



## **Studying the status Organizational Health in Medical Universities of Kerman**

*Jamileh Rayani<sup>1</sup>, Hamdollah Manzari Tavakoli<sup>2\*</sup>, Sanjar Salajegheh<sup>3</sup>, Zahra Shokooch<sup>4</sup>, Samaneh Mehdizadeh<sup>5</sup>*

<sup>1</sup>*Department of Management, Kerman Branch, Islamic Azad University, Kerman, Iran,*

<sup>2</sup>*Department of Management, Kerman Branch, Islamic Azad University, Kerman, Iran,  
<https://orcid.org/0000-0003-1651-3663>, Email: [H\\_manzardi33@yahoo.com](mailto:H_manzardi33@yahoo.com)*

<sup>3</sup>*Department of Management, Kerman Branch, Islamic Azad University, Kerman, Iran,*

<sup>4</sup>*Department of Management, Kerman Branch, Islamic Azad University, Kerman, Iran,*

<sup>5</sup>*Department of Management, Kerman Branch, Islamic Azad University, Kerman, Iran,*

### **Abstract**

This paper aimed to design an organizational health model based on job motivation and emotional intelligence in medical universities of Kerman. The research method is mixed research and in terms of purpose is developmental-applied research that has collected data through field research. First, the components were identified using Delphi method and the relationship between the variables was investigated using a designed questionnaire whose validity and reliability were confirmed. The statistical population of the present study is about 17928 people which are all the employees of medical universities of Kerman. Through Cochran's formula, 1524 people were selected as the sample size by stratified random sampling method. Data collection tools were researcher-made questionnaires of organizational health, job motivation and emotional intelligence whose validity was confirmed by university professors and experts and their reliability was calculated by Cronbach's alpha coefficient. The results of the questionnaires were analyzed through descriptive and inferential statistical methods using 2013 Microsoft Excel software, IBM Spss 22, and IBM Amos 24. Findings indicate the research hypotheses confirmations and the existence of a direct and significant relationship between organizational health and its dimensions with job motivation and emotional intelligence and that attention to organizational health is very important in the organization. Furthermore, the results of structural equations showed that the structural model has a good fit and according to the desired limit of each statistic for a good fit, it can be concluded that the final research model is at the desired level and is approved.

**Keywords:** Organizational Health, Emotional Intelligence, Job Motivation, Health, Emotion, Intelligence

### **Introduction**

In today's era of change, organizations in order to gain a competitive advantage and to continue survival and activity in society, must develop health in the environment and among their employees and managers and promote

organizational health (Naseri, 2009) and (Mohammadzadeh et al., 2017). The fact that today is introduced as organizational health has a valuable place in organizations. Organizational health is important for the university as an organic organization that has a dynamic relationship with the environment,

because the quality and development of knowledge as one of the main goals of the university depends to a large extent on organizational health and the work environment. Maintaining the valuable human forces of the organization in the present era is one of the most important concerns of organizations with advanced technology (Somaya & Williamson, 2008) and (Ghanbari & Soltanzadeh, 2016).

Organizational health is one of the most obvious indicators affecting the organization and is the basis of any movement towards organizational growth and development, improving the work process in organizations, accurate knowledge of the current situation, correct identification of strengths and weaknesses and also the need to plan measured programs in order to improve the process of affairs. On the other hand, the correct management strategy in the organization depends on the knowledge and perception of employees that is affected by their individual characteristics (Zare et al., 2015). Pauline and Lillerk (2004) define organizational health as the ability of any organization to successfully perform its missions (Farmahini Farahani et al., 2014). In fact, the health of an organization has a significant physical and mental impact on the target system and also has a significant impact on safety, dependency, capability growth and performance of tasks assigned by their systems (Korkmaz, 2007) and (Heidari et al., 2015). The term of organizational health is defined based on the work of Parsons, Bilz, Silz (1953), Hoy, Tarter (1991), and Hoy and Miskel (1991) as the ability of an organization to adapt to its environment, to create coordination among the members of the

organization and to achieve its goals (Korkmaz, 2007). Organizational health, on the other hand, has been used for a long time in the management literature (Drucker, 1955) and (Ame Orvik & Runo Axelsson, 2012). The concept of organizational health allows us to have a big picture of organizational health. In healthy organizations, employees are committed and helpful and have high morale and performance (Tofiqi et al., 2011). One of the issues that has been highly considered by researchers and has created a great change in the field of organizational theories is the subject of emotional intelligence (Ghamrani & Jafari, 2003) and (Karroubi et al., 2018). Over the past decade, researchers in various fields have shown great interest in emotional intelligence. (Maserk et al., 2015) first introduced emotional intelligence as a type of human intelligence that can be distinguished from general intelligence. According to their theories, emotional intelligence means that a person has the ability to control his emotions and those of others and he is able to distinguish them, and the person can use this information to guide his actions. In their later research (Maserk et al., 2015), they developed a model and defined emotional intelligence as the ability to understand, evaluate, and express one's emotions correctly. This research has shown that emotional intelligence is the most common element that affects the various methods that people use to improve their lives, jobs and social skills. It helps to manage frustrations, control one's emotions and make more agreement with others. Finally, it can be said that it is emotional intelligence that shows a person's ways of interacting with others and understanding emotions. Thus, emotional intelligence will be of great importance to



managers and business leaders, because if they are inattentive to the situation of their employees or team, it will lead to frustration in their employees and therefore they will not be the best in their jobs (Anonymous, 2004) and (Korkmaz & Arpacı, 2009). Emotional intelligence is a topic that describes the state of emotions and feelings in human ability. Employees who have high emotional intelligence are effective employees that have accepted the goals of the organization with enthusiasm and maximum commitment and try to prove these goals with satisfaction (Khanifar et al., 2012). In addition to cognitive and logical abilities and behavioral and professional skills, emotional abilities and skills are undoubtedly factors that affect the development and focus of the work (Golman, 1998) and (Hassanzadeh & Babaei Kafki, 2014). Cooper believed that paying attention to emotions will save time, expand opportunities and focus on better results (Cooper, 1997) and (Hassanzadeh & Babaei Kafki, 2014). In fact, having emotional intelligence and health, can help a person in solving work problems and nurturing them in the organization (Aghayar & Sharifi Daramadi, 2007) and (Qanatian & Fani, 2015). On the other hand, in order to achieve organizational goals, motivational factors must be identified and provided in employees, and this is a difficult task, because human motivation is different due to individual differences, and before any motivational action, personality traits must be known (Abdullah, 2010) and (Sadeghifar et al., 2014).

