

Study of the Relationship between Emotional Intelligence Components and Organizational Health Perception among Secondary School Principals of Iran

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ABSTRACT

In the late 20th century, a new application of psychology has been seen in workplaces, organizations, firms and human resource management (HRM). Introduction of emotional intelligence phenomenon and its effectiveness in solving human resource (HR) problems have turned it into one of the most controversial psychological issue during the last decade. On the other hand, schools organizational health may facilitate their education, training and administrative affairs and also it can predict effectiveness of school activities. Thus present study aims to investigate the relationship between emotional intelligence and its components with organizational health perception among secondary school principals in Iranian secondary schools. In order to measure emotional intelligence, BarOn theoretical framework was employed (including five components: intrapersonal relationships, interpersonal relationships, general mood, adaptability and stress management). Also organizational health was measured using Hoy et al theory. Statistical population of present study comprised of all secondary school principals of East Azarbaijan province among them principals of Shabastar city were chosen as sample. To collect data, two standard scales including Emotional Intelligence Scale with 90 items and Organizational Health Inventory (OHI) with 44 items were used and they were distributed to the sample principals after verification of their validity and reliability. Finally, results of data analysis using measures of central tendency and dispersion and Pearson's correlation coefficient showed that there was a significant relationship between emotional intelligence and its components and organizational health perception of principals.

KEYWORDS: emotional intelligence, organizational health, secondary school principals.

1. INTRODUCTION

Leadership of an organization should have specific characteristics so that the organization can adapt with changes and survive and grow in new environments and managers generally encounter problems responding those challenges. One major characteristic helping managers and leadership to response to these changes is emotional intelligence. Emotional intelligence tries to interpret and explain emotions and feelings with respect to human abilities. Managers with emotional intelligence are effective leaders in achieving the intended goals with maximal productivity, satisfaction and commitment of employees. Today emotional intelligence is proposed as a kind of intelligence. It assesses the individual from emotional viewpoint; it means that it explores the extent to which an individual is aware of his\her emotions and feelings and the way of learning them to individuals (Siadat, Mokhtari Pour, 2005, 85).

A leader with emotional intelligence is able to control his\her moods through self-awareness; improve them through self-management, understand their effects through empathy and use relationship management to behave in ways to boost others' morale. Such a leader is able to deal with problems and difficulties and provide better solutions. He\she also is not rigid and inflexible in his\her decision making and induces passion, trust and cooperative spirit in his\her followers. Thus in the last decades, most researchers introduce emotional intelligence as a factor contributing to successful and effective leadership (Abedi et al 2005, 67).

BarOn defined emotional intelligence as a set of non-cognitive abilities and skills influencing successful dealing with demands, conditions and pressures from the environment consisting of five components including intrapersonal relationships (individual ability to become aware of and control emotions), interpersonal relationships (individual ability to cope with others and social skills), general mood (optimism and happiness), adaptability (flexibility, problem solving and objectivism), stress management (ability to tolerate stress and control impulses).

According to the above definitions, emotional intelligence can be described as ability to recognize, understand, distinguish, prioritize, control and manage emotions in personal, group and organizational interactions with the aim of helping others and achieving personal, group and organizational goals. Today, in addition to scientific intelligence, also emotional one is considered by psychologists as a factor contributing to differences between personalities. It means that different people may have differences with respect to their emotional intelligence and these differences emerge in various forms in their lives.

Recent research suggests that intelligence quotient (IQ) only explains a small percentage of success in workplace. When the relationship between IQ scores and good performance was analyzed, it was shown that the percentage of variation in good performance being explained by IQ may only be about 10 percent and even this percentage was obtained to be 4 in some studies.

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With an upward movement in organizational hierarchy, the importance of emotional intelligence becomes more dominant than IQ. Emotional intelligence plays a major role in leadership, work improvement and professional life and it is organized in such a way that it improves work outcomes but in no ways it can warranty job success without acquiring job-related skills (Falsafi, 2009, 5-6).

Today we believe that if individuals have high levels of emotional intelligence, they are more able to cope with their life problems and challenges and control their emotions in an effective way and in this way they can improve and enhance their mental health (Taylor, 2000). Various studies in relation to emotional intelligence show that enhancing emotional intelligence of individuals plays a major role in increasing psychological and emotional health (Asad Pour, 2006, 18). Managers who have social abilities and communicational skills, are competent speakers, are skillful in understanding their own and others' feelings and in expressing and communicating of feelings and emotions and in short managers who are able to create a vital environment conducive to employees' growth are favored by organizations.

