

Do the Perceived Leadership Styles of Principals affect the Emotional Intelligence of Expatriate Teachers?

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Abstract

This research tries to examine the effect of the perceived leadership styles of principals on the emotional intelligence of expatriate teachers working in the private educational organizations in UAE. Three hundred teaching faculties working in fifteen schools, institutes and colleges constitute the study population. The perceived leadership styles of the principals are measured by Multifactor Leadership Questionnaire by Bass and Avolio (2004). Emotional intelligence of the teachers is measured by Emotional Intelligence Appraisal by Bradberry and Greaves (2001). Demographic questionnaire measured the personal information of the teaching faculties. Descriptive statistics, Pearson correlation and multiple regression analysis are employed to analyze the data. The result indicated that individualized consideration factor of transformational leadership style of principals had significant positive influence over the emotional intelligence of teachers. Contingent rewards leadership of transactional leadership style showed positive predictive relationship whereas laissez faire leadership of principals showed significant but negative predictive relationship with emotional intelligence of expatriate teachers.

Introduction

Leadership is an art of influencing people so that they will strive willingly and enthusiastically to achieve the goals of the organization and an effective leader should be able to identify and understand the emotions of others in the workplace and his ability to manage his own and subordinates' positive and negative emotions at the workplace efficiently is one of the most important aspects of an effective leadership. Humphrey (2002) conceptualized leadership as a process of social influence through which a leader affects feelings, perception and behavior of subordinates. George (2000) insisted that transformational leaders due to their high emotional intelligence are able to accurately evaluate and influence their subordinate's emotions such that they become enthusiastic about resolving problems and feel optimistic about personal contributions. Thus transformational leaders are able to understand and manage mood of subordinates. According to Gardner et al (2001) transformational leader influences his followers in a set of cognitive exchanges which is a meeting of minds of the leader and his followers. Caruso, Mayer and Salovey (2002) argued that the leaders who were able to use emotions, could motivate subordinates by engaging in activities facilitated by emotions and were able to encourage open minded idea generation, decision making and planning. Rubin et al (2005) also suggested that transformational leaders can decipher the emotional state of the followers and influence them. Transformational leadership caused the followers to become emotionally involved, so that the followers believed that they can contribute to the mission of the organization and keep their performance goals high. Boyatzis et al (2004) also postulated that leaders are emotional guides influencing not only follower's emotions but also follower's action through their emotional influence.

Leadership style of the principal is an essential element in the success of a school and according to Goleman (2005) the principal's ability to understand, identify and empathize with teachers' emotions enhances the feeling of job satisfaction among teachers. In education industry, the success is largely dependent upon teamwork, collaboration and good interpersonal relationships, so the importance of emotional intelligence, which reflects one's ability to interact with others in an effective manner, cannot be ignored. People skilled in managing others emotions keep people mood in positive direction and easily establish intimacy with them (Schutte, 2009). The findings of Singh et al (2007) revealed that emotional intelligence was the main driving force behind educators' motivation and productivity through the satisfaction of emotional needs. As transformational leadership style of a leader can influence his followers' emotion, we can expect that principals who show transformational leadership can influence emotional intelligence of teachers and hence their performance and thus he can contribute extensively to the success of an educational organization. In the realm of educational leadership, this study tries to examine the effect of perceived leadership styles of principal on the emotional intelligence of expatriate teachers.

Literature Review

UAE has a very diverse population of which only 13 % are UAE national while the majority of the population is expatriates including South Asians (58%), followed by Asians (17%) and Western expatriate (8.5%). (Data sources - world population review (2015), World Population Prospects-Global demographic estimates and projections by United Nations). These expatriates prefer to send their children in their own national curriculum schools and even for higher education they prefer their home country or western countries. According to the International

