

Research Article

Investigating the Relationship between Emotional Intelligence (EI) and Performance of Principals in the Education Organization of Bukan Township

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ABSTRACT

Emotional intelligence (EI) is a concept which tries to explain and change the status of emotions and feelings in human capabilities. Managers enjoying EI are effective leaders who realize their goals with the maximum of productivity and by attaining satisfaction and commitments of the staff. In addition, their approaches to control is knowledge-based self-control. Therefore, the present study aims at investigating the effect of EI on performance of principals of schools in Bukan. The results of the research indicate that all dimensions of principals' EI have significant effects on their organizational performance in schools of Bukan. It means that with the increase in SD as 1 in each dimensions of principals' EI, the degree of their organizational performance increases as Beta SD.

Keywords: emotional intelligence, principals, school, education.

INTRODUCTION

In Oxford Dictionary, the meaning of emotion is as follows:

“A strong feeling deriving from one's circumstances, mood, or relationships with others”. The term emotion refers to senses, thoughts, psychological and biological states, and a range of personal desires for acting based on them. A number of theorists gather several emotions in a single collection, but all theorists not agree with this collection.

Titles of some main families and some of their members are as follows:

- Wrath offensive, defamation, hatred, anger, exasperate, anger, and irritation. . . . ;
- Sorrow: sorrow, regret, nostalgia, moody, melancholy, and had compassion. . . . ;
- Fear, anxiety, fear, restlessness, anxiety,

- bewilderment, anxiety, and hallucinations. . . . ;
- Happiness: happiness, joy, peace, joy, happiness, excitement, and entertainment. . . . ;
- Love: acceptance, friendship, trust, kindness, too radical, intimacy, and worship...;
- Surprises: shock, amazement, awe, wonder...;
- Hate: contempt, disdain, contempt, disdain, disgust, distaste, ...;
- Shame: guilt, confusion, regret, regret, feeling low, ...

Psychological moods are in the outer circle and scientifically speaking, they are more silent and durable than a specific emotion. In the next stage of psychological moods we can talk about tempers referring to readiness of expressing a certain emotion or mood making individuals

melancholic, anxious, or happy. Beyond moods, evident emotional disorders such as clinical depression or anxiety exists. Individuals feel that they are continuously involved in a terrible state of mind due to those disorders (Golman, 2004, p. 387). Gross defines emotions as reactive and compatible tendencies which can be regulated and managed. Regulating emotions refers to the processes via which individuals can cope with their emotions. They are effective on their emotions, the way of achieving experiences, and expressing their emotions (Gross, 1998, p. 275).

Theoretical framework

Paying attentions to emotions and feelings as well as applying them properly in human relations, understanding ones' own relations with others and their appropriate management as well as creation of sympathy with others, using positively emotions and feelings in thought and understanding all are issues which have been applied as Emotional Intelligence or EI in management literature. Managers enjoying EI are effective leaders who realize their goals with the maximum of productivity and by attaining satisfaction and commitments of the staff (Abedi, 2005).

Nowadays, human relations in organizations is one of the most important issues and problems in organizations which may cause organizations to collapse. Undeniable emotional and social capabilities exist in improving individuals' relations and education not having paid attention to yet. EI means a mental ability indicating emotional and social capabilities of individuals which can cause capabilities such as making relations, identifying weaknesses and strengths of oneself and others. With these characteristics, EI has significance for a manager so that it is claimed that it can influence other abilities of the manager (Dostar, 2006).

Golman emphasized EI in workplaces in which reason, rather than heart and emotions, is mostly

considered. He believed that not only managers and bosses of companies require EI, but also everybody who works in organizational workplaces requires EI. In movement towards higher levels of organizations, the significance of EI increases. In this regard, Golman et al. believe that EI has a lot of functions in all organizational ranks, but it has the most significance in management ranks (Golman, et al. 2006).

