

**Identifying the components and indicators of emotional intelligence of education managers**Roshani M.,<sup>1</sup> Nikpei I.\*,<sup>2</sup> Pour Hosseini E.<sup>3</sup>**Abstract**

**Introduction:** Various variables can be effective in improving the ability and performance of school principals. One of the factors that is considered in relation to managers today is paying attention to the manager's emotions or emotional intelligence. Therefore, the aim of this study was to identify the components and indicators of emotional intelligence of Lorestan education managers.

**Method:** The method of the present study was qualitative and applied in terms of purpose. The statistical population included academic experts of Lorestan province who were purposefully selected and the sample size was selected based on the theoretical saturation rule of 14 people. The tools of the interviews were semi-structured and the content analysis method was used to analyze the data. The validity of the findings was assessed through face validity with the view of 4 experts and for reliability, the re-coding method was used, which resulted in the re-coding of 0.3 interviews.

**Results:** The results showed that the emotional intelligence of school principals has 54 indicators and 6 components of self-awareness with 5 concepts, other awareness with 5 concepts, adaptability with 4 concepts, communication skills with 7 concepts, motivation with 4 concepts and social skills with 4 concepts.

**Conclusion:** According to the results, it can be concluded that in order to improve the emotional intelligence of education managers, planners and those involved in the education system should be able to act in three areas affecting the emotional intelligence of managers in order to witness desirable emotional intelligence. It was in the managers.

**Keywords:** Education Managers, Emotional Intelligence, Intelligence, Qualitative Method

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## **Introduction:**

School principals are the main implementers of the implementation of educational programs that play a key role in the growth and flourishing of students' talents and the realization of the goals of the educational system (1). Various variables can be effective in improving and enhancing the ability and performance of managers in achieving these goals (2). In recent years, one of the most important factors that have been considered in relation to managers is paying attention to the manager's emotions or emotional intelligence (3). Gelman considers emotional intelligence as a skill whose owner can control his spirits through self-awareness and self-management and understand their effect through empathy, and by managing relationships, he can improve his and others' morale (4). Mayer and Salvi also consider emotional intelligence to be the ability to accurately perceive, evaluate, express emotion, the ability to achieve and create emotion to aid thinking, the ability to understand emotions and emotional knowledge, and the ability to regulate emotions to promote emotional development (5). Emotional intelligence is also defined as the use of emotion and feeling in the direction of behavior, thoughts, effective communication with colleagues, supervisors, customers and the use of time in how to do work to improve results (6). In the view of experts, emotional intelligence has some dimensions and components. Gelman Emotional intelligence is composed of four components of self-awareness, self-control, empathy and social skills (7). Cooper and Swaffe also identified four dimensions of emotional intelligence, including emotional literacy, emotional fit, profound emotional, and emotional alchemy (8). It has also cited intrapersonal intelligence, interpersonal emotional intelligence, adaptability, stress management, and general mood as important dimensions of emotional intelligence (9). Emotional intelligence can play an important role in the relationship between educational administrators and school members and educational organizations. Recently, some scientists have also realized that emotional intelligence is more important than the benefit of intelligence for a manager and educational leader (10). Research shows that emotional intelligence improves the management skills of hearts and leads to a huge change in the management systems of organizations (11). Some researchers believe that having the ability of emotional intelligence is not only a privilege but also a necessity for managers of organizations (12). Especially in the field of educational management and paying attention to school principals who have a vital and important role in training specialized forces and members of society (13,14).

Researchers have conducted studies on emotional intelligence. Research findings have shown that emotional intelligence and its components have a significant effect on self-efficacy that emotional intelligence training can have a significant effect on self-efficacy (15). Researchers have concluded in a study that emotional intelligence has an effective and significant role in increasing and improving problem-solving skills as well as increasing employee efficiency (16). Other results showed that there is a relationship between psychological capital and job repatriation with the mediating role of emotional intelligence (17). Other results showed that career success depends 20% on IQ and 80% on emotional intelligence (18). Another research finding showed that employees' emotional intelligence has a significant effect on productivity (19). Other findings showed that emotional intelligence has a positive role and has an effect on job satisfaction (20). Other findings have shown that people with high emotional intelligence can perform better in stressful work situations (21). Another result has shown that emotional intelligence can play a positive and constructive role in reducing aggression (22). Based on the explanations, the main purpose of this study is to identify the components and indicators of emotional intelligence of education managers in Lorestan province.

