



Relationship Between Emotional Intelligence and Innovation of Sports Teachers in Sistan and Baluchestan

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ABSTRACT

Aim: The aim of this study was to investigate the relationship between emotional intelligence and innovation of physical education teachers in Sistan and Baluchestan. Methodology: The study population consisted of physical education teachers Sistan-Baluchistan province in the sample academic year 1393-94 Morgan table, 900 individuals were selected from a standard 30-item questionnaire and a questionnaire with 56 questions in innovation of its time -Chopani Chopani, (1390) (Respectively, content and construct validity of the questionnaire in Dehshiri research we (1382) and Chopani 1390 estimate and approved was used. The reliability of the questionnaire using Cronbach's alpha, 0.962. 0.968 Respectively Estimates were approved. The current study was descriptive, correlational survey was conducted in this field. To analyze the data, descriptive statistics) mean, standard deviation, frequency and percentage frequency (as well as inferential statistics monitoring test, Pearson correlation coefficient, linear regression was used. Findings: The results showed that: 1-between emotional intelligence and innovation of physical education teachers Sistan - Baluchistan there is a significant relationship, 2- emotional intelligence physical education teachers in Sistan and Baluchistan impact on innovation 3- In assessing emotional intelligence and innovation of physical education teachers in Sistan and Baluchistan and each of its dimensions - All at a disadvantage (above the criterion score) were. 4- study results showed that regression model composed of variable-predictor) emotional intelligence (and a criterion variable) innovation (in terms of quality, the weak and variable pre-set the ability to anticipate innovation as a variable. in other words, linear regression variables emotional intelligence, physical education teachers on innovation Sistan-Baluchistan province, about 42% of the total variance and the rest The share of other variables.

Key words: Emotional intelligence, innovation, sports teachers, Sistan and Baluchestan Province

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INTRODUCTION

The current complex and changing conditions of globalization, accelerating technical progress and the development of information technologies, the need to plan and study a series of concepts and theories and theories that aim to organizational innovation, it is clear to everybody. Innovation is not only an individual dimension and personal, organizational and social sphere but also the privileged positions and particular. Today, more than ever, organizations need employees and managers who have the power and innovative ideas to bring to fruition the goals and strategy of the organization (Aghae, Fishani 1377). In this way and in order to achieve the objectives of macro- and micro-enterprise, managers need innovative ideas to the features of the landscape that can accomplish. Emotional intelligence, including features that can design and fresh thinking and new and compromise and adapt to new conditions management, especially in the field of Decision-making in critical situations and not be of great importance preset (Steiner, 2007). In recent years the discussion of the properties and characteristics of successful managers within organizations has increased noticeably. Emotional intelligence as important and valuable features for managers and planners defined

organizations. Emotional intelligence including our emotional diagnose and others and use it to make appropriate decisions in life. In other words, a factor that defeat in the person's motivation and social skills by having good relationships with others will lead to high(Goleman, 1374) Emotional intelligence means recognizing their emotions and others, so based on that behavior we have a moral and social conscience. Emotional intelligence involves the ability to motivate a person like her maintain and endurance in the face of difficulties, in critical condition and impulsive themselves to control his composure to maintain prosperity delay, empathy with others and hope is (Goleman, 1374) Emotional intelligence is defined by Bar it is: a bunch of skills, talents and abilities, non-cognitive abilities - individual success in coping with the pressures and environmental demands increase (Bar, 1997). five Bar components of emotional intelligence as follows: 1- Interpersonal skills: the ability to control one's emotions and awareness will determine, 2- Interpersonal skills: the ability of a person to adapt to others and social skills makes clear, 3- Compatibility: Flexibility and the ability to problem-solving and realism is the person, 4-Stress Management: provides the ability to withstand tension and control nerve impulses, 5-General mood: Happiness and optimism person shows. Much evidence

