

Full Length Research Paper

An emotional-intelligence-based model for improving faculty members' effectiveness

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Aiming at determining the role of Emotional Intelligence (EI) - based leadership in improving faculty effectiveness, the present study suggested a model with 10 principle components. Research methodology was descriptive- survey of exploratory type. Statistical population were the present faculty members in the semester (N = 3500). The subjects of the study (sample) consisted of 351 faculty members selected through stratified random method. Data were collected via two researcher-administered questionnaires. Statistical operations utilized for data analysis included: Independent t-test, Wilcoxon test, variance analysis, factor analysis and principle component analysis. Findings showed that there are 10 EI-based leadership factors which determine faculty effectiveness. Results also suggested a significant difference between desirable and current situations in Islamic Azad universities. Bridging such a gap, a suggested model was developed and proposed. Its conformity degree was then evaluated by higher education experts' viewpoints (95%). The necessary amendments were made at the end.

Key words: Emotional intelligence, higher education leadership, faculty members.

INTRODUCTION

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

of when a president is deemed successful and how he/she assesses his/her pleasures. Faculty members, here, as the major sources of science production, work in such an organization where the academic values and the bureaucratic laws of university contradict (Arasteh, 2005). Generally speaking, taking the faculty specific responsibilities into account, a faculty member should be provided with a positive and supportive environment in which he/she feels calm enough to become effective in fulfilling his/her academic duties. The role of higher education leadership in creating such an environment is highly important. Leaders are charged with creating a shared vision for the faculty, and are responsible for developing an organizational climate conducive to motivating and developing faculty members. In addition, they should create a supportive communication climate that emphasizes listening skills, thus demonstrating their respect and empowerment of faculty members. As leaders of academic departments, chairs, for example, are required to motivate, evaluate, reward, and provide faculty development opportunities for their faculty members.

The ability or inability of an academic leader to perform such activities directly affects their faculty members' attitudes, behaviors, and consequently their performances and it is the collective attitudes, behaviors, and performances of faculty members that define the organizational climate of the university and faculty effectiveness.

The appropriate university leadership style, therefore, could be developed on the basis of such a nature of the task which is essentially different from those of the other organizations. Ambiguity inherent for leadership and administration in these organizations (Ecker and George, 1979) asks for a specific leadership style. Emotionally intelligent leadership style proposed in this study included such components as self leadership, participation, flexibility and people skills which the latter (as a main element including different components of the model) found to be an important competency for effective leadership in higher education (Spendlove, 2007). This paper has, therefore, been arranged in a manner to examine how emotionally intelligent university leadership affects the faculty effectiveness.

LITERATURE REVIEW

The theory of emotional intelligence has emerged during the past twenty years (Bar-On, 1997). Although there is an abundance of research on emotional intelligence (Goleman, 1995; Bar-On, 1997; Cooper and Sawaf, 1997; Goleman, 1998; Goleman et al., 2002) its relationship to leadership (Cooper and Sawaf, 1997; Goleman, 1998; Goleman et al., 2002) and its impact on organizational climate in corporations (Cherniss and Goleman, 2001; Goleman et al., 2002), little research exists on emotional intelligence and its relationship to higher education leadership and organizational climate (Astin and Astin, 2000; Hopper, 2005). The researcher, as a result, made an attempt to provide some of the findings on the related components.

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

The main problem addressed in another study conducted by Hwang (2007) was whether or not emotional intelligence skills were significantly related to teaching

teaching effectiveness. Findings of the study provided information for professionals related to the role of emotional intelligence skills in teaching effectiveness and career excellence. He then suggested that institutions may need to provide lifelong learning programs on emotional intelligence skills that facilitate the development of a harmonious learning environment.