**Research method:**

The method of the present study was qualitative and in terms of purpose it was applied research. The statistical population included academic experts of Lorestan province who were purposefully selected 14 and the sample size was based on the theoretical saturation rule. The research tool was semi-structured interviews and content analysis method was used to analyze the data. Since the time of the interviews coincided with the outbreak of coronation, any expert who met the criteria for participation in the study was identified. Criteria included doctoral degree in psychology and educational sciences, background in emotional intelligence, and willingness to participate in interviews. After identifying the expert and coordinating with them, participants were willing to participate in telephone interviews due to the prevalence of coronation. There was no limit to the order of the interview questions, and any useful points that were significant from the participant's point of view were followed. Interview time was 40 minutes on average, depending on the participants' ability to speak. Each interview was analyzed after the interview. The interview analysis method was based on open and centralized coding. First, related phrases and concepts were identified and converted to open source. At this stage, 82 initial concepts were identified, which remained open after deleting duplicate and similar codes. In the second step, all open-source code was reduced to 6 axial code classes. Experts' point of view was used to validate the findings, so that the whole process of data analysis and coding was provided to them to critique it, and some corrective points were applied. For reliability, the re-coding agreement method was used, which in the end, the re-coding of 3 interviews was accompanied by a coding agreement coefficient of 0.89 findings In the qualitative section, 14 experts (experts and academic specialists in the fields of psychology and educational sciences) were interviewed, whose demographic characteristics are presented in Table (1).

Table 1: Some characteristics of research participants

[illegible]

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e	e	e	e	e	e	e	e	e	e	e	e	e	e
t	t	t	t	t	t	t	t	t	t	t	t	t	F
h	h	h	h	h	h	h	h	h	h	h	h	h	e
a	a	a	a	a	a	a	a	a	a	a	a	a	n
n	n	n	n	n	n	n	n	n	n	n	n	n	a
5	5	5	5	5	5	5	5	5	5	5	5	5	l
0	0	0	0	0	0	0	0	0	0	0	0	0	e
A	A	A	A	A	A	A	A	A	A	A	A	A	3
s	s	s	s	s	s	s	s	s	s	s	s	s	0
s	s	s	s	s	s	s	s	s	s	s	s	s	t
i	i	i	i	i	i	i	i	i	i	i	i	i	o
s	s	s	s	s	s	s	s	s	s	s	s	s	3
t	t	t	t	t	t	t	t	t	t	t	t	t	5
a	a	a	a	a	a	a	a	a	a	a	a	a	3
n	n	n	n	n	n	n	n	n	n	n	n	n	6
t	t	t	t	t	t	t	t	t	t	t	t	t	t
P	P	P	P	P	P	P	P	P	P	P	P	P	o
r	r	r	r	r	r	r	r	r	r	r	r	r	4
o	o	o	o	o	o	o	o	o	o	o	o	o	0
f	f	f	f	f	f	f	f	f	f	f	f	f	4
e	e	e	e	e	e	e	e	e	e	e	e	e	l
s	s	s	s	s	s	s	s	s	s	s	s	s	t
s	s	s	s	s	s	s	s	s	s	s	s	s	o
o	o	o	o	o	o	o	o	o	o	o	o	o	4
r	r	r	r	r	r	r	r	r	r	r	r	r	5
A	A	A	A	A	A	A	A	A	A	A	A	A	4
s	s	s	s	s	s	s	s	s	s	s	s	s	6
s	s	s	s	s	s	s	s	s	s	s	s	s	t
o	o	o	o	o	o	o	o	o	o	o	o	o	o
c	c	c	c	c	c	c	c	c	c	c	c	c	5
i	i	i	i	i	i	i	i	i	i	i	i	i	0
a	a	a	a	a	a	a	a	a	a	a	a	a	M
t	t	t	t	t	t	t	t	t	t	t	t	t	o
e	e	e	e	e	e	e	e	e	e	e	e	e	r
P	P	P	P	P	P	P	P	P	P	P	P	P	e
r	r	r	r	r	r	r	r	r	r	r	r	r	t
o	o	o	o	o	o	o	o	o	o	o	o	o	h
f	f	f	f	f	f	f	f	f	f	f	f	f	a
e	e	e	e	e	e	e	e	e	e	e	e	e	n
s	s	s	s	s	s	s	s	s	s	s	s	s	5
s	s	s	s	s	s	s	s	s	s	s	s	s	0
o	o	o	o	o	o	o	o	o	o	o	o	o	A
r	r	r	r	r	r	r	r	r	r	r	r	r	s
l	l	l	l	l	l	l	l	l	l	l	l	l	s
t	t	t	t	t	t	t	t	t	t	t	t	t	i
o	o	o	o	o	o	o	o	o	o	o	o	o	s
l	l	l	l	l	l	l	l	l	l	l	l	l	t
0	0	0	0	0	0	0	0	0	0	0	0	0	a
l	l	l	l	l	l	l	l	l	l	l	l	l	n
l	l	l	l	l	l	l	l	l	l	l	l	l	t
t	t	t	t	t	t	t	t	t	t	t	t	t	P
o	o	o	o	o	o	o	o	o	o	o	o	o	r
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1	1	1	1	1	1	1	1	1	1	1	1	1	s
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0	0	0	0	0	0	0	0	0	0	0	0	0	