suggests that people who have emotional skills, who knows very well the feelings and emotions guide others understand and effective way to treat it. Well-developed emotional skills are also people who, in their lives as happy and efficient and have the mindset that they are productive and efficient people are (Golman, 1374). On the other hand innovation is a management system that focuses on the organization's mission, seeking exceptional opportunities, and determines whether or not the appropriate strategic direction of the organization. Drucker believes that successful innovation requires work hard focused and purposeful (pulmer, 2007). (Siaruchy and Furgash (1383) organized innovation in three subscales: New innovations are based on scientific innovation managers, process innovation, which implies mechanisms Creative and innovative ways to use technological innovation managers and creative directors of the referred equipment and technology has it. Schutte and Malouf(2001) In studies on the relationship between emotional intelligence and interpersonal relationships found, participants who received higher scores on emotional intelligence, empathy and conduct themselves in social situations, have earned higher scores. In another study, those who had higher scores on emotional intelligence, collaborative responses showed more than your friends. In another study, participants who had higher scores on emotional intelligence business had higher scores on emotional relationships. William leban (2004) in his study found the relationship between emotional intelligence and transformational leadership styles between the 42 project manager in six different industries using model-based organizations the ability Mayer, Caruso and the scale multi-criteria Saluvy and leadership indicated that intelligence capabilities There are numerous emotional and transformational leadership style relationship. Salajegheh et al(1390) examined the relationship between emotional intelligence and organizational innovation among private sector managers and government agencies in Tehran. The results indicate that the subscales assertiveness, responsibility, problem solving, flexibility, stress tolerance, independence, impulse control and self-actualization, interpersonal relations, empathy and organizational innovation there is a significant relationship. But in subscales of reality and optimism, ambition and innovation found no statistically significant relationship. Abbasi(1384)to assess and compare the emotional intelligence of students of educable mental 50 54-year-old boy with and without behavioral and emotional disorders in Tehran. The results between the two groups of mothers without behavioral and emotional disorders have indicated that they are in the field of intelligence The overall thrill and a subset of which include: self-awareness, self-motivation empathy and social skills are Significantly different from each other. Maghsody(1384)To review and compare the personality traits and psychological intelligence Emotional creativity, self-efficacy, locus of control (Iranian entrepreneurs with ordinary people, the results the emotional intelligence data shows that there is a significant difference between the two groups of entrepreneurs and ordinary people. This means that the average emotional intelligence of entrepreneurs is higher than ordinary people. This difference in addition to the average intelligence the overall thrill in all five components of emotional intelligence also significant combination means an average group of entrepreneurs in the state within Individual, interpersonal, adaptability, stress management and general mood is higher than ordinary people. According to White (2008) innovative people with normal people may have higher intelligence. But the genius of innovation may not necessarily people. White, in his investigation concluded that a significant relationship between intelligence and level of innovation there. Brackets and Warner (2005) organizational innovation know that the psychological factor is associated with emotional intelligence. White also

