

Full Length Research Paper

Investigating the relationship between principals' emotional intelligence (EI) and organizational health: A case study

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The main purpose of this research is to investigate the relationship between principals' emotional intelligence and organizational health in the elementary, middle and high schools of Maragheh sub-province. In this research, Goleman's competency model which includes self-awareness, self-regulation, motivation, sympathy and social skills (regulating relationship with the others) is used to measure the independent variable (EI). To measure dependent variable (that is, organizational health), Parson's model based on three dimensions including institutional, administrative and technical was drawn upon. The hypotheses of the research which consist of one main and five minor hypotheses are based on Goleman's conceptual framework. As for the data analysis and the findings of the research all hypotheses were confirmed and it came into light that in the EI framework, sympathy, social skills, self-consciousness, self-regulation and finally motivation of the principals, respectively, have a significant relation with organizational health.

Key words: Emotional intelligence, organizational health, school principals.

INTRODUCTION

Today many organizations undergo changes and any change calls for managers and staff that are adaptable to and complying with changes. Here, social interaction has gained an increasing importance for most managers and leaders as a key element in managing organizational changes in a productive and effective way. Investigations show that those managers will be successful in the future who can communicate with their human resources in an effective and fruitful way. Emotional intelligence is one of the elements that can have a remarkable impact on the relationship between managers and staff; and as Goleman (1998) has it, it is a necessary and inevitable condition for any organization. Effective and successful managers differ from bad managers in various ways.

They play the role of leader. According to Goleman, a strong and effective leader is the one who is inspiring, creates motivation and commitment, persistently strengthens his EI capacities and changes his/her style of leadership if need be (Dearborn, 2002). Successful managers are good motivators and, in a nutshell, emphasize promoting their EI and nurturing emotional capacities (Miller, 1999). Today, EI is explained as a kind of intelligence that involves both understanding the emotions of oneself and interpreting emotional states of the others. EI assesses the individual in terms of emotion. This is to say that how far the individual is cognizant of his emotions and affects and how manages them. The remarkable point regarding EI is that the EI capacities are not inborn and can be learned (Hawkins and Dulewicz, 2007).

Development of every society calls for healthy and dynamic organizations and societies have some organizations which need to work in harmony in order to

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accomplish their goals. The precondition for the harmony of organizations is their having the necessary and sufficient properties of a healthy organization. If organizations do not have these properties they will not only fail to do their task appropriately but will make negative impacts on the performance of other organizations. In healthy organizations the employees are committed, dutiful and useful and have a high morale and performance. A healthy organization is the one in which the staff work with interest and are proud of working there (Palmer et al., 2001). In the studies carried out earlier, it was found out that there was a significant relationship between organizational atmosphere and organizational health of schools. As is expected, the healthier the dynamics of the organization, the more is the confidence of teaching staff in the principal, colleagues and in the organization itself (Svyantek, 2003). Organizational health in schools has been invented to understand the nature of student-teacher, teacher-teacher and teacher-principal interactions. This concept draws attention to the factors that facilitate or arrest the development of positive interpersonal relationships within the organization. In fact, this concept is a tool to examine the general environment of school, which is measured by organizational health checklist. Hoy and Tarter (1992, 1997b) and Hoy et al. (1990) say organizational health checklist is an example of directing theory to construct a measure with a scalar approach (Barth, 2001). Miles (1969), psychologist and education expert and the first theoretician of organizational health of schools, has elaborated on this concept in his 1965 article. Later on, other experts made attempts at completing this concept (Omoyemiju and Adediwura, 2011).

Today, any curious individual, examining the qualitative advancement of education would confess that the development of education is positive and toward flourishing the potentials of the young generation. This can be realized well when organizations, especially educational organizations and schools, enjoy good health and are desirable, healthy and dynamic places in a way that teachers wish to stay there rather than being forced to do so. This is not possible unless there is knowledge of and planning for subjects like EI which affect the organizational health and being able to use or produce emotions plays a very significant role in facilitating problem-solving and increases the efficiency of group members. Emotional intelligence involves knowing the emotions of oneself and using them for making proper decisions in life. It is a proper management of temper and psychological states and is the control of the stimuli. It motivates the individual when he/she does not accomplish something and gets upset. Sympathy means to be aware of the emotions of people around you. Social skill means coping with people and controlling one's emotions about the others and also the capability to laud and guide the others. Considering emotions as a type of information resulted in 1990 in a totally new concept of EI. Two