The findings of the interview were analyzed through MAXQDA2018 software and the results are presented in Table (2).

Table (2) Examples of how to openly codify the emotional intelligence of education administrators

Thematic number of code sample code frequency	Thematic number of code sample code frequency	Thematic number of code sample code frequency	Thematic number of code sample code frequency
1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.	1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.	1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.	1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.
2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.	2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.	2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.	2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.
Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the manager have a	Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the	Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the	Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the

good relationship with others.	manager have a good relationship with others.	manager have a good relationship with others.	manager have a good relationship with others.
4 Understanding emotions 3 Emotional intelligence helps the manager to have a correct understanding of his emotions.	4 Understanding emotions 3 Emotional intelligence helps the manager to have a correct understanding of his emotions.	4 Understanding emotions 3 Emotional intelligence helps the manager to have a correct understanding of his emotions.	4 Understanding emotions 3 Emotional intelligence helps the manager to have a correct understanding of his emotions.
5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.	5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.	5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.	5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.
6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.	6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.	6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.	6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.
7 Understanding the Emotions of Others 2 Emotional	7 Understanding the Emotions of	7 Understanding the Emotions of	7 Understanding the Emotions of

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intelligence is the ability of managers to understand the emotions of those around them.	Others 2 Emotional intelligence is the ability of managers to understand the emotions of those around them.	Others 2 Emotional intelligence is the ability of managers to understand the emotions of those around them.	Others 2 Emotional intelligence is the ability of managers to understand the emotions of those around them.
8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.	8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.	8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.	8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.
9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.	9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.	9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.	9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.
10 Empathy with others 2 Managers with low emotional intelligence have low levels of empathy and can	10 Empathy with others 2 Managers with low emotional intelligence have low levels	10 Empathy with others 2 Managers with low emotional intelligence have low levels	10 Empathy with others 2 Managers with low emotional intelligence have low levels



not understand the feelings of others.	of empathy and can not understand the feelings of others.	of empathy and can not understand the feelings of others.	of empathy and can not understand the feelings of others.
11 Creating positive and constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.	11 Creating positive and constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.	11 Creating positive and constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.	11 Creating positive and constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.
12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.	12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.	12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.	12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.
13 Mental ability to express emotion 2 Emotional	13 Mental ability to express	13 Mental ability to express	13 Mental ability to express

