

Rate of Emotional Intelligence in Different Educational Stages: A Comparative Study

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Abstract: The purpose of this study was to compare principal's emotional intelligence in different educational stages. Emotional Intelligence (EI) is a relatively nascent construct that has attracted considerable interest in both the empirical and popular management literature. This research is done by descriptive approach that the target population considered all the principals of region one of the Ministry of Education and Training in Sari. The sample included 140 principals (69 men and 71 women) that were selected by using Krejcie and Morgan's table. Participating principals provided information about their EI and their demographic characteristics by completing the Travis Bradbery and Jean Geaves' Emotional Intelligence questionnaire. Based on the results, there were no differences in Principal's emotional intelligence in different stages, there were any differences in Principal's emotional intelligence with different managerial experiences and there were differences in Principal's emotional intelligence with respect to their gender (men and women). Emotional Intelligence is a significant predictor of successful school administration. Specifically, the results of the present study suggest that professional development programs would be wise to focus on promoting or developing EI.

Key words: Emotional Intelligence • Ministry of Education and Training • Principals

INTRODUCTION

Emotional intelligence (EI) is the ability to recognize and express emotions in yourself and the ability to understand the emotions of others. Recently the scientific community has become interested in EI, in order to discern what is true among the huge number of claims on this subject. Indeed, there is still controversy about whether EI represents an entity that differs from what psychologists in the field of intelligence, personality and applied psychology already know under other names [1]. At present, scientists tend to restrict studies of the effects of EI to its influence on quality of life quality, educational attainment and occupational success and the results are promising.

Emotional intelligence (EI) is a relatively nascent construct that has attracted considerable interest in both the empirical and popular management literature. There are a number of competing definitions of emotional intelligence; however, Mayer *et al.* [2] proffered one of the most robust conceptualizations. They stated that, "emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thoughts,

actions and to promote emotional and intellectual growth". A number of authors have asserted that emotional intelligence is predictive of the likelihood and extent of an individual's advancement and success [1-9]. EI is conceptually related to Howard Gardner's theory of multiple intelligence, which criticizes the overemphasis on IQ and argues for the possibility of affective and social modes of intelligences. For the first time the term of emotional intelligence proposed to describe a kind of ability to monitor, discriminate and use the information of one's own and other's emotions to guide thinking and action. Emotional Intelligence (EI) or Emotional Quotient (EQ) is a concept that challenges the assumption that the Intelligence Quotient (IQ) is the best predictor of professional success. Unlike IQ, which proposes to be a measurement of innate potential that is relatively stable, the proponents of EI maintain that it is a continuously developing ability, competency, or skill in which "the sky is the limit". The same proponents claim that developing one's EQ is the key to succeeding in activities from academics, sales, customer service and management to improving marriages, mental and physical health, lowering crime and even an individual's spiritual relationship with God. Research on EI and attempts to apply it constitute

extensions of science and technology into the ethical realm. In contrast, the critics of EI argue that the concept is too all encompassing, with EI measurements contributing little beyond existent constructs and its predictive claims largely unverified [10-14].

However, it should be noted that many of these claims relating EI to advancement, have been made without the support of empirical evidence. Additionally, little research has been conducted at the organizational level and proposed applications of EI in this context tend to be predominantly based on derivative arguments and anecdotal case descriptions [10]. Given the paucity of empirical research, the first purpose of this study is to examine whether emotional intelligence is related individual advancement. Emotional intelligence, trust, self - satisfaction, power of leadership, time management and other traits are a necessary factor in success of schools and academic situations [11-12,15]. According to the Bar-On model of emotional-social intelligence (ESI), emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands. The emotional and social competencies, skills and facilitators referred in this conceptualization include the five key components described above; and each of these components comprises a number of closely related competencies. Consistent with this model, to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others and to successfully cope with daily demands, challenges and pressures [3, 15-17].

Emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Mayer *et al*, 2008). Significant correlations have been demonstrated between emotional intelligence (EI) and high levels of performance and other organizational variables related to retention and workplace environment [7]. Studies showed that there is the relationship between emotional intelligence, leadership self-efficacy and leader's task self-efficacy with collective task efficacy and group performance [17,18]. Both emotional intelligence and personality traits were associated with concurrent self-reports of satisfaction with social relationships [16].

