
Evaluating The Mediating Role of Personality Type of A and B on The Relationship Between Principals' Moral Intelligence and Their Supervisory Beliefs in Girls' Primary State Schools of Mashhad's Seven Regions

Somaye Simaee¹, Mohammad Reza Zabihi², Gholam Abbas Shekari³

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Abstract

The purpose of this article is to evaluate the mediating role of personality types (A and B) in the relationship between moral intelligence and supervisory beliefs of principals in girls' primary state schools in Mashhad's seven city regions. This research has tried to study the effect of personality types on moral intelligence and supervisory beliefs of managers, moral intelligence, as well as comparing supervisory beliefs of managers with different belief styles, to present appropriate solutions and recommendations based on this, and other similarly achieved results. Statistical population was a group including every girls' primary state school principles of Mashhad's regions who were formally active during 1392-1393 academic year. Their number was 200 persons (N=200). Cluster sampling method was applied on 3 regions (1, 6, and 7) due to their suitable cultural and social position in Mashhad. The number of principles in these regions were 100 persons and all of them participated in the research by filling the specifically designed questionnaire. The main instrument for gathering data in this research was questionnaire. The validity of the questionnaire was approved using face validity. Its reliability was confirmed using Cronbach's alpha test with the scores of 0.901, 0.879, and 0.793 for moral intelligence, supervisory beliefs, and personality types questions respectively. For testing research hypotheses, Pearson's correlation coefficients and path analysis methods were used. All calculations were done using SPSS and LISREL software packages. Results showed that there is a significant relationship between moral intelligence and manager's cooperative supervisory beliefs as well as between personality types and indirect supervisory belief.

Keyword: Moral Intelligence, Supervisory Beliefs, Personality Types (A and B)

1. Introduction

Organizations working in today's modern and challenging environments should make their managers and employees to respect moral principles and learn moral intelligence to ensure their survival. This would significantly boost employees' morale which would lead to improved quality of services, better customer satisfaction, and ultimately, guaranteeing the organization's position and durability. Managers with high moral intelligence can keep their organization healthy while improving its overall performance, which would ensure its position in future's competitive and challenging market. In order to gain proper knowledge regarding organization's internal and external conditions, managers need to communicate with appropriate sources either inside or outside the organization, so they can quickly react to potential problems that can prevent the organization to reach its desired developmental goals. With enhanced knowledge of moral intelligence, managers can have a much more effective communication

¹ Department of Management, Mashhad Branch , Islamic Azad University , Mashhad , Iran

² Assistant Professor, Department of Management, Mashhad Branch , Islamic Azad University , Mashhad , Iran

³ Assistant Professor Department of Management, Mashhad Branch , Islamic Azad University , Mashhad , Iran

with their employees and customers. Generally, people with high moral intelligence, would fight more actively in challenging situations and have a higher health and satisfaction rate. This type of intelligence can be compared to a compass, as it can guide a person to make a proper decision regarding right and wrongs and help him to use universal moral codes in their reactions with others (Lennick and Kiel, 2005). It can also create a formidable and defensible structure for everyday activities as well as leading other types of intelligence to more valuable works. People with moral intelligence, have firm moral beliefs which is clearly evident in their respectful behaviors. Lennick and Kiel believe that that this type of intelligence represents a person's mental capacity to link universal human principles to his values, goals, and actions. Moreover, they argued that moral intelligence is consisted of four basic elements of integrity, responsibility, compassion, and forgiveness and is pivotal in every person or organization's success. Integrity is the harmony between beliefs and actions; Responsibility is accepting the consequences of one's actions; Compassion is respecting others without any expectancy; and Forgiveness is the knowledge of one's own flaws and tolerating others' (Lennick and Kiel, 2008).

Educational systems has seen a considerable development in modern societies. This progress has converted this system to a huge organization with a large number of students, teachers, and other employees and a wide range of activities. Success and fruition of such a system is significantly depend on competent leaders and managers with deep, comprehensive and adaptable ideas. The role of management is vital in every aspects of social, cultural, economic, politic, and scientific matters. In educational systems, due to their importance, sensitivity, and complexity, this role is even more prominent. In this regard, Miggins argues that, "no organization or regulation can affect a full-scale development and growth, as much as managers who know what they are trying to do."

Generally, development of a society is depend on the effective use of human resources. People are different in their abilities, talents, interests, and many other personal characteristics. Success in each job requires appropriate abilities and talents specific to that job.

A manager, just like any other person, has a distinct and unique personality; and based on it, he demonstrates actions and decisions which are unique to his character.

In a large organization, a manager has to deal with a wide range of unique personalities who come with their own different ideas and needs. Thus, such a manger has to have the ability to deal with organizational problems and keep it healthy, resolve employees' needs as well as his own, and constantly pursue the goals and developmental plans.

The importance of personality in mental guidance and job performance cannot be ignored. Although intellectual talents and movement skills are also required for success in jobs, they are not sufficient. Whatever work a person tries to do, all of his physical and mental aspects are involved; thus in recognizing the effective elements in one's job behavior, all of his variables that are interacting with his job and work environment should come into account. In other words, while a person may have the necessary movement skills and abilities, if his character and personality does not permit him to adapt himself to his job type, co-workers and customers, and other elements of work environment, he would not be able to do his job properly.