(2008) the belief that intelligence is considered one of the prerequisites for innovation and intelligence can be between individuals and the level of innovation they assume meaningful relationship. Despite extensive investigations unit psychologists, sociologists and anthropologists on Humans have done, human beings still unknown is what we think it is more hidden talents. Perhaps this attitude is true that the purpose of education, not providing the undisputed thinking but also educational content to Individuals. So it would be helpful if the contents of these hands-on courses for students to be included (Walfi, 1377). From the perspective of some authors, such as emotional intelligence features understand themselves and others connect with others, adapting and Deal with unexpected situations is concerned. The new attitude in relation to intelligence and progress, the message is that emotional intelligence is a more reliable predictor than general intelligence for success in life and the workplace. In other words, emotional intelligence by introducing features such as self-awareness, self-motivation, self-control, social skills and the ability to express empathy that individuals with characteristics of greater success in life and education are important; But believes that high emotional intelligence can enhance a person's overall quality of life and personal and social success and the individual lawyer, consultant, politician or build successful manager But believes that high emotional intelligence can enhance a person's overall quality of life and personal and social success and the individual lawyer, consultant, politician or build successful manager. Emotional intelligence structures through emotional protests and to understand and consolidate emotion are expressed. It Mayrvsaluvy (1993) Innovation and creativity are the most valuable asset of the organization and the tools that enable organizations to take a ride on the waves of change from its competitors. As organizations and companies will be able to take steps to innovate and their resources and manpower in order to encourage innovation and creativity. Reviewed in fortune journal it is recognized that all companies that are on the list of top companies, the issue of the importance of creativity and innovation in your company have. Research so far has been found by researchers with the variables mentioned in relation to issues such as: The relationship between emotional intelligence and quality of social relationships Lopez(2003)role of emotional intelligence in response to experience impulsive and sudden people(Hantouevan, 2004) Emotional intelligence assessment (bracket,2004), Compare personal and psychological aspects) emotional intelligence, Creativity, self-concept, self-efficacy, locus of control entrepreneurs, (Maghsody, 1384), Emotional intelligence and parental relationship with social adaptation of children(Bonakdary, 1384), The relationship between Emotional intelligence and, self-esteem, anxiety and creativity of teachers(Mortazavy, 1389) The relationship between emotional intelligence and academic success are. Experts mastermind of the driving force for the development of the organization are considered, are the priority. Their work is of the greatest importance. According to the statements of social intelligence that emotional intelligence is the ability to deal with emotions in themselves and others covers and since that emotional intelligence is a feature that guides the thinking and actions of each individual The lack of research in this field Teachers Society, This question has come to realize that: Is emotional intelligence and innovation of physical education teachers in Sistan and Baluchistan is correlated or not? The study suggests that the relationship between emotional intelligence and innovation among explain the physical education teachers. For this purpose, a part of emotional intelligence and its agents) intrapersonal, interpersonal, adaptability, stress management, general mood is examined to innovation in other sectors to be explained as

something individual. The aim of this study was to investigate the relationship between emotional intelligence and innovation among teachers of physical education Sistan-Baluchistan province.

MATERIALS AND METHODS

The study was descriptive, correlational relationships between variables in terms of the type of target and it is applied in a manner that survey was carried out. The study variables included: organizational innovation and the emotional intelligence and are related to each. The study population consisted of all physical education teachers in Sistan and Baluchistan (1393-94). Cluster sampling method was used for sampling. The sample size was estimated by Morgan table 900. The data collected through a questionnaire comprising 30 questions bar an) - EQ-I (to be used emotional intelligence. Form 90 questions in the questionnaire was developed by Dehshiri in the form of a Master's thesis in his study report and the validity coefficient was Dehshiri validity was confirmed by his estimate and to estimate the reliability of alpha were calculated. The questionnaire includes 13 subscales of emotional intelligence which covers emotional self-awareness - dare independence of self-empathy interpersonal relationships Social Responsibility reality testing flexible problem solving - of tolerance, impulse control, and stress counselor. And for variable innovation, organizational innovation researcher-made questionnaire with 17 questions that combination of Jimenez questionnaires and other(2008)penyadez(2006) Prajgu and Soheli(2006). Validity by Shepherd) 5930 (estimate and was approved Cronbach's alpha was used to estimate the reliability of the questionnaire. The questionnaires were approved by using Cronbach's alpha reliability 0.9 m 0.968 respectively, and to analyze the data and extract them after data collection to analysis of data Descriptive) the mean, median, standard deviation (and inferential, including T test K-S, T one sample, Pearson correlation coefficient) or their equivalent and SPSS software is used.

RESULTS

The research finding

The findings of the study indicated that %0.31.3 People have age 40 to 90 years, %55.7 People 95 to 20 years, and%12.7 People between 25 and 20 years of age. Based on experience, the highest percentage of respondents between 5 and 2 years with% 33, And the lowest percentage of respondents over 57 years of experience with %12.32. In terms of qualification, the highest percentage of respondents with a bachelor's degree with %63.7(191person) and the lowest percentage of respondents has a diploma with %0.3 (one person). The total number of participants in the project %22.3 single and%77.3 Married. 15.7% of teachers have second jobs and remaining unemployed respondents were second.