## **Theoretical Framework of Research**

### **The Concept of Health**

The term health is defined by the World Health Organization (WHO, 1948) as a state of complete physical, mental, and social health and the absence of other illnesses (Jaimez & Bretones, 2011) and (Harry et al., 2014). Rezapour Mirsaleh, based on the World Health Organization's definition of health provides an interesting definition of organizational health (Rezapour Mirsaleh, 2016). He defined the organization health in three dimensions: physical, mental and social (Tofiqi et al., 2011). Parsaeemehr, based on the World Health Organization and the European Network for the Promotion of Workplace Health, definea health as an important factor that influences the culture, leadership principles, and values of organizations (Parsaeemehr, 2016). Thus, the World Health Organization identifies health as a key factor in international socio-economic development (Hotman & Jettinghoff, 2007) and (Susan Cartwright & Cary L. Cooper, 2009). Most researchers believe that health does not only include the physical aspect of individuals, but in addition to considering the physical health, which is evident in the appearance of the person, his psychological and social aspects should also be considered (Omigbodun & Odukogbe, 2006) and (Madineshat et al., 2013).

### **The Concept of Organizational Health**

Although the concept of organizational health was first used by Argyris in the 1950s (Tutar, 2010) and (Yüceler et al., 2013), its origins date back to the 1960s, when the experts of human relationships and behavioral sciences

have sought to provide a solution to the question of how employees should be treated (Gül, 2007) and (Yüceler et al., 2013). Accordingly, the organizational health term was first used by Miles in 1969 to study the organizational climate of schools (Miles, 1969) and (Yüceler et al., 2013). In 1979, Marvin Fireman introduced indicators for assessing organizational health, including focus on goal, good communication, equality of power (employee equality, availability and effectiveness of the leader or manager of the organization), use of resources (ability of management to use the talents of employees), attractiveness of health status of the organization, and innovation of employees (capacity of employees if the manager of the organization is needed) (Tofiqi et al., 2011). Organizational health became very important in both theory and practice after the 1980s. In fact, organizational health emphasizes both internal and external relations of the organization (Korkmaz, 2006) and (Gholamzadeh & Tahvildar Khazaneh, 2013). The term organizational health is used for the first time to express the continuity and survival of the organization (Zahed Babolan et al., 2012). Heydari et al., believed that organizational health is a new concept that includes the ability of an organization to do its job effectively, which leads to its growth and improvement. A healthy organization is a place where people want to stay and work and be useful and effective (Heydari et al., 2015). According to Clark, a healthy organization is both innovative and adaptable (Islamifard & Ranjbarian, 2015), has a high capacity to withstand internal and external crises and is able to move to new levels of activity (Davis & Newstrom, 1991) and (Dejoy, 2007) and (

Habibi et al., 2017). Hoy and Fieldman examined organizational health in seven dimensions. These seven dimensions are (Hoy & Fieldman, 1987) and (Buluç, 2008) and (Caragozel, 2012) and (Yüceler et al., 2013): scientific emphasis, morale, resource support, constructiveness, consideration, managerial influence, Institutional unity (Heidari Kamerroudi et al., 2016). Levels and dimensions of organizational health from Lowe's Jalalian, include inclusive leadership, positive culture, capable employees, sustainable success, and a vibrant work environment (Jalalian et al., 2016).

### **The Concept of Intelligence**

The word intelligence, despite its simple appearance, has a special conceptual complexity and therefore there is no single definition of intelligence in psychology (Mirdrekvandi, 2011). Intelligence is recognized as "the best predictor of performance in all organizations and situations" (Schmidt et al., 1992) and (Craig R. Seal et al., 2006). Bineh believes that intelligence is a fundamental mental force that its change or absence has the most important effect in a person's practical life. This mental power is the judgment that is sometimes referred to as common sense, initiative and the ability to adapt to circumstances; Judging correctly, understanding correctly, and reasoning are among the basic activities of the mind. Pourafkari, believes that intelligence is the set or total ability of an individual for purposeful activity, logical thinking and efficient treatment with the environment. Intelligence can be introduced as the ability to recognize for logical and reasonable thinking and action (Pourafkari, 1993) and



(Yarmohammadian, 2008). "Emotional information" intelligence is to guide the process of self-emotional thinking and actions and is not just being emotional or controlling emotions, but both, knowing when emotional expression is successful and when it is problematic (Banisi et al., 2010). Intelligence is a group of non-cognitive abilities and skills that increase a person's ability to cope with environmental pressures, especially work-related stress (Khaleghkhah et al., 2016). Intelligence refers to a set of characteristics and talents that are not directly observable. Furthermore, the ability to deal with abstract matters, the ability to solve problems and the ability to learn are called intelligence (Gage & Berliner, 1992) and (Ghofrani Klishami et al., 2016).

### **The Concept of Emotion**

Emotion is a life-giving phenomenon and the basis of the ups and downs of daily business, wealth and poverty and the memorable moments of human life. It is obvious that emotions are important and play a very important role in our lives (Sobhaninejad & Youzbashi ) and ( Yazdani & Riazi, 2012). Emotions are not the only "key factors in thinking and cognition." Emotions can improve thinking (Caruso & Salvy, 2004) and ( Lindbom, 2012). As a result, getting close to one's emotions may lead to a failure in adaptation and reasoning about emotions (Mayeer et al., 1999) and (Lindbom, 2012). Emotions can play an important role in this effective system for employers and their employees (Baron, 2008) and (Kardon et al., 2005) and (Kardon, 2008). This motivation

will have strong effects on creativity, resilience, and motivation (Kardon, 2005) and (Murnieks & Mosakowski, 2005) and (Kardon, 2008). For example, the strong and positive effect of this strong feeling causes more people to face and fight against their goals (Seo, 2008 ) and ( Kardon, 2008), which leads to more resistance and better performance of their tasks and thus overcoming problems (Sy et al., 2008 ) and (Kardon, 2008).

