



# International Journal of Research in Management

ISSN Print: 2664-8792  
ISSN Online: 2664-8806  
Impact Factor: RJIF 8  
IJRM 2023; 5(2): 142-151  
[www.managementpaper.net](http://www.managementpaper.net)  
Received: 10-06-2023  
Accepted: 12-07-2023

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## The relationship of emotional intelligence to organizational behavior among secondary school principals in Salah Al-Din governorate

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DOI: <https://doi.org/10.33545/26648792.2023.v5.i2b.104>

### Abstract

This research aims at the role of emotional intelligence on the organizational behavior of secondary school principals in Salah al-Din, as it positively affects organizational behavior. The study sample consisted of 150 secondary school principals in Salah al-Din. The descriptive analytical approach was used, and the questionnaire was adopted as a tool for study and data collection. The research questionnaires were analyzed using the statistical program SPSS. The study concluded that there was a statistically significant effect at a significant level (0.05) in the role of intelligence. With organizational behavior. In general, it can be said that emotional intelligence plays a crucial role in enhancing the organizational behavior of secondary school principals in Saladin, thus contributing to improving school performance and enhancing students' academic achievement.

**Keywords:** Emotional intelligence, organizational behavior, secondary school principals in Saladin Governorate

### Introduction

Secondary school administration is a vital responsibility in the success of education and student development. One of the essential aspects of success in this field is the ability to manage relationships and make the right decisions at the right time. Emotional intelligence is believed to be an important factor that influences these abilities and skills. Therefore, this research aims to examine the relationship between the emotional intelligence of secondary school principals in Saladin Governorate and their organizational behavior. Emotional intelligence refers to the ability to understand and analyze the emotions of oneself and others and to organize and direct them effectively. Therefore, principals with a high level of emotional intelligence can effectively deal with problems and challenges in the school environment. For its part, the organizational behavior of secondary managers relates to the behavioral patterns that managers follow in exercising their organizational functions. The organizational behavior of principals is considered a factor influencing work performance and achieving school goals. There are several interactions between emotional intelligence and the organizational behavior of secondary school principals in Salah al-Din Governorate, for example:

- 1. Emotional communication ability:** Emotional intelligence helps principals interact effectively with teachers, students, and parents, thus promoting good communication and positive relationships in the school.
- 2. Managing stress and challenges:** Emotional intelligence helps managers deal with work pressures and challenges that they may face in the educational environment, which contributes to reducing stress and improving organizational performance.
- 3. Enhancing participation and team spirit:** Emotional intelligence helps principals enhance cooperation and participation among members of the educational team and thus enhances team spirit and teamwork in the school.

In general, it can be said that the emotional intelligence of secondary school principals in Saladin Governorate plays a crucial role in achieving successful organizational behavior and achieving organizational goals in the school.

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### Research problem

Emotional intelligence is one of the basic drivers of an individual's feelings toward different situations and other individuals with whom he deals. Organizational behavior also constitutes the most important factor affecting an individual's performance and readiness for work and high school service. Accordingly, the main research problem emerges in the presence of a clear deficiency in the awareness of the members of the sample study of the nature of the relationship between intelligence, emotional and organizational behavior. This is what the researcher touched upon in the field experience with the sample studied. The research problem can also be clarified by raising the following question:

What is the nature of the relationship and influence between emotional intelligence and organizational behavior among secondary school principals in Salah al-Din Governorate?

### Research aims

The impact of emotional intelligence on organizational behavior in secondary schools in Saladin Governorate can be multifaceted and include many goals and benefits. The researcher stated some objectives for the impact of emotional intelligence on organizational behavior in this context:

1. **Enhancing communication and cooperation:** Emotional intelligence can help individuals better understand their feelings and the feelings of others, which increases the level of communication and cooperation in the school between students, teachers, and administration.
2. **Develop motivation skills:** Individuals who possess high emotional intelligence may be able to better motivate themselves and others to achieve school and educational goals.
3. **Promoting Effective Leadership and Administration:** Leaders and administrators who possess strong emotional intelligence skills may be able to manage conflicts better, make wiser decisions, and better understand the needs of teachers and students.

### Hypotheses

The role of emotional intelligence among secondary school principals in Salah al-Din Governorate and their organizational behavior.

### Research Methodology

#### 1. Research design

The researcher used descriptive and survey research to collect and analyze data.

#### 2. Research sample

A random sample of secondary school principals in Saladin Governorate was selected. Questionnaires were distributed to these managers.

#### 3. Search tools

Research includes questionnaire tools for evaluating emotional intelligence and a questionnaire for evaluating organizational behavior.