Haskett (2003) in her research titled: "Emotional Intelligence and Teaching Success in Higher Education" attempts to put emphasis on the emotions that differentiate the most effective faculty at institutions of higher education. This study compared 86 teaching award winners to a random sample of 200 non-award winning faculty members at one institution. The data included self-reports on both the "Seven Principles," and EQ. The three statistical procedures of MANOVA, discriminate analysis, and multiple regression were selected for this study based on the focus of the research objectives. Based on the results of the study, a significant link was found between specific EQ competencies, and behaviors of effective teaching, as measured by the "Seven Principles." A comparison of the degree of utilization of the "Seven Principles" by the two groups did not reveal a significant difference among the EQ sub-scores. Based on these findings, one could conclude that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching. Additional findings revealed that the EQ sub-score of general Mood was a significant determinant of Teaching Award winning faculty.

Todd (2006) in a study titled: "The Relationship between Emotional Intelligence and Student Teacher Performance (STP)" tried to determine whether student teacher performance was associated with emotional intelligence (EI). The results indicated that EI and College Supervisors' assessments to student teacher performance were significantly related.

Medley and Mitzel (2007) in a research paper titled: "Some Behavioral Correlates of Teacher Effectiveness" examined the relationships between some measures of teacher effectiveness and some teacher behavior variables obtained in the course of an investigation of the graduates of a coordinated teacher preparation program in the municipal colleges of New York City. The sample on which this study was based comprised 49 teachers in all. The study employed five variables purporting to measure one or another aspect of teacher effectiveness, three measuring dimensions of classroom behavior, and a number of variables designed to control extraneous variation. The five measures of effectiveness were found to center around to distinct aspects of effectiveness. Supervisory ratings and pupils' reactions to their teachers appeared to reflect the teacher's ability to get along with children; teachers' self-ratings and measures of pupil gains (in reading and social skill) appeared to reflect effectiveness in stimulating pupils to learn to read. Neither

measured gains in reading nor gains in group problem solving skill were found to be related to recorded classroom behaviors of teachers and pupils. Pupil-teacher rapport was found to be related to emotional climate and, probably, to verbal emphasis in classroom behavior. Supervisors rated those teachers who had the friendliest classroom as most effective.

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

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

The results of a study by Hopper (2005) demonstrated that the traits associated with Goleman's (1998) framework of emotional intelligence are relevant to a discussion of the best qualifications for (college) library directors.

Concerning these mentioned researches conducted in different fields and components of EI, the paper seeks to answer this main question of the research:

Is there any link between EIL in universities and faculty effectiveness? To find the answer, the researcher poses the following research questions based on the below objectives:

Research objectives

1. To identify the components of emotionally intelligent leadership (EIL) in Islamic Azad universities (IAU), Zone 8.
2. To identify the current situation of IAU, Zone 8, in terms of EIL.

3. To present the appropriate model of EIL.
4. To determine the confirmation degree of the suggested model.

Research questions

- 1) What are the components of emotionally intelligent leadership (EIL) in Islamic Azad universities (IAU), Zone 8?
- 2) How is, in terms of EIL, the current situation of IAU, Zone 8 like?
- 3) In order to enhance the faculty effectiveness, what appropriate model of EIL could be suggested?
- 4) What confirmation degree, according to the experts' judgments, does the model possess?

METHODOLOGY

The research design in this paper that was used to answer the questions of the study was a descriptive-analytical survey. The target population of the study was all faculty members of the Islamic Azad University (IAU) zone 8, consisting of 10 campuses of Tehran North, Tehran South, Tehran Center, Tehran East, Tehran West, Tehran Science and Research, Tehran Medical Sciences, Shahre Rey, Eslamshahr and Parand with about 3500 faculty members. The sampling method was stratified and the subjects consisted of 341 faculties from different schools and departments of the universities under the study. In the second part of the research, the method for testing the proposed model was availability sampling, through which 30 experts were asked to score the components of the model in 5 Likert score. To become reliable, the questionnaire was retested among a sample of 30 experts after two weeks.

The total number of male and female faculty members who participated in this study was 222 and 119, respectively. 200 faculty members (58.65%) were tenured and almost 145 (43.35%) were non tenured. About 39 participants (11.4%) indicated that they were full professors, 32 persons (9.3%) were associate professors, 136 people (39.8) indicated that they were assistant professors and 134 participants (39.2%) specified that they were lecturers. About 23 faculty members (6.7%) indicated that they occupied management positions in their universities.