### **The Concept of Emotional Intelligence**

The concept of emotional intelligence has been considered as a function to develop the quality of employees and has been the subject of attention to many managers, trainers and researchers (Daus & Ashkanasy, 2005) and (Supriadi & Sefnedi , 2017). Naderi Anari, defined emotional intelligence as a "subset of social intelligence" (Naderi Anari, 2012). Emotional intelligence refers to the ability of a person to review the feelings and emotions of him and others, to distinguish between emotions and to use emotional information in a healthy way to solve problems and regulate behavior (Salvy & Mayeer, 1990) and (Yarmohammadian & Sharafirad, 2011). Khanzada et al., defined emotional intelligence as "the ability to monitor the feelings and emotions of oneself and others, to distinguish between them and use this information to guide one's thinking and performance"(Khanzada et al., 2018) that this definition is perhaps the most accepted practical definition of emotional intelligence (Guleryaz et al., 2008) and (Bazvand et al., 2013). Goleman defines emotional intelligence as the ability to maintain motivation, resistance against adversities, control

impulses, the ability to postpone success, empathy with others and being hopeful (Amirifard, 2017). Emotional intelligence as the ability to understand and empathize is defined by the thoughts and feelings of others (Salvie & Mayeers, 1990) and (Phillips & Chen, 2018), or "evaluating and expressing emotions, replicating emotions in thoughts, understanding emotions, and regulating and managing emotions" (Matthew et al., 2004) and (Phillips & Chen, 2018). Goleman, defined emotional intelligence as the ability to accurately and effectively process emotional information. Emotional intelligence is also defined as the ability to recognize the emotions of oneself and others, to be motivated to manage one's emotions and relationships (Goleman, 2005) and (Mafuzah Mohamad & Juraifa Jais, 2016). Emotional intelligence requires making the right decisions in complex and difficult situations (Mayeers et al., 2000) and (Amjad, 2018). It also promotes positive feelings and emotions among group members. This leads to an increase in participation, collaboration and improved performance (Allen & Mayeers, 1990) and (Amjad, 2018). According to Salvie and Mayeers, the four components of emotional intelligence include the following: perception and expression of emotion, facilitation of thinking by emotion, understanding or cognition of emotion, emotional management or regulation (Akbarzadeh, 2004) and (Livarjani & Ghaffari, 2010). Petrides and Farnham (2001) measure emotional intelligence through four dimensions called self-perception of emotions and others, emotion control, social skills and optimism (Dehghani et al., 2014).

### The Concept of Job Motivation

Job motivation is another important organizational factor (Ajilchi et al., 2014). Job motivation explains the desire of employees to overcome job barriers and adapt to a changing job situation or situation (London, 1993) and (Forutani et al., 2014). This inner desire is described by a set of personality factors, needs and interests that are highly dependent on the job field (London, 1988) and (Forutani et al., 2014). In fact, by studying job motivation, one can identify potential talents, strengths and weaknesses and improve them (Khorasani & Zamanimanesh, 2016). Job motivation focuses on the concept of why people are looking for specific activities in their workplace and also indicates the relevance of these activities to the amount of effort and duration of follow-up over time. Job motivation research is an attempt to understand how to allocate limited resources to the competitive need at work, as well as to describe the pursuit of time and reason for specific activities of individuals (Kongeh et al., 2015) and (Mirzaeian & Mahdad, 2017). Job motivation is related to achieving the goal. People are encouraged to do something if they believe it is likely to have a desired result. People with a good motivation do what they expect to achieve their clear goals (Armstrong, 2007) and (Adeen et al., 2014). Job motivation is one of the most important factors related to work. Motivation is one of the key concepts in organizational environments (Martinez, 2001) and (Rahmati et al., 2018), because lack of job motivation leads to failure to achieve positive results at work (Bessel et al., 2002) and (Rahmati et al., 2018). Job motivation can increase productivity (Biri & Iwu, 2014) and (Rahmati et al., 2018) and encourage employees to



increase productivity, create a positive work environment, and successfully execute their work schedule (Bessell et al., 2002) and (Rahmati et al., 2018).

## **Methodology**

This study seeks to explain the dimensions of emotional intelligence and its relationship with organizational health of employees of medical universities in Kerman province. In terms of method, it is a mixed exploratory research and in terms of purpose is developmental-applied research that has collected data through the field research method. The nature of the method is library and survey. Research data were collected through a questionnaire. To measure organizational health, a researcher-made questionnaire with 3 dimensions, 12 components and 57 items with a range of 5 Likert options was used. A researcher-made questionnaire with 2 dimensions, 8 components and 24 items with a range of 5 Likert options is used to measure job motivation. Furthermore, a researcher-made questionnaire with 6 components and 36 items with a range of 5 Likert options is used to measure emotional intelligence. The validity of the researcher-made questionnaires was performed and confirmed using the content validity method in the form of face validity and using the opinions of 20 qualified and knowledgeable professors and experts. Cronbach's alpha coefficient was used to assess the reliability of the questionnaires. Cronbach's alpha coefficient was calculated for organizational health questionnaire as 0.706, job motivation questionnaire as 0.750 and for emotional intelligence questionnaire as 0.756. With regard to the values of Cronbach's

alpha coefficient, it can be inferred that the research tool has a good reliability. The statistical population of this study included all employees of Medical Universities of Kerman. These people included all employees working in Kerman, Rafsanjan, Jiroft and Bam universities of medical sciences that they were 17928 individuals. According to the first sample using the Cochran's formula, 1524 people were examined. In order to analyze the research data, descriptive statistics (frequency distribution tables, descriptive diagrams and central indicators and dispersion such as mean, standard deviation and...) and inferential statistics (normality test, correlation coefficient and its significance test, factor analysis and structural equations, etc.) were used with 2013 Microsoft Excel software; IBM Spss 22 at a significant level of 5%.

## **Results**

### **1.Result of Research Questions**

#### **1.1. Results related to the Main Research Question**

To investigate the question of what the organizational health model based on job motivation and emotional intelligence in medical universities of Kerman province is, the final model is as follows. As it can be seen, in all cases the value of the path coefficient is positive and significant i.e., considering that in all parts of the final model  $-p$  value is less than 0.05, so all components of the final model are significant at the level of 0.05 and the final model is approved. Furthermore, for final approval based on the opinion of experts, they answered to the question of whether they

approve the final model in the (Figure 1) or not. Considering that all the experts answered yes to this question, therefore, based on the test, the ratio of 100% of the experts approved the final model, and considering the - p value of the test, the model approval is less than 0.05. As a result, the final model is approved

at the level of 0.05. In addition, fit indicators of the structural equation model to the final research model are listed in the (Table 1), which based on all the mentioned indicators, the final research model is at the desired level and is approved.

