

Study of the relationship of professional ethics and emotional intelligence of administrators with their performance in female high schools in Tehran

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Abstract

The present research was conducted with the aim of studying the relationship of professional ethics and emotional intelligence of administrators with their performance in female high schools in Tehran. In this regard, according to the population of 512 administrators of female high schools in Tehran, 217 individuals were chosen as a sample size using Krejcie and Morgan table. The research was practical of field type and descriptive of correlational type. Three questionnaires were chosen in order to collect data. The collected data was analyzed through SPSS software and proper statistical methods of descriptive (frequency, percentage frequency and average) and inferential (Pearson correlation coefficient). The results demonstrated that there were significant relationships between emotional intelligence and professional ethics of administrators, professional ethics of administrators and their performance, and emotional intelligence of administrators and their performance. Moreover, there were significant relationship between the dimensions of interpersonal, general mood, adaptability, intrapersonal and tightness of emotional intelligence and professional ethics of administrators.

Keywords: emotional intelligence, professional ethics, performance of administrators, high schools

Introduction

The education system nowadays is known as a social phenomenon and is considered as an integral part of social life. Such systems gradually realize that they could not be effective without ethical behavior and emotional intelligence in order to be responsible for the assigned responsibilities (Alagheband, 2006).

On the other hand, educational managers are responsible for critical responsibilities such as

creation of culture, commitment and accountability of employees, and training expert human resources for the country. Therefore, they have influence on the performance of education system. Any manager should be able to achieve organizational goals through its employees. It has been told to the managers for many years that their ability to reach the objectives is in a direct relationship with motivating the people around. This has been much more important because issues related to humans, communications and the relationship between managers and employees have increased. Especially, individual task is declining and the importance of group and team works are growing. This is what forms the new management approach which its importance becomes clearer day by day. In this regard, the new approach of organizational culture management, team work and how the managers contribute with others have become more significant. In fact, the main focus is on the development of individuals in order to increase the organizations' productivity (Miller, 1999).

Hence managers who have great communication skills and social capabilities, are good listener and spokesman, act well by understanding other people and expression and transmission of emotions, and in one sentence, can develop a vivacious environment in which individuals can grow are considered by the organizations. The new management approach considers these types of managers effective and successful (Fahim Dovin, 2005).

Most of the behaviors and measures of the managers are influenced by moral values and are rooted in ethics. Lack of attention to work ethic in organizational management in societies like Iran, which has rich values on one hand and has a long distance with developed countries on the other hand, could lead to serious problem for organizations. In addition, with increasing social expectations of organizations, communities have become more sensitive to the issues such as environment, women rights, children, minorities, individuals with disabilities, employment equity and the reduction of human resources. Organizations' inattention to these rights and ethical principles in dealing with external stakeholders can cause problems for organizations and the legitimacy of the organization and its measures could be questioned. Consequently, the organization's success and profit could be influenced. Poor work ethic has influence on individuals' attitude toward the work, organization and managers and can change the individual, group and organizational performance (Beckner, 2004).

Professional ethics, as a branch of knowledge, deals with studying ethical obligations in a profession and its ethical issues. Moreover, profession refers to a specific activity which leads the person to a specified situation together with a specific ethic.

According to Drucker, professional ethics is a knowledge which should be created and supported based on a logical and rational process. Weakness in the system of ethics leads to the reduction of communications and increase of organizational costs. These assumptions have become more important these days in which success is considered as a result of professional ethics and professional ethics is related to trust. Moreover, if the administrator is without professional ethics or cannot do the right thing, the organizational spirit and life are destroyed (Sarmadi, 2007).

Therefore, the rule of professional ethics in the organization is able to help the organization to reduce tensions and increase the success rate in the effective realization of objectives and make the organization accountable. Having professional ethics nowadays is considered as a

competitive advantage in organizations.

On the other hand, employees' effective behavior and their task performance in any organization are affected by many factors. Some of the factors are individual abilities (intelligence, skills and talents), individual personality factors (values, interests and motivations), occupational and work environment variables (equipment, working methods and machinery), organizational factors (leadership practices and incentives), specific training courses that the individual had (the amount and methods of teaching), and the person's experiences (the amount and areas of these experiences) (Sa'atchi, 2000).

