



International
JOURNAL OF SOCIAL, HUMANITIES
AND ADMINISTRATIVE SCIENCES



Open Access Refereed E-Journal & Refereed & Indexed
JOSHASjournal (ISSN:2630-6417)

Architecture, Culture, Economics and Administration, Educational Sciences, Engineering, Fine Arts, History, Language, Literature, Pedagogy, Psychology, Religion, Sociology, Tourism and Tourism Management & Other Disciplines in Social Sciences

Vol:5, Issue:15

2019

pp.275-282

journalofsocial.com

ssssjournal@gmail.com

**THE MEDIATING ROLE OF ORGANIZATION CULTURE ON THE
RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
COMMUNICATION SKILLS: A SAMPLE OF HEALTH EMPLOYEES WHO WORK
IN BOZYAKA TRAINING, RESEARCH AND KENT HOSPITALS**

DUYGUSAL ZEKA VE İLETİŞİM BECERİLERİ İLİŞKİSİ: ÖRGÜT KÜLTÜRÜNÜN ARACI
ROLÜ (İZMİR BOZYAKA EĞİTİM ARAŞTIRMA HASTANESİ VE KENT HASTANESİNDE
GÖREVLİ SAĞLIK ÇALIŞANLARI ÖRNEĞİ)

Yasin BARUT

Izmir/Turkey



Article Arrival Date : 01.04.2019

Article Published Date : 11.06.2019

Article Type : Research Article

Doi Number : <http://dx.doi.org/10.31589/JOSHAS.102>

Reference : Barut, Y. (2019). "The Mediating Role Of Organization Culture On The Relationship Between Emotional Intelligence And Communication Skills: A Sample Of Health Employees Who Work In Bozyaka Training, Research And Kent Hospitals", Journal Of Social, Humanities and Administrative Sciences, 5(15): 275-282

ABSTRACT

The people who have high-level emotional intelligence are more successful communication skills than others who have low level emotional intelligence. Research in the literature is more focused on the relationship between these two concepts, but effectiveness of organizational culture has been overlooked in among this relationship. Therefore, the Emotional Intelligence, Communication Skills and Organizational Culture were examined theoretical framework and the relationship between them were revealed in this research. The population of the research involves 613 health employees working at a Training, Research Hospital and a Private Hospital in İzmir (doctor, nurse, health staff and ATT). The data set used for the research consists of four parts. These are; Emotional Intelligence scale designed by Hall, Korkut's Communication Skills Scale, Denison's Organization Culture scale and Demographics Features. Firstly, The obtained data have been entered into the SPSS 20.0 (Statistical Program for Social Sciences) package program. After that, Exploratory Factor Analysis was made and the Cronbach's alpha coefficients were analyzed for reliability analysis. Also, confirmatory factor analysis was made, conceptual model which was established in the research were tested with "structural equation model" (SEM). Finally, Results suggest a positive and significant association between Emotional Intelligence, Communication Skills and Organizational Culture. Also, Mediating Role of Organizational Culture was determined.

Key Words: Emotional Intelligence, Communication Skills, Organizational Culture and Health Employees.

ÖZET

Duygusal zekası yüksek olan bireyler, iletişim becerileri konusunda duygusal zekası düşük olanlara göre daha başarılıdır. Literatürdeki araştırmalar daha çok bu iki kavram arasındaki ilişkiye yoğunlaşmış, fakat bu ilişkide örgüt kültürünün etkili olabileceği göz ardı edilmiştir. Bu nedenle, bu araştırmada Duygusal zeka, iletişim becerileri ve örgüt kültürü kavramları teorik çerçevede incelenerek aralarındaki ilişki ortaya çıkarılmaya çalışılmıştır. Araştırmanın evrenini İzmir ilindeki bir eğitim araştırma hastanesi ve bir özel hastanede görev yapan 613 sağlık çalışanı (hekim, hemşire, sağlık memuru ve ATT) oluşturmaktadır. Çalışmada kullanılan veri seti dört bölümden oluşmaktadır. Bunlar; Hall tarafından geliştirilen Duygusal Zeka Ölçeği, Korkut'un İletişim Becerileri Ölçeği, Denison'ın Örgüt Kültürü ölçeği ve Demografik özelliklerdir. Elde edilen veriler öncelikle, SPSS 20.0 paket programına girilmiştir. Sonrasında Açıklayıcı Faktör Analizi yapılarak, Güvenilirlik analizi için

Cronbach Alfa Katsayısına bakılmıştır. Ayrıca Doğrulamalı Faktör Analizi yapılarak, araştırmada kurulan kavramsal model “yapısal eşitlik modeli” (YEM) ile test edilmiştir. Sonuçta, araştırma duygusal zeka, iletişim becerileri ve örgüt kültürü arasında pozitif ve anlamlı ilişkileri desteklemiş ve örgüt kültürünün aracı rolü tespit edilmiştir.