2. Research Literature

- *Moral Intelligence*

Borba (2005) describes moral intelligence as the capacity and ability to recognize right from wrong, firm beliefs and actions, and proper behavior. Ford and Richardson (1994) and Martin and Slovan (2008) define moral intelligence as a representation of profound beliefs and values that guide one's thoughts and deeds. In today's modern world, only managers with high moral intelligence can build a structure based on trust and commitment, to provide a proper and expansive business environment. Managerial experiences in USA and Japan as well as many other private corporations and entrepreneur companies have shown that moral behavior is not about rightly doing a job, but doing the right job. Researches done in over 100 corporations also confirmed that moral intelligence has a significant effect on financial performance of an organization (Turner and Barling, 2002).

When we talk about intelligence, characteristics such as quick learning, fast and accurate calculation, and finding innovative solutions come to mind. Generally, intelligence means quick and proper reaction against any stimulant at any time.

In scientific texts, intelligence is defined as a universal concept with a link to the perceptual ability. Generally, it means the ability to learn and think and is often used to describe the application of skills and events (Clarcken, 2012).

Moral concepts are in fact representing those manners of human life that describe beliefs and values that guide them through their decision makings. Morality is a valuable asset that provides a guideline for human beings and is an undeniable prerequisite for any efficient social life (Beheshtifar, 43, 2011).

Many behaviors and actions have their roots in moral values, therefore, ignoring it in any organization could cause many internal and external problems as well as undermining the legality of its actions. Moral intelligence is the ability to differentiate wrongs from rights based on predefined universal principles. This type of intelligence, in the challenging environment of modern world, can act like a compass to guide people in their choices of actions. While it can build a strong framework for everyday activities and actions, it also have many practical applications in the real world. It can lead all other intelligence types toward valuable deeds.

Borba describes moral intelligence as the ability to recognize right and wrongs, having firm beliefs, and acting based on them in order to demonstrate proper and honorable behaviors (Turner and Barling, 2002).

This intelligence represents the intellectual capacity of human beings regarding their ability to connect universal human principles to their values, goals, and actions. Moreover, moral intelligence shows one's eagerness and ability to prioritize something greater and more important than his own benefits. It also has an important role to play in the effectiveness of individual reactions. (Beheshtifar, 43, 2011).

Moral intelligence is the power, learning ability, gaining physical and intellectual skills, and adapting to the surrounding environment. In this age, among the main worries of managers are rather complex problems resulted from ignoring moral principles by subordinate employees. Moral intelligence can be a great help to the managers involved in such situations (Vincent, 2003).

There are many evidences regarding the prominent role of moral intelligence in the success of an organization. If a leader always be honest and plan his actions based on moral principles and values, he can get a performance boost in many areas such as sales, incomes, keeping employees, popularity, and customer satisfaction. In a nutshell, morality is good for business ([Manalack](#), 2006).

In order to convince their employees to achieve a shared goal, organizational leaders should always respect universal moral principles as well as showing this commitment in their actions. Respecting moral principles is in fact a responsibility of any manager (Maxwell, 16, 1387).

Respecting moral principles not only satisfies employees and customers, it also make their job a pleasure and prompts them to share it with their friends and coworkers. This way, even in critical situations, they will always be behind their manager.

Lennick and Kiel describe moral intelligence as the ability to recognize right from wrong based on universal principles. In their opinion, these are four main principles of moral intelligence, needed for consistent personal and organizational success:

- 1st Principle, *Integrity*: It means creating a harmony between what we believe and what we do. Doing what we believe as right and being truthful at any time. A person with a high moral intelligence, always acts based on his principles and beliefs.
- 2nd Principle, *Responsibility*: a person with high moral intelligence always accepts his actions and their respective consequences, even if they were proved to be mistakes and failures.
- 3rd Principle: *Compassion*: pay attention to others which would have a mutual effect. If we show compassion and kindness toward others, they will return the favor in time of need. According to [Craiger](#) and Hansson, compassion provides a foundation based on which we can feel what others do. It also builds a, enduring basis for team work. Compassion, increases trust as well as the probability of establishing the ideal organizational values.
- 4th Principle, *Forgiveness*: It can be describe as self-knowledge of one's flaws and the ability to accept others (Lennick and Kiel, 2005). Forgiveness is the ability to ignore our feelings and beliefs regarding the things that others should do, and could do. Forgiveness increases the probability of accepting new innovations as well as decreasing employees' stress. In forgiving others' mistakes, we are in fact choosing a life with healthier relationships ([Hun](#), 1992, 1997).

- ***Supervisory Beliefs:***

Supervisory beliefs are a system of relatively independent beliefs regarding supervision which can be categorize into three classes according to Glickman and Tamashiro (Glickman, 6, 1987). It is a system of beliefs because it's more than one belief. They are relatively independent because a person may or may not have a knowledge of it. This classification is based on the premises of three philosophies of education (Existentialism, Empiricism, and Essentialism). These three classes are Direct Supervision, Collaborative Supervision, and Indirect Supervision.

