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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 '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

Received: 12/August/2021 Accepted: 17/Octobor/ 2021

**Citation**: Roshani M., Nikpei I., Pour Hosseini E.. Identifying the components and indicators of emotional intelligence of education managers, Family and health, 2022; 11(4): 144-155

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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

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.

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#### 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

-	Va	ariable		Va	ariable	Variable Gender Age Academic				Vari			V	
	Gen	der Age		Gen	der Age		Rank Years of service (year)				able			a
		ademic			ademic							Gen		r
	\Rank	Years of		Rank	Years of							der		i
		ce (year)			ce (year)							Age		a
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												r)		A
	N	N	N	N	N	N	N	N	N	N	N	N	N	g
	a	a	a	a	a	a	a	a	a	a	a	a	a	e
	1	1	1	1	1	1	1	1	1	1	1	1	1	Α
	e	e	e	e	e	e	e	e	e	e	e	e	e	c
	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	d
	n	n	n	n	n	n	n	n	n	n	n	n	n	e
	a	a	a	a	a	a	a	a	a	a	a	a	a	n
	1	1	1	1	1	1	1	1	1	1	1	1	1	i
	e	e	e	e	e	e	e	e	e	e	e	e	e	c
	3	3	3	3	3	3	3	3	3	3	3	3	3	r
	0	0	0	0	0	0	0	0	0	0	0	0	0	a
	t	t	t	t	t	t	t	t	t	t	t	t	t	n
	0	О	О	0	О	O	0	0	0	О	О	0	0	k
	3	3	3	3	3	3	3	3	3	3	3	3	3	Y
	5	5	5	5	5	5	5	5	5	5	5	5	5	e
	3	3	3	3	3	3	3	3	3	3	3	3	3	a
	6	6	6	6	6	6	6	6	6	6	6	6	6	r
	t	t	t	t	t	t	t	t	t	t	t	t	t	S
	0	О	0	О	О	O	О	О	0	О	0	0	О	О
	4	4	4	4	4	4	4	4	4	4	4	4	4	f
	0	0	0	0	0	0	0	0	0	0	0	0	0	S
	4	4	4	4	4	4	4	4	4	4	4	4	4	e
	1	1	1	1	1	1	1	1	1	1	1	1	1	r
	t	t	t	t	t	t	t	t	t	t	t	t	t	v
	О	O	0	О	O	0	О	О	0	0	0	О	О	i
	4	4	4	4	4	4	4	4	4	4	4	4	4	c
	5	5	5	5	5	5	5	5	5	5	5	5	5	e
	4	4	4	4	4	4	4	4	4	4	4	4	4	(
	6	6	6	6	6	6	6	6	6	6	6	6	6	у
	t	t	t	t	t	t	t	t	t	t	t	t	t	e
	0	0	0	0	0	0	0	0	0	0	0	0	0	a
	5	5	5	5	5	5	5	5	5	5	5	5	5	r
	0	0	0	0	0	0	0	0	0	0	0	0	0	)
	N	N	N	N	N	N	N	N	N	N.	N	N	N	N
	0	0	0	0	0	0	0	0	O	0	0	0	0	a
	r	r	r	r	r	r	r	r	r	r	r	r	r	l
	1		1	1	1	1	1	1	1	1	1	1	1	