Anahtar Kelimeler: Duygusal Zeka, İletişim Becerileri, Örgüt Kültürü ve Sağlık Çalışanları.

1. INTRODUCTION

In recent years, emotional intelligence and its importance have been accepted by the companies. In the same way, communication is another important issue that has been emphasized by the companies. While emotional intelligence and communication skills are examined in the literature, there is not much research on the importance of organizational culture in this relationship. Emotional intelligence and communication skills cannot be considered separately, but organizational culture should not be forgotten. The concept of emotional intelligence and communication is of great importance in healthcare employees. Because their work requires direct communication with patients and service can only be offered by teamwork. Therefore, the health sector, where the communication is intense, is an important for this research. Recently, studies show that among the best performers in the companies, there are people with high emotional intelligence who are able to communicate with their colleagues in a healthy manner and are suitable for team work. Therefore, it is considered that the result of the research will contribute to the literature and health companies.

2. LITERATURE REVIEW

2.1. Emotional Intelligence

The concept of emotional intelligence was first introduced in the literature in 1990 by Mayer and Salovey. They originally defined emotional intelligence as the ability of an individual to monitor one’s own and others’ emotions; to discriminate among the positive and negative effects of emotion; and to use emotional information to guide one’s thinking and actions. Emotional intelligence can be seen as a type of social intelligence, however, emotional intelligence is actually a more focused concept that can be defined as the processing of emotions and knowledge related information (Grewal & Salovey, 2005).

Mayer and Salovey (1997) conceptualized EI in four dimensions: (1) appraisal of emotion in self, (2) appraisal and recognition of emotion in others, (3) regulation of emotion in self, and (4) use of emotion to facilitate performance. Self-emotion appraisal reflects the ability to accurately perceive and appraise one's own deep emotions and to express these emotions naturally. Appraisal of others’ emotions is the ability to accurately perceive and understand the internal and external emotions of others. Regulation of emotion involves managing, controlling, or altering emotions in specific directions to facilitate pleasant feelings, to enhance positive affective states during psychological distress. Use of emotion reflects the ability to make use of emotion for constructive activities and for personal performance.

2.2. Communication Skills

Omololu (1984) defined that communication skills are listening, comprehensible speaking, eye contact, encouraging speech, praising, and non-verbal behavior. Thamhain (1992) mentions that effective established communication adds value to the organization. Communication skills can be summarized as being sensitive to verbal and non-verbal messages, listening effectively and reacting effectively (Korkut, 2004, p.80). Hersey et al. (2001) mentions that the existence of a direct correlation between effectiveness and communication in some organizations.

The process of communication between two individuals can be illustrated below:

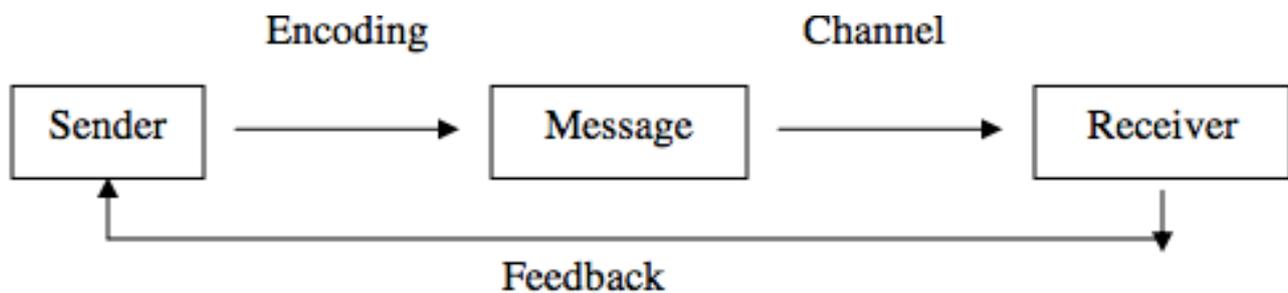


Figure 1: Process of Communication

The effectiveness of communication depends upon the extent to which the sender has succeeded in making the receiver understand his idea. This can be evaluated through feedback, where the receiver responds to the sender in the form of clarifications and doubts. Feedback, which makes communication two way is important because it helps to evaluate the effectiveness of the communication (<http://www.img.kerala.gov.in/docs/downloads/communication.pdf>).

