

## The Relationship between Emotional Intelligence and Job Satisfaction among High School Principals

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**Abstract:** This study aimed to investigate the relationship between emotional intelligence and job satisfaction high school principals. The research was descriptive and correlational. And in Nishabour city with a population of 110 school administrators who use a sample of 86 randomly selected sample table Morgan had been conducted. Data collection tools included standardized questionnaires emotional intelligence J. Gannon was the job satisfaction questionnaire was answered by managers. Analyze the data, descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (Pearson correlation rate) were performed. The findings include: there is the relationship between emotional intelligence in 90% confidence level and job satisfaction that adduce this inverse relationship is confirmed. Assumptions on the results of four components of emotional intelligence subsidiary relationship (interpersonal relationships, interpersonal, adaptability, stress control) and job satisfaction will not be approved, only the relationship between job satisfaction and general mood is approved.

**Key words:** Intelligence, emotional intelligence, emotional intelligence baravn, job satisfaction, Iran

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### INTRODUCTION

Term of Salovey and Mayer say that familiarity with the term emotional intelligence and its impact on human social life and personal relationships and increasingly is serious issue for planners in various countries around the world. In the field of intelligence, logical intelligence in the course of studies of emotional intelligence has moved. Emotional intelligence is the newest development in the understanding of the relationship between reason and emotion, despite realistic view of human nature that shows man is neither logic nor sense to spend but a combination of both is. The ability to specify for compatibility and consistent performance capabilities emotional and logical challenges life depends.

**Emotional intelligence is defined by Brown:** A set of skills, talents and abilities, non-cognitive ability to successfully cope with the pressures and demands of the individual in the environment increases. So emotional intelligence is an important factor in determining success in life and directly affects the person's mental health (Bar-On, 1997). In general, different approaches to emotional intelligence can be divided into two categories.

Mayer and term of Salovey model of emotional intelligence components: Salvi description of emotional intelligence, according to Gardner's views about individual talents and the abilities into five areas, recognition of personal emotions, to apply the correct emotions, stimulate their recognition the emotions of others, empathy and maintaining relationships with others by setting (relationship management) will expand.

Hybrid model of emotional intelligence which is essentially a combination of models with different abilities to emotional intelligence model is as a set of factors in the success of the look. In this area, five times larger-danyl and Goleman and performance associated with emotional intelligence as to their success. Brown's performance in five areas including interpersonal skills, interpersonal skills, adaptability, stress management and creating public and Goleman's five areas of operation: self-awareness, managing your emotions, spontaneity, social conscience, empathy and interpersonal control the expression of emotional intelligence you say.

Karim and Mnsvrh (1967) satisfaction is the degree of positive emotions and attitudes that people have toward their jobs have high job satisfaction is when a person says which means that he really loves his job, he feels good about it and give good value for the job (Mahmoud and Khorsandi, 1958).

**Hapak:** Job satisfaction is complex and multidimensional concept that connects with the psychological, physical and social factors. Job satisfaction not only is a cause but a certain combination of various factors would be certain that the person in time of job satisfaction and job satisfaction to say that it enjoys. Even with the emphasis on different factors including income, value social job, working conditions and employment in times of different products. To different ways feel job satisfaction.

Millet study concluded that the relationship between emotional intelligence and job satisfaction among police officers is not significant. Emotional intelligence stress, job satisfaction and weak negative correlation between the components and between components of emotional intelligence, adaptability and creating public temperament, job satisfaction and weak positive relationship exists.

Tett and Meyer (1993) divided factors affecting job satisfaction into two parts: the condition and characteristics of the organizational, social and cultural aspects are considered external and personality traits, emotional feelings and therefore called internal emotional aspects. On the other hand, Spector in a model of job satisfaction, it's influenced by two factors namely, organizational and personal factors (Kafetsios and Zampetakis, 2008).

Results of Thomas, Hsnkhuyi, Ashkanasy and Jordan showed that emotional intelligence is a significant positive relationship with job satisfaction. The results of the research show that between emotional intelligence and strategic thinking there is a significant positive relationship in managers Telecom (Kvshazadh, 1968).