Emotional intelligence could be mentioned among the individual abilities. During the recent decade, researches in management indicated that emotional intelligence plays an important role in performance and productivity, and high levels of emotional intelligence influence all aspects of management (Jordan et al., 2002).

Emotional intelligence is a new concept which most of the researchers are interested in its application in different issues. Theories of emotional intelligence present new vision about prediction of success factors in life including educational attainment and effective confronting with stressors which are the origin of mental disorders, because many of the personality traits such as empathy, self-regulation, optimism, self-motivation, impulse control, self-awareness and emotional management are as groundwork for success in different areas of life. Emotional intelligence represents the social, emotional and personality dimensions of emotion which the cognitive dimensions are often considered for daily activities (Goleman, 2012).

According to the related scholars and researchers who studied emotional intelligence scientifically, emotional intelligence could have significant impacts on different activity of humans such as education, leadership, guiding others, professional life, psychological health and well-being (Siarouchi et al., 2004).

In this regard, Ronaghi and Feizi (2012) conducted a research entitled "presentation of a work ethic pattern of employees in Iranian private banks" and concluded that there is a positive and significant relationship between emotional and cultural intelligence with work ethic.

According to Krenik and Zemil (1997), there is a high correlation between high emotional intelligence with flexibility, optimism, self-motivation and risk-taking. They also found that restless, impatient and intolerant individuals who lose their cool easily and become bad-tempered and angry have low emotional intelligence (cited in Iranbakhsh, 2007).

Moreover, Sarni (2002) indicated in a research done on 400 of employees in different companies that individuals with higher emotional intelligence have more freshness, vitality, independence and good morals in work and they also have better performance. An investigation performed on 464 of managers and their assistances demonstrated that effective managers are a combination of task-oriented and relationship-oriented management styles and evaluations showed a positive relationship between self-awareness and self-fulfillment with successful management (Wolf & Humphrey, 2002; cited in Alizadeh, 2005 and Hasankhoushi, 2006).

Tabasi also mentioned in his M.A. thesis entitled "the relationship between professional ethics and effectiveness of female high school principals in Mashhad" that the average level of professional ethics of principals is located at a high level. All the correlation coefficients

between the components of professional ethics and components of positive effectiveness were significant at 0.01 level. The relationship between professional ethics of administrators and their positive effectiveness was significant. On other words, increase in professional ethics of administrators leads to more effectiveness.

Santiago (2010) conducted a study entitled "work ethics, the role of intrinsic motivation, job satisfaction, organizational commitment, and job performance" and studied the relationship through designing and testing a pattern and indicated that work ethics has a significant impact on the three consequence.

In addition, Yousef (2000) demonstrated in his study that work ethics of employees has influence on their attitudes towards organizational changes and organizational commitment positively and directly.

Randeria (2008) found in his investigation that famous international companies hire managers with an emotional intelligence score more than 110 because they believe that the importance of emotional intelligence in work success is much more than cognitive intelligence due to the importance of self-control and social adoptability in performing an assignment.

In this regard, Zeinivand (2008) conducted a research entitled "the relationship between emotional intelligence and performance of high school teachers" and indicated that there is a significant relationship between self-management, social awareness and relationship management with the performance of the managers.

In addition, Dengue and Howard (2006) considered two hypotheses in their research. The first hypothesis expressed that there is more probability of job satisfaction in individuals with higher self-esteem and emotional self-awareness. The second hypothesis expressed that individuals who have more confidence in others are more likely satisfied with their jobs, are more optimistic about the work environment and have a strong work ethics.

Yupren (2003) demonstrated that positive emotional tendencies such as happiness, optimism and positive thinking have a positive relationship with observing ethical principles in the workplace, on the contrary, negative emotional tendencies have an inverse relationship with observing ethical principles in the workplace.

Cavallo and Bronza (2001) conducted a study on observing work ethics by managers and emotional capacity in order to indicate that whether the efficient managers could be divided from average managers. Moreover, self-confidence, flexibility, motivation, realism, effectiveness and organizing changes could separate the ethical and outstanding managers from others.

