

The Study of the Relationship between the Emotional Intelligence and the Educational Principals' Efficacy

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Abstract—this study with the purpose of the examination of the relationship between the emotional intelligence (EI) and Tehran educational principals' Efficacy was carried out based on correlation method. According to Morgan's table of selecting sample, 1732 assistants among all Tehran high school assistants in 1388 were chosen by systematic randomizing. The instruments of the current study were Shring's EI questionnaire and the researcher's questionnaire based on efficacy factors of schools' principals. The results revealed that there are significant relationships among EI, the principal's guidance of teachers, friendly behaviors towards teachers, helping students, good relationship with students' parents, rating skill, and principals' conducting of schools' affairs.

Keywords: *Emotional Intelligence (EI), efficacy, educational principals, high schools*

I. Introduction

Various factors would affect people's efficacy. Emotion Intelligent (EI) is one of the main factors that strongly affect each person's efficacy. The term IE was first proposed by Peter Solovey and John Mayer (1990) which stated that IE is a kind of emotional processing which includes reasonable evaluation of one's own and others' emotions, proper manifestation of emotions, and adaptable regulation of emotions [11, 6].

According to Mayer and Solovey, IE is not only a positive characteristic, but also it is a distinct collection of argumentative and emotional abilities. In comparison with Social Intelligence (SI), IE pays more attention to basic emotional issues and solving people's personal and social problems. Those with high IE are different from others in more satisfaction of their life, enjoyment of domestic atmosphere, and usually sympathizing with others. They are often organized, sociable, successful, interested, and optimistic [6].

Mayer and Solovey (1990) consider IE as a collection of abilities that help the person to recognize, apprehend, and finally control and regulate his/her emotions. They believe that IE caters for creative thinking and usage of emotions and excitements for solving problems. They

also assume that IE is a type of SI which implies the ability of controlling one's and others' excitements [4]. Golman et al. (1999) presented the dimensions of IE as follow:

1. Self-awareness: Self-awareness and recognizing the emotion is the prominent part of IE.
2. Self-regulation: Regulating of emotions is a skill that is formed based on self-awareness.
3. Motivation: Conducting the emotions in favor of a particular aim for concentration and motivating oneself are very crucial.
4. Sympathy: Another ability which formed based on self-awareness is sympathy which is considered as a kind of social skill.
5. Social skill or controlling the relationships with others: Communicating with others is the skill of controlling and regulating others' emotions.

Efficacy is the other variable of this study. Efficacious principals are the fundamental and scarce resources of any organization. Failure of each organization in gaining the best result can be regarded to non-effective management of that organization [16]. An efficacious principal gains long-term goals and succeeds constantly, but it is not enough; s/he should attain such successful operation all the time (Sharmarhoon et.al, 2008). Researchers consider efficacy dependent on the adaptation of behaviors and expectations [18, 2].

Scholars have presented seven criteria for examining the efficacious management: Administration: How much the management programs are administered by the members of the organization. Conducting: How much the principal communicates efficaciously and conveys the strategies to the members. Entrusting: How much the principal entrusts the tasks.

Returning investment: How much the principal of an organization apply the human and financial resources in order to have an acceptable efficiency. Management of contradictions: How much the principal is capable of applying same and different skills?

Motivation: How much the principals try to understand others' requirements and meet their needs. Rewarding: How the principal try to understand and assess others' values [7]. In a study, with the purpose of examining the relationship between IE and student's academic improvement, conducted by Samari (2007) it was shown that there is a significant relationship between students' IE score and their academic improvement. Regarding to the assessment of relationship between IE and institutional commitment, Rezaeeyan (2007) demonstrated that there is a significant and positive relationship between IE and institutional commitment. In the examination of the relationship between IE and the educational principals' tendency toward the institutional transformation, Mir Kamali (2007) represented that there is a positive and significant relationship between IE and the educational principals' tendency toward the institutional transformation.

Investigating the relationship between IE and the function of heads of departments of Isfahan University, Mokhtaripoor (2008) revealed that there a relationship among IE, satisfaction, efficacy, and heads' hard working. Assessing the qualities of an efficacious teacher and the effective educational factors for his/her efficacy from students' and instructors' perspective, Ramezani and Dortaj Ravari (2009) showed that according to students' view the following are the characteristics of an efficacious teacher: relationship with others, teaching skills, individual characteristics, testing skills, educational rules and based on instructors' view: teaching skills, educational rules, testing skills, individual characteristics, and relationship with others. In and study with title of effective factors of efficacious management from principals' view, Aghahosseini et.al revealed that all the factors related to the improvement of school's

educational programs and individual characteristics of principals were the most significant. After that there are the factors related to qualitative management of schools and continuous assessment. Guleryuz, Guny, Miski Aydin, and Asan (2008) in a study, with the purpose of assessing the effect of IE and its dimensions on job satisfaction and institutional commitment, found that IE is significantly related to job satisfaction and institutional commitment. Also the results of Qzturk and Deniz (2008) showed the same thing.