#### 4. Data collection

The researcher collected data by distributing questionnaires to the managers participating in the research.

5. **Data analysis:** In this research, the statistical program SPSS was used to analyze the collected data and test hypotheses.

### Previous studies related to emotional intelligence

A 2009 study by Shkoler & Trine examined the moderating role of emotional intelligence in the relationship between perceptions of organizational justice and Anti-working behaviors and in the relationship between burnout and Anti-working behaviors. Their results indicated that emotional intelligence moderates (and reduces) the relationship between the perception of organizational justice and burnout, while emotional intelligence moderates (and reduces) the relationship between the perception of organizational justice and burnout.

While the 2016 study Sony & Math examined the relationship between the dimensions of emotional intelligence (emotional self-assessment and emotional assessment of others, emotion regulation, use of emotion), adaptability of frontline staff and job results, job satisfaction, and performance ability to adapt, and the staff member's ability to adapt to both job satisfaction and job performance.

The 2018 study "Mohammad *et al.*" Looked at the impact of the dimensions of emotional intelligence, self-awareness, and self-management. Self-motivation, empathy, and social skills on job satisfaction in Pakistan in the banking sector. The results showed a moral relationship between emotional intelligence and job satisfaction. An important positive correlation between self-awareness, self-management, self-motivation, empathy, and social skills.

The 2019 Carrillo study also aimed to test the relationship between emotional intelligence and job satisfaction, occupational combustion, and job performance by applying to workers in the United States, and its results resulted in a positive moral impact between emotional intelligence on both job satisfaction and job performance while emotional intelligence has a negative moral impact on functional combustion.

### Previous studies on organizational behavior

The Shibani Fawzia Study (2010-2011), "The Role of Formative Programs in Transforming the Organizational Behavior of Security Sector Workers", aims to determine the role of formative programs in transforming the organizational behavior of security sector workers. The description curriculum used the study sample 109 AON in the security sector:

Security personnel believe that there is a very high relationship between training programs in organizational behavior and the possibilities of stimulating motivation and achieving job affiliation.

The necessity of identifying the general principles of the training process, selecting appropriate ones, and applying them in appropriate circumstances.

The design of training programs must be built on a sound and scientific basis based on identifying training needs.

Rassa Bouazza Hafidha (2012-2013) "Human Resources Management and its Role in Activating the Decision-Making Process in Sports Administration in M'sila," which aims to know the role of Human Resources Management in activating the decision-making process in Sports Administration, in addition to knowing the place that the decision-making process occupies in Sports management

and its relationship to the various functions of human resources management, as well as highlighting and clarifying the factor of human resources management in activating the decision-making process in sports management, as well as highlighting the role of the continuous training factor of human resources management in activating the decision-making process. Furthermore, it reveals the most significant challenges facing the decision-making process for human resources management in sports administration. The researcher used the descriptive approach and a sample of 15 employees from the Department of Youth and Sports in M'sila State. The researcher also used the questionnaire as a tool for collecting information.

### **The most significant outcome was achieved**

Human resources management's role in providing appropriate information to activate the decision-making process in sports management was highlighted.

Study of Saduqi al-Arabi (2013-2014) "The role of some elements of organizational behavior in improving the performance of human resources." The study aims to know the role of some elements of organizational behavior in improving the performance of human resources, in addition to predicting organizational behavior, through knowing the causes of behavior as well as direction and control. Controlling behavior through influence, in addition to familiarity with the foundations of organizational behavior, helps the manager increase their administrative efficiency because identifying the desires, needs, inclinations, and tendencies of subordinates leads to good leadership and efficient management. The study of organizational behavior reduces reliance on intuition and personal judgments in forming opinions and judgments about the individual, in addition to highlighting the role of some elements of organizational behavior in improving the performance of human resources. In his study, the researcher relied on the descriptive approach because it is compatible with the nature of the problem studied. The research sample consisted of 35 individuals working in the Youth and Sports Directorate of Missile State used the researcher. In studying a questionnaire as a tool for collecting information, the researcher reached the following results:

- Lack of advocacy role in improving human resources performance.
- The lack of a role for leadership in improving human resources performance
- The lack of a role for organizational loyalty in improving human resources performance.