In this context, prerequisites for development and growth of every community are health and dynamic organizations and every community has organizations which should be in harmony to achieve their goals. They should have necessary and sufficient characteristics so that they can operate in harmony. If they do not have those characteristics, then not only they are not able to do their tasks in a favorable way, but also they have negative effects on operations of other organizations. Concept of organizational health is a prominent one allowing us to have a great picture of organizational health. In healthy organizations, employees are committed, task oriented and effective and have high morale and performance. A healthy organization is where employees come to work with high vitality and are pride of working there (Jahed, 2007:16).

Richard Bechard considers a healthy organization as one that is operated based on management by objectives. In definition of healthy organization, Parsons argued that all social systems should adapt themselves with surrounding environment to be able to survive and develop, mobilize relevant resources to achieve their goals, coordinate their functions and motivate their employees. In this way their health is guaranteed (Azizi Moqaddam, 2006, 20). Lynden and Klingel argued that organizational health is a relatively new concept and it not only includes organizational capability to do the tasks in effective way but also to grow and improve. Role of HR in social flowering is of high importance to such an extent that in view of some economists e.g. Alfred Marshall, professional and specialized HR is the single major asset and biggest capital of a society. Because of the same fact, education should be considered as a major national investment in humans (Nazem, 2008, 7).

Managers have certain tasks in organizations and in order to conduct them in favorable ways they should understand interpersonal relationships and organizational goals clearly and try to meet clients and employees' needs. Also they should make their organizations able to successfully deal with internal and external forces so that they can direct destructive factors towards major goal of their organization and ensure meeting organizational goals, its usefulness and survival (Alaqeh Band 2008:16). Organizational health not only includes organizational capability to do related tasks effectively but also includes organizational capability to grow and improve continuously.

Thus with respect to the fact that emotional intelligence of principals is a major factor in social and psychological environment of school system, it has a major impact on feelings, emotions, perceptions, values and finally performance of teachers. Since education is a key for inclusive development of human society and it considers training of qualified, developed and productive people among its major missions, thus necessity of present study is clarified. Therefore in present research, after examination of theoretical bases and empirical supports it is examined that if there is a significant relationship between emotional intelligence and its components and organizational health among secondary school principals of Shabastar city in school year 2012-2013 and what is the quality of that relationship.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 Emotional Intelligence

The word "Emotion" is derived from Latin word "moere" which means movement. In English dictionaries, word "Emotion" is described as excitation, emotion and arousal. Here emotion is a type of short strong reaction of the organism to an unpredicted event which is together with a pleasant and unpleasant emotional state. In Persian, word "Emotion" is defined as excitation and emotion (Sobhani Nezhad and Yoozbashi, 2008, 15). The term "emotional intelligence" initially was used by psychologist Salovey to refer the quality of perception of people's feelings, empathizing with others and ability to control self-moods. Indeed this type of intelligence consists of recognizing others' feelings and self-feelings and employ them in making appropriate decisions in life. In other words, it is a factor motivating the individual after incurring failure and makes him/her to establish good relationships with people because of having high social skills (Hassan Abadi, 2004). According to BarOn (2000), emotional intelligence is a set of emotional and social knowledge and capabilities influencing our general ability to respond to environmental demands in an effective way. Lisa Gardner considers emotional intelligence as a set of capabilities helping individuals to recognize and express emotions in oneself and in others. Emotional intelligence is a set of capabilities which helps people to establish friendly and peaceful relationships with others in their personal or work life (Aqa Yar and Sharifi Daramadi, 2007). In BarOn's view, components of emotional intelligence are as follows:

1. Intrapersonal relationship emotional intelligence (self-awareness, self-regard, assertiveness, self-actualization, independence)
2. Interpersonal relationship emotional intelligence (empathy, social responsibility, interpersonal relationship)
3. General mood (optimism, happiness)
4. Adaptability (problem solving, flexibility, objectivism)
5. Stress management (stress tolerance, impulse control).

2.2 Emotional intelligence and its Role in Organizations

Every manager should be able to achieve organizational goals through its personnel. Since several years ago, managers have been learning that their ability to achieve the goals is directly related to their ability to motivate people in their surroundings. This issue now is of more importance because issues related to human resource, communications and management-employee relationships have become more prominent than ever. This conditions become more clarified when considering the fact that today individual works are decreasing and team and group work become increasingly prevalent. This shapes the new form of management with its increasing importance. In new management approach, organizational culture, team work and cooperation of managers with others are of high importance. Indeed the main focus is on growth and cultivation of individuals in turn increasing organizational productivity (Miller, 1999:1).

