



Group emotional intelligence and organizational health ¹

Reza Ghaffari Josheghan ^{a*}, Masome Nazemi ^b

^a M.A of educational management, Mashhad Branch, Islamic Azad University, Mashhad, Iran

^b M.A of educational management, Bojnourd Branch, Islamic Azad University, Bojnourd, Iran

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Abstract:

The aim of this study is to expose the relation between group emotional intelligence and the organizational health. The method of research is descriptive and correlative. The statistical community of this research includes the all primary and high school teachers in Esfarayen city at North Khorasan Province in Iran. According to Morgan table Selected 313 teachers who answered the questionnaires. Research tools are two questionnaires including Emotional Intelligence Questionnaire (Bradberry & Greaves, 2005) and Organizational Health Inventory (Hoy et al., 1991). The results showed that the relationship between group emotional intelligence and organizational health is meaningful. Also there is relationship between self-awareness of groups with organizational health and also there is relationship between self-management of groups with organizational health. There is relationship between relationship-management and social awareness of groups with organizational health. There is a significant positive relationship between group emotional intelligence with organizational health.

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* **Corresponding author:** ghaffari25@gmail.com

1. Introduction

The organization constructions are beginning to flatten. In this context, passing from vertical to horizontal, formation, caused team's coming to the fore and team based management became more important for modern organizations. Today, it is accepted that team work has many superior sides. Some causes of forming a team are physical closeness, deciding quickly, sharing the knowledge, creating a team spirit, sharing the responsibilities (Aslan, Ozata & Mete, 2008). Organizations should provide an atmosphere that provides an environment to their employees to enhance their potential to learn and develop their Emotional Intelligence (EI), either through different training programs or through the organizational structure, which in today's organizational sittings is increasingly team focused (Syna Desivilya & Yagil, 2005). If individual has high Intelligence Quotient (IQ) it not necessary that he will be successful in every field of life like manage the relationships, being the best on work place and win every task but the chances are most prominent if individuals has high EI it may be the cause of successful life and be the best in all fields and dealing and manage the relationships of family and friends and etc. Those individuals who know and can manage their own emotions and feelings (intrapersonal intelligence) and of others (interpersonal intelligence) are at an advantage in any domain of life (Raza & Kashif, 2011).

Research indicates emotional intelligence has a significant relationship with a person's "job performance, motivation, decision making, successful management, and leadership. A leader who is able to identify the motivators within him and others will often find him experiencing greater levels of organizational success than leaders who may be deficient in these areas. Thus, the leader with emotional intelligence positively impacts others in the organization toward success (Noe, 2012).

Leaders in organizations are interested in knowing the factors that improve employees' emotional intelligence (Andries, 2009). Singh (2010) argues that organizations can enhance the EI of executives by improving their competencies –people success,

system success and self-success. Therefore, organizations may arrange effective training programs focused on behavioral skills to improve EI and leadership styles of their managers, thereby enhancing the performance, wellbeing and quality of organizational life (Grant, 2007). Here managers should not only consider the cost of providing appropriate training to improve these skills but also to address the cost to the organization if such action was not taken. Thus a win-win scenario is achieved for both the individual employee and the organization and the slogans like "We are a caring and sensitive organization" become more than just words (Chrusciel, 2006). Certainly, this will increase the human capital of the organization (Chaudhry & Saif, 2012).

There are several definitions of the word team. A common strand in all those definitions is some type of interaction between two or more people that centers around some sort of identified purpose or goal. Kreitner, Kinicki and Buelens (2002) describe teaming in the following statement: "The essence of a team is common commitment. Without it, groups perform as individuals; with it, they become a powerful unit of collective performance".

The general idea in organizations is that teams contribute to effectiveness (Jordan & Troth, 2002). Team work includes the concept 'we', excess, individual approach and interpersonal effective communication and socialization become compulsory separately, the communication between team members condemn not only the target it also concern social relations (Syna Desivilya & Yagil, 2005) and this kind of a relation makes emotional intelligence concept much more important for team work (Aslan et al., 2008).