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intelligence means the mental ability to express emotion and a manager who does not have this ability will have difficulty in regulating employee relationships.	emotion 2 Emotional intelligence means the mental ability to express emotion and a manager who does not have this ability will have difficulty in regulating employee relationships.	emotion 2 Emotional intelligence means the mental ability to express emotion and a manager who does not have this ability will have difficulty in regulating employee relationships.	emotion 2 Emotional intelligence means the mental ability to express emotion and a manager who does not have this ability will have difficulty in regulating employee relationships.
14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.	14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.	14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.	14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.
15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.	15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.	15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.	15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.
16 Recognizing your strengths and weaknesses 3 Emotional	16 Recognizing your strengths and weaknesses 3 Emotional	16 Recognizing your strengths and weaknesses 3 Emotional	16 Recognizing your strengths and weaknesses 3 Emotional

intelligence is a skill that helps a person to be aware of their strengths and weaknesses.	intelligence is a skill that helps a person to be aware of their strengths and weaknesses.	intelligence is a skill that helps a person to be aware of their strengths and weaknesses.	intelligence is a skill that helps a person to be aware of their strengths and weaknesses.
17 Recognizing the Strengths and Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.	17 Recognizing the Strengths and Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.	17 Recognizing the Strengths and Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.	17 Recognizing the Strengths and Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.
18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.	18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.	18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.	18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.
19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-by-step evaluation of	19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-	19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-	19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-

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one's own and others' emotions.	by-step evaluation of one's own and others' emotions.	by-step evaluation of one's own and others' emotions.	by-step evaluation of one's own and others' emotions.
<p>20 Self-awareness</p> <p>10 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>	<p>20 Self-awareness</p> <p>10 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>	<p>20 Self-awareness</p> <p>10 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>	<p>20 Self-awareness</p> <p>10 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>
<p>21 Self-control</p> <p>5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>	<p>21 Self-control</p> <p>5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>	<p>21 Self-control</p> <p>5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>	<p>21 Self-control</p> <p>5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.</p>

22 Motivation 4 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	22 Motivation 4 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	22 Motivation 4 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	22 Motivation 4 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.
23 Better management of the organization 1 Advantage that emotional intelligence brings to the organization and especially managers is the possibility of providing better management of the organization by understanding the emotional relationships between employees.	23 Better management of the organization 1 Advantage that emotional intelligence brings to the organization and especially managers is the possibility of providing better management of the organization by understanding the emotional relationships between employees.	23 Better management of the organization 1 Advantage that emotional intelligence brings to the organization and especially managers is the possibility of providing better management of the organization by understanding the emotional relationships between employees.	23 Better management of the organization 1 Advantage that emotional intelligence brings to the organization and especially managers is the possibility of providing better management of the organization by understanding the emotional relationships between employees.
24 Correct expression of feelings 4 Emotional intelligence helps a	24 Correct expression of feelings 4 Emotional intelligence	24 Correct expression of feelings 4 Emotional intelligence	24 Correct expression of feelings 4 Emotional intelligence

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person to express his feelings correctly.	helps a person to express his feelings correctly.	helps a person to express his feelings correctly.	helps a person to express his feelings correctly.
25 Emotional Discipline 5 Disciplinary regulation is the sense of skill that every employee and manager needs. Emotional discipline today plays an important role in organizational performance to which special attention is paid.	25 Emotional Discipline 5 Disciplinary regulation is the sense of skill that every employee and manager needs. Emotional discipline today plays an important role in organizational performance to which special attention is paid.	25 Emotional Discipline 5 Disciplinary regulation is the sense of skill that every employee and manager needs. Emotional discipline today plays an important role in organizational performance to which special attention is paid.	25 Emotional Discipline 5 Disciplinary regulation is the sense of skill that every employee and manager needs. Emotional discipline today plays an important role in organizational performance to which special attention is paid.
26 Organizing Emotions 3 The manager's high emotional intelligence helps him not to lose himself emotionally in difficult situations and to be able to organize his feelings and emotions.	26 Organizing Emotions 3 The manager's high emotional intelligence helps him not to lose himself emotionally in difficult situations and to be able to organize his feelings and emotions.	26 Organizing Emotions 3 The manager's high emotional intelligence helps him not to lose himself emotionally in difficult situations and to be able to organize his feelings and emotions.	26 Organizing Emotions 3 The manager's high emotional intelligence helps him not to lose himself emotionally in difficult situations and to be able to organize his feelings and emotions.
27 Self-motivation 1 Being optimistic, cheerful and having a happy spirit requires an inner motivation that emotional intelligence has the ability to provide	27 Self-motivation 1 Being optimistic, cheerful and having a happy spirit requires an inner motivation that	27 Self-motivation 1 Being optimistic, cheerful and having a happy spirit requires an inner motivation that	27 Self-motivation 1 Being optimistic, cheerful and having a happy spirit requires an inner motivation that

