

Investigate the Role of Emotional Intelligence and Employee Performance Level in Forming Organizational Culture

Case Study: Polymer Accessories Manufacturer

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Abstract--- *Introduction: Considering the identification of human resources complications in the studied organization, this study originated from the hypothesis of the effect of emotional intelligence on the formation of organizational culture. According to this fact that the formation of culture of any society roots in the individual's behaviors of its members, organizational culture is no exception to this rule. Undoubtedly, one of the important factors influencing individual behavior is the level of staff's emotional intelligence; thus, this study addresses the relationship between staff's emotional intelligence level, individuals' performance and organizational culture. Methods: This research has been conducted analytically, survey and statistically. The required tool for collecting data on the level of emotional intelligence and cultural attitude is questionnaire that is completed in a survey form. Two valid questionnaires of EQ evaluation were used for comparative evaluation which were invented by Baron and Syberia shering (Goleman) and their validation and reliability were proved by the previous studies. Indigenous questionnaires of Goleman and Baron contain 33 and 90 questions respectively and they were distributed and completed for a 164-person sample based on the statistical population of more than 280 people. The data on staff's performance level was distributed and completed by using a checklist design of performance evaluation with %95.2 reliability with method of 360 degrees by managers, customers, peer pressure and subordinate pressure. Cultural attitude data was also collected using Hofstede's cultural attitude questionnaire whose reliability has been confirmed by Pasha (2011) by Cronbach's alpha coefficient of %79. The data was used in SPSS software for statistical analysis. Statistical analysis using Cronbach's alpha coefficient to measure reliability, Kolmogorov-Smirnov test to measure data normality and Kruskal-Wallis test to evaluate the relationship between variables were done. Findings: Both Goleman and Baron emotional intelligence confirm a significant relationship between risk-avoidance/risk-taking as well as power distance. None of Goleman and Baron emotional intelligence has dramatic relation to collectivism-individualism dimension of Hofstede's cultural attitude. However, there is a significant relation between femininity-masculinity dimension and Goleman's emotional intelligence and there is no dramatic relation between Baron's emotional intelligence and the mentioned dimension. Staff's performance shows no significant relation to Hofstede's cultural attitude dimensions in any of general and specialized performance dimensions. Conclusion: Although the level of staff's performance is not significantly related to cultural attitude, due to the impact of Goleman's emotional intelligence dimensions on individual characteristics and the level of*

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staff's performance and organizational culture, the indirect and implicit effect of organizational culture and the level of staff's performance may be significant. Instructional programs and staff's individual development leading to the improvement of emotional intelligence dimensions can also be effective in promoting organizational culture.

Keywords--- *Cultural attitude, organizational culture, cultural attitude, emotional intelligence, Goleman, Baron, Syberia shering, EQ, Hofsted, Staff's performance, Performance Evaluation, Performance Employee, Human Resource Efficiency.*

I. INTRODUCTION

Human is a social being who has been created based on the life in societies. Most of the teachings, fulfilling the requirements and achieving goals have been provided with early humans through social life. Human beings experience different communities since birth. Family is the first society that everybody experiences. Consequently, with increasing age and the addition of activities such as games, education, employment, cultural activities, etc. other societies are added to human life; a person must adapt oneself to the norms and requirements of societies in order to maintain oneself in these societies or to achieve common goals. A set of these requirements and norms that provide the general pattern of that society behavior is considered the culture of the society. For instance, in the period of employment and entering organizations to work and earn money, people behave according to the requirements and norms of their organization in order to keep the job and achieve direct or indirect goals. These are regarded as organizational culture in this study. On the other hand, individual behaviors of the members in any society can affect the change, update and intensity or weakness of requirements and norms of that society. In organizations, the staff's behavior and personality can have lasting or short-term effects on organizational culture. As can be seen from experience, in many organizations by changing the composition of managers or the staff, apart from policies, organizational culture is subjected to change.

