسسات التربوية، كمهارة أساسية يجب أن يتميز بها كل من يريد أن يشغل منصباً إدارياً.

كلمات مفتاحية: مديرو المدارس، الذكاء الوجداني، الأنماط القيادية

Introduction:

The availability of information and technology has been a major challenge for the successful educational institutions for holding interpersonal skills to deal with their employees in a way that targets and increases the level of their job performance, and helps develop their professional potentialities. Hence, it is necessary to develop the methods of dealing with others, as well as caring for all cognitive, skill and emotional aspects for all employees. The successful life of an individual does not depend on their intellectual capabilities “cognitive intelligence” but also on their social and emotional skills termed “emotional intelligence”, where scientists observed that the vast majority of those having high positions in the community is not due to their intelligence factor, but due to their possession of emotional intelligence skills.

The concept of intelligence attracted the attention of psychologists since its emergence at the beginning of the past century; it has occupied a key position in this field. The studies conducted on this field are insufficient in comparison to any other variable, due to a disagreement about the concept of emotional intelligence as intellectual capabilities, social skills, or personality traits, where it is located on the line between cognitive intelligence and emotional one (Al-Muhammadi, 2009).

The emotional intelligence is based on the idea of (Affection- Feeling- Emotion); it refers to a set of features and tools that enable us to deal with the pressures and requirements imposed on us by the environment. It also refers to a set of capabilities that enable the individual to harness emotions in rationalizing and stimulating ideas and behaviors, through awareness, understanding, expression and exact assessment of self-emotions and the emotions of others (Abdul Fattah, 2007).

Salovey and Mayer (1990) indicated the concept of emotional intelligence as the individual's ability to understand his/her feelings and emotions and feelings and emotions of others, and distinguish between them, and use this information to guide his thinking and actions. Because this definition only receives and regulates emotion, they modified it to: an individual's awareness of emotions and others' emotions, and

expression, and the ability to generate and use these emotions to facilitate thinking, and the ability to understand the emotions, emotional knowledge, and the ability to regulate emotions to boost emotional and intellectual growth. Hence, Mayer, et al (2001) identified its four cognitive components: (The ability to perceive emotions), (The ability to access, generate, and use emotions so as to assist thought), (The ability to understand emotions and emotional knowledge) and (The ability to regulate emotions so as to promote emotional and intellectual growth).

Goleman (1998) indicated that man has two minds: the first is the logical mind based in brain, the other is emotional based in the heart, and through them man has two systems of knowledge, one based on understanding the full realization (logical brain), and other impulsive system and sometimes irrational (emotional brain) and that the leadership of our lives requires harmony between the two systems. The emotional health has a role in predicting success in academic life, work, marriage and physical health; recent studies indicate that emotional intelligence predicts about (80%) of human success in life (Al-Asser and Kafafy, 2007).

Consequently, emotional intelligence is defined as “The ability to understand the way people feel and react and to use this skill to make good judgments and to avoid or solve problems” (Cambridge Advanced Learners Dictionary, 2003). Furthermore, BarOn & Parker (2000) viewed emotional intelligence as an array of noncognitive abilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Goleman (1998) depicts a model composed of five dimensions, to match with the ability of director to make effective decisions, and each area has a set of behavioral characteristics that constitute a challenge to the leader, shown as follows: Self-Awareness, Self-Management or Self-Regulation, Motivation, Empathy and Social Skills.

Skills and abilities of emotional intelligence were diversified, and can be taught; most of the studies agreed about the existence of certain skills of emotional intelligence, such as: the skill of individual's awareness of his feelings, the individual's awareness of the feelings of others, an individual's

control of emotions, empathy with others, and the acquisition of information about the various feelings and emotions to motivate the individual (Hassouna and Abu Nashi, 2006). Students and employees can learn all these skills. Social capital cannot be maintained without promoting the emotional intelligence for workers, and train them on their emotion management, and urging them to express them in the workplace (Abu Al-Nasr, 2008). The emotional intelligence skills show principal's ability to translate that emotional skills to functional competencies, and help him establish good relations with teachers and students.