Effective and successful managers approximately are different from their peers with respect to all these aspects. They play leadership roles. According to Goleman, an effective and strong leader is one who inspires and motivates others, induces commitment, enhances his/her emotional intelligence continuously and change his/her leadership style as needed. Successful managers are good motivators. In short, successful managers emphasize on enhancement of emotional intelligence and cultivate emotional capabilities (Miller, 1999:2).

2.3 Organizational Health

Mathieu-Mills was a psychologist and educational expert and also the first theorist of organizational health. In 1956, in an elaborate paper, he defined and explained this concept. After him, other experts elaborated and completed this concept and developed a theoretical framework and an instrument for evaluation and estimation of it. Concept of positive health in an organization refers to conditions conducive to organizational growth and development and/or lead to organizational dynamism. Organizational health of schools is a framework for conceptualizing school general atmosphere. According to Mathieu-Mills (1969), a healthy organization is one which not only survives in its environment but also adapts in long-term and continuously extends its adaptability and capability to survive. It deals with external barriers successfully and harnesses them towards main organizational goals (Hoy and Miskel 1987).

Organizational health is not only include organizational capability to conduct relevant tasks in an effective way but also includes organizational capability to grow and improve continuously. In healthy organizations, committed and task-oriented employees with high morale and performance, numerous communication channels and great success are seen and a healthy organization is where in which employees are willing to remain and work and pride in working for it; also employees in these organizations are effective and useful people (Leyden and Klingel, 2000). A healthy and dynamic organization has a favorable and health climate, motivates employees and makes them interested in working for the organization and in turn enhances organizational effectiveness. On the other hand, a healthy and supportive climate in the organization leads to employees' higher trust and morale. A healthy school is one in which two major sets of needs including instrumental (adaptation and goal achievement) and expressive (social and normative integration) ones are met and its technical, administrative and institutional levels operate in a coordinated and parallel ways (Hoy and Miskel, 2005). School organizational health consists of seven components together forming intraschool specific patterns of interactions and behaviors. They are as follows:

1. **Institutional unity:** school capability to adapt to its environment so that it can keeps its unity and integrity in conducting its education plans.
 2. **Manager's influence:** capability of school principal to influence his/her superiors, encourage them to pay more attention to school problems and remove hierarchical administrative barriers and not to depend upon superiors.
 3. **Consideration:** open, friendly, supportive and cooperative leadership and behavior of manager
 4. **Structuring:** manager's behavior in establishing communications and work relationships with teachers.
 5. **Support of resources:** procurement of materials and resources necessary for school and teachers educational activities in order to provide effective teaching.
- Technical level:** in this level products are generated. In schools, technical function is teaching and learning process.
6. **Spirit:** it refers to collective sense of openness, friendship and mutual trust between teachers.
 7. **Scientific emphasis:** the extent to which scientific and cultural superiority is focused by the school and there are attempts to achieve these outcomes (Kaplan et al 2007, 130).

2.4 Organizational Health in Schools

In previous literature, a significant relationship between organizational climate and organizational health of schools is reported. As expected, the more healthy the organization, the more the trust of teachers in their principals, colleagues and their organizations. There is a correlation between climate openness and organizational health of schools. Healthy schools have high influence and dynamism, high morale and low alienation (Alaqeh Band, 2008, 28). Concept of organizational health of school was developed to better understand the nature of principal-teacher, teacher-teacher and teacher-student interactions. This concept draw attentions towards factors facilitating or inhibiting growth and development of interpersonal relationships in the organization. This concept is indeed a means of studying the general environment of school. This concept is measured through an organizational health list in schools. Hoy and Tatter (1992) state that organizational health list represents directing the theory towards developing a scale with comparative approach (Qanbari Kouhanjani, 2008, 20). Organizational health of a school is a framework for conceptualizing general climate of the school. Positive health of organization refers to conditions conducive to organizational growth and development and/or leads to organizational dynamism. Mathieu-Mills (1996) defines a healthy organization as one

