

A study on the relationship between emotional intelligence and organizational excellence based on EFQM model in Physical Education Offices and Sport Committees of Northern Khorasan province

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Abstract: Introduction and aims: Human resource is the most critical strategic element and the most fundamental way to increase the effectiveness and efficiency of the organization and it leads to development and progress of the community. Emotional intelligence is based on the concept of social intelligence. Social Intelligence is an ability to understand and manage human relations. This study's aim is to examine the relationship between emotional intelligence and organizational excellence based on EFQM model in physical education offices and sport committees of Northern Khorasan province. **Materials and Methods:** The research was application-based and the data were collected using a descriptive-correlation method. The statistical community consisted of 112 employees of physical education offices and sport committees from 6 cities of Northern Khorasan province in 1391. Due to the limited number of samples, the sampling is carried out in full-counting form. In order to measure the variables, Siberiashring questionnaire for emotional intelligence and Amani Shalamzary questionnaire for organizational excellence was used. In this research, the Kolmogorov-Smirnov test, Pearson's correlation coefficient and simultaneous regression was used to analyze the data. **Research's Findings:** This study showed a significant positive correlation between emotional intelligence components and organizational excellence. The simultaneous regression test results also showed that the components of emotional intelligence up to a significant level ($p \leq 0.001$) can explain 76% of the variance in organizational excellence. Component of self-awareness (0.480), social skills (0.255) and self-motivation (0.231) are the most important factors to predict organizational excellence, respectively. **Conclusion:** According to the results of this study, it is suggested to managers that in hiring and development of human resources they should pay specific attention to the emotional intelligence. Because the people with higher emotional intelligence are more quickly adaptable to new conditions, and also the employees with higher emotional intelligence can effectively introduce new people to new conditions, which leads to save the organization's time and resources.

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1. Introduction

Due to the present changes and developments, and according to acquaintance of the organizations to "the knowledge-based economy", the human resource has become more valuable than other corporate resources (1). In fact, human resource is the most critical strategic element and the most fundamental way to increase the effectiveness and efficiency of the organization and it leads to development and progress of the community. The committed human resource to the goals and values of the organization, not only is a factor for superiority of an organization to another organization, but also is considered as a sustainable competitive advantage for many organizations (1). In this regard, many researchers today seek to deeply understand the different factors influencing employees' commitment to an organization and

maximize the benefit from their abilities. Jordan (2002) suggested that attention to emotional factors can explain the differences in the results of preliminary studies on behavioral issues (3).

Emotional intelligence is based on the concept of social intelligence, which was first introduced in 1920 by Thorndike. In Thorndike's point of view, social intelligence represents the ability to understand and manage others in human relationships (4). In early 1980, researchers began to conceptualize systematic idea of emotional intelligence. The most famous one of them is the interpersonal and intra-personal intelligence of Garner (1983) and Steiner (1984) in the context of "emotional literacy that is the cornerstone concept of which in the years 1989-1990 Salovey and Mayer called it emotional intelligence". In Salovey and Mayer's words, emotional intelligence is a type of

social intelligence expressing the ability to control oneself and other's emotions and excitements, distinguishing between them and use of this information to guide the thought and action (5 and 6).

Emotional intelligence is composed of five essential skills: 1) Self-awareness: an instantaneous and profound understanding of oneself emotions and using it to help make appropriate decisions. 2) Skill of self-order: the ability to control and manage the emotions and keeping calm to assist in making decisions and taking advantage of cognitive abilities properly. 3) Self-motivation: Using our deepest preferences to move and guide to the goals, helping to take pioneering steps to advancement and progress, and not to wait for an event or person to make us motivational and move. 4) Empathy: understanding what people feel, the ability to consider the views of others and developing rapport and coordination with various people in order to promote team work (especially in the workplace and of the organization). 5) Social communications: in relations with the others, coping properly with own and their emotions. Accurate understanding of opportunities and social networks. Good listening skills, and proper self-expression, resolving the contradictions and conflicts and using these skills for persuasion, leadership and management (7).

Some theories of strategic leadership emphasized on the importance of social and emotional intelligence for managers and leaders, because cognitive and behavioral complexity and flexibility are important features for worthy leaders. But as previously mentioned, in the literature, little empirical evidence about the emotional aspects, including the impact of emotional intelligence among employees of other organization's features exists. For instance, the work of Nilashi et al (2011) showed that the relationship between emotional intelligence of organizational members and organizational effectiveness is positive and significant (8). Kumar Singh (2007) showed a positive and significant relationship between emotional intelligence and leadership exists (9). Sahdat et al (2011) studied the role of emotional intelligence in the profit of the organization. The results showed sub-components of self-awareness, self-order and social awareness has a significant and direct relationship to the organization's profits (10). Saddam Hussein Rahim (2010) studied the relationship between emotional intelligence and organizational performance. His study showed that a significant positive relationship exists between emotional intelligence and organizational performance, and that the level of education is associated with emotional intelligence (11).