Darabi (2012) revealed that emotional intelligence is a different way of being smart, and includes the knowledge of your feelings, and using them to make sound decisions in life, hope and optimism, to ensure good relations with others, managing the emotions in relationships, and the power of persuasion and leadership.

Ayiro, L. P (2014) showed that schools in Kenya, which train principals on emotional intelligence skills that will contribute to promote their level and increase their ability to control their behavior, thereby alleviating tensions in these schools, and increasing the effectiveness and efficiency of education. This study conveyed a great relationship between emotional intelligence and transformational leadership.

Parrish, D. Rene assured in his study (2015) the importance of emotional intelligence for academic educational leadership, and the study resulted that emotional intelligence is fundamental requirement in academic leadership.

Leadership is one of the most guiding effective tools, it is an activity to influence people to do their utmost, and to achieve the objectives of the community, and effective leadership has become necessary to rationalize the behavior of individuals, mobilize their energies and abilities, coordinate their efforts and organize their affairs and orient them towards achieving the desired goals (Rashid, 2000).

Zahran (2005) emphasized that the success of any institution is due to the successful policy of the leader in solving problems creatively; leadership has a main social role played by the leader during the interaction

with the members of the group, as it is a form of social interaction between the leader and followers. It is a behavior done by the leader to help achieve the goals of the group and improve social interaction among members, and to maintain the cohesion of the group, and to facilitate their resources.

The importance of leadership in an organization is highlighted when faced with certain conditions, such as the rapidly changeable environment, global competition, and unorganized markets. The importance of leadership lies in motivating the subordinates and inspiring them, urging them to complete the tasks, raising their morale, reinforcing their own abilities to cope with these conditions, and to make them willing to do their best to succeed and achieve the desired goal (Mckenna, 2000).

Gareth & George (2000) point out that the importance of leadership stems from being a link between the workers, plans of organizations and views of the future. Leadership reinforces the positive aspects in the organization and reduces the negative ones, controls work problems and solves them, develops and trains individuals as the most important resource of the organization, as well as keeping up with the surrounding changes and utilizing them to serve the organization, as well as it enables the organization to achieve the desired goals.

A lot of researchers such as Gibson & Dannelly (2003) and Robbins (1998) pointed that a successful leader should enjoy multiple characteristics, including: charisma, which lies in his ability to instill a sense of value, respect, pride and future vision, his attention to the needs of subordinates, and encouraging them to be creative, confidence and faith in subordinates and their abilities, and having future vision and constant quest for learning, rationality, intelligence and resolving problems patiently and carefully.

Blake & Mouton (1964) classified leadership styles into five types based on two main behavioral dimensions: **Concern for people** is the degree to which a leader considers the needs of employees when deciding how tasks or jobs should be done. Concern for production is the degree to which a leader emphasizes objectives and productivity goals when deciding how tasks or jobs should be done. This can

be rules, policies or performance standards. The five leadership styles are: Country club leader, Impoverished leader, Middle-of-the-road leader, Team leader, and Produce or perish leader.

In the same context, Heskett (2007) classified leadership styles, according to the interest in work and workers, and the degree of efficiency, into eight styles as follows: Autocratic Leaders, Task-oriented Leaders, Transformational Leaders, Charismatic Leaders, Bureaucratic Leaders, Democratic Leaders, Servant Leaders, and Laissez-Faire Leaders.

Sieglinga, Petrides, Nielsenb (2014) conducted a study that showed the relationship between emotional intelligence and leadership in the multinational European company, in which the leadership and managerial positions require a high degree of emotional intelligence skills, also the study showed that the rate of emotional intelligence in the leaders is much higher than that of the non-leaders.