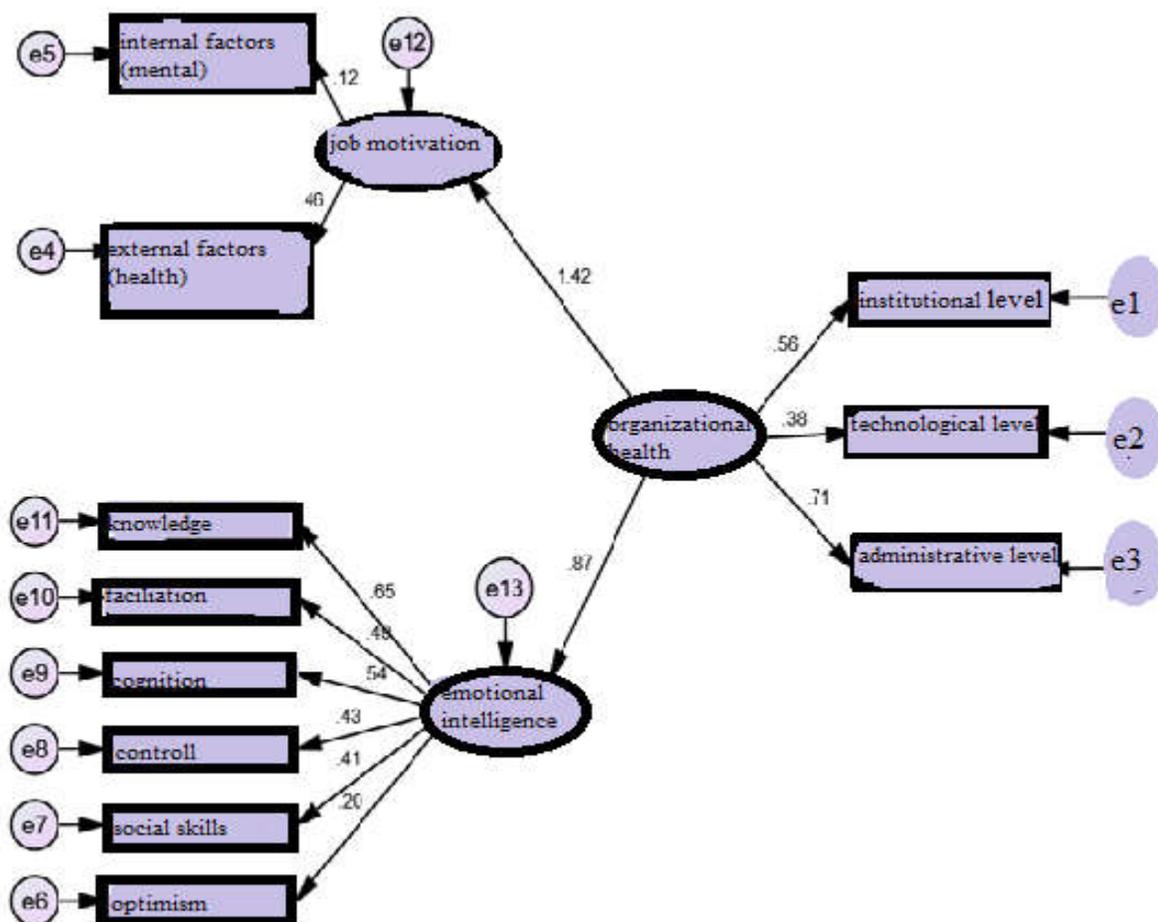


Figure 1. Analyzing the Relationship of Organizational Health with Job Motivation and Emotional Intelligence (Main Model)



**Table 1.** The Results of Fitting Organizational Health Model based on Job Motivation and Emotional Intelligence

Indicators	The optimum statistic	The indicator value for the general research model
Root Mean Square Error of Approximation (RMSEA)	$\leq 0/08$	0.061
Normalized Chi-square (CMIN/DF)	$3 <$	2.407
Goodness of Fit Index (GFI)	$\geq 0.90$	0.963
Adjusted Goodness of Fit Index	$\geq 0.90$	0.931
Comparative Fit Index (CFI)	$\geq 0.90$	0.929
Incremental Fit Index	$\geq 0.90$	0.930
Tucker-Lewis Index (TLI)	$\geq 0.90$	0.901
Normalized Fit Index (NFI)	$\geq 0.90$	0.915

## 1.2. Results related to Research Sub-questions

### 1.2.1 Results related to the Sub-questions of the Relationship between Organizational Health Dimensions and Job Motivation in Medical Universities of Kerman

The sub-questions of this study investigate the relationship between organizational health and job motivation in medical universities of Kerman province. In all cases, structural equation modeling and path analysis have been used.

The first sub-question analyzes the relationship between organizational health and job motivation in medical universities of Kerman province. The results of this test are shown in (Table 1). According to (Figure 1) and the fitting values of the reported model in (Table 1) and the path coefficient obtained (1.42) in (Table 2) between organizational health and also the value of  $t = 7.161 > 1.96$  and the significant value ( $0 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between organizational health and job motivation.

The second sub-question examines the relationship between institutional level and job motivation in medical universities of Kerman province. The results of this test are shown in Table (2). According to (Figure 1) and the fitting values of the reported model in Table (1) and the path coefficient obtained in (Table 2) (0.71) and also the value of  $t$  ( $1.96 < 8.49$ ) and the significant value ( $0 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between institutional level and job motivation.

The third sub-question examines the relationship between technical level and job motivation in medical universities of Kerman province. The results of this test are shown in (Table 1. According to (Figure 1) and the fitting values of the reported model in (Table 2) and the path coefficient obtained in (Table 2) (0.80) as well as the value of  $t$  ( $1.96 < 9.114$ ) and the significant value ( $0 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between technical level and job motivation.

The fourth sub-question examines the relationship between administrative level and job motivation in medical universities of Kerman province. The results of this test are

shown in (Table 1). According to (Figure 1) and the fitting values of the reported model in (Table 2) and the path coefficient obtained in (Table 2) (0.94) as well as the value of  $t$  ( $1.96 < 10.18$ ) and significant value ( $0 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between administrative level and job motivation.

### 1.2.2 Results of the Sub-questions on the Relationship between Organizational Health Dimensions and Emotional Intelligence in Medical Universities of Kerman

The sub-questions of this study investigate the relationship between organizational health and emotional intelligence in medical universities of Kerman province. In all cases, structural equation modeling and path analysis have been used.

The fifth sub-question has analyzed the relationship between organizational health and emotional intelligence in medical universities of Kerman province. The results of this test are shown in (Table 2). According to (Figure 1) and the fitting values of the model reported in (Table 1) and the path coefficient obtained in (Table 2) (0.87), also the value of  $t = 2.866 > 1.96$  and the significant value ( $0.0004 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between organizational health and emotional intelligence.

The sixth sub-question has analyzed the relationship between institutional level and emotional intelligence in medical universities of Kerman province. The results of this test

are shown in (Table 2). According to (Figure 1) and the fitting values of the model reported in (Table 1) and the path coefficient obtained in (Table 2) (0.50) as well as the value of  $t$  ( $1.96 < 4.31$ ) and the significant value ( $0 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between institutional level and emotional intelligence.