which not only survives in its environment but also enhances its adaptability in long-term and continuously extends and elaborates its survival and adaptability. According to Hoy and Miskel (2008), a healthy organization is one which successfully deals with external barriers and harnesses them towards major organizational goals (Soleimani, 2007, 1). Today after a few decades of research and study on the concept of organizational health and particularly on organizational health of schools, education management specialists have identified a set of properties and characteristics with respect to this field. For example, a health school is considered as a school where technical, administrative and institutional levels are in harmony and such a school meets both instrumental and expressive needs so that it can effectively adapt itself with destructive external forces and redirect them towards achieving intended goals. Such a school probably restricts negative effects of intervention from parents and society and also has positive impact on extension of communications. Healthy schools are appropriate places for teachers with respect to work conditions where students have better feelings about themselves and also teachers have better feelings about students and trust in students' ability to be successful in their education. In these schools, there is a coordination between students and teachers and education achievement is at high level (Qanbari, 2008, 33-44).

2.5 Relationship between Emotional Intelligence and Organizational Health

Managers who have social abilities and communicational skills, are competent speakers, are skillful in understanding their own and others' feelings and in expressing and communicating feelings and emotions and in short managers who are able to create a vital environment conducive to employees' growth are favored by organizations. New management approach considers such managers as effective and successful ones. In his book entitled "Emotional Intelligence" (1998), Goleman focused on the need for emotional intelligence in work environment- a place in which reason is usually focused rather than emotions. He believes that not only corporate managers and directors need emotional intelligence, but also every one working in an organization needs it (Merry, 1998:2). But as we move towards upper levels of an organization, significance of emotional intelligence increases compared to IQ. Because of the same fact, emotional intelligence is of significant importance for a leader (Goleman et al 2001:47). Thus according to the reviewed research literature, the following hypotheses are studied in present research:

2.5.1 Main Hypothesis:

- There is a significant relationship between emotional intelligence and organizational health among school principals.

2.5.2 Sub-Hypotheses:

- H1:** There is a significant relationship between intrapersonal relationships of school principals and their perception of organizational health.
- H2:** There is a significant relationship between interpersonal relationships of school principals and their perception of organizational health.
- H3:** There is a significant relationship between general mood of school principals and their perception of organizational health.
- H4:** There is a significant relationship between adaptability of school principals and their perception of organizational health.
- H5:** There is a significant relationship between stress management of school principals and their perception of organizational health.

3. METHODOLOGY

3.1 Questionnaire Design

To collect data for test of research hypotheses the following instruments were used:

BarOn's Emotional Intelligence Scale: it is a standard 5-point Likert scale questionnaire (1=strongly agree, 2=agree, 3=to some extent, 4=disagree, 5=strongly disagree; Sometimes reverse scoring is applied). This scale consists of 90 items and is the first supra-cultural questionnaire for evaluation of emotional intelligence with five measures (intrapersonal relationships, interpersonal relationships, general mood, adaptability, stress management) and 15 sub-measures as shown in table 1.

Table1. Emotional intelligence scale dimensions

Independent variable	Main components	Sub-components	Number of items
Emotional intelligence	Intrapersonal relationships	Self-awareness	6
		assertiveness	6
		Self-regard	6
		Self-actualization	6
		independence	6
	Interpersonal relationships	Empathy	6
		Responsibility	6
		Interpersonal relationships	6
	Adaptability	Problem solving	6
		Flexibility	6
		Objectivism	6
	General mood	Optimism	6
		happiness	6
	Stress management	Impulse control	6
		Stress tolerance	6

Organizational Health Inventory (OHI): this is a standard scale developed by Hoy et al (1998). It evaluates seven dimensions of organizational health including institutional unity, manager influence, consideration, structuring, support of resources, spirit and scientific emphasis and comprises of 44 items as shown in table 2.

Table2. Dimensions of Organizational Health Inventory

Dependent variable	Sub-components	Number of items
Organizational health	Institutional unity	7
	Manager influence	5
	Consideration	5
	Structuring	5
	Spirit	5
	Scientific emphasis	9
	Support of resources	8

As previously mentioned, both research instruments were standard and therefore had content validity. In addition some relevant experts were consulted. To verify reliability of research instruments Cronbach's Alpha was calculated. Alphas were respectively 94 and 88 percent for emotional intelligence and organizational health. Thus good reliability was confirmed with respect to both instruments.

