The Relationship Between Emotional Intelligence and its Subtitle with Productivity in Managers of Physical Education in Fars Province

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ABSTRACT

Background: The purpose of this study was the relationship between emotional intelligence and its subtitle with productivity in managers of physical education in Fars province. Objective: The present study is descriptive and correlational method. In order to do this study, 60 physical education (31 Education and 29 Physical Education) were selected. For providing data, subjects filled Hersy Blanchard and Doldsmitt productivity questionnaire (1994) and Bradbrey and Griviz emotional intelligence (2001) questionnaire. Data was analyzed using enter multiple regression, Person and t test. In total, the results showed that emotional intelligence and its subtitles can predict change in productivity in managers (P≤0/05). Results: The result showed there was no significant difference between education and physical education sport managers (P>0/05). Conclusion: It can be concluded that PE managers with high emotional intelligence have a more realistic understanding of their own and others feelings and emotions.

INTRODUCTION

In general, human behavior is the result of desires, emotions and his thoughts. If these elements be agree together and have a proper cooperation for person will bring delight. If one of them get out of his limit, instability and problems of person personality begins. Basically, any kind of ugly indicate lack of system, coordination between human and nature, human with other human or between human with own self. That is why the wise sage like Plato considers virtue as coordination in practice.

At the Millennium and enter the field of information and communication or more exactly enter the era of knowledge and innovation, longer as before, are not seen to the intelligence and its relation to job success and success in life. New theories about intelligence have been proposed that gradually replace traditional theories. Still New studies are pupils and students in the spotlight and in addition to their arguments, also investigate their creativity, emotions and interpersonal skills. When psychologists research on issues of intelligence and thought, their focus of attention was cognitive aspects of intelligence, such as memory, accuracy, attention, coordination and perception and problem solving. There are researchers which emphasize at the same time that non-cognitive aspects should also be considered.

Intelligence is one of the most attractive of the psychological forces its aspects is visible at different things to different amounts. Whatever creatures have been further the evolution, there are greater complexities to the same ratio and also in terms of intelligence will be more advanced? For hundreds years the prevailing opinion was that the human is a rational creature which is free to choose her own goals and decide about her own ways and actions. Therefore, it was thought that what he must do, determine and Concept as motivation and excitement, it isn’t necessary [1].

Definition of emotional intelligence is float like cognitive intelligence. This term became since the publication of famous book of Goleman as part of everyday language in such a way broad and raised many discussions [2]. Goleman in an interview with John O’Neill defines emotional intelligence as follows: emotional intelligence is another kind of intelligence. This intelligence includes the recognition of the sense of self and using it to make the right decisions in life. It is ability to desired manage of mood and mental status and control the impulsive, factor that in failure time due to not getting to the goal, make in the person motivation and hope.

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Sympathy means awareness of the feelings of people around you. Social skill is the good treating with people and control own emotions in relation to others and ability to encourage and guide them [2]. Thordike in his design divide intelligence into three categories: Social intelligence (the ability to understand people and create a relationship with them), visual intelligence (ability to understand and work with their objects) and abstract intelligence (ability in verbal and mathematical signs and working with them). He believed that social intelligence cover the customs, traditions and rules of criminal law. Annexation intelligence or tangible activate in relation to objects and material phenomena and abstract intelligence let us to get help from symbols and signal tongue and to pay to the thinking and reasoning [3].

In the 1940s and 1950s, many efforts have been made to found the basic relationship between academic achievement and personality but these efforts not much progress [3].

In 1972 Barton and Daylmn and Cattell, did another studies to determine the exact relationship between ability and personality variables in predicting academic achievement. An important result achieved was that cognitive intelligence as IQ, we know it and with personality factors that called them: "conscience", predict academic achievement in all fields. Something that they measured as personality as follows:

Distant or being cautious against being friendly or intimate, In terms of emotional being unstable against being stable, being self-controlled against being emotional, Being obedient against hegemonic, conscientious or low Conscientiousness, Being shy or socially, being smart and intransigent against simple and …, being rough and apathetic against being sensitive, genial against being dry, dependent on the group or autonomous and self-sufficient, Uncontrolled against Controlled, Being calm against being nervous. It can be easily understood that most of these factors are the same basic components that today, it introduce as emotional intelligence. Later, the concept of emotional intelligence applied in a series of academic papers that is presented by Meyer and Salo in 1990, 1993 and 1995. In their first paper presented the first model of emotional intelligence and later, Emotional Intelligence by Daniel Goleman in 1995 became the main topic of the day. Of course, when Meyer and Salo applied Emotional Intelligence in their article in 1990, from previous work that was related to non-cognitive aspects of intelligence, had knowledge. They knew intelligence as a form of social intelligence that containing the ability to manage personal emotions in ourselves and others until As a result of it, we can distinguish them and apply this information is a guide to person thought and action [4].