School Consultancy (ISC, 2015), there are 507 international schools in UAE and these private schools follow different curricula of different countries. While some schools follow Indian curriculum like CBSE or ICSE, some schools follow American curriculum or IGCSE or GCSE

curriculum of UK or IB curriculum. There are many schools like Pakistani school, Russian School, French School, Japanese school etc. following their own national curriculum. In the last few years, several foreign universities have come up in UAE as their international center like Michigan State University, Murdoch University, Herriot Watt University and New York University etc. The teaching faculties working in these private educational organizations are mostly expatriates and are of different nationalities like Americans, Australians, British, Canadians, Indians, Pakistani, Filipinos and South Africans etc. Since these expatriate teachers have come here on short contract visa leaving behind their family and friends in home country, most of them are emotionally vulnerable. As the resident visa depends on the employment contract and anyone can come and replace them, this causes uncertainty of jobs and creates an undue pressure on the importance of the job for all expatriates. Most of the expatriates have come here on temporary basis to earn money and stay without family and friends, hence they are devoid of love and care of their family, extended family and friends and this results in the feelings of loneliness, sadness, homesickness and distress among them which ultimately causes depression. A strong social – emotional support system is also lacking in UAE. Teachers in most of the private schools in UAE are overworked and are always under stress. Multicultural environment of organization also causes frustration and irritation due to language problem, big cultural differences among people, and different temperament of people due to various backgrounds. According to the Dubai Statistics Centre, a survey conducted by YouGovSiraj (2013) found that 59 per cent of UAE residents were stressed out, 65 per cent because of increased workloads and the majority of the participants had stress-related illnesses like anxiety and depression. In general, most of the expatriate in UAE are emotionally vulnerable and depression is very common among these expatriates due to stress, instability of life, long working hours, uncertainty of job, high cost of living, loneliness and lack of emotional support system largely due to absence of own and extended family.

Leadership

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010). Among the many leadership styles, the prominent leadership styles are Burns' (1978) transformational and transactional leadership styles.

Transformational Leadership. Transformational leaders inspire followers to achieve extraordinary outcomes by providing both meaning and understanding. They align the objectives and goals of individual followers and the larger organizations (Bass & Riggio, 2006) and provide the followers with support, mentoring and coaching. Bass (1994) identified following dimensions of transformational leadership-

- a.** Idealized Influence Attributed. The leader has the followers respect, faith and trust. Followers assume his values and are committed to achieving his vision.
- b.** Idealized Influence Behaviors. The leaders acts as a role model and behaves in a manner consistent to articulated ethics, principals and values, which results in receiving admiration, respect, trust and emulation from followers.
- c.** Inspirational Motivation. They motivate and inspire those around them by providing meaning, optimism, enthusiasm and strive for a vision of a future state.
- d.** Intellectual Stimulation. Transformational leaders stimulate followers by questioning old assumptions, traditions, reframing problems and approaching old situation in new ways.
- e.** Individualized Consideration. Leaders consider their individual needs, abilities and aspirations, listen attentively and advice and coach (Bass & Riggio, 2006)

Transactional Leadership. Transactional leaders focus their energies on task completion and compliance and rely on organizational rewards and punishments to influence employee

performance, with reward being contingent on the followers carrying out the roles and assignments as defined by the leader (Bass & Avolio, 2000). The dimensions of transactional leadership are as follow-

- a.** Contingent Rewards. Leader uses rewards, promise and praise to motivate followers to achieve performance levels contracted by both parties.
- b.** Active Management by Exception. Leader actively monitors the follower performance for deviations from rules and standard and takes corrective action in anticipation of irregularities.
- c.** Passive Management by Exception. Leader waits passively for mistakes to occur, intervenes only if standards are not met.
- d.** Laissez-faire leadership. Leader simply avoids leadership responsibilities and there is no attempt to motivate, recognize or satisfy needs of subordinates.

Emotional Intelligence

According to Van Rooy & Viswesvaran (2004) "Emotional intelligence is the set of abilities (verbal and nonverbal) that enable a person to generate, recognize, express understand and evaluate their own and others' emotions in order to guide thinking and action that successfully cope with the environmental demands and pressure". Goleman (1995) defined Emotional intelligence as a person's self-awareness, self- confidence and his ability to communicate, influence and initiate changes and accept changes. It is the ability of a person to recognize and regulate emotions in ourselves and others. Person who does not develop his emotional intelligence has difficulty in building good relationship with peers, subordinates, superiors and clients. Goleman mixed model of intelligence outlines four main emotional intelligence constructs-

- a.** Self-awareness. It is the ability to read one's emotions and recognize their impact while using gut feeling to guide decision.
- b.** Self-management. It involves controlling one's emotions and impulses and adapting to changing circumstances.
- c.** Social awareness. It includes the ability to sense, understand and react to other's emotions while comprehending social networks.
- d.** Relationship management. This entails the ability to inspire, influence and develop others while managing conflicts. This skill involves adeptness at handling interpersonal relationships.