### **The first topic**

#### **Emotional smartness**

It is a concept that refers to the ability to understand and recognize personal feelings and the feelings of others, and then control and use them effectively in a variety of social and personal contexts. In general, emotional intelligence is considered a key to an individual's success in personal and professional life, as it helps build healthy relationships and improve performance in a variety of contexts. This concept has recently received increasing attention from researchers, as many recent studies and research have applied to this subject, trying to investigate the relationship between it and many other psychological and behavioral manifestations. Studies and research agree that emotional intelligence has an impact on the individual's behavior and personal and social

characteristics to a degree. The superiority of the influence of mental and academic intelligence in linking the mind to emotions is something that cannot be denied or belittled. In the early periods, psychologists believed that mental activity was distinct or separate from human emotions, but now it is believed that emotional processes meet or intersect with mental thinking activities, and so there is Psychologists are convinced that studying emotions can help understand human adaptive behavior in general (Muhammad, 2011) [2].

### **Emotional intelligence goals**

The goals of emotional intelligence revolve around developing and enhancing an individual's emotional capabilities. The main goals of emotional intelligence include:

1. **Understanding emotions:** Emotional intelligence aims to enhance an individual's understanding of emotions, including recognizing his own and others' emotions, and understanding how emotions affect his behavior and decision-making.
2. **Emotion regulation:** Emotional intelligence also aims to develop an individual's ability to properly regulate and manage emotions. This includes learning about strategies for controlling negative emotions and promoting positive emotions.
3. **Developing social relationships:** Emotional intelligence aims to improve communication and social interaction skills and build healthy and fruitful relationships with others. Emotional intelligence enhances the ability to understand and confront the needs and feelings of others and enhances cooperation and teamwork.
4. **Achieving emotional well-being:** Emotional intelligence also aims to enhance an individual's emotional well-being and personal success. This is done by enhancing the ability to deal with emotional challenges and improving the level of happiness and emotional satisfaction.

In general, emotional intelligence aims to enhance an individual's emotional intelligence, improve his or her ability to deal with emotions correctly, build positive relationships, and achieve emotional well-being.

### **Emotional intelligence models**

There are many models of organizational behavior according to many theories and research in the field of human resources management and organizational psychology. Here are some famous models:

1. **Welfare and Benefits Model (Employee Basic Leverage):** This model indicates that employees in the organization make decisions and behaviors based on the balance between personal well-being and expected benefit. This model aims to achieve a balance that meets the employee's needs and achieves the organization's goals.
2. This model proposes that organizational behavior can be understood and explained through an in-depth study of an individual's personality dimensions, such as personality, values, beliefs, skills, and knowledge. This model gives importance to the differences of individuals and how this affects their behavior in the organization.

3. **Behavior Choice Model:** This model considers that organizational behavior depends on the individual choosing between a set of possible behaviors, based on the beliefs, expectations, culture, stimuli, and responses he receives from the organizational system. This model aims to explain the decision-making process that affects organizational behavior.
4. **Recruitment and settlement model:** This model is based on the idea that organizational behavior may be affected by the extent of the individual's attachment to the organization, his expectations for work, and the settlement of his personal and professional requirements. This model reflects the individual's relationship with the organization and how it affects their behavior. (Mohamed, 2011).

### The importance of emotional intelligence

- Strengthening social relationships: Emotional intelligence helps build healthy and positive relationships with others and contributes to enhancing social understanding and cooperation.
- Improving mental health: Emotional intelligence can reduce levels of stress and anxiety and increase levels of psychological well-being.
- Professional success: Emotional intelligence is important in the professional environment as it can be used to enhance leadership, negotiation, and problem-solving skills.
- Improved decision-making: Emotional intelligence can help make better decisions by understanding the impact of feelings and emotions on the decision-making process.
- Promoting academic excellence: Emotional intelligence can have a positive impact on student's achievement and academic performance. (Ljian, 2010).

### Obstacles that hinder emotional intelligence

The development and enhancement of emotional intelligence can be negatively impacted by some obstacles, such as:

1. **Lack of self-awareness:** Lack of awareness of personal feelings and emotional interactions can be hindering the development of emotional intelligence.
2. **Difficulty expressing:** The inability to express feelings correctly and understandably can exacerbate emotional problems.
3. **Lack of communication skills:** Difficulty communicating with others and understanding their feelings can cause tension in relationships and restrict emotional development.
4. **Lack of emotional control:** The inability to control emotional reactions can lead to the escalation of conflicts and emotional problems.
5. **Life stress:** Daily stress and life challenges can affect the ability to think emotionally and deal with feelings.
6. **Parenting style:** Family education and the environment in which you grew up may have a significant impact on the development of emotional intelligence.
7. **Lack of training and development:** Lack of training in emotional intelligence skills can be a major obstacle to developing these skills.
8. **Emotional and psychological disorders:** Disorders such as depression and anxiety can affect the ability to understand and process emotions correctly.