Table 1: Descriptive statistics related to participants

Circumstantial evidence	The amount of t	Degree of freedom	Sig t	Difference Average	Average	upper line	Low	Result
Variable								
Emotional Intelligence	17.139	299	0.000	39959.	3.3996	4455.	3537.	Rejected Null hypothesis-difference

Table 3: Results of the evaluation of emotional intelligence and its dimensions

Component Variable	Percent	Abundance	Domain
Sex	59.3	178	Man
	43.3	121	Woman
Work Experience	33.0	99	1-5
	31.7	95	6-10
	22.7	68	11-15
	12.3	37	16-up
age	31.3	94	20-30
	55.7	167	31-40
	12.7	38	41-50
degree of education	0.3	1	Diploma
	12.0	36	Associate Degree
	63.7	191	Bachelor
	24.0	72	MA
marital status	22.3	67	Single
	77.3	232	Married
second job	15.7	47	Yes
	84.0	252	No
Employment Status	49.0	147	Contractual
	9.0	27	Official test
	36.7	110	Permanent
	4.0	12	Half treaty
Wage rate	4.3	13	0.5- 1 million toman
	60.7	182	1-1.5
	29.7	89	1.5-2
	5.0	15	2-2.5
	0	0	more than2.5

And test research hypotheses are as follows:

Null hypothesis: Physical education teachers in Sistan and Baluchistan emotional intelligence score was not significantly different criteria.

Table 2: shows the results of emotional intelligence and its

Circumstantial evidence variable	t	Degree the freedom	Sig t	Difference	Average	upper line	Low	Result
Emotional Intelligence	17.139	299	000.0	39959.0	3.3996	4455.0	3537.0	Reject the Null hypothesis-differences

dimensions

There are the significant difference between mean scores of emotional intelligence, physical education teachers Sistan and Baluchistan province and finally criteria but there are no significant differences in the dimensions of emotional intelligence in Sistan and Baluchistan physical education teachers with no criterion score.

Emotional awareness	self-7.858	299	0.000	26500.	3.2650	3114.	1986.	Rejected hypothesis-difference	Null
Assertive	12.119	299	0.000	36222.	3.3622	4210.	3034.	Rejected hypothesis-difference	Null
Self-esteem	21.764	299	0.000	64889.	3.6489	7076.	5902.	Rejected hypothesis-difference	Null
To flourish	556.0	299	579.0	02167.	3.0217	0984.	-.0550	Accept the null hypothesis - the lack of difference	
Independence	-1.0149	299	295.0	-.03889.	2.9611	0341.	-.1118	Accept the null hypothesis - the lack of difference	
Sympathy	20.047	299	0.000	76389.	3.7639	8389.	6889.	Rejected hypothesis-difference	Null
social responsibility	21.453	299	0.000	64833.	3.6483	7078.	5889.	Rejected hypothesis-difference	Null
Interpersonal relationships	21.170	299	0.000	77944.	3.7794	8519.	7070.	Rejected hypothesis-difference	Null
Solving problems	15.905	299	0.000	57389.	3.5739	6449.	5029.	Rejected hypothesis-difference	Null
Realism	8.358	299	0.000	27167.	3.2717	3356.	2077.	Rejected hypothesis-difference	Null
Flexibility	8.408	299	0.000	25278.	3.2528	3119.	1936.	Rejected hypothesis-difference	Null
Neural impulse control	7.542	299	0.000	25778.	3.2578	3248.	1908.	Rejected hypothesis-difference	Null
Optimism	17.678	299	0.000	53222.	3.5322	5915.	4730.	Rejected hypothesis-difference	Null
Intelligence	20.047	299	0.000	76389.	3.7639	8389.	6889.	Rejected hypothesis-difference	Null

