

EMOTIONAL INTELLIGENCE AND TIME MANAGEMENT SURVEY AT DIFFERENT LEVELS OF MANAGEMENT

A case study of the relationship between emotional intelligence and job satisfaction of employees of Razi University in Kermanshah

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Abstract: The aim of this study was to investigate the relationship between emotional intelligence and management at the University, designed and implemented. For this purpose, all staff Razi University in Kermanshah was considered as statistical population and has been studied. The study was descriptive and functional purpose. Accordingly, to measure the basic concepts of research, the emotional intelligence questionnaire Bradbury and Graves (2007) consists of 28 questions and time management Podsakoff (2000) consists of 20 questions was used. The reliability of the questionnaire referred to Cronbach's alpha for the two variables were calculated 817/0 and 853/0, respectively. Test validity of the content validity and construct validity using factor analysis and confirmatory methods and KMO index was confirmed. Significant correlation between emotional intelligence and its components (including self-awareness, self-management, social awareness and relationship management) and time management is being studied at the University.

Keywords: emotional intelligence, time management, job satisfaction, Razi University

1. INTRODUCTION

Study the behavior of individuals in the workplace has long been considered science theorists Management and with the emergence of the field of organizational behavior in the early 1960s, it was taken seriously. Many studies have tried to classify their behaviors and their causes. Topics such as perception, motivation, job attitudes, organizational commitment, and so one of the things that the Surveying human behavior in the workplace. But a new issue that has been raised in the past two decades and in addition the Scholars of behavior, psychologists and sociologists has also attracted, is called time management (Malek Akhlaagh

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et al, 2009). Organizers changing conditions, increased competition and the need for effective, has more evident the needs of value generation of staff, the generation that remembered them as organizational troops. Of course, this staff is distinguishing of effective and non-effective organizations. Because they think of organization as their homeland. And for achieving its objectives, without any prospect in addition to his official role and do not spare any effort (Raamin Mehr et al, 2009). Social scientists and psychologists have recognized that leaders and managers who have high emotional intelligence, compared with their counterparts who are average or below average intelligence, in the managerial and leadership tasks are much better. Moreover, those who have higher intelligence have greater business success and encourage itself and others to success, and the ability to trust and be trusted to others (Belker & Tapchik, 2006). The concept of emotional intelligence involves the issue that a lot of people, who do not have high education, but have high emotional intelligence, about of knowing of excitement themselves and others and control these emotions are high. If these individuals are directors of organizations, can benefit from this advantage, can play a decisive role in order to achieve the organization's goals and manage it better. People who have better management, considering efficient use of time as a specific indicator and efficient in their management and are seeking to have effective management with the right timing. Nowadays than previously thought, emotion and reason are not against each other but also emotions and feelings can act in the service of reason (Akbar Zadeh, 2004). Goleman believes that, despite existing knowledge, as an important factor influencing genes. But, emotional intelligence is partly derived from life experiences (Gellman, 2003). Time is one of the scarce and unique resources, that the efficient and effective use of it seems necessary for success in work and life. Optimum and maximum use of manpower and minimize costs, is one of the most important manager duties. Since university staff play an important role in communicating with students, knowing the attitude and skills of emotional intelligence and its impact on job satisfaction and therefore their performance is very important. In the past, considered emotions, chaotic, random, irrational and immature and in contrast to the reason. Nowadays, unlike previous imaginations emotion and reason are not against each other but also emotions and feelings can act in the service of reason (Akbarzadeh, 2004). This study aimed to investigate the relationship between emotional intelligence and job satisfaction among managers and employees, and to justify the administrative authorities and stakeholders on the need for more attention to emotional intelligence as an important component to improve stress and improve the performance of administrators and staff will be carried out. Also, for more effective performance of managers, we need to have greater recognition to their ability, prior to expect from their performance. Having a high emotional intelligence, which includes the following components, can help senior managers in selecting of lower-level managers. Because emotional intelligence can have a direct impact on individual performance. Scientific

knowledge in this sense it is necessary because, in right choose of deserve leaders Care must be taken, for governance and for greater efficiency in the Community to follow expect, can expect more effective and higher performance.

2. THE PURPOSE OF THE STUDY

2.1. The main purpose:

The relationship between emotional intelligence and employee time management in college.

