

STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EFFECTIVENESS OF HIGH SCHOOL MANAGER IN TEHRAN CITY

Leyla Nejati Hatamian

College of Psychology and Educational Sciences, Shahid Beheshti University, Tehran, Iran.
(farzannejati@gmail.com)

ABSTRACT

This study was conducted with the aim of studying the relationship between emotional intelligence and effectiveness of high school managers in Tehran city. This research was practical in terms of objectives and descriptive-correlational based on data collection method. The pollution of the research consisted of the managers in high school in Tehran city that among whom 405 trainees were considered as sample size using Cochran formula and multi-stage cluster sampling method. Data collection was carried out through standard questionnaire of emotional intelligence (Bar-On, 1997) and manager effectiveness (Alagheband, 2009). Employing Cronbach's formula, questionnaire's reliability obtained more than 0.7 for each dimension. Moreover, construct validity was used in order to check the validity of the questionnaires and the results demonstrated an acceptable validity. Data analysis was carried out through Spearman correlation test in SPSS software and structural equation modeling method in Smart PLS software. The results showed that there was significant and positive relationship between emotional intelligence and its dimensions and manager effectiveness in high school manager in Tehran city.

KEYWORDS: emotional intelligence, manager effectiveness, self-awareness, self-management, relationship management.

INTRODUCTION

In today's competitive environment which is based on the knowledge-based economy, capabilities and skills of managers and employees are identified as a competitive advantage for organizations (De-Castro *et al*, 2011). In this economy, studying the behavior of managers in the workplace has increasingly attracted researchers' attention. The common goal of a significant number of recent studies is focusing on the issues that promote the long term success of the organization. Organizations are not able to develop their effectiveness without competent and capable managers (Garg & Rastogi, 2006).meanwhile, having such effective managers in educational organizations are felt more. Since the principals play a pivotal role in the successful implementation of educational work and during training play the facilitative role by having information on the process of change, removing barriers to the development of strategies for the advancement of education (Ibukun *et al*, 2011).

Hence, the society provides facilities and investment for the education system and the education system is expected to meet the professional needs in return and deliver useful people to society. Responding to the needs and expectations of the community requires achieving educational goals. Achieving educational goals requires organizational effectiveness. The term effectiveness is simply defined as doing the right task or work (Mbuvi *et al*, 2012). Robbins and Judge (2005) also define effectiveness as achieving short-term and long-term objectives with respect to the expectations and beneficiaries, evaluators, and the stage of organizational life. If the principal fails to perform his functions and predicted duties effectively in order to achieve the objectives, in addition to the school, the community undergoes loss as well .Even lack of effectiveness of the principal can lead to social crises in the large scale. Thus it is important for the educational system to pay attention to the managers' effectiveness and seek to identify and implement indices that are useful in enhancing the effectiveness of school administrators.

Results of previous studies show that the effectiveness of the principals and creation of appropriate behaviors from them in the organization that lead to organizational success depends on several factors that one of these factors is the intelligence especially emotional intelligence, (Hanzaee and Mirvaisi 2013; Gunkel *et al.*, 2014). Personnel with a high level of emotional intelligence are more skillful in adjusting and managing their emotions and others and in creating positive interactions. They also achieve goals faster

Emotional intelligence refers to the strengths of noncognitive, capabilities and skills that might impact on the ability of individuals in a way it enable them to overcome the environmental pressures (Baron, 2006). Emotional intelligence is a

set of emotional and social skills that influences the individual's ability in coping with the pressures and the environmental demands (Jordan *et al.*, 2008). From the Peterson's point of view (2004), emotional intelligence refers to the cognitive ability and controlling ones and the others' emotions and feelings, and using these feelings to guide their thinking and action. Emotional intelligence reduces conflicts among individuals, helps individuals to solve problems and promotes effectiveness and success in the organization (Nelson and Low, 2011).