American psychologists, Salovey and Mayer (1990), were the ones who used the term. They introduce in their work, published in 1990, EI as a kind of intelligence which involved attention to the emotions and affects of one's self and of others, differentiating between them and using this information to navigate one's thinking and actions. Salovey's theory is based on this belief that there are a few special skills in which either accuracy or effectiveness is of great importance: these skills include accuracy in knowing and understanding emotional states of oneself or of others and effectiveness in regulating, controlling and using these emotions to accomplish an end (Salovey and Mayer, 1990).

Goleman (2006) asserts in his definition of EI that it is a skill whose owner can control his/her feelings through self-awareness, improving it by self-management, understanding their effect through sympathy, behaving in a way that would boost his and others' morale by managing relationships. Bar-on (2006) defines it thus: EI is the capabilities of the individual in facing the environmental challenges and it predicts the successes of one's life. The organizational health of the school is a framework to conceptualize the general atmosphere of the school. The concept of positive health in an organization draws attention towards conditions that facilitates the development of the organization or lead to the organization's dynamism, which is not obviously a new concept (Hoy and Miskel, 2005). Miles (1969) considers organizational health as a set of almost persistent organizational characteristics and points out that a healthy organization is not only able to stay persistent in its environment but also can adapt adequately to its environment and, in long term, consistently develop the capabilities to survive (Hoy et al., 1990). Knowing organizational health of schools facilitates educational and administrative function of schools, predicts the effectiveness of school activities and leads to performance of programs in a scientific and expertly way and to the avoidance of thoughtless actions. A healthy school is immune from illogical psychological pressures in the school environment.

A healthy principal creates a dynamic leadership which is both task-based and relation-based. He/she can create a healthy environment and guide the school in a proper way, keeping high performance standards through controlling emotions. Moreover, he/she can influence the emotions of his seniors and think and act autonomously. This culminates in teachers' commitment to teaching and learning and makes them set high but achievable objectives for their students. In addition, it makes students work hard with intense emotion and motivation on scientific matters and respect those who have achieved scientific success. The teachers of a healthy school love each other, are confident in each other, and are dutiful and proud of their school. Thus, the EI of principals as an effective factor in the social and psychological system of school has a great significance for the emotions, affects, perceptions, values and performance of teachers.

Table 1. The proportion of educational stages on the basis of Morgan's table.

Educational stage	The number of samples chosen
Elementary	67
Middle	48
High	37
Total	152

The researcher seeks to investigate the relationship between EI and organizational health on the basis of what was earlier mentioned, having in mind the theoretical principles and empirical background of the subject. The study tries to answer these questions: What sort of relation holds between EI and organizational health in the elementary, middle and high schools of Maragheh sub-province? What is the order of importance of EI dimensions in relation to organizational health? In respect to the relations between EI and health, many previous studies show that those individual who have a higher EI are in a better position in terms of physical and psychological health. Many theoreticians have pointed out the importance of manager's health and its role in creating job satisfaction for himself/herself and the staff. They believe lower EI of manager or poor health might lead the staff gradually to lose their enthusiasm in work and get dissatisfied with their job due to the improper feedback they receive from the manager. If the manager enjoys health, enthusiasm and behaves well with his staff and has control over his/her emotions, the motivation of the staff to participate and cooperate and their job satisfaction as a result increases. According to what went above regarding EI and health, it seems EI affects human health due to the elements and characteristics of EI.

METHODOLOGY

The present study is applied in objective because it is carried out in a short time and its results can be used to purify school organizations in order to increase the educational output of students, which is one of the objectives of any educational system. The research method is descriptive-correlational because it deals with the relation between principals' EI and organizational health in elementary, middle and high schools of Maragheh sub-province using questionnaire and attitude surveying. The spatial scope of this research is elementary, middle and high schools of Maragheh school district and the statistical population consists of 248 principals of these schools. As is shown in Table 1, the statistical population is divided into various classes. Stratified random sampling was applied and the volume of sample was estimated on the basis of Morgan table at 152.