The seventh sub-question has analyzed the relationship between technical level and emotional intelligence in medical universities of Kerman province. The results of this test are shown in (Table 2). According to (Figure 1) and the fitting values of the model reported in (Table 1) and the path coefficient obtained in (Table 2) (0.85) as well as the value of  $t$  ( $1.96 < 12.67$ ) and the significant value ( $0 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between technical level and emotional intelligence.

The eighth sub-question has analyzed the relationship between administrative level and emotional intelligence in medical universities of Kerman province. The results of this test are shown in (Table 2). According to (Figure 1) and the fitting values of the model reported in (Table 1) and the path coefficient obtained in (Table 2) (0.68) as well as the value of  $t$  ( $1.96 < 4.31$ ) and the significant value ( $0 < 0.05$ ), it can be concluded that the null hypothesis is rejected, so there is a direct and significant relationship between administrative level and emotional intelligence.



**Table 2.** Path Coefficient and its Significance and Review of Research Hypotheses in Path Analysis Models

Hypothesis	Path coefficient	t-statistic	p-value	Result	Type of relationship
Organizational health→ job motivation	1.42	7.161	0	Accepting the hypothesis	Incremental
Institutional level → job motivation	0.71	8.49	0	Accepting the hypothesis	Incremental
Technical level→ job motivation	0.80	9.114	0	Accepting the hypothesis	Incremental
Administrative level→ job motivation	0.94	10.18	0	Accepting the hypothesis	Incremental
Organizational health→ emotional intelligence	0.87	2.86	0.004	Accepting the hypothesis	Incremental
Institutional level→ emotional intelligence	0.50	4.31	0	Accepting the hypothesis	Incremental
Technical level → emotional intelligence			0	Accepting the hypothesis	Incremental
Administrative level→ emotional intelligence	0.68	9.24	0	Accepting the hypothesis	Incremental

## Discussion

The findings of the test of research hypotheses were compared and analyzed with the results of various studies, which are as follows:

The findings of the present study showed that there is a direct and significant relationship between organizational health and job motivation. According to the findings of this study, since organizational health has a direct relationship with job motivation and human resources of any organization can have a significant impact on creating a healthy organization, therefore job motivation has an effective role in human resources. One of the big problems of organizations is creating techniques that can create the will and motivation to perform work in organizations, and in this case they are concerned with how to motivate people and encourage them to perform better. Therefore, having motivation to do work is one of the necessities in the correct use of human resources. Today, the efficient manpower is so that if his real needs are not identified and these needs are not met

in time, there is a possibility that he will resign from his job. Planners and designers of any job should look for motivational factors in order to lead people to higher activity and efficiency. Therefore, one of the factors of organizational health is job motivation which creates motivation and interest in work of employees and thereby increases their effectiveness. These results are in consistent with the findings of (Yarmohammadian & Sharafirad, 2011), (Yüceler et al., 2013), and (Bazvand et al., 2013) which showed a positive and significant relationship between organizational health and job motivation, and they are not in consistence with the findings of (Uddin et al., 2014) which showed that the organizational health of the Islamic Azad University of Tabriz is lower than average and in other words it is undesirable. The findings of the present study showed that there is a direct and significant relationship between institutional level and job motivation in medical universities of Kerman province. This finding is not consistent with the results of

(Tofighi et al., 2011) and (Supriadi, 2017) and is not consistent with the research of (Seal Craig et al., 2006).

(Tofighi et al., 2011), in a study concluded that there was a significant effect between the power of authority and the factors of institutional integration, initiating structure and support of resources for organizational health; the personal power of office managers also had a significant effect on the components of institutional integration, principal influence and consideration of resources from organizational health.

(Parsaeemehr, 2016), in a study concluded that at the institutional level, the component of institutional integration, at the technical level of the morale component and at the administrative level of the components of principal influence and consideration has a strong, direct and significant relationship with organizational effectiveness.

(Phillips Patrick & Chen, 2018) in their research concluded that the institutional, administrative and technical levels of the administrative health system are also studied in an unfavorable situation from the perspective of community center managers.

The findings of the present study showed that there is a direct and significant relationship between technical level and job motivation in medical universities of Kerman province. This finding is consistent with the results of research by (Orvik & Axelsson, 2012) and (Naderi Anari, 2012).

(Mohamad & Jais, 2016) in a study concluded that there is a positive and significant relationship between organizational health in institutional, administrative and technical dimensions and professional growth of employees.

(Masreka et al., 2015) in a study concluded that there is a significant relationship between the transformational leadership style of managers and all indicators of organizational health (institutional integration, principal influence, consideration, initiating structure, resource support, morale and academic emphasis) of girls' primary schools in Isfahan.

Findings of the present study showed that there is a direct and significant relationship between administrative level and job motivation in medical universities of Kerman province. This finding is not consistent with the results of research by Vahidi Mobarakabd is not consistent with the research of Tahmasebi Moradpour, (Gholamzadeh & Tahvildard Khazaneh, 2013) and Jafari, (Yarmohammadian & Sharafirad, 2011).

Vahidi Mobarakabad, (Amjad, 2018) concluded that there is a significant relationship among the organizational health components such as a refreshing workplace (0.461), inspirational employees (0.419), inclusive leadership(0.482), positive culture (0.476), sustainable success (0.416) and entrepreneurship of teachers.

(Cartwright & Cooper Cary, 2009) in their research concluded that the status of organizational health of schools and organizational commitment of teachers is high and it was found that among the seven dimensions of organizational health, only the dimension of consideration can predict changes of teachers' organizational commitment significantly.

(Cardon, 2008) in their research concluded that there is a significant and positive relationship between organizational health and some of its dimensions such as principal influence, resource support, academic



emphasis and morale with organizational commitment, but between other dimensions of organizational health and institutional integration, consideration and initiating structure were not a significant relationship with organizational commitment.

Furthermore, the results of the present study showed that there is a direct and significant relationship between organizational health and emotional intelligence. Emotional intelligence is a set of abilities that help us to recognize and regulate emotions in ourselves and others, so when we use our emotions intelligently, consciously and rationally, we have emotional intelligence. In addition, people with high emotional intelligence are not afraid to express their feelings. They express their feelings clearly and directly, they do not feel weak and victimized, they have inner motivation and they feel more satisfied in life. Therefore, people who have emotional intelligence can lead the organization to a healthy environment. These results are in consistence with the findings of Farmitani, (Eslami Fard & Ranjbarian, 2015) which showed a positive and significant relationship between organizational health and emotional intelligence, and are not in consistence with the findings of (Farmahini Farahani et al., 2014), which showed that organizational intelligence and organizational health have a moderate degree of relationship. The findings of the present study showed that there is a direct and significant relationship between institutional level and emotional intelligence in medical universities of Kerman province. This finding is not consistent with the results of (Hari et al., 2014).