2.2 Special Purposes

2.2.1: Evaluation of Relationship between emotional intelligence of employees with time management.

2.2.2: Evaluation of emotional intelligence at different levels of management

2.2.3: Assessment of time management at different levels of management

2.2.4: Evaluation of Relationship between emotional intelligence and job satisfaction of employees

2.2.5: investigate the relationship between time management and job satisfaction of employees.

3. ASSUMPTIONS

3.1: emotional intelligence has a positive relationship with time management.

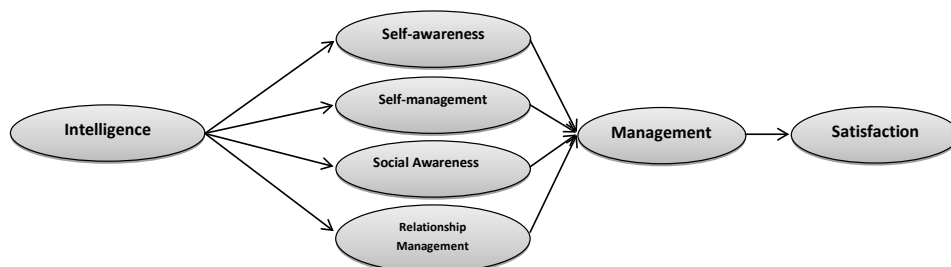
3.2: Senior of managers has the emotional intelligence than the other of managers

3.3: Senior management more Time Management than the other managers.

3.4: Emotional intelligence has a positive relationship with job satisfaction.

3.5: Time Management staff has a positive relationship with job satisfaction.

Figure 1: Conceptual Model Research (Tabary & Ghorbaani, 2009)



4. THE THEORETICAL REVIEW OF LITERATURE

4.1. Emotional Intelligence and its Variants

Although the concept of intelligence, including the concepts that had been considered from the past. But the important point is that, to performing the study actually is emphasized often the cognitive aspects of intelligence, including memory, problem solving and thinking. While today not only, non-cognitive aspects of intelligence such as the ability to not only emotional, excitement, social and personal ability, are more noticeable, but also it's important is to predict a person's ability to Success and consistency in life. Enormous changes that have occurred in the areas of intelligence and excitement of the challenged traditional views, and has underlined the close and intertwined relationship between intelligence and emotion (Salovey & Mayer, 1990). One of the most important concepts integrating the cognitive aspects, such as thinking and other cognitive, like excitement, are emotional intelligence. Many experts believe that emotional intelligence is one of the newest developments and innovations in understanding the relationship between human thought and emotion (Wong & Law, 2002). It can be said that historically the emotional intelligence is the new concept that has been proposed in recent years is used in contrast cognitive intelligence. This type of intelligence is really a non-cognitive intelligence that rooted in the concept of social intelligence. Another theoretician who showed attention to different aspects of intelligence was Wechsler, which in 1940 proposed idea of mechanically and intellectual elements. In his view, them echanically element are the elements of emotional, personal and social. From the Daniel Goleman's perspective, emotional intelligence defined as the capacity to accept reality, flexibility, ability to solve problems, the ability to cope with stress and shocks. So, Golman proposed emotional intelligence as an ability to Goleman's knows emotional intelligence as the ability to maintain motivation, persistence against adversity, and control against impulse, postpone success, empathy with others and hope (Aghayaar & Sharif Daraamadi, 2006). defined emotional intelligence as the ability to understand self-emotions and others and distinguish between them, to guide thought and action (Ali Akbari dehkordi, 2007).

In general, the issues that were raised in relation to emotional intelligence, it became apparent that the addition of rational factors, irrational factors there are, that are decisive intelligence. And beyond the rational intelligence, there is also another kind of intelligence, called Emotional Intelligence that explains a large part of the individual success in the job. This overall result has been achieved in the evolution of the views of many thinkers of the past century, and finally the term emotional intelligence or emotional intelligence, has been used to express it. Despite the different models refers of emotional intelligence there are statistical

and conceptual similarities between the different concepts. On a broader level, all models are going to understand and assess the elements involved in understanding and regulating one's own personal emotions and others. These patterns, are agree with this look at the key components of emotional intelligence is certain. For example, all three models emotional intelligence of Salovey and Mayer, Bar-On and Goleman are implies awareness and understanding emotions and managing emotions as key elements of a person's emotional intelligence.