Table 3 shows emotional intelligence and its dimensions compared with the standard score are displayed. Emotional Intelligence and fourteen after the test results... it on the table, indicate that with the exception of self-actualization and independence, emotional intelligence, and 12 after the null hypothesis is rejected and the research hypothesis is accepted. In other words, there was significant difference between the score obtained and the criterion score. It can be assumed close to scoring criterion score is not obtained. In this test, the error rate is significantly higher than error, The positive test both the

upper limit and lower limit, indicates The average dimensions of the test, so the general population studied variables except for self-actualization and independence in society are reviewed at high level. Results showed that after about self-actualization and independence, according to a significance level of t obtained table and the table, the null hypothesis is rejected and the research hypothesis is accepted. This means that there is no difference between the score obtained and the criterion score. Because the error rate is significantly higher than it is inferred that the population mean is tested to the same amount or close

to it. In this test because high positive and negative low population mean almost the same amount of test. 2- The null hypothesis: the innovation of physical education teachers in Sistan and Baluchistan no significant difference with the criterion scores. Table 2 shows the variable organizational innovation and its dimensions compared with the standard score is displayed. Test results on product innovation and process innovation after innovation variable in the table, showed that the null hypothesis is rejected and the research hypothesis is accepted. In other words, there was significant difference between the score obtained and the criterion score. It can be assumed criterion score is close to the score obtained. In this test, the error rate is significantly higher, in addition to a significant amount in the table, plus the two upper and lower

limit values, also indicates that Average the variable to the community is greater than the value test. So the studied variables, except for administrative innovation in society are reviewed at a high level. In the case of the administrative innovation is to say, given the significant level of t obtained table and the table, the null hypothesis is rejected and the research hypothesis is accepted. In other words, there is no difference between the score obtained and the criterion score. And in this test because the significant rate is higher than error rate it is inferred that the Average of society that tested is to the same amount or close to it. In this test because upper line is positive and lower line is negative population mean almost the same amount of testing or very close to it.

Table 4: shows the results of innovation and its dimensions with organizational conflict and its dimensions

Circumstantial evidence Variable	Amount K_S	Sig - K-S	Amount of t	Degree Of freedom	Difference Average	Average	Difference Average	Sig t	Low	Upper line	Result
Innovation	1.248	0.89	2.496	299	11255	3.1125	11255	0.13	0.238	2013	Rejected Null hypothesis-difference
Innovation Manufacturing	2.100	0.000	2.205	299	10667	3.1067	10667	0.28	0.1150	2019	Rejected Null hypothesis-difference
Innovation Process	1.769	0.04	2.810	299	12944	3.1294	12944	0.005	0.3880	2201	Rejected Null hypothesis-difference
Innovation Administrative	1.780	0.04	1.908	299	9750	3.0975	9750	0.57	- 0.0031	1981	Rejected Null hypothesis-difference

Table 5 shows the results of innovation and its dimensions

Circumstantial evidence Variable	Amount K_S	Sig - K-S	Amount of t	Degree Of freedom	Sig t	Difference Average	Average	Upper line	Low	Result
Innovation	1.248	0.89	2.496	299	0.13	11255	3.1125	2013	0.238	Rejected Null hypothesis-difference

Between the mean scores of physical education teachers in Sistan and Baluchistan innovation and significant difference is the criterion score, Status dimensions - physical education teachers innovation Sistan-Baluchistan province has no significant difference with the criterion score. 3- The null hypothesis: between emotional intelligence (IQ) innovation of physical education teachers in Sistan and Baluchistan significant relationship does not have.

Table 6: Pearson correlation for the relationship between emotional intelligence) IQ (Innovation and dimensions and physical education teachers Sistan and Baluchistan Province

Test	The dependent variable innovation			Relations hip	Type of Relations hip
	Number	Significant	The correlation coefficient		
Pearson				has it	Positive
Emotional Intelligence	300	0.000	490**.		

The dimensions of emotional intelligence) IQ (innovation of physical education teachers in Sistan and Baluchistan there is no significant relationship.