Finally, Goleman (1998) stated about this intelligence that emotional intelligence is a skill that its owner can control his mood through self-awareness, improves it through self-management, understands their effect through empathy, and through managing the relationship behaves in a way that enhances ones mood, and others. He defines four components of emotional intelligence as follows:

Consciousness: the ability to identify and understand the feelings and emotions, and ones strengths and weaknesses

Self-management: the ability to dominate the emotions, to relieve one, beware of anxiety and thinks before action

Empathy: having energy and desire to achieve the goal, beyond the money and prestige

Relationship management: the ability to manage relationships and building networks to obtain optimum results

Extensive and various researches have been done on Emotional intelligence issues and effectiveness of managers in different countries that some of them will be referred to here.

Noor *et al* (2014), stated in their research that one of the most important factors in the effective management of human resources in organizations is increasing staff capacity in recognizing feelings and emotions in themselves and others, and using these emotions appropriately to communicate better with other people. Jeon and Yom (2014), found in their research that employees' high job turnover reduce their emotional intelligence and organizational performance will decline. Druskat *et al* (2013), stated that the overall level of emotional intelligence and self-awareness people will lead to effective behaviors and actions because it provides the ability to understand ones and still others emotions. IN another research, Brackett *et al* (2011) suggested that emotional intelligence play a significant role in the success of the managers' business, profession and character. Guilford & Mersman (2008), state in a research that training emotional-social intelligence enhances efficiency and performance and also resolve conflicts. Rosete & Ciarrochi (2005), noted in their research that the emotional intelligence and its dimensions have positive and significant impact on the effective performance of the managers. Finally Prati *et al.* (2003), also investigated in their research the relationship between emotional intelligence, effective leadership and teamwork outcomes and concluded that emotional intelligence which is indicative of the others' ability and understanding in social grounds has a significant relationship with the effectiveness of managers and leaders and increasing the performance in teams as well.

Finally, it can be stated that today the competitiveness of the organizations, and also entering private organizations into different arenas, has led the organizations to try and search more for greater effectiveness and higher performance. As it was stated, many factors and variables can affect the present study that in the current research this topic is investigated by emphasizing the emotional intelligence. And this question will be answered whether there is a relationship between emotional intelligence and effectiveness of average school administrators in Tehran.

So with regard to the issues raised in the preceding sections, the following assumptions and theoretical framework for the present study are proposed:

The main hypothesis: there is a relationship between the emotional intelligence and the effectiveness of high school managers in Tehran city

Sub-hypothesis 1: there is a relationship between the self-awareness and the effectiveness of high school managers in Tehran city

Sub-Hypothesis 2: there is a relationship between the self- management and the effectiveness of high school managers in Tehran city

Sub-Hypothesis 3: there is a relationship between the empathy and the effectiveness of high school managers in Tehran city

Sub-hypothesis 4: there is a relationship between the management of relations and the effectiveness of high school managers in Tehran city