1. *Direct Supervision*: an approach based on the belief that education is a set of technical skills which are predefined and teachers' effectiveness is depends on the possession of these skills and abilities. In this case, the role of principal or guiding teacher is to inform teachers regarding these skills as we as leading and helping them to acquire them, and finally, evaluating and

testing their abilities in those fields. These set of beliefs is based on the premises of educational philosophy of essentialism.

2. *Collaborative Supervision*: it is based on the premise that education is first and foremost a problem solving process in which two or more people collaborate on evaluating and solving a problem using scientific methods. In this case, the role of principal or guiding teacher is to lead and participate in problem solving process. These beliefs are based on educational philosophy of empiricism.
3. *Indirect Supervision*: it is based on the premise that learning and improvement of teaching methods is firstly a private experience in which the teacher should manage his class in way that each student can reach his own solution. In this case, the role of principal or guiding teacher is to listen without evaluating or judging as well as helping teachers in gaining consciousness and the ability to describe and analyze experiences. These beliefs are based on educational philosophy of existentialism.

- *Personality Types*:

Study of human behaviors has been a favorite of scholars in social and psychological field for a long time. In order to describe and analyze human behaviors, one should evaluate the conditions leading to the expression of such behaviors (Paul Hersey, Blanchard, 4, 1376). One of the main personality characteristics that is affecting and determining human behavior in organizations is locus of control. In this case, some people believe that they are masters of their own fate, while others think of themselves as a pawn in the hands of fate and thus easily accept whatever comes their way.

Personality is a set of permanent characteristics and traits that determines the similarities and differences of each person's psychological behavior (thoughts, emotions, and actions) which are consistent and may be expressed under social or biological pressure in immediate situations and can be easily understood. A more general and widely accepted definition of personality is describing it as a pattern of relatively permanent characteristics that makes a person unique and also can be a basis for predicting his future (Wright et al, 1970, quoting Shackleton and Fletcher).

First group are called introvert and the second group are called extrovert. Machiavelli's self-esteem, adapting to situation, risk-taking, and personality types of A and B are among other human behaviors (Stephen Robbins, 1992). A summarization of all personality definitions shows that all meanings of personality cannot be found in a single theory; each theory tries to explain some aspects of personality and thus, in order to achieve a comprehensive definition, a set of several definitions should be considered. Allport in 1961 defined personality as a dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought (Alan A. Ross, 1992). In 1981, Atkinson and Hilgard wrote in their *Introduction to Psychology* that personality is the characteristic patterns of behavior and modes of thinking that determine a person's adjusting to the environment (Atkinson and Hilgard, 1983).

3. **Conceptual Model of Research**

Conceptual model of research would demonstrate the relationship between variables. In this study, moral intelligence was selected as independent variable while three dimensions of supervisory beliefs was dependent variables and personality types (A & B) was set as the mediator variable. Conceptual model can be seen in figure 1.

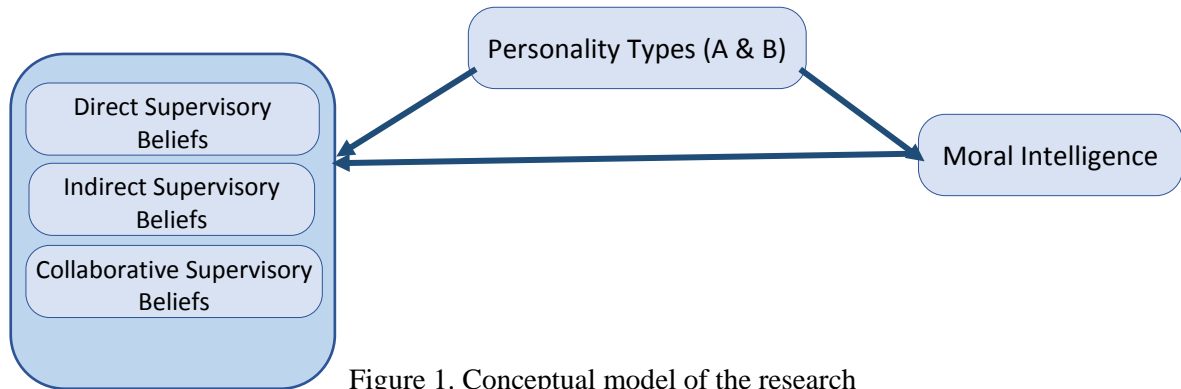


Figure 1. Conceptual model of the research

4. Research Hypotheses

In this section, research hypotheses will be presented.

Main Hypotheses

- There is a significant relationship between moral intelligence and personality types of principals.
- There is a significant relationship between moral intelligence and supervisory beliefs of principals.
- There is a significant relationship between personality types and supervisory beliefs of principals.

Sub Hypotheses

1. There is a significant relationship between personality types of principals and direct supervisory beliefs.
2. There is a significant relationship between personality types of principals and indirect supervisory beliefs.
3. There is a significant relationship between personality types of principals and collaborative supervisory beliefs.
4. There is a significant relationship between moral intelligence and direct supervisory beliefs.
5. There is a significant relationship between moral intelligence and indirect supervisory beliefs.
6. There is a significant relationship between moral intelligence and collaborative supervisory beliefs.