3.2 Statistical Population and Research Sample

Statistical population of present study consisted of all secondary school principals of Shabastar city in school year 2012-2013. According to Education Organization of Shabastar city, there was 30 secondary school principals consisting of 13 females and 17 males. Finally questionnaire copies were distributed to these principals using head count sampling procedure.

3.3 Data Analysis

With respect to research subject and its nature, methodology of present research was an applied one with respect to its purpose and it was a descriptive-correlational one with respect to data collection. To analyze statistical data of present research, first information were extracted from completed questionnaires and put in to the main table. Then all data were analyzed using software Excel and SPSS in two parts of descriptive statistics and inferential statistics.

Descriptive tests were used to prepare the tables, calculation of percentages, calculation of appropriate central tendency and dispersion measures including mean and standard deviation. Inferential tests were used for hypothesis testing. Kolmogorov-Smirnov test was used to examine the normality of data. Spearman's and/or Pearson's correlation coefficients were used to identify type and extent of relationships between variables; if significance value (Sig) was higher than $\alpha = 0.01$, then normality of data was confirmed and Pearson's correlation coefficient was used to study the relationship between variables. But if significance value (Sig) was lower than $\alpha=0.01$, then non-normality of data was confirmed and Spearman's correlation coefficient was used to study the relationships between variables. Results of tests conducted for total data and for individual variables are shown in Table 3.

Table3. Results of normality tests for research data

Variables	Mean	SD	Z-value	Sig.	Result
Intrapersonal relationship	117.1	13.3	0.42	0.99	Normal
Interpersonal relationship	79.1	6.4	0.58	0.88	Normal
General mood	50.3	5.7	0.51	0.95	Normal
Adaptability	68.9	8.1	0.6	0.85	Normal
Stress management	44.4	7.2	0.64	0.8	Normal
Emotional intelligence	359.9	35.8	0.66	0.76	Normal
Organizational health	126.5	13.9	0.82	0.51	Normal

According to results shown in table 3, level of significance for both research variables and emotional intelligence components is higher than $\alpha = 0.01$, thus data normality is verified and parametric methods and Pearson's correlation coefficient are used to test hypotheses.

4. RESULT AND DISCUSSION

4.1 Hypothesis Tests

Main Hypothesis: There is a significant relationship between emotional intelligence and organizational health among school principals.

According to output of SPSS as shown in table 4, it is seen that correlation between two variables is 0.557 showing positive correlation. On the other hand, since significance value of the mentioned test (0.000) is lower than research error coefficient (0.01), thus H_0 (lack of relationship) is rejected and main hypothesis of the study is supported at confidence level 99 percent. Thus it is concluded that there is a direct significant relationship between emotional intelligence of principals and their perception of organizational health. In other words the more the emotional intelligence, the higher the organizational health.

Table4. Pearson's correlation coefficient test for the relationship between emotional intelligence and organizational health

Variable	Emotional intelligence			Comments
	Correlation coefficient	Sig.	Correlation intensity r^2	
Organizational health	0.557**	0.001	31%	Relationship is significant

H1: There is a significant relationship between intrapersonal relationships of school principals and their perception of organizational health.

According to output of SPSS as shown in table 5, it is seen that correlation between two variables is 0.495 showing positive correlation. On the other hand, since significance value of the mentioned test (0.000) is lower than research error coefficient (0.01), thus H_0 (lack of relationship) is rejected and the hypothesis of the study is supported at confidence level 99 percent. Thus it is concluded that there is a direct significant relationship between intrapersonal relationship of principals and their perception of organizational health. In other words the more the intrapersonal relationships, the higher the organizational health.

Table5. Pearson's correlation coefficient test for the relationship between intrapersonal relationship and organizational health

Variable	Intrapersonal			Comments
	Correlation coefficient	Sig.	Correlation intensity r^2	
Organizational health	0.495**	0.005	24%	Relationship is significant

H2. There is a significant relationship between interpersonal relationships of school principals and their perception of organizational health.

According to output of SPSS as shown in table 6, it is seen that correlation between two variables is 0.645 showing positive correlation. On the other hand, since significance value of the mentioned test (0.000) is lower than research error coefficient (0.01), thus H_0 (lack of relationship) is rejected and the hypothesis of the study is supported at confidence level 99 percent. Thus it is concluded that there is a direct significant relationship between interpersonal relationship of principals and their perception of organizational health. In other words the more the interpersonal relationships, the higher the organizational health.