**Aftabsavar in case wrote expression results:** There is the relationship Between emotional intelligence and the creativity of high school principals and assistant city Torbat (Rider, 1967) Also, Moghaddam (1965) in his study writing test their hypothesis, the results of the Pearson correlation coefficient indicates that the variable salary annual bonus, job stability, job motivation, job satisfaction and job performance is variable.

Yarimonfared in a study found that there is a significant positive relationship between emotional intelligence and physical education teachers and with job satisfaction. The relationship between the three components of self-motivation, empathy and social skills with job satisfaction, positive but not significant relationship between self-awareness and self-control. Kavooosi and Sarlak in a study concluded that there is a significant relationship between emotional intelligence and job satisfaction as well as job satisfaction and variety of: self-awareness, self-control, social conscience and without regard to sex Yahmdly Vkhvdangyzy total sample

of respondents and variety of social skills (communication) in all cases there is a significant relationship with teachers regarding sex. There are significant differences between male and female teachers 'job satisfaction but the difference is not significant between male and female teacher's emotional intelligence.

And given the conflicting results in the literature on the relationship between emotional intelligence and job satisfaction, this research suggests that, given the importance of emotional intelligence and school administrators to the importance of maintaining one's job satisfaction, physical health and increase the pleasure of working in the organization the impact of emotional intelligence on all aspects of working life and spirit staff's job, about five components of emotional intelligence, including interpersonal skills, interpersonal skills, adjustment, stress management and creating Nishabour city's public high school administrators shall consider job satisfaction.

**The importance and necessity of research:** Emotional intelligence provides opportunities for school principals and school appropriate enforcement activities to become a leading school to them. Note that all of these studies draw attention to the problem of multi-dimensional or multidimensional sense of job satisfaction and there is no evidence to show that a major event such as job satisfaction is only the result of the factors. The governing principle of all is that the employee's job satisfaction, high human needs, many of these requirements must be satisfied at work and on his work as he is a man satisfied, manufacturer and useful.

God at the beginning of the holy verse 70 of Sura 17 (Alasra) said: "Valqhad Kramna children of Adam" And indeed We have honored the sons of Adam had was intended when the human dignity of a person, consent suppliers because the dignity and integrity of God's gifts. This type of management principles such as respect for human beings, having a positive outlook on human oriented, strong human relations, participation in decision-making personnel action and the principle of comprehensive education and raise awareness of all staff, based. Robbins believes that managers in their organization's level of job satisfaction due to three reasons:

- There is clear evidence that the disgruntled employees do less work and more love resign
- Proof that satisfied employees enjoyed better health and longer life

- Job satisfaction leads to employee satisfaction with life outside the job (Mahmoud and Khorsandi, 1958)

According to a study in the field of emotional intelligence and variety of its social main arguments (interpersonal skills, interpersonal skills, adaptability, stress management and creating public) and the impact of these factors lives and personal job satisfaction as an effective factor on society and promotion of productivity growth in the productivity of organizations that eventually the public will be conducting a study to identify the relationship between these two important special importance. According to what was said the following hypotheses were examined and then offered an example of a potential relationship:

- There is the relationship between emotional intelligence and job satisfaction principals city of Nishapur
- Interpersonal skills of managers and job satisfaction are related
- The interpersonal skills of managers and their job satisfaction are related
- There is the relationship between The compatibility and job satisfaction managers
- There is the relationship between job satisfaction, stress management team
- There is the relationship between The general manager of creation of job satisfaction

## **MATERIALS AND METHODS**

**Variables:** Five of brown's emotional intelligence described as below. Emotional intelligence and interpersonal (in the scale of inner awareness (including emotional self-awareness, assertiveness, self-esteem and self-actualization and independence) is measured. After emotional intelligence and interpersonal skills and interpersonal practices related and include empathy, interpersonal and social responsibility.

**Demonion adjustment emotional intelligence:** This refers to how much a person will be able to successfully work through estimates and deal with problematic situations, be compatible with any other environmental factors (including problem-solving, reality testing and flexibility). Demonion emotional intelligence to deal with the pressure of stress, including stress tolerance and impulse control, pointing to the fact that how much people can withdraw without losing control or stand. Demonion creating emotional intelligence or general

public including happiness and optimism and ability to enjoy life and his view of life and the feeling of satisfaction shows (Adib, 1963).