The results of a study, with the purpose of assessing the relationship among IE, management efficiency, commitment, and self-satisfaction in educational system, revealed that IE has a positive effect on teachers' commitment and self-satisfaction (Lordanoglou, 2008). In investigating the relation between commitment and job success and the meditative role of commitment in relation to IE and job success, Sanusi Othman and Anugerah (2009) showed that those with high IE have more commitment toward their jobs. They believed that commitment can predict job satisfaction and commitment is the meditative relation between IE and job satisfaction.

II. Method

The purpose of this has been the examination of the relationship between IE and Tehran schools' principals' efficacy from the assistants' point of view. So the descriptive correlation method was adopted. According to Morgan's table of selecting sample, 1732 assistants among all Tehran high school assistants in 1388 were chosen by systematic randomizing. The instruments of gathering data were two questionnaires:

_ Shring's standard IE questionnaire which consisted of 33 questions about the dimensions of IE: 1. Self-awareness 2. Self-management 3. Social awareness 4. Social skills 5. Self-motivating.

_ Researcher's questionnaire consisted of 30 questions about dimensions of efficacy: 1) Teachers' guidance 2) Helping students. 3) Having good relationships with students' parents. 4) Good behavior with teachers 5) Testing skills. 6) Conducting school's affairs Validity of the questionnaire was confirmed by 20 scholars and its reliability was calculated by Cronbach Alpha and was 0.87. In order to determine correlation coefficient of each significant variable with IE, coefficient regression was used. For determining significance level ANOVA was utilized.

III. Results

First hypothesis: There is a relationship between IE and management of teachers.

TABLE 1: STATISTICS OF THE SUMMARY OF REGRESSION MODEL FOR THE FIRDT HYPOTHESIS

Model	Correlation Coefficient	Coefficient of Determination (R ²)	Correction Factor	Standard Deviation of Correction Factor
1	0.468	0.219	0.206	0.47274

According to the coefficient correlation and the observed amount R²= 0.219, it can be perceived that IE only determines 20% of the fluctuations of teachers' management.

TABLE 2: RESULTS OF ANOVA FOR THE FIRST HYPOTHESIS

Model	Sum of squares	Degree of freedom	Average of sum of squares	Fisher Statistics	Level of Significance
Regression changes source	18.476	5	3.695	16.539	0.000
Error changes source	65.703	294	0.223		
Sum	84.179	299			

Considering ANOVA table $F = 16.535$ with degree of freedom (5 and 249) and significance level of 0.0000 and in comparison with $\alpha = 0.05$, it is observed that the null hypothesis based on non-effectiveness of IE on teachers' management is rejected. In another words, with the reliability of 95%, there is a significant and positive relationship between IE and teachers' management.

Second hypothesis: There is a relationship between IE and good behavior toward teachers

TABLE 3: STATISTICS OF THE SUMMARY OF REGRESSION MODEL FOR SECOND HYPOTHESIS

Model	Correlation Coefficient	Coefficient of Determination (R^2)	Correction Factor	Standard Deviation of Correction Factor
2	0.361	0.130	0.115	0.43139

Regarding to the obtained amounts $R^2 = 0.130$, it is observed that IE only 12% determines the changes of having good behavior with teachers.

TABLE 4: RESULTS OF ANOVA FOR THE SECOND HYPOTHESIS

Model	Sum of squares	Degree of freedom	Average of sum of squares	Fisher Statistics	Level of Significance
Regression changes source	8.187	5	1.636	8.789	0.0000
Error changes source	54.712	294	0.186		
Sum	62.890	299			

Considering $F=8.789$, $DF (5 \& 294)$, level of significance= 0.000 , and comparing it with $\alpha=0.05$, it can be observed that the null hypothesis based on non-effectiveness of IE on having good behavior with teachers is rejected. In another words, with the reliability of 95%, there is a significant and positive relationship between IE and good behavior with teachers.

Third hypothesis: There is a relationship between IE and helping to the student

TABLE 5: STATISTICS OF THE SUMMARY OF REGRESSION MODEL FOR THIRD HYPOTHESIS

Model	Correlation Coefficient	Coefficient of Determination (R^2)	Correction Factor	Standard Deviation of Correction Factor
3	0.314	0.099	0.083	0.31613

Regarding to the obtained amounts $R^2=0.099$, it is observed that IE only 8% determines the changes of helping students.

TABLE 6: RESULTS OF ANOVA FOR THE THIRD HYPOTHESIS

Model	Sum of squares	Average of sum of squares	Degree of freedom	Fisher Statistics	Level of Significance
Regression changes source	3.213	0.643	5	6.431	0.0000
Error changes source	29.382	0.100	294		
Sum	32.595		299		

Considering $F=6.431$, $DF (5 \& 294)$, level of significance= 0.000 , and comparing it with $\alpha=0.05$, it can be observed that the null hypothesis based on non-effectiveness of IE on helping students is rejected. In another words, with the reliability of 95%, there is a significant and positive relationship between IE and helping students.