H.Norouzi et at, Investigate the relationship between emotional intelligence capabilities with organizational entrepreneurship studied. The results showed a positive and significant relationship between emotional intelligence of employees and entrepreneurship and organizational. In fact, all aspects of emotional intelligence (self-regulation, self-awareness, self-motivation, social awareness and social skills) have relation and correlation with organizational entrepreneurship respectively [5]. B.Gholami and et, examined the relationship between emotional intelligence, job satisfaction and organizational commitment of employees in Banks and Financial Institutions of valley region. The obtained data showed that, there are a significant difference between job satisfaction and organizational commitment and emotional intelligence and this hypothesis confirmed. There was no significant relationship between Emotional intelligence and job satisfaction and therefore, this hypothesis was rejected [6]. Ernest H. Abayl Jr, et al researched on the relationship between emotional intelligence and job performance: a high-level analysis. Table 2 provides the results of high-level analysis between emotional intelligence and job performance and relationships between any process of emotional intelligence and job performance. This data shows with supports of 1a hypothesis that Overall relationship between emotional intelligence and job performance is positive and significant (r<0.28, p <0.001) [4].

Rbylv F.S, examined the emotional intelligence and employee productivity. The results showed that there was a significant relationship between emotional intelligence and employee productivity. A teacher / lecturer with better emotional intelligence, can has been better performance in terms of provide better of information in the classroom, guiding the team and build trust among colleagues and the surrounding network [4].

**Methodology:**

This research is based on usage objective and method of data collection is descriptive from kind of measurability. The aim of descriptive research is to describe the situation or examined phenomena and measurability method as a subcategory of the descriptive research method was used to investigate distribution of the research population features.

In this study the researcher pays to describe and investigate the application amount of the relationship between emotional intelligence with productivity of PE experts of Fars province And PE managers of Fars province. In order to describe the sample characteristics, first, the collected data summarize and classify by descriptive statistical indexes, after the descriptive statistics, including the mean, criterion deviation related to the research variables are presented, then by the inferential statistical indexes confirm or reject the hypotheses. There are two types of questionnaires for data collection, as follows:

A. Dr.Travis Bradbury’s and dr.Jane Graves’s standard questionnaire of Emotional Intelligence has written…and translated by Mehdi Ganji [8]. The test's normalized by the Hamzah Ganji. In the emotional intelligence, 100 are the highest score and 4 is subtest.
B. Productivity questionnaire was devised by Hersey and Blanchard Goldsmith. Based on Chyo model that includes 32 closed questions, the answer is based on Likert rating and it has 7 dimensions.

Results:
Components of emotional intelligence:

Information related to the components of emotional intelligence is given in Table 1-1. According to the following table, the mean of self-awareness, is 22/25 for PE managers of education and it is 20/23 for PE managers of youth and Sport office, the mean of self-management, is 37.90 for PE management of education and it is 72/37 for PE managers of youth and Sport office. The mean of Social Awareness, is 23.58 for PE management of education and it is 13/22 for PE managers of youth and Sport office. The mean of relations management, is 35.77 for PE management of education and it is 72/34 for PE managers of youth and Sport office.

Table 1-1: Information on Emotional Intelligence.

<table>
<thead>
<tr>
<th>maximum</th>
<th>minimum</th>
<th>Standard deviation</th>
<th>mean</th>
<th>group</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>19</td>
<td>4/66</td>
<td>25/22</td>
<td>education</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>29</td>
<td>19</td>
<td>3/25</td>
<td>23/20</td>
<td>Office of youth sport</td>
<td>Self-management</td>
</tr>
<tr>
<td>51</td>
<td>29</td>
<td>6/92</td>
<td>37/90</td>
<td>Education</td>
<td>Social awareness</td>
</tr>
<tr>
<td>48</td>
<td>29</td>
<td>5/55</td>
<td>37/72</td>
<td>Office of youth sport</td>
<td>Relations management</td>
</tr>
<tr>
<td>30</td>
<td>17</td>
<td>3/70</td>
<td>23/58</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>19</td>
<td>2/64</td>
<td>22/13</td>
<td>Office of youth sport</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>27</td>
<td>5/44</td>
<td>35/77</td>
<td>education</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>28</td>
<td>5/15</td>
<td>34/72</td>
<td>Office of youth sport</td>
<td></td>
</tr>
</tbody>
</table>

For investigate the relationship between emotional intelligence and its components as a predictor and Productivity as a criterion, by supplying the conditions of parametric statistical tests, used from multiple statistical test of Regression simultaneous. Results of variance analysis and regression statistical characteristics between emotional intelligence and productivity of PE managers of Fars province is presented in Table 1-1. Based on these results, 85% of the variance of the Productivity managers is determined by the components of emotional intelligence (R² = 0.85). This means that 85% of the variation productivity of managers is predicted by organizational intelligence and its component.

Table 1-2: Regression statistical features of emotional intelligence.

<table>
<thead>
<tr>
<th>R²</th>
<th>R</th>
<th>index model</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.85</td>
<td>0.92</td>
<td>Regression</td>
</tr>
</tbody>
</table>

According to the results in Table 3-3 be inferred from significant level that in this model, there is a significant relationship between the predictor variables and the criterion and this relationship is significant at 0.01, this means that there are a linear relationship between emotional intelligence and its component with managers productivity.

