Investigation of the relationship between emotional intelligence and dimensions of power sources of high school principals of Neishabour city in academic year 2005-2006

Hosein Abedi*1, Mohamadreza Ahanchian2, Bijan Babaei1 and Abdollah Davodipour3

*1. Faculty Member, Farhangyan University of Neyshabor, Neyshabor, Iran.  
2. Associate Professor, Department of Educational Sciences, Ferdowsi University of Mashhad, Mashad, Iran  
3. MSc graduated of Education Management Sciences, Ferdowsi University of Mashhad, and Mashad, Iran

Corresponding Author: Hosein Abedi

ABSTRACT: The objective of current research is to study the amount of relationship between emotional intelligence and power sources of high school principals of Neishabour city. The research sample included all high school educational principals of Neishabour city in 2005-2006 academic year with 70 men and women. These people were chosen randomly and answered emotional intelligence questionnaire “20 item Veisinger” and power sources questionnaire “20 item Samuel Si Serko”. The findings show that, there is a significant and positive relationship between emotional intelligence and power sources of principals. At the end of this article, some suggestions have been presented to improve organizational culture and schools management.

Keywords: Emotional intelligence, power sources, high school principals

INTRODUCTION

Emotional intelligence interprets emotions and their role in fundamental abilities of a person (Golman, 2001). Golman et al. (2001) believe that, the leaders having emotional intelligence create accurate pattern and effective work relationships. Emotional intelligence causes variability in power sources (Kierstead, 1999) and primary prevention of psychological problems (Baron, 2000) and also, makes human capable in personal and social advantages (Golman, 2003). Considering that, teachers are major elements in forming educational organizations, and supporting and maintaining them is an important duty of the principals (Askanarian, 1997), and the importance and necessity of emotional intelligence for organizations managers, the principals not only should pay attention to emotional intelligence of the students and teachers but also, they should be sensitive about their emotional intelligence and must notice inaccurate use of that.

Most of people are members of organizations with formal and informal manner, “Robins” describes organization as a social phenomenon which is coordinated and has certain restriction and boundary and acts for a goal or a collection of goals based on a permanent complex of bases (Robin, 2007). Another fundamental element in organizations is human. In fact, the organizations success depends directly on effective use of human sources (Haghighi et al., 2001). Leadership as an important social function is mediator between management and human resources. Leadership is management art (Daughtrey, 2002) so that, an effective leadership can create sense of loyalty and cooperation along with respect in the people to do research (Harsy & Blanchard, 1999). Power as an unavoidable phenomenon, is the fundamental feature of principal that can improve his effectiveness in the organization.

Zaleznik (1997) believes that, power in the people’s hand causes human error and risk and sometimes, its inappropriate use by the principals leads to mental and psychological pressures in human resources which threaten psychological health of teachers. Emotional intelligence is a psychological component which has been used in management literature since 1990s(Golman, 1995), and has a direct relationship with the organization effectiveness (Cherniss, 2001) and helps to improve the organization function (Golman et al., 1999).
With regard to the importance of emotional intelligence in desirable management and considering that, the principals’ power sources for educational leadership cannot be separated; this research investigates the relationship between principals’ emotional intelligence and power sources.

Emotional intelligence is a new management skill particularly human resources management which has been noticed significantly during the last decade (Mayer & Salovey, 2002). There are many evidences for effectiveness of emotional intelligence in organization. Dolf (2001) says that, the teams having emotional intelligence, have more participation, cooperation and obligation. They show a creativity which is very important for the organization effectiveness (Cherniss, 2001). The principals’ emotional intelligence can change their power sources and result in power diversity with social knowledge and skills (Cherniss, 2002).

Power exists in everybody and consequently in organizations but, its amount is different in different people. Various descriptions have been provided for power such as: Rassel believes that, is the creation of considered impacts. Stogdill considers the power as leadership tool by which the leader controls the followers’ manner. Haghighi (2003) considers the power as fundamental feature of a manager that provides his/her effectiveness in organization. Benziinger considers the power as ability of doing the work with as we want and he reminds that, there are major different between personal power (expert power, referent power) and organizational power (Legitirnate power, bonus) which are resulted from selection freedom (Benziinger, 1982). The organization leader has to use power to affect thoughts and acts of others. On the other hand, existence of power has human risk and error; it means that, its inappropriate usage may cause the staff psychological health to be at risk (Golman, 1998).