A clear example of this trend on a large scale has been the impact of Japan's individual culture after World War II on organizations and business communities. Most of the researchers believe that success of Japan in industry and management lies in their attention to the organizational culture. Organizational culture as a set of common beliefs and values affects the behavior and thought of the organization members and can be considered as a start point for movement and dynamism or an obstacle to progress. Generally, organizational culture represents the organizational personality (Jazandari, 2015)

Examining the gradual and evolutionary process of staff management and human resources in the 1970s and 1980s, we find that attitude towards culture category has been proposed as a major element in topics related to human resources management. This approach was strengthened with the rise of Japan as an industrial country and theorists' awareness of relationship between culture and management increased. Japan in addition of gaining lasting reputation and fame in the midst of ruins and ashes of World War II, created an unprecedented industrial empire in the world. Numerous theorists who have discussed the reason of this evolution believe that culture and conventional way of life in this mysterious eastern country has been the most important factor in this evolution (Morgan, 2004).

Hofstede defines culture as follows:

“Culture is a kind of mind collective planning that distinguishes members of a human group from another...culture for the human community is like a personality for a person” (Hofstede, 1980, quoted in Tusi, 1993). Hofstede's classic study of the cultural values dimensions focuses specifically on work-related (business) values. Hofstede is a Dutch social psychologist who believes that people have their own mental plans which are created early in their childhood and they are reinforced at schools and organizations. These mental plans contain component of national culture and they are obviously

expressed in various values existing among people in different countries. The data used to develop Hofstede's model is obtained from staff survey in IBM Company which was conducted from 1967 to 1973 by more than 116000 employees in 62 countries including Iran.

On The findings of this survey, published in 1982, four value dimensions were identified that compare countries in terms of these four dimensions.

Thus Hofstede examines and compares values by considering these four dimensions Culture of the countries under study. Of course, Hofstede's studies were not limited to the four dimensions introduced, but in 1990 based on Michael Bond's study, a new dimension called Confucian Dynamics was added to the previous four dimensions. (Minkov & Hofstede, 2012).

Hofstede uses this Oriental cultural dimension as the fifth cultural dimension related to work in his book, Cultures and Organizations: Software Hofstede calls this cultural dimension a short-term orientation Long-term changed.

Since organizational culture is affected by individual behavioral and functional characteristics, in this study along with examining organizational culture, level of human force performance in the organization and his emotional intelligence level are also studied and assuming that there is a significant relationship among these concepts; statistical tools have been used to prove it.