Table 7: Pearson's correlation coefficient between the two variables emotional intelligence test (IQ) and its dimensions

Test	Pearson			Relation ship	Type of Relation ship
	The correlation coefficient	Significant	Number		
Emotional self-awareness	444**.	0.000	300	has it	Positive
Assertive	408**.	0.000	300	has it	Positive
Self-esteem	440**.	0.000	300	has it	Positive
Self-actualization	0.006	0.914	300	Has not it	
Independence	.083	0.150	300	Has not it	
Sympathy	414**.	0.000	300	has it	Positive
social responsibility	369**.	0.000	300	has it	Positive
Interpersonal relationships	402**.	0.000	300	has it	Positive

Solving problems	533**.	0.000	300	has it	Positive
Realism	473**.	0.000	300	has it	Positive
Flexibility	300**.	0.000	300	has it	Positive
Impulse control	326**.	0.000	300	has it	Positive
Optimism	479**.	0.000	300	has it	Positive
Intelligence	414**.	0.000	300	has it	Positive

Analysis of the data shows that Pearson's correlation coefficient between the two variables emotional intelligence test and its dimensions Except for the two self-actualization and Independence (physical education teachers with innovative the variable Sistan and Baluchistan Province Is in the range 0.3-0.5. And, because P (α = Amount) equal to zero means all of them. And smaller than the significance level of 0.05, therefore, assuming that no relationship can be rejected at this level and thus the two variables emotional intelligence and its dimensions Apart from the later self-actualization and Independence Physical education teachers with innovative the variable Sistan-Baluchistan province there is a significant relationship. The positive correlation coefficients indicate a direct relationship between these variables. Analysis of the data shows that Pearson's correlation coefficients test between two self-actualization and Independence of emotional intelligence with innovation variable physical education teachers in the Sistan-Baluchistan province is in the range of 0.006 -0.083 We assume at this level The lack of relationship is confirmed. As a result, self-actualization and Independence between the two dimensions of emotional intelligence Physical education teachers with innovative the variable Sistan and Baluchistan there is no significant relationship. 4-The null hypothesis: Emotional intelligence on the innovation of Sistan and Baluchistan Province physical education teachers does not affect.

Table 8 standardized coefficient beta and significance level

Regression	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error			
Fixed	-0.112	0.334		-0.335	0.738
Emotional Intelligence	0.949	0.98	0.490	9.714	0.000
Adjusted R Square=0.238	R Square=0.240		R=0.490	Df=1	F=94.357

As can be seen from the above table, according to the standardized coefficient beta and significance level, the null hypothesis is rejected research Emotional intelligence on innovation of physical education teachers in Sistan and Baluchistan affects almost 42% of variance and regression model innovation or anticipate will explain. 5- The null hypothesis: Dimensions of emotional intelligence on innovation of physical education teachers in Sistan and Baluchistan not effect.

Table 9 beta standardized coefficients and significant levels

Regression	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error			
Fixed	0.003	0.311		0.009	0.993

Emotional self-awareness	-0.034	0.116	-0.026	-0.297	0.767
Assertive	-0.282	0.140	-0.187	-2.011	0.045
Self-esteem	0.346	0.130	0.229	2.668	0.008
Self-actualization	-0.405	0.094	-0.350	-4.308	0.000
Independence	-0.117	0.105	-0.146	-1.693	0.091
social responsibility	-0.046	0.126	-0.031	-0.363	0.717
Interpersonal relationships	-0.287	0.117	-0.234	-2.448	0.015
Solving problems	0.547	0.135	0.438	4.047	0.000
realism	0.564	0.117	0.406	4.831	0.000
flexibility	0.322	0.121	0.215	2.668	0.008
Impulse control	0.303	0.082	0.228	3.673	0.000
Optimism	0.074	0.129	0.049	0.574	0.567
Intelligence	-0.050	0.119	-0.042	-0.418	0.676
The external variables of the study	Dimension Empathy and Emotional Intelligence				
Df=13	Adjusted R Square=0.439	R Square=0.464	R=0.681	F=19.030	

Predictor variables: Emotional self-awareness, Assertiveness, self-esteem, self-actualization, Independence, responsibility, social, interpersonal, problem solving, Realism, flexibility, impulse control, optimism, intelligence are Predictor variables. The dependent variable: Innovation. As can be seen in Table 3, According to the standardized coefficient beta and significance level, variable "Assertive" Self-esteem "self-actualization" interpersonal relations "solve problems" realism "flexibility" impulse control Remain in equation, And have the effect the innovation of physical education teachers of Sistan and Baluchistan Province. As a result, the null hypothesis is rejected research and Innovation variance is explained by these 8 variables.