Results revealed that EI was positively related to deep acting, while negative affectivity was positively related to surface acting. The main implication of the

findings is that in order to promote deep acting which could lead to positive customer outcomes, employers must increase employees' EI by offering regular EI training and development programs [13]. Results indicate that both EI and Perceived Organizational Support (POS) correlate with individual entrepreneurial behavior. Research findings also indicate that tenure moderates the relationship between POS and entrepreneurial behavior such that the positive relationship between POS and entrepreneurial behavior is stronger for employees with less tenure, compared to employees with high tenure [18].

Emotional intelligence is related to job performance, affect and attitudes at work [14]. Results also showed that EI was unrelated to performance in negotiations, but partners higher in EI reported a stronger agreement about the quality of their negotiation process and relationship. The results indicate that EI has a positive effect on negotiating experience [9]. Results suggest that emotionally intelligent individuals are more likely to experience high levels of job satisfaction. Results also indicate that organizational learning capability (OLC), defined as a set of stimulating factors that facilitate organizational learning (e.g. experimentation, risk taking, interaction with the external environment, dialogue and participative decision-making), plays a significant role in determining the effects of EI on job satisfaction. The most important implication is that job satisfaction is affected by the correlation between individual EI and certain working conditions [6]. The authors examined whether people who are high in emotional intelligence (EI) make more accurate forecasts about their own affective responses to future events. High-EI individuals exhibited greater affective forecasting accuracy. Emotion Management, a subcomponent of EI, emerged as the strongest predictor of forecasting ability [8].

MATERIALS AND METHODS

This research is done by descriptive approach. In this research the target population is all the principals of region one of the Ministry of Education and Training in Sari, Iran. The sample included 140 principals (69 men and 71 women) from region one of Ministry of Education and Training in Sari that were selected by using Krejcie and Morgan's table. Participating principals provided information about their EI and their demographic characteristics by completing the Travis Bradbery and Jean Geaves' Emotional Intelligence questionnaire. A Cronbach's alpha reliability 0/89 for Travis Bradbery and Jean Geaves' Emotional Intelligence questionnaire was obtained.

RESULTS AND DISCUSSION

In this study for the statistical analysis, t-test and ANOVA were used. The research hypotheses have been analyzed by SPSS software. Results are showed in following Tables of 1-3.

Hypothesis Number 1: As the amount of F (0.774) in $df=2.137$ with the level of confidence of 95% ($\alpha=5\%$) is lower than critical table ($F=3.06$), therefore hypothesis of the study was rejected and that of null was accepted. It is concluded that there were no differences in Principal's emotional intelligence in different stages.

Hypothesis Number 2: Since, $F=1.305$ (with $df=2.136$) at the level of confidence 95% ($\alpha=5\%$) is lower than critical table ($F=3.06$), therefore hypothesis of the study was rejected and that of null was accepted. It is concluded that there were no differences in Principal's emotional intelligence with different managerial experiences.

Hypothesis Number 3: In this study, the t-test ($t=2.851$, $P<0.05$) showed that there were differences in Principal's emotional intelligence with respect to their gender (men and women).

Emotional intelligence, an essential factor responsible for determining success in life and psychological well-being, seems to play an important role in shaping the interaction between individuals and their work environment. The construct of emotional intelligence was defined originally by some researchers as the ability to monitor ones own feelings and emotions, the ability to monitor the feelings and emotions of others and to use this information to guide future thinking and action. Since that time, several related models have been proposed. Bar-On [3], for example, who has worked extensively on developing a comprehensive inventory for assessing relevant abilities since the 1980s, employs a slightly broader definition of emotional intelligence. He has developed a model that consists of several related dimensions: intrapersonal abilities (comprised of several related skills like recognizing and understanding one's feelings), interpersonal abilities (comprised of several related skills like reading the emotions or non-verbal communication of others), adaptability (consisting of abilities like being able to adjust one's emotions and behaviors to changing situations and conditions) and stress management abilities (consisting of skills like resisting or delaying an impulse).