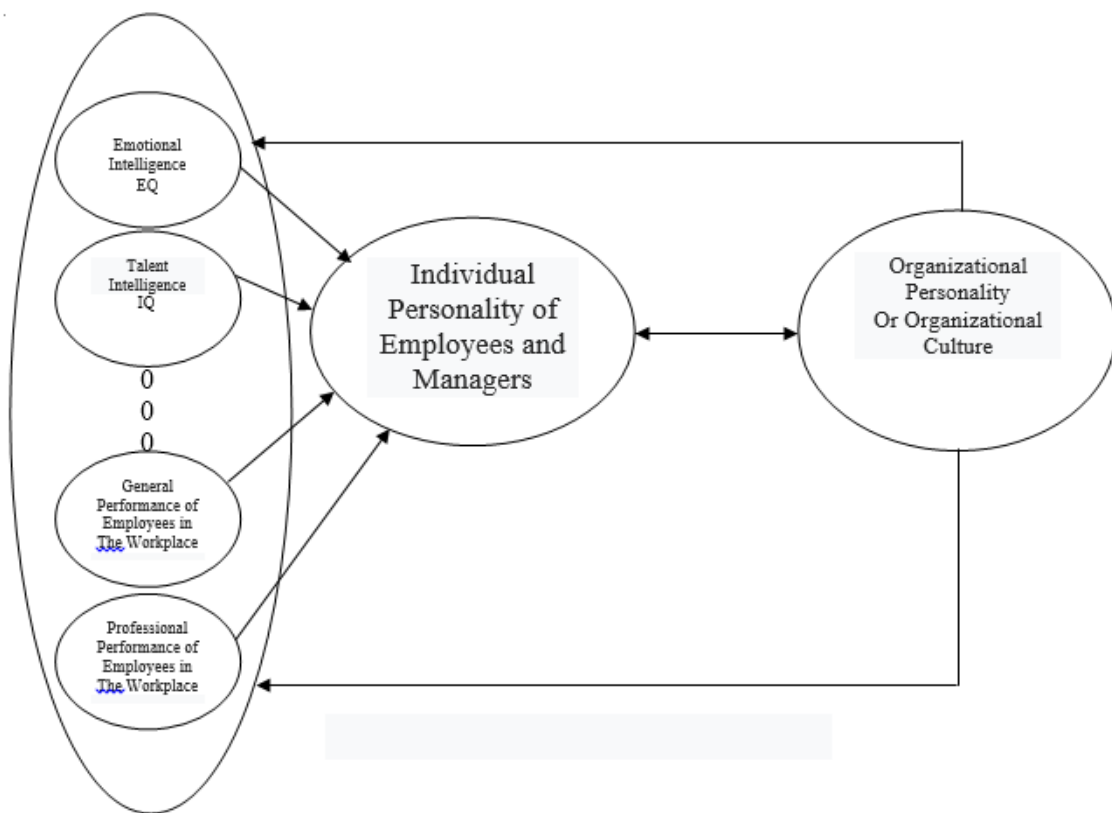


Figure 1- How to create an organizational personality

Human is the most complex system in the natural world who can build a unique personality by relying on various mental, physical and spiritual characteristics. Some of these characteristics which have been discussed in the present study are Emotional Intelligence (EQ) and how a person performs professionally and organizationally.

With a similar definition, the level of emotional intelligence in addition of affecting individuality and personality, can be effective in the organizational behavior and culture.

Therefore, this study addresses the staff's emotional intelligence, their cultural attitude, the relation between these two variables and the impacts they have on general and professional performance of individuals.

Problem statement

The present study has been conducted as a case study in an industrial unit that with more than 280 people as personnel is considered as medium industries. According to its policy in the field of development, training and attraction of human resources which is influenced by individual and organizational culture, it is introduced as organizational culture.

As mentioned in the introduction, organizational culture is a management issue which relates to a complex being like human in the field of behavior and personality. Therefore, several factors can affect shaping the staff's individual culture and consequently the individuals' organizational culture. One of the factors influencing staff's culture is emotional intelligence quotient (EQ) which affect behavioral pattern of the organization by affecting capabilities such as creativity, bargaining power, problem solving, etc.

The problems that are discussed in this study are:

1) Is there a significant relation between staff's emotional intelligence and their cultural attitude, which are referred as organizational culture or not?

This relationship is examined based on two methods of Baron and Goleman's emotional intelligence evaluation and the results are compared.

2) Is there a significant relationship between the components of organizational culture based on Hofstede model, and the components of staff's performance level or not?

Unknown aspects of the problem: relationship between organizational culture attitude and staff's EQ level as well as relationship between organizational culture attitude and staff's performance level in the job position.

- **Independent and dependent variables**

Table 1- Independent and dependent variables

Row	Problem	Dependent Variable	Independent Variable	Description
1	Number 1: Is there a significant relation between staff's emotional intelligence and their cultural attitude, which are referred as organizational culture or not?	Staff's emotional intelligence Emotional intelligence level was extracted in the form of EQ score using Goleman and Baron questionnaire which was extracted in the form of scores between 0 to 100 from statistical population through a questionnaire	The obtained score from Hofstede cultural attitude questionnaire which includes 4 following dimensions: -tendency to masculinity versus femininity -Tendency to individualism versus collectivism -Tendency to risk or ambiguity acceptance versus risk avoidance or uncertainty -Belief in the power distance (fair or unfair distribution of power)	Emotional intelligence score by Goleman method: Includes 5 main components Emotional intelligence score by Baron method: Includes 5 main components and 15 subordinate components
2	Number 2: Is there a significant relationship between the components of organizational culture based on Hofstede model, and the components of staff's performance level or not?	Staff's performance level Staff's performance level is designed in the form of questionnaire using data foundation method and fuzzy Delphi based on the criteria of the organization experts which was extracted from the statistical population in the form of scores		Staff's performance level Includes two general and specialized sections General section: It is designed integrated Specialized section: Includes 4 subordinate components untitled: -knowledge

		between 0 to 100 through a questionnaire.		-skill -motivation -experience transfer
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II. LITERATURE REVIEW

The beginning of this study, like most research studies, was with library studies and the review of scientific articles.