Analysis of table obtained from multiple regression analysis simultaneous specifies that emotional intelligence variable and its components according to the significant level, Can predict variations of productivity managers (P=000.0).

Table 3-1: Summary of variance Analysis anal between emotional intelligence and productivity management.

<table>
<thead>
<tr>
<th>P</th>
<th>F</th>
<th>Mean Square</th>
<th>DF</th>
<th>SS</th>
<th>index model</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/000</td>
<td>79/718</td>
<td>2116/107</td>
<td>4</td>
<td>8464/428</td>
<td>Regression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26/545</td>
<td>55</td>
<td>1459/972</td>
<td>Remaining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>59</td>
<td>9924/400</td>
<td>total</td>
</tr>
</tbody>
</table>

Regression analysis is shown in Table 4-1. According to amount of the significant level, self-awareness can predict changes related to productivity of managers (P=0.001). Standardized regression coefficient (β=0.331) for this variable indicates that for every 0.331 change in self-awareness, is created 0.331 change in productivity variable of managers. According to the standard regression coefficient is positive with increasing 0.331 in self-awareness, productivity of managers 0.331 increases, too. According to amount of the significant level, Self-management can predict variations of productivity of managers (P=0.331). Standardized regression coefficient shows (β=0.193) for this variable that for every 0.193 change in self-management, is created 0.193 change in variable productivity of managers. According to the standard regression coefficient is positive, with increasing 0.193 in self-management, productivity of managers 0.193 increases, too. According to amount of the significant level, social awareness can predict variations related to productivity of managers (P=0.000). Standardized regression coefficient (β=0.331) for this variable indicates that for every 0.281 change in social
awareness, is created 0.281 change in variable productivity of managers. According to the standard regression coefficient is positive, with increasing 0.281 in social awareness, also productivity of managers 0.281 increases. According to amount of the significant level, relations management can predict variations of productivity of managers (P=0.000). Standardized regression coefficient (β=0.277) for this variable indicates that for every 0.277 change in productivity of managers, is created 0.277 change in variable of productivity of managers. According to the standard regression coefficient is positive, with increasing 0.277 in relations management, also productivity of managers 0.277 increases.

Table 4-1: Summary of regression table components of emotional intelligence and productivity of PE managers.

<table>
<thead>
<tr>
<th>P</th>
<th>t</th>
<th>Beta</th>
<th>B</th>
<th>index variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.007</td>
<td>2.808</td>
<td>0.188</td>
<td>0.645</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>0.045</td>
<td>0.954</td>
<td>0.058</td>
<td>0.260</td>
<td>Self-management</td>
</tr>
<tr>
<td>0.010</td>
<td>2.668</td>
<td>0.226</td>
<td>0.654</td>
<td>Social awareness</td>
</tr>
<tr>
<td>0.034</td>
<td>0.479</td>
<td>0.032</td>
<td>0.113</td>
<td>Relations management</td>
</tr>
</tbody>
</table>

Conclusion:

Emotional Intelligence variable and its components according to amount of significant level, can predict variation related to productivity of managers. There are positive and significant relations between emotional intelligence and its component with productivity of PE manager in Fars province.

This finding is consistent with research results of Hoseyn Novruzii [5], Nader Soleimani [6], Ali Rezaeian [9], Ernest H. Abayl R. [4] and Riblo FS [10].

Many studies have shown that low emotional intelligence is seeking a lot of damages that causes issues such as Decline in mental health, Decreased vitality and joy in life, increased errors, negligence, delay in daily activities, changing the job.

High emotional intelligence made a positive impact in life management, efficiency and innovation people and provides the possibility of creativity and also establishes motivation and interesting in the job. People in dealing with crises and challenges can choose the best way of responsibility and overall leads to increase the job satisfaction, personal life and interpersonal relationships. Since the Numerous people experience numerous emotional in the work environment, it is important that they be to use it in such a way intelligently and knowingly allow that these emotions to guide their thoughts and behaviors, caused achieving desirable results. For this purpose, people education in the field of interpersonal and emotional intelligence skill, it is an issue that has been priority.

Of course, people in terms of their abilities in each of these areas are different and some people may be in some of abilities such as empathy, quite successful but in some other of abilities, they are not very efficient. Undoubtedly, the main foundation of our ability level, is nervous but it is interesting that the brain is ductile remarkably and constantly it is learning. Thus, shortcomings people in emotional intelligence skills can be compensated and education with training and suitable effort can improve them.

It can be concluded that PE managers with high emotional intelligence have a more realistic understanding of their own and others feelings and emotions. In anticipated challenges, are able to make decisions with successfully, accept responsibility what they can do, are honest with themselves and others, in difficult situations behave logically with controlled emotions, have a high ability to adapt and change, to communicate with others have order and skill and they are Productive and effective in anything that be divested to them.

REFERENCES