In order to construct a new section of EIL questionnaire for faculty effectiveness, the related literature was extensively reviewed to identify EIL variables that might influence faculty effectiveness. Several questions were developed, to collect data in both current situation (Situation A) and desirable situation (Situation B).

The self-administered questionnaire was designed in a way to (1) identify the specific EIL variables in IAU through scoring the suggested variables in five Likert scale. (2) Evaluate, in terms of the EIL variables, the current situation of different campuses in specific and IAU in general, and (3) determine whether there exists a link between EIL variables and faculty effectiveness. The complete scale is shown in Table 1.

Face and content validity of the constructed questionnaire was then confirmed through expert view of 15 specialists. In order for questionnaire to be reliable, test-retest method and Cronbach Alpha were used. To do so, the data was collected in a small group of 15 faculty members, and after 3 weeks the same questionnaire was used to test the same group. Retest quotient of all components in situation A and situation B were over .89 and .62, respectively. Cronbach's alpha quotient of all components in both situations was 0.98.

Table 1. EIL factors.

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

Table 1. Contd.

Participation	40. My university president delegates authorities to the young faculty members.	3.12	1.252	0.36	0.641
	52. My faculty dean conducts our opinions of the faculty subjects.	2.50	1.350		0.701
	53. My head of department conducts our opinions of the department's subjects.	3.15	1.183		0.776
	54. My head of department encourages us to have joint productions.	2.50	1.228		0.778
	63. My university president encourages diversity in appointment, recruitment, etc.	2.95	1.262		0.988
	70. My head of department conducts our opinions in developing the department's strategic plan.	2.82	1.222		0.744
Empowerment	25. My head of department inspires us with self confidence.	3.00	1.177	0.901	0.716
	31. My university president seems to make attempts to employ or invite the most distinguished professors.	2.68	1.279		0.751
	36. My faculty dean seems to make attempts to provide the guest teachers with the most equipped teachers' room.	2.48	1.258		0.795
	37. My faculty dean seems to make attempts to provide a teachers' pavilion.	2.17	1.247		0.944
	38. My university president tries to provide faculty members with role models.	1.94	1.155		0.788
	55. My head of department identifies our strengths and weaknesses and tries to empower us.	2.79	1.261		0.756
	56. My head of department cares about developing the scholars of the department.	2.62	1.277		0.731
	57. My head of department encourages the young colleagues to assist him/her in researching, teaching, etc.	2.24	1.175		0.770
	58. My faculty dean usually holds scientific seminars, conferences, etc.	2.79	1.153		0.701
	59. Our research department seems to improve research instruments like: internet, digital library, etc.	2.93	1.139		0.797
	68. Our education department makes attempts to empower the faculty members with modern technologies of teaching.	2.76	1.197		0.807
Capacity building	16. My head of department initiates the innovative methods to achieve the department goals.	3.02	1.097	0.872	0.693
	17. My faculty dean tries to implement the appropriate findings of different departments in managing the faculty.	2.81	1.218		0.621
	18. My university president seems to be initiative in big ideas like sport or scientific Olympiads.	2.79	1.276		0.649
	49. My faculty dean is aware of the political and organizational powers in the university.	2.59	1.179		0.706
	32. My university president tries to build capacity through holding informal meetings, parties, etc.	2.29	1.292		0.787
	33. My university president seems to use the facilities of faculties for establishing clinics, kindergartens, etc. in the campus.	1.67	1.158		0.890
	64. My university president seems to support interdisciplinary courses.	2.93	1.298		0.806
	50. My head of department uses the faculties' different capabilities.	3.37	1.042		0.765
	51. My head of department identifies strengths and weaknesses of the faculty members and uses the strengths to achieve the goals.	3.10	1.076		0.763

Table 1. Contd.