Table 1
Model of emotional intelligence of Daniel Goleman et al

<i>Ability</i>	<i>Emotional intelligence indices</i>
Self-awareness	Emotional self-awareness, identify their feelings and understand their impact. Accurate self-assessment, densifying strengths and their limitations. Confidence: a proper understanding of the value and capabilities of the individual.
Self-management	Restraint, harness the destructive emotions and tensions. Purity (loyalty): Show integrity, solidarity and loyalty. Compatibility: flexibility in dealing with changes
Social Awareness	Conscientiousness: taking responsibility for personal performance Success-driven efforts to improve and achieve the standard of success Initiative: the desire to take advantage of opportunities
Self-awareness	Empathy: understanding the emotions of others, understand their perspectives Organizational awareness: understanding the emotional power group. Service orientation: to identify the needs of others to serve. Developing the capabilities of others: strengthen the ability of others through feedback. Lead: lead and motivate others with compelling insight. Effect: to apply effective tactics for persuasion of others. Communication: Listening openly and sending convincing messages to others. Responding to change: the implementation or management changes as a pioneer. Conflict Management: overcome differences. (Goleman et al, 2002)

In summary, the following can be pointed to a variety of emotional intelligence which consists of:

Multiple intelligences (Gardner, 1983), organizational intelligence (Malekzadeh, 2010), social intelligence, moral intelligence (Goleman et al., 2007), the spiritual intelligence (Rajaei, 2010) and competitive intelligence (Aghayaar & Sharif Daraamadi, 2006).

4.2. Job satisfaction

Spector (2007) suggests that job satisfaction is an attitude that how people shows their feel about their jobs in general or with respect to different areas. Ivancevich and Donnelly (1998) define job satisfaction as a general concept and assessment Individual attitudes toward work, as a general attitude. Along with this thought, they considered job satisfaction approach as theA set of individual attitudes towards various aspects of the job. Shafiabadi (1997) quotes Hapaky knows job satisfaction as complex and multidimensional concept that linked with mental and physical and social factors. Job satisfaction is not just caused by one factor, but also the combination of various factors causes working person at any moment of time,feeling of satisfaction from his job and enjoy it. Smith, Kendall and Hulin (1969) say, five popular aspect of job are features Highlight job that following is a brief introduction:

Satisfaction with work: Scope and tasks employees are doing is interesting and provide their opportunities to teaching and learning.

Satisfaction with Supra: Means the technical and management capabilities of managers, and considerations that they show for the interests of employees.

Satisfaction of Partners: Means the friendship, technical competence and the support that his colleagues indicate. Satisfaction of Partners is the source of their communications.

Satisfaction of promotion: Means access to real opportunities for enhancements in staff.

Satisfaction of rights: Means amount of salary, perceptual equality of rights, and payment method to staff.

The concept of emotional intelligence is one of the very important issues that besides job satisfaction, that plays an important role in the efficiency and effectiveness as well as physical and mental health of individuals, But in organizations and institutions, especially Iranian organizations and institutions it has not been enough attention.

4.3. History of Research

Mohammadi (2008) evaluated the relationship between organizational skills of time management and organizational effectiveness secondary schools of region 2 in Shiraz. The instrument used in this study was two scales, one related to organizational skills of time management, and other was related to the organizational effectiveness scale. The result showed that there is no significant relationship between organizational skills of time management and effectiveness of managers, and also between background of manager's duty and organizational skills of time management and organizational effectiveness.

There was significant difference between Organizational management skills and effectiveness of managers, and also between level and field of study in the effectiveness of the organization.

Between Organizational skill of time management and organizational effectiveness of men and women, as well as between. The education in the skills of time management there was no significant differences.