Group emotional intelligence can be treated as the average level of emotional intelligence or the sum of the emotional intelligence levels of the individuals in the group (Co^te, 2007). Group emotional intelligence is about the small acts that make a big difference. It is not about a team member working all night to meet a deadline; it is about saying thank you for doing so. It is not about in-depth discussion of ideas; it is about asking a quiet member for his thoughts. It is not about harmony, lack of tension, and all members liking

each other; it is about acknowledging when harmony is false, tension is unexpressed, and treating others with respect. The following sidebar outlines some of the small things that groups can do to establish the norms that build group emotional intelligence (Druskat & Wolff, 2001). Druskat and Wolff (2001) define group emotional intelligence as "emotional process improvement ability in providing trust in group, group identity and group effectiveness.

According to the Rapisarda (2002) authors stated that as group emotional intelligence is a norm providing the member's commenting the emotion warnings directly and shaping Responses.

Just as a person has emotional intelligence skills, a group of people working as a team have a collective emotional intelligence. Team emotional intelligence is a group's style of relating to one another, making decisions, and responding to other groups in the organization. Members of emotionally intelligent teams get better results and experience deeper satisfaction from working together. Team emotional intelligence focuses heavily on management skills: managing the emotions of the team members, and managing the relationships that the team has with outside individuals and groups. The core awareness skill is simply being able to identify and understand emotions as they surface among group members (Bradberry, Greaves, Emmerling, Sanders, Stamm, Su & West, 2003).

The four core team emotional intelligence skills are emotional awareness, emotion management, internal relationship management, and external relationship management. Team *emotional awareness* is the team's ability to accurately perceive the emotions that influence the group. This includes recognizing how each team member tends to respond to specific situations and people. Tendencies are repeated patterns of responding when emotions surface in the group. The team members should explore the group's tendencies with emotions in order to build their emotional awareness skills. There are unspoken rules about how much or how little emotions can be acknowledged and explored. The emotionally aware team recognizes important emotional signals

as key information that should be used to help get results. Team *emotion management* is the team members' ability to use their awareness of the group's emotions as a whole to be flexible and direct behavior in a positive direction. This means managing the collective emotional reactions of the team in response to a given situation. Teams that can manage these tendencies are far more productive than those that cannot. Team emotion management is one of the more difficult team emotional intelligence skills because most of the members of any group are not yet comfortable managing their emotions publicly or discussing emotions in a group setting. It requires a group of people to work together to spot when emotions are steering their progress. They have to stop and ask themselves if their progress will be helped or hurt by bringing their emotions to the surface. Managing emotions as a group requires noticing when emotions are playing a role and managing them so the team can move forward (Bradberry et al., 2003).

It is necessary to create a healthy community to have a healthy organizations and the atmosphere of organization should be identified to establish the organization health. There is considerable scholarly effort has been made in recent decades to define, describe and assess the social atmosphere of organizations. One of the popular and useful theoretical frameworks in this case is "organizational health". In other words, today, the organizations are considered as a living entity that has an independent identity from its members, so that they can have effect on employee behavior by this new identity. This identity and personality can have "organizational health" or "organizational disease" (Ziapour, Naraghi, Haidari & Kianipour, 2014).

Miles (1969 cited in Jahed, 2005) has defined the Organizational health and also proposed a plan for organizational health assessment; he said that the organization is not always healthy. He refers to the organizational health of the organization is to survive in its environment. And its compatibility and upgrade and expand its ability to adapt more. In identifying similarities between organizations and living things, some researchers suggest that

organizations may become sick in the same way as living things do. The researchers also draw attention to the fact that there may be “ill” organizations. If all the sub-systems of an organization operate efficiently, the organization is deemed healthy thus showing the ability of the organization to fulfill its objectives (Cemaloglu, 2011).

From the Kate Davis point of view, an organization is healthy when employees feel that they are doing an effective job and have the they like to do sense of personal growth and development a work that is enjoyable and they can get an inner gratification .Success and development can only be obtained when an organization is concern about its healthy environment (Ghorbani & Ahmadizadeh, 2011).

Research that has been done on the relationship between emotional intelligence and organizational health shows that there is a relationship between emotional intelligence and organizational health in schools. This could be helpful in planning prevention programs in schools (Mohammadi, 2011).