Fourth hypothesis: There is a relationship between IE and good relations with students' parents

TABLE 7: STATISTICS OF THE SUMMARY OF REGRESSION MODEL FOR FOURTH HYPOTHESIS

Model	Correlation Coefficient	Coefficient of Determination (R ²)	Correction Factor	Standard Deviation of Correction Factor
4	0.279	0.078	0.062	0.50399

Regarding to the obtained amounts R²=0.078, it is observed that IE only 6% determines the fluctuations of good relationships with students' parents.

TABLE 8: RESULT OF ANOVA FOR THE FOURTH HYPOTHESIS

Model	Sum of squares	Average of sum of squares	Degree of freedom	Fisher Statistics	Level of Significance
Regression changes source	6.318	1.264	5	4.975	0.0000
Error changes source	74.679	0.254	294		
Sum	80.997	299	299		

Considering F=4.975, DF (5 & 294), level of significance=0.000, and comparing it with $\alpha=0.05$, it can be observed that the null hypothesis based on non-effectiveness of IE on having good relationships with students' parents. In another words, with the reliability of 95%, there is a significant and positive relationship between IE and having good relationships with students' parents.

Fifth hypothesis: There is a relationship between IE and testing skills.

TABLE 9: STATISTICSS OF THE SUMMARY OF REGRESSION MODEL FOR FIFTH HYPOTHESIS

Model	Correlation Coefficient	Coefficient of Determination (R ²)	Correction Factor	Standard Deviation of Correction Factor
5	0.361	0.130	0.115	0.55234

Regarding to the obtained amounts R²=0.130, it is observed that IE only 12% determines the fluctuations of testing skills.

TABLE 10: RESULT OF ANOVA FOR THE FIFTH HYPOTHESIS

Model	Sum of squares	Degree of freedom	Average of sum of squares	Fisher Statistics	Level of Significance
Regression changes source	13.417	5	2.683	8.796	0.0000
Error changes source	89.695	294	0.305		
Sum	103.111	299			

Considering $F=8.796$, $DF (5 \& 294)$, level of significance= 0.000 , and comparing it with $\alpha=0.05$, it can be observed that the null hypothesis based on non-effectiveness of IE on testing skills. In another words, with the reliability of 95%, there is a significant and positive relationship between IE and testing skills.

Sixth hypothesis: There is a relationship between IE and conducting schools' affairs

TABLE 11: STATISTICSS OF THE SUMMARY OF REGRESSION MODEL FOR SIXTH HYPOTHESIS

Model	Correlation Coefficient	Coefficient of Determination (R^2)	Correction Factor	Standard Deviation of Correction Factor
6	0.340	0.116	0.101	0.32627

Regarding to the obtained amounts $R^2=0.116$, it is observed that IE only 10% determines the fluctuations of conduction schools' affairs.

TABLE 12: Results of ANOVA for the sixth hypothesis

Model	Sum of squares	Degree of freedom	Average of sum of squares	Fisher Statistics	Level of Significance
Regression changes source	4.103	5	0.821	7.709	0.0000
Error changes source	31.296	294	0.106		
Sum	35.399	299			

Considering $F=7.709$, $DF (5 \& 294)$, level of significance= 0.000 , and comparing it with $\alpha=0.05$, it can be observed that the null hypothesis based on non-effectiveness of IE on

conducting schools' affairs. In another words, with the reliability of 95%, there is a significant and positive relationship between IE and conducting schools' affairs.

IV. Discussions and Conclusion

Considering emotions and their proper application in human relationships, understanding and controlling one's own and others emotions, sympathizing with others, and positive application of emotions are the issues that were proposed as the title of IE in the recent decade. This study with the aim of examination of relationship between IE and principals' efficacy was conducted. The results showed that there is a positive and significant relationship among schools' principals' IE and its function in teachers' guidance, helping students, having good relationships with students' parents, good behavior with teachers, testing skills, and conducting school's affairs. The previous studies' results such as Samar (2007) also revealed that there is a relationship between IE and academic improvement. Rezaeeyan (2008) also showed that there is a relationship between IE and institutional commitment. In the examination of the relationship between IE and the educational principals' tendency toward the institutional transformation, Mir Kamali (2007) represented that there is a significant relationship between IE and the educational principals' tendency toward the institutional transformation. Mokhtaripoor (2007) also revealed that there a relationship among IE, satisfaction, efficacy, and heads' hard working. Guleryuz, Guny, Miski Aydin, and Asan (2008) and Qzturk and Deniz (2008) revealed the relations of IE and job satisfaction. Lordanoglou (2008) and Sanusi Othman and Anugerah (2009) also showed the relationship between IE and the increase of efficacy and satisfaction. Therefore, the results of the current study are in line with the results of the previous conducted studies.

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