2.3. Organization Culture

Organizational culture includes an organization's expectations, experiences, philosophy, as well as the values that guide member behavior, and is expressed in member self-image, inner workings, interactions with the outside world, and future expectations. Culture is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid (The Business Dictionary). One of the most obvious effects of organizational culture is its impact on employees' behavior (Odom vd., 1990, p.157). In our research, the organizational culture, which is thought to have a mediating role, Howard (1998) mentions a direct impact on emotional intelligence and communication effectiveness.

2.4. Relation of Organization Culture and Communication Skills

Organizational culture plays a key role in communication. According to Conrad & Poole (2005), communication means creativity, sustainability and management method among individuals. Communication helps people to develop culture. Therefore, communication and culture are inseparable and always together, so that culture affects communication also communication affects culture. According to the traditional approach of communication activity, communication affects organizational culture and strengthens interpersonal shared values, ideas, and behaviors (Tucker et al., 1996; Goodman, 1998). Gray and Robertson (2005) also mentions that communication directly affects organizational culture and behavior. Culture is shared through communication.

2.5. Relation of Organization Culture and Emotional Intelligence

Goleman, Boyatzis and McKee (2002) state that managers' emotional intelligence has a significant impact on culture, especially on organizational culture. Also, culture affects the development of emotional intelligence (Jorfi, 2012). Behera and Pena (2014), in their research on the students and employees of a private university in Orisa, stated that emotions would create a positive environment in effective communication and they have mentioned this relationship by emphasizing a negative organizational culture and climate when the relationship cannot be established correctly (Behera and Pena, 2014, p.100). In the organizations, the creation of emotional intelligence is one of the ways of developing the organizational culture (Danaeefard, Salehi, Hasiri and Noruzi, 2012, p.1925).

2.6. Relation of Emotional Intelligence and Communication Skills

There are many studies in the literature supporting the relationships between emotional intelligence and communication skills. Su Eroz (2011), in his research; the dimensions of emotional intelligence have been demonstrated the relationship between communication skills. However, the relationship between emotional intelligence and communication skills is not very high. Jorfi (2012), in a study conducted on 145 people working in educational institutions in Iran, revealed that emotional

intelligence has a great impact on communication skills and mentioned that managers should emphasize these two issues.

3.METHOD

3.1. The Objective of the Research

The objective of the research is to determine the relationship between emotional intelligence and communication skills of Health Care Employees and to reveal the mediating role of organizational culture. According to the literature review, there are very few studies about these concepts which are thought to be related.

In this context, the model of the research was formed as follows;

