

INVESTIGATION OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EFFECTIVENESS OF EDUCATIONAL ADMINISTRATION IN CITY OF ISFAHAN

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ABSTRACT

Purpose: The objective of this study was evaluation of the relationship between emotional intelligence and effectiveness of educational administration in city of Isfahan using descriptive and correlational approaches.

Methodology: The studied population included 444 education managers in city of Isfahan in year 2015-2016. Based on Cochran formula, 216 participants were systematically sampled for the study. The data collection tool was two standard questionnaires of emotional intelligence questionnaire of Rod Barry and Jane Graves (2005) and effectiveness questionnaire of Aspercher and Christopher (2002). The validity of questionnaires were confirmed by some of the education managers, while reliability of them were calculated using Cronbach's alpha for emotional intelligence and effectiveness to be 0.86 and 0.83, respectively. Data analysis was performed for both descriptive (frequency, percentage, chart) and inferential statistics (Pearson correlation, stepwise regression, and analysis of variance tests).

Main Findings: Results showed that there is a significant correlation between emotional intelligence and effectiveness of administration with correlation coefficient of 0.372 and reliability of 0.002. Also, there was a significant correlation between optimism/emotion regulation factor and effectiveness of administration with correlation coefficient of 0.264 and reliability of 0.000. In addition, there was a significant correlation between evaluation of emotion and interaction marketing factor with correlation coefficient of 0.434 and reliability of 0.001. Furthermore, there was a significant correlation between social skills and effectiveness of administration with correlation coefficient of 0.254 and reliability of 0.04. Finally, there was a significant correlation between use of emotions and effectiveness of administration with correlation coefficient of 0.251 and reliability of 0.004.

Implications: This study and result will enlighten academicians and administration about role of emotional intelligence in work culture and success.

Originality: In author's knowledge and belief this study is first of its kind in city of Isfahan.

Keywords: *Emotional intelligence; effectiveness; administration; education, Isfahan; Iran*

INTRODUCTION

Emotional intelligence is one of the new topics in psychology, which recently has entered into management ([Safari Dehnavi and Abedi, 2013](#)). Emotional intelligence has an important impact on effectiveness and efficiency, which provides the opportunity for improving all of the organizations, particularly in education system. Therefore, the effect of emotional intelligence on effectiveness requires implementing comprehensive management, especially in different risk aspects. Since 80 years ago, several significant research studies have been carried out to better understand emotional intelligence and risk-taking, which their results approved the direct relationship between emotional intelligence and many workplace behavior of employees ([Karimi et al., 2013](#)).

Emotional intelligence is considered as a multi-factor concept of the emotional, personal, and social ability, which affect our general abilities in active and effective coping with various stressful issues. These abilities include detailed assessment, ability to perceive or understand emotions, ability to create and maintain intimate relationships with others, ability to express emotion management, self-control ability, ability to recognize thoughts and feelings, ability to manage change, and effective problem solving ability. Previous studies have shown that intelligence is not the only factor affecting our success in our living and working environments, and emotions play a significant role in organizational success ([Suliman and Al-shaikh, 2007](#)). Emotionally intelligent people can develop effectiveness at all levels of the organization and play an important role in quality

and effectiveness of social interaction with others ([Karimi et al., 2013](#)). According to researchers, emotional intelligence in employees and managers can predict job-related outcomes such as job satisfaction and job performance and effectiveness. According to the theorists, emotional intelligence of managers have a significant impact on the mentioned results ([Bowel, 2009](#); [Morris, 2007](#)). Emotional intelligence is the ability to recognize the meanings of emotions, and their relationships and problem solving based on that ([Brand, 2014](#)). Dickens (2004) believes that emotional intelligence makes people more aware of social context compared to interpersonal social approaches. In addition, emotional intelligence contributes to identify and manage the impact of emotions on thinking and behavior, develop the ability to recognize social mobility in the workplace and understand how to manage and improve their relations ([Karimi et al., 2013](#)). Emotional intelligence is the product of two main skills of personal and social capabilities (Siarouchi et al., 2007). Emotional intelligence can facilitate improving the efficiency and effectiveness of organizations and several factors can influence the its effectiveness in the environment such as risk or willing to risk.