Boyd (2005) expressed in his paper entitled "a review of the individual ethics and practices of managers" that ethical codes which are determined by the organizations and professions could be useful in providing an overall ethical climate to work, because they deals with human relations and interactions which some of them are positive and pleasant and some of them are tough and challenging. Therefore, a manager should be able to develop and improve the ethical codes in a way that change them to an appropriate criterion and make them flexible, because an ethical climate in an organization leads to the improvement of interpersonal relationships.

Nikolaou and Tsaousis (2003) came to this conclusion in their investigation that employees

with higher levels of emotional intelligence get lower scores in terms of stress and higher scores in terms of commitment and observing ethical principles.

Therefore, the education system has existed in its initial form from the beginning of the formation of group life and in respond to the human beings' demands in interactional relationships. Moreover, it is one of the oldest social institutions. There is no society nowadays in which the education system does not play a significant role. Hence according to the important role of education in the development and progress of the today's societies and the impact of school administrators in its quality, study of the different characteristics of school administrators in terms of emotional intelligence and knowledge, the extent of knowledge and the performance quality of the administrators are among the important components of professional ethics. There have been limited researches on the present subject. The approach of Bar-On which is based on a real world was utilized in the present research. He is considered as a theorist in the field of emotional intelligence complex model. The Bar-On model consisted of five dimensions which are intrapersonal, general mood, adjustment, interpersonal and interrelationship. Each of the dimensions consisted of several subscales. The present research investigated the relationship between professional ethics of managers and all the dimensions of emotional intelligence (mentioned above).

Research hypotheses

- There is a relationship between emotional intelligence of administrators and their professional ethics.
- There is a relationship between professional ethics of administrators and their performance.
- There is a relationship between emotional intelligence of administrators and their performance.
- There is a relationship between the intrapersonal dimension of emotional intelligence and professional ethics of administrators.
- There is a relationship between the general mood of emotional intelligence and professional ethics of administrators.
- There is a relationship between the emotional intelligence adjustment and professional ethics of administrators.
- There is a relationship between interpersonal dimension of emotional intelligence and professional ethics of administrators.
- There is a relationship between the interrelationship of emotional intelligence and professional ethics of administrators.

Methodology

The research was practical in terms of objectives and descriptive-correlational in terms of data collection method. According to the population of 512 administrators of female high schools in Tehran, 217 individuals were chosen as a sample size using Krejcie and Morgan table.

Three questionnaires (two researcher-made questionnaires and one standard questionnaire) were chosen in order to collect data. Tabasi researcher-made questionnaire was used to

investigate the professional ethics of administrators which was developed in 2011. This questionnaire consisted of 27 questions and a 5-point Likert scale was employed to grade the questions. Moreover, this questionnaire measures the professional ethics in three levels of knowledge, character and performance. In order to investigate the administrators' performance, a close packet researcher-made questionnaire of Latifi (2011) was used. This questionnaire consisted of 21 questions based on a 5-point Likert scale. Moreover, the questionnaire measures the performance of the administrators in the field of work and organizational responsibilities.

In addition, in order to investigate the emotional intelligence of the administrators, the Bar-On questionnaire (1997) was used. The questionnaire consisted of 117 questions and 15 scales which was developed by Bar-On in 1997 on 3831 individuals from 6 countries (Argentina, Germany, Netherland, Nigeria and South Africa) among whom 48.8% were men and 51.2% were women. The questionnaire also employed in the North America. Emotional Intelligence Inventory of Bar-On evaluates five components including intrapersonal (self-awareness), stress management (problem-solving), adoptability (tolerating stress), interpersonal (relationships) and general mood (happiness).

The answers are based on a 5-point Likert scale (from absolutely agree (5) to absolutely disagree (1)) and some of the questions are specified with a negative or inverse content.

The content validity of the research questionnaires was approved by the relevant experts and scholars and the Cronbach's alpha coefficient was equal to 0.78 for the questionnaire of managers' performance measurement.

In Iran, the Bar-On Emotional Intelligence Inventory was modified and the number of questions decreased (90 questions). Afterwards, the questionnaire was implemented in 500 public and private universities (Isfahan, Isfahan Medical Sciences and Khouresagan Azad Universities) among male and female participants with different ages (18-40). The Cronbach's coefficient was 0.93 and the amount of reliability was equal to 0.88.