Salovey and Mayer were introduced emotional intelligence framework as a subset of social intelligence and it was defined as "emotional intelligence ability to review emotions and feelings, the distinction between them and use this information to guide thoughts and their reactions. Due to the Description of the concept of emotional intelligence, emotional intelligence theory experts newest developments in the understanding of the relationship between reason and emotion. Lutaz five factors affecting job satisfaction is defined as follows: Opportunities for promotion and advancement, the opportunity and the chance to progress in the organizational hierarchy.

**Salary:** Bonus and reward that person receives and the extent to which individuals pay fair sees in front of other employees wages.

**Management style (above):** The ability of the supervisor to provide conference behaviors and technical assistance.

**Partners:** The extent to which workers are technically efficient and socially supportive person considered.

**Nature of work:** The size of the job interesting tasks, opportunities to learn and try to take responsibility for the person provides (Torabi, 1965).

**Management style (above):** The ability of the supervisor to provide conference behaviors and technical assistance.

**Partners:** the extent to which workers are technically efficient and Uros research. The research methodology is descriptive and correlational and the main hypothesis and hypothesis secondary research using two questionnaires, trying to find the relationship between emotional intelligence and job satisfaction in Nishapur city principals. The person considered socially supportive.

Nature of work: the size of the job interesting tasks, opportunities to learn and try to take responsibility for the person provides (Torabi, 1965). The study population of 110 people, all the principals in the city of Nishabour to sample 86 based on the sample table Morgan simple random sampling method, the sample size, played. In this research, in order to gather information and research literature from library and the Internet is used to collect

data in order to explain the relationship between two variables emotional intelligence questionnaire and job satisfaction used.

**Barawn emotional intelligence questionnaire:** Answer 90 questions of the questionnaire on a scale of 5 degrees in Likert scale (strongly agree, agree, somewhat disagree completely disagree) is set.

Grading for alternative strongly agree (5), agree (4), partially (3 points), disagree (2 points) completely disagree (a score) is.

**Job satisfaction questionnaire:** To assess job satisfaction, job satisfaction questionnaire, Martin J. Gannon, who has 37 test questions and answers on a scale of 5 degrees in Likert scale (very low job satisfaction (one point), low job satisfaction (2 points), job satisfaction average (3 points), high job satisfaction (4 points), very high job satisfaction (5 points) is set.

Emotional intelligence validity with respect to its application and accapt research conducted within and outside the country, such as Barawn, Dehshiri, Shams Abadi, individual democracy, aliasgharneghad and hadiyan and consultation with university professors were approved.

Cronbach's alpha coefficient to determine the validity of the questionnaire in the pilot study by amount 25 to retest interval of 2 weeks, 0.90. Amdo Cronbach's alpha coefficient to determine the validity of job satisfaction in the pilot study by amount to retest interval of 2 weeks, 0.865, respectively.

In this study, to analyze the data, descriptive statistical methods, such as drawing tables, frequency and inferential statistical methods such as Pearson correlation test for correlations between various indicators of emotional intelligence and job satisfaction is used.

**RESULTS AND DISCUSSION**

**Descriptive data and variables**

**Demographic study subjects:** To determine the demographic characteristics of subjects at multiple index, summary of the number of subjects in each case is demonstrated in Table 1.

**Variable:** Table 2 the number of subjects, mean and standard deviation to measure interpersonal skills based on the total score demonestreated. Descriptive statistics about the scale of interpersonal skills in three rows of empathy, interpersonal and social responsibility is presented in Table 3.