Major changes in the business environment, such as business globalization and rapid changes in technology, increased competition and difficulty of management in organizations. In today's business environment, management and staff should have the ability to deal with internal relationships and complex and vague dependencies between technology, data, tasks, activities, processes and people. In these complicated environments, organizations need managers who can consider and separate these natural complexity in their important decisions. Willing to take risk based on valid conceptual principles is an important part of the decision-making process (Hasti, 2010). This aspect in education organization due to its important role in infrastructure indices and implementing of the intelligence and creativity and risk-taking structure for better effectiveness requires comprehensive evaluation, planning and management.

Effective management of an organization requires managers' effectiveness to adapt changing in order to survive and thrive in new environments, which is usually an issue for managers. One of the most important features that can help managers to respond to these changes is emotional intelligence. Therefore, in new management approach, managers who have social and communication capabilities, being a good listener and speaker, understand their feelings and others, express their emotions, and show appropriate risk in decision-making circumstances are considered for organizations. In other words, they are able to create a vibrant environment where people grow ([MokhtariDinani et al., 2014](#)). Education managers as mid-level managers between upstream entities (ministry level) and functioning level (schools) can provide required resources to schools for appropriate functions. Therefore, it is evident that effectiveness of these managers can play a significant role in effectiveness of executive managers in schools. Given the importance of this role, this study is seeking to answer the question that "Is there any relationship between emotional intelligence and effectiveness of administrative director of education?"

METHODOLOGY

Using descriptive and correlational approaches, the studied population included 444 education managers in city of Isfahan. Based on Cochran formula, 216 participants were systematically sampled for the study and two questionnaire of emotional intelligence and effectiveness were used for the data collection.

- *Emotional intelligence questionnaire*

This questionnaire contains 28 questions for emotional intelligence in 5 different categories including optimism, emotion assessment, social skills, and use of emotions. This section includes items 33 to 54, which used Bradberry Greaves (2005) questionnaire based on Likert scale. This questionnaire was previously normalized in Dehshiri (2003) study on students of Tehran University with calculated internal consistency of 0.73. In addition, in Tehrani et al. (2012), statistical stability of 0.83 was reported for the questionnaire. It includes optimism factor (items 33 to 38), emotion assessment (items 39 to 44), use of emotions (items 44 to 50), and social skills (items 51 to 54). The Likert scale was used for scoring on 1 to 5 scale for completely agreed to completely disagreed. Statistical stability was evaluated to 0.86 based on Cronbach's alpha.

- *Effectiveness questionnaire*

This questionnaire contains 32 questions to evaluate effectiveness including questions 1 to 32, which used Aspercher and Christopher (2002) in Likert scale. In [Pianta \(2009\)](#) study, the reliability of this scale was calculated to be 0.85 for correlation coefficient between two independent variables. In addition, in [Fallahi and Rostami \(2012\)](#) study, reliability based on Cronbach's alpha was estimated to 0.85.

RESULTS

Table 1 is investigating the relationship between emotional intelligence and effectiveness of managers. For approving or rejecting this hypothesis, Pearson test was used and according to significant value ($r=0.002$), it can be concluded that there is a significant correlation between emotional intelligence and effectiveness of managers.

Table 1. Evaluation of relationship between emotional intelligence and effectiveness of managers

Emotional intelligence	Effectiveness of managers		
0.372*	1	Pearson correlation coefficient	Effectiveness of managers
0.002	1	Significant value	
216	216	Quantity	
1	0.372*	Pearson correlation coefficient	Emotional intelligence
	0.002	Significant value	
216	216	Quantity	

*Correlation was significant at level of $p<0.05$

Table 2 is investigating the relationship between effectiveness of managers and optimism/emotion adjustment factor. In order to confirm this hypothesis, Pearson test was used and according to significant value ($r=0.000$), it was conformed that there is a significant correlation between effectiveness of managers and optimism/ emotion adjustment.