DISCUSSION AND CONCLUSION

Knowledge of emotional intelligence agency office managers and organizations can help solve many problems, When they accept that people are different in terms of emotional intelligence, this will not be seeking equal treatment of all employees are expected. Understanding the characteristics and personality traits of creative people and innovation is essential. Means the introduction and application of ideas, new products and processes by individuals, groups and organizations related to the modification unit is designed so that for individual, group, organization or community be useful (fakharyan, S 1381). Since the bulk of the work and human activity is the organization responsible for creating and fostering creativity in the art and science of management is And managers can create good grounds emergence of creativity and innovation in organizations accelerate their sterilization or by creating a difficult atmosphere. Emotional Intelligence and fourteen after the test results, it showed that with the exception of self-actualization and independence, emotional intelligence, and 54 after the null hypothesis is rejected and the research hypothesis is accepted. In other words, there was no significant difference between the score obtained and the criterion score. Self-actualization and independence between the scores obtained and there is no difference between the average scores of the criterion scores almost the same amount of test. Variable test results on innovation and product innovation and process innovation in the table, showed that the null hypothesis - Rejected and the research hypothesis is accepted. In other words, there was no significant difference between the score obtained and the criterion score. It can be assumed scores are

not close to the criterion score. The variables examined in the study except after administrative innovation in society are high, Average administrative innovation or very close to it is almost the same amount of test. The relationship between emotional intelligence and innovation of physical education teachers in Sistan and Baluchistan there is a significant relationship. Emotional Intelligence and its dimensions) except two self-actualization and independence (physical education teachers with innovative variable Sistan-Baluchistan province there is a significant relationship. Emotional intelligence, physical education teachers Sistan-Baluchistan province has an impact on innovation. Almost 25% regression model innovation variance explained or predicted (Relatively weak impact) , variable "Assertive" Self-esteem "self-actualization" interpersonal relations "solve problems" realism "flexibility" impulse control Remain in equation, and have an impact on innovation Physical education teachers Sistan and Baluchistan Province and 46% of the variance innovation is explained by the eight variables (Good effect). Emotional Intelligence and fourteen dimension the test results, it showed that with the exception of self-actualization and independence, emotional intelligence, and 12 dimensions, the null hypothesis is rejected and the research hypothesis is accepted. In other words, there was significant difference between the score obtained and the criterion score. Self-actualization and independence between the scores obtained and there is no difference between the average scores of the criterion scores almost the same amount of test. Variable test results on innovation and product innovation and process innovation in the table, showed that the null hypothesis is rejected and the research hypothesis is accepted. In other words, there was significant difference between the score obtained and the criterion score. It can be assumed scores are not close to the criterion score. The variables examined in the study except after administrative innovation in society are high. Administrative innovations mean almost the same amount of testing or very close to it. The relationship between emotional intelligence and innovation of physical education teachers in Sistan and Baluchistan there is a significant relationship. Emotional Intelligence and its dimensions(except two self-actualization and independence)physical education teachers with innovative variable Sistan-Baluchistan province there is a significant relationship. Emotional intelligence, physical education teachers Sistan-Baluchistan province has an impact on innovation. Almost 25% regression model to explain or anticipate the variance innovation (Relatively weak impact). Variables. "Self-expression" self-esteem "self-actualization" interpersonal relations "solve problems" realism "flexibility" impulse control "remain equation and physical education teachers in Sistan and Baluchistan impact on innovation and innovation 27% variance is explained by the eight variables (Good impact). The results showed that emotional intelligence, physical education teachers Sistan-Baluchistan province with a significant difference is the criterion score. It can be assumed by scoring came close to scoring criterion is not. Average dimensions to the general population criterion score on Emotional Intelligence and fourteen test results dimension showed that with the exception of self-actualization and independence, the mean score obtained your emotional intelligence and 12 other dimensions standard score difference there is more than the test. But the mean scores of self-realization and independence obtained and the criteria are not different. The mean scores of dimensions approximately the same amount of test. It seems plausible that physical education teachers the ability to assess, express their feelings and emotion regulation, and could have the ability to use both for themselves and for others to be efficient. The results in bracket (2004) Maghsody (1384), Nickpoor Maine (1389) consistent. The results showed that the innovation of physical