Rezaeian and Koshtekar (1387) studied the relationship between emotional intelligence and

organizational commitment. Their results showed that among the sub-components of emotional intelligence, social communications has the greatest impact on organizational commitment (12). Also Zakilaki and Momeni (1385) studied the relationship between emotional intelligence and organizational atmosphere. The results showed that self-awareness and social consciousness of managers has a great influence on the atmosphere (13). According to the fact that emotional intelligence is related to other features of the organization, and due to its effective sub-components in the interpersonal and teamwork, it can be expected that the emotional intelligence of employees could lead to organizational excellence. Organizational excellence means the commitment of organization to reach a sustainable and constant development for customer satisfaction and continuous increase of profitability for the organization in an inclusive and supportive national environment (14). In other words, organizational excellence has become to develop in order to identify the level of access to quality, superior performance and growing awareness of the importance of quality and performance excellence, under a competitive framework. Among the organizational excellence models, the EFQM model is used as a basis in the Iran's National Quality Award. This model is based on nine areas including: policy and strategy, employees, partnerships and resources, processes, customer feedback, employee's feedback, society results and key performance results (15). This nine criteria are interacting with each other and form a cycle together affecting the promoter. Among them, five criteria are "enabler" for an organization and four other criteria are the "result" of performance and achievement of the organization's activities. Although enablers create results, the results will also upgrade and grow the enablers (16). Since the EFQM model of organizational excellence is based on the development of organization and customer satisfaction, and as noted before, emotional intelligence is also an effective factor in the development of the organization, it seems that a relationship exist between emotional intelligence and organizational excellence based on EFQM model. Thus the purpose of this study is to examine the relationship between emotional intelligence and organizational excellence based on EFQM model in physical education offices and sport committees of the Northern Khorasan province.

2. Materials and methods

The nature of the analysis in this study is application-based, but in terms of data collection it is a field survey. The statistical population of this study included all managers and staff of physical education offices in Northern Khorasan province, including 6 physical education departments in 1391. Due to the

fact that the number of samples was 112 people, the sampling was carried out in full-counting form among the total number of statistical community, hence the number of samples was equal to the community's population.

In order to measure the variables of emotional intelligence, the Siberiashring's questionnaire consisted of 33 statements and five subscales of 1) self-motivation 2) self-awareness, 3) self-control 4) social consciousness 5) social skills was used. And organizational excellence questionnaire developed by Amani Shalamzary consisting of 50 statements and is made up of nine factors that the first five factors are to empower and 4 next factors are related to the results. Components of 1 to 5 are related to the subscale of leadership, 6 to 9 are due to policy and strategy subscales, 10 to 14 are subscales related to employees, 15 to 19 are subscales related to partnerships and resources, 20 to 26 are processes subscales, 27 to 35 are subscales of customer results, 36 to 40 are subscales related to employee outcomes, 41 to 43 are subscales related to the social results, 44 to 50 are subscales related to performance key outcomes. The reliability of questions based on calculation of

Cronbach's alpha factor are 0.913 for the sub-scale of leadership, 0.876 for sub-scale of strategy, 0.895 for employees sub-scales, 0.837 for partners sub-scale, 0.854 for sub-scale of processes, 0.875 for subscales of empowerment, 0.888 for subscale of retail customer results, 0.912 for subscale of community benefits, 0.829 for subscale of key performance results, 0.886 for the results, and 0.88 for organizational excellence (Amani Shalamzary, 1388).

3. Statistical methods

For data analysis the descriptive statistics, including frequency tables and percentages, averages, standard deviations and in inferential statistical, the Kolmogorov-Smirnov test to confirm the normality of variables, the Pearson-Spearman correlation coefficient test and simultaneous regression was used to test the research hypotheses.

4. Results

As can be seen in table 2, in the emotional intelligence subscales the highest average is related to self-awareness subscale (4.30). Also in organizational excellence subscales, the highest average is related to subscale of policy (4.40).

Table 1: Results of descriptive statistics for the scores of emotional intelligence subscales and organizational excellence (N = 112)

	Self-awareness	Self-motivation	Self-control	Empathy	Social Skills	Leadership	Policy	Staff	Partnerships	Processes	Customer Results	Staff results	Community results	Key Results
Average	30/4	26/4	29/4	23/4	10/4	05/4	40/4	23/4	99/3	14/4	98/3	16/4	38/4	16/4
Standard deviation	52/0	55/0	29/0	58/0	59/0	64/0	54/0	59/0	71/0	52/0	55/0	77/0	58/0	53/0

Table 2 shows the results of Pearson correlation coefficients for each of the components of emotional intelligence and organizational excellence. As can be

observed, between all the components of emotional intelligence and excellence there is a significant positive correlation.

