The survey of connection between social intelligence and work life quality of the staff of exceptional schools of Tabriz in 2011

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ABSTRACT
The effective connection with yourself is the key of success in life. Nowadays, the most important factor of success in personal and work life is perfect communication. Psychologists believe that communication skills are a collection of behaviors which involve communication quality between people. Human’s growth, vitality and mental joy are due to remarkable effect on all his characteristic aspects and the way he declares different behaviors, have been always important for researchers. Since human is not a unidimensional creature and his character composed of cognitive, emotional, physical and social dimensions and his mental and physical health is grateful for multilateral and compatibility growth of these dimensions (Amirpour, 2010) and one of the issue which has been surveyed along with improvement of behavioral sciences during recent years is social or emotional intelligence which is as follows: The ability of applying communication skills, friendly communication with others, social behaviors and to be intimate with others (Hallinger 1,789).

INTRODUCTION

The effective connection with yourself is the key of success in life. Nowadays, the most important factor of success in personal and work life is perfect communication. Psychologists believe that communication skills are a collection of behaviors which involve communication quality between people. Human’s growth, vitality and mental joy are due to remarkable effect on all his characteristic aspects and the way he declares different behaviors, have been always important for researchers. Since human is not a unidimensional creature and his character composed of cognitive, emotional, physical and social dimensions and his mental and physical health is grateful for multilateral and compatibility growth of these dimensions (Amirpour, 2010) and one of the issue which has been surveyed along with improvement of behavioral sciences during recent years is social or emotional intelligence which is as follows: The ability of applying communication skills, friendly communication with others, social behaviors and to be intimate with others.

As nowadays the schools are one of the famous organizations of human communities in charge of students’ education and upbringing and its framework is social encounter of human which trains future generation and its effective connection with yourself is the key of success in life. Nowadays, the most important factor of success in personal and work life is perfect communication. Psychologists believe that communication skills are a collection of behaviors which involve communication quality between people. Human’s growth, vitality and mental joy are due to remarkable effect on all his characteristic aspects and the way he declares different behaviors, have been always important for researchers. Since human is not a unidimensional creature and his character composed of cognitive, emotional, physical and social dimensions and his mental and physical health is grateful for multilateral and compatibility growth of these dimensions (Amirpour, 2010) and one of the issue which has been surveyed along with improvement of behavioral sciences during recent years is social or emotional intelligence which is as follows: The ability of applying communication skills, friendly communication with others, social behaviors and to be intimate with others.

As nowadays the schools are one of the famous organizations of human communities in charge of students’ education and upbringing and its framework is social encounter of human which trains future generation and learning generations uses previous generations as a template, they may be the people in future generation with less difference contrary to others which its prerequisite is having some schools proportional to the characteristics of those people, it’s necessary to have related experts in this regard for survival of these schools. Exceptional schools and their expert teachers train the people who are different with other people of society physically or mentally. Therefore the success of exceptional schools’ teachers in training exceptional students depends on having a quiet and fruitful workplace and an appropriate life; or in other words having good life quality from the viewpoint of work and personal life as well. The work life quality in organizations is one of the important issues constantly under consideration and emphasizes on importance and the way of creation efficient component for human resources. Since recognition and performance of life quality components can affect on the growth of staff values, increment of their potencies and profiting, by making human resources pleased and satisfied, they perform their duties as the best and bring good results for their organization. In this survey, we investigate on the connection between social intelligence with life quality among the staff of exceptional schools of Tabriz and the relation of people’s social skills in communicating with others in the quality of work life among the staff will be determined and it will be defined to what extent they communicate with each other.

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The hypotheses of the survey:
Hypothesis 1: There is a relationship between social intelligence and the quality of work life of the staff of exceptional schools of Tabriz
Hypothesis 2: There is a relationship between the extent of social awareness and the quality of work life of the staff of exceptional schools of Tabriz
Hypothesis 3: There is a relationship between the social skill and the quality of work life of the staff of exceptional schools of Tabriz
Hypothesis 4: There is a relationship between the extent of social information process and the quality of work life of the staff of exceptional schools of Tabriz
Hypothesis 5: The social intelligence of the staff of exceptional schools of Tabriz is different on the basis of their gender.
Hypothesis 6: The work life quality of the staff of exceptional schools of Tabriz is different on the basis of their gender.