To overcome these obstacles and enhance emotional intelligence, individuals can work on developing their emotional skills and seek support and assistance when needed through learning, exercise, and consulting professionals in the field of mental health and relationships.

### The second topic

#### Organizational behavior

Organizational behavior is the set of actions and behaviors that individuals exhibit within an organization while performing their job tasks and duties. Organizational behavior includes many aspects that influence how individuals interact with each other and with their work environment. Understanding organizational behavior helps in analyzing, directing, and improving collective and individual performance within an organization. (Ahmed, 2005).

#### The concept of organizational behavior

Organizational behavior includes a range of issues and concepts, including

1. **Human behavior:** Related to how individuals interact with each other and how social relationships develop within an organization.
2. **Group behavior:** Related to how individuals interact as a group and their joint influence on the performance of the organization.
3. **Administrative behavior:** It includes the behavior of managers and supervisors and how they direct employees and organize work.
4. **Individual behavior:** It relates to the personal behavior of each individual within the organization and how it affects performance and interaction with colleagues. (Ahmed, 2005).

#### Organizational behavior models

The organizational behavior model is a theoretical framework used to understand and analyze the behavior of individuals within organizations. This model aims to clarify the factors that affect individuals' behavior in the work environment and how they affect their performance and job satisfaction. The organizational behavior model usually consists of three main concepts:

1. **Organizational Environment:** It includes external factors that affect the behavior of individuals within the organization, such as the organization's culture, values, guidelines, and organizational structure.
2. **Organizational Response:** It refers to how the institutional environment affects the behavior of individuals within the organization, and how individuals interact with and adapt to these factors.
3. **Organizational Outcomes:** Refers to the consequences of the behavior of individuals in the organization, such as the individual's performance, job satisfaction, departure from work, and organizational commitment.
4. The organizational behavior model helps in understanding the impact of internal and external factors on the behavior of individuals within the organization, and thus it can be used to improve the work environment and enhance performance and employee satisfaction. (Minya, 2007).

#### The importance of organizational behavior

Organizational behavior is a concept that refers to the way individuals in an organization behave within their work

environment. It is a reflection of how employees interact with each other and the organizational structures, procedures, and systems of the organization. Here are some reasons why organizational behavior is important:

1. **Increased efficiency:** When you have employees who behave positively and effectively within an organization, it can increase efficiency and productivity. Organizational behavior that is good results in a better organization of processes and tasks.
2. **Enhancing satisfaction and commitment:** When employees feel that they are part of an organization that cares about their behavior and recognizes its importance, this increases their level of satisfaction and commitment to work and the organization.
3. **Reduce tension and collision:** Good organizational behavior can reduce tension and collisions between employees, which helps improve the work atmosphere and promote cooperation and positive relationships.
4. **Improve change management:** When achieving change in an organization, organizational behavior can be key in facilitating this process. Employees with good organizational behavior can better adapt to change and support this process.
5. **Improving the organization's reputation:** Employee behavior can significantly affect the organization's reputation in the market and among customers and partners. Employees who behave positively can contribute to building a positive company reputation.
6. **Achieving the organization's goals:** Good organizational behavior can contribute to achieving the organization's goals effectively, as employees work in coordination and cooperation to achieve the specific vision and goals. (Mohammed, 2005).

In short, it can be said that organizational behavior is very important because it affects the overall performance of the organization, employee satisfaction, and its reputation in the market. If managed well, organizational behavior can have a positive impact on the success of an organization.

#### Objectives of organizational behavior

Organizational behavior goals revolve around understanding and improving the behavior of individuals within an organization. The main objectives of organizational behavior include:

1. **Understanding human behavior:** Studies in organizational behavior aim to understand the factors that affect the behavior of individuals in the work environment. By understanding human behavior, organizations can develop effective strategies for managing and directing employee behavior.
2. **Improving performance:** Organizational behavior aims to improve the performance of individuals and the organization in general. By understanding the factors that influence individuals' performance, organizations can take action to improve performance and enhance productivity.
3. **Enhancing employee satisfaction:** Organizational behavior also aims to enhance employee satisfaction and make them feel motivated and job-satisfied. By understanding the needs and aspirations of employees, organizations can provide a conducive and supportive work environment to achieve employee satisfaction.

4. **Enhancing organizational commitment:** Organizational behavior also aims to enhance organizational commitment among employees, and it indicates the extent to which employees belong to the organization and their willingness to work with effort and dedication to achieve the organization's goals.

In general, organizational behavior aims to achieve harmony between the needs of the organization and the needs and aspirations of employees and improve employee performance and satisfaction to achieve the success of the organization.