There is a relationship between emotional intelligence and productivity management. Emotional intelligence + organizational health = productivity (Nazem & Mirzayee, 2005) Emotional intelligence could predict organizational health among high school principals. The findings showed that there is a relationship between emotional intelligence and organizational health in schools. This could be helpful in planning preventional programs in schools (Ashkanasy & Daus, 2005)

2. Method

2.1. Participants

The method that has been used in this research is descriptive study method from the survey kind. For information gathering, the questionnaire survey method is employed. This research is also classified as an applied research. In this study, the target population (statistical population), education teachers in Esfaryen, working in both primary and secondary includes. The research has been done among teachers in elementary and secondary

schools in the city. The total number of teachers is 1700 with 313 questionnaires were obtained using Cochran formula.

2.2. Measurement

2.2.1. Questionnaire Emotional intelligence (Bradberry & Greaves, 2005)

The questionnaire consisted of 28 questions in 4 dimensions. Dimensions of emotional intelligence are: questions 1 to 6 self-awareness, questions 7 to 15 concern with the self-management, questions 16 to 20 concern with the social-awareness, and questions 21 to 28 concern with the relationship-management To get the group emotional intelligence , the average of emotional intelligence questionnaire was calculated. Cronbach's alpha coefficient was 0.811 for emotional intelligence.

2.2.2. Questionnaire of organizational health (Hoy, Tarter & Kottkamp, 1991)

Persian version of this questionnaire has been developed by Saatchi & Associates (Kohansal, Saatchi & Javidi, 2010). This questionnaire, included 44 questions 3 topics and 7 outline the sub is and questions 1 to 8 levels of institutional and dimension of institutional unity, 9 to 27 administrative level, 9 to 13 dimension of the principal influence, 14 to 17 dimension of the compliance, 18 to 22 dimension of construction documents, 23 to 27 dimension of support resources, then, 28 to 44 technical level, 28 to 36 dimension the spirit, 37 to 44 dimension emphasized that measuring scientific (Rajabian, 2012).

To get the organizational health of group, the average of organizational health questionnaire was calculated the analyzing methods of information are descriptive statistics and Pierson coefficient. Cronbach's alpha coefficient was 0.882 for organizational health.

3. Results

Descriptive statistics and Pearson 's correlation coefficients present in Table 1.

Table 1. Descriptive statistics and Pearson 's correlation coefficients

Variables	M	SD	1	2	3	4	5	6
Organizational health	2.46	0.42	-					
self-awareness of workgroup	2.12	0.48	0.25 **	-				
self-management of workgroup	2.43	0.43	0.21 **	0.19 **	-			
social-awareness of workgroup	2.89	0.56	0.42 **	0.28 **	0.34 **	-		
relationship–management of work group	22.22	0.50	0.44 **	0.48 **	0.27 **	0.39 **	-	
Emotional intelligence	2.28	0.34	0.34 **	0.66 **	0.67 **	0.68 **	0.79 **	-

* P ≤ 0.05 ** P ≤ 0.01

The results in Table 1 show that the multiple correlations between variables and sub-variables show that all aspects of emotional intelligence have direct and significant relationship with organizational health. The correlation between relationship-management of workgroup and organizational health (0.44) has the highest correlation with organizational health and self-management of workgroup (0.21) has the lowest correlation. The results table shows the correlation between emotional intelligence and organizational Health (0.34) is positive and significant.

Used the stepwise multiple regression to examine the crucial role of group emotional intelligence in organizational health. In the first, assumption of regression includes Normal distribution of errors, Independence of errors, Multicollinearity

examined. The results supports of implementation of regression analysis.

For test of Normal distribution of errors used the Kolmogorov-Smirnov test. The test revealed no significant error is normally distributed.

For investigation of independence of errors used the Durbin –Watson test .this test. This test seeks to determine the independent error. If errors are correlated with each other Regression cannot be used and must to modify the data. If the Durbin-Watson test is between 1.5 to 2.5 the error is attained independence. After the stage of Outlier removal the results of this assumption for regression model shows that the independent of errors. Also the Kolmogorov-Smirnov test confirms is normally distributed errors.

The results of the regression analysis are shown in Table 2.