Table6. Pearson's correlation coefficient test for the relationship between interpersonal relationship and organizational health

Variable	Interpersonalrelationships			Comments
	Correlation coefficient	Sig. (two-tailed)	Correlation intensity r^2	
Organizational health	0.645**	000	41%	Relationship is significant

H3. There is a significant relationship between general mood of school principals and their perception of organizational health. According to output of SPSS as shown in table 7, it is seen that correlation between two variables is 0.317 showing positive correlation. On the other hand, since significance value of the mentioned test (0.000) is lower than research error coefficient (0.01), thus H_0 (lack of relationship) is rejected and the hypothesis of the study is supported at confidence level 99 percent. Thus it is concluded that there is a direct significant relationship between general mood of principals and their perception of organizational health. In other words the higher the general mood, the higher the organizational health.

Table7. Pearson's correlation coefficient test for the relationship between general mood and organizational health

Variable	General mood			Comments
	Correlation coefficient	Sig. (two-tailed)	Correlation intensity r^2	
Organizational health	0.317**	0.044	10%	Relationship is significant

H4. There is a significant relationship between adaptability of school principals and their perception of organizational health. According to output of SPSS as shown in table 8, it is seen that correlation between two variables is 0.37 showing positive correlation. On the other hand, since significance value of the mentioned test (0.000) is lower than research error coefficient (0.01), thus H_0 (lack of relationship) is rejected and the hypothesis of the study is supported at confidence level 99 percent. Thus it is concluded that there is a direct significant relationship between adaptability of principals and their perception of organizational health. In other words the more the adaptability, the higher the organizational health.

Table8. Pearson's correlation coefficient test for the relationship between adaptability and organizational health

Variable	Adaptability			Comments
	Correlation coefficient	Sig. (two-tailed)	Correlation intensity r^2	
Organizational health	0.37**	0.022	13%	Relationship is significant

H5. There is a significant relationship between stress management of school principals and their perception of organizational health.

According to output of SPSS as shown in table 9, it is seen that correlation between two variables is 0.363 showing positive correlation. On the other hand, since significance value of the mentioned test (0.000) is lower than research error coefficient (0.01), thus H_0 (lack of relationship) is rejected and the hypothesis of the study is supported at confidence level 99 percent. Thus it is

concluded that there is a direct significant relationship between stress management of principals and their perception of organizational health. In other words the more the stress management, the higher the organizational health.

Table9. Pearson's correlation coefficient test for the relationship between stress management and organizational health

Variable	Stress Management			
	Correlation coefficient	Sig. (two-tailed)	Correlation intensity r^2	Comments
Organizational health	0.363**	0.049	13%	Relationship is significant

4.2 DISCUSSION AND CONCLUSION

Present study aimed to investigate the relationship between emotional intelligence and its sub-components and organizational health. Results of the study suggest that there is a direct significant relationship between emotional intelligence and its sub-components and organizational health. Also based on univariate and bivariate analyses, it was shown that emotional intelligence was at medium level in 16.7 percent of principals and it was at high level in 83.3 percent of them. 0 percent of principals considered that organizational health was at low level, 60 percent of them saw it at medium level and 40 percent considered that it was at high level. Thus organizational health was at medium level from viewpoints of most principals. The most important domestic and foreign studies with respect to findings of present research are mentioned in the following:

- There is a positive significant relationship between intrapersonal relationship (a component of emotional intelligence) and organizational health. In other words the more the intrapersonal relationships, the higher the organizational health. This finding is consistent with those of Nazem (2006) and Schutte et al (2007) and it is inconsistent with findings of Vakili et al (2006).
- There is a positive significant relationship between interpersonal relationship (a component of emotional intelligence) of principals and organizational health. In other words the more the interpersonal relationships, the higher the organizational health. This finding is consistent with those of Nazem (2006) and Schutte et al (2007) and it is inconsistent with findings of Vakili et al (2006).
- There is a positive significant relationship between general mood (a component of emotional intelligence) of principals and organizational health. In other words the higher the general mood, the higher the organizational health. This finding is consistent with those of Nazem (2006) and Schutte et al (2007) and it is inconsistent with findings of Vakili et al (2006).
- There is a positive significant relationship between adaptability (a component of emotional intelligence) of principals and organizational health. In other words the more the adaptability of principals, the higher the organizational health. This finding is consistent with those of Nazem (2006) and Schutte et al (2007) and it is inconsistent with findings of Vakili et al (2006).
- There is a positive significant relationship between stress management (a component of emotional intelligence) of principals and organizational health. In other words the more the stress management, the higher the organizational health. This finding is consistent with those of Nazem (2006) and Schutte et al (2007) and it is inconsistent with findings of Vakili et al (2006).

