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A Comparative Study on Emotional Intelligence and Leadership Tendency among Intelligent and Average Students

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Abstract: The present study was conducted to compare the emotional intelligence and leadership tendency among intelligent and average students. The samples of this study included all high school intelligent and average students of Ardabil (Iran) in 2007-08 years of education. Among samples, 286 were selected randomly and they responded to Schute's 32-item emotional intelligence questionnaire and 16-item leadership ability questionnaire in groups in their schools. A two-factor variance analysis test was used to compare 2 groups in interaction with the sex variable. The results of study showed that mean score of leadership tendency and emotional intelligence among girl students are higher than that of boy students.

Key words: Leadership, emotional, intelligence, variable, education, tendency

INTRODUCTION

Most of the earlier theories have summarized intelligence as an educational ability and have focused on achievement talent. But, today there is a belief that some of the individual's non-intelligence characteristics such as being emotional, conscientious, moral sensitivity and leadership ability were mentioned as a separate dimension of intelligence. On the basis of many theories, which have been presented on intelligence definitions, intelligence comes to existence through reciprocal effects of intelligence and non-intelligence characteristics, which include environmental skills and is to a great extent responsible for development and change in the present world. In 1972 federal definition of intelligence was beyond the cognitive ability so that leadership ability was mentioned as a separate and independent model of intelligence. Marland's definition indicates that intelligent and talented children are who show high performance ability in combination of the following 7 areas: general intelligence ability, university educational talent, creativity, leadership, performing and visual arts, psychomotor ability (Young Lee and Olszewski-Kubilius, 2006).

Some of the theories consider man's non-intelligence characteristics as an independent aspect of intelligence and particularly qualities, like emotional intelligence, moral sensitivity, inter-personal and intrapersonal intelligence, wisdom and leadership have been suggested as separate forms of intelligence. It can be said that not all these characteristics are completely uncognitive, but each of

them has a cognitive part and includes the levels of intelligence skills and ability. In this study, since emotional intelligence and leadership have not attracted much attention in research and educational programs, we decided to study these two non-intelligence characteristics-emotional intelligence and leadership-among average and intelligent students.

Emotional intelligence is not opposed to the concept of IQ, but is a separate independent part. Using Mayer *et al.* (1999) early definitions of emotional intelligence, five main parts were considered for emotional intelligence, which include self-awareness (to self-aware of one's feeling), emotion management (management of feelings and emotions) self-excitement, domination and control (self-motivation), empathy (identification of other people's feelings), social qualification (relation management). Later, a developed definition was shown as follow accurate perception ability and complete expression of emotions, ability of understanding feelings, emotions controlling ability in one self and others (Mayer *et al.*, 1999). Also, there are two schools of thought about emotional intelligence basic structure. Both of them believe that emotional intelligence must have capability in predicting special cases. The studies, which believe in the model of emotional intelligence must have prediction capability in different types of social skills and other factors (Mayer *et al.*, 2001). The proponents of emotional intelligence combination model combine personality traits and emotional skills and believe that emotional intelligence must be related to an extensive