5. Methodology

This study is a survey research of correlation type. Since in this research, school principals were the main subjects, first, after collaborating with Ministry of Education and investigating qualified schools in (DOI: [dx.doi.org/14.9831/1444-8939.2015/3-2/MAGNT.30](https://doi.org/14.9831/1444-8939.2015/3-2/MAGNT.30))

Mashhad's seven regions, research population was determined (200 persons). Then, using cluster sampling method, three regions of 1, 6, and 7 were selected due to their qualifications regarding their representation of Mashhad's cultural and social status. The number of principals in this area was 100 persons and all of them were participated in the research. After designing the questionnaire, it was distributed among the participants and subsequently collected. The sole instrument for gathering data in this study was the aforementioned questionnaire. The first section of the questionnaire was 40 questions regarding moral intelligence; second section was designed to reflect supervisory beliefs with 11 questions, and the third part was 25 questions representing personality types. Its validity was approved using face validity. The reliability of the questionnaire was confirmed using Cronbach's alpha test with the scores of 0.901, 0.879, and 0.793 for moral intelligence, supervisory beliefs, and personality types questions respectively. Therefore, the questionnaire is highly reliable.

Statistical Methods Used in the Research

With regard to hypotheses, in order to analyze the questions, and categorize, summarize, describe, and communicate to the resulted data, descriptive and inferential statistics was used. All calculations were done using SPSS and LISREL software packages. In descriptive part, frequency tables and diagrams were used while for inferential statistics, Pearson's correlation coefficients and path analysis methods were deployed.

6. Testing Research Hypotheses

Personality type moderates the relationship between moral intelligence and supervisory beliefs of principals.

For testing the above hypothesis, three sub-hypotheses should be investigate and depending on their acceptance or rejection, the main hypothesis would be confirmed or rejected.

In order to evaluate the role of personality type in the relationship between moral intelligence and direct supervisory beliefs of principals, path analysis method was used.

As is evident from the figure, the effect of moral intelligence on supervisory beliefs is -0.12 which means high moral intelligence would reduce direct supervisory beliefs of principals (according to Figure 3, and comparing the T statistic with data table, it can be assumed that this relationship is not significant on the level of 5%). Moreover, the amount of moral intelligence effect on the tendency to personality type of A is 0.05 which shows that high level of moral intelligence would result in the tendency toward personality type of A (according to Figure 3, and comparing the T statistic with data table, it can be assumed that this relationship is not significant on the level of 5%). And finally, the effect of the personality type of A on the supervisory beliefs of principals is 0.14 which shows the high level of direct supervisory beliefs of principals who have a tendency toward personality type of A (according to Figure 3, and comparing the T statistic with data table, it can be assumed that this relationship is not significant on the level of 5%).

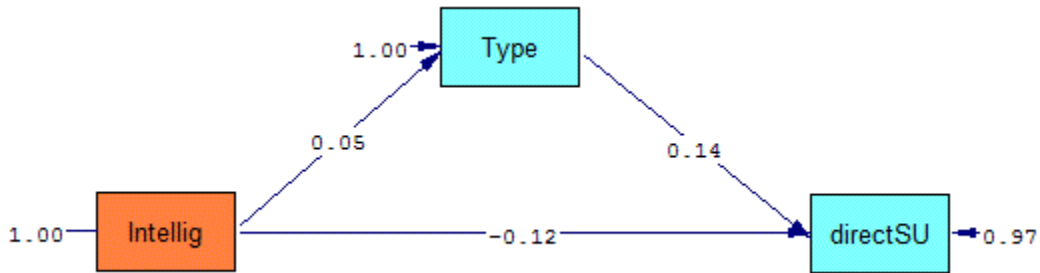


Figure 2. Standard Coefficients

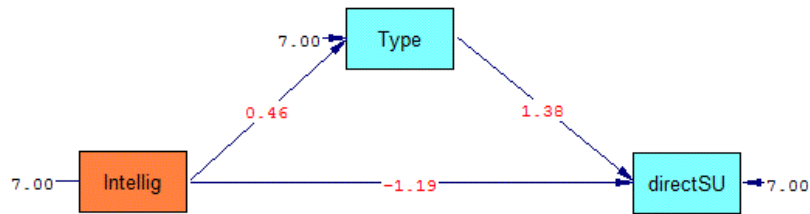


Figure 3. T-Statistics used for evaluating the significance of standard coefficients

In Table 2 the relationship between moral intelligence and supervisory beliefs of principals regarding their personality types is summarized. Based on this table, the negative effect of moral intelligence on direct supervisory beliefs of principals is increased by 0.01 which is not significant statistically.

Table 2. Evaluating the relationship between moral intelligence and direct supervisory beliefs of principals

Direct Relationship	Relationship Using Personality Type
-0.12	0.01

* Statistically, the relationship is significant on the level of 5%

Altogether, according to T-statistic, it can be assumed that none of the sub-hypotheses were significant and therefore the hypothesis is rejected and subsequently, this hypothesis can be confirmed:

Personality type would not moderate the relationship between moral intelligence and direct supervisory beliefs of principals.

Sub-hypothesis 2. Personality type would moderate the relationship between moral intelligence and indirect supervisory beliefs of principals.