Can emotional intelligence be influenced and learned?

Goleman (1995) suggested that emotional intelligence traits are human qualities and they can be developed by proper training. According to Bar-On emotional intelligence develops over time and that it can be improved through training and therapy. In an experimental research conducted by Boyatzis et al (1996) on the students of MBA program provided the evidence that emotional intelligence competencies can be developed. Result of this research have shown that emotional intelligence competencies like self-awareness, self-management, social awareness and relationship management can be significantly improved and these improvements are sustainable over time. The strongest support for the validity of teaching emotional intelligence comes from Social and Emotional Learning (SEL) Programs (Zeidner, Roberts & Mathews, 2002). SEL program has been integrated into the school curricula and includes topics that are related to emotional intelligence such as emotion regulation and perspective talking. These programs have helped students achieve better academic performance (Zins et al, 2004). Many researchers (Sala, 2006; Delphine et al, 2009) from the various field of psychotherapy, training programs and executive education has found that through sustained effort and a systematic program, people are able to

improve their social and emotional competencies. Thus emotional intelligence is an attributes that can be learned, improved, trained and matured. There are many training programs now available both in classroom or online courses, which provides training to enhance the emotional intelligence of the people.

PURPOSE OF THE STUDY

The purpose of this study was to examine the effect of perceived transformational and transactional leadership styles of principals on the emotional intelligence of the expatriate teachers working in the private educational organizations in United Arab Emirates.

HYPOTHESES:

Based on the above theory, two hypotheses were proposed-

Hypothesis 1: Transformational leadership style of the principal has a positive effect on the emotional intelligence level of expatriate teachers working in private educational organizations in UAE.

Hypothesis 2: Transactional leadership style of the principal has a positive effect on the emotional intelligence level of expatriate teachers.

Method

Design

This study employed a quantitative, non – experimental, descriptive correlational design to examine the expatriate teachers' perception of the leadership styles of principal and its effect on their emotional intelligence.

Participants

This study was carried out in fifteen private educational organizations in different emirates of UAE. A total of 397 questionnaires were distributed from which 300 questionnaire returned with the response rate of 75.6 %. The research sample consisted of 11.7 % male teachers and 88.3 % female teachers.

Instrumentation

Three questionnaires were utilized as the tools of measure in this study.

Demographic questionnaire: It enquired respondent's personal and professional information like gender, age and academic qualification, professional qualification etc.

Multifactor Leadership Questionnaire (Avolio & Bass, 2004): MLQ 5X short was used to measure the perceived transformational and transactional leadership styles of the principals. Since this study analyzed the faculty perception of their principal, therefore only the rater form was used. In the present study the reliability coefficients for the different subscales of transformational and transactional leadership styles were as follow- Idealized Influence Behavior-0.74, Idealized Influence Attributed-0.76, Inspirational Motivation-0.71, Intellectual Stimulation-0.76,

Individualized Consideration-0.72, Contingent Reward-0.75, Active management by exception-0.67, Passive management by exception-0.688 and Laissez faire-0.71.

Emotional Intelligence Appraisal (Bradberry and Greaves, 2001): Emotional intelligence of teachers was measured by Emotional Intelligence Appraisal instrument (Me edition). It consisted of 28 items and measured overall emotional quotient and the four emotional competencies of Goleman model. The reliability coefficient for emotional intelligence was 0.86.

Data analysis

The acceptance/rejection of hypotheses was tested through the use of following:

(i) Descriptive statistics (ii) Pearson Correlation (iii) Regression Analysis.

Results

Descriptive statistics

Mean and standard deviation of different subscales of leadership styles of principals and emotional intelligence of teachers is shown in Table 1.