Research Findings

The collected data was analyzed through SPSS software and proper statistical methods of descriptive (frequency, percentage frequency and average) and inferential (Pearson correlation coefficient). Afterwards, the results of the research hypotheses are presented in the following, respectively.

The research first hypothesis

There is a relationship between emotional intelligence of administrators and their professional ethics.

The results of the investigation on the relationship between emotional intelligence and professional ethics of the administrators are listed in the following table.

The results of the relationship between emotional intelligence and professional ethics of the administrators

Components of emotional intelligence		Professional ethics			
		Knowledge	Character	Performance	Total score
Intrapersonal relationships	r	0.461	0.174	0.272	0.329
Interpersonal relationships	r	0.283	0.147	0.286	0.280
Adjustment	r	0.345	0.190	0.303	0.326
Interrelationship	r	0.159	0.152	0.228	0.227
General mood	r	0.357	0.192	0.228	0.322

N=217

According to the above table, since the values for "r" are significant at 0.05 level for the relationship between the components of emotional intelligence and the components of professional ethics, the null hypothesis (lack of existence of the relationship between the variables) is rejected. On other words, there is a significant relationship between the components of emotional intelligence and professional ethics of the administrators of female high schools in Tehran and this relationship is direct and positive. This means that higher emotional intelligence in an organization leads to higher levels of knowledge, more appropriate character and better performance.

The research second hypothesis

There is a relationship between professional ethics of administrators and their performance. The results of the investigation on the relationship between professional ethics of the administrators and their performance are listed in the following table.

The results of the relationship between professional ethics of administrators and their performance

	Performance	Dependent variable	Independent variable
Correlational coefficient	0.205	Average	5.67
Sig. Level	0.021	Standard deviation	2.18
Number	217		

The Pearson correlation test was used to investigate the relationship between professional ethics of administrators and their performance. According to the significance level (Sig. = 0.021) which is lower than 0.05, the results demonstrated that the relationship between the variables is significant at 95% confidence level. The Pearson correlation coefficient (0.130) indicated that there is a weak and direct relationship between the extent of administrators'

professional ethics and their performance.

The research third hypothesis

There is a relationship between emotional intelligence of administrators and their performance.

The results of the investigation on the relationship between emotional intelligence of administrators and their performance are listed in the following table.

The results of the relationship between emotional intelligence of administrators and their performance

	Performance		Dependent variable	Independent variable
Correlational coefficient	0.205	Average	5.67	
Sig. Level	0.021	Standard deviation	2.18	
Number	217			

The Pearson correlation test was employed to investigate the relationship between emotional intelligence of administrators and their performance. According to the significance level (Sig. = 0.000) which is lower than 0.01, the results demonstrated that the relationship between the variables is significant at 99% confidence level. The Pearson correlation coefficient (0.205) indicated that there is a weak and direct relationship between emotional intelligence of administrators and their performance.

The research fourth hypothesis

There is a relationship between the intrapersonal dimension of emotional intelligence and professional ethics of administrators.

The results of the investigation on the relationship between the intrapersonal dimension of emotional intelligence and professional ethics of administrators are listed in the following table.

The results of the relationship between the intrapersonal dimension of emotional intelligence and professional ethics of administrators

Emotional intelligence	Professional ethics				Total score
	Knowledge	Character	Performance		
Emotional self-awareness	r 0.315	0.209	0.261		0.308
Self-expression	r 0.491	0.054	0.041		0.106
Self-esteem	r 0.405	0.250	0.319		0.378
Self-actualization	r 0.264	0.154	0.191		0.234
Independence	r 0.338	0.148	0.278		0.290

N=217

According to the above table, since the values for "r" are significant at 0.05 level for the

relationship between the components of intrapersonal dimension of emotional intelligence and professional ethics of administrators, the null hypothesis (lack of existence of the relationship between the variables) is rejected. On other words, there is a significant relationship between the components of intrapersonal dimension of emotional intelligence and professional ethics of administrators of female high schools in Tehran, and this relationship is direct and positive. This means that the higher the components of intrapersonal dimension of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be.

Therefore, it can be expressed that there is a significant relationship between the component of self-awareness and knowledge (0.315), character (0.209), performance (0.261) and the total score of professional ethics (0.308).