In order to evaluate the role of personality type in the relationship between moral intelligence and indirect supervisory beliefs of principals, path analysis method was used.

As is evident from the figure, the effect of moral intelligence on supervisory beliefs is -0.06 which means high moral intelligence would reduce indirect supervisory beliefs of principals (according to Figure 5, and comparing the T statistic with data table, it can be assumed that this relationship is not significant on the level of 5%). Moreover, the amount of moral intelligence effect on the tendency to personality type of A is 0.05 which shows that high level of moral intelligence would result in the tendency toward personality type of A (according to Figure 5, and comparing the T statistic with data table, it can be assumed that this relationship is not significant on the level of 5%). And finally, the effect of the personality type of A on the indirect supervisory beliefs of principals is -0.22 which shows the low level of indirect supervisory beliefs of principals who have a tendency toward personality type of A (according to Figure 5, and comparing the T statistic with data table, it can be assumed that this relationship is significant on the level of 5%).

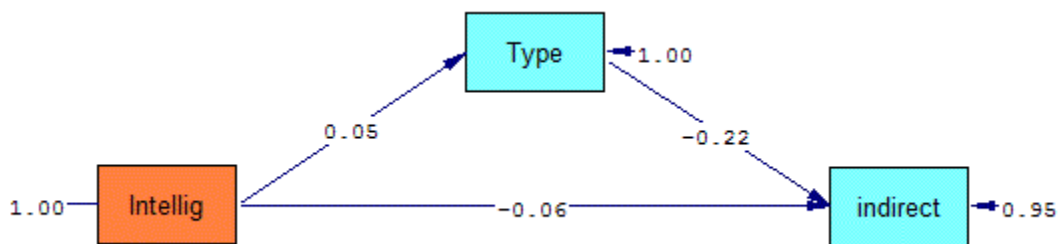


Figure 4. Standard Coefficients

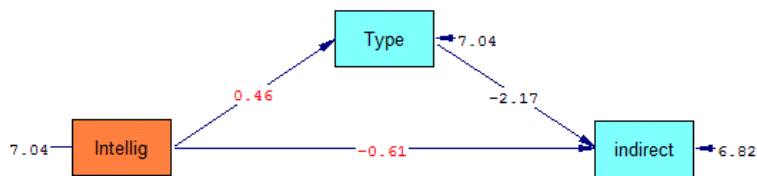


Figure 5. T-Statistics used for evaluating the significance of standard coefficients

In Table 3 the relationship between moral intelligence and supervisory beliefs of principals regarding their personality types is summarized; which shows that the negative effect of moral intelligence on indirect supervisory beliefs of principals is increased by 0.01 which is not significant statistically.

Table 3. Evaluating the relationship between moral intelligence and direct supervisory beliefs of principals

Indirect Relationship	Relationship Using Personality Type
-0.06	-0.01

* Statistically, the relationship is significant on the level of 5%

Altogether, according to T-statistic, it can be assumed that indirect relationship was not significant and therefore the hypothesis is rejected and subsequently, this hypothesis can be confirmed:

Personality type would not moderate the relationship between moral intelligence and indirect supervisory beliefs of principals.

Sub-hypothesis 3. Personality type would moderate the relationship between moral intelligence and collaborative supervisory beliefs of principals.

In order to evaluate the role of personality type in the relationship between moral intelligence and collaborative supervisory beliefs of principals, path analysis method was used.

As is evident from the figure, the effect of moral intelligence on supervisory beliefs is 0.24 which means high moral intelligence would increase collaborative supervisory beliefs of principals (according to Figure 7, and comparing the T statistic with data table, it can be assumed that this relationship is significant on the level of 5%). On the other hand, the amount of moral intelligence effect on the tendency to personality type of A is 0.05 which shows that high level of moral intelligence would result in the tendency toward personality type of A (according to Figure 7, and comparing the T statistic with data table, it can be assumed that this relationship is not significant on the level of 5%). And finally, the effect of the personality type of A on the collaborative supervisory beliefs of principals is 0.08 which shows the high level of collaborative supervisory beliefs of principals who have a tendency toward personality type of A (according to Figure 7, and comparing the T statistic with data table, it can be assumed that this relationship is not significant on the level of 5%).

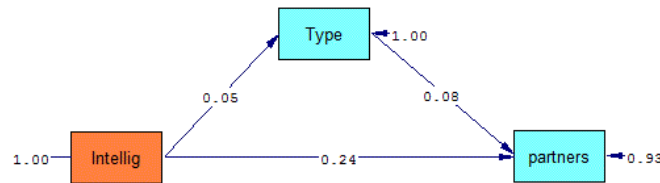


Figure 6. Standard Coefficients

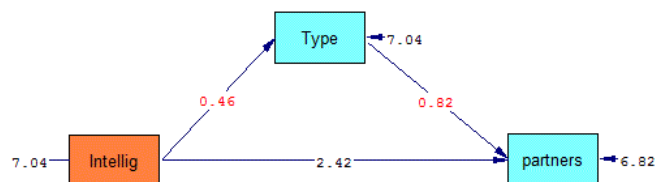


Figure 5. T-Statistics used for evaluating the significance of standard coefficients

In Table 4 the relationship between moral intelligence and supervisory beliefs of principals regarding their personality types is summarized; based on this table, the positive effect of moral intelligence on collaborative supervisory beliefs of principals is increased by 0.004 which is not significant statistically.

