The impact of emotional intelligence on effective leadership
In the Ministry of Military Production (MOMP) in Egypt

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Keywords
Emotional intelligence; leadership style; transformational and transactional leadership

Abstract
Emotional intelligence is one of the most highlighting tools linking to leadership in a way of assisting and develops the desire skills needed for those leaders for effective leadership. The empirical researches in this area considered as little. The purpose of this paper is to add to the few study, to study the relationship between emotional intelligent dimensions and effective leadership style (transformational) to help in designing the leadership programme for the Ministry of Military Production (MOMP) in Egypt. A questioner survey of 150 employees was conducted by distributed for random sample from a talent pool of employees in the MOMP. The survey was build based on three sections, first section included demographical data including age, qualification and gender, second part is including 23 questions divided into 3 parts for emotional intelligence scale adapted from Salovey et al., (1995), Third, leadership from leadership styles encompassing 45 questions, and was adapted from Multifactor Leadership Questionnaire (MLQ) by (Van Knippenberg & Sitkin (2013) updated from (Avolio & Bass, 2004). The questions were close-ended and using a Likert-type scale with five degrees (1-5) intensity. SPSS software was the statistic tool used to analyse the data that collected based on descriptive statistics such as (mean, standard deviation, percentage). The result shows that there is a positive and significant relationship between emotional intelligence and transformational leadership style more than transformational style at MOMP.

Introduction
One of the crucial tools to develop an effective leadership is emotional intelligence, it become more popular nowadays. It is considered as construction assed to build an effective leader. Literature has produced a hug amount and various theories in leadership, which characteristics the most effective leadership style, however the most effective leadership style the literate agreed upon are transformational and transactional leadership (Batool, 2013).

The style of transformational leader experiences interest among researchers and scholars, inspires a diverse view and attitude on the workplace, creates an awareness of organisation goals, reach with other followers to the level of high ability and motivates others to the level to adapt the idea of their origination goal on the top of their personal goal (Bass & Avolio, 1994). On the other hand, the style of transactional leader is one whom depended on the exchange theory, which considered the (rewards or disciplines), which based on employees’ performance. They focus on employee performance as a bases and indicator for employee work standards, task completion and compliance while relying heavily on organizational rewards and punishments (Bass & Avolio, 1994). Scholars studying, examining the effects of transformational and transactional leadership style, and they have found that transformational leadership recorded a higher effectiveness and satisfaction rate than transactional leadership (Hater & Bass, 1998). Many researchers proposed that on the area of leadership effective transformational leaders must possess social and Emotional intelligence. Which affected the inspire employees and to build strong relationship with leaders (Keller, 1995 and Seltzer & Bass, 1990).

The question of does Emotional Intelligence (EI) helps in preparing effective leaders. This question has been raised by many researchers, scholars and authors in the last era (Higgs, 2003). Different factors have been highlighted as important and effective factors such as the cognitive factor mentioned by (Sternberg & Vroom, 2002). Another factor such as conscientiousness is mentioned by (Barrick & Mount, 1991), while a few studies such as McKee, (2005); Goleman (1998) suggestions have identified the role of intelligence (EI). The purpose of this research study is to add to those few studies the impact of emotional intelligence on developing effective leadership.
The godfather and the greatest contributor to the concept of emotional intelligence and leadership is Denial Goleman. He has written numerous books on the application of emotional intelligence in the organisation and workplace in 1998 and 2001 (Batool, 2013). Goleman argues that leaders who have high emotional intelligence are the fundamental key for an organisation to reach its success throughout its leaders. Those leaders have the capacity and skills to enable, empower and inspire their employees. They are sensitive to the feelings of their employees, they will intervene in the situation if necessary, and they are able to manage their emotions according to the situation. They gain their employees’ trust and they are aware of the political and social frameworks within the organisation (Goleman, 2001).

There are many models in additional to Goleman (1995) which have developed the emotional intelligence concept, such as Mayer and Salovey (1997) model, Bar-On’s (2006) model. This study will use Trait Meta-Mood Scale (TMMS) which was developed by Salovey, Mayer, Goldman, Turvey, and Palfai (1995). This model was updated by Fernandez Berrecal et al, 2004). While the leadership model will be Multi Leadership Questionnaire (MLQ) which covers the transformational and transaction leadership style adapted by Van Knippenberg & Sitkin (2013).