Every manager must know that how can increase efficiency and psychological health of the staff while having power. Emotional intelligence is a factor that helps managers to make ideal link between organizational power and its application, it increases his/her leadership power and organization effectiveness. Weisinger defines emotional intelligence as applying affection and emotion to conduct behavior, thoughts and effective relationship with coworkers, supervisors and customers and use of time in the way of doing something to improve the results (Weisinger, 2000).

Cherniss (2001) presented a model about emotional intelligence and organizational effectiveness in which, human resources duties, leadership, culture and organizational atmosphere cause to increase individual and group emotional intelligence through mutual influence on each other that causes organizational effectiveness.

Figure 1. Emotional intelligence and organizational effectiveness

<table>
<thead>
<tr>
<th>Table 1. Results of applying the power over the employees in French &amp; Reven view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistance</td>
</tr>
<tr>
<td>Kind of power</td>
</tr>
<tr>
<td>x</td>
</tr>
<tr>
<td>xx</td>
</tr>
<tr>
<td>xxx</td>
</tr>
<tr>
<td>x</td>
</tr>
<tr>
<td>x</td>
</tr>
</tbody>
</table>

High probability xxxx  moderate probability xx  low probability x

Considering that, emotional intelligence is a necessity in the society for managers so, it is expected that, the findings of this research facilitates the principals in leading the organizational effectiveness in education.
French & Reven divides power resources into five categories each of which leads to a kind of power: 1. Reward power 2. Mandatory power 3. Legal power 4. Referent power 5. Expert power. Results of power applying have been shown in Table (1).

Despite expand conducted researches in the field of power resources, there are very limited researches about emotional intelligence and power resources as below:

Mansouri (2001) has conducted a research entitled standardization of emotional intelligence on M.Sc. students of governmental universities of Tehran. There was 19% correlation between the scores of emotional intelligence test and academic progress. According to the findings of this research, there was a significant relationship between the emotional intelligence of boys and girls in whole the test, consciousness, restraint and social consciousness but, there was no significant difference between self-motivation and social skills components.

Jacoobs (2003) carried out a research entitled the effect of group emotional intelligence on the satisfaction of the group members. The results showed that, there is a positive and significant correlation between emotional intelligence level of the group and satisfaction of the group members.

Wang Law(2002) conducted a study about the relation between emotional intelligence and occupational performance, occupational satisfaction and organizational obligation. The results showed that, emotional intelligence of employees affects their occupational satisfaction and performance while, emotional intelligence of the leaders affected occupational satisfaction out of their role.

Samuel & Bliss (2000) studied the effect of emotional intelligence on the leaders’ ability to make effective decisions in modern organizations. The results showed that, awareness, commitment, social integrity and skills affect effective decision making by the principals. Also, the findings showed that, the managers have less emotional intelligence and have some problems in communicating with coworkers, subordinates, leaders and costumers.

Meymandinezhad (2000) reported that, there is a negative correlation between bureaucratic authority used by center for special education administrators and occupational satisfaction of the teachers. The results showed that, psychological, technical and rational authority resources have the highest effect on teacher’s occupational satisfaction.

Nitmyer has conducted a variety of researches about the use of different bases of power and group effectiveness and the results show that, although bases of expert and legitimate power are apparently the most important reasons of obedience, but, expert and referent power is constantly related to the performance and the satisfaction level of the subordinates. In other words, the leaders need diverse power bases considering the situations (Shayanfar, 2000).

Wiliam &Labon (2003) studied the relationship between leadership behavior and the project emotional intelligence in complicated projects. The results showed that, there is a significant relationship between self-awareness as an element of emotional intelligence and idealistic irritation as an element of transforming leadership. Also, there was a significant relationship between emotional intelligence and individual considerations and ideal effect (Wiliam & Labon, 2003).

**MATERIALS AND METHODS**

This research was designed based on descriptive method with aim to identify the relationship between emotional intelligence and power resources of the principals. The studied variables in this research include: A) emotional intelligence B) power resources which were investigated via emotional intelligence questionnaire of Veisinger and power resources questionnaire of Samuel Si Serko respectively.

Statistical population included all principals of Neishabour high schools in academic year 2005-2006 (N=40). Census was used instead of sampling because; all people of the society are investigated.

