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Validation Scale for Measuring Emotional Intelligence of the Managers in Education ministry

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ABSTRACT

Background: The population of the research consisted of all staff of Education Offices in 19 Zones of Tehran city in the academic year of 2012-2013. The sample consisted of 400 people chosen through using Morgan Table and stratified random sampling. The research tool was the Daniel Goleman's (1997) 28-item questionnaire which tested the emotional intelligence of the managers. In order to analyze the obtained data, the method of discovery factorial analysis was applied. The results of data analysis showed that third factors rotated factor analysis for variable emotional intelligence emerged, that among the different components of emotional intelligence the components: self-awareness (items: 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19), Self-management (items: 20, 21, 22, 23, 24, 25, 26, 27, 28) and social-awareness (1, 2, 3, 4, 5, 6, 7) were obtained. **Objective:** The purpose of the present study is to validate a scale for measuring the emotional intelligence of the managers and its components in the offices of Ministry of Education in Tehran city. **Results:** The results of study also showed that the self-awareness, among all other components, plays a main role in forming the emotional intelligence. Focusing on the validation scale for measuring the emotional intelligence and its components, **Conclusion:** the results of this study emphasized that, the main attention should be paid to the self-awareness as the main component which is effective in this type of emotional intelligence.

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INTRODUCTION

Education system is one of the most important and complicated products of human achievements. In recent decades, the changes have revolutionized the social systems and organizations, hence scientific centers, in general, and educations in particular are more addressed to satisfy new expectations. Regarding the key role of education, Green [18] explains that education provides the technical knowledge and skill that industry requires it in future and the fact that governments depend on this knowledge to have an effective and strategic programming. In addition, education develops the people's attitudes and motivation in order to confidently work in a group and actively participate in the national development plans. Educations are included in those social systems which have been recognized as the society's engine of raising awareness and the basic center of thought and reflection. Nowadays, no developed country is found that has reached its present status without relying on its active and equipped educations. Today, educations can be considered as the heart of the dominating and successful civilizations [18].

Godet [16] in his book entitled "From Prediction to Action" refers to ten factors relating to universities' functions and indicates the important role of the leaders who direct these informing centers (i.e., universities). According to Godet, these factors are as follows: 1) university as a social organization should become ready to logically analyze the present situation of the society and set goal for the future purposeful movement of the country. 2) University should be the pioneer of spreading liberal thoughts and national solidarity. 3) It should help in analyzing and solving the problems the society faces. 4) University has an important role in explaining the way through which the things become globalized; hence, the familiarity with this process is the university's responsibility. 5) Universities will miss their unique role of knowledge development; therefore, they have to connect to other non-academic institutes and parallel institutes which are active in developing knowledge. 6) Universities are obliged to develop knowledge through applying basic research. 7) Universities are in charge of publishing and spreading the written culture. 8) Universities are committed to continually publish the culture of

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theism, kindness, brotherhood, social discipline, work conscience, social sensitivity and commitment, and meritocracy. 9) As the source of thought and the place for bringing up the national resources, universities are responsible for leading and educating all members of the society. 10) As dynamic organizations and systems, universities have an important role in leading people to participate in running the society by providing the managers with their unique strategies and solutions [16,19,2].

Because of profound changes which have affected our today's world, the universities and educations, even more than ever, have been in the focus of prolonged international and social discussions which devote to the goals and ideals of universities as well as their roles in guidance and leadership [15]. The most important issue in each system, especially in higher education system, is the selection and appointment of the managers and leaders in a way that they can effectively administer the higher education institutes. Drucker [12] believes that the managers are the most valuable resources of the organizations [12]. The qualified and knowledgeable managers are able to achieve the organization's goal using their own abilities, specialized knowledge and vocational experiences while they apply less resource and increase the efficiency of the organization. One of the qualifications that the university managers should possess is high emotional intelligence.

In his study, Smith [38] found that there is a relationship between the emotional intelligence and leadership of change [38]. The results of the study done by Cook [9] showed that emotional intelligence has a positive effect on the principles of performance leadership [9]. In other words, he found that the efficient leadership requires a series of skills including emotional intelligence. In addition, Jones [25] found that emotional intelligence can be considered as a predictive factor of productivity and the fact that the managers who possess this skill perform more competitively [25]. Regarding the relationship between emotional intelligence and the efficient leadership in organizations, various studies have been done. Some of them are as follows: [24,34,22, 6,11,39,40]. Emotional Intelligence is the ability to comprehend, describe, receive and control emotions. Each person having a degree of Emotional Intelligence faces positive or negative events in his life and tries to adapt himself to them. By applying emotional intelligence, people discipline and stabilize their lives in a way that the more a person enjoys a high quotient of emotional intelligence, the less he suffers from experiencing negative life events [17]. Bar-On and Parker has also compiled a model of emotion which had some factors. He believes that emotional intelligence consists of a collection of abilities, capabilities and skills which equip a person in order to adapt him to environment and succeed in life. The word "emotional" is basic in this kind of intelligence which makes it different from cognitive emotional intelligence. From Bar-On's point of view, emotional intelligence has 15 dimensions [1].