This study objective is to test emotional intelligence and its impact on developing an effective leadership programme for the future leaders of the MOMP and to test if the relationship between emotional intelligence and transformational leadership is higher than the relationship between emotional intelligence and transactional leadership in the MOMP in Egypt.

Theoretical framework

The variables of this study are as follows, the independent variables of emotional intelligence, and the dependent variable is leadership style.

Figure 1: Theoretical framework for the study developed by the researcher

2-1 Emotional intelligence

In 1990, Mayer and Salovey represented a lot of materials related to the Cognition and Emotional, they settled to a theory of Emotional Intelligence (EI). Between 1994 and 1997, the concept of EI was promoted and adapted by Psychologist and journalist Daniel Goleman (1995). Goleman presented this concept of EI in his book “Emotional Intelligence “, during this time Goleman present a new definition for EI as “Emotional Intelligence (EQ) is defined as the ability to identify, assess, and control one's own emotions, the emotions of others, and that of groups” (Goleman, 1995), which focuses on social behaviour. Since 1997, a hug interest comes to the concept and a lot of definition raised, especially by Mayer and Salovey (1997). EI is use very popularly in empathy, sociability, optimism, motivation and leadership (Mayer, 2001). As been mentioned by Gavathri and Meenakshi, Mayer and Salovey’s ‘ability’ model and Goleman and Bar-On’s mixed models, while Goleman’s model is referred to as a competency model and Bar-On’s as a trait model (2013, p.46). Emotional intelligence is considered as the most likely logical framework to manufacture the targeted intelligence criteria throughout the establishing of emotional construction for the purpose of leadership effectiveness (Jordan, 2000).

Several studies and researcher has developed many module of EI and many modules have been developed.
Goldeman highlighting in his book “Emotional Intelligence”: the EI is a matter more than an IQ. Gavathri and Meenakshi mentioned that “It is a matter more than IQ” in 1995 with tall claims bordering on hyperbolic sometimes, making sweeping statement like EI was the reason for “nearly 90% of the difference” between star performers and average one (Gavathri and Meenakshi 2013, P. 46).

In (1994) Mayer and Stevens, developed the Meta-Regulation Scale (MRS), that analysed and focused on first, how the thoughts of individual can be affected by his/her mood situation in understanding the different type of conscious mood guideline. Second, is more related to the affective capacities stability, which individuals usually use to practice their moods and feeling (Berrocal and Extremera, 1995). The approach of Trait Meta-Mood Scale (TMMS) is developed by Salovey, Mayer, Goldman, Turvey, and Palfai (1995). This module is described in three dimensions (Attention, Clarity, and Repair). The module was designed to measure how reflect of people based on their moods, and identified the value and feelings according to their extent (Attention), how they feel clear slightly than feeling confusion (Clarity), and people apply the positive thinking to repair or to fix their negative moods (Repair). Salovey et al. (1995) give us adequate core consistency of its scale with convergent and discriminant validity. Salovey in his study he also validated the Spanish shorter version of the TMMS (Fernaández-Berrocal et al., 2004). Originally the scale start with 48 statement items was subjected to many criticisms. This intended research study will apply the shortened Spanish version includes 24 items from the original version (eight for each subscale), and shows high internal consistency (Cronbach’s alpha for Attention = .90, Clarity = .90, Repair = .86) and satisfactory test-retest reliability ($r$ values from $.60$ to $.83$) (Balluerka et al., 2016)

2.2 Leadership

This study will use the variables of the contemporary style of leadership that covers from the literature point of view according to Lewin et al. (1939) as follows:

2.2.1 Transformational leadership, this style of leadership has its own techniques, approaches and strategy that depend on leaders’ vision and at the same time focuses on empowerment, changing values, norms and attitudes. This style also enhances the self-efficacy of their followers. The transformational leader is concerned with developing a vision which, matches with their organisation’s mission and sets based on the institution for the organisation’s techniques, policy and strategies. The leaders of transformational style are explained to be creative and passionate to motivate their employees with the approach of intrinsic motivation ability (Howell and Avolio, 1993). Transformational leadership is distinguished from another type of leadership which is charismatic leadership as cited by (Bahmanabadi, 2015). Yammarino (1994) believes that “the individual characteristics of charismatic leaders include a high degree of self-confidence, strong moral convictions, and the ability to influence others. This also is involved in management behaviours, with the purpose of affecting others to increase the trust of the leader”.