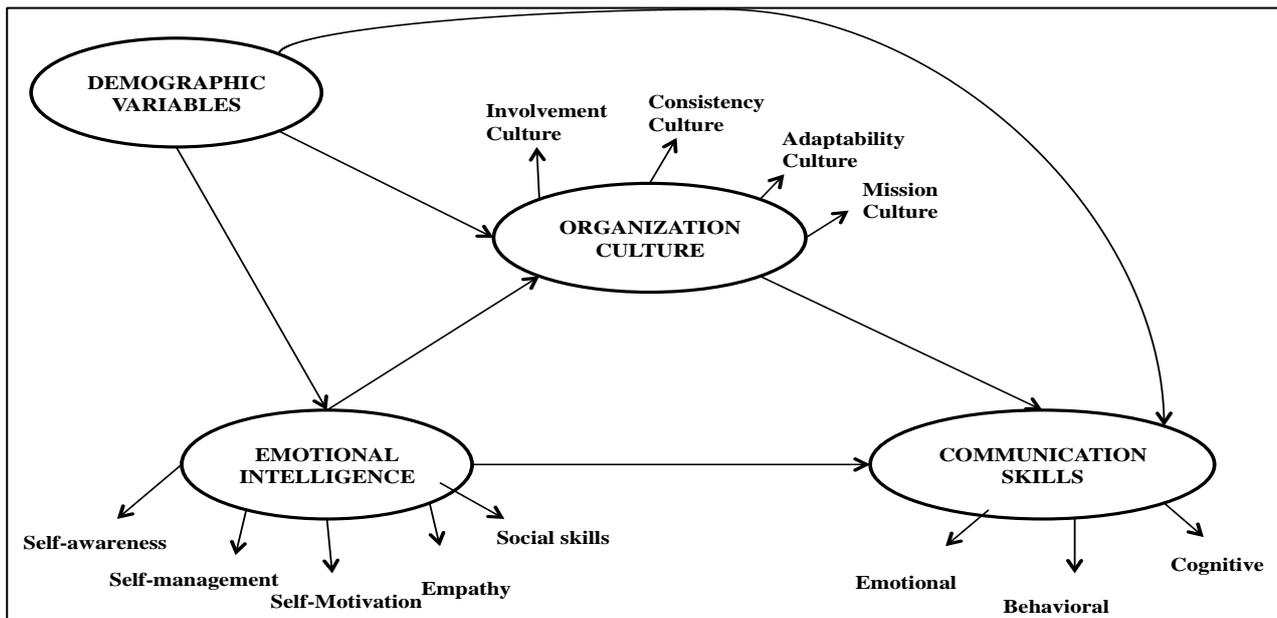


Figure 2: Model of the Study

3.2. Hypotheses

From the model, the following hypothesis is derived:

H₁: In Hospitals; There is a significant relationship between the emotional intelligence and communication skills of health care employees.

H₂: In Hospitals; Organizational culture plays a mediating role between emotional intelligence and communication skills.

3.3. The Survey Instrument

The survey instrument consisted of questions derived from the literature. The scale used in the research was composed of four parts. The first part of demographic Information, second part of emotional intelligence scale developed by Hall in 1999, third part of the Communication Skills Assessment Scale developed by Korkut (1996) and the last section of "Organizational Culture scale" developed by Denison and Mishra (1995). A total of 122 questions were prepared.

3.4. Sample

The universe of the study is the all health care employees of Izmir Bozyaka Training Research Hospital and Kent Hospital. But, the research sample was composed of 386 employees in Izmir Bozyaka Training and Research Hospital, and 227 patients in the Kent Hospital.

4. DISCUSSION

As displayed in Table 1, the reliability was obtained with Cronbach's alpha coefficient for the first questionnaire, 0.90 and for the second questionnaire, 0.87 and last, 0.92.

Table 1: Reliability Statistics

	Cronbach's Alpha	N of Items
Emotional Intelligence	,90	30
Communication Skills	,87	45
Organization Culture	,92	36

4.1. Demographic Variables

Demographics variables are shown that in Table 2. Total 613 health care employees participated in our research. A total of participants of 184 (%30) male, 429 (%70) female. According to Demographic variables; 329 (%53,7) employees are relatively young-age with, 20-29 years old, and secondly largest group, 212 (%34,5) is relatively middle-age 30-39 years old. Of the all employees 316 (51,2%) is single, while 297 (48,8%) is married. When education levels of participants are examined, the vast majority of university 215 (35%) graduates. Of the total employees' tenure is vast majority of 1-4 and 5-8 years in the sector.

Table 2: Demographic Variables

Variables	Frequency	%	Variables	Frequency	%
GENDER			EDUCATION LEVEL		
Male	184	30	High school	93	15,2
Female	429	70	Pre University	120	19,5
AGE			University	215	35
20-29	329	53,7	Master	125	20,3
30-39	212	34,5	PhD	60	9,7
40-49	64	10,4	TENURE		
50-59	7	1	1 -	88	14,4
60+	1	0,16	1-4	173	28,2
MARIAL STATUS			5-8	126	20,6
Married	297	48,8	9-12	96	15,7
Single	316	51,2	13-15	55	9,0
			15+	75	12,2

4.2. Results of Correlation

Descriptive statistics and correlation values between dimensions are presented in Table 3. According to the results of correlation analysis, sig. <0.01 level of significance of the relationship between the dependent and independent variables as follows;

Among the dimensions, the most powerful one-to-one relationships were found between the Social skills dimensions of EI and CS_ Behavioral dimensions (r:0,505; p<0,01). This value means that a 1-unit increase in Social skills causes a significant increase of 50.5% in CS_ Behavioral. The highest correlation between CS and OC is between CS_ Behavioral and OC _Involvement (r: 0.708; p <0.01). Between EI and OC, this is found to be between Empathy and OC_Involvement dimensions (r: 0.408; p <0.01). According to the table 3, it can be said that the highest correlation between all dimensions is OC_Involvement.