The study of Brown, C. (2014) demonstrated the effects of emotional intelligence (EI) and methods of leadership at the level of performance in the field of sales, the results indicate that both the leadership styles and emotional intelligence can influence a person's performance in the field of sales, as well as the results show the close relationship between transformational leadership styles and emotional intelligence, which suggests that emotional intelligence components such as personal competence, social competence, motivation, empathy, positively associated with the transformational leadership style, which entitles the individual performance in sales to be above expectations.

The authors of the present study concluded that the emotional intelligence has clear impacts and important implications upon the principals in all areas of life, the way of thinking and the administrative performance, and the relations with others.

Hence, this study was to highlight the knowledge of school principals of emotional intelligence and their practice and its implications on their administrative performance and the relationship of this knowledge to leadership styles. This study will contribute to give the keys to success for the school principals in a changing world. The improvement that occurs in many areas of emotional intelligence leads to

improvement in other areas within the educational institution. Thus, it will contribute to the development of school administrative leaders who are capable of performing their tasks efficiently and effectively and have the power and ability to influence others and have positive interaction with them in order to be able to understand their feelings, and guide their behavior towards increasing the effectiveness in their performance.

There are many studies that have investigated the emotional intelligence and leadership styles, including: Mohammed and Abdelaal (2005) who conducted a study that aimed to identify the relationship between emotional intelligence of the teacher and his behavior of leadership with students in the classroom, while the study of Tayeb (2005) aimed to investigate some situations of emotional intelligence practiced by the Prophet Muhammad, Peace Be Upon Him, in His speeches, actions/acts and decisions, and extrapolation of certain principles regarding the emotional intelligence derived from the Prophet's biography in the establishment of a sound trend in educational administration.

Taha (2005) aimed to reveal the relationship between emotional intelligence and educational leadership for school principals; and Al-Borini (2006) conducted a study that aimed to identify the level of emotional intelligence among principals of elementary schools in Amman, and its relationship to their level of administrative performance.

Kerr, Garvin, Heaton & Boyle (2006) sought to uncover the relationship between emotional intelligence levels and rating the effectiveness of leadership through classifying the subordinates. Pinos, Twigg & Olson (2006) aimed to investigate the effect of emotional intelligence on the transformational leadership style in the twenty first century. Al-Baloshy (2007) aimed to identify the reality of the administrative practices among principals of elementary education schools in Oman in the light of emotional intelligence.

Vrba (2007) aimed to identify the emotional intelligence skills, and leadership behavior of managers of insurance companies in South Africa. Bardach (2008) conducted a study to investigate the link between the degree of middle school to adopt the

principle of emotional intelligence and its relationship to the school's success in achieving the interim annual targets in Maryland, USA. Hamid & Hassoun (2010) aimed to reveal the relationship between the dimensions of emotional intelligence and transformational leadership style in the General Company for Cotton Industries in Iraq.

Al-Lozi (2012) aimed to identify the level of emotional intelligence among high school principals, and its impact on organizational loyalty of the teachers in Amman Governorate, while Al-Omrat (2014) aimed to identify the level of emotional intelligence and its relationship with the effectiveness of the leader among principals in Jordan.

The current study benefits from the pieces of literature review in determining the dimensions of emotional intelligence necessary for principals, and takes advantage of attempts to define emotional intelligence skills. The current study seeks to introduce the emotional intelligence to principals, and its relationship with their leadership styles.

Statement of the Problem

The current study tried to answer the following questions:

1. What is the degree of practicing emotional intelligence among principals in Jordan from their perspective?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) for emotional intelligence among principals due to the variables of (gender, scientific qualification and experience in education)?
3. What is the degree of practicing leadership styles among principals in Jordan from their perspective?
4. Are there statistically significant differences at the significance level ($\alpha = 0.05$) for leadership styles among principals due to the variables of (gender, scientific qualification and experience in education)?
5. Is there a correlation at the significance level ($\alpha = 0.05$) between the principals' practice of emotional intelligence and leadership styles?