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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	1
0	0	0	0	0	0	0	0	0	0	0	0	0	e
Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	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	0
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
f	t	t	t	t	t	t	t	t	t	t	t	t	t
r P	P	P	P	P	P	P	P	P	P	P	P	P	0
r	r	r	r	r	r		r	r		r	r	r	4
						r			r				0
o f	o f	o f	o f	o f	o f	o f	o f	o f	o f	o f	o f	o f	4
													-
e	e	e	e	e	e	e	e	e	e	e	e	e	1
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	0
О	O	0	0	О	0	О	О	О	О	О	О	0	4
r	r	r	r	r	r	r	r	r	r	r	r	r	5
Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	Α	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
О	0	О	0	О	0	0	О	О	0	O	0	О	О
c	c	c	c	c	c	c	c	c	c	c	c	С	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	N
t	t	t	t	t	t	t	t	t	t	t	t	t	О
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
О	0	О	0	О	0	0	О	О	0	О	0	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
О	0	О	0	О	0	O	О	О	0	О	O	О	Α
r	r	r	r	r	r	r	r	r	r	r	r	r	S
1	1	1	1	1	1	1	1	1	1	1	1	1	S
t	t	t	t	t	t	t	t	t	t	t	t	t	i
О	O	0	0	0	0	O	0	0	0	0	0	O	s
1	1	1	1	1	1	1	1	1	1	1	1	1	t
0	0	0	0	0	0	0	0	0	0	0	0	0	a
1	1	1	1	1	1	1	1	1	1	1	1	1	n
1	1	1	1	1	1	1	1	1	1	1	1	1	t
t	t	t	t	t	t	t	t	t	t	t	t	t	P
0	0	0	0	0	0	0	0	0	0	0	0	0	r
2	2	2	2	2	2	2	2	2	2	2	2	2	0
0	0	0	0	0	0	0	0	0	0	0	0	0	f
2	2	2	2	2	2	2	2	2	2	2	2	2	e

1	1	1	1	1	1	1	1	1	1	1	1	1	s
t	t	t	t	t	t	t	t	t	t	t	t	t	S
0	О	О	0	0	0	0	О	0	О	0	0	0	О
3	3	3	3	3	3	3	3	3	3	3	3	3	r
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	Thematic	Thematic	Thematic
of code sample	number of code	number of code	number of code
code frequency	sample code	sample code	sample code
	frequency	frequency	frequency
1 Preparing to	1 Preparing to	1 Preparing to	1 Preparing to
adapt to the	adapt to the	adapt to the	adapt to the
environment 3	environment 3	environment 3	environment 3
Emotional	Emotional	Emotional	Emotional
intelligence is the	intelligence is	intelligence is	intelligence is
factor that prepares	the factor that	the factor that	the factor that
a person to adapt to	prepares a	prepares a	prepares a
the environment.	person to adapt	person to adapt	person to adapt
	to the	to the	to the
	environment.	environment.	environment.
2 Motivation after	2 Motivation	2 Motivation	2 Motivation
failure 2 One of the	after failure 2	after failure 2	after failure 2
things to consider	One of the	One of the	One of the
about emotional	things to	things to	things to
intelligence is that	consider about	consider about	consider about
when a manager	emotional	emotional	emotional
fails, this	intelligence is	intelligence is	intelligence is
intelligence helps	that when a	that when a	that when a
him regain his	manager fails,	manager fails,	manager fails,
motivation.	this intelligence	this intelligence	this intelligence
	helps him	helps him	helps him
	regain his	regain his	regain his
	motivation.	motivation.	motivation.
Establishing a	Establishing a	Establishing a	Establishing a
good relationship	good	good	good
with others 1	relationship	relationship	relationship
Given that	with others 1	with others 1	with others 1
emotional	Given that	Given that	Given that
intelligence	emotional	emotional	emotional
requires high social	intelligence	intelligence	intelligence
skills, it makes the	requires high	requires high	requires high
manager have a	social skills, it	social skills, it	social skills, it
	makes the	makes the	makes the