(Heydari et al., 2015)) in their research concluded that there is a significant and positive relationship between organizational health, institutional cohesion, principal influence, consideration, initiating structure, academic emphasis, resource support, morale, and emotional intelligence of employees.

(Hassanzadeh & Babaei Kafaki, 2014) in a study concluded that there is a significant relationship between all dimensions of organizational health (initiating structure, consideration, resource support, morale, academic emphasis and institutional integration) and organizational effectiveness.

(Korkmaz, 2007) in a study concluded that there is no significant relationship between the health of the institutional level of schools and the performance of school principals in the three levels of education of Maragheh.

The findings of the present study showed that there is a direct and significant relationship between technical level and emotional intelligence in medical universities of Kerman province. This finding is not consistent with the results of Salarzahi, Khorasani & Zamanimanesh research and is not consistent with the research of (Khorasani & Zamanimanesh, 2016).

(Lindebaum, 2012) in a study concluded that the component of knowledge socialization is able to predict the components of academic emphasis, observance, initiating structure and institutional integration; Component of knowledge combination is able to predict all components of organizational health; The component of knowledge externalization can predict the academic emphasis, observance, support of resources and principal influence, and the component of internalization can

predict the morale, initiating structure, support of resources, principal influence and institutional integration from the components of organizational health.

(Masreka et al., 2015) concluded that there is a significant and positive relationship between organizational health and some of its dimensions such as principal influence, resource support, academic emphasis and morale with organizational commitment, but there was no significant relationship between other dimensions of organizational health and institutional integration, consideration and initiating structure with organizational commitment.

(Mohamad & Jais, 2016), in a study concluded that there was no statistically significant relationship between the dimensions of morale, academic emphasis, consideration and resource support with any of the performance indicators.

The findings of the present study showed that there is a direct and significant relationship between administrative level and emotional intelligence in medical universities of Kerman province. This finding is consistent with the results of Keikha, Taqvae, (Korkmaza & Arpacia, 2009).

(Yarmohammadian & Sharafi Rad, 2011), in a study concluded that there is a significant relationship between organizational health, institutional cohesion, principal influence, consideration, initiating structure, academic emphasis, resource support, morale, emotional intelligence and employee happiness.

(Khanifar et al., 2012), in a study concluded that there is a significant relationship between the health of administrative and technical level of schools with the performance of school

principals in the three levels of education in Maragheh.

(Yarmohammadian, 2008), in their research concluded that the state of organizational health and seven components (morale, academic emphasis, consideration, initiating structure, support of resources, principal influence, institutional integration) and knowledge management and its three components (knowledge creation, knowledge dissemination, knowledge application) are at a low level.

## **Conclusion**

Social development begins with the university, which is considered a key and influential factor. On the one hand, the university can be considered as a criterion, indicating the level of growth and development of society, and on the other hand, can be considered as a predictor of future growth and development of society. Accordingly, research about the university should be considered seriously by officials and planners. In this regard, planning for improving the organizational health of universities has always been considered by experts. In fact, understanding the factors and indicators of organizational health can lead to the development and improvement of the universities performance. It is obvious that improving the management situation and reforming organizational structures, which can directly and indirectly affect the activities of the university, has more priority and necessity. Therefore, considering that the main goal of universities is to nurture and empower human resources, they can fulfill this serious task if they have organizational health. Knowing the feelings and emotions of employees and believing in the impact of these emotions and



feelings on their behavior and performance, which are the most vital element of the organization, can play an important role as an important indicator of organizational health. Emotional intelligence has an effective role in having the desired performance and productivity in organizations. The importance of emotional intelligence is to the extent that it allows employees to communicate effectively with each other under any circumstances and avoid wasting time because of emotions such as anger, anxiety and fear, and easily calm them down to make appropriate and creative decisions. Emotional intelligence in the organization through effective communication, problem solving ability, stress and anger management can provide organizational health and enable employees to be aware of their emotions and be able to work optimally in crowded and stressful environments. Therefore, considering that emotional intelligence is effective in all dimensions of life and success of individuals in the workplaces, with regard to the findings, the present paper can have significant effect on organizational health. Therefore, conducting this research helps decision makers and managers to use the achievements of this research in order to increase the quality of future activities of the organization by improving their organizational health. Motivation is also one of the most complex issues of organizational behavior that management writers have proposed different definitions of it. Motivation is considered as simultaneous effects on the direction, strength and continuity of behavior, so motivation is a set of forces that cause a person to behave in a certain way. Motivation is one of the vital

factors for the development of an organization, so that by improving productivity, it leads to increasing the profit of the organization. Therefore, considering that universities as one of the most important social institutions are responsible to society, so the promotion of their organizational health depends on identifying the factors affecting the promotion of emotional intelligence and job motivation of employees, therefore the main purpose of this study is analyzing the data collected from the survey of experts and the study population, i.e., the staff of medical universities of Kerman in order to answer research questions and finally design an organizational health model based on job motivation and emotional intelligence in Kerman universities of medical science. Accordingly, in order to analyze the data and answer the research questions, statistical methods and tests were used at both descriptive and inferential statistics levels, and finally a model for organizational health based on job motivation and emotional intelligence was provided.

## References

- Ajilchi B. & Zoghi L. & Rabiee Rudsari S. (2014), "The Relationship between Job Motivation and Job Satisfaction with Organizational Commitment in NAJA Employees", *Management Studies on Disciplinary Education*, 7(5): 1-17.
- Amiri Fard M. (2017), "Investigating the Relationship between Emotional Intelligence and Organizational Citizenship Behavior in its Impact on the Employees of the National Iranian Oil Company ", *Applied Analytical Articles*, 15(2): 36-43.
- Bazvand K. & Kashif M. & Ismaili M. (2013), "The Relationship between Emotional Intelligence", *Organizational Commitment and*