The variables of the survey:

Social intelligence is a foresighted variable and the work life quality of the staff of exceptional schools of Tabriz is a guideline variable.

Social Intelligence:

Social intelligence is one of the best intelligences that human can raise within himself and it is more important that this action is totally performable, As Edward Thorndike explained social intelligence as the ability of comprehension and management of men and women, boys and girls for wise actions in human relationships; or Cantor and Kihlstrom defines social intelligence as one’s knowledge supporter regarding social world; Generally speaking: social intelligence in the state of classic is the prudent ability of comprehension and management of women and men, boys and girls in human relationships, Moss and Hunt defined social intelligence as the ability of gaining other’s accompanying, presented extensive meaning of social intelligence as below: “The ability of gaining people’s accompanying as a general concept, social skill, being comfortable in society, awareness of social issues, being sensitive to the motives of other members of group as well as comprehension and general insight of behavior or other’s characteristics” ; Emma and Kessler and Gill and Shaffer 7 and Camphill and Mcverd declared social intelligence only general intelligence seen in social situations.

Gelman believes that someone with intelligence quotient of 110 to 115 can succeed in entrance examinations, employment examinations, technical and medicine tests and simple and usual competitions but for reaching higher degrees and testing in combats in business and society management other factors requires which social intelligence is one of the most important human mental forces as one of them. Someone can reach to a peace and quietude which has been always as a dream for human by social intelligence [2]. Edward Thorndike is the first person who debated social intelligence in an essay of Harper’s monthly magazine in 1920. Social intelligence shows off frequently in kindergartens, playgrounds, barracks, factories and sale stores, but it can’t be found in laboratory official and standard situations, he declares social intelligence as one of the factors of success.

The hypothesis of social intelligence and the ways for its reinforcement:

Excitatory intelligence is a kind of social intelligence which is an appropriate predictor in particular domains like vocational and educational function. In other words, social intelligence is the ability of control of one’s and other’s feelings and excitements, which involves the distinction between them and using these information for leading thoughts and the way of one’s function. [8]

The key of social intelligence is that you can communicate positively with others, they feel peace and happiness beside you and they can also communicate with others [1].

And for reinforcement of social intelligence following recommendation suggested:

Coordination of physical movement with speech, increment of communication with others, primitive training in family, communication and exchange of views and information, institutionalizing training social intelligence at schools and society, the reinforcement of the art of being listener (listening to the speech of the converser), treat everyone as he/she is and deserves, care about the words of the converser and using beautiful, studied and timely words. [5]

The Social intelligence of Daniel Goleman:

Daniel Goleman divided social intelligence into two categories; social awareness or what we feel about others and social skill or an act we do on basis of this awareness, appropriate examinations are available for evaluation of these two abilities.
Goleman believes that (Balooch, 1839 summary of chapter 6) social intelligence composed of: social awareness, social skill, primitive intimacy, coordination and conformity, harmonization, self-expression, intimately comprehension, influence, social recognition and attention.

**Thorndike’s social intelligence:**

E.L. Thorndike was a well-known psychologist who has a significant role in collectivization the theory of intelligence quotient, he mentioned in an essay in Harper’s newspaper that: Social intelligence means the ability of other’s comprehension and act wisely in human relationships. Thorndike believed that intelligence isn’t composed of a component because human abilities can’t be measured by an intelligence. That’s why he declared three kinds of intelligences: social intelligence, objective intelligence and abstract intelligence. In his opinion social intelligence consists of the ability of comprehension of others and making appropriate relationship with them. Therefore an intelligent person is one who can understand others’ feeling and emotions and make good relationships with them [7] and Kessler emphasizes on the unwise dimensions of general intelligence, the main question is whether unwise abilities i.e. excitatory and innate abilities are acceptable parameters for general intelligence? He tried to indicate that there is unwise parameters as well as wise parameters which determined the intelligence. As future observation emphasized on this theory, it can’t be assumed that general intelligence be calculated without considering unwise parameters. Lipper (1948: quoted from Bar-on, 1997:202) stated that excitatory thought is a part of logic thought of general intelligence and helps them.