#### Obstacles to organizational behavior

Organizational behavior is the behavior displayed by an organization's individuals in the context of work, and several obstacles and factors that affect interactions and performance in the organizational environment can affect it. Here are some obstacles that may affect organizational behavior

1. **Organizational structure:** An organization's design and structure can greatly influence organizational behavior. If there is dispersion of authority, responsibilities, or complexity in the organization, this may lead to disorganized or ineffective behavior.
2. **Organizational culture:** The organization's culture and values play an important role in shaping organizational behavior. If values do not align with employees' personal goals and orientations, they could be a disabling factor.
3. **Leadership:** Bad or ineffective leadership can be a major impediment to organizational behavior. When leaders lack the vision and skills to inspire and guide employees, it can hurt organizational behavior.
4. **Job satisfaction:** If employees are not satisfied with the work environment and conditions, they may show disorganized behavior or lack commitment to the organization.
5. **Communication and interaction:** The lack of effective communication within an organization can lead to misunderstanding and escalation and hinder organizational behavior.
6. **Guidance and training:** Not providing the necessary guidance and training to employees can be a hindering factor in organizational behavior, as employees need skills and tools to achieve organizational goals.
7. **Personal factors:** Organizational behavior also depends on the personal factors of individuals, such as personality, values, personal skills, and personal motivation.
8. **External pressures:** Economic, political, and social conditions can also influence organizational behavior by enriching external tensions and challenges. (Minya, 2007).

#### The third section: the applied aspect

Description of the research community and its sample

A purposive sample that included secondary school principals in Salah al-Din Governorate was tested to test the study hypotheses based on the questionnaire prepared for this purpose, as the number of questionnaires distributed reached 150 questionnaires.

Demographic analysis of the study sample members

The following is a description of the study sample members

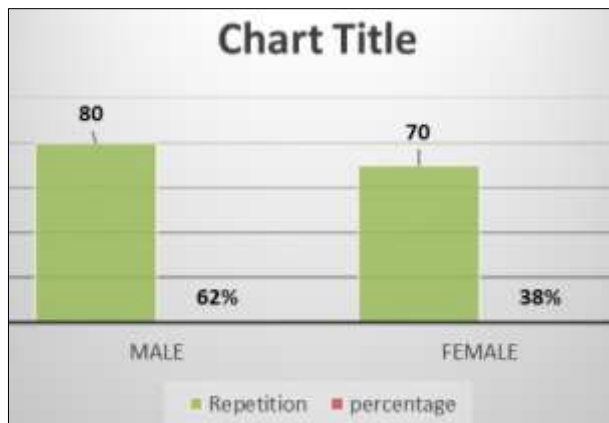
**Gender**

**Table 1:** Shows the frequency distribution of the variable (gender)

Gender	Repetition	Percentage
Male	80	62%
Female	70	38%
The total	150	100%

**Source:** Prepared by the researcher based on Excel

Table (1) shows how the sample is arranged according to gender (male or female). Based on the table's values, the researcher discovers that 62% of the sample is male. This means that a total of 80 out of 150 people represent the entire sample of Salah al-Din Secondary School principals. The percentage of females was 38%, and their total number was 70% out of 150 of the total sample of secondary school principals in Salah al-Din, and the number is considered good in terms of the sample's inclusion of two types, and this gives importance to the answers.



**Fig 1:** Frequency distribution and percentage of the gender variable

**Table 2:** Shows the frequency distribution of the variable (years of experience)

Years of Experience	Repetition	Percentage	Ranking
Less than 5 years	13	9%	1
From 5-10 years	33	22%	2
From 11-15 years	38	25%	3
More than 15 years	66	44%	4
the total	150	100%	

**Source:** Prepared by the researcher based on Excel

Table () shows how the sample is arranged according to years of experience, and through the values in the table, the researcher sees that the majority of the sample are those with experience, 44%. This means that a total of 66 out of 150 people represent the entire sample of Salah al-Din High School principals.

Those with less than 5 years of experience represented 9%, and their total number was 13% out of 150 of the total sample of Salah al-Din Secondary School principals. The number is considered good in terms of the sample's inclusion of two types, and this gives importance to the answers.



**Fig 2:** Shows the frequency distribution and percentage of the years of service variable

**Five-point Likert scale**

Since the variable that expresses the options (strongly agree, agree, neutral, disagree, strongly disagree) is an ordinal scale, which is (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1),

The researcher then calculated the range first, which equals 5-1 = 4, and then the length of the category was calculated by dividing the range by the number of categories (options). I.e. 4/5 = 0.80,

Therefore, the first category for the arithmetic mean values is from 1 to 1.80, and so on the rest of the arithmetic averages are in the following table, which shows the method of interpreting the arithmetic average values.