When the correlations between the averages of the dimensions are examined, the results are as follows; Between EI and CS (r: 0,548; p<0,01), between EI and OC (r: 0,226 p<0,01), between CS and OC (r: 0,397; p <0,01) are significant and pozitivly.

Table 3: Descriptive Statistics and Correlation Values for Determining the Relationship Between EI, CS and OC

Variables	Mean	SD	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1-Self-Awareness	3,7898	,57318	,490(**)	,605(**)	,514(**)	,482(**)	,438(**)	,323(**)	,377(**)	,345(**)	,145(**)	,129(**)	,161(**)	,772(**)	,438(**)	,188(**)
2-Self-Management	3,4603	,67382	1	,718(**)	,407(**)	,431(**)	,378(**)	,214(**)	,365(**)	,250(**)	,183(**)	,145(**)	,175(**)	,778(**)	,368(**)	,198(**)
3-Self-Motivation	3,6569	,61753		1	,565(**)	,534(**)	,439(**)	,186(**)	,411(**)	,304(**)	,090(*)	,137(**)	,127(**)	,864(**)	,401(**)	,151(**)
4-Empathy	3,7351	,56951			1	,698(**)	,486(**)	,302(**)	,494(**)	,408(**)	,107(**)	,147(**)	,154(**)	,781(**)	,492(**)	,178(**)
5-Social skills	3,5886	,61683				1	,485(**)	,306(**)	,505(**)	,399(**)	,159(**)	,149(**)	,152(**)	,785(**)	,497(**)	,195(**)
6-Cognitive	3,5525	,50881					1	,549(**)	,792(**)	,629(**)	,270(**)	,258(**)	,244(**)	,557(**)	,908(**)	,317(**)
7-Emotional	3,3170	,42503						1	,589(**)	,616(**)	,360(**)	,299(**)	,318(**)	,332(**)	,805(**)	,380(**)
8-Behavioral	3,4566	,41030							1	,708(**)	,309(**)	,277(**)	,290(**)	,537(**)	,905(**)	,350(**)
9-Involvement	3,3667	,48749								1	,222(**)	,213(**)	,291(**)	,421(**)	,742(**)	,304(**)
10-Consistency	2,9096	,64531									1	,744(**)	,701(**)	,172(**)	,355(**)	,901(**)
11Adaptability	3,0352	,65738										1	,747(**)	,177(**)	,316(**)	,893(**)
12-Mission	3,0509	,61159											1	,195(**)	,322(**)	,869(**)
13-TOTAL EI	3,6479	,48698												1	,548(**)	,226(**)
14- TOTAL CS	3,4420	,39179													1	,397(**)
15- TOTAL OC	3,0220	,55922														1

