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The Study of Correlation between Emotional Intelligence and the Management Style of Educational Managers in High Schools of 4 Educational Districts in Shiraz

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ABSTRACT

Objective: The purpose of this study is to analyze the correlation of two important variables of emotional intelligence and the management style of educational managers in governmental high schools in Shiraz. **Method:** A descriptive correlation method is used in this investigation. Descriptive statistics (average frequency and frequency percent) and deductive statistics (Pierson correlation coefficient) and SPSS software were used to analyze data. The statistics society is 150 managers in 4 educational district of Shiraz. Sample volume is 79. For their reliability Chronbach alpha coefficient is used and the result for emotional intelligence is 86 and management style is 87. **Results:** the results indicate that there is a positive meaningful correlation between emotional intelligence and the partnership style but there is a meaningful negative correlation between the emotional intelligence and autocratic style. In study of emotional intelligence factors it is concluded that self-concise is related to advisory management and the usage of emotions is related to partnership advisory style and cognition of others feeling is related to autocratic compassion and advisory style. On the other hand cognition of others feeling is related to partnership and autocratic style in a negative way. And no relationship between self-provoke and preservation of communication is discovered with the management style.

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INTRODUCTION

1. The emotional intelligence module as a field of study was emerged from scientific psychology. Science has found the power and effect of feelings in human mind and is discovering the role of emotions and feeling in human behavior and activities (asghar noori emamzadeh 1388). The field of intelligence studies has moved from the logical intelligence which is a cognitive based study toward an emotional intelligence. This concept has been used in management literature from 1990 and it is one of the new skills in management of organizational behavior. The first definition of emotional intelligence was defined by peter saloway in 1990 "ability of processing the emotional information which include the true evaluation of emotions and suitable tools for emotions and adaptation of emotions in a way that improve the life process (noori and nasiri 1383).Mayer, saloway and karsio (1997) have presented a reformed model of emotional intelligence which is based on cognitive factors of emotional growth. The studies show that the effective leaders have a high emotional intelligence. It has been leader that the key point to achieve success and happiness is not just the cognitive intelligence (golman 1382).this shows that to describe the success it is not enough to recourse just general intelligence the result of investigation show that in an ideal situation the role of IQ in prosperity in life is about 20%, while the remained80% is related to other factors. So it can be concluded that there is another important factor except cognitive intelligence which can be effective in job improvement and generally in success. It is emotional intelligence.(golman) a powerful and effective leader should be the source of vision, motivate and make commitment. He constantly improves his emotional abilities and changes his management style when it is needed. Successful managers are those who use their emotional abilities effectively and interact in a useful and creative way. So it is necessary that educational managers enjoy high emotional intelligence. (golamn1379) people who appreciate other's feelings and emotions are able to manage in a better way and establish more powerful societal networks (Mayer, solway1993). Emotional intelligence is a factor which causes hope and motivation when someone cannot achieve the goal. One who has a high level of emotional intelligence is able to appreciate the feelings and emotions of people around him. He has a high social skill. It means he can behave people in a good way and is able to control his emotions in relation with others and is able to encourage and conduct others (jalali1381).

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The importance of emotional intelligence in management:

Daniel Gellman the writer of the book "how to train a leader" said that most of the effective leaders have a high level of emotional intelligence. He stated in an essay that without emotional intelligence one cannot be a great leader even with the best methods of education. He says cognitive skills such as wide imaginary thinking and especially long time vision is important. Considering the technical skills, rational intelligence and emotional intelligence as the elements of excellent turnover, emotional intelligence has more important role than the other elements. Furthermore the analysis shows that emotional intelligence has an important role in the highest level of a company, while the differences in technical skills have a very trivial importance. Several investigations proved that there is a close correlation between the success of a company and emotional intelligence of its manager. Emotional intelligence can be learned. Golman says the learning process is not easy it needs time and more than everything it needs commitment but the benefit from emotional intelligence for organization and individual is so precious. There are five structural components of emotional intelligence: Self concise, self-management, motivation, sympathy and social skills. Self-concise is the first component of emotional intelligence which contains having a perfect concept of feelings weakness and need of one by oneself. He says person who has a strong self-concise are not always critical and not hopeful unrealistically but they are honest with themselves and others. Self-management is another component of emotional intelligence. It let us to be free from the prison of our feelings. He says people have bad moods and emotional shakes but ones who enjoy self-management can find ways to control and lead them to useful ways. Wise self-manager and wise leaders are able to create a trustful and justice environment. In way that politics and quarrel will be reduce considerably and the productivity will increase. He says the high moods here are the high moods in all organization. Another feature in almost all successful managers is motivation. They lead to achieve beyond their own expects and others. He says the key word here is improvement. He recognized that many people are motivated by external motivations such as: high salary and position but those who are innate leaders are motivated by the internal desire of promotion. How can we distinguish ones who are motivated by desire of promotion from those who are motivated by external rewards? Emotion is the first signal which people searches the creative challenges by it. They love learning they pride to doing their job well and they have a restless energy to do the best. The organizational commitment is another signal. As Gellman says when people like their job for its own sake they feel responsible against the organization. Sympathy is the other aspect of emotional intelligence. Gellman says: the sympathy leaders don't try to satisfy everyone but they consider the mind and feeling of employees with the other factors in decision making. He stated that sympathy especially today is important as a leadership component. Since increase of group uses, rapid steps of promotion and growth needs talent .sympathy is an antidote for misunderstanding of dialogue among cultures. The lack of sympathy and its backwash is observed in criminal people and child abusers. (Mansuri 1380) he stated that people who coordinate the sympathy with body language, can hear the final message of the words and they can comprehend the cultural and national differences.