Table 2. Evaluation of relationship between effectiveness of managers and optimism/emotion adjustment

Optimism/ emotion adjustment	Effectiveness of managers		
0.264*	1	Pearson correlation coefficient	Effectiveness of managers
0.000	1	Significant value	
216	216	Quantity	
1	0.264*	Pearson correlation coefficient	Optimism/emotion adjustment
	0.000	Significant value	
216	216	Quantity	

*Correlation was significant at level of $p<0.05$

Table 3 is investigating the relationship between effectiveness of managers and emotion assessment factor. In order to confirm this hypothesis, Pearson test was used and according to significant value ($r=0.001$), it was conformed that there is a significant correlation between effectiveness of managers and emotion assessment.

Table 3. Evaluation of relationship between emotion assessment and business interactions

Emotion assessment	Effectiveness of managers		
0.434*	1	Pearson correlation coefficient	Effectiveness of managers
0.001	1	Significant value	
216	216	Quantity	
1	0.434*	Pearson correlation coefficient	Emotion assessment
	0.001	Significant value	
216	216	Quantity	

*Correlation was significant at level of $p<0.05$

Table 4 is investigating the relationship between effectiveness of managers and social skills factor. In order to confirm this hypothesis, Pearson test was used and according to significant value ($r=0.04$), it was conformed that there is a significant correlation between effectiveness of managers and social skills.

Table 4. Evaluation of relationship between effectiveness of managers and social skills

Social skills	Effectiveness of managers		
0.254*	1	Pearson correlation coefficient	Effectiveness of managers
0.04	1	Significant value	
216	216	Quantity	
1	0.254*	Pearson correlation coefficient	Social skills
	0.04	Significant value	
216	216	Quantity	

*Correlation was significant at level of $p < 0.05$

Table 5 is investigating the relationship between effectiveness of managers and use of emotions factor. In order to confirm this hypothesis, Pearson test was used and according to significant value ($r=0.004$), it was conformed that there is a significant correlation between effectiveness of managers and use of emotions.

Table 5. Evaluation of relationship between effectiveness of managers and use of emotions

Use of emotions	Effectiveness of managers		
0.251*	1	Pearson correlation coefficient	Effectiveness of managers
0.004	1	Significant value	
216	216	Quantity	
1	0.251*	Pearson correlation coefficient	Use of emotions
	0.004	Significant value	
216	216	Quantity	

*Correlation was significant at level of $p < 0.05$

In order to evaluate the hypothesis, we also used regression method simultaneously.

Table 6. Significant regression model (ANOVA) for third hypothesis

Model		Sum of squares	Degree of freedom	Average of squares	F statistic	Significant value
1	Regression	43.598	4	10.899	62.723	0.000
	Residual	41.705	210	0.198		
	Total	85.303	214			

- 1- Predictor variables (fixed number): optimism, evaluation of emotions, social skills, use of emotions
- 2- Dependent variable: effectiveness of managers

According to the results in Table 6 and the calculated p-value (0.000), there is a significant correlation between emotional intelligence and effectiveness of education managers and the regression model is significantly correlated.

Table 7. Summary of predicted regression model

				Statistics			
Model	Correlation coefficient	Adjusted correlation coefficient square	Standard deviation error estimates	F statistics	1 st degree of freedom	2 nd degree of freedom	Significant value
1	0.715	0.489	0.41686	62.723	4	210	0.000

- 1- Predictor variables (fixed number): optimism, evaluation of emotions, social skills, use of emotions

The results from Table 7 showed that emotional intelligence can predict the effectiveness of managers in education up to 48.9 percent.

Table 8. Regression model coefficient for third hypothesis

Model	Nonstandard coefficients		Standard beta coefficient	T statistics	Significant value	Collinearity statistics	
	Beta	Standard error				Tolerance	Collinearity factor
Constant factor	0.466	0.071		6.601	0.000		
Optimism	0.366	0.067	0.371	5.484	0.000	0.444	2.251
Emotion assessment	-0.071	0.075	-0.098	-0.951	0.343	0.191	5.244
Social skills	0.250	0.100	0.300	2.494	0.013	0.141	7.101
Use of emotions	0.141	0.077	0.201	1.825	0.168	0.168	5.969