Data collection tools

To collect the data from the statistical sample chosen and to test the hypotheses, two researcher-made questionnaires were used: IE questionnaire (Table 2): the questionnaire used to measure the IE is based on dimensions introduced in Goleman's (1995) model of

competencies. The number of questions dealt with in the EI questionnaire is 25 which proceeds in a scalar pattern (always, often, and sometimes, rarely). The validity of this questionnaire is verified by reliability turned out to be 0.82 using Cronbach's (1951) alpha method.

Organizational health questionnaire (Table 3): this questionnaire intended to measure organizational health and is based on the dimensions introduced by Parsons (1951). The number of questions in this questionnaire is 40 which uses scalar pattern (always, often, sometimes, rarely). The validity of this questionnaire is verified by reliability turned out to be 0.91 using Cronbach's (1951) alpha method.

RESULTS

At first, the Kolmogorov-Smirnov test (KS-Test) (Lopes et al., 2007) was carried out to check if most variable distributions are normal. Thus, parametric statistical condition existed and parametric statistics was used to analyze the data and test the hypotheses.

The main hypothesis

There is a significant relationship between IE and organizational health of principals in the elementary, middle and high schools of Margheh sub-province.

Interpretation

The data presented in Table 4 shows that the correlation coefficient between EI of principals and organizational health is 0.54 the least statistically significant value for which is 0.01. As is shown in Table 4, in the significance level, the significance level of correlation coefficient (r) for the relationship between EI and organizational health was 0.0001 which is lower than the minimum significance level that is 0.5.

As regards the value of (r) calculated that is 0.54, which is higher than Pearson's critical level in significance level of 0.95 and degree of freedom (that is, 151), the null hypothesis is rejected and H_1 is confirmed. Thus, it can be said with 0.95 confidence, that there is a positive and significant correlation between principal's EI and organizational health of schools.

First hypothesis

There is a relationship between the self-awareness of principals and organizational health of schools in the elementary, middle and high schools of Maragheh sub-province.

Interpretation

The data presented in Table 5 shows that the correlation

Table 2. The Operationalized model of the independent variable.

Concept	Dimensions	Elements	Indicators
IE	Personal competencies	Self-awareness	Emotional awareness: knowing and understanding emotions of one and of others and their effects True self-assessment: knowing and understanding one’s strengths, weaknesses and limitations Self-belief: feeling sufficient, valuable and capable
		Self-regulation	Self-regulation: preventing from occurrence of any emotional dysfunction and impulse Dutifulness: accepting responsibility for one’s performance Internal confidence-building: observance of truthfulness and honesty standards Adaptability: being flexible in accepting change and controlling it Innovation: being adaptive in facing new ideas, solutions and new information
		Motivation	Tendency to develop: making attempts at improving standards or reaching higher standards Commitment: compliance with the objectives of group or organization Initiative: readiness to capitalize on opportunities Optimism: diligence in accomplishing the goals rather than being deterred by obstacles and deterrent factors
IE	Social competencies	Sympathy	Knowing and understanding oneself and others: knowing the emotions of oneself and others and its impact on decisions Developing others: belief in the development of others and strengthening their capabilities Service-orientation: predicting, recognizing and satisfying the needs of customers Using variety: developing opportunities through using individuals from various cultures and races Political consciousness: studying the present emotional state of group and the power of relationships
		Social skills	Influencing: using effective techniques to convince the others Communication: listening well and sending acceptable messages Managing conflicts: having dialogue and solving disagreements Leadership: boosting the morale and guide the members of group Accelerating change: innovation in or management of change Relation-building: strengthening relations and communicative tools Cooperation and participation: group work to reach common objective Group capacities: producing synergism in group to reach common objectives

coefficient between self-awareness of principals and organizational health is 0.36 the least statistically significant value for which is 0.01. As is shown in Table 5, in the significance level, the significance level of correlation coefficient (r) for the relationship between self-awareness and organizational health was 0.0001 which is lower than the minimum significance level that is 0.5. As regards the value of (r) calculated that is 0.54, which is higher than Pearson’s critical level in significance level of 0.95 and degree of freedom (that is 151), the null hypothesis is rejected and H₁ is confirmed. Thus, it can be said with 0.95 confidence that there is a positive and significant correlation between principal’s self-awareness

and organizational health of schools.