Table 2: Results of stepwise regression

Predictors	B	SEB	β	t	P	R	R ²	R ² _{adj}	F	P
Step 1 Relationship-	0.39	0.05	0.44	8.23	0.0005	0.44	0.19	0.19	67.73	0.005
Step 2 Relationship-	0.29	0.05	0.32	5.84	0.0005					
Social -Awareness	0.23	0.04	0.30	5.37	0.0005	0.52	0.27	0.26	51.60	0.005

The results of table 2 shows that in the best model, predict of relationship management and Social Awareness can explain 27% Variance of Criterion variable , and relationship-management are the more share in this predict (0.19).

4. Conclusion

The aim of this study is to expose the relationship between group emotional intelligence and organizational health and the population is the teachers in Esfarayen city. The results showed that there is a relationship between self-awareness of

groups with organizational health and also there is relationship between self-management of groups with organizational health. There is relationship between relationship-management and social-awareness of groups with organizational health.

According to the correlation factor between group emotional intelligence and organizational health, it can be calculated that there is a significant positive relation between group emotional intelligence and organizational health which is in agreement with the research of Iranzadeh and Amlashi (2013) They results shows that there is a

significant relationship between emotional intelligence and its components self-awareness, self-management, social awareness, and social skills-with managers' performance. Also, the components social skills, self-management, and social awareness directly explain managers' performance. Also Alipour (2013), they conducted that there is a positive relation between group emotional intelligence and organizational health in the physical education of North Khorasan and in subsidiary assumption conclude that there is a relation between self-awareness, self-management, social awareness and relationship-management with the organizational health.

Ghorbani and Ahmadizadeh (2011) they results shows that the with a probability of 0.95 there is a direct and significant relation between group emotional intelligence and organizational health in Esfarayen industrial complex (eico) however it is concluded from the subsidiary result of the research there also a relation between interpersonal skills, adoptability , and stress control of work groups and organizational health but there is no relation between general mood of the work groups and organizational health .

Aslan et al., (2008) concluded group self-management and group social skills effected team effectiveness positively and the, most important effect is group self-management. It means if a group manages itself better, team effectiveness will be higher (Dainty, 1996; Zare, 2000; Rogers Gerrish, 2005; Briody, 2005; Nazem & Sedghi Boukany, 2006).

Using or producing ability of emotions to facilitate problem-solving excitement in the performance group members plays an important role. In fact Barsade (2000) from Yale School of Management in a study done about the emotional understanding, which positive spread emotions within the groups, collaboration facilitates the group members; reduce conflict and members of the group to improve efficiency gives. That emotional intelligence as an agent and organizer of the medium can be improved group performance. Because it depends on you for this opportunity provides a widely coordinated form leaves. Also, it seems that the groups in terms of emotional

intelligence are low; more time needs to be effective in how to be a Working Group coordination experience (Mokhtaripour & Siadat, 2006).

Leadership of an organization to adapt to changes and estimates of survival and growth in new business environments, specific features that generally require managers to respond to problems they face are many. In this regard an important component of personality that can help leaders and managers is Emotional intelligence. Emotional intelligence, the ability use of emotions and excitements individual and others in group and individual behavior in order to obtain the maximum result is maximum satisfaction. Therefore, integrated knowledge management and emotional management abilities can propel people towards achieving effective and useful purpose.

Each organization has a unique culture and organizational climate; therefore, the findings cannot be generalized to other organizations. In this study do not research the impact of personality men and women and its results in groups. The findings of this study can give some suggestions as follows:

Teamwork and team culture among teachers must be strengthened. For this purpose, we can use the existing good practices. Because emotional intelligence can be learned and training, in-service courses for teachers will be held . Good books about emotional intelligence and its application must be distributed in the teachers. The organization should have a plan of action to increase emotional intelligence, such as specialized workshops or seminars .As each personnel have the file that record the all events from recruitment to retirement. it must considered the one file in relation to the psychological characteristics of teachers and use the experts experience for this.

In this study not checked the impact of gender in groups and its relation to emotional intelligence and organizational health.

In this study not checked the impact of academic degree in groups and its relation to emotional intelligence and organizational health.

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