Table 1: Demographic characteristics of subjescts at multiple index

| Subjects  | Indexes |       |       |     |
|-----------|---------|-------|-------|-----|
| History   | <5      | 05-10 | 1-15  | >15 |
| Service   | 3       | 8     | 16    | 59  |
| Manage    | <5      | 05-15 | 10-15 | >15 |
| Education | 31      | 27    | 17    | 11  |
|           | 68      | 18    |       |     |

Table 2: The number of subjects, mean and standard deviation to measure interpersonal skills based on the total score

| Index                    | Number | Mean  | SD    |
|--------------------------|--------|-------|-------|
| Emotional self-awareness | 86     | 21.62 | 2.955 |
| Strictly                 | 86     | 20.09 | 3.055 |
| Self-esteem              | 86     | 23.07 | 2.869 |
| Self-actualization       | 86     | 22.92 | 2.947 |
| Esteghlal                | 86     | 20.63 | 3.210 |
| Interpersonal skills     | 86     | 21.66 | 3.007 |

Table 3: Mean and standard deviation of test scores interpersonal skills

| Index                       | Number | Mean  | SD     |
|-----------------------------|--------|-------|--------|
| Empathy                     | 86     | 24.47 | 2.981  |
| Interpersonal relationships | 86     | 26.01 | 22.675 |
| Social responsibility       | 86     | 25.55 | 2.712  |
| Interpersonal skills        | 86     | 25.34 | 9.456  |

Table 4: Mean, standard deviation to test compatibility

| Index       | Number | Mean  | SD    |
|-------------|--------|-------|-------|
| Solving     | 86     | 23.77 | 2.929 |
| Realism     | 86     | 21.48 | 3.725 |
| Flexibility | 86     | 19.90 | 2.757 |
| Adaptation  | 86     | 21.71 | 3.137 |

Table 5: Mean and standard deviation of coping with stress test

| Index              | Number | Mean  | SD    |
|--------------------|--------|-------|-------|
| Bear the brunt     | 86     | 20.98 | 6.610 |
| Impulse control    | 86     | 18.63 | 4.721 |
| Coping with stress | -      | 19.80 | 5.665 |

Table 6: Mean and standard deviation to test the public mood

| Index        | Number | Mean  | SD    |
|--------------|--------|-------|-------|
| Happiness    | 86     | 22.74 | 3.611 |
| Optimism     | 86     | 23.64 | 2.639 |
| General mood | -      | 23.19 | 3.125 |

In Table 4, the mean and deviation standard, compatibility test is presented in three columns. The variables of this test are of problem-solving, realism and flexibility. In Table 5, the number of participants. The mean and standard deviation of the test is to deal with stress. In Table 6 the number of participants. The mean scores of the general people's test demonstraeted.

**Test the hypothesis:** The main hypothesis of this study was to: between emotional intelligence and job satisfaction high school principals city of Nishapur was significant.

The correlation coefficient was calculated to evaluate the hypothesis. These results are summarized in Table 7. Table 7 shows that the correlation between job satisfaction and emotional intelligence scale and a scale equal to 0.196 is. That due to the significant level of 0.071

Table 7: The relationship between emotional intelligence and job satisfaction

| Correlation                  | Laval-intensity | The Sig. level | The regression coefficient |
|------------------------------|-----------------|----------------|----------------------------|
| <b>Job satisfaction site</b> |                 |                |                            |
| -0.196                       | -0.877          | 0.038          | 0.071                      |

Table 8: Correlation, regression, Student t- test between manager’s job satisfaction and interpersonal skills

| Correlation                  | The regression coefficient | t-vales | The Sig. level |
|------------------------------|----------------------------|---------|----------------|
| <b>Job satisfaction site</b> |                            |         |                |
| -0.082                       | 0.274                      | 1.026   | 0.453          |

and  $<0.1$  is ( $p < 0.1$ ) with the possibility of 0.90 concluded that there was a significant relationship between the variables. And the researcher’s claim that “emotional intelligence and job satisfaction among high school principals city of Nishapur was significant” is true.

**Sub-study findings**

**First hypothesis:** Interpersonal skills and job satisfaction among high school principals city of Nishapur was significant The correlation coefficient was calculated to evaluate the hypothesis. A summary of results is presented in Table 8.

Table 8 shows that the correlation between job satisfaction scale interpersonal skills and a scale equal to -0.082 managers is. That due to the significant level of 0.0453 and  $>0.1$  is ( $p > 0.1$ ) with the possibility of 0.90 concluded that no significant relationship between the researcher’s claim that “the interpersonal skills job satisfaction and high school principals city of Nishabour was significant “will be rejected.