In order to evaluate principals’ power resources, Samuel Si Serko questionnaire is use which has 20 questions and evaluates legitimate, expert, official, referent and punishment power. This questionnaire has been performed by Kolanchi in high schools of Sanandaj city in 1999 that, the internal consistency of the test by Cronbach’s alpha method is 78%. Also, in order to evaluate emotional intelligence of the principals, intelligence questionnaire of Veisinger having 25 questions which consists of self-motivation, self-awareness, self-control, social awareness and social skills? This questionnaire was performed to assess the relationship of emotional intelligence and leadership method of nutritive industrials executives ofautomotive in Mashhad city and showed a positive and significant relation at α = 0.01. The questionnaires above have been evaluated based on five-point range of Likert. For justifiabilitymeasurement of the emotional intelligence
questionnaire, the comments of psychological professors and experts were used and for justifiability measurement of power resources questionnaire, the comments of experts and professors of educational administration were used. Also, in order to evaluate the reliability of the measurement tools, retest method was used.

RESULTS

Main hypothesis: There is a positive and significant relationship between emotional intelligence and power resources of educational principals.

Table (2) shows that, significance degree was less than $\alpha = 0.01$ in 36 points of existent intersects between emotional intelligence and power resources of the principals therefore, there is a significant correlation. Accordingly, the aspects of emotional intelligence and power resources of the principals have significant relationship with a probability of 99%. As it is seen in the table, a correlation coefficient by 88% has been achieved at the level of 0.01 between emotional intelligence and power resources factors.

<table>
<thead>
<tr>
<th>Total scores of emotional intelligence</th>
<th>Social skill</th>
<th>Self-discipline</th>
<th>Self-motivation</th>
<th>Empathy</th>
<th>Self-awareness</th>
<th>Emotional intelligence</th>
<th>Power resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/664</td>
<td>0/408</td>
<td>0/416</td>
<td>0/517</td>
<td>0/378</td>
<td>0/1442</td>
<td>Reward</td>
<td>0/000</td>
</tr>
<tr>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>Punishment</td>
<td>(0/00)</td>
</tr>
<tr>
<td>0/703</td>
<td>0/451</td>
<td>0/387</td>
<td>0/439</td>
<td>0/349</td>
<td>0/505</td>
<td>Law</td>
<td>(0/00)</td>
</tr>
<tr>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/03)</td>
<td>(0/00)</td>
<td>Expertise</td>
<td>(0/00)</td>
</tr>
<tr>
<td>0/581</td>
<td>0/436</td>
<td>0/356</td>
<td>0/444</td>
<td>0/326</td>
<td>0/452</td>
<td>Referent</td>
<td>(0/00)</td>
</tr>
<tr>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>Total scores of power resources</td>
<td>(0/00)</td>
</tr>
<tr>
<td>0/659</td>
<td>0/574</td>
<td>0/414</td>
<td>0/427</td>
<td>0/449</td>
<td>0/362</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0/661</td>
<td>0/504</td>
<td>0/383</td>
<td>0/526</td>
<td>0/593</td>
<td>0/463</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/01)</td>
<td>(0/00)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0/883</td>
<td>0/650</td>
<td>0/496</td>
<td>0/599</td>
<td>0/506</td>
<td>0/610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td>(0/00)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The first sub-hypothesis: there is a positive and significant relationship between self-awareness and power resources of managers.

As it is observed in Table (2), calculated correlation coefficient between self-awareness and power resources is 61% for two-tailed test.

The second sub-hypothesis: there is a significant relationship between self-discipline and power resources.

As it is seen in table (2), correlation coefficient of self-discipline and power resources has been calculated at the level of $\alpha = 0.01$ and correlation coefficient by 49% has been obtained for two-tailed test.

The third sub-hypothesis: there is a significant and positive relation between self-motivation and power resources.

As it is seen in table (2), correlation coefficient for two-tailed test has been calculated at the level of $\alpha = 0.01$ and correlation coefficient of self-motivation and power resources has been obtained by 59%.

The fourth sub-hypothesis: there is a positive and significant relationship between empathy and power resources of managers.

As it is seen in table (2), correlation coefficient has been calculated for two-tailed test at the level of $\alpha = 0.01$ and correlation coefficient of empathy and power resources of managers has been obtained by 50%.

The fifth sub-hypothesis: there is a positive and significant relationship between social skills and power resources of principals.

As it is seen in table (2), correlation coefficient has been calculated for two-tailed test at the level of $\alpha = 0.01$ and correlation coefficient of social skill and power resources of managers has been obtained by 65%.