Table 2: Pearson's correlation coefficient between emotional intelligence and organizational excellence, and their components

Components	1	2	3	4	5	6	7	8	9	10th	11th	12th	13th	14 th
1. Self-consciousness	00/1													
2. Self-motivation	64/0	00/1												
3. Self-control	48/0	51/0	00/1											
4. Empathy	59/0	66/0	67/0	00/1										
5. Social skills	61/0	61/0	63/0	74/0	00/1									
6. Leadership	60/0	63/0	79/0	73/0	68/0	00/1								
7. Policy and strategy	55/0	85/0	52/0	88/0	67/0	60/0	00/1							
8. Staff	50/0	61/0	48/0	75/0	83/0	55/0	71/0	00/1						
9. Partnerships and resources	56/0	54/0	59/0	61/0	87/0	61/0	51/0	51/0	00/1					
10. Processes	66/0	80/0	55/0	60/0	71/0	70/0	61/0	52/0	73/0	00/1				
11. Customer Results	50/0	54/0	50/0	57/0	55/0	65/0	45/0	40/0	54/0	49/0	00/1			
12. Staff results	37/0	36/0	38/0	33/0	34/0	32/0	42/0	26/0	29/0	33/0	56/0	00/1		
13. Community results	59/0	91/0	62/0	61/0	60/0	74/0	62/0	55/0	49/0	78/0	51/0	34/0	00/1	
14. Key results	87/0	79/0	64/0	61/0	66/0	82/0	57/0	52/0	60/0	72/0	60/0	40/0	67/0	00/1

* P<0.05

Also, in order to determine the effect of emotional intelligence and its components on organizational excellence, the simultaneous regression analysis was used and the results are presented in table 3. The results showed that significant components of emotional intelligence ($p \leq 0.001/0$) are able to explain 76% of the variance in organizational intelligence. Also, according to the results presented in table 3, among the components of emotional intelligence, the level of self-consciousness subscales

($p \leq 0.001$), self-motivation ($p \leq 0.002$) and social skills ($p \leq 0.001$) are significant. These three subscales have the ability to predict the organizational intelligence in physical education office staff of Northern Khorasan. Criterion coefficient (β) also shows that the most important factors that predict organizational intelligence in employees of physical education offices of North Khorasan are self-consciousness (0.480), social skills (0.255) and self-motivation (0.231), respectively.

Table 3: simultaneous regression results for organizational intelligence in terms of predictive variables

Regression model.	R	R ²	Coefficient of determination of R ²	Std. Error of Estimate	df	F	P
Predictor variables	87/0	77/0	76/0	253/0	5	11/72	001/0 **

Table 4: statistical indexes of regression in relationship between the components of emotional intelligence and organizational intelligence

Predictor variables	B	Std. Error	β	t	P
Self-consciousness	475/0	065/0	480/0	26/7	001/0 **
Self-motivation	216/0	068/0	231/0	19/3	002/0 **
Self-control	004/0	009/0	029/0	414/0	679/0
Empathy	016/0	068/0	018/0	234/0	815/0
Social skills	224/0	067/0	255/0	34/3	001/0 **

As shown in table 4 the components of emotional intelligence ($P \leq 0.001$) can significantly explain 76% of the variance in organizational excellence. Also, according to the results presented in table 3, among the components of emotional intelligence, the level of self-consciousness subscales ($p \leq 0.001$), self-motivation ($p \leq 0.002$) and social skills ($p \leq 0.001$) are significant. These three subscales of organizational intelligence have the ability to predict the organizational intelligence of physical education offices staff of Northern Khorasan. Criterion coefficient (β) also shows that the most important factors that predict organizational intelligence in staff of physical education offices in North Khorasan are self-consciousness (0.480), social skills (0.255) and self-motivation (231/0) respectively.

5. Discussion

The results of the present study on the correlation between emotional intelligence and organizational excellence show a high correlation between the components of emotional intelligence and organizational excellence. This means that higher emotional intelligence of employees of an organization has a direct positive correlation with its excellence. This could be because of people with higher emotional intelligence are more optimistic and one of their features is that rather than looking for the blamable persons, they concentrate on way

of solving. Since each organization has its own problems that may lead to feelings of frustration and failure, people with high emotional intelligence know that the organization is not responsible for all their bad feelings. These people, when they are in a state of positive emotional can control negative emotional states that may have devastating consequences (Cooper and Savaf, 1997). They know how to prevent dysfunctional emotions and know how to take steps to reduce them. These people are not motivated by rational exchange, but the extent of their emotional attachment to the organization determines their motivation (Ashforth and Humphrey, 1995). Test results of the simultaneous regression analysis also showed that sub-scales of self-awareness, social skills and self-motivation strongly predict organizational excellence. According to this research on the relationship between emotional intelligence and organizational excellence it is important for managers to study and educate in this regard. It should also be noted that higher emotional intelligence will lead to a more coherent, cohesive teamwork and since it makes up the base of any organization, it can be concluded that organizational commitment of employees that have higher emotional intelligence to the goals are increased leading to the excellence of the organization.

6. Conclusions

The findings of the study showed a high correlation exists between the components of emotional intelligence and organizational excellence. This means that higher emotional intelligence of employees of an organization has a positive correlation with its excellence. According to the results of this study, it is suggested to managers that in hiring and development of human resources they should pay specific attention to the emotional intelligence. Because the people with higher emotional intelligence are more quickly adaptable to new conditions, and also the employees with higher emotional intelligence can effectively introduce new people to new conditions, which leads to save the organization's time and resources.

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