**Table 3:** Arithmetic average values

The level	Ranking	Weighted average	Class
Strongly Disagree	1	From 1 to 1.80	Very weak
not agree	2	From 1.81 to 2.60	weak
neutral	3	From 2.61 to 3.40	Moderate
agree	4	From 3.41 to 4.20	high
Strongly Agree	5	From 4.21 to 5	very high

**Study tool**

It is a questionnaire divided into two dimensions, as shown in Table (4).

**Table 4:** Shows the study tool

Axis number	Axis name	Number of phrases
A	Emotional intelligence	10
A	organizational behavior	10

**Measuring the stability of the resolution**

What is meant is the ability of the questionnaire to show the same results when it is re-applied to the same individuals again. This is done with the Cronbach Alpha scale, and the questionnaire was finalized before distribution.

**Table 5:** Cronbach's alpha coefficient

Measurement	Alpha CRO-Nbach coefficient
Emotional smartness	0.937
Organizational behavior	0.930

**Source:** Prepared by the researcher based on SPSS

**Internal consistency of the questionnaire variables**

For testing and ensuring the validity of the questionnaire, we relied on the internal consistency of the items related to the research variables. The moral correlation values express the

credibility of the representation of these paragraphs. As shown in Table No. (6).

### Emotional Smartness

**Table 6:** Correlation coefficients for items related to emotional intelligence

No.	Paragraphs (emotional intelligence)	Correlation coefficient	Indicative value
1.	Can handle difficult situations with emotional control	0.660**	0.000
2.	The ability to manage stress and restore emotional balance	0.572**	0.000
3.	The ability to adopt logical and flexible thinking in making emotional decisions	0.278**	0.000
4.	Can deal effectively with negative feelings and emotions	0.371**	0.000
5.	Since the conflicts and difficult situations between you and others	0.417**	0.000
6.	Commitment to teamwork and cooperating effectively with others	0.468**	0.000
7.	The ability to appreciate and respect the ideas and opinions of others	0.576**	0.000
8.	I can organize and manage my time effectively	0.578**	0.000
9.	Commitment to achieving the set goals and showing continuity in work	0.405**	0.000
10.	The ability to adapt to surrounding changes and deal with practical pressures	0.523**	0.000

**Source:** Prepared by the researcher based on SPSS

From the results of Table (6), we note that all Pearson correlation coefficients between the items and the grade are statistically significant at a significance level of 0.05, where the upper limit of the Pearson coefficients was (0.660\*\*) and the minimum was (0.278\*\*), and therefore all the items are internally consistent with the grade. (Emotional intelligence), which proves the validity of the internal consistency of the paragraphs.

**Organizational Behavior :**From the results of Table (7), we note that all Pearson correlation coefficients between the items and the grade are statistically significant at a significance level of 0.05, where the upper limit of the Pearson coefficients was (0.628\*\*) and the minimum was (0.359\*\*), and therefore all the items are internally consistent with the grade. (Organizational behavior), which proves the validity of the internal consistency of the paragraphs.

**Table 7:** Correlation coefficients for items related to Organizational Behavior

No.	Paragraphs (organizational behavior)	Correlation coefficient	Indicative value
1.	Clearly define your personal and professional goals	0.628**	0.000
2.	You organize your time appropriately to complete the tasks required at work	0.510**	0.000
3.	Respect the specified deadlines and adhere to them	0.503**	0.000
4.	You achieve success in completing tasks and achieving clear goals at work	0.476**	0.000
5.	Appreciates responsibility and bears it responsibly	0.359**	0.000
6.	Discipline and self-discipline were demonstrated in carrying out tasks and adhering to work regulations	0.372**	0.000
7.	Collaborate and interact positively with your co-workers	0.438**	0.000
8.	Respect diversity and value the different perspectives of others at work	0.514**	0.000
9.	Follow the rules and regulations set by the organization at work	0.486**	0.000
10.	Seek to benefit from training and professional development to improve your performance at work	0.388**	0.000

**Source:** Prepared by the researcher based on SPSS

**Description and diagnosis of the research variables:** This section deals with describing and diagnosing the research variables. These variables were coded and classified to treat them, starting from the initial analysis of the data related to the research variables, using frequency distributions, percentages, arithmetic means, and standard deviations.