**Second hypothesis:** The second hypothesis was that research. Interpersonal skills and job satisfaction among high school principals city of Nishabour was significant. The correlation coefficient was calculated to evaluate the hypothesis. A summary of results is presented in Table 9.

Table 9 shows that the correlation between job satisfaction scale interpersonal skills and a scale equal to -0.0163 managers is. That due to the significant level of 0.0133 and  $>0.1$  is ( $p < 0.1$ ) with the possibility of 0.90 concluded that no significant relationship between the researcher’s claim that “between Interpersonal Skills job satisfaction and high school principals city of Nishabour was significant “will be rejected”.

**Third hypothesis:** The third hypothesis was that between coping and job satisfaction high school principals city of Nishabour was significant. The correlation coefficient was calculated to evaluate the hypothesis. A summary of results is presented in Table 10.

Table 9: Correlation, regression, Student t-test between managers' job satisfaction and interpersonal skills

| Correlation                  | The regression coefficient | t-vales | The Sig. level |
|------------------------------|----------------------------|---------|----------------|
| <b>Job satisfaction site</b> |                            |         |                |
| -0.163                       | 0.092                      | -1.012  | 0.133          |

Table 10: Correlation, regression, student t-test between job satisfaction and adaptability managers (Interpersonal skills)

| Correlation                  | The regression coefficient | t-vales | The Sig. level |
|------------------------------|----------------------------|---------|----------------|
| <b>Job satisfaction site</b> |                            |         |                |
| -0.156                       | 0.144                      | 0.353   | 0.152          |

Table 11: Correlation, regression, Student t- test between job satisfaction and stress management (Interpersonal skills)

| Correlation                  | The regression coefficient | t-vales | The Sig. level |
|------------------------------|----------------------------|---------|----------------|
| <b>Job satisfaction site</b> |                            |         |                |
| -0.092                       | 0.058                      | -0.243  | 0.402          |

Table 10 shows that the correlation between job satisfaction and adjustment scale and a scale equal to -0.156 managers is. That due to the significant level of 0.152 and  $>0.1$  is ( $p < 0.1$ ) with the possibility of 0.90 concluded that no significant relationship between the researcher’s claim that “between adaptation and satisfaction vocational high school principals city of Nishabour was significant hypothesis “will be rejected.

**Fourth hypothesis:** Fourth hypothesis was that between stress and job satisfaction high school principals city of Nishabour was significant. The correlation coefficient was calculated to evaluate the hypothesis. A summary of results is presented in Table 11.

Table 4-11 shows that the correlation between job satisfaction scale and a scale stress management executives at -0.092 is. That due to the significant level of 0.402 and  $>0.1$  is ( $p < 0.1$ ), with the possibility of 0.90 concluded that there is no significant relationship between the variables and the investigator’s claim that “the stress management job satisfaction and high school principals city of Nishabour was significant hypothesis “is rejected.

**Fifth hypothesis:** Fifth hypothesis was that among the general mood and job satisfaction high school principals city of Nishabour was significant. The correlation coefficient was calculated to evaluate the hypothesis. A summary of results is presented in Table 4-12.

Table 12 shows that the correlation between job satisfaction scale general mood and a scale equal to -0.223 managers is. That due to the significant level of 0.039 and  $<0.1$  is ( $p < 0.1$ ) with the possibility of 0.90 concluded that there was a significant relationship between the variables. According to the data as well as the significance of the null hypothesis, the researcher’s claim that the “general mood and job satisfaction among high school principals city of Nishabour was significant” is true.