*p<0,05 **p<0,01

4.3. Structural Equation Modeling

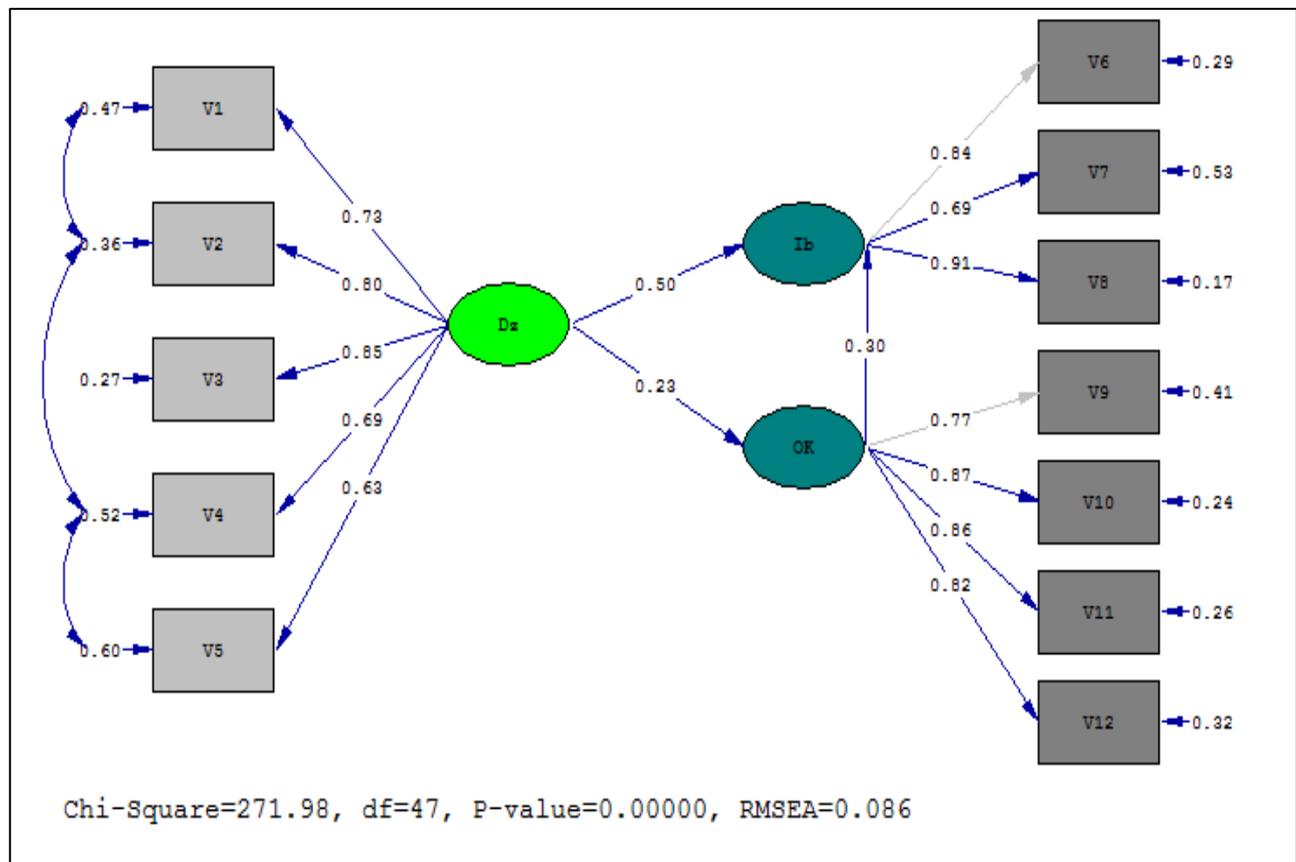


Figure 3: Structural Equation Modeling showing EI, CS relationship and OC Mediating Role

Structural Equations;

$$CS = 0.30 * OC + 0.50 * EI, \text{ Error} = 0.59, R^2 = 0.41$$

(0.039) (0.041) (0.051)
 7.77 12.13 11.60

$$OC = 0.23 * DZ, \text{ Error} = 0.95, R^2 = 0.054$$

(0.044) (0.084)
 5.32 11.22

As shown in Figure 3, when we include the OC in the model, it is seen that the effect of EI on CS is significant. This means that the OC has a mediating role in the whole sample group. In addition, RMSEA value decreased from (0.116) to (0.086) and a significant relationship is observed.

Table 4: Results of Hypotheses

HYPOTHESES	RESULTS
H1: In Hospitals; There is a significant relationship between the emotional intelligence and communication skills of health care employees.	IT IS SUPPORTED
H2: In Hospitals; Organizational culture plays a mediating role between emotional intelligence and communication skills.	IT IS SUPPORTED

5. CONCLUSION

In the literature, between emotional intelligence and communication skills; there are many researches that contribute to understanding and expressing emotions. Schutte, Malouff, Bobik et al. (2001), Konrad and Hendl (2001), Erginsoy (2002), Lopes, Brackett, Nezlek et al. (2004), Kivilcim (2007), Zeybek (2007), Hacıoglu (2007), Gursimsek, Vural ve Selcioglu Demirsoz (2008), Erdogdu (2008), Kuzu (2008), Su Erozu (2011), Jorfi (2012), at the end of their research, they have reached the findings that support the relationship between emotional intelligence and communication skills. However, Salleh (2007), in his study, concluded that there is no relationship between emotional intelligence and communication skills despite general opinion. In addition to the relationship between emotional intelligence and communication skills, it is extremely difficult to distinguish between communication and culture, or to determine which is the primary one. Because culture is the way people live and communication is like evidence of their existence. Communication and culture are often indicative of each other. Communication is a cultural label, culture is the basis of communication in terms of constituting the basis of the whole. For this reason, the most important result obtained in this study is to determine the mediating role of organizational culture between the relationship of emotional intelligence and communication skills. Emotional intelligence, communication skills, and organizational culture in the research together to address the concepts of inspiration for other research is important. The universe of the research was determined as health employees. Because, communication skills in terms of health care sector are one of the most important tools in reaching the patient. The relationships with the patient are directed not only to sustain medical treatment, but also to meet the patient's emotional needs. In future, different types of organizations, research with different scales will reveal the importance of the role of organizational culture mediator in the relationship between emotional intelligence and communication skills.