Hypothesis:

Primary hypothesis:

There is a significant correlation between the emotional intelligence and the management style of educational managers.

Secondary hypothesis:

There is a significant correlation between the self-conscious and the management style of educational managers.

There is a significant correlation between the management style and the correct use of emotions.

There is a relationship between the motivation of educational managers and their style of management.

There is a relationship between recognizing others feelings and the management style of educational managers.

There is a significant correlation between the preservation of relations and the management style of educational managers.

Methodology:

The method of this research is a descriptive method and it is a correlation one in which the correlation of a variable with another variable is studied.

Research society:

The society which has been studied in this research consists of all high school managers of 4 educational districts in Shiraz. According to the statistics they are 150 men and women.

Table 2: Total number of high school managers in 4 districts in Shiraz who are separated according sex and district.

district	Girls	boys	total
District 1	21	22	43
District 2	17	18	35
District 3	16	19	35
District 4	18	19	37
total	72	78	150

Method of sampling:

The samples consist of 79 high school managers in Shiraz who were selected from each district equally and randomly 20 men and women and fill the questionnaires. Since one of the questionnaires is incomplete totally 79 managers construct the sample volume.

Statistics method:

Descriptive statistics (mean, frequency and frequency percent) and deductive statistics (Pearson correlation coefficient) has been used to analyze data in this study. Data has been analyzed by spss software.

Research tools:

The tool which has been used by researcher is questionnaire. Style management questionnaire of Bardner and metsgas: this questionnaire has been made by Bardner and Metsgas(Moghimi 1384 and Aluni 1380). This tool contains 35 questions which have 5 choices.

Emotional intelligence questionnaire of sybria shring: part 1 consists of 40 questions were used and 7 questions were deleted due to the low correlation with the total score of test. 33 questions are considered as the final questions.

Table 3: The number of each question in emotional intelligence.

Self-conscious	Self-setting	Self-motivation	sympathy	Social skills
6	2	1	17	7
10	11	9	22	8
14	16	15	25	19
24	18	20	29	28
32	23	26	4	13
33	30	31	3	
27	5	21		
12				

Results:

The first question: is there any significant correlation between the emotional intelligence and the management style of educational managers.

Table 4: Correlation between emotional intelligence and the management style of educational managers.

variable		partnership	advisory	autocratic	compassion
Emotional intelligence	Correlation coefficient	0.21	-0.15	-0.26	-0.14
	Significant level	0.05	0.19	0.04	0.12
	Numbers	79	79	79	79

According to table4 there is a significant correlation in 0/05 level between emotional intelligence and the partnership management style and there is significant negative relationship with the autocratic style in 0/04 level but there is no significant correlation between emotional intelligence and the other styles of management (advisory and compassion).

The second question: is there any significant correlation between the self-conscious and the management style of educational managers?

Table 5: Correlation between self-conscious and the management style of educational managers.

variable		partnership	advisory	autocratic	compassion
Self-conscious	Correlation coefficient	- 0.21	0.25	0.007	0.10
	Significant level	0.06	0.05	0.95	0.80
	Numbers	79	79	79	79

According to table5 there is a significant correlation in 0.05 level between self-conscious and the advisory management style but there is no significant correlation between self-conscious and the other styles of management (partnership, autocratic and compassion).

The third question: is there any significant correlation between the accurate usage of emotions and the management style of educational managers?

Table 6: Correlation between emotion usage and the management style of educational managers.

variable		partnership	advisory	autocratic	compassion
Emotion usage	Correlation coefficient	- 0.26	0.21	-0.09	-0.13
	Significant level	0.01	0.04	0.39	0.25
	Numbers	79	79	79	79

According to table6 there is a significant correlation in 0/01 level between emotion usage and the partnership management style and there is a significant positive relationship with the advisory style in 0/04 level but there is no significant correlation between emotion usage and the other styles of management (autocratic and compassion).

The fourth question: is there any significant correlation between the motivation and the management style of educational managers?

Table 7: Correlation between motivation and the management style of educational managers.

variable		partnership	advisory	autocratic	compassion
motivation	Correlation coefficient	- 0.18	0.15	0.07	0.10
	Significant level	0.09	0.10	0.49	0.28
	Numbers	79	79	79	79

According to table7 there is no significant correlation between motivating the educational managers and their management style.

The fifth question: is there any significant correlation between recognizing others feelings and the management style of educational managers?