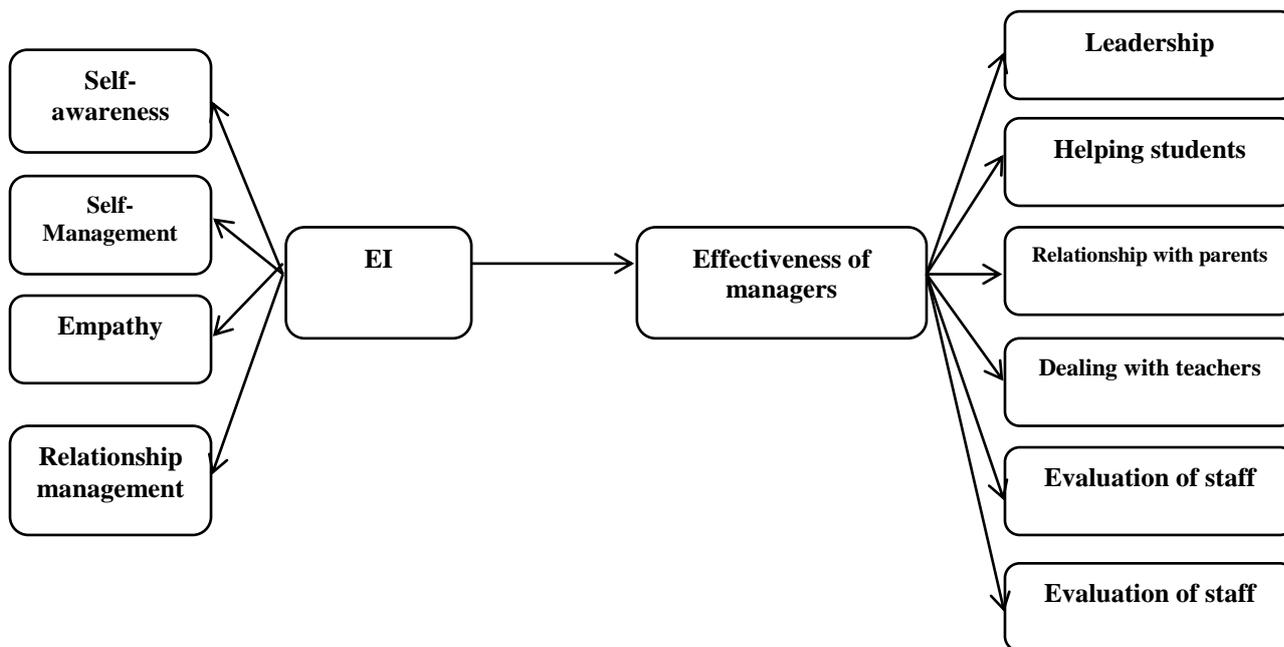


Figure 1. Theoretical framework of the research

MATERIALS AND METHODS

the present research is practical based on purpose, is descriptive and correlational in terms of the method of data collection and is quantitative according to the type of collected data. The statistical population of the research included all secondary school managers in Tehran who were estimated 643 people. Given that in proportion to each manager a number of teachers were polled, the whole population reached around 2,000. Among them, 405 managers and teachers were considered as a sample using Cochran formula and the questionnaire was distributed among them using multi stage cluster sampling method. First school districts in Tehran were divided into North, South, East, West and Central part and from every part of the region and of each region some high school were randomly selected. The cause and effect relationship between the variables considered in the study is analyzed using the method of structural equation modeling. Structural Equation Modeling is the best tool for the analysis of studies which known or revealed variables are measured with error and relationships between variables are complicated. This method is composed of two parts of measurement model and the structural model and the model's variables are categorized into two hidden and revealed variables. In the present research, emotional intelligence variables and principals' effectiveness are the major components that their dimensions with the number of each question in the research questionnaire are described in Table 1.

Table 1. Structure of the dimensions and items

Number of items (questions)	Dimensions	Construct
5	Self-awareness	Emotional Intelligence (Bar-On, 1997)
9	Self-management	
7	Empathy	
7	Relationship Management	
5	Leadership	Effectiveness of Managers (Alagheband, 2008)
5	Helping students	
5	Relationships with parents	
5	Dealing with teachers	
5	Personnel evaluation	
5	School Administration	

Fit the criteria of reliability and validity was assessed by measurement tool. Thus, Cronbach alpha in SPSS 21 software was used to assess the reliability and the results are listed in Table 2. Since all coefficients are greater than 0.7 it becomes obvious that the measurement tool has acceptable reliability. To assess the convergent validity of the criteria AVE (Extracted Average Variance) was used that the results of this criteria for two constructs of research are shown in Table 2. It should be noted that the criteria for acceptable levels AVE, is 0.5.

Table 2: Results of the extracted average variance Cronbach’s Alpha research constructs

School administration	Evaluation of staff	Dealing with parents	Relationship with parents	Helping students	Leadership	Relationship management	Empathy	Self-management	Self-awareness	Variable
0.602	0.702	0.617	0.519	0.585	0.603	0.661	0.591	0.559	0.611	AVE
0.809	0.759	0.740	0.820	0.841	0.812	0.807	0.794	0.762	0.803	alpha

The difference between the indices of one construct with the other constructs' indices is compared in the divergent validity. This task is calculated by comparing the square root of AVE for each construct with correlation coefficient in one matrix. This matrix is shown in Table 3.