**Triarchic theory of intelligence of Strenberg:**

Strenberg believes that intelligence consists of the collections of thought and learning skills using in the education, vocational and daily life problem solving. Intelligence has 3 aspects according to this theory: analytical, creative (inventive) and practical.

- Analytical intelligence: This aspect of intelligence helps the human ability for effective encounter with the problems and indicates verbal ability, abstract though, data process and issues reform.
- Creative intelligence: This aspect of intelligence composed of production of new thoughts, suggestion new methods, different encounter with problems and combination of information to new ways. Wise behavior sometimes reflects one’s ability in effective encountering with a new position or obligation and it sometimes indicates his/her ability in encountering with familiar positions or obligation effectively and rapidly.
- Practical intelligence: This aspect of intelligence composed of the ability in dealing with daily issues and life problems; It emphasizes on real living more than abstract thought.

For summarization we can mention that the triarchic theory of intelligence of Strenberg consists of abstract thought (analytical intelligence), production new thoughts (creative intelligence) and using thoughts and solutions in practical life (practical intelligence).

**The quality of work life:**

The quality of work life is a concept or multidimensional structure which there are various and different presentation of it since the first of 1970 decade and scientists deal with the concept of work life quality from different viewpoints. The concept of work life quality suggested by Elden is as an option while Elvision states that the quality of work life as freedom in action and James declares the quality of work life as the expansion of balance and equality.

Most official definitions of the quality of work life indicates similarity between personal and organizational aims and generally speaking the quality of work life can be perceived as mental imagination, comprehension and an organization staffs’ interpretation of physical and mental desirability of their workplace.

Following definitions were discussed from the theoreticians of management and organizational science, Verter and Davis believe that appropriate quality of work life, benefitting from good supervision, good work conditions, sufficient salary and challenging job is interesting and profitable. The quality of work life is more an attitude and a culture. An attitude and culture in it staff are in center of attention and the possibility of social improvement and finally increment of general welfare can be obtained by providing the growth facilities and its promotion. [4] and Serto summarizes the quality of work life in cooperation in making decisions and mentioned that the quality of work life means providing opportunities and the possibility that staff make those decision which affect their job and situations and more this possibility better quality of their work life and Kopelman and Array believed that the quality of work life is a management philosophy which causes growth of personality of all employers and deals with introduction of changes in organizational culture and improve physical and emotional desirability of staff and Kentz believed that the quality of work life is not only an expansive attitude and method regarding vocational development but also it’s a background of research and action which connect psychology and organizational development of motive theory and leadership and industrious relations. (industrious management channel, 2011 and Movahed 1998) define the quality of work life quoted from Lioyd and Suttle as below “ The extent which staff can meet their needs via their experiences in organization and work place “ and Lotanz declares the quality of work life attention to work influence on staff and their
influence along with emphasizing on their cooperation in decision making and organization problem-solving and in a general definition the quality of work life can be interpreted as staff’s mental imaginations, understanding and comprehension from physical and mental desirability of their work place.

The models of quality of work life:

Harold Kentz:
This model indicates a systematic method in vocational development originated in the attitude of social-technical systems in management and the quality of work life is not only an expansive attitude and method regarding vocational development but also it’s a background of research and action which connects psychology and organizational development of theory of motive, leadership and industrious relations.

Lovler theory:
He uses the quality of work life for increasing staff’s cooperation in organization affairs. He believes that the quality of work life has more important indexes such as cooperation structure, contract, purposes, the separation of en masse negotiations from the programs with experimental association projects, the programs of qualitative training of work life and the levels of change and facilitation.

Morton theory:
The most important indexes of Morton are as follows:
- Salary and fringe benefits, vocational timetable, job entity, physical aspects of job, symbolic aspects of job inside and outside and political, social and economic contributing factors of the life.

Thomas Tuttle theory:
He summarizes the quality of work life into 4 categories:
1. Security and safety composed of mental and physical vocational-safety security
2. Equal and fair salary and fringe benefits
3. Education background and opportunities of skill upbringing and continuous learning
4. Democracy and cooperation in decision

The history of the survey:
In the survey performed by Maleki on 2012 for investigation of relationship between social intelligence and the management of changing the managers of ministry of Education, district 3 of Tabriz, the social intelligence components were one’s intelligence, interpersonal intelligence, adaptation, intimacy and social skills and the findings of the survey states that: There is a relationship between planning components for changing, change performing, change resistance and change management with social intelligence. But there isn’t any relationship between readiness for change with social intelligence.