Table 1

Mean, SD of Perceived Leadership Styles of Principals and Emotional Intelligence of Teachers

| Variable Name | No. of item | Mean | SD | N |
|--|-------------|--------|-------|-----|
| Transformational Leadership Style | | | | |
| Idealized Influence Behavior | 4 | 2.94 | 1.22 | 300 |
| Idealized Influence Attributed | 4 | 2.92 | 1.39 | |
| Inspirational Motivation | 4 | 3.09 | 1.29 | |
| Intellectual Stimulation | 4 | 2.75 | 1.30 | |
| Individualized Consideration | 4 | 2.75 | 1.43 | |
| Total Transformational Leadership Style | 20 | 57.76 | 13.64 | |
| Transactional Leadership Style | | | | |
| Contingent Rewards | 4 | 2.87 | 1.25 | 300 |
| Active management by Exception | 4 | 2.73 | 1.35 | |
| Passive management by Exception | 4 | 1.22 | 1.54 | |
| Laissez Faire | 4 | 0.90 | 1.35 | |
| Total Transactional Leadership Style | 16 | 30.83 | 7.86 | |
| Emotional Intelligence Appraisal | 28 | 4.52 | 1.58 | |
| Total Emotional Intelligence Appraisal | 28 | 126.49 | 16.07 | |

The teachers perceived the leadership style of their leaders as mostly transformational as the mean value was 57.76 whereas total mean transactional leadership score was 30.83. The mean value of emotional intelligence of teachers was higher ($M = 4.52$) than the universal norm ($M = 4.21$) which showed that teaching faculties had high emotional intelligence competencies. Pearson Correlation

The hypotheses were tested by using Pearson correlation coefficient and the results were shown in Table 2.

Table 2

Pearson Correlation Coefficient of Transformational and Transactional Leadership styles

Of Principal and Emotional Intelligence of Teachers

| Leadership Styles----> | Transformational | | | | | Transactional | | | |
|------------------------|------------------|-------|-------|-------|-------|---------------|------|-----|--------|
| | IIB | IIA | IM | IS | IC | CR | AME | PME | FL |
| Emotional Intelligence | .16** | .15** | .18** | .21** | .26** | .20** | .13* | .01 | -.15** |

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

The result clearly showed that the correlation between all five leadership subscales of transformational leadership styles of principals and emotional intelligence level of teachers were positive, weak but significant. The correlation between individualized consideration factor and emotional intelligence level of teachers was maximum.

For the transactional leadership styles, the correlation between contingent rewards factor with emotional intelligence was positive, weak and significant. The correlation between active management by exception and emotional intelligence factor was also positive, weak but significant at 5 % of significance level. Passive management by exception leadership factor was not significantly correlated with emotional intelligence. The correlation between laissez transactional leadership style and emotional intelligence was weak, significant but negative.

Regression Analysis

During regression analysis perceived leadership styles of principals were used as independent variables whereas emotional intelligence of teachers as dependent variables and the results were shown in the Table 3 to Table 5 respectively.

Table 3

Regression Analysis of Perceived Transformational Leadership Style of Principals on the Emotional Intelligence of Teachers

| Transformational Leadership Style | Df | B | β (Beta) | t | Sig. | R square | F |
|-----------------------------------|----|------|----------------|------|------|----------|--------|
| Idealized Influence Behavior | 1 | -.14 | -.03 | -.33 | .74 | .074 | 4.670* |
| Idealized Influence Attribute | 1 | -.32 | -.06 | -.77 | .44 | | |
| Inspirational Motivation | 1 | .29 | .05 | .66 | .51 | | |
| Intellectual Stimulation | 1 | .56 | .11 | 1.40 | .16 | | |
| Individualized Consideration | 1 | 1.07 | .22 | 2.76 | .00* | | |

* $p < .05$

Table 4

Regression Analysis of Perceived Transactional Leadership Style of Principals on the Emotional Intelligence of Teachers

| | N = 300 | | | | Sig | R square | F |
|---------------------------------|---------|------|----------------|-------|--------|----------|-------|
| | Df | B | β (Beta) | t | | | |
| Contingent Rewards | 1 | .82 | .16 | 2.50 | .013* | .065 | 5.12* |
| Active Management by Exception | 1 | .17 | .03 | .53 | .597 | | |
| Passive management by Exception | 1 | .59 | .13 | 1.8 | .074 | | |
| Laissez Faire | 1 | -.99 | -.18 | -2.57 | -.011* | | |

* $p < .05$

The transformational leadership factors contribution was 7.4% whereas transactional leadership factors made only 6.5 % contribution to the teacher's emotional intelligence. Thus the result indicated that the perceived transformational leadership style of principal had more positive effect on teacher's emotional intelligence than perceived transactional leadership style. Individualized consideration had maximum positive predictive relationship with the emotional intelligence of teachers. In transactional leadership factors, contingent rewards showed positive

predictive relationship whereas laissez faire leadership showed negative predictive relationship with the emotional intelligence.