According to Tichy & Devanna (1996) literature explained of transformational leader’s style characteristic are proactive, help followers or employees to achieve extraordinary goals by raising their awareness for transcendent collective benefits. The style of transformational leadership is argued to include five first-order factors as follows:

Intellectual stimulation related to the leader who challenges his/her followers to the sense of logic and challenges of the creativity in finding solutions to the hard problems and obstacles; and

Individualised consideration, that refers to the behaviour of the leader, which adds to the satisfaction of followers throughout paying attention, supporting, coaching and advising. Therefore, this will allow followers to self-actualise, self stems and to develop.

Inspirational motivation, that relates to how leaders empower their followers by perceiving an optimistic future, setting ambitious and motivated goals and objectives, projecting dreaming and approach and convincing their followers that this vision and objective are reachable; Idealised influence (attributed) this reflects on the characteristics of the leader if he has the socialisation charisma, he/she is viewed as being powerful and self-confident, or he/she is perceived as concentrating on ideals and ethics; Idealised influence (behaviour) this discusses the issues of the charismatic leader and it focuses on mission, vision, beliefs;
This research study will focus on the first three dimensions as they are related to leaders’ behaviour towards their followers.

2-3 The relationship between emotional intelligence and effective leadership

Goleman (1998) drew attention to the fact that the effective leaders have high level of Emotional intelligence. Moreover, many authors agreed on that, for a person to develop a great relationship with his colleagues, this person should have the skills of good interpersonal, social and team building, also leaders have these skills will have a higher officials and subordinates which is essential for a person’s success in the workplace and outside (Emmerling and Goleman, 2003; Cherniss et. al. 1998; Boyatzis and Oosten, 2002). Other scholars and studies confirmed that the most effective leadership and have positive impact that have high level of emotional intelligence EQ (Van Oosten 2013; Drucker 2008; Collins 2001; Kerr, Garvin, Heaton & Boyle 2005; Goleman 1995; Ruderman, et. al, 2001). While other scholars such as Antonakis (2004) points out, nevertheless, that empirical evidence in support of the relationship between EQ and leadership remains weak, even after many years of research and other research not been successful to identify the statistical support for the significance relationship for EQ on effective leadership. (Brown, Bryant & Reilly 2006; Barbuto & Burbach 2006)

According to studies by, Goleman (1995, 1998), Palmer, Walls, Burgess and Stough (2001) argue that, there is a clear sign to be a relationship between emotional intelligence and leadership. Another support for this relationship is the South African research of Coetzee and Schaap (2005), Ramchunder and Martins (2014), Stuart and Paquet (2001) and Vrba (2007) validates these supportive findings on the relationship between EQ and leadership.

A number of studies state that, leaders more have highly emotional intelligence more they are able to direct, energizing people, the reason why the leaders high in emotional intelligence adhere to transformational behaviours is implicit. Because leader’s self-control and self-management ability are very much consistent with the first dimension (idealized), which influence (Barling, et al., 2000). Specifically, more, in the situation when leaders able to understand their own emotional and follower's Emotional", they aware when to be emotionally close and helpful/ kind to the people, improve trust and confidence, motivation, and commitment, and performance as a model of these values (Naznin, 2013). Second dimension is individualised consideration, leaders who have the skills to manage a relationship positively with their follower, will be able to show individual consideration toward their followers (Harms and Crede, 2010, p.7). Third dimension of transformation style is inspirational motivation, and the actual recognition of their Emotional and other Emotional will help them to inspire and build the relationship (Wang and Huang, 2003, p. 382).

3. Methodology

3.1 Study Objectives
To examine the leadership style within the MOMP;
To test the current level of emotional intelligence of the MOMP employee;
To identify the relationship between emotional intelligence and the style of leadership within the MOMP.