Table 2- Literature review

Row	Researcher's name Or research journal	Research time	Definitions and literature
1	Hofstede translated by Tusi	1980	The collective programming of the mind that distinguishes the members of one group or category of people from others
2	Khanka, 2010, translated by Shams Morkani	2010	Difference in culture becomes an important element in realizing the cooperation required for effective organizational performance
3	Kim Ann Zimmermann - Live Science Contributor	July 13 2017	Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.
4	Stephanie Luce Edited by: Nicki Lisa Cole, Ph.D.	2017	Culture is a term that refers to a large and diverse set of mostly intangible aspects of social life. According to sociologists, culture consists of the values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a collective. Culture also includes the material objects that are common to that group or society. Culture is distinct from social structure and economic aspects of society, but it is connected to them—both continuously informing them and being informed by them.
6	Jazandari	2015	Organizational culture is a set of basic assumptions which were created, discovered and developed by the people of the organization encountering the problems, adapting to the environment and achieving internal unity and cohesion. They have been proven to be valuable and beneficial; consequently, they are transferred to the new members as a correct way of perceiving, thinking and feeling. The issue of organizational culture was first proposed by Ochi, Waterman et.al in 1980s and then, executives showed interest because of the relation between organizational culture to the performance (Jazandari, 2015)

A recent review of the literature on differences and similarities of human behavior in different cultures suggests that:

1. Human behavior in the workplace varies among different cultures with different organizational contexts.
2. Culture is a major factor in changing human behavior among organizations.
3. Although behavior changes across cultures, organizations tend to be as similar as possible.
4. The behavior of a manager differs from one culture to another.

5. Difference in culture becomes an important element in realizing the cooperation required for effective organizational performance (Khanka, 2010, translated by Shams Morkani, 2010)

One of the main issues to which adaptive management researchers, including Hofstede have paid attention is how culture affects staff's behavior. Organization and Management are influenced by culture because they contain symbols that have meaning and concept for people. The meaning associated with these symbols results from what people have learned from family, school, workplace and society members. Management and organization are affected by culture from the beginning to the end. Therefore, through better knowledge and awareness of the values of culture and the views expressed by individuals, the behavior of organizations, the nature and management operations in a specific culture can be better perceived and interpreted (Robins, 2000, quoted by Sajjadiani, 2008)

Research background

- **Conventional cultural models in the organization:**

1. Neck model: Its main elements are: adaptability, responsibility, standards, rewards, transparency, intimacy and support, leadership

2. Robins model: Its major elements are: encouragement and threat, the level of management control
3. Harvey and Brawn model: Its main elements are: the number of committed people to the organization values, the degree of commitment to organization values
4. Richard Daft model: Its main elements are: focus (inside-outside), the degree of flexibility and control
5. Denison model: Its major elements are: involvement in work, adaptation, compatibility, and mission
6. Greet Hofstede Model: Its main elements are: power distance, masculinity/femininity, collectivism/ individualism