self-motivation in a person.	emotional intelligence has the ability to provide self-motivation in a person.	emotional intelligence has the ability to provide self-motivation in a person.	emotional intelligence has the ability to provide self-motivation in a person.
28 Empathy 1 Characteristics such as understanding others are achieved when a person has the ability to empathize with others. In organizations, empathy is one of the effective ways to promote the effectiveness of the organization.	28 Empathy 1 Characteristics such as understanding others are achieved when a person has the ability to empathize with others. In organizations, empathy is one of the effective ways to promote the effectiveness of the organization.	28 Empathy 1 Characteristics such as understanding others are achieved when a person has the ability to empathize with others. In organizations, empathy is one of the effective ways to promote the effectiveness of the organization.	28 Empathy 1 Characteristics such as understanding others are achieved when a person has the ability to empathize with others. In organizations, empathy is one of the effective ways to promote the effectiveness of the organization.
29 Social Skills 2 People are successful in social skills who, in addition to being aware of the requirements of social relationships, have high emotional intelligence and have the ability to self-control, self-awareness and regulate emotion.	29 Social Skills 2 People are successful in social skills who, in addition to being aware of the requirements of social relationships, have high emotional intelligence and have the ability to self-control, self-awareness and regulate emotion.	29 Social Skills 2 People are successful in social skills who, in addition to being aware of the requirements of social relationships, have high emotional intelligence and have the ability to self-control, self-awareness and regulate emotion.	29 Social Skills 2 People are successful in social skills who, in addition to being aware of the requirements of social relationships, have high emotional intelligence and have the ability to self-control, self-awareness and regulate emotion.
30 Communication Skills 1	30 Communication	30 Communication	30 Communication

# Identifying the components and indicators of emotional intelligence of education managers

<p>Communication is not limited to words, but the feeling and emotion behind words play an important role in influencing words. A manager with high emotional intelligence knows how to use his emotions in words to motivate his employees.</p>	<p>Skills 1 Communication is not limited to words, but the feeling and emotion behind words play an important role in influencing words. A manager with high emotional intelligence knows how to use his emotions in words to motivate his employees.</p>	<p>Skills 1 Communication is not limited to words, but the feeling and emotion behind words play an important role in influencing words. A manager with high emotional intelligence knows how to use his emotions in words to motivate his employees.</p>	<p>Skills 1 Communication is not limited to words, but the feeling and emotion behind words play an important role in influencing words. A manager with high emotional intelligence knows how to use his emotions in words to motivate his employees.</p>
<p>31 Self-assessment 1 A person with emotional intelligence has the ability to self-assess, which means that the person is aware of their limitations and strengths and weaknesses.</p>	<p>31 Self-assessment 1 A person with emotional intelligence has the ability to self-assess, which means that the person is aware of their limitations and strengths and weaknesses.</p>	<p>31 Self-assessment 1 A person with emotional intelligence has the ability to self-assess, which means that the person is aware of their limitations and strengths and weaknesses.</p>	<p>31 Self-assessment 1 A person with emotional intelligence has the ability to self-assess, which means that the person is aware of their limitations and strengths and weaknesses.</p>
<p>32 Self-regulation 2 Smart manager has high self-regulation ability. That is, it can manage internal states, instantaneous stimuli, and personal internal resources</p>	<p>32 Self-regulation 2 Smart manager has high self-regulation ability. That is, it can manage internal states, instantaneous stimuli, and personal internal resources</p>	<p>32 Self-regulation 2 Smart manager has high self-regulation ability. That is, it can manage internal states, instantaneous stimuli, and personal internal resources</p>	<p>32 Self-regulation 2 Smart manager has high self-regulation ability. That is, it can manage internal states, instantaneous stimuli, and personal internal resources</p>