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

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

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

the mental ability to express emotion and a manager who does not have this employee relationships.  the mental ability to express to express to difficulty in employee relationships.  this ability will this ability will have difficulty in regulating employee relationships.  14 Fields of Organizational Corganizations Organizations  tintelligence intended intelligence intended intended intelligence intended	notion 2 notional elligence eans the ital ability express tion and a lager who is not have ability will difficulty egulating inployee tionships. Fields of inizational
to express emotion and a manager who means the	elligence eans the tal ability express tion and a tager who is not have ability will difficulty egulating inployee tionships. Fields of
and a manager who does not have this ability will have does not have this ability will have to express the emotion and a emotion and	eans the stal ability express tion and a sager who is not have ability will edifficulty egulating inployee tionships.
does not have this ability will have to express to express to difficulty in emotion and a emotion and a emotion and a emotion and a employee does not have does not have relationships.  this ability will this ability will this ability will have difficulty have difficulty in regulating employee employee employee employee employee relationships.  14 Fields of 14 Fields of 14 Fields of Organizational Organizational Organizational Organizations	express tion and a tager who s not have ability will difficulty egulating nployee tionships. Fields of
ability will have difficulty in emotion and a emotion and emotion and a emotion and	express tion and a tager who s not have ability will difficulty egulating apployee tionships. Fields of
difficulty in regulating manager who does not have does not have does not have difficulty will this ability will have difficulty in regulating in regulating employee employee employee employee employee relationships.  14 Fields of Organizational Organizational Organizational Organizational Organizational Organizations	tion and a lager who s not have ability will difficulty egulating nployee tionships. Fields of
regulating manager who manager who does not have does not have relationships. this ability will this ability will have difficulty have difficulty in regulating employee employee employee employee employee relationships. relationships. relationships. 14 Fields of Organizational Organizational Organizational Organizational Organizations	ager who s not have ability will difficulty egulating apployee tionships. Fields of
employee does not have this ability will this ability will this ability will have difficulty have difficulty in regulating employee employee employee employee relationships.  14 Fields of 14 Fields of 14 Fields of Organizational Organizational Dorganizational Dorganizational Corganizations organizations	s not have ability will difficulty egulating apployee tionships. Fields of
relationships. this ability will this ability will have difficulty have difficulty in regulating employee employee employee relationships. relationships. relationships. 14 Fields of Organizational Organizational Organizational Learning 2 In Organizations	ability will difficulty egulating nployee tionships. Fields of
have difficulty in regulating in regulating employee employee employee relationships.  14 Fields of 14 Fields of Organizational Organizational Learning 2 In organizations organizations organizations organizations organizations have difficulty in regulating employee employee employee employee 1	e difficulty egulating nployee tionships. Fields of
in regulating in regulating employee employee employee relationships.  14 Fields of 14 Fields of 14 Fields of Organizational Organizational Organizational Learning 2 In Learning 2 In Organizations organizations organizations organizations organizations	egulating nployee tionships. Fields of
employee emp	nployee tionships. Fields of
relationships. relationships. relationships.  14 Fields of 14 Fields of 14 Fields of 14 I Fields of Organizational Organizational Organizational Understand Organizational Understand Organizations Organizations Organizations Organizations Organizations Organizations Organizations Organizations	tionships. Fields of
14 Fields of 14 Fields of 14 Fields of 14 Fields of Organizational Organizational Unique Property of the Prope	Fields of
Organizational Organizational Organizational Organizational Organizational Organizational Organizations Organizations Organizations Organizations Organizations Organizations Organizations	
Learning 2 InLearning 2 InLearning 2 InLearning 2 InLearning 2 Inorganizationsorganizationsorganizationsorganizations	nizational
organizations organizations organizations organizations	unzauonai
	rning 2 In
today when it	anizations
today, when it today, when it today, when it today	y, when it
comes to comes to comes to	omes to
organizational organizational organizational organizational	nizational
learning, one of the learning, one of learning, one of learning	ing, one of
components that is the components the components the components	omponents
considered is the that is that is	that is
discussion of considered is considered is considered is	sidered is
emotional the discussion the discussion the d	discussion
intelligence. of emotional of emotional of e	emotional
intelligence. intelligence. inte	elligence.
15 Motivations in 15 Motivations 15 Motivations 15 M	Iotivations
Communication 1 in in	in
Emotional Communication Communication Comm	munication
intelligence helps 1 Emotional 1 Emotional 1 E	motional
the manager to intelligence intelligence intelligence	elligence
	elps the
understanding of manager to manager to ma	nager to
	e a deeper
factors of understanding understanding under	erstanding
	of the
	otivating
factors of factors of factors of	ctors of
communication. communication. comm	nunication.
16 Recognizing 16 Recognizing 16 Recognizing 16 Recognizing	ecognizing
	strengths
	veaknesses
Emotional 3 Emotional 3 Emotional 3 Em	motional