The sixth sub-hypothesis: there is a relationship between the gender and emotional intelligence.

As it is seen in table (3), correlation coefficient of gender and emotional intelligence has been obtained by 0.25 for the variables. With regard to significance level of 91% it can be said that, there is a significant correlation between the variables at the level of 0.01 and the hypothesis is approved.
Table 3. Calculation of correlation coefficient between gender and emotional intelligence of the managers

<table>
<thead>
<tr>
<th>مجموع نمرات هوش هیجانی</th>
<th>معنایی</th>
<th>خود نظمی</th>
<th>خود انگیزی</th>
<th>خود کنترلی</th>
<th>احساسی</th>
<th>جنسیت</th>
</tr>
</thead>
<tbody>
<tr>
<td>جنسیت</td>
<td>0/338</td>
<td>0/078</td>
<td>0/102</td>
<td>0/246</td>
<td>0/093</td>
<td>0/245</td>
</tr>
<tr>
<td>اسکه</td>
<td>0/004</td>
<td>0/521</td>
<td>0/400</td>
<td>0/027</td>
<td>0/444</td>
<td>0/091</td>
</tr>
</tbody>
</table>

The seventh sub-hypothesis: there is a relationship between each factor of the power resources. With regard to the correlation coefficient of 21% at the level of 0.01, there is no significant relationship and the hypothesis is rejected.

The eighth sub-hypothesis: there is a significant relationship between emotional intelligence and work experience.

There is no significant relationship between the variables above at the level of 0.01 with correlation coefficient of 17% and the hypothesis is rejected.

The ninth sub-hypothesis: there is a significant relationship between power resources and work experience of the managers.

There is no significant relationship between the variables above with a correlation coefficient of 21%. Therefore, the hypothesis is rejected.

CONCLUSION

According to the theoretical framework of the research and the necessity of emotional intelligence use and its effect on the managers’ power resources, the following results were obtained:

The finding shows that, there is a strong and positive correlation between emotional intelligence and power resources. Increase on emotional intelligence leads to improve the people performance (Golman et al., 2001). In other words, the principals who can control their emotion and moods, are able to control impulses and they think before doing anything, they pursue the work with a strong will and understand the feelings of others and communicate properly.

Emotional intelligence explains the level of responsibility which can be given to the others and how to guide them and totally, what conditions should be provided that, the staff feel to be valuable. Significant relationship of this hypothesis is consistent with Golman (1991) that considers the power as unavoidable phenomenon of organization and if it is used to achieve social goals and make motivation among the staff, it is a proper and operational phenomenon.

There is a positive and significant relationship between self-awareness and power resources of managers. This result approves Golman’s theory (1998) which considers self-awareness as the most effective part of emotional intelligence that affects the manager’s performance. The people having self-awareness are strong and realistic and know their values, goals and dreams. They know what way they are going to and why.

There is a moderate correlation between self-discipline and power resources which approves Golman et al. (2001) who have introduced managing him/herself as a challenge for a manager.

There is a positive and significant correlation between self-motivation and power resources. In other words, the studied managers highly use self-motivation and power resources features for management.

Also, there is a moderate and positive correlation between empathy and power resources. Empathy makes the people to attempt to see the world through the others eye and understand their feelings and he/she tries to use them moderately in the management.

There is a positive and significant relationship between social skill and power resources of managers which approves leadership theory of Brints (1961); achieving the goal through conducting the human factors. He believed that, efficient leaders use personal interests in order to longtime development.

There is a significant relationship between gender and emotional intelligence. The mean emotional intelligence scores of women managers is higher than the men which is consistent with Forgas and Siroch (2002) theory and unlike Bar-ahn theory (2000) and its difference can be considered in the environment and environmental and genetic factors.

There is no significant relationship between gender and power resources of managers as well as between emotional intelligence and work experience and between power resources and work experience.
REFERENCES

Jacobs L. 2003. An exploration of group emotional intelligence effect of group member satisfaction. mal,41/05, 1239
Kiersttaed‎J.‎1999.‎Emotional‎‎Intelligence‎‎in‎the‎work‎place"‎.www.emerald‎fulltext.com
Kolanji M.1996. Investigation of the comments of teachers in schools for girls about practices of management and control of efficient educational principals. Tehran University, Faculty of Education and psychology.
Loben William V.2003. The relationship between leader behavior and emotional intelligence of the project management and the success of complexe project.DAI A,64105,P.174