	21. My head of department has an attractive personality.	3.47	1.158	0.815
	22. My head of department is good in non-verbal communication.	3.39	1.188	0.856
	24. My university president appears to make organizational benefits out of the space and environment (campus) language, e.g. colors, decorations, etc.	2.81	1.311	0.719
	34. My head of department holds occasional friendly meetings with department members.	2.27	1.209	0.856
	35. My faculty dean holds welcome and familiarization meetings at the beginning of the semesters	2.20	1.265	0.888
Communications	43. My head of department listens openly to the faculty members. She/ He is a good listener.	3.33	1.159	0.893
	61. My head of department tries to make a cooperation with the business.	2.36	1.182	0.703
	62. My university president appears to try to make scientific relations with overseas universities.	2.51	1.354	0.836
	65. My head of department tries to avoid the destructive competitions by creating a fair, cooperative and friendly atmosphere in the department.	3.09	1.302	0.776
	66. My faculty dean holds occasional friendly discussion meetings in order to control the conflicts.	2.44	1.299	0.782
	69. My university president's speech and behavior is inspiring.	2.88	1.346	0.832
	26. Financial and administration department's actions are motivating me, e.g. by giving quick loans and the other facilities.	2.67	1.329	0.774
Motivation	27. My faculty dean tries his/her best to provide suitable offices with faculty members.	2.62	1.245	0.79
	30. My university president usually holds honoring meetings for distinguished professors.	2.87	1.266	0.715
	39. Our research department supports the faculty researchers by using the appropriate incentives.	2.57	1.305	0.776
Overall	70 Questions	204.7	54.33	0.98

Statistical analyses

Data were analyzed through the SPSS program using Wilcoxon test, ANOVA, factor analysis and principal component analysis. Wilcoxon test was used to compare the means of EIL components in Situations A and B. ANOVA was used to compare the means. Factor analysis was used to identify the EIL components. To determine the share of different EIL components developing the model, principal component analysis was used.

RESULTS

In order to find an answer for the first question of the study: "What are the components of emotionally intelligent leadership (EIL) in Islamic Azad universities (IAU), zone 8?" factor analysis was used. The results were: self leadership, moral, trust, conscientiousness, flexibility, participation, empowerment, capacity building, communication and motivation. Table 1 presents the results.

To answer the second question of the study: "How is, in

terms of EIL, the current situation of IAU, Zone 8 like?" a one-sample T-Test was used. As it is displayed in Table 2, there is a meaningful difference ($p < 0.05$) between the current performance of leadership in IAU and the desirable situation which may lead toward the faculty effectiveness. To find an answer for the third question of the study: "In order to enhance the faculty effectiveness, what appropriate model of EIL could be suggested?", the EIL components correlating with the faculty effectiveness, (findings of the first research question) were analyzed by principal component analysis. The result showed the share of 10 different components of EIL correlating positively with the faculty effectiveness.

The findings were then used as a base for developing the appropriate model. As shown in Figure 1, the upper hemisphere of the model displaying the principal components of EIL in the desirable situation (Situation B) might be used as a suggested standard for improving the performance of the faculty members (empowerment with the highest share of 27.82% and trust with the lowest

Table 2. Means, standard deviations, test values, t- tests and significant of EIL components.

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

share of 1.99%), while the lower hemisphere illustrates the principal components of EIL in the current situation (situation A) (communication with the highest share of 22.27% and self leadership with the lowest share of 2.81%). The suggested model comprises of the major elements of philosophy, goal, theoretical foundations, components, implementation procedures, and evaluation.

Major elements and sub- components of the model

Note that in the models, T.V= total value while M=

mean. **Philosophy (T.V. = 8.80, M = 6)**

(a) Philosophy of the model is based on training human being with the emphasis on emotional intelligence competencies.

(b) Philosophy of the model is based on developing faculty members so that they become effective.

Goal (T.V. = 12.76, M = 9)

Creating and improving the emotional intelligence leadership and climate in the university in order for faculty members to become effective.

Theoretical foundations (T.V. = 13.60, M = 9)

Multiple Intelligences, Gardner H. (1983).
EI-Based Theory of Performance, Golman et al. (2002).
Transformational Leadership, Bass B (1990).