4.3 Applied Recommendations

- ❖ The greatest wealth of every organization is its human resource and success and progress of an organization depends upon it. Thus in educational context, empowerment, team building and development of principal's capabilities and emotional intelligence are necessary.
- ❖ Education and human resource development authorities are recommended to hold emotional intelligence techniques and organizational health courses for school principals.
- ❖ To be effective and success in their positions, candidates for school principal posts should be assessed with respect to emotional intelligence using valid tests before they are appointed as actual school principals.
- ❖ School principals should be assessed and scored based on their management styles and organizational health in their annual evaluation.
- ❖ Holding training courses on organizational health for school principals.
- ❖ School principals are recommended to increase their skills related to receiving information from others and this requires effective listening and paying attention to reactions
- ❖ It is recommended that schools annually complete organizational health inventory to detect and remove disorders quickly.
- ❖ Holding brief courses for principals to make them familiar with emotional intelligence and organizational health concepts and necessity of applying them.

4.4 Recommendations for Future Research

- With respect to the fact that in present research emotional intelligence was considered as a whole concept, future researchers are recommended to study the effect of factors contributing to organizational health.
- It is recommended to conduct meta-analytic research on emotional intelligence and organizational health in Iran and compare the results with other countries.
- It is recommended to conduct research on emotional intelligence of managers from Islamic viewpoint.

- It is recommended to conduct a comparative study on two or more organizations
- Present research studied emotional intelligence based on BarOn Model. For future studies it is recommended to employ viewpoints of other relevant experts in examining the relationship between emotional intelligence and organizational health of schools.
- It is recommended to study the relationship between emotional intelligence and other concepts e.g. job satisfaction
- With respect to the fact that in present study school principals of Shabastar city were studied, for future it is recommended to conduct similar studies in other school districts of East Azarbaijan province and other organizations so that results from various studies can be compared and in this way the conclusions from studies can be applied with more reliability and confidence.
- Emotional intelligence of other school officials and its effect on organizational health may be studied.
- Emotional intelligence and organizational health may also be studied in elementary schools and guidance schools.
- Given the fact that in present study questionnaires were used to collect data, it is recommended that future studies use other instruments e.g. interviews.
- Given the fact that in present study the relationship between emotional intelligence and organizational health was studied among secondary school principals, the followings are recommended:
 - Study of the effect of emotional intelligence on organizational culture of principals
 - Study of the cultural health and organizational culture of principals.
 - Study of the relationship between emotional intelligence of principals and their job success
 - Study of the effect of emotional intelligence on crisis management
 - Study of the effect of emotional intelligence on individual and organizational productivity
- It is recommended to exert efforts to identify reasons for spread of organizational health in new fields and conducting research to identify the relevant components for future research
- With respect to Iranian 20 Year Vision, it is recommended to conduct comparative research on factors influencing development of organizational health and the extent to which organizational health is applied at regional level in the Middle East.
- Comparative study on the subject of present thesis in public and private institutions and enterprises and study of the differences between them may provide useful results.

4.5 Research Limitations

- Emotional intelligence dimensions have been defined in various ways and in present research they were defined based on BarOn Model including five components: intrapersonal relationships, interpersonal relationships, general mood, adaptability and stress management.
- Relationship between emotional intelligence and organizational health among principals may be studied from various viewpoints but in present research the relationship between emotional intelligence and organizational health was studied from their own viewpoints.
- With respect to the fact that a number of items in questionnaires were on principals' culture and behavior, it caused limitations with respect to their bias in answering to the questions and it was a limitation of present study.
- The other limitation was the fact that because of limitations in relation to collective distribution of questionnaires copies to principals in meetings and also because of the fact that the school principals were too busy, the copies were distributed to them individually.
- Great number of items in questionnaires and high work loads of managers because of their personal and job preoccupations reduced their focus on answering the questions and this was another limitation of present study.
- Inaccurate answering to the questions by school principals
- Troublesome rules and regulations set by the Education Organization
- Over-conservativeness of some principals which potentially intervened accurate answering the questions
- Given the fact that present research was conducted in a small community, its results cannot be generalized to other communities.
- Weak research and scholarship culture in the society and its negative effect on answering the questions and finally its effect on research results.

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