Significance:

The importance of the present study lies in its investigation of a topic that contributes to the success

of school administrative performance, and shows its impact on the future of the new generation. It detects the most important components of emotional intelligence from their perspective, which is beneficial to self-review in the educational arena. It poses new fields of research on emotional intelligence in the field of educational administration. The current study promotes the leadership and administrative skills for principals, and application of scientific and practical methods in dealing with others, and providing them with ways to diagnose and resolve problems and make sound decisions and thus contribute to the improvement of the educational community. Furthermore, this study may benefit the academic leaders in the ministry of education when designing principal training programs.

Definition of Terms:

Emotional intelligence: is defined as an array of noncognitive abilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures (BarOn & Parker, 2000).

Leadership: is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals

Research Limitations:

This research was limited to a sample of school principals in Irbid, north of Jordan, for detecting the extent of practicing emotional intelligence among principals in schools and its relationship with leadership styles from their own perception. It was limited to the academic year 2015\2016, based on which the questionnaire was prepared.

Method:

The descriptive approach was used in this study to investigate the extent of practicing emotional intelligence among principals and the relationship with their leadership styles.

Population and Sampling

The study population consisted of all the principals in the province of Irbid, north of Jordan for the academic year 2015/2016, numbered (160) principals, including (66) schools for males and (94) schools for females.

The study sample was randomly chosen, numbered (80) male and female principals from (80) different schools, i.e. (50%) of the members of the study population. Table (1) depicts the participants.

Table (1) Frequencies and percentages according to the study variables

Variable	Category	Frequency	Percentage
Gender	Male	44	55.0
	Female	36	45.0
Total		80	100.0
Qualification	Bachelor	29	36.3
	Post-graduate studies	51	63.8
Total		80	100.0
Experience	Less than (10 years)	23	28.8
	≥ (10 years)	57	71.3
Total		80	100.0

Instrument:

After briefing on the pieces of literature review such as Mustafa (2014) and Goleman, Boyatzis and McKee (2002), the authors developed two instruments in order to identify the degree of emotional intelligence among principals in the Irbid Governorate, Jordan and their relationship to leadership styles. The first instrument was a questionnaire of emotional intelligence (30 items), while the second instrument was a questionnaire of leadership styles (34 items), distributed into six domains: authoritative/visionary style, coaching style, affiliative style, democratic style, pace-setting style, and commanding style.

Validity

To verify the validity of the two questionnaires, they were reviewed and evaluated by (12) referees of university professors, more experienced in educational psychology; where they were asked to check the appropriateness of the paragraphs (items) of the domain and the total instrument (questionnaire), and to make sure of the language and the appropriateness of the instrument to achieve the study objectives. In light of the views and suggestions of the evaluators, the required modifications were conducted with agreement percentage (80%).

Reliability

The reliability of the questionnaire was verified by calculating of the internal consistency coefficient (Cronbach's Alpha) for a pilot sample numbered (20) principals. These are considered appropriate values for achieving the objectives of the study as shown in table (2).

Table (2) internal consistency coefficient, Cronbach's alpha

Domains	Internal consistency
Emotional intelligence	0.94
Leadership styles (total)	0.73
Authoritative/visionary style	0.91
Coaching style	0.90
Affiliative style	0.88
Democratic style	0.85
Pace-setting style	0.81
Commanding style	0.81

Mean	Extent of emotional intelligence	Extent of leadership styles
1 – 2.33	Low	Low
2.34 – 3.67	Medium	Medium
3.68 – 5.00	High	High

Procedures:

Two questionnaires developed and utilized by the authors, validity and reliability checked, and only (80) questionnaires are analyzable. The authors of the current study used Statistical Package for the Social Sciences (SPSS) in analyzing the data and concluded the results that were discussed and then some recommendations have been made.