1- Dependent variable: effectiveness of managers

The results from Table 8 showed that emotion assessment had t-value of -0.951 and significant value of 0.343, and use of emotions had t-value of 1.825 and significant value of 0.069. Therefore, these two factors of emotional intelligence did not have significant predictive power for effectiveness of managers. However, optimism had t-value of 5.484 and significant value of 0.000, and social skills had t-value of 2.494 and significant value of 0.013, and therefore, they have significant predictive power at 95% confidence level with the following regression line equation with nonstandard coefficients:

$$\text{Effectiveness of managers} = 0.366 \times \text{optimism} + 0.250 \times \text{social skills} + 0.466 \times \text{education}$$

DISCUSSION AND CONCLUSION

According to our results, there is a significant correlation between emotional intelligence and effectiveness in education managers. The correlation coefficient (0.372) and significant value (0.002) between emotional intelligence and effectiveness of managers, correlation coefficient (0.264) and significant value (0.000) between optimism/emotion adjustment and effectiveness of managers, correlation coefficient (0.434) and significant value (0.001) between emotions assessment and effectiveness of managers, correlation coefficient (0.254) and effectiveness of managers (0.04) between social skills and effectiveness of managers, and correlation coefficient (0.251) and significant value (0.004) between use of emotion and effectiveness of managers were calculated.

These results are consistent with previous study conducted by [MokhtariDinani et al. \(2014\)](#), which was an evaluation of relationship between emotional intelligence and effectiveness of sport managers' leadership. The study showed that there was a significant correlation between effectiveness of managers and emotional intelligence while spontaneity and empathy were the significant items among sub-scales of emotional intelligence. In our study, there was a significant correlation between optimism/emotion adjustment and effectiveness of managers in education organizations and it showed that managers with more optimistic and emotions controlling attitude are more effective in their tasks. Among various sub-categories of emotional intelligence, there was less significant correlation between social skills and effectiveness of managers. This could be due to having less experience in the managers to effectively communicate, which is a general issue in society. Furthermore, collective work culture is weak in Iranian society, which applies to all layers of society and particularly among managers, which eventually could not result into social skills development.

Based on our results, optimism/emotion adjustment could predict the effectiveness of managers in education with F-statistics of 5.484 and significant value of 0.000. In addition, there was no correlation between emotion assessment and effectiveness of managers in education with F-statistics of -0.951 and significant value of 0.343 and therefore, emotion assessment could not predict the effectiveness of managers. There was a significant correlation between social skills and effectiveness of managers in education with F-statistics of 2.494 and significant value of 0.013. Also, there was no significant correlation between use of emotions and effectiveness of managers in education with F-statistics of 2.825 and significant value of 0.069, and therefore, use of emotions is not able to predict the effectiveness of managers in education. Hence, two factors of emotional intelligence were confirmed and two of them were rejected.

Our results is consistent with research study conducted by [ShabaniBahar et al. \(2013\)](#), which studied the prediction of organization effectiveness based on emotional intelligence of sport managers in province of Lorestan. They concluded that there is a direct relationship between self-management and emotional intelligence management with sport organizational effectiveness in province of Lorestan. Furthermore, the results showed that self-management and emotional intelligence management could predict the effectiveness of sport organization managers explaining 0.24 variance in organizational effectiveness. Therefore, it can be concluded that with improving emotional intelligence particularly self-management and relationship management in sport managers, we can improve the organizational effectiveness.

According to these results, it can be mentioned that optimism/emotion adjustment with least amount and emotion assessment and use of emotions with highest amount can predict the effectiveness of education managers. Therefore, it is showing that education managers had the required emotions and control over that, which yielded into desired result in effectiveness of the organization. Also, in education management regarding proper governance, consulting programs and continuous assessment of various emotions in different levels could improve the effectiveness.

According to these results, the following are recommended:

- There should be training courses to improve understanding of emotional intelligence and particularly social skills aspects
- Managers in education in case of having emotions should first understand their own emotions, assess it properly, and execute depending on the circumstances, which requires considerable practices.
- Managers should consider the clear goals of the organization using appropriate and reasonable criteria in their decisions
- Managers should consciously control all of the tasks and attempt to have the highest efficiency for the organization
- Emotional intelligence needs to be implemented to improve effectiveness using the most recent, efficient and successful national and international experiences

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