

Impact of Emotional Intelligence of Principals in High Schools on Teachers Conflict Management: A Case Study on Secondary Schools, Tehran, Iran

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Abstract : Emotional Intelligence (EI) has been defined as the ability to empathize, persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others in a way that earns friends and success. These abilities allow an individual to recognize and regulate emotion, develop self-control, set goals, develop empathy, resolve conflicts, and develop skills needed for leadership and effective group participation. Due to the increasing complexity of organizations and different ways of thinking, attitudes and beliefs of individuals, Conflict as an important part of organizational life has been examined frequently. The main point is that the conflict is not necessarily in organization, unnecessary; But it can be more creative (increase creativity), to promote innovation, or may avoid wasting energy and resources of the organization. The purpose of this study was to investigate the relation between principals emotional intelligence as one of the factors affecting conflict management among teachers. This relation was analyzed through cluster sampling with a sample size consisting of 120 individuals. The results of the study showed that, at the 95% level of confidence, the two secondary hypotheses (i.e. relation between emotional intelligence of principals and use of competition and cooperation strategies of conflict management among teachers) were confirmed, but the other three secondary hypotheses (i.e. the relation between emotional intelligence of managers and use of avoidance, adaptation and adaptability strategies of conflict management among teachers) were rejected. The primary hypothesis (i.e. relation between emotional intelligence of principals with conflict management among teachers) is supported.

Keywords : emotional intelligence, conflict, conflict management, strategies of conflict management

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