Conflict of interest

The authors declare no conflict of interest.

Acknowledgments

We thank hospital management of Izmir Bozyaka Training Research Hospital and Kent Hospital for supporting this research. We also want to thank all employees of the hospitals participating to research.

REFERENCES

- Behera, A. ve Pani, P., (2014), Review of Emotional Intelligence Connecting EI and Communication, Asian Journal^[1] of Research in Business Economics and Management, s.99-112.
- Conrad, C., & Poole, M. S. (2005). Strategic Organizational Communication in a Global Economy. Belmont: CA:Thompson/Wadsworth.
- Danaeefard, H., Salehi, A., Hasiri, A., & Noruzi, M. R. (2012). How Emotional Intelligence And Organizational Culture Contribute To Shaping Learning Organization In Public Service Organizations. African Journal of Business Management, 6 (5), 1921-1931.

Denison, D.R., and Mishra, A.K., (1995). Toward a Theory Of Organizational Culture And Effectiveness. *Organization Science*, 6(2), 204-223.

Goleman, D., (1995). *Emotional Intelligence: Why It Can Matter More Than Iq For Character, Health and Lifelong Achievement*. New York, NY : Bantman Press.

Goleman, R Boyatzis and A McKee, (2002). *The New Leaders: Transforming the Art of Leadership into the Science of Results*, Little Brown, London.

Hersey, P., Blanchard, K., & Johnson, D., (2001). *Management of Organizational Behavior : Leading Human Resources (8th ed.)*. Upper Saddle River, NJ: Prentice Hall.

Jayasree R., Effective Communication, Access Date: 18.01.2019, <http://www.img.kerala.gov.in/docs/downloads/communication.pdf>

Jorfi, H., (2012). Management: A Study of Organizational Culture and the Relationship between Emotional Intelligence and Communication Effectiveness, *Journal of Management Research*, Vol.:4, No:1

Korkut, F. (1996). Developing Communication Skills Assessment Scale: Reliability and validity studies. *Journal of Psychological Counseling and Guidance*, 2 (7), 18-23.

Korkut, F., (2004), *School Based Preventive Guidance and Psychological Counseling*. Ankara: Anı Publishing.

Mayer, J. D., Salovey, P., (1997), "What is Emotional Intelligence? Emotional Development and Emotional Intelligence: Implications for Educators", ed. P. Salovey, D. Sluyter, New York: Basic Books, pp.3-34, p.23.

Odom, Y.R., Boxx, R.W., Dunn, G.M., (1990). Organizational Cultures, Commitment, Satisfaction and Cohesion. *Public Productivity & Management Review*, 14 (2): 157-169.

Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science*, 14, 281-285. doi: 10.1111/j.0963-7214 .2005.00381.

Schutte, S. Nicola; Malouff, M. John; Hall, E. Lena; Haggerty, J. Donald; Cooper, T. Joan; Golden, J.Charles; Dornheim, Liane (1998). "Development and Validation of a Measure of Emotional Intelligence" *Personality and Individual Differences*, 25, 167-177.

Su Eroz, S., (2011). *The Relationship Between Emotional Intelligence And Communication*, Unpublished Ph.D. Thesis, Uludag University, p.72.

Thamhain, H., (1992). *Engineering Management: Managing effectively in technology-based organizations*, New York :John Wiley & Sons.

The Business Dictionary. Organizational culture

Tucker, M.L., Meyer, G.D., and Westerman, J.W., (1996). Organizational communication: Development of internal strategic competitive advantage. *Journal of Business Communication* 33(1), 51-69.