Table 3- Research background

Row	Researcher's name or author/ journal	Year of publication	Research Title	Research description
1	Ahmadi SAA, Mobaraki H, Daraei MR, Salamzadeh Y	2011 Oct, Nov	Analyzing the relationship between organizational culture and personnel's creativity in the ministry of health and medical education	Organizations can help increase staff's creativity by agreeing on existing values and beliefs in the organization (organizational culture), adapting to change, coordinating and aligning individual and organizational goals. Planners cannot establish the basis and criteria of increasing individuals' creativity without regarding the organizational culture. The obtained result in the field of relationship between organizational culture and staff's creativity are consistent with results of Andriopoulos, Martins and Blandz and they confirm this relation.
2	Rahele Samouei, Tayebe Tayebani, Narjes Mottaqi Journal of Health Information Management, Volume 10, No3, 2013 (Serial number 31)	2013	The Relationship between Emotional Intelligence and Organization Cultural Attitudes in the Staff of the Faculties and Staff of Isfahan University of Medical Sciences	Emotional intelligence and organizational culture are related directly and significantly ($r=0/71$); emotional intelligence and femininity/ masculinity is related significantly and inversely ($r=-0/24$) No relation is observed between emotional intelligence and other criteria of organizational culture including individualism/collectivism, confidence-risk culture, fair-unfair power distribution.
3	Taravat Rasooli1, Ehsan Moradi-Joo2, Hoda Hamedpour3, Mohsen Davarpanah4, Fatemeh Jafarinahlashkanani5, Rana Hamedpour 6 Jahanbakhsh Mohammadi-Khah7*	2019	The Relationship between Emotional Intelligence and Attitudes of Organizational Culture among Managers of Hospitals of Ahvaz Jundishapur University of Medical Sciences: 2019	Emotional intelligence includes a set of abilities that can lead to a person's better living in various aspects of his individual, family, social, educational, and career life. People with these abilities can better communicate in different areas, and have the maximum use of the minimum facilities available. These individuals with high emotional intelligence and having the appropriate competencies and emotional skills that affect their abilities, by agreeing on the values and beliefs in the organization, that is, organizational culture can achieve an adaptation to change, harmony in work and aligning the person's goals in the right direction for organizational goals.
4	Taravat Rasooli1, Ehsan Moradi-Joo2, Hoda Hamedpour3, Mohsen Davarpanah4, Fatemeh Jafarinahlashkanani5, Rana Hamedpour 6 Jahanbakhsh Mohammadi-Khah7*	2019	The Relationship between Emotional Intelligence and Attitudes of Organizational Culture among Managers of Hospitals of Ahvaz Jundishapur University of Medical Sciences: 2019	In order to improve the quality of services, the growth and enhancement of individual and professional capabilities of individuals due to the relationship between emotional intelligence and organizational culture, as well as the impact and impressionability of some components of emotional intelligence from organizational culture, education of all indicators of emotional intelligence in university hospitals is suggested. Similarly, the effectiveness and efficiency of organizations are not possible without considering emotional intelligence, because the most important asset of organizations is its human resources.
5	Moshabaki A., Khalili Shojaei V. Journal of Applied Sociology Fall 2009, Volume 20, Number 3 (35); Page(s) 51 To 74.	2009	The Relationship of Emotional Intelligence of Managers and Organization Climate With Organizational Learning (Case Study: National Iranian Oil Company)	The results of studies clarify that there was a significant positive correlation between high of emotional intelligence of Managers with organization climate. Meanwhile, Pearson's correlation coefficient between criteria and the results shows that has most effective impact on credibility criteria. In the last, the results of emotional intelligence of Managers impacts and rating of this impact on Organizational Learning Culture have been presented

				by Friedman test.
6	Hikmet Yaşar Mustafa Sağsan	May 2020	The Mediating Effect of Organizational Stress on Organizational Culture and Time Management: A Comparative Study with Two Universities	The research findings suggest that time should be managed after identifying the type of culture—individualistic or collectivist—to decrease the level of stress experienced by university staff. In other words, Hofstede’s cultural dimension has an impact on time management, and organizational stress has a partial mediation effect on this dimension. Although the variables in the study have been studied in the literature together with many different factors, Hofstede is significant in terms of determining the role of organizational stress in the effect of cultural dimensions on time management. The effectiveness of Hofstede’s cultural dimensions through organizational stress in time management allows business and project plans to be carried out in a way that manages individual, team or departmental performances taking into account the organizational stress elements. It is considered that this study will particularly be effective in medicine, project management, and independent auditing.

III. RESEARCH METHODOLOGY

This research is a descriptive and statistical analysis using SPSS software. The data on emotional intelligence level was collected through a survey using Baron and Goleman’s questionnaire. The data on cultural attitude was collected using Hofstede’s cultural attitude questionnaire whose reliability has been confirmed in the previous studies by Cronbach alpha coefficient of %79. (pasha, 2011).

In order to assess the reliability of questionnaire from Cronbach alpha coefficient and to examine the relation among variables in terms of type of variable- nominal, qualitative or rank- Kruskal Wallis, U, Mann-Whitney and Spearman tests were used. The normality of the data was assessed using the Kolmogorov-Smirnov test.

Sampling method: simple random

Method of determining the sample size: 164 people are considered based on 286-person society using Cochran formula. Considering a rate based on incorrect completion of questionnaires or not returning them, 250 questionnaires were distributed to ensure that sample size is covered.

Statistical population: Staff working in an active industrial unit in the field of production of food and pharmaceutical polymer utensils and accessories.

Introduction of variables

- **Hofstede’s cultural attitude:**

Hofstede’s cultural dimensions (1980) is known as the most influential social science theory in the field of culture (Nokata, 2001). He conducted one of the first and most important studies on cultural attitudes in 1980. This model has been constructed based on studies that were conducted in 62 different countries with various cultures between years of 1967 to 1973. Iran was also included in the studied countries.