Thematic number of code sample code frequency	Thematic number of code sample code frequency	Thematic number of code sample code frequency	Thematic number of code sample code frequency
1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.	1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.	1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.	1 Preparing to adapt to the environment 3 Emotional intelligence is the factor that prepares a person to adapt to the environment.
2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.	2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.	2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.	2 Motivation after failure 2 One of the things to consider about emotional intelligence is that when a manager fails, this intelligence helps him regain his motivation.
Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the manager have a good relationship with others.	Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the manager have a good relationship with others.	Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the manager have a good relationship with others.	Establishing a good relationship with others 1 Given that emotional intelligence requires high social skills, it makes the manager have a good relationship with others.
4 Understanding emotions 3 Emotional intelligence helps	4 Understanding emotions 3 Emotional	4 Understanding emotions 3 Emotional	4 Understanding emotions 3 Emotional

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the manager to have a correct understanding of his emotions.	intelligence helps the manager to have a correct understanding of his emotions.	intelligence helps the manager to have a correct understanding of his emotions.	intelligence helps the manager to have a correct understanding of his emotions.
5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.	5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.	5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.	5 In-depth assessment of emotions 2 The advantages of emotional intelligence is that it provides a deeper and more accurate assessment of a person's emotions.
6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.	6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.	6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.	6 Emotion Regulation Skills 12 Emotion regulation skills are realized through emotional or emotional intelligence. A manager with low emotional intelligence has difficulty regulating his emotions.
7 Understanding the Emotions of Others 2 Emotional intelligence is the ability of managers to understand the emotions of those around them.	7 Understanding the Emotions of Others 2 Emotional intelligence is the ability of managers to understand the emotions of	7 Understanding the Emotions of Others 2 Emotional intelligence is the ability of managers to understand the emotions of	7 Understanding the Emotions of Others 2 Emotional intelligence is the ability of managers to understand the emotions of

	those around them.	those around them.	those around them.
8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.	8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.	8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.	8 Using Emotion to Facilitate Performance 7 Successful managers are those who can rely on their emotional intelligence to use their emotions to facilitate performance.
9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.	9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.	9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.	9 Emotional flexibility 11 When we talk about emotional intelligence, it means that we expect the director of education to be able to show emotional flexibility according to the emotional conditions of the schools.
10 Empathy with others 2 Managers with low emotional intelligence have low levels of empathy and can not understand the feelings of others.	10 Empathy with others 2 Managers with low emotional intelligence have low levels of empathy and can not understand the feelings of others.	10 Empathy with others 2 Managers with low emotional intelligence have low levels of empathy and can not understand the feelings of others.	10 Empathy with others 2 Managers with low emotional intelligence have low levels of empathy and can not understand the feelings of others.
11 Creating positive and	11 Creating positive and	11 Creating positive and	11 Creating positive and

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constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.	constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.	constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.	constructive interpersonal relationships 1 A manager who has high emotional intelligence provides the conditions for creating positive and constructive interpersonal relationships.
12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.	12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.	12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.	12 Creating a stress-free environment 4 Job stress is rooted in negative emotions in the workplace, which a successful manager with emotional intelligence knows that measures should be taken to avoid these stresses and anxieties in the workplace and school.
13 Mental ability to express emotion 2 Emotional intelligence means the mental ability to express emotion and a manager who does not have this ability will have difficulty in regulating	13 Mental ability to express emotion 2 Emotional intelligence means the mental ability to express emotion and a manager who	13 Mental ability to express emotion 2 Emotional intelligence means the mental ability to express emotion and a manager who	13 Mental ability to express emotion 2 Emotional intelligence means the mental ability to express emotion and a manager who