Table 3. Divergent construct validity of the study

		Emotional intelligence				Effectiveness of managers					
Constructs		1	2	3	4	5	6	7	8	9	10
emotional intelligence	Self-awareness	0.781									
	Self-management	0.224	0.774								
	Social Awareness	0.552	0.446	0.768							
	Relationship Management	0.224	0.531	0.225	0.813						
Effectiveness of managers	leadership	0.127	0.410	0.383	0.452	0.776					
	Helping students	0.447	0.222	0.332	0.111	0.340	0.764				
	Relationships with Parents	0.542	0.346	0.334	0.226	0.124	0.236	0.720			
	Dealing with Teachers	0.226	0.211	0.453	0.257	0.235	0.233	0.329	0.785		
	Evaluation of staff	0.576	0.345	0.114	0.533	0.198	0.235	0.346	0.145	0.837	
	School Administration	0.412	0.156	0.134	0.642	0.566	0.346	0.245	0.532	0.345	0.775

As it is clear from the above matrix, the square root of AVE of each construct becomes more than the correlation coefficient of that construct with the other constructs that this is indicative of the acceptability of divergent validity constructs.

RESULTS

After investigating the instruments in three sections of reliability, validity, convergent and divergent validity, we turn to assess the relationship between emotional intelligence and effectiveness of principals. First, it was investigated using the Spearman correlation test in SPSS and then to obtain more accurate results and confirm the results of SPSS, the structural equation modeling was used. The correlation of test results is first given in the table below. Given the significant level of tests in all hypotheses is less than 0.05, it can be confirmed 95% positive and significant relationship between emotional intelligence and dimensions the effectiveness of managers.

Table 4. Spearman correlation test results

Test result	Correlation coefficient	Significance level	Relationship between the variables	Hypotheses
Approved	0.71	0.000	Emotional intelligence and effectiveness	Main
Approved	0.51	0.000	Self-awareness and effectiveness	Sub 1
Approved	0.66	0.000	Self-management and effectiveness	Sub 2
Approved	0.70	0.000	Empathy and effectiveness	Sub 3
Approved	0.59	0.000	Relationship management and effectiveness	Sub 4

After correlation test, we turn to the implementation of structural equation modeling using software Smart PLS.as it is shown in the result of this software (Figure 2), the relationship between emotional intelligence and its dimensions with the effectiveness of principals is significant and positive. Because on one hand, all the coefficients of t have been more than 1.96 that are indicative of significant relationship at the confidence level of 95% and on the other hand, the marks of coefficients in (β) path are all positive.