Table 4. Evaluating the relationship between moral intelligence and direct supervisory beliefs of principals

Collaborative Relationship	Relationship Using Personality Type
0.24*	0.004

* Statistically, the relationship is significant on the level of 5%

Altogether, according to T-statistic, it can be assumed that indirect relationship was not significant and therefore the hypothesis is rejected and subsequently, this hypothesis can be confirmed:

Personality type would not moderate the relationship between moral intelligence and collaborative supervisory beliefs of principals.

So, according to the results of testing all sub-hypotheses, personality type (A and B) does not moderate the relationship between moral intelligence and supervisory beliefs of principals.

Hypothesis 1. *There is a significant relationship between moral intelligence and supervisory beliefs of principals.*

In order to evaluate this hypothesis, the average score of participants should be calculated (the questions were generalized) and the correlation between the scores of moral intelligence and personality types of principals should be determined, and subsequently, the hypothesis would be statistically tested to confirm whether there is a correlation or not. Using Pearson's correlation test, this hypothesis can be displayed as the following figure:

The results of correlation coefficient is summarized in Table 5.

Table 5. Correlation Coefficient

Correlation Coefficient	0.047
Probability	0.645

According to the table, it can be said that there is a positive relationship between moral intelligence and personality types of principals ($r=0.047$). In other words, higher score of moral intelligence would lead to higher tendency toward personality type of A. But, considering the statistics of the test and probability value ($p\text{-value}=0.645$), it can be concluded that the null hypothesis ("there is not a significant relationship between moral intelligence and personality type of principals") cannot be rejected on the significance level of 5% and thus, this hypothesis cannot be rejected:

There is not a significant relationship between moral intelligence and the personality type of principals.

Hypothesis 2. *There is a significant relationship between personality type and direct supervisory beliefs of principals.*

In order to evaluate this hypothesis, the average score of participants should be calculated (the questions were generalized) and the correlation between the scores of personality type and direct supervisory beliefs of principals should be determined, and subsequently, the hypothesis would be statistically tested to confirm whether there is a correlation or not. Using Pearson's correlation test, this hypothesis can be displayed as the following figure:

The results of correlation coefficient is summarized in Table 6.

Table 6. Correlation Coefficient

Correlation Coefficient	0.127
Probability	0.223

According to the table, it can be said that there is a positive relationship between personality type and direct supervisory beliefs of principals ($r=0.127$). In other words, higher score of moral intelligence would lead to higher tendency toward personality type of A. But, considering the statistics of the test and probability value ($p\text{-value}=0.223$), it can be concluded that the null hypothesis (“there is not a significant relationship between personality type and direct supervisory beliefs of principals”) cannot be rejected on the significance level of 5% and thus, this hypothesis cannot be rejected:

There is not a significant relationship between personality type and direct supervisory beliefs of principals.

Hypothesis 3. *There is a significant relationship between personality type and indirect supervisory beliefs of principals.*

In order to evaluate this hypothesis, the average score of participants should be calculated (the questions were generalized) and the correlation between the scores of personality type and indirect supervisory beliefs of principals should be determined, and subsequently, the hypothesis would be statistically tested to confirm whether there is a correlation or not. Using Pearson’s correlation test, this hypothesis can be displayed as the following figure:

The results of correlation coefficient is summarized in Table 7.

Table 7. Correlation Coefficient

Correlation Coefficient	-0.207
Probability	0.045

According to the table, it can be said that there is a positive relationship between personality type and indirect supervisory beliefs of principals ($r=-0.207$). In other words, higher score of moral intelligence would lead to higher tendency toward personality type of B. But, considering the statistics of the test and probability value ($p\text{-value}=0.045$), it can be concluded that the null hypothesis (“there is not a significant relationship between personality type and indirect supervisory beliefs of principals”) cannot be rejected on the significance level of 5% and thus, this hypothesis can be confirmed with confidence level of 95%:

There is a significant relationship between personality type and indirect supervisory beliefs of principals.

Hypothesis 4. *There is a significant relationship between personality type and collaborative supervisory beliefs of principals.*

In order to evaluate this hypothesis, the average score of participants should be calculated (the questions were generalized) and the correlation between the scores of personality type and collaborative supervisory beliefs of principals should be determined, and subsequently, the hypothesis would be statistically tested to confirm whether there is a correlation or not. Using Pearson’s correlation test, this hypothesis can be displayed as the following figure:

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The results of correlation coefficient is summarized in Table 8.

Table 8. Correlation Coefficient

Correlation Coefficient	0.081
Probability	0.439

According to the table, it can be said that there is a positive relationship between personality type and collaborative supervisory beliefs of principals ($r=0.081$). In other words, higher score of moral intelligence would lead to higher tendency toward personality type of A. But, considering the statistics of the test and probability value ($p\text{-value}=0.439$), it can be concluded that the null hypothesis (“there is not a significant relationship between personality type and collaborative supervisory beliefs of principals”) cannot be rejected on the significance level of 5% and thus, this hypothesis cannot be rejected:

There is not a significant relationship between personality type and collaborative supervisory beliefs of principals.