Table 12: The correlation, regression, student t-test between job satisfaction and creating public managers (Interpersonal skills)

| Correlation | The regression coefficient | t-values | The Sig. level |
|-------------|----------------------------|----------|----------------|
| 0.223       | -0.877                     | -1.684   | 0.039          |

Table 13: Summary results of a regression model of job satisfaction Nishabour city managers (Interpersonal skills)

| The correaltion coefficient | The coefficient detetermination | Watson statistic |       |
|-----------------------------|---------------------------------|------------------|-------|
| Job satisfaction site       | -196                            | -0.038           | 1.096 |

**A model:** The hypotheses of the research concluded that between emotional intelligence and job satisfaction there is a significant relationship managers in 90% and it could be the result of a model for future research. In other words, if emotional intelligence as an independent variable and job satisfaction the dependent variable to consider when using simple linear regression to examine the nature of this relationship and to determine a suitable model for future research. The first model fitted to the data set as follows:

$$Y = \beta_0 + \beta_1 x_1 + \epsilon$$

where, Error: EI: job satisfaction, managers: Summary regression model fitted to the data presented in Table 13. Table shows that 8.3% of job satisfaction as the dependent variable, independent variables that change stems emotional intelligence and is expressed by the above model.

The analysis of  $p = 0.071$  less than the significance level, so the model fitted to the data efficiently at the level of 90% and can be used to predict job satisfaction of managers of independent variables used in this study.

Table 15 contains estimates of the regression coefficients for the regression model fitted to the data above. The results of Table 15 show that for every one-point increase 0.89 emotional intelligence unit managers will reduce the amount of job satisfaction that this model is listed: Study on the occasion of model: Model to assess occasion following infrastructure should be evaluated for the remainder of:

- The distribution is normal
- That still remain to be almost independent of each other
- The variance of the dependent variable should be constant for all values
- When we plot residuals against predicted values should be observed pattern

We evaluate each of the cases mentioned were: Table 16 measures the hypothesis that:

- $H_0$ : Balances are normally distributed
- $H_1$ : Balances are not normally distributed

Table 14: Summary results of analysis of variance of scores of human values, emotions and quality of life

| Variables  | Sum of squares | df | The average sum of squares | F-value | p-value |
|------------|----------------|----|----------------------------|---------|---------|
| Regression | 1098.56        | 1  | 1098.56                    | 3.342   | 0.071   |
| Error      | 27609.95       | 84 | 328.69                     |         |         |
| total      | 28708.52       | 85 |                            |         |         |

Table 15: Regression coefficients for regression multiple model

| Variables              | Regression estimate | Coefficients | Deviation estimates | Deviation estimates |
|------------------------|---------------------|--------------|---------------------|---------------------|
| Constant               | 145.380             | 16.360       | 8.88                | 0.000               |
| Emotional intelligence | -0.089              | 0.048        | -1.82               | 0.071               |

Table 16: Kolmogorov-Smirnov test

| Normal parameters | Mean   |
|-------------------|--------|
| SD                | 18.022 |
| d                 | 0.073  |
| d                 | 0.063  |
| d                 | 0.073  |
| z                 | 0.674  |
| p                 | 0.754  |

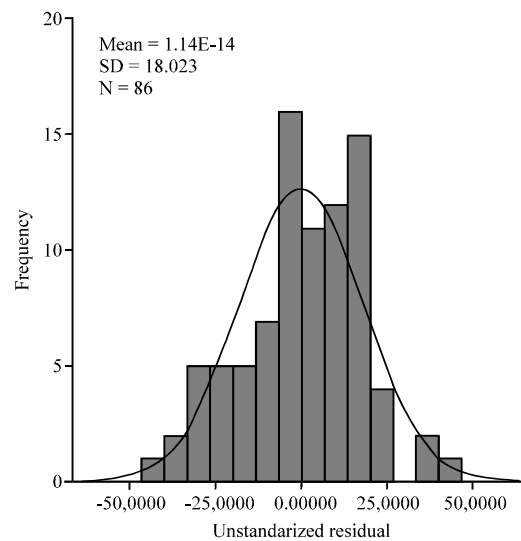


Fig. 1: Emissions for the rest of the multiple regression model

In regard that a significant level of Kolmogorov-Smirnov is  $>0.1$ , the null hypothesis that the remaining normal regression model is confirmed. This is also visible in hystvgram graph. Histogram graph also shows normal waste to be intuitive.

The Durbin Watson is the fitness 1.906 (Table 13) which shows remained totally independent. The charts can also be used garbage in front of the observations, this chart should not follow a specific pattern. Figure 1 and 2 also does not show any specific pattern.