3.2 Research Hypothesis
The hypotheses in this research study were developed to explore the relationships and connections between emotional intelligence and effective leadership (transformational/ transactional) in the MOMP, six hypotheses were obtainable below:
H1: Emotional Attention has a positive impact on Transformational Leadership
H2: Emotional Clarity has a positive impact on Transformational Leadership
H3: Emotional Repair has a positive impact on Transformational Leadership
H4: Emotional Attention has a positive impact on Transactional Leadership
H5: Emotional Clarity has a positive impact on Transactional Leadership
H6: Emotional Repair has a positive impact on Transactional Leadership

3.3. Sample
The research was conducted at the beginning of 2017 by survey. This survey took place during the assessment process for a pool of candidates to recruit and select candidates for leadership programme
capacity building in the MOMP and associated companies. From a population of 200 employees, the questionnaire was delivered to 120 employees, who attend the assessment, only 100 of these surveys were answered in a usable manner and submitted after the assessment process.

3.4. Instruments
A special questionnaire was designed containing 85 questions divided into three sections. The First section included demographic data including age, qualification, and gender. The Second section which related to EI was tested using TMMS-24 (Trait-Meta-Mood Scale) that was adapted from Berrocal et al., (2004). The scale assesses by three dimensions that comprised (1) Emotional attention including 8 statements, which related to an individual tends to think about his feeling and moods. (2) Emotional attention including 8 statements that related to the person’s evaluation of his/her Emotional conditions. (3) Emotional repair include 8 statements, related to the person believed that he/she regulates his Emotion and feeling. The Third section, Leadership from leadership styles encompassing 45 questions, and was adapted from Multifactor Leadership Questionnaire (MLQ) by (Van Knippenberg & Sitkin, (2013) adapted from (Avolio & Bass, 2004). The questions were online, close-ended and used a Likert-type scale with five degrees (1-5) intensity.

3.5 Reliability and Validity:
Check was carried out using the SPSS for assessing the reliability and validity of all the variables.
Table 1: Reliability and Validity Analysis for the all variables

<table>
<thead>
<tr>
<th>Scale</th>
<th>EI</th>
<th>EA</th>
<th>EC</th>
<th>ER</th>
<th>Transformatio nal</th>
<th>Intellectual</th>
<th>Idealized</th>
<th>Idealize(Att)</th>
<th>Inspiration</th>
<th>Individual</th>
<th>Transactional</th>
<th>Contingent</th>
<th>Management by exception (Active)</th>
<th>Management by exception (Passive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>.705</td>
<td>.601</td>
<td>.714</td>
<td>.869</td>
<td>.905</td>
<td>.850</td>
<td>.788</td>
<td>.772</td>
<td>.857</td>
<td>.729</td>
<td>.607</td>
<td>.646</td>
<td>.691</td>
<td>.692</td>
</tr>
</tbody>
</table>

The reliability (Cronbach alpha score) for EI and leadership. For the EI, the record of test yielded of Emotional intelligence of test yielded is 0.705, closer the similar cut off of Fernández-Berrocal, Extremera, and Ramos, 2004 (Attention = .60; Clarity = .70 and Repair = .83). For Leadership, reliability and validity established previous research recommended by (Avolio & Bass, 2004 and Bar-on, 2004) the record of test yielded is range factor from 0.74 to .91.