Second hypothesis

There is a relation between self-regulation of principals and organizational health of elementary, middle and high schools of Maragheh sub-province.

Interpretation

The data presented in Table 6 shows that the correlation

Table 3. The operationalized model of dependent variable.

Concept	Dimensions	Elements	Indicators
Organizational health	Institutional level of organizational health	Unity of institutions	Teachers are defended in confronting the illogical demands of the parents The school is susceptible to external pressures Illogical demands of parents are not accepted Teachers do not feel they are pressured by parents Citizens do not have influence in school council The school system is open to the demands of people
	Administrative level of organizational health	Attention	The principal behaves friendly The talents of male and female staff are considered equally The suggestions of teaching staff are realized The principal is inclined to make changes in school The personal welfare of the staff is paid attention to
Structuring		Observance of rules and regulations Transparent behavior of principals with male and female colleagues Informing the teaching staff about the expectations of the principal Thorough observance of performance by principal Having a time table to run things	
Organizational health	Technical level of organizational health	Supporting the resources	Having available extra laboratorial material for students Providing educational materials for teachers to teach Reception of materials and equipments necessary for teachers Availability to teachers of tools for teaching
		Principal's influence	The principal can acquire whatever he/she needs from his seniors His/her capability in influencing his/her seniors The principal's good working relationship with the head of the school district The principal's suggestions are considered important and remarkable for his/her seniors The seniors have a say and interfere in what the principal does
Organizational health	Technical level of organizational health	Morale	Teachers pay attention to each other Teachers love each other in this school Teachers are not indifferent to each other Teachers express friendship to each other Teachers have a high work morale Teachers carry out their tasks with high enthusiasm There is a sense of confidence among the personnel Teachers consider the school as a vehicle for their identity-making
		Scientific emphasis	Reaching of students to objectives pertinent to them Setting higher standards is to perform better Those students who get good marks are paid respect to Giving higher evaluation marks for those teachers who try harder The educational progression of students is deemed acceptable by the school. Students try hard to improve their previous learning The educational program of the personnel is followed through regularly and seriously

Table 4. The summary of Pearson's correlation coefficient regarding EI and organizational health.

First variable	Second variable	Correlation coefficient	Significance level	The result of test
IE of the principal	Organizational health of the school	0.54	0.0001	The result is significant

Table 5. The summary of Pearson correlation coefficient regarding the self-awareness of principals and organizational health.

First variable	Second variable	Correlation coefficient	Significance level	The result of test
Self-awareness of principals	Organizational health of the school	0.36	0.0001	The result is significant

Table 6. The summary of Pearson correlation coefficient regarding the self-regulation of principals and organizational health.

First variable	Second variable	Correlation coefficient	Significance level	The result of test
Self-regulation of principal	Organizational health of the school	0.36	0.0001	The result is significant

coefficient between self-regulation of principals and organizational health is 0.39 the least statistically significant value for which is 0.01. As is shown in Table 6, in the significance level, the significance level of correlation coefficient (r) for the relationship between self-regulation and organizational health was 0.0001 which is lower than the minimum significance level that is 0.5. As regards the value of (r) calculated that is 0.54, which is higher than Pearson's critical level in significance level of 0.95 and degree of freedom (that is 151), the null hypothesis is rejected and H_1 is confirmed. Thus, it can be said with 0.95 confidence that there is a positive and significant correlation between principal's self-regulation and organizational health of schools.

Third hypothesis

There is a relation between motivation of principals and organizational health of elementary, middle and high schools of Maragheh sub-province.

Interpretation

The data presented in Table 7 shows that the correlation coefficient between the motivation of principals and organizational health is 0.29 the least statistically significant value for which is 0.01. As is shown in Table 7, in the significance level, the significance level of correlation coefficient (r) for the relationship between motivation and organizational health was 0.0001 which is lower than the minimum significance level that is 0.5. As regards the

value of (r) calculated that is 0.54, which is higher than Pearson's critical level in significance level of 0.95 and degree of freedom (that is 151), the null hypothesis is rejected and H_1 is confirmed. Thus, it can be said with 0.95 confidence that there is a positive and significant correlation between principal's motivation and organizational health of schools.