For the third and fourth occasion in the study model because remains graph versus fitted values does not follow a specific pattern so constant variance for all

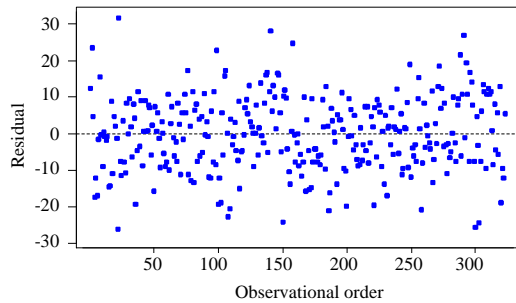


Fig. 2: Residuals against predicted values for constant review of the variance in the regression model

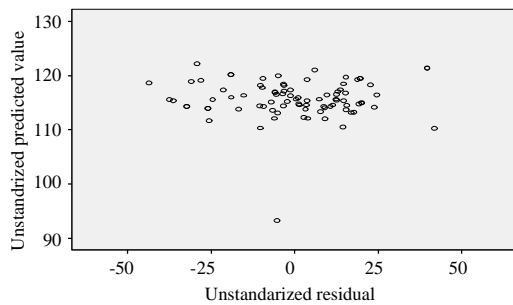


Fig. 3: The remains in front of views

values of the independent variables. The results of this test are presented in Fig. 2 show that the assumptions made in this study between emotional intelligence and job satisfaction there is a 90% confidence level management. Simple linear regression model of how this relationship is expressed as follows. In other words, the relationship between emotional intelligence and job satisfaction of managers are incomplete picture and the job satisfaction decreases with increasing emotional intelligence (Fig. 3).

The main hypothesis that the expression between emotional intelligence and job satisfaction high school principals city of Nishabour was significant. emotional foundations for the future development of every opportunity to increase their potential Bashdayn is also consistent with the results Jakvyz, Koushazadeh, Mokhtarpour, Abedi and Aftabsavar hypothesis Its first expression between interpersonal skills and job satisfaction high school principals city of Nishabour was significant. Not approved. This is consistent with results (Rider, 1967).

The second hypothesis of the study which states: between interpersonal skills and job satisfaction high school principals city of Nishabour was significant. Not approved. This is consistent with results aftabsavar

argues that between empathy and creativity, there is no statistically significant relationship between managers and assistants. Given the fact that empathy that arises in this study is one of five components of emotional intelligence Golman subscales with interpersonal skills are emotional intelligence-on matches as well as consistent research can be said Bantayj reading the results Abedi, Mansouri, farmers and brave usher is equal.

The third hypothesis states that between coping and job satisfaction high school principals city of Nishabour was significant. It is not confirmed by the results brave usher and ahmdzadeh is equal. Fourth hypothesis states that between stress and job satisfaction high school principals city of Nishabour was significant. Not approved in accordance with this conclusion, aftabsavar as well as the motivation of self-regulation and creativity of managers and assistants and there is no significant relationship. As the self-regulation that is proposed in this study is one of five components of emotional intelligence Golman in scale with stress management, emotional intelligence, it is consistent. As well as Mansouri and Zaree is equal. This means that self-regulation alone can have a significant impact on job satisfaction of managers but the conditions and factors that needed to be effective with the level of job satisfaction.

Fifth hypothesis states that: among the general mood and job satisfaction high school principals city of Nishabour was significant. Has been approved Zadeh examine the relationship between emotional intelligence and organizational health research in emotional intelligence-industrial complex Esfarayen the questionnaire is done, the relationship between the general people do not approve of organizational health also general people organizational relationship managers and staff in the Department of North Khorasan prisons, not confirmed.

## CONCLUSION

This can be said in a different workspace on the environment caused such differences in the workplace, education due to economic support spiritual teachers and staff rules effective in controlling and evaluating the best practices to provide managers an intimate atmosphere, happy and working in schools, in campaign step be removed in order to achieve the goals of education students. Is proposed with regard to teaching and learning and the importance of emotional intelligence and the ability to increase job satisfaction and improving the performance of school principals provided.

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