Table 1: Brief ANOVA for hypothesis number 1

Source of Variation	SS	Df	MS	F
Within-group	62.328	2	31.164	0.774
Between-group	5513.465	137	40.244	

Table 2: Brief ANOVA for hypothesis number 2

Source of Variation	SS	Df	MS	F
Within-group	156.031	3	52.010	1.305
Between-group	5419.62	136	39.851	

Table 3: Brief results of t-test for hypothesis number 3

Groups	N	M	SD	DF	t	P-Value
Male	69	79.80	5.71	128	2.851	$P<0.05$
Female	71	82.77	6.599			

There is growing empirical evidence that the type of competencies most closely linked with emotional intelligence are strongly linked with an individual's ability to cope with environmental demands and uncertainties. Thus, emotional intelligence has come to be viewed as an important factor in the quality of ones general emotional well-being, as well as an important predictor of one's ability to succeed in the classroom and on the job [12-15]. Regardless of the emotional intelligence model, most theorists assume that the relevant emotional and social competencies or abilities are quite malleable [2,3] that is, it is assumed that emotional and social competencies can be developed and enhanced via appropriate interventions [3].

It was predicted that EI would explain workplace performance over and above that of IQ, Personality and Values. Further, it was hypothesized that Emotional Control and Emotional Management would positively relate to personnel performance (including teamwork, motivating and developing others). That Emotions Direct Cognition would relate positively to Business performance (includes business development, doing things to improve one's own business) and that Understanding Emotions External would relate positively with customer performance (includes service provided to clients). Emotional intelligence has attracted considerable interest and attention within Industrial and Organizational Psychology because it has been described to underlie various aspects of workplace performance not accounted for IQ or personality. With such organization. Emotional intelligence influences behavior in a wide range of domains including school, community and the workplace. At the individual level, it has been said to relate to academic achievement, work performance, our ability to

communicate effectively, solve everyday problems, build meaningful interpersonal relationships and even our ability to make moral decisions. Given that, EI has the potential to increase our understanding of how individuals behave and adapt to their social environment, it is an important topic for study [10].

Goleman describes a model of emotional intelligence comprising four domains and twenty competencies in his most recent book, *The Emotionally Intelligent Workplace*. The four domains are self-awareness, self-management, social awareness and relationship management. The first two of these domains are personal. Self-awareness is characterized by a deep understanding of one's emotions, strengths and weaknesses, an ability to accurately and honestly self-assess. Self-management is about the control and regulation of one's emotions, the ability to stay calm, clear and focused when things do not go as planned, the ability for self-motivation and initiative. The second two domains are social and concern a person's ability to manage relationships with others. Social awareness covers empathy for example, in the ability to consider employees' feelings in the process of making intelligent decisions either on a one-to-one basis or as a group. Relationship management covers the ability to communicate, influence, collaborate and work with colleagues. Emotional intelligence has an enormous impact in the workplace [11,12].

For some time we have recognized the importance of these components of emotional intelligence to those who go about their 'work' on the sporting field and intuitively we have understood their importance in the more traditional workplace. However, it has only been in recent times that strong empirical evidence has been gathered which highlights the enormous impact high emotional intelligence can have in the workplace. Researchers have gathered data from hundreds of companies and thousands of executives measuring the importance of individual emotional intelligence competencies, as well as the clusters of emotional intelligence competencies that make up each domain.

EI is the sine qua non (essential action) of leadership. Like most professional competencies, high emotional intelligence will be reflected in a person's behavior in the workplace. High-level employees over-estimate their own EI. Interestingly, in the context of leadership, recent studies [16-18] demonstrates that employees at senior levels in the organization are more likely to have an inflated view of their emotional intelligence competencies and less congruence with the perception of others, than lower level employees. Above researchers also proposes

two explanations for these findings. Firstly, that 'it's lonely at the top' and executives higher in the organization have fewer opportunities for feedback as there are fewer people above them to provide such feedback and, secondly, it may be that people are, in general, less inclined to give constructive feedback to more senior colleagues. Nonetheless, the importance of emotional intelligence to business performance and the likelihood that senior employees have an inflated view of their emotional intelligence merely highlights the importance of well developed and well executed performance management systems that measure emotional competencies.

Our traditional education system has in the past focused on the three 'R's and the development of our cognitive skills. Therefore, it is not surprising that whilst a few people may have naturally high emotional intelligence; most of us need some skill development in this area. Fortunately, based on others, the bulk of scientific research in this area supports the view that emotional intelligence can be learnt. Developing your emotional intelligence skills is not something you can learn by reading a book or an article. It takes training, practice and reinforcement. In the course of our work, we often have occasion to give executives feedback on their performance and management style as an outcome of behavioral-based interviewing and a 360o feedback. Whilst many executives find this confronting and threatening, especially if they have little experience in receiving feedback, it is undoubtedly the first step in developing one's emotional intelligence as it brings attention to gaps and development opportunities [14-18].

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