- Job Satisfaction of Employees of the General Department of Physical Education of Lorestan Province, *Sports Management*, 5( 4): 125-143.
- Banisi P. & Delfan Azari Q. & Banisi V. (2010), "The Relationship between Emotional Intelligence and Problem Solving Styles and General Health of Students in Islamic Azad University, Region 12", *Educational Sciences*, 3(10): 135-156.
  - Jalalian N. & Gramipour M. & Borjali M. (2016), " The Mediating Role of Mental Health in the Relationship between Religious Beliefs and Organizational Health (Case study: Tehran Public Universities)", *Quarterly Journal of Counseling and Psychotherapy Culture*, 7(22) : 129-148.
  - Heidari Kamarroudi R. & Khodaverdi Y. & Droudy H. & Farahmandian A. (2016). "Employees' Views on the Organizational Health of the Educational System of Zanjan University of Medical Sciences based on Hoy and Fieldman model", *Journal of Educational Development in Medical Sciences*: 16(7): 27-33.
  - Habibi H. & Homayeni Demirchi A. & Bagherianfar M. & Nouri, S. (2017), "Assessing the Predictability of Teachers' Job Stress Based on Organizational Health Components and Communication Skills ", *Quarterly Journal of New Approach in Educational Management, Consecutive*, 9(2): 1-25.
  - Khalesi N. & Shams L. & Yeganeh S. & Jafari Pouyan I. & Nasiri T. & Roustaei N. & Moradi T. (2012), "The Relationship between Organizational Health and Organizational Citizenship Behavior in Hospitals of Tehran University of Medical Sciences", *Journal of Paramedical School of Tehran University of Medical Sciences (Payavard Salamat)*, 6(6): 412-422.
  - Khaleghkhan A. & Babaei M. & Mozaffari N. & Shashgalani Y. (2016), "The Relationship between Emotional Intelligence and Spiritual Intelligence with Nurses' Talent Management", *Journal of Health*, 8(4): 455-463.
  - Rezapour Mirsaleh Y. (2016), "A Study of Factor Structure, Validity and Reliability of the School Organizational Health Questionnaire (SOHQ) in a Sample of Iranian Teachers ", *Journal of Education and Evaluation*, 9( 36): 109-130.
  - Zare Z. & Malekpour F. & Atashzereh A. & Masoudi A. (2015). "Investigating Organizational Health and Its Relationship with Commanders' Management Style Case Study: F.A Kordestan ", *Quarterly Journal of Pertaining to the Police Management Studies*, 10( 4): 648-670.
  - Sadeghifar J. & Fazeli M. & Keramatmanesh F. & Tolideh Z. & Mousavi M. (2014). "The Relationship between Spiritual Leadership and Job Motivation among Teachers of Payame Noor University of Ilam ", *Quarterly Journal of Bioethics*, 4(12) : 31-47.
  - Dehghani S. & Izadikhah Z. & Akhbari S. (2014), "Predicting the Quality of Mental Life Based on Disability / Shame Scheme Mediated by Emotional Intelligence Trait and Stress Coping Strategies Using Structural Equation Modeling ", *Journal of Cognitive and Behavioral Sciences Research*, 4(7): 103-118.
  - Gholamzadeh D. & Tahvildard Khazaneh A. (2013), "The Relationship between Leadership Styles, Organizational Health and Abuses (Case Study: Railways of the Islamic Republic of Iran)", *Public Administration*, 5(4): 157-174.
  - Ghofrani Klishemi F. & Ashqali Farahani M. & Jamshidi Ork R. & Arab Ameri Z. & Banihashemi S. & Seyed Fatemi N. (2015). "Emotional intelligence in Nurses, Patterns and Methods of its Measurement ", *Scientific-Research Journal of the School of Nursing and Midwifery, Shahid Beheshti University of Medical Sciences and Health Services*, 26(93): 21-29.
  - Forutani Z. & Azar A. & Ahmadi S. & Mobaraki H. & Askari Nejad M. (2014), "Investigating the Relationship between Job Motivation and Its Effective Factors with Nurses' Self-Developmental Behavior", *Nursing Management Quarterly*, 3(3): 70-78.
  - Ghanbari S. & Sultanzadeh V. (2016), "The Mediating Role of Internal Job References in the Relationship between Organizational



- Health and Human Capital Development ", *Social Capital Management*, 3(3): 347-368.
- Qanatian H. & Fani H. (2015). "The Relationship between Emotional Intelligence and Organizational Atmosphere with Organizational Health of Jahrom University Staff ", M.Sc. Thesis, Islamic Azad University, Marvdasht Branch , 15(8): 105-116.
  - Karroubi M. & Farahani B. & Bahari S. & Mohammadi S. & Bazleh M. & Bahari J. (2018). "Investigating the Structural Relationships between Emotional Intelligence, Employment, Job Satisfaction and Customer Satisfaction in the Hotel Industry (Case Study: Parsian International Hotels in Mazandaran Province)", *Pars Manager Advertising and Marketing Quarterly*, 11: 112-124.
  - Livarjani S. & Ghaffari S. (2010), "Investigating the Relationship between Emotional Intelligence and Social Skills with Academic Achievement of Secondary School Students in Tabriz in the Academic Year 2009-2010"; *Educational Sciences*, 3(9): 88-71.
  - Madi Neshat M. & Seyed Sharifi S. & Younesi Heravi M. & Yaqubi M. (2013), "The Relationship between Emotional Intelligence and General Health in Students of Bojnourd University of Medical Sciences; 2013", *Journal of North Khorasan University of Medical Sciences*, 5(2): 1003-1009.
  - Mohammadzadeh Khalili A. & Darabi A. & Jafari M. (2017). "The Relationship between Organizational Agility and Organizational Health in Hospitals of Shahid Beheshti University of Medical Sciences", *Journal of Paramedical School of Tehran University of Medical Sciences* Payavard Salamat, 11(3): 276-286.
  - Mirdrikvandi R. (2011), "Emotional Intelligence Background and Approaches from the Perspective of Religion and Psychology", *Psychology and Religion*, 4(3): 124-97.
  - Amjad S. (2018), "Emotional Intelligence, Organizational Commitment and Job Performance in Pakistan", *Market Forces College of Management Sciences*, 3(1): 56-69.
  - Cartwright S. & Cooper Cary L. (2009)," Perspectives on Organizational Health ,The Oxford Handbook of Organizational Well Being, Business and Management", *Human Resource Management, Organizational Theory and Behaviour*, 9(6): 1-5.
  - Cardon M. (2008), "Is passion contagious? The transference of entrepreneurial passion to employees", *Human Resource Management Review*, 18(6): 77-86.
  - Eslami Fard F. & Ranjbarian R. (2015), "On The Correlation between Organizational Health and Job Performance in West Azerbaijan Standard Administration", *Science Arena Publications Specialty Journal of Psychology and Management*, 9(4): 83-86.
  - Farmahini Farahani M. & Mirza mohamadi M. & Afsouran Naghi R. & Mohammadi S. (2014), "The Study of the relationship of organizational health of the schools and that of the student's' academic achievement (A case study of High schools of Kohkilouie and Boierahmad Province, Iran 2011). 2nd World Conference On Business", *Economics And Management -WCBEM 2013. Procedia - Social and Behavioral Sciences* 10(9): 628-633.
  - Hari A. & Nair Dileep K. & Subramaniam R. (2014), "Organizational Health: Delineation, Constructs and Development of a Measurement Model", Published by Canadian Center of Science and Education, *Asian Social Science*; 14(10): 145-157.
  - Heydari M. & Nikbakht Mobarakeh F. & Torabi Z. (2015), "Relationship Between Organizational Health and Quality Of Work Life Of Faculty Members In University Of Shiraz", *Indian Journal of Fundamental and Applied Life Sciences*, 5(1): 1227-1232.
  - Hassanzadeh R. & Babaei Kafaki H. (2014). "The Relationship between Emotional Intelligence and Job Motivation Levels between High School Teachers of Ghaemshahr City", Turkey: *International Conference on Education and Social Sciences Proceedings, Istanbul*, 8(5): 1807-1816.