In his study Murensky [31] has used the questionnaire of emotional intelligence which has the following dimensions [31]: 1. self-awareness, 2. self-management, 3. social awareness, and 4. social skills. Weisinger (1998) developed an instrument to measure emotional intelligence to be used in the work place. The dimensions of his questionnaire are as follows [42]: 1. self-awareness, 2. managing emotions, 3. self-motivation, 4. relating well, and 5. emotional mentoring. Schutte *et al.* (1998) have developed a questionnaire of emotional intelligence which represents 3 different categories: 13 items were related to the appraisal and expression of emotion, 10 items were related to the regulation of emotion, and 10 items were related to the utilization of emotion. Collins (2001) has used the Mayer Salovey Caruso Emotional Intelligence Test in his study [38]. This questionnaire consists of 18 scores and 4 scales to capture the main branches and constructs: 1. Emotional perception (faces and pictures subtests), 2. Using emotions to facilitate thought (synesthesia and facilitation subtests), 3. Emotional understanding (changes and blends subtests), and 4. Emotional management (emotional management and social management sub-scales). Byrne [5] have developed an instrument to measure emotional intelligence to be used in the work place. The dimensions of his questionnaire are as follows: self-awareness, self-management, social awareness, and social skills. Weinberger [41] has used the Bar-On's [1] questionnaire in his study which consists of 5 dimensions as follows: 1. interpersonal skills, 2. intrapersonal skills (to include emotional self-awareness, assertiveness [42,1], self-regard, self-actualization and independence [self-directed and self-controlled in one's thinking and actions]), 3. adaptability, 4. stress management, and general mood. The questionnaire of emotional intelligence capabilities, developed by O'sullivan has the following components: 1. emotion, 2. regulation of emotion, and 3. utilization of emotion. According to Goleman [17], four components of emotional intelligence are the following: self-awareness, self-regulation, motivation, and empathy. The questionnaire of emotional intelligence capabilities, developed by Boyatzis *et al.* [3] has the following components: 1. self-awareness, 2. self-management, 3. social awareness, and 4. social skills. Wong and Law questionnaire has the following dimensions: self-emotion appraisal, other's emotion appraisal, use of emotion, and regulation of emotion. [43,2,8,13].

Mayer and Salovey [29] consider emotional intelligence as a kind of social intelligence which consists of the ability to control one's and others' emotions as well as the difference between these two. They also refer to emotional intelligence as the ability to use the information for developing thought and action strategies which includes Gardner's components consisting of the areas of self-awareness, self-regulation, motivation, empathy, and social skills [37,42,17].

Self-awareness: It means being aware of oneself, the ability to observe oneself and identifying one's feeling as they are.

Self-regulation: It means managing or regulating emotions and feelings in a desired way and identifying the origin of these feelings and pinpointing the ways to manage and control fear, emotion, anger, etc.

Motivation: It means directing and guiding the feelings and emotions toward the goal, and emotional self-avoidance.

Empathy: It means being sensitive toward the others' feelings and interests, tolerating their views, and valuing the differences among people in relation to one's feelings about things and affairs.

Social skills: It means managing the others' feelings and enjoying social skills qualifications.

The need for management and leadership is vital and sensible in all fields of social activities. Without effective leadership and guidance, material and human resources are doomed to decrease and destruction, while the managers of higher education as people who are in charge of organizations and university branches are considered as the main and determining factor in preparing and supplying the human resources required by other organizations which provide services or products in the society. The related background information shows that if universities have managers who enjoy a high degree of emotional intelligence, the universities will be able to achieve their goals while they spend fewer sources but with better quality. They can also increase the level of productivity of the higher education system, and undoubtedly the society will enjoy higher productivity.

Hayashi [20] found that the higher the emotional intelligence, the better and more effective the managers' performance will be [20]. Emotional intelligence is a necessary factor for the managers and leaders. Eicher [14], in his research entitled, "the relationship between the emotional intelligence and social skills necessary for staff" concluded that emotional intelligence is very suitable in developing the staff's executive programs. Furthermore, regarding the effect of emotional intelligence and job progress [14], Watkin found that the application of emotional intelligence leads to the development and improvement of the process of professional decision making and the fact that it has a direct effect on the level of product sale. The final remark of his study is that people with high level of emotional intelligence have higher efficiency in jobs which need technical expertise [40].