$$\beta = 0.68$$

$$t = 11.46$$

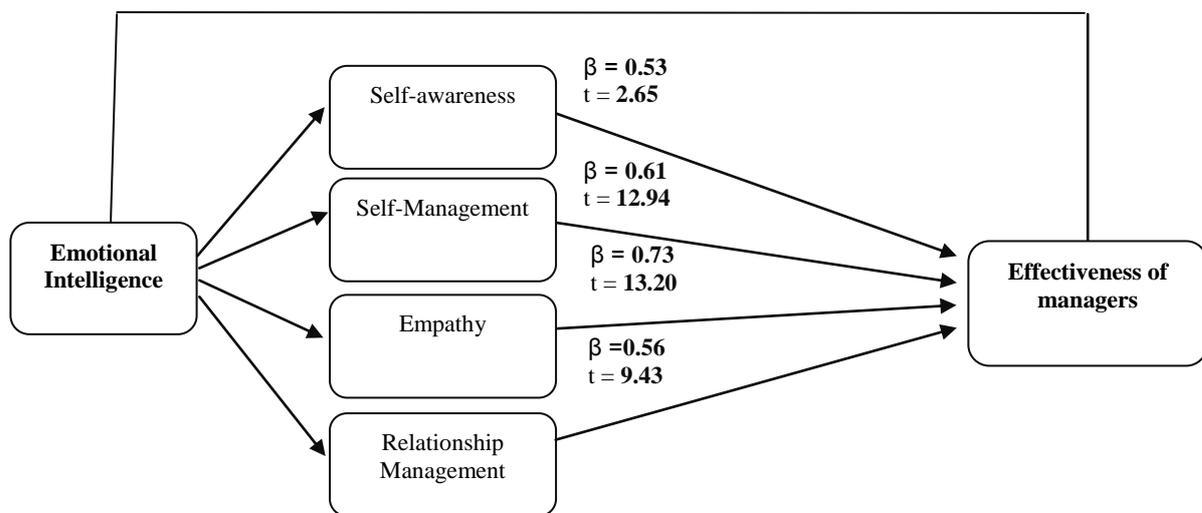


Figure 2. The results from the output of PLS software

The results from the output of PLS software is shown in Figure 2 and indicates a significant and positive relationship between two constructs of emotional intelligence and its dimensions with the effectiveness of managers. Therefore, The Emotional Intelligence with the effectiveness of high school principal in Tehran city has a positive relationship to the extent of 68%. The relationship of emotional intelligence dimensions are shown in Figure 2 and the results show a positive and significant relationship in dimensions of self-awareness, self-management, empathy, and relationship management with the effectiveness of principals. Empathy and self-awareness has the strongest and the weakest relationship comparing with the other dimensions with the effectiveness of principals, respectively.

DISCUSSION AND CONCLUSION

The finding of the main hypothesis of research showed that there is a significant positive relationship between emotional intelligence and the effectiveness of high school principal in Tehran city. This means that the more degree of emotional intelligence in an organization, the more increase we will see in the effectiveness of principals. It can be concluded that principals with high emotional intelligence have interactive art and skill of controlling and managing the emotions of others. These skills strengthen the popularity and leadership power and personal influence and makes the person successful in any social activities and intimate relationships with others, and cause the principals to reveal the best performance in different organizational situations that arise. In this context, different researchers also confirmed the finding of the current hypothesis and stated that the overall level of emotional intelligence was significantly correlated with the effectiveness of the principals. Thus, these subjects can be interpreted such that emotional intelligence is regarded as one of the prerequisites of the principals' effectiveness in the organization.

Confirming the first Sub-hypothesis of the study makes clear that there is a positive and significant relationship between self-awareness and effectiveness of Secondary School Principals of Tehran. When principals possess the ability to understand feelings and proper evaluation of themselves and the emotional self-awareness, self-evaluation, self-esteem that are considered a part of the self-awareness components, then we will see that their effectiveness increases. On the other hand, the obtained results suggest that individuals with high self-awareness are enabled to control their own feelings and self-confidence is strengthened in them in a way that leads to develop proper communication ways with the others, control of appropriate behavior and therefore it will improve the effectiveness in the organization.

Results from the second sub-hypothesis suggests that there is positive and significant relationship between self-management and. Principals who are capable of self-management can control destructive emotions and events created in the organization and build confidence and trust among colleagues, they accept responsibility for individual performance and try to improve the performance. They also take advantage of the opportunities and these competencies enhance efficiency skills and organizational effectiveness. Therefore, if more attention is paid to teaching emotional intelligence and especially self-management capabilities of the principals at the secondary schools in Tehran, it can be expected that the effectiveness of managers improve significantly in the future.

The results of the third and fourth sub-hypothesis showed that there is significant and positive relationship between empathy and managing relationships with effectiveness of Secondary School Principals of Tehran. In other words, it can be stated that service-orientees, organizational understanding and the ability to understand individuals and groups properly that are part of empathy, as well as developing relationships, the influence of communication, conflict management, leadership, changing structural boundaries, cooperation and collaborative relationships are part of management will cause to rear managers developed skills and subsequently effectiveness improves. In this regard, a review of the theoretical literature is confirmed that the use of emotional intelligence to understand and control the emotions and feelings of the individual in relation to interpersonal understanding and control of the change is required. Emotional intelligence also increases the individual ability in successfully dealing with the needs and environmental pressures and lead to the behaviors of managers that are useful for him and result in his performance improvement. Finally, it can be summarized that managers with high empathy and relationship management can understand staff's emotions and views better, understand emotional processes of the group and power relations in the organization and identify the needs of others for receiving service and help. Hence, in general, increase their own effectiveness.