Results
Table 2 Total Leadership Style Scores by Gender (n= 113)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLQ-Transformational</td>
<td>Female</td>
<td>37</td>
<td>3.6959</td>
<td>.23889</td>
<td>3.1500</td>
<td>4.1709</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>76</td>
<td>3.6637</td>
<td>.75677</td>
<td>3.6396</td>
<td>3.6867</td>
</tr>
<tr>
<td>MLQ- Transactional</td>
<td>Female</td>
<td>37</td>
<td>45.4054</td>
<td>.77786</td>
<td>43.6276</td>
<td>46.9519</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>76</td>
<td>45.4054</td>
<td>5.89001</td>
<td>42.7703</td>
<td>45.4456</td>
</tr>
<tr>
<td>EI</td>
<td>Female</td>
<td>37</td>
<td>88.1351</td>
<td>10.99788</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>76</td>
<td>85.8816</td>
<td>10.73557</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 Leadership and EI Scale Scores by Gender. (n=113)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Gender</th>
<th>n</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>Female</td>
<td>37</td>
<td>88.1351</td>
<td>10.99788</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>76</td>
<td>85.8816</td>
<td>10.73557</td>
</tr>
<tr>
<td>EA</td>
<td>Female</td>
<td>37</td>
<td>25.0541</td>
<td>4.49040</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>76</td>
<td>24.6711</td>
<td>4.73114</td>
</tr>
<tr>
<td>EM</td>
<td>Female</td>
<td>37</td>
<td>31.1892</td>
<td>4.62384</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>76</td>
<td>30.5789</td>
<td>4.74486</td>
</tr>
<tr>
<td>SEA</td>
<td>Female</td>
<td>37</td>
<td>32.5243</td>
<td>4.21673</td>
</tr>
</tbody>
</table>
Male 76 31.0395 4.24717  
Transformational  
Female 37 3.6959 .23889  
Male 76 3.6637 .75677  
Intellectual Stimulation  
Female 37 15.0270 3.75268  
Male 76 14.6316 4.16283  
Idealized influence(behavior)  
Female 37 14.9459 3.68892  
Male 76 15.1974 2.99341  
Idealized influence(Attributed)  
Female 37 15.8378 3.15800  
Male 76 15.3421 3.53856  
Inspiration Motivation  
Female 37 15.6216 3.68444  
Male 76 15.1711 3.92930  
Individual Consideration  
Female 37 13.5405 2.97764  
Male 76 13.6184 2.55064  
Transactional  
Female 37 45.4054 5.89001  
Male 76 44.0789 6.17039  
Contingent Reward  
Female 37 15.1351 3.04742  
Male 76 14.7895 2.69476  
Management by exception (passive)  
Female 37 8.2432 3.04964  
Male 76 8.7500 3.93997  
Management by exception (active)  
Female 37 14.1622 3.43603  
Male 76 13.0789 3.83932  
Satisfaction  
Female 37 7.8649 1.78204  
Male 76 7.4605 2.10676  

The leadership style scores record had a range for each style, the range of scale recorded for the respondent for transformational style of leadership was 3.1500 to 4.1709. Transactional style of leadership score recorded from 42.7703 to 46.9519. so the transformational style of leadership scored higher than the transactional style of leadership.

Table (4) Regression for the study variables

<table>
<thead>
<tr>
<th>EI ( Transformational Dependent Variable )</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
<th>lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI ( Transactional, Dependent Variable )</td>
<td>.075</td>
<td>.788</td>
<td>.432</td>
<td>-.050</td>
<td>.116</td>
</tr>
</tbody>
</table>

Discussion and conclusion

One of the most crucial competencies for effective leadership is emotional intelligence and many studies mentioned that many leadership abilities depend on emotional intelligence abilities (Melita & Ceasar, et al, 2003).

Due to the need for the MOMP and its companies to respond to the dramatic changes in the current business environment, there is a need for more generate openness and receive new creative ideas and models to improve the business. Also the MOMP is required to create and invent new products, services and approaches in the local, regional and international markets. Consequently, they need to reinforce and equip, empower, enabling and encouraged the employee to initiative and innovation in the MOMP business. Because the values, beliefs and behaviours of employees are the pillars that contribute to improving the performance of organisations, this will lead to given a great attention to the role that emotional intelligence plays in the development of leadership competencies as mentioned in the study of Sadr in (2012).

The sample in this study shows that female employee of the MOMP have a tendency towards a high level of transformational leadership style behaviour more than male employees in the MOMP. So females in this study shows use the behaviour of transformational style rater than men. This was predictable as Mandell and Pherwani (2003) in their research study confirmed that more are likely to apply the behaviour of transformational style of leadership, while males’ leadership style behaves on the
style of transactional style of leadership. Also Strickland (2008) in her study confirmed this trend. In addition, females recorded in contingent reward more than males, that supported by Eaglet et al. (2003) and Strickland (2008).