Results of the Study:

Results of the first question: "What is the degree of practicing emotional intelligence among principals in Jordan from their perspective?" To answer this question, means and standard deviations calculated to the degree of principals' practice of emotional intelligence in Jordan from their perspective as shown in Table (3).

Table (3) Means and standard deviations in descending order according to means

Ran k	No .	Paragraphs	Mea n	Standard Deviation	Degre e
1	10	I am cooperative.	4.17	.854	High
2	15	I realize I have tender feelings.	4.09	.799	High
3	1	Enjoy when I complete the task.	4.07	.823	High
3	7	I regard myself responsible for my feelings.	4.07	.808	High
3	20	I feel good with others.	4.07	.792	High
6	3	I can realize my sincere feelings.	4.05	.794	High
7	16	I have the ability to identify my positive traits.	4.04	.754	High
8	8	I am sensitive to what need by others.	4.03	.795	High
9	4	I can accomplish my work actively and attentively.	4.01	.771	High
10	11	Building friendships is important to me.	3.99	.803	High
10	19	I am trusted by others.	3.99	.755	High
12	12	I understand well the feelings of those around me.	3.97	.811	High
13	21	Pay compliment to others when they deserve it.	3.96	.787	High
14	14	I control my own feelings; in order to accomplish the task as I want.	3.93	.792	High
15	2	I can easily	3.92	.725	High
		express my feelings towards others.			
16	13	I can easily talk about my feelings.	3.91	.830	High
16	26	I have the ability to know whether one of my friends isn't happy.	3.91	.732	High
18	22	I have the ability to know the emotions of my friends from their behaviors.	3.90	.686	High
19	9	I have the ability to investigate the feelings of my friends.	3.89	.746	High
19	17	I can neglect my emotions well when completing my work	3.89	.746	High
19	24	I have the ability to pay attention to the feelings of others.	3.89	.711	High
22	27	I try to understand my friends through understanding their vision of things.	3.88	.753	High
22	29	I enjoy the company of other people.	3.88	.877	High
24	23	I am calm in my dealings with others.	3.86	.791	High
25	5	Be patient if I do not achieve desired results.	3.85	.765	High
26	25	I can control the	3.81	.813	High

Rank	No.	Paragraphs	Mean	Standard Deviation	Degree
		feelings of stress that hinder the performance of my work.			
26	30	I can share with others their own talks.	3.81	.915	High
28	18	When I decide to accomplish my work, I start with obstacles that prevent this accomplishment.	3.80	.736	High
29	6	I can achieve success under pressure.	3.78	.826	High
30	28	I have the ability to understand the social gestures made by others.	3.76	.799	High
Emotional intelligence (total)			3.94	.594	High

Table (3) shows that the mean of the total emotional intelligence = (3.94) with high degree of practice. It also shows that the mean of the paragraphs of emotional intelligence ranged between (3.76) and (4.17), all paragraphs are of high degree of practice, where the paragraph no. (10), which states: "I am cooperative" was in the first place, with a mean (4.17); while the paragraph no. (28), which states: "I have the ability to understand the social gestures made by others," ranked the last with a mean (3.76).

Results of the second question: "Are there statistically significant differences at the significance level ($\alpha=0.05$) for emotional intelligence among principals due to the variables of (gender, scientific qualification and experience in education)?" To answer this question, means and standard deviations calculated to the degree of the principals' practice of emotional intelligence based on variables of (gender, qualification, and experience) as shown in Table (4). Table (4) Means and standard deviations to the degree of the principals' practice of emotional intelligence

based on variables of (gender, qualification and experience)

		Mean	St. D	No.
Gender	Male	3.90	.575	44
	Female	3.99	.621	36
Qualification	Bachelor	3.97	.620	29
	Post-graduate studies	3.92	.584	51
Experience	Less than (10 years)	3.93	.615	23
	$\geq$ (10 years)	3.94	.591	57

Table (4) shows face variance in means and standard deviations for the degree of the principals' practice of emotional intelligence because of the different categories of variables of (gender, qualification and experience). To illustrate the significance of statistical differences between the means, a three-way ANOVA has been used as illustrated in table (5).