Furthermore, Aref Nejad [2] obtained following conclusions in the survey “comparison survey of social intelligence and self-esteem of bilingual and monolingual students of secondary schools of Tabriz and Tehran district 1 and their relationship with social intelligence by Tromso standard: There is a relationship between social intelligence and self-esteem of bilingual and monolingual students, There is a relationship between social data process and self-esteem of bilingual and monolingual students, There is a relationship between social skills and the self-esteem of bilingual and monolingual students and there is also relationship between social intelligence and self-esteem of bilingual and monolingual students.

Shewing dealt with interview and half-open method in his survey entitled the process of providing questionnaire of work life of teachers by analysis of related contexts. In this survey the factors of the quality of work life composed of teachers’ need for respect, social needs, struggle for survival, need for security.

The questionnaires of 571 teachers were investigated and the questionnaire of the quality of work life completed by them. The questionnaire verified for its reliability, domestic stability and the validity of test structure and the questionnaire of teachers’ work life was known as an appropriate and secure hypothesis and a contributing instrument for study of the quality of teachers’ work life.

Hart P. M. dealt with a survey entitled the quality of teachers’ life with the purpose of vocational experiences and their effect in the work life of teachers. He studied with the analysis of obtained data of 1538 elementary and secondary schools teacher. He designed three models for the quality of teachers’ work life.

The method of survey:
This survey is descriptive-correlation. The research statistical association are all the staff of exceptional schools of Tabriz on 2011, 150 people selected as the statistical model according to Cochran formula and the questionnaire was distributed among them. The method of sampling was accidental.
Perceptive statistics:
Hypothesis 1: There is relationship between social intelligence and the quality of work life of the staff of Tabriz exceptional schools

Table 1: The correlation test of Pearson for the quality of work life and social intelligence

<table>
<thead>
<tr>
<th>The quality of work life</th>
<th>Correlation coefficient</th>
<th>Social intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of work life</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>The level of meaningfulness</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

The correlation coefficient is 0.125 and the level of test meaningfulness is 0.126. Since Pearson test meaningfulness is bigger than 0.05, so the hypothesis of variables’ independence will not be rejected. It means there isn’t any significant relationship between social intelligence and quality life of staff.

Hypothesis 2: There is relationship between social awareness and the quality of work life of the staff of Tabriz exceptional schools

Table 2: The correlation test of Pearson for the quality of work life and social awareness

<table>
<thead>
<tr>
<th>The quality of work life</th>
<th>Correlation coefficient</th>
<th>Social awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of work life</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>The level of meaningfulness</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

The correlation coefficient is 0.102 and the level of test meaningfulness is 0.214. Since Pearson test meaningfulness is bigger than 0.05, so the hypothesis of variables’ independence will not be rejected. It means there isn’t any significant relationship between social awareness and quality life of staff.

Hypothesis 3: There is relationship between social skill and the quality of work life of the staff of Tabriz exceptional schools

Table 3: The correlation test of Pearson for the quality of work life and social skill

<table>
<thead>
<tr>
<th>The quality of work life</th>
<th>Correlation coefficient</th>
<th>Social skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of work life</td>
<td>.112</td>
<td></td>
</tr>
<tr>
<td>The level of meaningfulness</td>
<td>.171</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

The correlation coefficient is 0.112 and the level of test meaningfulness is 0.171. Since Pearson test meaningfulness is bigger than 0.05, so the hypothesis of variables’ independence will not be rejected. It means there isn’t any significant relationship between social skill and quality life of staff.

Hypothesis 4: There is relationship between the extent of social data process and the quality of work life of the staff of Tabriz exceptional schools

Table 4: The correlation test of Pearson for the quality of work life and social data process

<table>
<thead>
<tr>
<th>The quality of work life</th>
<th>Correlation coefficient</th>
<th>Social data process</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of work life</td>
<td>.065</td>
<td></td>
</tr>
<tr>
<td>The level of meaningfulness</td>
<td>.427</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

The correlation coefficient is 0.065 and the level of test meaningfulness is 0.427. Since Pearson test meaningfulness is bigger than 0.05, so the hypothesis of variables’ independence will not be rejected. It means there isn’t any significant relationship between social data process and quality life of staff.