Mazinani (2009) studied the relationship between emotional intelligence and stress in administrators of the education. He realized that the Emotional Intelligence better harness stresses of life, and by reducing stress leads to better use of time. He considers the individual ability as the vital component to change the stressful workplace not abandoning it. Brian (2007) during the study found that, identifying and understanding critical situations, self-regulation and flexibility in the face of this situation is the key to success in time management. And there is relationship between the correct use of time and flexibility in the face of crisis. He said many people claim that their work is in a better position more visible, unfortunately, the research results indicate that, these issues rarely receive positive. Also, due to the effect of key tasks and priorities be considered in the long term, and People are suffering high levels of stress, and they have identified duties do the best way. Charles (2007) investigates the relationship between time management and social skills training among school managers. The results showed that there is relationship between time management and social skills and training. To be socially valid 10 heads judged it from outside. The results showed that use of 2 school superintendents, reduced the amount of time allotted to do things, And without loss of quality, service assessment increases. Hayashi (2005) found that whatever emotional intelligence be higher the of managers' performance is also better and more efficiently.

5. RESEARCH METHODOLOGY

Approach of this research considering the nature and goals is correlational. In this study the methods of literature review is note taking and library. In this study,

the data collection instruments, two questionnaires one is and time management questionnaires of shearing and other was emotional intelligence, of "Sv". both the questionnaire has been modified and adapted to our organization and culture was prepared, And the method of scoring in the tests is based on the Likert scale. In terms of time study is sectional-transverse. Studies have been conducted in the way of comparative in terms of relationship between the variables. Finally, how the effects between latent and manifest variables the proposed model of in this research, is based on structural equation modeling.

5.1. Community and Sampling

Statistical population of this research included all workers at Razi University in Kermanshah. 1,200 employees, based on the Cochran formula sample size is 295 that 295 questionnaires were distributed and 120 questionnaires were returned. For preparation suitable sample of staff of the university in the city of Kermanshah, the multi-stage sampling method was used. For this purpose, in the first stage stratified sampling method, In the second step to choosing a sample in each of the classes simple random sampling method is used. In such a way exist an equal chance of being selected for all members of the population. The method of electing members to answer questions questionnaire, is a random without replacement. 120 students have been implemented f Suitable samples for research classes based on the table (2) for public universities.

Table 2
Sample study population

<i>University classes</i>	<i>The number of employees in the statistical population</i>	<i>Staff ratio to the total statistical population</i>	<i>Total sample selected</i>
Governmental	1200	0.100	120
Total	1200	0.100	120

Source: Research data

Methods were used to data collection in this study, was library and field.

5.2. The Data Collection Tool and How to Prepare the Questionnaire

To run and scoring variables, the questionnaire that was used are made in accordance with the model, dimensions and variable components of the research. The questionnaires include:

Bradbury and Graves' emotional intelligence questionnaire: The test has been adjusted based on four competency model dimensions Daniel Goleman's emotional, Contains 28 questions and is based on the Likert scale. Questions 1 to 5 score determines their consciousness, Questions 6 to 14 are related to self-management, Questions 15 to 21 to measure social awareness and questions 22 to 28 determines their score on relationship management.

Podsakoffs' job satisfaction questionnaire: This analysis has been prepared in accordance with the dimensions of the management model, Contains 20 questions and is designed on the basis of five-item Likert range. Questions 1 to 4, dutiful score, Questions 5 to 8 altruism score, questions 9 to 12 work ethic score, questions 13 to 16 job satisfaction and 17 to 20 will determine staff reverence.

Time management questionnaire: The questionnaires are self-made and have been extracted based on Hashemi Zadeh (2006) article. Questionnaire have four dimension that each of this dimension consist of 5 questions.

Different aspects of time management as well as questions related to each dimension is presented in the below table.

Table 3
the time management questionnaire

<i>Dimension</i>	<i>Question</i>
The formulation of goals and priorities	1-5
Mechanical of Time Management	6-10
Time control	11-15
Maintain order and organization	16-20

6. VALIDITY AND RELIABILITY OF RESEARCH

In the present study, although the standard questionnaire was used to collect information. But both content and construct validity were examined for more credibility. The ideas of experts, university professors and experts were used to ensure the content validity of the questionnaire. Necessary amendments were carried out in question with the opinions of mentioned people and thus ensure that the questionnaire measure desired characteristics of studies. Reliability of the questionnaire, by Cronbach's alpha method was calculated and verified (817/0) and (853/0), for the variable of emotional intelligence and job satisfaction, respectively.