Organization culture refers to the various ideologies, beliefs and practices of an organization which make it different from others. The culture of any workplace decides how employees would behave with each other or with the external parties and also decide their involvement in productive tasks.

Hofstede also known as Geert Hofstede proposed that national and regional factors contribute to the culture of the organization and eventually influence the behavior of employees in the organization.

This model of culture has five dimensions. These dimensions include (Osuli Qara Aqaji et al, 2016)

- 1-Ambiguity avoidance or uncertainty avoidance

- 2-Power distance or power distribution
- 3-Femininity-masculinity
- 4-Individualism-collectivism
- 5-Long term-short term attitude

In this study, Hofstede’s 4D model has been used. The dimensions of this model will be described below.

✓ **A) Masculinity vs. Femininity**

It is a tendency sociologically and psychologically used with two extremes for a better comparison. In masculinity tendency, people’s tendency is more to the characteristics and spirits that are often identified with mannish color and sense in human praxeology such as competitiveness, bravery, boldness, power-seeking, materialism etc. On the contrary, femininity shows the individuals’ tendency to the characteristics and spirits attributed to women such as desire to nurture, attention to life quality, specificity approach instead of holistic one.

In a masculine society, decisive values are dominant including position, money and courage. There are often important differences between the roles of women and men. The mannish label shows that these values are associated with the role of men almost all over the world. Germany and Austria are highly ranked in masculine countries because they put value to incomes, approvals, progress and conflicts and struggles. These types of communities encourage independent decision-making. Feminine cultures emphasize on subtle values, such as personal relationships, consideration for others, quality of life, and service. In these cultures, the role of gender is less clear and is often equal. This dimension is called femininity, these behaviors are part of the role of women. People in Finland, known as a “woman-friendly” country, put value to cooperation, a friendly atmosphere, security, employment security and group decision-making (Narimani, 2014).

Masculine and feminist cultures offer different types of heroic managers. The masculine-tending (anti feminism) manager is a bold, decisive and aggressive person. Such a manager makes the decisions alone and it is only he that can see the facts. But in a feminist culture, the manager is less visible and follows more discovery and intuition than purely logical reasoning, and habitually seeks the opinions of those around him/her (Hofstede, 1997, p 81-88 quoted by Jafari and Moqimi, 2014)

In the present case study, the general tendency is to focus on masculinity.

In Organization culture, this refers to the effect of differences in male and female values on the culture of the organization. Organizations where male employees dominate their female counterparts will follow different policies as compared to organizations where females have a major say in the decision making process of the organization. Male employees would be more aggressive as compared to the females who would be more caring and softhearted. The responsibilities also vary as per the sex of the employees. The female employees are never assigned something which requires late sittings or frequent travellings.

Table 4- characteristics tendency to masculinity and femininity

Feminine	Masculine
The relations and life quality are important.	Challenge, money making, being known and success are important.
Both men and women should be kind and moderate.	Men must be violent, ambitious and bold.
Employment security and friendly atmosphere and cooperation	Competition and excellence
Belief in group decision-making	Belief in independence decision-making

In the present case study, the general tendency is to focus on patriarchy.

✓ **B) Individualism vs. Collectivism**

Individualism and collectivism show that how much people in a society prefer themselves and their relatives to others and they stay independent from groups, organizations and other forms of groups emotionally. In collectivist countries, including Mexico people seek each other to exchange loyalty, emphasis on belonging and group decision-making (Francesso and Gold, 2005)

There is an ethical and friendly relationship between the employer and the employees in collectivist organizations. When such a relationship prevails, the poor performance of the employee does not lead to one's dismissal in these organizations; the duty of each employee is not determined based on one's performance and skills. Management in individualistic organizations is management of individuals, on the contrary, management in collectivist organizations is management of groups (Hofstede 1997, p. 124, quoted by Jafari and Moqimi, 1393).

In individualistic countries, people are more concerned about themselves and their families. In these societies, the individual is important and the rights of every individual are highly valued. Organizational systems strive to respect individual priority and selection, and to evaluate and reward the staff based on individual agreement on goals. For example, in the UK, where the value system is individually oriented, individual initiative is important. Even when employees work as a team, they receive confirmation for individual success (Narimani, 2014)

In Organization culture, uncertainty avoidance index refers to a culture where employees know how to respond to unusual and unforeseen circumstances. It deals with the tolerance level of the employees in both comfortable and uncomfortable situations. Organizations try hard to avoid such situations and also prepare the employees to adjust well in all conditions.