Table (5) Three-way Analysis of variance for the impact of gender, academic qualification and experience to the degree of the principals' practice of emotional intelligence

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	F-value	Significance level
Gender	.147	1	.147	0.405	0.527
Sci. qualification	.031	1	.031	0.086	0.770
Experience	.002	1	.002	0.006	0.940
Error	27.682	76	.364		
Total	27.862	79			

Table (5) indicates that there are no statistically significant differences ($\alpha=0.05$) due to gender, where the value of "F" = (0.405) and statistically significant at (0.527). As well as the lack of statistically significant differences ($\alpha=0.05$) attributed to the scientific qualification, where the F-value (0.086), and statistically significant at (0.770). In addition to the lack of statistically significant differences ($\alpha=0.05$) due to the variable of the experience, where F-value (0.006) with statistical significance (0.940).

Results of the third question: "What is the degree of practicing leadership styles among principals in Jordan from their perspective?" To answer this question, means and standard deviations calculated for the degree of the principals' practice of leadership styles from their perspective as shown in table (6). Table (6) means and standard deviations to the degree of the principals' practice of leadership styles from their perspective, in descending order according to means

Ran k	No .	Domain	Mea n	St. D	Degree
1	4	Demographic style	4.37	.434	High
2	2	Coaching style	4.32	.454	High
3	3	Affiliative style	4.32	.398	High
4	1	Authoritative/visionary style	4.20	.399	High
5	5	Pace-setting style	4.11	.443	High
6	6	Commanding style	3.65	.847	Medium

Table (6) points out that the means have ranged between (3.65) and (4.37), where the democratic style ranked the first with the highest arithmetic mean (4.37), and high degree of practice; while the commanding style ranked the last, with a mean (3.65), and (medium) degree.

Results for the fourth question: "Are there statistically significant differences at the significance level ($\alpha=0.05$) for leadership styles among principals due to the variables of (gender, scientific qualification and experience in education)?" To answer this question, means and standard deviations were calculated for the degree of the principals' practice of leadership styles depending on variables of (gender, scientific qualification and experience) as shown in table (7). Table (7) Means and standard deviations for the degree of the principals' practice of leadership styles depending on variables of (gender, scientific qualification and experience)

			Visio nary	Coac hing	Affili ative	demo cratic	Pac e- sett ing	Com md. Styl e
Gende	Male	M	4.20	4.30	4.35	4.39	4.0	3.76

			Visio nary	Coac hing	Affili ative	demo cratic	Pac e- sett ing	Com md. Styl e
r		S t. D	.324	.441	.437	.453	.387	.720
		M	4.19	4.34	4.29	4.36	4.18	3.51
	Fem ale	S t. D	.480	.475	.348	.414	.501	.973
		M	4.21	4.19	4.31	4.36	4.07	3.61
Scie. qualifi cation	Bach elor	S t. D	.387	.447	.403	.422	.405	.788
		M	4.19	4.39	4.33	4.38	4.13	3.66
	Post- grad uate	S t. D	.410	.447	.399	.444	.466	.885
		M	4.14	4.27	4.39	4.35	3.94	3.63
Experi ence	Less than (10 year s)	S t. D	.488	.443	.428	.483	.470	1.020
		M	4.22	4.34	4.30	4.38	4.18	3.65
	≥ 10 year s	S t. D	.360	.461	.386	.416	.417	.776
		M	4.22	4.34	4.30	4.38	4.18	3.65

M = Mean and St. D = Standard Deviation

Table (7) reveals face variance in the means and standard deviations for the degree of the principals' practice of leadership styles due to the different categories of variables (gender, scientific qualification and experience). To indicate the statistically significant differences between the means, a three-way ANOVA has been used as illustrated in table (8). Table (8) Three-way Analysis of variance for the impact of gender, academic qualification and experience to the degree of the principals' practice of leadership styles