7. ANALYSIS OF DATA

	<i>Group</i>	<i>Num</i>	<i>Mean</i>	<i>SD</i>	<i>SE</i>
Emotional Intelligence	Senior Managers	30	95.83	11.167	2.039
	Normal managers	90	90.38	13.460	1.419
Time management	Senior Managers	30	78.80	5.732	.981
	Normal managers	90	79.31	7.706	.812
Job satisfaction	Senior Managers	30	16.70	2.423	.442
	Normal managers	90	17.32	2.212	.233

7.1. Analysis of Variables Descriptive Indicators and Normal Distribution

Table 4 indicates that the average score of emotional intelligence for senior and Normal managers has been obtained 95.83 and 90.38, respectively, average score of time management in senior and normal managers has been obtained 78.80 and 79.31, respectively and job satisfactions score has obtained 16.70 and 17.32 for senior and normal managers, respectively.

Table 5
Normality of data

	<i>Self-awareness</i>	<i>Self-management</i>	<i>Social Awareness</i>	<i>Relationship management</i>	<i>Time management</i>	<i>Emotional Intelligence</i>	<i>job satisfaction</i>
Num	120	120	120	120	120	120	120
Z ²	1.006	1.003	1.052	1.092	.782	.887	1.005
The significance level	.190	.191	.186	.184	.574	.411	.189

It can be seen in the above table Z statistics in all variables are not significant, statistically and $P > 0.05$, so zero hypothesis based on abnormal data Rejected and the main hypothesis based on normality of the data is confirmed.

7.2. Assumptions Analysis

The first hypothesis: there is a positive relationship between emotional intelligence of employees with Time Management. To investigate the relationship between emotional intelligence and time management, Pearson correlation test were used. Result shown in table 6.

Table 6
Correlation between emotional intelligence and Time Management

<i>Time management</i>		
	Pearson correlation	.632**
Emotional Intelligence	Significant level	.000
	Num	120

**The correlation is meaningful in $p < 0.01$

As it can be seen in Table 4-6 there is a positive correlation between emotional intelligence and Time Management ($r = 0.632$) and this correlation is significant in $p < 0.01$, since correlation coefficient is positive. So we can say that with increasing staff emotional intelligence, time management goes above and vice versa.

The second hypothesis: senior managers have the emotional intelligence more than rest of managers. In order to compare emotional intelligence in Normal and senior managers' independent t-test were used; the results can be seen in the following table:

Table 7
Independent t test to compare the emotional intelligence of senior and Normal managers

95% confidence level		<i>T test</i>					<i>lon test</i>		
<i>Upper bound</i>	<i>Lower bound</i>	<i>SE</i>	<i>Mean</i>	<i>The significance level</i>	<i>df</i>	<i>t</i>	<i>The significance level</i>	<i>F</i>	
10.85	.056	2.73	.048	118	2.00	.099	2.76	Variances equality Assumption	Emotional intelligence
10.42	.486	2.48	5.46	.032	59.36	2.19		Assumption inequality of variances	

It can be seen in Table 7 the Assumption equality of variances confirmed. Therefore, assuming equal variance T-test it can be observed that, $df = 118$ of t-statistic is greater than t of table and $p < 0.05$ was obtained that indicates that there is significant differences between emotion intelligence of senior and normal managers.

The third hypothesis: senior managers have more time management than the rest of managers.

In order to compare time management between senior and normal managers, Independent t test were used, the results can be seen in the following table:

Table 8
Independent t test to compare time management of senior managers and Normal

95% confidence level		T test					lon test			
Upper bound	Lower bound	SE	Mean	The significance level	df	t	The significance level	F		
2.496	-3.518	1.519	-5.11	.737	118	-	.021	5.5	variances equality Assumption	Emotional intelligence
2.028	-3.050	1.273	-5.11	.689	71.4	.33	-		Assumption inequality of variances	
						.40				

In Table 8 is shown equal variances is denied. Therefore, assuming unequal variance t test, there is not a meaningful difference between time management of senior and normal managers. Because the t-statistic with DF=118 obtained smaller than t of table and $p=0.737 > 0.05$.

The fourth hypothesis: there is positive relationship between emotional intelligence and job satisfaction. To investigate the relationship between emotional intelligence and job satisfaction Pearson correlation test were used.