Therefore, according to the confirmation of the research hypothesis it is proposed to endeavor to improve emotional intelligence of Secondary School Principals of Tehran from both the individual and organizational level. In addition, enhancing the skills of emotional intelligence in organizational levels should be carried out because principals can

understand and manage their own emotions and understand the feelings and thoughts of others by having high emotional intelligence, and in this way it can contribute to their own effectiveness

REFERENCES

- Alagheband A. (2008).** Organizational Health in Schools. *J. Management Edu.* 21: 14
- Baron R. M. (2006).** The Bar-On model of emotional-social intelligence (ESI). *Psicothema.* 18(1): 13-25.
- Brackett M. A., Rivers S. E. and Salovey P. (2011).** Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social Personality Psychol Compass.* 5(1): 88-103.
- De-Castro M., Delgado-Verde, G., López-Sáez M. and Navas-López J. E. (2011).** Towards 'an intellectual capital-based view of the firm': origins and nature. *J. Business Ethics.* 98(4): 649-662.
- Druskat V. U., Mount G. and Sala F. (Eds.). (2013).** Linking emotional intelligence and performance at work: Current research evidence with individuals and groups. Psychology Press.
- Garg P. and Rastogi R. (2006).** Climate profile and OCBs of teachers in public and private schools of India. *Int. J. Edu. Management.* 20(7): 529-541.
- Goleman D. (1998).** Working with emotional intelligence. New York: Bantam Books.
- Guilford K. and Mersman J. (2008).** Emotional social Learning, Macgraw Hill Company.
- Gunkel M., Schlägel C. and Engle R. L. (2014).** Culture's Influence on Emotional Intelligence: An Empirical Study of Nine Countries. *J. Int. Management.* 20(2): 256-274.
- Hanzaee K. and Mirvaisi M. (2013).** A survey on impact of emotional intelligence, organizational citizenship behaviors and job satisfaction on employees' performance in Iranian hotel industry. *Management Sci. Lett.* 3(5): 1395-1402.
- Huy Q. N. (1999).** Emotional capability, emotional intelligence, and radical change. *Academy of Management review,* 24(2): 325-345.
- Ibukun W. O., Oyewole B. K. and Abe T. O. (2011).** Personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. *Int. J. Leadership Studies.* 6(2): 247-262.
- Jeon J. H. and Yom Y. H. (2014).** Roles of Empowerment and Emotional Intelligence in the Relationship between Job Embeddedness and Turnover In tension among General Hospital Nurses. *J. Korean Academy of Nursing Administration,* 20(3): 302-312.
- Jourdan Z., Rainer R. K. and Marshall T. E. (2008).** Business Intelligence: An Analysis of the Literature. *Info. Systems Management.* 25(2): 121-131.
- Mbuvi. D. De Witte, K. and Perelman S. (2012).** Urban Water Sector Performance in Africa: A Step-Wise Bias-Corrected Efficiency and Effectiveness Analysis, *J. Utilities Policy.* 22: 3140.
- Nelson D. B. and Low G. R. (2011).** Emotional intelligence. Prentice Hall.
- Noor A. N. M., Khalid S. A. and Rashid N. R. N. A. (2014).** Clarifying the Effects of Human Resource Diversity Management Practices on Organizational Citizenship Behavior: The Mediating Role of Diversity Receptiveness. *J. Arts Humanities.* 3(5): 25-38.
- Peterson B. (2004).** Cultural intelligence: A guide to working with people from other cultures. Intercultural Press.
- Prati L. M., Douglas C., Ferris G. R., Ammeter A. P. and Buckley M. R. (2003).** Emotional intelligence, leadership effectiveness, and team outcomes. *International J. Organizational Analysis,* 11(1): 21-40.
- Robbins S. P. and Judge T. (2005).** Essentials of organizational behavior. Pearson/Prentice Hall.
- Rosete D. and Ciarrochi J. (2005).** Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership and Organization Development J.* 26(5): 388-399.