Components (T.V. = 46.60, M = 30)

Empowerment, Communication, Capacity building, Conscientiousness, Participation, Moral, Flexibility, Motivation, Self leadership and Trust.

Implementation procedures (T.V. 37.73, M = 24)

Creating the social, cultural, political, economic and technological infrastructures.

Developing and implementing the rules and regulations on the basis of emotional intelligence components.

Developing relationships with emotional intelligence consortiums.

Selecting and recruiting faculties and university managers with the highest emotional intelligence. Organizing seminars, meetings and workshops so that everybody might increase his/her emotional intelligence.

Evaluation (T.V. 18.63, M = 12)

(a) Developing information systems for collecting data and information regarding the suggested model.

(b) Developing an evaluation system for periodic assessment of faculty effectiveness.

(c) Developing an evaluation system for periodic assessment of EIL in university managers.

(d) Reviewing the model and re-engineering the EIL programs.

To answer the fourth question of the study: "What confirmation degree, according to the experts' judgments, does the model possess"? the second self-administered questionnaire was designed comprising the above mentioned 6 elements, the questionnaires were viewed and judged by 30 experts. Data then were analyzed statistically through comparing the test values with means. Table 4 exhibits the results which show meaningful differences between test values and means ($P < 0.05$) approved the validity of the model (0.95).

DISCUSSION

The purpose of the present study was to investigate whether emotionally intelligent leadership (EIL) could affect the faculty effectiveness. To the researcher's