Table 5

Regression Analysis of both Perceived Transformational and Transactional Leadership

Styles of Principals on the Emotional Intelligence of Teachers

| Variables Name | | N = 300 | | | | Sig. | R square | F |
|-----------------------------------|----------------------------------|---------|--------|----------------|-------|-------|----------|-------|
| | | Df | B | β (Beta) | t | | | |
| Transformational Leadership Style | Idealized Influence | 1 | -.17 | | -0.40 | .689 | 0.09 | 3.30* |
| | Behavior | | | -0.03 | | | | |
| | Idealized Influence | 1 | -.40 | | -0.91 | .365 | | |
| | Attributed | | | -0.08 | | | | |
| | Inspirational Motivation | 1 | .06 | 0.01 | 0.14 | .886 | | |
| Transactional Leadership Style | Intellectual Stimulation | 1 | .40 | 0.08 | 0.97 | .332 | 0.09 | 3.30* |
| | Individualized Consideration | 1 | 1.01 | 0.20* | 2.55 | .011* | | |
| | Contingent Reward | 1 | .34 | 0.07 | 0.74 | .462 | | |
| | Management- by-Exception Active | 1 | .01 | 0.00 | 0.02 | .981 | | |
| | Management- by-Exception Passive | 1 | .42 | 0.09 | 1.24 | .214 | | |
| Laissez Faire | 1 | -.91 | -0.17* | -2.33 | .021* | | | |

* Significance level $p < .05$

Both transformational and transactional leadership factors together explained the 9% of the variance in the teacher's emotional intelligence. The positive significant regression coefficient for individualized consideration indicated that as the perception of individualized consideration

leadership style of principals increased, teacher's emotional intelligence behaviors also enhanced positively. Laissez faire transactional leadership style had negative but significant predictive relationship with emotional intelligence of teachers. Thus hypothesis 1 and 2 predicted that both transformational and transactional leadership would positively affect the emotional intelligence of the teachers except laissez faire leadership.

Discussion

This is one of the first empirical studies that examined the effect of the perceived transformational and transactional leadership styles of principals on the emotional intelligence of expatriate teachers. The results of this study suggest that both perceived transformational and transactional leadership style of principals have a positive effect on the emotional intelligence of the expatriate teachers except Laissez faire leadership. This study also indicated that transformational leadership had more influence on the emotional intelligence of teachers than transactional leadership style of principals. Dasborough (2006) in his study showed that leaders are sources of employees' positive and negative emotions at work. Khankhoje et al (2009) in his empirical research showed that transformational leadership style had positive impact on the subordinate behavioral competencies like-motivation, self - awareness, social skills etc. Transformational leaders show concern for followers' needs, feelings and positively influence their moral development and identity (Weichun Zhu et al, 2011). Under the influence of transformational leaders, followers are better able to transcend their own egos, self-interests, and needs. The transformational leaders are action orientated and build trust and confidence in subordinates. These leaders effectively communicate shared visions, stimulate followers to think independently, to examine new perspective, develop problem solving skills and generate new ideas and new ways of doing things. Through intellectual stimulation, transformational leaders broaden followers' perspective-taking capacity, creativity, open-mindedness (Sosik, 2006). Thus subordinates communicate clearly and confidently and learn to handle conflicting situations effectively. According to Bandura's social cognitive theory, a leader's symbolic modeling could influence followers' judgments by portraying what is acceptable and suitable behavior in an organization. As a result, followers learn how to think about their own roles, how to make their own decisions and how to behave in accordance with their identity. Transformational leaders influence followers' moral, emotional, affective, and cognitive development as followers consider them as exemplary role model and followers try to emulate their attitude, emotions, values and behavior (Bandura, 1991; Bass & Riggio, 2006; Burns, 1978; Sosik, 2006). Transformational leadership caused the followers to become emotionally involved, so that the followers believed that they can contribute to the mission of the organization and keep their performance goals high.

The regression analysis of the study showed that individualized consideration subscale had positive and significant predictive relationship with the emotional intelligence of teachers. The result of this finding was consistent with the findings of Khankhoje et al (2009) which also indicated that individualized consideration subscale had significant and positive predictive relationship with subordinate's four behavioral competencies – motivation, self - awareness, social skills and empathy which are subscales of emotional intelligence.