There is a significant relationship between the component of self-expression and knowledge (0.491), character (0.054), performance (0.041) and the total score of professional ethics (0.106).

There is a significant relationship between the component of self-esteem and knowledge (0.264), character (0.154), performance (0.191) and the total score of professional ethics (0.234).

There is a significant relationship between the component of independence and knowledge (0.338), character (0.148), performance (0.278) and the total score of professional ethics (0.290).

The research fifth hypothesis

There is a relationship between the general mood of emotional intelligence and professional ethics of administrators.

The results of the investigation on the relationship between the general mood of emotional intelligence and professional ethics of administrators are listed in the following table.

The results of the relationship between the general mood of emotional intelligence and professional ethics of administrators

Emotional intelligence		Professional ethics			
		Knowledge	Character	Performance	Total score
Optimism	r	0.384	0.160	0.265	0.301
Happiness	r	0.275	0.190	0.262	0.289

N=217

According to the above table, since the values for "r" are significant at 0.05 level for the relationship between the general mood of emotional intelligence and professional ethics of administrators, the null hypothesis (lack of existence of the relationship between the variables) is rejected. On other words, there is a significant relationship between the general mood of emotional intelligence and professional ethics of administrators of female high schools in Tehran and this relationship is direct and positive. This means that the higher the components of general mood of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be.

Therefore, it can be expressed that there is a significant relationship between the component of optimism and knowledge (0.384), character (0.160), performance (0.265) and the total

score of professional ethics (0.301).

Eventually, it can be expressed that there is a significant relationship between the component of happiness and knowledge (0.275), character (0.190), performance (0.262) and the total score of professional ethics (0.289).

The research sixth hypothesis

There is a relationship between the emotional intelligence adjustment and professional ethics of administrators.

The results of the investigation on the relationship between the emotional intelligence adjustment and professional ethics of administrators are listed in the following table.

The results of the relationship between the emotional intelligence adjustment and professional ethics of administrators

Emotional intelligence		Professional ethics			
		Knowledge	Character	Performance	Total score
Realism	r	0.342	0.190	0.319	0.333
Flexibility	r	0.274	0.116	0.190	0.216
Problem-solving	r	0.172	0.119	0.172	0.185

N=217

According to the above table, since the values for "r" are significant at 0.05 level for the relationship between the emotional intelligence adjustment and professional ethics of administrators, the null hypothesis (lack of existence of the relationship between the variables) is rejected. On other words, there is a significant relationship between the emotional intelligence adjustment and professional ethics of administrators of female high schools in Tehran and this relationship is direct and positive. This means that the higher the emotional intelligence adjustment in the organization become, the higher the levels of knowledge, appropriate character and performance will be.

Therefore, it can be expressed that there is a significant relationship between the component of realism and knowledge (0.343), character (0.190), performance (0.319) and the total score of professional ethics (0.333).

It can be expressed that there is a significant relationship between the component of flexibility and knowledge (0.274), character (0.116), performance (0.190) and the total score of professional ethics (0.216).

Eventually, it can be expressed that there is a significant relationship between the component of problem-solving and knowledge (0.172), character (0.119), performance (0.172) and the total score of professional ethics (0.185).

The research seventh hypothesis

There is a relationship between interpersonal dimension of emotional intelligence and professional ethics of administrators.

The results of the investigation on the relationship between interpersonal dimension of emotional intelligence and professional ethics of administrators are listed in the following table.

The results of the relationship between interpersonal dimension of emotional intelligence and

professional ethics of administrators

Emotional intelligence		Professional ethics			Total score
		Knowledge	Character	Performance	
Empathy	r	0.200	0.044	0.204	0.168
Accountability	r	0.180	0.133	0.265	0.240
Intrapersonal relationship	r	0.346	0.193	0.267	0.310

N=217

According to the above table, since the values for "r" are significant at 0.05 level for the relationship between interpersonal dimension of emotional intelligence and professional ethics of administrators, the null hypothesis (lack of existence of the relationship between the variables) is rejected. On other words, there is a significant relationship between interpersonal dimension of emotional intelligence and professional ethics of administrators of female high schools in Tehran and this relationship is direct and positive. This means that the higher the interpersonal dimensions of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be.