Table 5 -Tendency characteristics of individuality/collectivity

Collectivism	Individualism
Job transfer is less.	Job transfer is more.
Staff are members of their own groups pursuing the interests of these groups.	Employees are "economic human beings" who pursue the interests of the employer, if they are consistent with their own interests.
Insiders are always considered in promotion decisions.	Promotion decisions are made solely on the basis of skills and rules.
The basis of the employer-employee relationship is moral, like a family relationship.	The employer-employee relationship is a contract that is concluded between two parties in the labor market.
Insider customers receive better services.	All customers receive the same service.

✓ **C) Risk avoidance/ambiguity avoidance-risk-taking/ambiguity acceptance (Uncertainty avoidance index):**

It is considered as the amount of public concern about ambiguities and unknowns and the extent of their tendency for stability and predictability of events (Kaffashpour, 2010)

Generally, assurance refers to the degree of tolerance for ambiguity. Assurance reduces ambiguity. In a culture where strong reassurance prevails, ambiguous situations are avoided. Paradoxically, people in this environment are always ready to take risky behaviors in order to reduce ambiguity (Hofstede 1997, p. 56, quoted by Jafari and Moqimi, 2014).

Doubt avoidance, ranging from strong to weak, represents the size of preferred structures. Countries with strong doubt avoidance prefer more structures and conclude explicit behavioral rules in written or non-written form. These nations, which have rigid rules and severe penalties for violators, are in dire need of security and hold experts in considerable respect. People are worried about doing things correctly and will not tolerate starting a new business without comprehensive research. For instance, in a country with strong doubt avoidance, such as Greece, managers are reluctant to take risks and therefore tend to work long hours for a company. In contrast, cultures with weak doubt avoidance have a favorable view of non-structural conditions. These cultures are very flexible, people move very easily, and a wide range of

behaviors is accepted. In the United States, where doubt avoidance is weak, people have strong feelings about personal competence, the investment is common and highly valued (Narimani, 2014)

Table 6- Tendency characteristics of high and low ambiguity avoidance

High uncertainty avoidance	Low uncertainty avoidance
Uncertainty in the nature of life is a threat that must be confronted	Uncertainty is a normal feature of life
High stress and anxiety	Low stress and anxiety
Aggression and emotions are expressed at the right time and place	Aggression and emotions should not be shown
Acceptance of known risks; Fear of vague situations and unknown risks	People feel comfortable in vague situations with unknown risk
The rules for taboos and dirty things are severe	The rules for taboos and dirty things are easy

✓ **D) Power Distance:**

It shows how much the people of a society are ready to tolerate the existence of inequality in the distribution of power in their organizations. In a country with a low power distance, there is more participation in decision-making and hierarchical levels are often ignored; in a culture with a high power distance, senior managers make most of the decisions and there are many management layers in organizations (Osuli Qara Aghaji et al., 2016).

Power distance which ranges from low (small) to high (large) is the extent to which the less powerful members of organizations have accepted the unequal distribution of power. A society with a small power distance have less welfare in terms of power differences, including differences in class or organizational ranking, than a culture with a larger power distance. Of course, in some cases, ranking differences are ignored in certain circumstances; just like when an obedient person complains of his superior or boss. For someone in a higher-level position, treating people in lower-level positions equally is a good point. In Denmark, a country with a small power distance, there is more participation in decision-making and hierarchical levels are often ignored (Narimani, 2014)

Hofstede defines the power distance or the unequal distribution of power as follows: "The power distance is the expected and acceptable degree of unequal distribution of power in the eyes of low-power members of institutions and organizations. In other words, the power distance is the degree of tolerance for inequality in power "(Hofstede 1997, pp. 37-43).

Organization A

The power was distributed equally among all irrespective of their designations. Every individual regardless of his level in the hierarchy enjoyed equal benefits and rights.

Organization B

In organization B the superiors enjoyed a special treatment from the management and the team leaders were delegated more responsibilities as compared to the team members.

Power distance index refers to the differences in the work culture as per the power delegated to the employees. There are some organizations which believe in appointing team leaders or team managers who are responsible for their respective teams and have the challenge of extracting the best out of the members. The team members also have to respect their team leaders and work as per their orders and advice.