In individualized consideration, leaders give personal recognition and coach, mentor and advice subordinates and help subordinates to take decisions and feel confident in their abilities. Due to increased confidence, subordinates think positively and can handle conflicting situation effectively. Wang and Huang (2009) suggested transformational leadership behavior, including individualized consideration, have a direct effect on the subordinates' attitudes and behavior. Individualized consideration reflects character strengths of kindness, love and social intelligence. (Sosik, 2006). The empathic ability to read the emotions of others is the foundation for truly

individualized consideration (Riggio, 2002) and hence the transformational leaders are able to recognize and respond to the changing emotional state of followers and influence them emotionally (Sosik, 2006). By offering constructive and positive feedback to their followers, transformational leaders help to improve followers' sense of understanding their own and others' perspectives, which contributes in developing a higher level of perspective and interpersonal ability (Eisenberg, 2000). Since both sub dimensions of individualized consideration style supportive leadership and developmental leadership enhances self- confidence, interpersonal skills, self-awareness and social intelligence in the followers hence it has major positive impact on emotional intelligence level of expatriate teachers. Thus, transformational leader who is rated high on the individual consideration parameter takes care of his subordinates and nurtures their emotional competencies.

The transactional leadership style aims at monitoring and controlling employees through rational or economic means. The contingent reward refers to leadership behaviors focusing on exchange of resources where the leaders provide support and resources to followers in exchange for their efforts and performance while punishing followers, such as demotion, salary stagnation, humiliation, and so on, if they do not accomplish goals. It is argued that organizational rewards and punishments influence individual attitudes and behaviors (Nill & Schibrowsky, 2005). Organization structures, such as performance evaluation and reward systems and decision-making rights and responsibilities, could provide ethical criteria to develop organizational members' ethical decision making (Treviño & Nelson, 1995). The positive feedbacks and rewards make followers more confident, thereby promoting positive change in their behavior. This study found that laissez faire leadership style of principals has significant but negative correlation with the emotional intelligence of teachers. Laissez faire leadership is the most ineffective form of leadership (Northouse, 2007). The laissez-faire leader avoids leadership duties, abdicates responsibilities, is absent when needed, fails to follow up on requests for assistance. They ignore the needs of the followers and do not provide any guidance, thereby reducing followers' confidence to handle difficult situations and thus negatively impact the emotional intelligence of followers. Lippert & White (1960) in his study found that laissez faire leadership resulted in poor quality work, less worker satisfaction due to less sense of accomplishment, less vision and clarity in regard to goals. Bass (1996) in his study concluded that laissez faire style was the least effective leadership style and caused disorganization, discouragement, frustration, and aggression among the followers and this study also found that laissez-faire leadership is a significant but negative predictor of emotional intelligence of expatriate teachers.

Implication and Limitations

Since there is a positive correlation between the perceived transformational and transactional leadership styles of principals and emotional intelligence of teachers, principals of all private educational organizations in UAE can use this quantitative data to enhance emotional intelligence of expatriate teachers by using the particular leadership styles. Laissez faire leadership should be avoided. The policy makers and school management can organize particular leadership training programs for principals who can motivate teachers with low emotional intelligence.

The limited number of male teacher participation in this study was a limitation. Since collection of data was limited to only expatriate teachers of private educational organizations, the generalization of the result of this study to public educational organizations should be done with cautions. Other limitation was the extraneous variables such as personal stressors could have caused the subject's answer to be skewed as environment has been found to exert a powerful influence on emotions and behavior (Polit & Hunglar, 2001).

Conclusion and Recommendation

Findings of this research study clearly indicated that both transformational and transactional perceived leadership styles of principal affected the emotional intelligence level of expatriate teachers working in private educational organizations in UAE. Perceived individualized consideration leadership was the positive significant predictor of the emotional intelligence level of the expatriate teachers. Contingent rewards showed positive effect whereas laissez faire transactional leadership showed negative influence on the emotional intelligence level of teachers.

In the face of a highly competitive environment, it is recommended that educational leaders of private educational organizations should adopt a combined leadership strategy including both transformational and transactional leadership styles but they should avoid laissez faire leadership. This combined strategy will have larger positive influence on teacher's emotional intelligence and it will enhance their efficiency and job satisfaction resulting in their high job performance. In order to enhance the generalization of research results, it is suggested that the follow-up research should include more comprehensive samples collected from both private and public educational organizations in UAE.

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