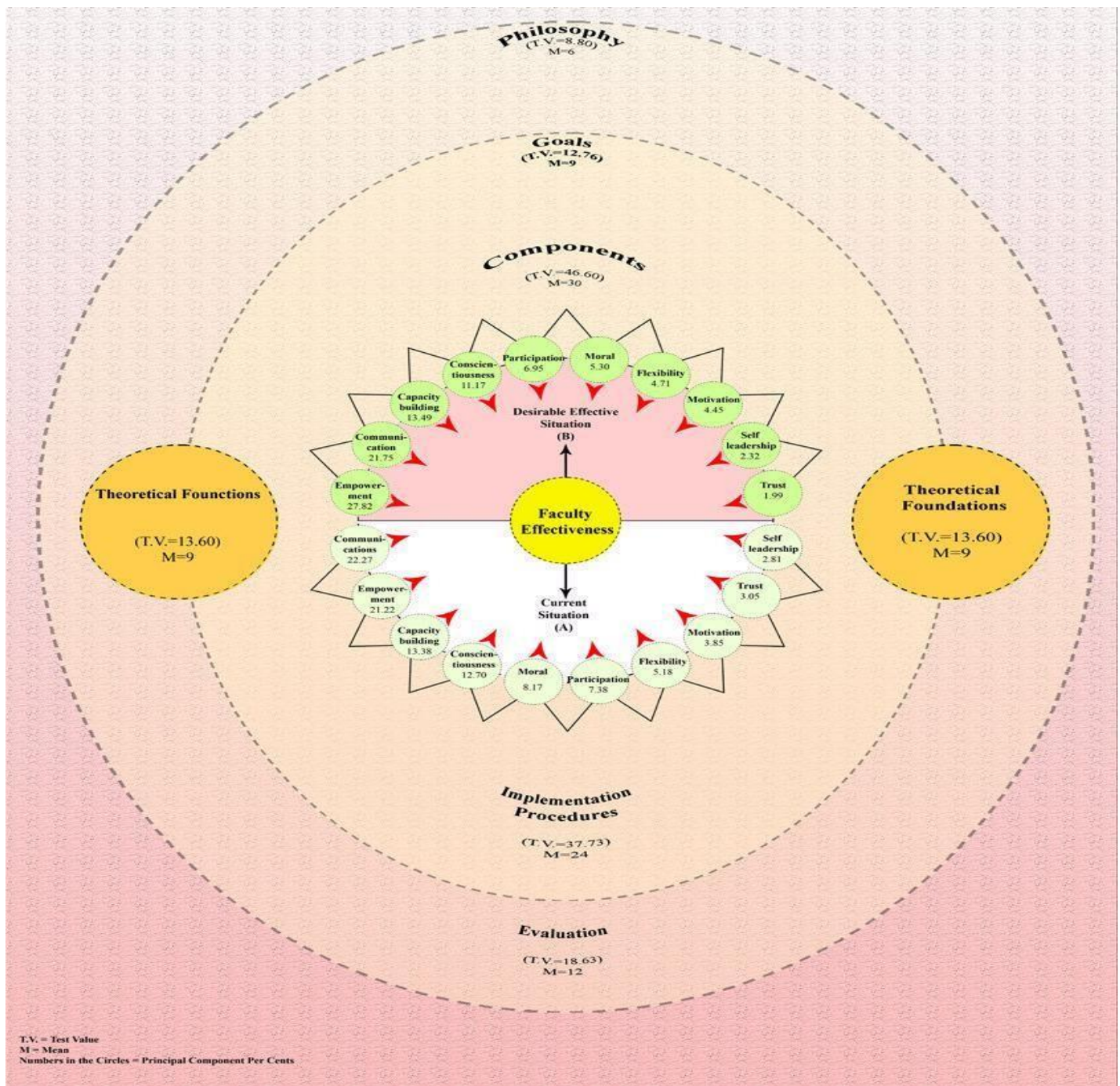


Figure 1. The academic EIL model for improving the faculty effectiveness.

knowledge, this study is the first attempt to make such a investigation. This research is different from the others carried out before in a sense that here the effect of a newly- introduced academic leadership (EIL) style on the faculty effectiveness was investigated, whereas in the previous researches, emotional intelligence (EI) used to be studied just as a set of individual skills and characteristics in relation with another variable(s).

The major finding of the study was the identification of 10 components of EIL which serve to improve the effectiveness of the faculty members. This finding is significant because the components were resulted from the faculties' view points and tailored specifically for their own case. Another finding of the study was that there existed a significant difference between the current performance of leadership in IAU and the desirable situation,

Table 3. Variances in Situations A and B (a base for developing the model).

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

Table 4. Theoretical and experimental means of the model.

Model components	Experimental means	Standard deviation	Mean difference	T. test	Degree of freedom	Probability value	Theoretical means
Philosophy	8.8000	0.76112	2.80000	20.149	29	0.000	6
Goals	12.7667	1.19434	3.76667	17.274	29	0.000	9
Theoretical foundations	13.6000	1.52225	4.60000	16.551	29	0.000	9
Components	46.6000	3.09170	16.60000	29.408	29	0.000	30
Implementation procedures	37.7333	6.08522	9.73333	8.761	29	0.000	24
Evaluation	18.6333	1.90251	6.63333	19.097	29	0.000	12
Overall model	4.2333	0.43018	1.23333	15.703	29	0.000	3

which led toward a decrease in faculty effectiveness.

A significant finding of the study was the presentation of an emotionally intelligent leadership model for improvement of the faculty effectiveness. In doing so, the researcher fastidiously developed the questionnaires so exact that they exclusively fit the university and faculty members' traits. The suggested model, if implemented correctly, might bring about the faculty effectiveness. The EIL model considered as a major outcome and the contribution of the study is that it appears to be the first study to explore the relationship between emotionally intelligent leadership and faculty effectiveness.

This study breaks new ground in several ways, which leaves ample room for future research to probe or refine its findings. First the study was carried out in just 10 campuses of the Islamic Azad University (IAU), and did not include the State universities, which limit the generalizability of the results. Second, the researcher faced a big lack of related models or frame works. Third, faculty members' conservative and moderate responses to the questions might be another limitation of the study. Research on EIL and faculty effectiveness may identify new sets of emotion-based skills, which could be used in higher education leadership training and development

programs to enhance both leadership and faculty effectiveness. The model and the knowledge gained from research into EIL and faculty effectiveness may increase the understanding of the higher education leadership and help produce powerful tools for the selection, and training and development of higher education leaders, potentially enhancing emotional climates and faculty effectiveness.

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