Regarding emotional intelligence factor as a skill and feature for managers of the education centers, the present research is going to design a valid instrument which identifies the factors which form the emotional intelligence, measure the variable of emotional intelligence in each of dimensions which form it, and find a way to strengthen the managers' emotional intelligence.

MATERIALS AND METHODS

Research questions:

What are the indexes which construct the emotional intelligence of education managers'?

Which of these indexes has more contribution in forming emotional intelligence?

Research Methodology:

Regarding the purpose of the study, it is an applied research whose aim is to describe the present situation of Departments of Education in the city of Tehran. The research is descriptive. The population of the study consisted of the staff (5000 employees) in 19 Zones of Education Office in Tehran city in the academic year of 2012-2013. Regarding the sample volume in Morgan Table, 400 subjects were randomly chosen, and the questionnaires were distributed among them. The research tool was the Daniel Goleman's questionnaire containing 28 items which tested the emotional intelligence of the managers. In order to analyze the obtained data, the method of discovery factorial analysis was applied [15].

Results:

The results of the study were as follows. The first action which is considered to be the first assumption in the process of factorial analysis is confronting missing data. In this phase, no subjects were not eliminated from the statistical analysis, and none of the questions were not eliminated. The situation indicates that questions not need to be deleted and can be done with all the questions to the analysis process, and the value (Determinant) data not be zero, so that the value is equal to 2/295, that this value suggests that Emotional Intelligence can be a factor analysis. The second assumption of factorial analysis is related to sample size. In this study, the amount of KMO equals 0.822; therefore, the sample size is enough. The third assumption of factorial analysis is known as the normality of multivariate distribution which is also called sphericity. Since the Approximate Chi-Square with the freedom degree of 387 equals 9929.234, it can be stated that the amount of Approximate Chi-Square is statistically significant at the level of 0.999 confidence ($\alpha = 0.001$). So, the given statistic is significant. The fourth assumption of application of factorial analysis is to recognize the shared amounts [20,19]. Regarding the fact that all loads of scale or shared coefficients of items have the scale of more than 0.5, it can be stated that there is an internal congruence among the items and in turn in the whole test; therefore, factorial analysis can be

applied emphasizing on all items. The fifth assumption of factorial design is the explained variance above 0.50, and the emphasis is on the cumulative frequency column. In other words, all variables explain 51% of the whole variance.

Table 1: Component Matrix.

Component Matrix ^a			
	Component		
	1	2	3
q10	.733		
q12	.708		
q11	.697		
q9	.675		
q13	.663		
q8	.639		
q14	.637		-.390
q15	.636		-.433
q16	.601		-.337
q7	.596		
q17	.584		-.389
q18	.499		
q19	.447	.416	
q23		.724	.369
q25		.699	.370
q24		.690	.408
q22		.671	
q26		.643	
q27		.620	
q21		.603	
q20	.350	.577	
q28		.538	
q4	.380		.705
q5	.424		.681
q3	.342		.663
q6	.454		.541
q2			.519
q1			.461

Extraction Method: Principal Component Analysis.
a. 3 components extracted.

Table 2: Rotated Component Matrix.

Rotated Component Matrix ^a			
	Component		
	1	2	3
q15	.768		
q14	.744		
q13	.716		
q17	.712		
q16	.702		
q12	.669		
q11	.665		
q10	.647		.344
q18	.612		
q19	.550	.318	
q9	.533		.433
q23		.808	
q24		.789	
q25		.785	
q22		.707	
q26		.689	
q27		.629	
q21		.591	
q20	.432	.519	
q28		.511	
q4			.827
q5			.822
q3			.786
q6			.718
q2			.632
q7	.359		.589
q1			.547
q8	.467		.478

ExtractionMethod: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
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However, for factorial analysis, the items have been put in a component matrix, and presented with emphasizing on extracting main elements. Regarding the component matrix of items, it can be stated that in which factor each item has been located. In this way, the location of each item in the related factor is defined by referring to the factorial load. After investigating the table of component matrix, the rotation method is used in order to determine the load of each item by emphasizing on putting each item in one of the six components. Emphasizing on the fact that in this study, the process of exploratory factorial analysis has been followed, and the method of principle components (PC) from extracting factors has been applied, the rotation method of the maximum transmittance is used. Table 3 represents the matrix of rotated components. Regarding the matrix of rotated components of items, the location of each item in the related factor is determined after rotation, and the location of each item in the related factor is determined by referring to the factorial load. Finally, Third factors were extracted from the rotation of factorial analysis, and in fact, emotional intelligence been built on Third factors which are the self-awareness, the self-management, and social-awareness. Therefore, the items related to each index have been summarized in Table 3:

Table 3: Results of Factor Analysis of Emotional Intelligence Construct.