Hypothesis 5. *There is a significant relationship between moral intelligence and direct supervisory beliefs of principals.*

In order to evaluate this hypothesis, the average score of participants should be calculated (the questions were generalized) and the correlation between the scores of moral intelligence and direct supervisory beliefs of principals should be determined, and subsequently, the hypothesis would be statistically tested to confirm whether there is a correlation or not. Using Pearson’s correlation test, this hypothesis can be displayed as the following figure:

The results of correlation coefficient is summarized in Table 9.

Table 9. Correlation Coefficient

Correlation Coefficient	-0.119
Probability	0.253

According to the table, it can be said that there is a positive relationship between moral intelligence and direct supervisory beliefs of principals ($r=-0.119$). In other words, higher score of moral intelligence would lead to higher tendency toward personality type of A. But, considering the statistics of the test and probability value ($p\text{-value}=0.253$), it can be concluded that the null hypothesis (“there is not a significant relationship between moral intelligence and direct supervisory beliefs of principals”) cannot be rejected on the significance level of 5% and thus, this hypothesis cannot be rejected:

There is not a significant relationship between moral intelligence and direct supervisory beliefs of principals.

Hypothesis 6. *There is a significant relationship between moral intelligence and indirect supervisory beliefs of principals.*

In order to evaluate this hypothesis, the average score of participants should be calculated (the questions were generalized) and the correlation between the scores of moral intelligence and indirect supervisory

beliefs of principals should be determined, and subsequently, the hypothesis would be statistically tested to confirm whether there is a correlation or not. Using Pearson's correlation test, this hypothesis can be displayed as the following figure:

The results of correlation coefficient is summarized in Table 10.

Table 10. Correlation Coefficient

Correlation Coefficient	-0.066
Probability	0.530

According to the table, it can be said that there is a positive relationship between moral intelligence and indirect supervisory beliefs of principals ($r=-0.066$). In other words, higher score of moral intelligence would lead to higher tendency toward personality type of B. But, considering the statistics of the test and probability value ($p\text{-value}=0.530$), it can be concluded that the null hypothesis ("there is not a significant relationship between moral intelligence and indirect supervisory beliefs of principals") cannot be rejected on the significance level of 5% and thus, this hypothesis cannot be rejected:

There is not a significant relationship between moral intelligence and indirect supervisory beliefs of principals.

Hypothesis 7. *There is a significant relationship between moral intelligence and collaborative supervisory beliefs of principals.*

In order to evaluate this hypothesis, the average score of participants should be calculated (the questions were generalized) and the correlation between the scores of moral intelligence and collaborative supervisory beliefs of principals should be determined, and subsequently, the hypothesis would be statistically tested to confirm whether there is a correlation or not. Using Pearson's correlation test, this hypothesis can be displayed as the following figure:

The results of correlation coefficient is summarized in Table 11.

Table 11. Correlation Coefficient

Correlation Coefficient	0.248
Probability	0.016

According to the table, it can be said that there is a positive relationship between moral intelligence and collaborative supervisory beliefs of principals ($r=0.248$). In other words, higher score of moral intelligence would lead to higher tendency toward personality type of A. But, considering the statistics of the test and probability value ($p\text{-value}=0.016$), it can be concluded that the null hypothesis ("there is not a significant relationship between moral intelligence and collaborative supervisory beliefs of principals") can be rejected on the significance level of 5% and thus, this hypothesis can be confirmed with a confidence level of 95%:

There is a significant relationship between moral intelligence and collaborative supervisory beliefs of principals.

The main purpose of this research was to evaluate the mediating role of personality types (A and B) in the relationship between moral intelligence and supervisory beliefs of principals in girls' primary state schools in Mashhad's 1, 6, and 7 regions in academic year of 92-93.

Table 12. Results of the research hypotheses

Hypotheses		<i>p-value</i>	Result
Main Hypothesis	Personality type moderates the relationship between moral intelligence and supervisory beliefs of principals.		Does not moderate
Sub-Hypothesis 1	Personality type moderates the relationship between moral intelligence and direct supervisory beliefs of principals.	0.01	Does not moderate
Sub-Hypothesis 2	Personality type moderates the relationship between moral intelligence and indirect supervisory beliefs of principals.	-0.01	Does not moderate
Sub-Hypothesis 3	Personality type moderates the relationship between moral intelligence and collaborative supervisory beliefs of principals.	0.004	Does not moderate
1	Identifying the relationship between moral intelligence and personality type of principals	0.645	No significant relationship
2	There is a significant relationship between moral intelligence and direct supervisory beliefs of principals	0.253	No significant relationship
3	There is a significant relationship between moral intelligence and indirect supervisory beliefs of principals	0.530	No significant relationship
4	There is a significant relationship between moral intelligence and direct collaborative beliefs of principals	0.016	Significant relationship
5	There is a significant relationship between personality type and direct supervisory beliefs of principals	0.233	No significant relationship
6	There is a significant relationship between personality type and indirect supervisory beliefs of principals	0.045	Significant relationship
7	There is a significant relationship between personality type and collaborative supervisory beliefs of principals	0.439	No significant relationship

7. Conclusions and Recommendations

As is evident from Table 12, there is a significant relationship between moral intelligence and collaborative supervisory beliefs of principals. Considering the table and the probability values, the hypothesis is confirmed for two dimensions and we can conclude with a 95% confidence level:

There is a significant relationship between integrity dimension of moral intelligence and collaborative supervisory beliefs of principals.