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

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



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

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

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

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

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

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

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	those around	those around	those around
	them.	them.	them.
8 Using Emotion to	8 Using	8 Using	8 Using
Facilitate	Emotion to	Emotion to	Emotion to
Performance 7	Facilitate	Facilitate	Facilitate
Successful	Performance 7	Performance 7	Performance 7
managers are those	Successful	Successful	Successful
who can rely on	managers are	managers are	managers are
their emotional	those who can	those who can	those who can
intelligence to use	rely on their	rely on their	rely on their
their emotions to	emotional	emotional	emotional
facilitate	intelligence to	intelligence to	intelligence to
performance.	use their	use their	use their
-	emotions to	emotions to	emotions to
	facilitate	facilitate	facilitate
	performance.	performance.	performance.
9 Emotional	9 Emotional	9 Emotional	9 Emotional
flexibility 11 When	flexibility 11	flexibility 11	flexibility 11
we talk about	When we talk	When we talk	When we talk
emotional	about emotional	about emotional	about emotional
intelligence, it	intelligence, it	intelligence, it	intelligence, it
means that we	means that we	means that we	means that we
expect the director	expect the	expect the	expect the
of education to be	director of	director of	director of
able to show	education to be	education to be	education to be
emotional	able to show	able to show	able to show
flexibility	emotional	emotional	emotional
according to the	flexibility	flexibility	flexibility
emotional	according to the	according to the	according to the
conditions of the	emotional	emotional	emotional
schools.	conditions of	conditions of	conditions of
	the schools.	the schools.	the schools.
10 Empathy with	10 Empathy	10 Empathy	10 Empathy
others 2 Managers	with others 2	with others 2	with others 2
with low emotional	Managers with	Managers with	Managers with
intelligence have	low emotional	low emotional	low emotional
low levels of	intelligence	intelligence	intelligence
empathy and can	have low levels	have low levels	have low levels
not understand the	of empathy and	of empathy and	of empathy and
feelings of others.	can not	can not	can not
-	understand the	understand the	understand the
	feelings of	feelings of	feelings of
	others.	others.	others.
11 Creating	11 Creating	11 Creating	11 Creating
positive and	positive and	positive and	positive and
T	1	1	1

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

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

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

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https://sanad.iau.ii	/Journal/fhj/Article/1208042,	D.O.R. <u>20.1001.1.23223065.14</u>	00.11.4.12.1 e health
intelligence from	emotional	emotional	emo <del>tional</del>
Gelman's point of	intelligence	intelligence	intelligence
view, the	from Gelman's	from Gelman's	from Gelman's
components of	point of view,	point of view,	point of view,
self-awareness,	the components	the components	the components
self-control and	of self-	of self-	of self-
motivation are the	awareness, self-	awareness, self-	awareness, self-
main components	control and	control and	control and
of emotional	motivation are	motivation are	motivation are
intelligence that	the main	the main	the main
can play a key role	components of	components of	components of
in the emotional	emotional	emotional	emotional
success of	intelligence that	intelligence that	intelligence that
managers.	can play a key	can play a key	can play a key
	role in the	role in the	role in the
	emotional	emotional	emotional
	success of	success of	success of
	managers.	managers.	managers.
21 Self-control 5 If	21 Self-control	21 Self-control	21 Self-control
we look at	5 If we look at	5 If we look at	5 If we look at
emotional	emotional	emotional	emotional
intelligence from	intelligence	intelligence	intelligence
Gelman's point of	from Gelman's	from Gelman's	from Gelman's
view, the	point of view,	point of view,	point of view,
components of	the components	the components	the components
self-awareness,	of self-	of self-	of self-
self-control and	awareness, self-	awareness, self-	awareness, self-
motivation are the	control and	control and	control and
main components	motivation are	motivation are	motivation are
of emotional	the main	the main	the main
intelligence that	components of	components of	components of
can play a key role	emotional	emotional	emotional
in the emotional	intelligence that	intelligence that	intelligence that
C	1 1	1 1	1 1

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 \(^1\)axial codes. Table (2) shows the basic and pivotal themes.

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

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

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

#### **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 selfawareness 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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