Source of Variance	Domains	Sum of suar es	Degre es of freed om	Mea n of suar es	F- val ue	Sig · lev el
Gender	Visionary style	.024	1	.024	.144	.705

Source of Variance	Domains	Sum of squares	Degrees of freedom	Mean of squares	F-value	Sig. level	Source of Variance	Domains	Sum of squares	Degrees of freedom	Mean of squares	F-value	Sig. level																							
	Coaching style	.020	1	.020	.098	.755	Total	setting style	46																											
	Affiliative style	.027	1	.027	.167	.684		Commanding style	55.230	76	.727																									
	Democratic style	.031	1	.031	.161	.690		Visionary style	12.599	79																										
	Pace-setting style	.107	1	.107	.561	.456			Coaching style	16.311	79																									
	Commanding style	1.350	1	1.350	1.858	.177			Affiliative style	12.519	79																									
	Sci. qualification	Visionary style	.003	1	.003	.019			.891	Democratic style	14.860	79																								
Coaching style		.741	1	.741	3.642	.060			Pace-setting style	15.506	79																									
Affiliative style		.006	1	.006	.038	.846			Commanding style	56.632	79																									
Democratic style		.010	1	.010	.049	.825	Table (8) showed that there were no statistically significant differences ($\alpha = 0.05$) due to the impact of variables of gender, qualification and experience for all leadership styles.																													
Pace-setting style		.059	1	.059	.310	.579	<i>Results relating to the fifth question:</i> " Is there a correlation at the significance level ($\alpha = 0.05$) between the principals’ practice of emotional intelligence and leadership styles?" To answer this question, Pearson correlation coefficient calculated between the principals’ practice of emotional intelligence and leadership styles as conveyed in table (9).																													
Commanding style		.048	1	.048	.066	.798	Table (9) Pearson correlation coefficient of the relationship between the principals’ practice of emotional intelligence and leadership styles																													
Experience	Visionary style	.128	1	.128	.781	.380	<table><tr><th rowspan="2"></th><th colspan="2">Emotional intelligence</th></tr><tr><th>Correlation coefficient</th><th>Statistical Sig. Level</th></tr><tr><td>Visionary style</td><td>.510*</td><td>.000</td></tr><tr><td>Coaching style</td><td>.590*</td><td>.000</td></tr><tr><td>Affiliative style</td><td>.679*</td><td>.000</td></tr><tr><td>Democratic style</td><td>.641*</td><td>.000</td></tr><tr><td>Pace-setting style</td><td>.335*</td><td>.002</td></tr><tr><td>Commanding style</td><td>-.083</td><td>.463</td></tr></table>								Emotional intelligence		Correlation coefficient	Statistical Sig. Level	Visionary style	.510*	.000	Coaching style	.590*	.000	Affiliative style	.679*	.000	Democratic style	.641*	.000	Pace-setting style	.335*	.002	Commanding style	-.083	.463
		Emotional intelligence																																		
		Correlation coefficient	Statistical Sig. Level																																	
	Visionary style	.510*	.000																																	
	Coaching style	.590*	.000																																	
	Affiliative style	.679*	.000																																	
Democratic style	.641*	.000																																		
Pace-setting style	.335*	.002																																		
Commanding style	-.083	.463																																		
Error	Visionary style	12.463	76	.164																																
	Coaching style	15.472	76	.204																																
	Affiliative style	12.335	76	.162																																
	Democratic style	14.799	76	.195																																
	Pace-	14.4	76	.190																																

* Statistically significant at ($\alpha = 0.05$)

Table (9) indicates that there is a statistically significant positive correlation between the principals’

practice of emotional intelligence and all leadership styles, except for the commanding style.