There is a significant relationship between responsibility dimension of moral intelligence and collaborative supervisory beliefs of principals.

Moreover, at 5% level, these hypotheses could not be rejected:

There is not a significant relationship between compassion dimension of moral intelligence and collaborative supervisory beliefs of principals.

There is not a significant relationship between forgiveness dimension of moral intelligence and collaborative supervisory beliefs of principals.

Since research results have confirmed the effect of moral intelligence and its dimensions on the supervisory beliefs of the principals working in girls' primary schools of Mashhad's seven regions, and given that principals with higher moral intelligence tend toward using collaborative supervisory beliefs, it is recommended that principals boost their moral intelligence to achieve collaborative supervisory beliefs.

As is evident from Table 12, there is a significant relationship between personality type and indirect supervisory beliefs.

Indirect supervisory beliefs are based on the premise that learning and improved methods of teaching is first and foremost a private experience in which the teacher should encourage the students to achieve their own solutions. In this case, the role of principal or guiding teacher is to listen without evaluating or judging as well as helping teachers in gaining consciousness and the ability to describe and analyze experiences. According to the results, there are four positive relationships between personality type and indirect supervisory beliefs of principals. In other words, higher score of moral intelligence means more tendency toward personality type of B. Given the T-statistic and probability value ($p\text{-value}=0.045$), this hypothesis is confirmed.

Considering the significant relationship that exist between moral intelligence and collaborative supervisory beliefs of principals, to improve and enhance the moral intelligence of principals in primary schools of Mashhad's seven regions these solutions are recommended:

1. *Strengthening principals' integrity*: in order to improve the effect of integrity dimension on supervisory beliefs of principals these solutions can be recommended:
 - 1-1. Planning educational classes by inviting management and psychology experts and improving principals' knowledge regarding the effects of moral intelligence on their supervisory beliefs.
 - 1-2. Teaching the most important moral and social behaviors which are also known as the social Norms.
 - 1-3. Publishing magazines that covers the life of sincere and honest people and distributing them among the principals.
 - 1-4. Corresponding the principal's words with his actions.

2. *Strengthening principals' responsibility*: in order to improve the effect of responsibility dimension on supervisory beliefs of principals these solutions can be recommended:
 - 2-1. Educating principals regarding the acceptance of the consequences of a wrong decision.
 - 2-2. Creating a more realistic attitude toward failures and mistakes.
 - 3-2. Promoting teamwork spirit and collaborative problem solving among teachers.
3. *Strengthening principals' compassion*: in order to improve the effect of compassion dimension on supervisory beliefs of principals these solutions can be recommended:
 - 3-1. Promoting the culture of supporting teachers toward realizing the overall goals of the school
 - 3-2. Promoting the culture of supporting the valuableness of humans to an organization
 - 3-3. Promoting the culture of supporting experience-gaining at all levels
4. *Strengthening principals' forgiveness*: in order to improve the effect of forgiveness dimension on supervisory beliefs of principals these solutions can be recommended:
 - 4-1. Promoting the culture of forgiving the teachers that have had their mistakes
 - 4-2. Publishing and distributing internal magazines and papers that cover successful people's views on forgiveness
5. Developing human messages, ideals, and values in the organization as well as building a humanist foundation and principles
6. Integrating personal and organizational goals regarding human values
7. Improving the general performance of school employees and satisfying their needs
8. Increasing consciousness and identifying strong and weak points of school employees
9. Establishing trust, confidence and responsibility among school employees
10. Just and fair decision making regarding employees' promotion, and planning a fair reward system for all employees

The conclude the article, it should be pointed that although a healthy level of moral intelligence and its dimensions in the research population represents an overall favorable condition, but moral intelligence is an acquisitive ability and can be developed. Therefore, a practical plan should be devised to maintain the current level of moral intelligence while developing it further in the future. Borba recommends 10 approaches to develop and improve moral intelligence in organizational environments: introducing and presenting a role model regarding moral values, recognition of one's own beliefs and opinions and sharing it with others, taking advantage of every learning opportunity, integrating discipline as a moral lesson, expecting moral behaviors, reflecting on the impact of behaviors, encouraging employees' moral behaviors and rewarding them, daily prioritization of moral principles, and using and promoting the golden rule of "Treat others as you want to be treated". Paying attention to these principles would help principles to gain all the benefits of moral based behaviors.

Considering the results of this study and other similar researches, it can be said that improving the performance of managers is only possible through a link to their beliefs. Therefore, during recruitment process as well as their later educations, a distinct section would be dedicate to beliefs and opinions that are expected regarding their link to actions. According to a developed form of Wilson's theory (1998) regarding the relation between theory and action it should be underlined that without relying to theory, performance organizing in general, and in education field in particular, is not possible.

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