**Describing and diagnosing emotional intelligence variables:** Table (8) shows that the researcher's arithmetic mean of the emotional intelligence axis of the principal of Salah al-Din Middle School is (3.705), and the relative interest in exercise is 74%, which is consistent with the views of the sample and the respondents. The sample-level homogeneity standard deviation of its response is (0.9195), while the axis receives a relative coefficient of variation (25%).

This axis was measured with 10 items, the item (can effectively deal with negative emotions and emotions) received a relative coefficient of variation (21%), and practiced with a relative level of interest (77%), while the item (engagement) was centered around achieving

established goals and demonstrated continuity of work) had a relative coefficient of variation of 34% and a relative interest of 64%.

**Describing and diagnosing organizational behavior variables:** Table (9) shows that the researcher obtained an available arithmetic mean (3.748) for the axis of organizational behavior for Salah al-Din Secondary School principals, and exercised a relative interest of 75%, agreement with the sample's opinions, and homogeneity in the level of its answers with a standard deviation of (0.8732).

While the axis obtained a relative coefficient of variation (23%) that was measured. The axis has 10 paragraphs, and the paragraph (clearly define your personal and professional goals) received a relative coefficient of variation (18%) and is practiced with a relative level of interest (77%), while the paragraph (seek to benefit from training and professional development to improve your performance at work) had a relative coefficient of variation of 23%. With a relative interest level of 75%.

**Table 8:** Frequency distribution, percentage, arithmetic mean, and standard deviation for the emotional intelligence axis

Variables	Strongly Agree		Agree		Neutral		Not Agree		Strongly Disagree		Arithmetic Average	Standard Deviation	Relative importance	Coefficient of variation
	R.	%	R.	%	R.	%	R.	%	R.	%				
X1	19	13	99	66	22	15	10	7	0	0	3.81	0.895	76%	23%
X2	14	9	87	58	37	32	9	8	3	2	3.25	0.996	65%	30%
X3	64	42	52	35	22	15	12	8	0	0	3.73	0.851	74%	22%
X4	42	28	44	29	58	39	6	4	0	0	3.86	0.819	77%	21%
X5	27	18	88	59	26	17	7	4	2	1	3.89	0.876	77%	22%
X6	24	16	87	58	15	10	24	6	0	0	3.83	0.944	76%	24%
X7	28	18	60	40	38	25	20	13	4	3	3.83	0.915	76%	23%
X8	20	13	95	63	16	11	19	13	0	0	3.88	0.882	77%	22%
X9	26	17	87	58	23	15	10	7	4	3	3.20	1.111	64%	34%
X10	10	7	67	45	23	15	50	33	0	0	3.77	0.906	75%	24%
Total arithmetic mean											3.705	0.9195	74%	25%

Source: Prepared by the researcher based on SPSS

**Table 9:** Frequency distribution, percentage, arithmetic mean, and standard deviation for an axis of organizational behavior

Variables	Strongly Agree		Agree		Neutral		Not agree		Strongly Disagree		Arithmetic mean	Standard deviation	Relative importance	Coefficient of variation
	R	%	R	%	R	%	R	%	R	%				
X11	25	17	73	49	38	25	14	9	0	0	3.85	0.721	77%	18%
X12	28	19	86	57	23	15	13	87	0	0	3.67	0.808	73%	22%
X13	36	24	75	50	27	18	11	7	1	7	4.12	0.941	82%	22%
X14	36	24	70	47	30	20	11	7	3	2	3.81	0.893	76%	23%
X15	29	19	86	57	20	13	11	7	4	3	3.87	0.893	77%	23%
X16	31	21	87	58	17	11	13	9	2	1	3.74	0.805	74%	21%
X17	22	15	40	27	38	25	46	31	4	3	3.59	0.915	71%	25%
X18	24	16	89	59	19	13	15	10	3	2	3.77	1.024	75%	27%
X19	32	21	78	52	23	15	14	9	3	2	3.81	0.837	76%	21%
X20	27	18	88	59	26	17	7	4	2	1	3.25	0.895	65%	27%
Total arithmetic mean											3.748	0.8732	75%	23%

Source: Prepared by the researcher based on SPSS

**Hypothesis testing**

The role of emotional intelligence among secondary school principals in Salah al-Din Governorate and their organizational behavior .Table (10) shows the correlation matrix between the variables of the regression model. The

correlation coefficient between organizational behavior and emotional intelligence is (.249) with a lower level of significance (0.01). The researcher concluded from this result (that there is a moderate positive relationship between emotional intelligence and organizational behavior.