- Korkmaz M. (2007), "The Effects of Leadership Styles on Organizational Health", Educational Research Quarterly, Turkey: Gazi University, 12(2): 23-55.
- Korkmaza T. & Arpacia E. (2009), "Relationship of organizational citizenship behavior with emotional intelligence", World Conference on Educational Sciences 2009, Procedia Social and Behavioral Sciences, 12(2): 2432-2435.
- Khanifar H. & Maleki H. & Nazari K. & Emami M. (2012), "The Study Of The Relation Between Emotional Intelligence And Burnout Of Staff (Case Study Of Staff At State Universities In Ghom)" , 9(3): 564-582.
- Khanzada B. & Naeem S. & Butt H. (2018), "Emotional Intelligence Influence on Employee's, Organizational Performance with Mediating Role of Job Satisfaction in Pakistani Health Sector", Journal of Health Education Research & Development, 6(2): 2-6.
- Khorasani A. & Zamanimanesh H. (2016). "The Role of Job Motivation on Organizational Learning and Empowerment of Municipal Staffs to Increase Economic Performance of Municipal Employees", Urban Economics and Management, 19(3): 95-109.
- Lindebaum D. (2012), "Does emotional intelligence moderate the relationship between mental health and job performance? An exploratory study, The University of Liverpool Management School", Chatham Street, L69 7ZH Liverpool, UK, European Management Journal, 7(4): 1-11.
- Masreka M. & Noorman F. & Mohd Akmal I. & Zaharuddin M. & Ahmad N. (2015), "Malaysian Computer Professional: Assessment of Emotional Intelligence and Organizational Commitment", Global Conference on Business & Social Science-2014, GCBSS-2014, 15th & 16th December, Kuala Lumpur, Procedia - Social and Behavioral Sciences, 17(2): 238 – 245.
- Mohamad M. & Jais J. (2016), "Emotional Intelligence and Job Performance: A Study Among Malaysian Teachers", 7th International Economics & Business Management Conference, 5th & 6th October 2015, Procedia Economics and Finance, 35(6): 674-682.
- Naderi Anari N. (2012), "Teachers: emotional intelligence, job satisfaction, and organizational commitment ", Journal of Workplace Learning, 15(4): 256-269.
- Orvik A. & Axelsson R. (2012), "Organizational health in health organizations: towards a conceptualization", Scandinavian Journal of Caring Sciences, Nordic College of Caring Science, 24(5): 1-7.
- Phillips Patrick F. & Chen H. (2018), "Emotional Intelligence and the Role of Motivation Within the Context of Career Guidance Counselling for Those Experiencing Unemployment", Irish Journal of Applied Social Studies, 18(1): 2-14.
- Parsaeemehr M. (2016), "Improving Organizational Health Through Green Companies", International Journal of Asian Social Science, 6(1): 1-11.
- Yüceler A. & Doganalp B. & Kaya S. (2013), "The Relation Between Organizational Health and Organizational Commitment, Mediterranean Journal of Social Sciences", MCSER Publishing, Rome-Italy, 10(4): 781-788.
- Uddin M. & Rahim Hoque N. & Ibrahim M. & Mamun A. (2014), "Work Motivation: A Study on Regular and Part-time Employees of Bangladesh, Department of Business Administration", International Islamic University Chittagong (IIUC), Chittagong, Bangladesh , Int. J. Manag. Bus. Res., 4 (3): 235-245.
- Tofighi S. & Chaghary M. & Amerioun A. & Karimi Zarchi A. (2011), "Effect of organizational changes on organizational health indicators and its relationship with organizational effectiveness". Iranian Journal of Military Medicine, 13(4): 173-179.
- Supriadi S. (2017), "The Effect of Emotional Intelligence and Organizational Cynicism on Job Performance: The Role of Motivation as Mediator ", Journal of Business and Management (IOSR-JBM), 12(2): 101-107.
- Rahmati A. & Sajjadi Masoumeh S. & Negarestani A. (2018). "A Spiritual Approach



- to Job Satisfaction and Motivation among Special Education Teachers ", *Health, Spirituality and Medical Ethics*, 5(3): 29-35.
- Seal Craig R. & Bailey James R. & Christopher K. & Nielsen Tjai M. & Offermann Lynn R. & Hamner Marvine P. & Soyer R. & McHugh P. (2006). "Emotional Intelligence: An Exploratory Study of Emotional ability as a Moderator Between Emotional Competency And performance Outcomes", *MA Counseling Psychology*, 1995, Boston College BS Psychology, 1991, Santa Clara University, 8(3): 165-178.
  - Yazdani Z. & Riazi Z. (2012), "Investigating the Relationship between Emotional Intelligence and Staff Productivity of Administrative Units of Shiraz University of Medical Sciences in 2010", 3(3): 17-24.
  - Yarmohammadian A. & Sharafi Rad H. (2011), "Analysis of the Relationship between Emotional Intelligence and Social Adjustment in Adolescents"; *Applied Sociology*, 22(44): 50-35.
  - Yarmohammadian A. (2008), "The Study of the Relationship between Emotional Intelligence and Intellectual Intelligence of Female High School Students in Isfahan", *Quarterly Journal of Family and Research*, 3(3): 92-75.
  - Mirzaeian A. & Mahdad A. (2017). "Predicting Job Effort and Organizational Citizenship Behaviors through the Dimensions of Job Motivation", *Journal of Psychological Achievements (Educational Sciences and Psychology)*, Shahid Chamran University of Ahvaz, 4(24): 111-126.