Therefore, it can be expressed that there is a significant relationship between the component of empathy and knowledge (0.200), character (0.044), performance (0.204) and the total score of professional ethics (0.168).

It can be expressed that there is a significant relationship between the component of accountability and knowledge (0.180), character (0.133), performance (0.265) and the total score of professional ethics (0.240).

Eventually, it can be expressed that there is a significant relationship between the component of intrapersonal relationship and knowledge (0.346), character (0.193), performance (0.267) and the total score of professional ethics (0.310).

The research eighth hypothesis

There is a relationship between the interrelationship of emotional intelligence and professional ethics of administrators.

The results of the investigation on the relationship between the interrelationship of emotional intelligence and professional ethics of administrators are listed in the following table.

The results of the relationship between the interrelationship of emotional intelligence and professional ethics of administrators

Emotional intelligence		Professional ethics			Total score
		Knowledge	Character	Performance	
Toleration of psychological pressure	r	0.116	0.154	0.161	0.185
Impulse control	r	0.154	0.117	0.226	0.206

N=217

According to the above table, since the values for "r" are significant at 0.05 level for the relationship between the interrelationship of emotional intelligence and professional ethics of administrators, the null hypothesis (lack of existence of the relationship between the variables) is rejected. On other words, there is a significant relationship between the interrelationship of

emotional intelligence and professional ethics of administrators of female high schools in Tehran and this relationship is direct and positive. This means that the higher the interrelationship of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be.

Therefore, it can be expressed that there is a significant relationship between the component of toleration of psychological pressure and knowledge (0.116), character (0.154), performance (0.161) and the total score of professional ethics (0.185).

It can be expressed that there is a significant relationship between the component of impulse control and knowledge (0.154), character (0.117), performance (0.226) and the total score of professional ethics (0.206).

Conclusion

As it was expressed, the results of the **first hypothesis** indicated that there was a significant relationship between emotional intelligence of administrators and their professional ethics in female high schools in Tehran and this relationship was positive and direct, means that higher emotional intelligence in an organization leads to higher levels of knowledge, more appropriate character and better performance. The results are in line with the findings of other studies such as Ronaghi and Feizi (2012), Krenik and Zemil (1997) and Sarni (2002).

The results of the **second hypothesis** indicated that there was a weak and direct correlation between professional ethics of administrators and their performance in female high schools in Tehran. This means that better professional ethics of administrators leads to their better performance. The result is in line with the findings of other investigations such as Tabasi (2011), Santiago (2010) and Yousef (2000).

The results of the **third hypothesis** demonstrated that there was a weak and direct correlation between the components of emotional intelligence of administrators and their performance. This means that higher emotional intelligence leads to better performance. The results are in line with the findings of the researches such as Randeria (2005) and Zeinivand (2008).

The results of the **fourth hypothesis** showed that there was a significant relationship between the intrapersonal dimension of emotional intelligence (emotional self-awareness, self-expression, self-esteem, self-actualization, dependence) and professional ethics of administrators in female high schools in Tehran and this relationship was positive and direct. This means that the higher the components of intrapersonal dimension of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be. The results of the research are in line with the findings of the studies such as Sarni (2002) and Dengue and Howard (2006).

The results obtained from the **fifth hypothesis** of the research indicated that there was a significant relationship between the general mood of emotional intelligence and professional ethics of administrators in female high schools in Tehran and this relationship was positive and direct. This means that the higher the components of general mood of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be. The results are in line with the findings of the researches such as Yupren (2003).

The results of the **sixth hypothesis** demonstrated that there was a significant relationship

between the dimensions of emotional intelligence adjustment (realism, flexibility and problem-solving) and professional ethics of administrators in female high schools in Tehran and this relationship was positive and direct. This means that the higher the emotional intelligence adjustment in the organization become, the higher the levels of knowledge, appropriate character and performance will be. The result is in line with the findings of the study conducted by Cavallo and Bronza (2001).

The findings of the **seventh hypothesis** showed that there was a significant relationship between interpersonal dimension of emotional intelligence (empathy, accountability and intrapersonal) and professional ethics of administrators. This means that the higher the interpersonal dimensions of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be. The result was in line with the findings of Boyd (2005).