Job performance as an organizational value is defined as job behaviors of staff in job situations and periods. By organizational values, we mean the estimation of organizations from their activities and services provided by their staff such as doing their job duties or having proper working relations with other staff (Motowidlo et al. 2003).

The results of these two studies indicate that EI skills are main factors of effectiveness of leadership and professional success of managers (Arab et al. 2011). Results of the study of Rosete and Ciarrochi (2005) regarding the relationship between EI and organizational performance via effective leadership indicated that there is a significant correlation between EI and leadership performance. The results of Langhern (2004) also indicated that performance of key points in organizations are dependent on EI of mangers (Arab et al. 2012).

Research hypotheses

Main hypothesis

EI of principals is effective on their organizational performances in schools of Bukan Township.

Secondary hypotheses

Self-motivation of principals is effective on their organizational performances in schools of Bukan Township.

Self-knowledge of principals is effective on their organizational performances in schools of Bukan Township.

Self-control of principals is effective on their organizational performances in schools of Bukan Township. Sympathy of principals is effective on their organizational performances in schools of Bukan Township.

Social skills of principals is effective on their organizational performances in schools of Bukan Township.

Data analysis

Testing hypothesis

EI of principals is effective on their organizational performances in schools of Bukan Township.

Summary of regression model

Model	R	R ²	ModifiedR ²	Estimation of standard error	Durbin-Watson
Value	.788 ^a	.621	.619	.49788	1.770

To test hypotheses, twovariate and multivariate linear regression test using the concurrent method was employed. The results of the first hypothesis are presented in the following table.

In table 1, the value of R is equal 0.788 indicating the existence of a direct correlation between EI and organizational performance of principals in schools of Bukan in such a way that the improvement in EI of principals causes the increase in their organizational performance and vice versa. R² indicates that the degree of the success of the model is overestimated and considers the independent variable and the sample size less; therefore, we use modified R² (Saroukhani, 2003). R² of the above table is as 0.619 indicating that EI of principals can explain 61.9% of the variations of principals' organizational performance in schools of Bukan. In the regression analysis, particularly when variables are studied in a period of time may the changes of the data follow a certain model over time. To realize this model, Durbin-Watson test is used. The meaning of independence is that the results of an observation has no effects of the results of other observations. In regression, in most of the times when the behavior of the dependent variable is studied in a period of time, we may face the problem of dependence of errors. This type of relations in data is called autocorrelation. In case of the existence of autocorrelation in errors, linear regression cannot be used. To investigate this hypothesis, making charts of the sequence of variables can be used. The Durbin-Watson statistic ranges from 0 to 4. If there is no sequential correlation between remainders, the value of this statistics must be close to 2. If it is close to zero, it indicates positive correlation and if it is close to 4, it indicates negative correlation. In general, if this statistic ranges from 1.5 to 2.5, there is no concern. The Durbin-Watson statistic of the present study is 1.770.

Tests of sum of squares and the F-value (ANOVA)

Model	Sum of squares	df	Mean of squares	F	Sig
Regression	68.251	1	68.251	275.338	.000 ^b
Remainders	41.644	168	.248		
Total	109.895	169			

Results of ANOVA indicates the source of variations of the organizational performance in the two regression and remainder sources.

The source of regression indicates information related to the degree of variations of organizational performance which is the results of the present research model.

The source of remainder indicates information related to the degree of organizational performance outside our research model. In the above table, F-value at the error level 0.01 is significant. This issue indicates that principals' EI predicts variations of organizational performance in schools of Bukan.

Standardized and non-standardized regression coefficients

Variable	Non-standardized		Standardized	t	Sig
	B	Std. Error	Beta		
Fixed value	.662	.167		3.970	.000
Principals' EI	.844	.051	.788	16.593	.000

Results of the above table the regression effect size of principals' EI on organizational performance which is Beta as 0.788. The t-value at the error level 0.01 is significant. This issue indicates that with the increase as one unit in SD of principals' EI, their organizational performance improved as 0.788 SD.