education teachers in Sistan and Baluchistan significant difference is the criterion score. It can be assumed scores are not close to scoring criteria. The variables examined in the study except after administrative innovation in society are high. Average score administrative innovation almost the same amount of testing or very close to it. Good condition and size variable indicates the ability of teachers to create change in service delivery in education, culture and training will be. Because innovation and creativity of the most valuable assets of any organization, especially education in physical education part. (Because of the nature and content). As a physical education teacher with this tool will be able to effect change as an opportunity, on threats that endanger the student community and Step in achieving education goals. The results showed that between emotional intelligence (IQ) Innovation and physical education teachers there is no significant relationship Sistan and Baluchistan Province. Results showed that between emotional intelligence theory (IQ) Innovation and physical education teachers in Sistan and Baluchistan there is a significant relationship. Emotional Intelligence (IQ) and its components) except for the two self-actualization. Emotional Intelligence) IQ (and its components) except for the two self-actualization and independence (physical education teachers with innovative variable Sistan-Baluchistan province there is a significant relationship. This relationship probably reflects the realization of the true meaning is defined emotional intelligence. In other words, it can be concluded that physical education teachers Sistan-Baluchistan province, to manage their feelings and emotions, your creative ideas for practical applications in various situations as a set of services or products provided Calculated in the shadow of such a process, it will be easier to achieve organizational goals. The results of Pourkiani and MullaHusayni(1389) Rasouli et al. (1391) consistent and with the results of Dastan and Manzari, Tavakoli (1390) is inconsistent. The results also showed that emotional intelligence on innovation of physical education teachers in Sistan and Baluchistan impact and Almost 25% of variance and regression model innovation explain or anticipate. The variable expression "self-esteem" self-actualization "interpersonal relations" solve problems "realism" flexibility "impulse control" remained in equation And physical education teachers Sistan-Baluchistan province have an impact on innovation. As a result, 46% of the variance innovation variable is explained by the 8 variable. 27 per cent are likely to impact the innovation dimensions of emotional intelligence suggest that factors other than the dimensions of emotional intelligence which can be a place of research. The results with Pourkiani and MullaHusayni(1389), Rasouli et al. (1391) and Dastan and Manzari, Tavakoli (1390) is consistent.

SUGGESTIONS

According to the results based on the average scores after the assumption of an administrative innovation in emotional intelligence with the criterion score There is no difference but is near. Therefore, it is suggested that the following factors increase emotional intelligence to identify and take the necessary measures to improve.

According to the second hypothesis based on the average scores of self-realization and independence after nearly criterion score is, it is recommended that held a workshop training, to improve the management of these Dimensions of emotional intelligence, emotional intelligence and increase productivity in order to propel the organization to be.

Due to the impact of emotional intelligence on aspects of good performance in weak and physical education teachers have recommended identifying and prioritizing the factors affecting emotional intelligence and research priorities to be included.

Factors affecting emotional intelligence, physical education teachers to other provinces

Examine the determinants of innovation in physical education teachers Sistan and Baluchistan Province.

Examine the determinants of innovation in physical education teachers Sistan and Baluchistan Province.

The impact of demographic factors on emotional intelligence and social status, physical education teachers Sistan and Baluchistan Province.

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