The findings of the **eighth hypothesis** showed that there was a significant relationship between the interrelationship of emotional intelligence and professional ethics of administrators in female high schools in Tehran and this relationship was positive and direct. This means that the higher the interrelationship of emotional intelligence in the organization become, the higher the levels of knowledge, appropriate character and performance will be. The result was in line with the findings of Nikolaou and Tsaousis (2003).

A review of the conducted studies in the field of professional ethics demonstrated that ethics and ethical values play an important role in different fields of management and organizations and its relationship with the relevant variables is significant and positive so that "ethic" could be an appropriate solution for the problems in organizations in today's world of technology and complexity. Therefore, equipping of the managers with ethical awareness and familiarity with ethical situations and making decisions accordingly seem to be necessary. Professional ethics have a strategic role in the success focusing on the future of the organization and neglecting them make the organization vulnerable and disadvantaged. Achieving professional ethics leads to strategic advantages.

Individuals who want to be a leader in schools should be guided through a set of beliefs and values (Murphy, 2002). This set is called professional ethics. Observing professional ethics by the educational manager leads the employees and the teachers to observe the ethical principles in teaching students and consequently, the initial objective of the school, which is learning, is met.

On the other hand, effective behavior and the way of working with employees in any organization is affected by variety of factors such as individual's abilities (skills, intelligence and talents), personality characteristics (values, interests and motivations), job variables and work climate (tools, working methods and machineries), organizational factors (leadership styles and encouragers), specific training courses (the extent and methods of education) and experiences (the extent and field of these experiences) (Sa'atchi, 2010). In the meantime, emotional intelligence could be among the individual factors. During the past decade, the studies on management indicated that emotional intelligence plays an important role in the performance and productivity and high emotional intelligence has impact on all aspects of management (Jordan et al., 2002). Awareness of skills emotionally enables the person's emotional guidance and maintains a balance between emotion and intellect, so the

productivity increases (Patra, 2004).

Despite the importance of this issue, the results of the research of Salehnia and Tavakoli (2008) entitled "organizational ethics with emphasis on ethical charter" indicated that the organizations' more complexities and increase of immoral, illegal and irresponsible activities in the workplace, have made the managers and scholars to pay special attention to the subject of "work ethics" and "management of ethics". The statistical results demonstrated that despite the existence of emphasis on ethics, organizations did not performed something special in this regard. Moreover, developing ethical charter by the organizations does not guarantee the establishment of ethics in the organization and implementation of the charter.

Based on this, if managers in a society has high emotional intelligence and adequate communicational skill in addition to knowledge and experience, they can achieve organizational goals at low cost by selecting the appropriate management style and establishing healthy relationships with subordinates, peers and bosses, and enhancing the spirit of cooperation and motivation in the employment and activity of their staff. This is because individuals with a healthy relationship have sense of value, acceptance, trust and importance and this provides mental health and increases the effectiveness and efficiency. Such an atmosphere in which organizational communication is possible in a constructive form, hence recognition of acceptable ethical approach leads to the survival and growth of the organization on one hand and guidance of managers in the area of policy making and guidelines relating to the development and improvement of human resources. Therefore, there should be special considerations in this area.

Research limitations

- Limitation of the research tool to the questionnaire and simultaneous use of other methods of data collection such as observation and interviews with teachers and officials of the Department of Education and investigating documents could increase credibility.
- Limitation of the study population to the female high schools in Tehran which could be expanded to other communities.
- Existence of a large number of questions resulted in prolongation of the process of distributing and collecting the questionnaires.
- Lack of cooperation of some of the respondents to complete the three questionnaires.

Practical and research recommendations

- The present research indicated that the emotional intelligence of the administrators in female high schools in Tehran had positive impact on their professional ethics. In this regard, it is proposed to hold educational seminars by the authorities in order to enhance the emotional intelligence of managers to provide the groundwork for professional ethics.
- The present research indicated that the professional ethics of the administrators in female high schools in Tehran had positive impact on their performance. In this regard, it is proposed to provide a course for understanding the principles and standards of ethical decision-making for the managers in their in-service trainings.

Moreover, it is proposed to take tests in the field of evaluation of professional ethics for managers before the appointment of school managements.

- To study the professional ethics and emotional intelligence of educational managers using other effective patterns.
- To perform the same study on other degrees and male schools.

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