Table (5) Leadership and EI Scale Scores by Gender. (n=113)

On the level of emotional intelligence in this study shows the general norm for females is recode higher than males in this sample of employees which supported by (Cavallo and Brienza, 2006). Although in this study the statistic shows that there is a low level of clarity and repair. However, in another study carried out with American orginsation and designed to investigate the role of the emotional experience and cognitive difficulties in acute stress situations, the importance of emotional Clarity was verified again (Gohm, Baumann, and Sniezek, 2001). In reality, individuals with higher levels of emotional clarity reported a lower number of cognitive difficulties such as “to fail to see the point and do not know what to do”, “to forget what I learned” or “to be unable to think” (Berrocal & Extremera, 2008). Which support hypotheses 2 and 3 and reported that the targeted employees in the MOMP not facing any cognitive difficulties, that will help in reinforcing the effective leadership competencies and abilities.

More over the present of this study showed that there was significance relation between emotional intelligence and leadership competencies for leaders in the MOMP , the result represent that there is significance correlation between emotional intelligence dimensions and leadership competencies for employees considered as future leaders for the MOMP, this is because of the emotional intelligence passionate is essential crucial competency for effective leadership and different dimensions of emotional intelligence are in correlate with leadership competencies and dimensions (Melita & Ceasar, et al, 2003). This research result is supported by (David & Joseph, 2005). These two researchers concluded that there is a significant relationship between emotional intelligence view and leadership capabilities. Also higher emotional intelligence was associated with higher leadership competencies. In addition, (Lisa & Con, 2002) identified that there is a high correlation between understanding of emotions emotional intelligence and all of leadership skills components.

The result of this study shows that there is a significant positive relationship between emotional intelligence and transformation and transactional leadership style. However it indicates for transformational more than transactional leadership. The regression result for the transformational style of leadership (beta = .059, t-value= 5.645, significant = .533), while for transactional leadership is (beta= .075, t-value= 8.629, significant = .432). The result shows there is a positive direction between each of the two constructs (EI and transformational leadership style and EI and transactional leadership style). Accordingly, the hypotheses are accepted.

The main objective of this study was to examine the impact of emotional intelligence skills on leadership style competency of employees in MOMP leaders. Based on this study results, the conclusion is that: the MOMP talent pool behave in the context of transformational leadership style more than transformational leadership style, females in the MOMP behave more in transformational style rather than transactional style, while the percentage of males in MOMP prefer to behave in the context of transactional style rather than transformational style. Females in the MOMP scored higher in emotional intelligence than males.

Limitations and direction for further research

One of the limitations of this study is that the sample was based only on the talent pool for the MOMP, those who have intensive training in varies topics Second Another limitation was that the representation of females was not equal to males, but represented the percentage in the MOMP.

It is recommended more research in this kind of organisations which presenting the top management as military background while the worker are nonmilitary which can lead to more and new leadership style can fit with this kind of government organisations in Egypt, which the researcher will consider this in future research.
<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Emotional Attention</th>
<th>Emotional Clarity</th>
<th>Emotional Repair</th>
<th>Emotional intelligence all</th>
<th>Transformational</th>
<th>Intellectual</th>
<th>Idealized (Beh.)</th>
<th>Idealized (Attrib.)</th>
<th>Inspirational</th>
<th>Individual</th>
<th>Transactional</th>
<th>Contingent</th>
<th>MBEP</th>
<th>MBEA</th>
<th>satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Attention</td>
<td>24.7965</td>
<td>1.63712</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Emotional Clarity</td>
<td>31.4602</td>
<td>4.26161</td>
<td>.323**</td>
<td></td>
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</tr>
<tr>
<td>Emotional Repair</td>
<td>30.3451</td>
<td>1.14636</td>
<td>.257**</td>
<td>.539**</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Emotional intelligence all</td>
<td>112.5664</td>
<td>13.81050</td>
<td>.660**</td>
<td>.744**</td>
<td>.574**</td>
<td></td>
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</tr>
<tr>
<td>Transformational</td>
<td>6.6742</td>
<td>2.753</td>
<td>.625***</td>
<td>.758***</td>
<td>.859**</td>
<td>901**</td>
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</tr>
<tr>
<td>Intellectual</td>
<td>14.7611</td>
<td>4.02065</td>
<td>.029</td>
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**Correlation is significant at the 0.01 level (2-tailed).}
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