Fourth hypothesis

There is a relation between sympathy of principals and organizational health of elementary, middle and high schools of Maragheh sub-province.

Interpretation

The data presented in Table 8 shows that the correlation coefficient between sympathy of principals and organizational health is 0.5429 the least statistically significant value for which is 0.01. As is shown in Table 8, in the significance level, the significance level of correlation coefficient (r) for the relationship between sympathy and organizational health was 0.0001 which is lower than the minimum significance level that is 0.5. As regards the value of (r) calculated that is 0.54, which is higher than Pearson's critical level in significance level of 0.95 and degree of freedom (that is 151), the null hypothesis is rejected and H_1 is confirmed. Thus, it can be said with 0.95 confidence that there is a positive and significant correlation between principal's sympathy and organizational health of schools.

Table 7. The summary of Pearson's correlation coefficient regarding motivation of principals and organizational health.

First variable	Second variable	Correlation coefficient	Significance level	The result of test
Motivation of principal	Organizational health of the school	0.29	0.0001	The result is significant

Table 8. The summary of Pearson's correlation coefficient regarding sympathy of principals and organizational health.

First variable	Second variable	Correlation coefficient	Significance level	The result of test
Sympathy of principals	Organizational health of the school	0.54	0.0001	The result is significant

Table 9. The summary of Pearson's correlation coefficient regarding social skills of principals and organizational health.

First variable	Second variable	Correlation coefficient	Significance level	The result of test
Social skills	Organizational health of the school	0.39	0.0001	The result is significant

Table 10. The order of import of various dimensions of EI and organizational health.

The independent variables of the research	Correlation coefficient
Sympathy of principals	0.54
Social skills	0.39
Self-regulation	0.36
Self-awareness	0.36
Motivation	0.29

Fifth hypothesis

There is a relation between social skills of principals and organizational health of elementary, middle and high schools of Maragheh sub-province.

Interpretation

The data presented in Table 9 shows that the correlation coefficient between social skills of principals and organizational health is 0.39 which is the least statistically significant value for which is 0.01. As is shown in Table 9, in the significance level, the significance level of correlation coefficient (r) for the relationship between social skills and organizational health was 0.0001 which is lower than the minimum significance level that is 0.5. As regards the value of (r) calculated that is 0.54, which is higher than Pearson's critical level in significance level of 0.95 and degree of freedom (that is 151), the null hypothesis is rejected and H_1 is confirmed. Thus, it can be said with 0.95 confidence that there is a positive and

significant correlation between principal's social skills and organizational health of schools.

Conclusions

Regarding the results of tests of hypotheses using Pearson's correlational test, it turned out that there is a relationship between the dimensions of EI of principals and organizational health in the elementary, middle and high schools of Margheh sub-province. Pearson's correlational test was used to order the dimensions of EI in terms of their priority. It was found out that regarding Pearson's correlation coefficient, there is a significant relationship between various dimensions of EI and organizational health. Table 10 shows the order of import of these dimensions.

It is suggested on the basis of results demonstrated in Table 10 that in order to increase the motivation, self-awareness and self-regulation of principals, actions must be taken to select principals with pertinent academic degrees, training them in subjects like organizational behavior, knowing resources and using them, and the objectives of organization. Moreover, familiarizing the principals with the performance of well-achieved principals, training camps, periodical visits to other schools in various cities and enrolling in training programs to get familiar with new educational technologies are useful. EI of managers has a positive relation with the job satisfaction of his staff. This finding complies with that of research carried out by Bogler (2001), Packard (2000), Goodson et al. (1989), Dianedoran (2004), Katyal and Awasthi (2005). In explaining the relation between EI and job satisfaction of teachers it can be said that their self-esteem increases due to the interactive, philanthropist

and laudatory behavior of the leaders who enjoy higher EI. Since these leaders give positive feedback to the optimal performance of their teaching staff, their job satisfaction rises considerably: attention-based behavior and sympathy with the teaching staff make them more motivated.

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