Testing secondary hypotheses

Self-motivation of principals is effective on their organizational performances in schools of Bukan Township.

Self-knowledge of principals is effective on their organizational performances in schools of Bukan Township.

Self-control of principals is effective on their organizational performances in schools of Bukan Township.

Sympathy of principals is effective on their organizational performances in schools of Bukan Township.

Social skills of principals is effective on their organizational performances in schools of Bukan Township.

Summary of the regression model

Model	R	R ²	ModifiedR ²	Estimation of standard error	Durbin-Watson
Value	.804 ^a	.646	.635	.48726	1.860

In table 1, the value of R is equal 0.804 indicating the existence of a direct correlation between dimensions of EI and organizational performance of principals in schools of Bukan in such a way that the improvement in dimensions of EI of principals causes the increase in their organizational performance and vice versa.

R² indicates that the degree of the success of the model is overestimated and considers the independent variable and the sample size less; therefore, we use modified R² (Saroukhani, 2003). R² of the above table is as 0.635 indicating that EI of principals can explain 63% of the variations of principals' organizational performance in schools of Bukan. R² value indicates that the regression model has appropriate GOF.

Tests of sum of squares and the F-value (ANOVA)

Model	Sum of squares	df	Mean of squares	F	Sig
Regression	70.957	5	14.191	59.772	.000 ^b
Remainder	38.938	164	.237		
Total	109.895	169			

Results of ANOVA indicates the source of variations of the organizational performance in the two regression and remainder sources.

In the above table, F-value at the error level 0.01 is significant. This issue indicates that principals' EI dimensions have improved and they can predict variations of organizational performance in schools of Bukan.

Standardized and non-standardized regression coefficients

Variables	Non-standardized		Standardized	t	Sig B
	B	Std. Error	Beta		
Fixed value	.609	.182		3.338	.001
Self-motivation	.086	.059	.098	1.440	.042
Self-knowledge	.161	.082	.175	1.960	.049
Self-control	.353	.082	.359	4.327	.000
Sympathy	.163	.091	.170	1.798	.044
Social skills	.097	.076	.120	1.288	.049

Results of the above table the regression effect size of principals' EI dimensions on organizational performance which is Beta as 0.788. The t-value at the error level 0.05 is significant. This issue indicates that dimensions of EI have significant effects on principals' organizational performance in schools of Bukan Township. It means that with increase as one unit in the SD of each dimension of EI, the degree of organizational performance increases as Beta SD as follows: self-motivation as 0.098 has the lowest beta coefficient and consequently the lowest effect, self-control as 0.359 as the highest beta coefficient and consequently effect. Self-knowledge with beta coefficient as 0.175 is in the second rank, sympathy with beta coefficient as 0.170 is in the third rank. This value for the social skills variable is equal as 0.120 which is in the fourth rank.

CONCLUSION

Paying attentions to emotions and feelings as well as applying them properly in human relations, understanding ones' own relations with others and their appropriate management as well as creation of sympathy with others, using positively emotions and feelings in thought and understanding all are issues which have been applied as Emotional Intelligence or EI in management literature. Emotional intelligence

(EI) is a concept which tries to explain and change the status of emotions and feelings in human capabilities. Managers enjoying EI are effective leaders who realize their goals with the maximum of productivity and by attaining satisfaction and commitments of the staff. In addition, their approaches to control is knowledge-based self-control. Therefore, the present study aims at investigating the effect of

EI on performance of principals of schools in Bukan. The results of the research indicate that all dimensions of principals' EI have significant effects on their organizational performance in schools of Bukan. In the above table, the t-value at sig. as 0.05 was significant for all dimensions of principals' EI. This means that all principals' EI dimensions have significant effects on their organizational performance in schools of Bukan Township. In fact, with the increase as one unit in the SD of each dimensions of EI, the degree of their organizational performance increased as Beta SD.

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