Table 9
Pearson correlation coefficients

		job satisfaction
	Pearson correlation coefficients	.682**
Emotional intelligence	Significant level	.000
	Number	120

As it can be seen in Table 9. There is a positive correlation between emotional intelligence and job satisfaction ($r=0.682$). And this correlation at the level of $p < 0.01$ is meaningful. Since correlation coefficient is positive, so, It can be said that with

increase emotional intelligence of employees, their job satisfaction goes higher and vice versa.

Fifth hypothesis: there is a positive relationship between job satisfaction and staff time management. In order to examine the relationship between job satisfaction and employee time management of Pearson correlation test were used.

		<i>Job satisfaction</i>
	Pearson correlation coefficients	.498**
Time management	Significant level	.000
	Number	120

As it can be seen in Table 10. There is a positive correlation between time management and job satisfaction ($r = 0.498$), this correlation at the level of $p < 0.01$ is meaningful. Since there is a positive correlation coefficient, so it can be said with increases time management of staff, job satisfaction goes higher and vice versa.

8. CONCLUSIONS AND RECOMMENDATIONS

Z statistics in all variables is normal in the significance level of 5%. In research hypotheses that in the first hypotheses, emotional intelligence have positive relationship with time management, Pearson correlation test were used to evaluate this relationship, that based on this test there is positive correlation between emotional intelligence and time management ($r = 0.632$), and this correlation is meaningful in the level of 0.01. Since a correlation coefficient is positive, it can be said that increases staff emotion intelligence their time management goes higher and vice versa. In the second hypotheses, senior managers have more emotion intelligence than the other managers. In order to compare emotional intelligence among senior and normal managers independent T-test was used, that assumption of equality of variances is confirmed, Therefore, assuming equal variance in T-test it can be observed T with $df=118$ is greater than the t of the table. It shows that there is a significant difference emotional intelligence of senior and normal managers.

The third hypothesis senior managers have the more time management than the other. In order to compare the time-management of the senior and normal managers, independent samples t-test was used. The assumption of equality of variances is rejected. Therefore, by assuming unequal variance in T-test it can be observed that, there is no significant difference between normal and senior managers. Because the t-statistic with $df = 118$ obtained smaller than t of table.

And also $p=0.737>0.05$ is obtained. In the fourth hypothesis Emotional Intelligence staff has a positive relationship with job satisfaction. Pearson correlation test was used To evaluate the intelligence and job satisfaction, that there is a positive correlation between emotional intelligence and job satisfaction ($r=0.682$) and $p<0.01$ is meaningful at level of 1% because coefficient correlation is positive. So we can say that with increasing emotional intelligence staff job satisfaction is higher and vice versa. In the fifth hypothesis there is a positive relationship between job satisfaction and time management of employee. Pearson correlation test was used, In order to examine the relationship between job satisfaction and employee time management. There is a positive correlation between time management and job satisfaction($r=0.498$).Since correlation coefficient is positive and this correlated is significant at the level of $p<0.01$.

8.1. Recommendations

8.1.1. Practical suggestions

For this purpose in the early stages university should pay attention emotional capabilities of the applicants in recruitment, selection and appointment. And at a later stage by providing and inducing atmosphere and organizational culture based on participation and cooperation of the community and increase its stability. as well as holding Work ethic courses 1, Psychology 2, Industrial-Organizational Psychology 3, Can promote emotional and employment patterns. Thus leads to creation of work commitments, positive behavior, positive spirit and employees attention to the resources and interests of the organization. It is a good concept and functional principles of emotional intelligence, in the most comprehensive form and in the form of group sessions, workshops be trained to staff.

8.1.2. Suggestions for future research

Investigate the role of modulators such as organizational commitment or organizational loyalty in the relationship between emotional intelligence and Time-management at job satisfaction of University, Because of the diversity of views on offer for variables that were studied in the field of research. As well as sufficient cohesion in the questionnaire related to their, Similar research is also based on other tools offered,So that research variables based on a standardized questionnaire or other researcher is assessed. It is recommended that this research is conducted in two stages,the first phase of on an introductory basis and a step, after the workshop reinforce the emotional skills, and job skills. Results of two stages be compared and evaluated.

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