**Table 10:** Shows the correlation coefficient between emotional intelligence and organizational behavior

Correlations			
		Organizational behavior	Emotional smartness
Pearson Correlation	Organizational behavior	1.000	.249
	Emotional smartness	.249	1.000
Sig. (1-tailed)	organizational behavior	.	.001
	emotional smartness	.001	.
N	organizational behavior	150	150
	emotional smartness	150	150

**Table 11:** Shows the model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.249 <sup>a</sup>	.062	.056	.701
a. Predictors: (Constant), emotional smartness				
b. Dependent Variable: organizational behavior				

Source: Prepared by the researcher based on SPSS

Table (11) shows the Pearson correlation coefficient between organizational behavior and emotional intelligence, where it reached an average value of (.249a), with a coefficient of determination value of (.062) and a value of the adjusted coefficient of determination (.056), meaning that emotional intelligence explains 27.8% of the variance occurring in organizational behavior.

Table (12) shows the results of the ANOVA analysis to test the significance of the regression. We note that the sig value is (0.000), which is less than 0.001. Here the researcher inferred that the regression is significant and therefore there is an effect of emotional intelligence and organizational behavior can be predicted from emotional intelligence.



**Table 12:** Regression significance test between emotional intelligence and organizational behavior

ANOVA <sup>a</sup>						
Model	Sum of Squares	DF	Mean Square	F	Sig.	
1	Regression	4.811	1	4.811	9.800	.002 <sup>b</sup>
	Residual	72.662	148	.491		
	Total	77.473	149			
a. Dependent Variable: emotional smartness						
b. Predictors: (Constant), organizational behavior						

Source: Prepared by the researcher based on SPSS

**Table 13:** Shows the regression coefficients

Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.261	.196		16.670	.000
	emotional smartness	.180	.058	.249	3.130	.002
a. Dependent Variable: organizational behavior						

Source: Prepared by the researcher based on SPSS

Table (13) shows that the non-standard regression coefficient (B) for the dimension of emotional intelligence reached 0.180, while the standard regression coefficient (Beta) for emotional intelligence reached (0.249). Its t-value reached (3.130) at a significance level of 0.05, meaning emotional intelligence has a significant effect. On organizational behavior with a significance level of less than 0.05.

### Conclusions

Based on studies and research related to the impact of emotional intelligence on organizational behavior, several points and recommendations can be concluded on this topic for Saladin High School principals. Here are some possible conclusions and recommendations:

- 1. The emotional intelligence of managers positively affects their organizational behavior:** Research indicates that managers who possess a high level of emotional intelligence have strong communication skills and the ability to control emotions and deal with stress effectively. This can lead to positive organizational behavior such as inspiring leadership and enhanced teamwork.
- 2. Emotional intelligence training can contribute to improving organizational behavior:** Emotional intelligence can be enhanced through training and development. Training programs directed toward enhancing self-awareness, developing emotional control skills, and effective communication can contribute to improving principals' organizational behavior and increasing their effectiveness in school management.
- 3. Emotional intelligence affects public relations and social interactions at school:** Emotional intelligence is a crucial factor in developing and strengthening public relations and social interactions at school. This includes the ability of principals to understand and meet the needs of teachers, students, and the surrounding community, encourage collaboration, and build trust.
- 4. Effective use of emotional intelligence can improve the performance of schools:** Emotional intelligence is a powerful tool for improving the performance of schools. By employing emotional intelligence skills in making administrative decisions, managing conflicts, and enhancing the spirit of belonging and engagement,

principals can enhance academic excellence and maintain a positive learning climate.

### Recommendations

Based on the conclusions mentioned in the previous answer, here are some recommendations about the impact of emotional intelligence on the organizational behavior of secondary school principals in Salah al-Din:

- 1. Providing training programs:** Training programs should be provided for secondary school principals in Salah al-Din to develop and enhance their skills in emotional intelligence. These programs can include emotional control skills, effective communication, and public relationship building.
- 2. Encouraging self-awareness:** Managers should be encouraged to reflect on their emotional influences and influences on organizational behavior. These practices can include listening to themselves and recognizing their emotional response patterns and how to deal with them properly.
- 3. Promote effective communication:** Managers should be encouraged to learn and develop effective communication skills, including active listening, clear communication, and emotional responses to others. Effective communication can build trust and enhance team spirit in the school.
- 4. Promoting inspirational leadership:** Managers in Saladin can enhance organizational behavior through inspirational leadership. These practices can include inspiring teachers and students with a clear vision and encouraging them to achieve school goals positively.
- 5. Promoting confidence and team spirit:** Principals must work to build trust and strengthen team spirit in the school. This can be achieved by providing a supportive school environment and encouraging cooperation and positive interaction between all teams and members.

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