Table 8: Correlation between recognizing others feelings and the management style of educational managers.

variable		partnership	advisory	autocratic	compassion
recognizing others feelings	Correlation coefficient	- 0.21	0.23	-0.22	0.24
	Significant level	0.05	0.3	0.4	0.2
	Numbers	79	79	79	79

According to table8 there is a negative significant correlation of 0/05 level between recognizing others feelings and the partnership management style and there is a significant positive relationship with the advisory style in 0/03 level, there is a significant correlation between recognizing others feeling and the autocratic style in 0/04 level and with the compassion style in 0/01 level.

The sixth question: is there any significant correlation between preservation of relation and the management style of educational managers?

Table 9: Correlation between recognizing others feelings and the management style of educational managers.

variable		partnership	advisory	autocratic	compassion
preservation of relation	Correlation coefficient	- 0.14	0.9	-0.7	0.20
	Significant level	0.20	0.32	0.53	0.40
	Numbers	79	79	79	79

According to table7 there is no significant correlation between preserving relations and the management style.

Conclusion:

Considering table 1 the correlation coefficient shows that there is a positive significant correlation between emotional intelligence and the partnership management style in 0/05 significant level. It means that educational managers, who have higher emotional intelligence, choose the partnership style of management. On the other hand there is a negative significant correlation between the autocratic style and emotional intelligence in 0/04 significant level. It means that higher emotional intelligence reduce the possibility of choosing the autocratic style. But there was no significant correlation with the advisory and compassion style. Second hypothesis: is there a significant correlation between self conscious and the management style of educational managers? According to the result of second hypothesis it has been observed that self conscious have a significant positive correlation just with the advisory style. The manager, who can control his behavior and his acts and reforms his weakness by revising his behavior, will make the main decisions by him/herself and at the same time let the

employees to participate in decision making in some particular cases. Therefore a manager who has a high self conscious doesn't choose the autocratic style. But why there is no significant correlation with the partnership style maybe because the educational system is a close system and the rules and instructions which are dictated from heads restricted the managers behaviors and they can't choose a completely partnership style. The third hypothesis: is there any significant correlation between the accurate usage of emotions and the management style of educational managers? Table 3 shows that there is a significant correlation in 0/01 level between emotion usage and the partnership management style and there is a significant positive relationship with the advisory style in 0/04 level. It means that a manager who can control his feeling and emotions and can control his anger and can at the same time manage his emotions while working, will choose one of the styles of advisory or partnership. The fourth hypothesis: is there any significant correlation between the motivation and the management style of educational managers? The table resulted from fourth hypothesis test shows that there is no significant correlation between motivating the educational managers and their management style. Self motivating is performing an action with an internal tendency without interfere of external factors. According to this definition, there is no correlation between self motivating and the management style because managers can't act according their internal willing and they have to fulfill some determined goals. The fifth hypothesis: is there any significant correlation between recognizing others feelings and the management style of educational managers? According to table 4 it has been observed that recognizing others feeling has a significant correlation with all styles of management but the correlation with the compassion and advisory style is positive and the correlation with the autocratic and partnership styles is negative. This factor is necessary for managers who are communicating many people. According this study, managers who have a strong sympathy, don't control people absolutely and at the same time don't let them to be completely free. The sixth hypothesis: is there any significant correlation between preservation of relation and the management style of educational managers? The result of the last test hypothesis according table 6 indicates there is no correlation between preservation of relation and the management style. The reason of this lack of correlation is the limited time and the determined goals.

In this research the correlation between educational managers' emotional intelligence and their management style has been studied and results showed that emotional intelligence can indicate the way of selection of management style. Managers who have a high emotional intelligence rarely choose the autocratic style as their style of management and they often prefer to choose the partnership style. Considering the importance of emotional intelligence and inattention of managers to this subject, some educational classes should be planned to introduce emotional intelligence factors and the management styles. Since manager selection at high schools is based on rational intelligence it is necessary to consider the emotional intelligence of managers in addition to their rational intelligence. Manager who enjoy a high quality of intelligence cannot lead the group just base on his rational intelligence, but a successful manager should be a good speaker and listener, can communicate other people constantly and positively and have a good concept of his/ her own and others feelings. In other words, affective managers have a high emotional ability and they emphasize on emotional factors while decision making. They know that a leader is affective while he / she pay attention to his employee as a human and making an affective relationship try to promote and educate their employees. The result of this study shows that successful and affective managers pay much attention to emotional abilities and can recognize others feeling well and have a suitable reaction and enjoy a high emotional intelligence.

To manage the emotions the following factors are considerable:

1. Being humor: laughing by prank and jocundity caused endorphin sprinkle and increase of endorphin in brain reduces the sadness and pain. Generally laughing equipped body to eradicate pain.
2. Reoriented your emotional energy: while you experience an intensive emotional feeling you use a high emotional energy. The mussels jerk, organs' moves increase, blood and respiration system work rapidly and auto thoughts are activated. In such a situation, it is better to orient the emotional energy toward useful and affective activities. Try to make yourself busy with doing simple works and duties and deviate your mind from stress and consequently can work better than before.

Go away from the situation you are in alternatively. Temporary leaving of the high emotional situation can reduce the chance of emotional reactions. The time of leaving the situation sometimes is very short such as taking a deep breath and sometimes the situation is so stressful and intensive which is necessary to go away for a long time.

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