Discussion of Results:

The arithmetic mean of the total emotional intelligence was (3.94) with a high degree of practice. This may be attributed to the presence of compatibility (equal degrees of emotional intelligence level) among the participants. This may be due to the nature of the educational environment, where their emotions are regulated, they sympathized with their administration, they are socially communicative, they are relatively stable in the expression of their feelings and emotions, they control their actions, and they pay more attention to some positive emotions, which affect the school environment in which they work. The results of the current study are consistent with the results of Al-Borini (2006), and inconsistent with the results of Al-Omrat (2014) and Al-Lozi (2012), which demonstrated that the level of emotional intelligence among principals was medium, and this may be attributed to the different geographical environment and some of the values, customs and traditions in various regions.

The arithmetic mean of the paragraphs of emotional intelligence ranged between (3.76) and (4.17), with high degree of practice; this may indicate that individuals with high ability of emotional intelligence are healthier and more successful, establish social relationships, possess effective leadership skills, and are professionally more successful; so emotional intelligence plays a vital role in guiding the behavior of the individual, and his relationship and cooperation with others.

The study showed that there were no statistically significant differences ($\alpha = 0.05$) due to the variables of gender, academic qualification and experience, and this result is due to the importance of emotional intelligence among school principals and their recognition of the importance of practicing emotional intelligence in their leadership of their schools, regardless of gender, qualifications or even their administrative and educational experience level. This result is consistent with the results of Al-Baloshi (2012), while it is inconsistent with the results of Al-Borini (2006) and Pinos, Twigg & Olson (2006), which pointed that there were statistically significant

differences in emotional intelligence attributed to the variables covered by the two studies, and this may be due to the different geographical environment.

With regard to leadership styles, the present study showed that the means have ranged between (3.65) and (4.37), where the democratic style ranked the first rank with the highest mean (4.37) and high degree of practice; while the commanding style ranked the last, with a mean of (3.65) and medium degree of practice. This is attributed to management literature that the democratic leader is the closest to adjust his emotions with others, unlike the commanding leader.

The current study also found no statistically significant differences ($\alpha = 0.05$) due to the impact of the variables of gender, qualification and experience for all leadership styles. This may be attributed that the school principals regard emotional intelligence as closer to psychology than to administration, so their views are equal regardless of the variables mentioned. The current study indicated a statistically significant positive relationship between the principals' practice of emotional intelligence and all the leadership styles, with the exception of the commanding style. Accordingly, it is concluded that the high level of emotional intelligence among principals accompanied by a high level of ability for educational leadership styles, confirmed by Goleman (1998), Murray (1994) and Mayer (2001), where the emotional intelligence plays a prominent role in the effectiveness of the individuals' behaviors and their performance. This may be attributed to the fact that the leaders with high emotional intelligence make hope happen in their institution, and instill confidence in those who are working with them; thereby there is a positive correlation relationship between the outstanding leadership and emotional intelligence. Hence it can be concluded that the competent leader necessarily possesses a high degree of emotional intelligence, and the leader who possesses a high degree of emotional intelligence is necessarily a competent leader. This study is consistent with Taha (2005) and Vrba (2007), which revealed the existence of a positive correlation between emotional intelligence and leadership styles.

Recommendations:

In light of the findings mentioned, the authors have recommended the following:

1. Disseminating the culture of emotional intelligence among employees of educational institutions, as an essential skill that must distinguish anyone who wants to hold a managerial position. This is done by involving questions within the recruitment tests to examine the level of emotional intelligence among job applicants, and to notify that emotional intelligence is one of the most important managerial success factors.
2. Educational institutions and private schools should be alert to develop training programs and workshops for their employees, whether they are principals, teachers or staff, for developing the emotional intelligence they have, because it reinforces the individual with personal skills such as the skill of emotion control, and social skills such as the skill of communicating with others, so they can manage themselves and others with high efficiency.
3. According to the result that emphasize on a positive correlation between the principals' practice of emotional intelligence and all leadership styles, except for the commanding style, the study recommend on taking care of the visionary and democratic styles to be trained to school principals and going away from the commanding style.

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