employee relationships.	does not have this ability will have difficulty in regulating employee relationships.	does not have this ability will have difficulty in regulating employee relationships.	does not have this ability will have difficulty in regulating employee relationships.
14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.	14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.	14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.	14 Fields of Organizational Learning 2 In organizations today, when it comes to organizational learning, one of the components that is considered is the discussion of emotional intelligence.
15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.	15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.	15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.	15 Motivations in Communication 1 Emotional intelligence helps the manager to have a deeper understanding of the motivating factors of communication.
16 Recognizing your strengths and weaknesses 3 Emotional intelligence is a skill that helps a person to be aware of their strengths and weaknesses.	16 Recognizing your strengths and weaknesses 3 Emotional intelligence is a skill that helps a person to be aware of their strengths and weaknesses.	16 Recognizing your strengths and weaknesses 3 Emotional intelligence is a skill that helps a person to be aware of their strengths and weaknesses.	16 Recognizing your strengths and weaknesses 3 Emotional intelligence is a skill that helps a person to be aware of their strengths and weaknesses.
17 Recognizing the Strengths and	17 Recognizing the Strengths	17 Recognizing the Strengths	17 Recognizing the Strengths

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Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.	Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.	Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.	Weaknesses of Others 5 Emotional intelligence also plays an important role in recognizing the strengths and weaknesses of others.
18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.	18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.	18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.	18 Skills to Attract Others 4 People in the organization who have more emotional intelligence are successful in their work and have more abilities to attract the attention of others.
19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-by-step evaluation of one's own and others' emotions.	19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-by-step evaluation of one's own and others' emotions.	19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-by-step evaluation of one's own and others' emotions.	19 Emotional Information Processing 3 Some experts consider emotional intelligence to be a skill in processing emotional information that involves step-by-step evaluation of one's own and others' emotions.
20 Self-awareness 10 If we look at emotional	20 Self-awareness 10 If we look at	20 Self-awareness 10 If we look at	20 Self-awareness 10 If we look at

intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.
21 Self-control 5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	21 Self-control 5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	21 Self-control 5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.	21 Self-control 5 If we look at emotional intelligence from Gelman's point of view, the components of self-awareness, self-control and motivation are the main components of emotional intelligence that can play a key role in the emotional success of managers.

In the first stage of coding, 82 open codes were formed, which remained 54 after removing the identical and duplicate codes, and in the second level of coding, ie axial, they were reduced to 3 axial codes. Table (2) shows the basic and pivotal themes.

Table (3) Axial coding results to identify the components of the emotional intelligence model of education managers

<b>Axial coding</b>	<b>Open coding</b>
Self-awareness is a correct understanding of emotions	<b>Self-awareness is a correct understanding of emotions</b>
In-depth evaluation of emotions	<b>In-depth evaluation of emotions</b>
Recognize your strengths and weaknesses	<b>Recognize your strengths and weaknesses</b>
Emotional information processing	<b>Emotional information processing</b>
Self-control	<b>Self-control</b>
Awareness of understanding and recognizing the emotions of others	<b>Awareness of understanding and recognizing the emotions of others</b>
Empathy with others	<b>Empathy with others</b>
Recognize the strengths and weaknesses of others	<b>Recognize the strengths and weaknesses of others</b>
Emotional information processing	<b>Emotional information processing</b>
Good ability to get along with others	<b>Good ability to get along with others</b>
Adaptability	<b>Adaptability</b>
Emotional resilience	<b>Emotional resilience</b>
Excitement regulation skills	<b>Excitement regulation skills</b>
Prepare to adapt to the environment	<b>Prepare to adapt to the environment</b>
Coping with cultural diversity	<b>Coping with cultural diversity</b>
Communication skills to establish a favorable relationship with others	<b>Communication skills to establish a favorable relationship with others</b>
Creating positive and constructive interpersonal relationships	<b>Creating positive and constructive interpersonal relationships</b>
Mental ability to express emotion	<b>Mental ability to express emotion</b>
Motivation to communicate	<b>Motivation to communicate</b>
Skills in attracting the attention of others	<b>Skills in attracting the attention of others</b>



Correct expression of feelings	<b>Correct expression of feelings</b>
Sympathy	<b>Sympathy</b>
Motivation Motivate after failure	<b>Motivation Motivate after failure</b>
self motivation	<b>self motivation</b>
Optimism	<b>Optimism</b>
Arousal or passion	<b>Arousal or passion</b>
Social skills Audience skills	<b>Social skills Audience skills</b>
social responsibility	<b>social responsibility</b>