Hypothesis 5: The social intelligence of the staff of Tabriz exceptional schools are different according to their gender

Table 5: T test for investigation of the difference between social intelligence among men and women staff

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>gender</th>
<th>Number</th>
<th>Average</th>
<th>Standard deviation</th>
<th>Levene’s test</th>
<th>T test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>F statistic</td>
<td>Level of meaningfulness</td>
<td>T statistic</td>
<td>Freedom degree</td>
</tr>
<tr>
<td>Social intelligence</td>
<td>female</td>
<td>100</td>
<td>97.50</td>
<td>13.75</td>
<td>1.986</td>
<td>.161</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>50</td>
<td>97.84</td>
<td>10.31</td>
<td>1.986</td>
<td>.161</td>
</tr>
<tr>
<td>Social awareness</td>
<td>female</td>
<td>100</td>
<td>29.73</td>
<td>7.12</td>
<td>1.741</td>
<td>.189</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>50</td>
<td>30.76</td>
<td>5.63</td>
<td>1.741</td>
<td>.189</td>
</tr>
<tr>
<td>Social skill</td>
<td>female</td>
<td>100</td>
<td>32.82</td>
<td>5.38</td>
<td>3.434</td>
<td>.066</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>50</td>
<td>33.36</td>
<td>4.23</td>
<td>3.434</td>
<td>.066</td>
</tr>
<tr>
<td>Social data process</td>
<td>female</td>
<td>100</td>
<td>34.80</td>
<td>6.71</td>
<td>2.734</td>
<td>.100</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>50</td>
<td>33.68</td>
<td>5.69</td>
<td>2.734</td>
<td>.100</td>
</tr>
</tbody>
</table>
The average of social process of female staff is 34.8 and male 33.68 and the meaningfulness level is 0.313. Since t test meaningfulness level is bigger than 0.05, So the hypothesis will not be rejected. It means there isn’t any significant relationship in the extent of social data process of male and female staff of Tabriz exceptional schools.

Hypothesis 6: The quality of work life of the staff of Tabriz exceptional schools are different according to their gender

Table 6: t test for the quality of work life on basis of gender

<table>
<thead>
<tr>
<th>Dependent variant</th>
<th>gender</th>
<th>Number</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social intelligence</td>
<td>female</td>
<td>100</td>
<td>3.38</td>
<td>0.46</td>
<td>4.742</td>
<td>.031</td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>50</td>
<td>3.48</td>
<td>0.62</td>
<td>-1.095</td>
<td>.277</td>
</tr>
</tbody>
</table>

The average of quality of work life of female staff is 3.38 and male 3.48 and the meaningfulness level is 0.277. Since t test meaningfulness level is bigger than 0.05, So the hypothesis will not be rejected. It means there isn’t any significant relationship in the extent of quality of work life of male and female staff of Tabriz exceptional schools.

Conclusion and suggestions:

The results of statistics data indicates that there isn’t any significant relationship between social intelligence and the quality of staff life, there isn’t any significant relationship between awareness intelligence and the quality of staff life, there isn’t any significant relationship between social skill and the quality of staff life, there isn’t any significant relationship between social data process and the quality of Tabriz exceptional schools’ staff life, there isn’t any significant relationship in the quality of Tabriz exceptional schools’ staff work life, So following recommendation will be offered:

Social intelligence and the quality of work life of all provinces of exceptional schools should be studied and more desirable results should be provided. The experimental methods should be used in the researches of social intelligence and the quality of work life. For example by training social intelligence and mental preparation of staff for the necessity of making work life qualitative the effect of these two variable on each other and other variables will be investigated. Researches deal with contributing parameters in their investigations in increasing social intelligence of the staff of Ministry of Education schools in QWL. In future researches the differences of social intelligence and the quality of work life of usual schools’ staff will be examined so that the motivation of each staff for QWL will be determined. In future researches the difference between the extent of social intelligence and the quality work life of the managers of elementary and secondary and high schools will be examined. The researchers will deal with the age difference and the record of staff and their educational field with the extent of social intelligence. They should try to work on the social intelligence and the quality of work life in their researches separately in schools and then compare them with each other.

REFERENCES