Factors	Index	Items
First Factor	self-awareness	q15 -q14 -q13 - q17 -q16 -q12- q11 - q10 -q18- q19 - q9
Second Factor	self-management	q23 - q24 - q25 - q22 - q26 -q27 q21 - q20- q28
Third Factor	social-awareness	q4 - q5 - q3 - q6 - q2 - q7 q1

Discussion And Conclusion:

The purpose of the present study is to validate a scale for measuring the emotional intelligence of the managers and its components in the offices of Ministry of Education in Tehran city. The results of data analysis showed that third factors rotated factor analysis for variable emotional intelligence emerged, that among the different components of emotional intelligence the components: self-awareness: (items:9,10,11,12,13,14,15,16,17,18,19), Self-management:(items:20,21,22,23,24,25,26,27,28) and social-awareness(1,2,3,4,5,6,7) were obtained. The results of study also showed that the self-awareness, among all other components, plays a main role in forming the emotional intelligence. Focusing on the validation scale for measuring the emotional intelligence and its components, the results of this study emphasized that, the main attention should be paid to the self awareness as the main component which is effective in this type of emotional intelligence.

The third factors which were used to assess the emotional intelligence in this study are in agreement with the theories and studies carried out in and out of Iran. Some of the similar studies done in the same field are as follows: [19,26,28,30,29,1,16]. education system is the one in every society whose main role is to develop and present science to the society. It is considered a basic system which affects the other systems such as production, technical, economic, social and administrative systems. Therefore, it can be stated that the dynamism of the systems of every society, to a great extent, depends on the dynamism of the higher education system. At the present time, the degree of contribution of higher education in economic development has been widely identified both in the economies which rely on advanced technology and those of newly industrialized or developing countries. Higher education is also considered as the most important organization which focuses on "thoughts" and has a profound effect on culture, political and religious affairs.

The very important issue in each system, especially in the system of higher education, is to select and appoint qualified managers and leaders in a way that they can effectively administer the higher education institutes. Because of the technological development in the field of information, higher education institutes are considered as one of the members of information society; therefore, they need to have skills and appropriate capabilities in order to transfer, share and apply knowledge [21]. One of the required qualifications of the university managers is high emotional intelligence. Emotional intelligence and efficient leadership have a strong relationship and are included among the variables whose efficiency have been investigated and proved by the following researchers: [17,1,29,32, 2, 44,43, 37,35].

Bohrer [2] believes that the organizations should search for the leaders who create an environment which positively affect the job satisfaction and the staff's performance. The managers who enjoy high emotional intelligence can create this desired environment. Chadnick [6] also found that emotional intelligence is considered as a criterion for the success of organizations. Bradberry and Griaves [4] believe that emotional intelligence is so necessary for success that 60% of performance in any kind of job depends on it. The emotional intelligence, by itself, is the greatest factor for predicting the person's performance in the work place and the strongest power for leadership and success [6,4].

Regarding the research background and the related theories, the third factors involved in emotional intelligence show that the emotional intelligence scale almost generally covers the factors which make it. Hence, it can be concluded that the results obtained from the administration of the tool and the level of managers' emotional intelligence determined by the application of the tool as well as its validity are generally acceptable. The increasing need of organizations for determining the managers' attitude toward the work environment from the one side and the lack of valid definitions about emotional intelligence and the existence of this feature in the managers of higher education from the other side were the main causes of doing the present study. In addition, the research was done to identify the precise and complete dimensions, aspects and factors which make emotional intelligence through measuring the validity of the emotional intelligence scale which was designed and administered to the managers of education. In this way, it is possible to locate the theoretical position of emotional intelligence and identify the importance of the variables which have been introduced by different theories as the factors which form emotional intelligence. The ultimate purpose of the study, then, is to design and administer a valid tool which can determine the extent of emotional intelligence of managers in education [13].

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The results of the present paper recommend that afore-said questionnaire be used in the coming researches of emotional intelligence analysis specifically for high-rank officials of education. The reasons behind it is: the great number of studies carried out in relation to the existence of relationship between emotional intelligence and efficient leadership; the fact that educations are included in the social systems which have been recognized as the engine of spreading knowledge and awareness as well as the center of directing the societies, and the emotional intelligence questionnaire, as the results of this study suggest, enjoys some psychoanalytic features specifically construct validity. Furthermore, regarding the role of educations as the basic center of thought and reflection, the study is better to be carried out in all other educations and its findings, in turn, be taken into consideration whenever the managers are supposed to be appointed. In that case, the management with high emotional intelligence and appropriate trainings which strengthen the factors of emotional intelligence provide a better context in which the education and universities systems in the whole world achieve their goals while backed by their governments [31,12,9,41,27].

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