### Discussion and conclusion:

The aim of this study was to identify the components and indicators of emotional intelligence of education managers. Findings showed that 54 indicators and 6 components (self-awareness, other awareness, adaptability, communication skills, motivation and social skills) can be classified for managers' emotional intelligence. The findings of this study are consistent with some results of studies (15-19, 22-21). For example, in Gelman's emotional intelligence model, the indicators of empathy, social skills, emotional self-awareness and emotional self-motivation are mentioned as components of emotional intelligence, which is consistent with the results and findings of this study. In the burden model, individual and interpersonal skills such as empathy, interpersonal relationships, emotional self-awareness and adaptability skills such as flexibility and problem solving are mentioned as components of emotional intelligence. These components have been obtained and are in line with the findings of this study. Cooper and Savaf model of emotional intelligence also mentions four basic dimensions for emotional intelligence, which include emotional literacy, emotional fitness, emotional depth and emotional alchemy. Emotional literacy means being real and creating awareness of one's emotions, which is in line with the self-awareness component of the present study, or emotional fit means being clear, accompanying, and having the right relationships that are in line with the communication skills component of the present study.

In explaining the alignment of these findings, it can be inferred that emotional intelligence means using emotion and feeling to guide behavior, thoughts, and effective communication with others. Therefore, according to the definition of emotional intelligence, recognizing and understanding the feelings of oneself and others is defined as two key skills of emotional intelligence. In this study, the components of self-awareness and other consciousness are mentioned as skills that help a person to become aware of their feelings and those of others. According to these findings, a successful director of education must have the ability of self-awareness and other consciousness, which indicates his emotional intelligence. In the theoretical foundations of emotional intelligence, important experts such as Gelman and Bar-On have also pointed to the ability of adaptability and emotional flexibility as one of the main dimensions of emotional intelligence. This means that a person with high emotional intelligence is able to cope with emotions, thoughts and behavior in different situations and variables. Communication skills are also one of the benefits that emotional intelligence brings to a person. A person with high emotional intelligence

can communicate effectively with others by being able to understand their own and others' feelings and emotions, as well as by being able to adapt and be flexible. In general, it can be concluded that emotional intelligence can enhance school principals who deal with a variety of work environment conditions and performing these tasks requires the ability and ability to respond, skills and communication and cope with their professional duties. Based on the results, the following suggestions are presented:

Findings of this study showed that motivation and self-motivation is one of the main components of emotional intelligence. Therefore, education administrators are advised to focus on the factors that enhance their motivational characteristics, such as hope, optimism, foresight, and success, in order to strengthen their emotional intelligence.

- It is recommended that they focus on understanding their emotions and feelings.

It is suggested that communication empowerment courses be held for education administrators with a focus on improving communication and social skills.

- Education administrators are encouraged to work on and improve their social skills. When the social skills of education managers are in good condition, we can expect to see better managerial performance from them.

### **Research Limitations**

Every research has some limitations and this research is no exception. Due to the qualitative method of this research, the use of quantitative data can add to the richness of the results and complement the results, which was not achieved due to the challenge of performing the qualitative part and spending a lot of time. Also, due to the epidemic conditions of Coronavirus, conducting interviews posed many challenges for the researcher. Another limitation relates to the generalizability of the results; Due to the fact that the present study was limited to a specific place, caution should be exercised in generalizing the results.

### **Application of research**

The results of the present study were a qualitative study that can improve and enhance organizational intelligence for managers working in education. The results showed that organizational intelligence is a multidimensional structure consisting of various components that can be seen in the positive results in education by planning and empowering managers during service.

### **Conflict of interest**

There is no conflict of interest between the authors.

### **Ethical considerations**

Although the present study was a non-clinical study in terms of practice, in order to observe ethical considerations, the main purpose of the study was first explained to the participants and they were reminded that if for any reason they do not intend to continue the interviews, they can leave the interviews. It was also ensured that the results are for research purposes only and are available to the researcher only.

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