However, in some organizations, every employee is accountable for his own performance. No special person is assigned to take charge of the employees. The individuals are answerable to none except for themselves. Every employee gets an equal treatment from the management and has to take ownership of his /her own work.

“In a situation of greater power distance, bosses and subordinates see each other as unequally genuine. As a result, in these organizations, power is concentrated in the hands of fewer people. Subordinates are always waiting to be ordered. A lot of personnel are employed in the field of monitoring. Wage-payment system shows a deep gap between higher and

lower levels of the organization. To subordinates, a desirable boss is an uneasy, benevolent or a good father (guardian). While in the case of less power distance, the opposite is true” (Hofstede 1997, p. 70).

Table 7- Tendency characteristics of high and low power distance

High power distance	Low power distance
High focus on hierarchy and obedience	Lack of attention to hierarchy
Less participation in decision-making and a willingness to obey and listen to information	More participation in decision making
Many managerial layers and decision focus on managers	Low management layers
Tendency to distribute power equally	Acceptance of unequal distribution of power by the weak
More prosperity and equality	Less prosperity and unequal distribution of welfare

✓ **E) Long-term/short-term attitude:**

Cultures that are oriented in long-term form put value to the future of saving, perseverance and resistance (Francesco and Gold, 2005).

In countries which are oriented in short-term form, values are oriented in terms of past and present and social requirements completion, time and place are important issues.

There are some organizations which focus on long term relationship with the employees. In such organizations people have a steady approach and strive hard to live up to the expectations of the management. Employees get attached to the organization and do not look at short term objectives. On the contrary, some organizations have employees who are more concerned with their position and image. They follow a culture where people move on in a short span of time and nothing is done to retain them. The employees are concerned only with their profits and targets and leave as and when they get a better opportunity.

Table 8- Tendency characteristics of long-term and short-term attitudes

Long-term attitude	Short-term attitude
Saving, conscious use of resources	Social pressure to spend money
Tendency to pursue personal goals	Having concern about responsibilities and social bases
Respect and attention to present situations	Respect to tradition
Marriage is a pragmatic arrangement	Marriage is a moral arrangement
Aging starts soon and is a happy and joyful period	Aging starts late and is a sorrowful period

• **Emotional Intelligence**

Baron considers five components for emotional intelligence in his emotional intelligence questionnaire which include: intrapersonal emotional intelligence, interpersonal emotional intelligence, stress management, general mood and adaptability that are evaluated using Baron emotional intelligence questionnaire. These components have 15 subscales.

Similarly, Goleman emotional intelligence include five components except that they are not divided into subcomponents. These components are: self-awareness, spontaneity, self-control, social skills and social awareness. In each questionnaire, every group of questions is assigned to a specific area of components whose scores are summed up and it shows the final score of the component and eventually the final score of emotional intelligence.

Emotional intelligence indexes based on Baron Questionnaire include 5 main components and 15 subcomponents which are:

Intrapersonal skills

- Emotional self-awareness (the ability of awareness and understanding one’s feelings and emotions)
- Assertiveness (the ability to express feelings, beliefs and thoughts and to defend constructive skills)
- Independence (the ability to direct one's thoughts and actions)

- Self-actualization (ability to perceive potential and strive to do what can be done)
- Self-Regard (ability to be aware of self-perception, self-acceptance and self-respect)

Interpersonal skills include

- Interpersonal Relationships (awareness, understanding and perceiving others' feelings, creating and maintaining mutually satisfying relationships characterized by emotional closeness and dependence)
- Social Responsibility (being an effective and constructive member of one's social group, showing oneself as a good partner)
- Empathy (the ability to be aware of, understand, and admire others' feelings)

Adaptability include

- Problem Solving (Ability to identify and define problems and implement effective and useful solutions)
- Reality Testing (the ability to measure the harmony between what is emotionally felt and what has actually happened)
- Flexibility (the ability to adapt thoughts and behaviors to environmental changes and situations)

Stress Management include

- Stress Tolerance (the ability to tolerate and resist stressful events and strong emotions without settling down and positive and active coping with stress)
- Impulse Control (the ability to resist an impulse, drive and control one's emotions)

General Mood include

- Happiness (ability to feel satisfied with oneself, make oneself and others happy)
- Optimism (the ability to look at life shrewdly and reinforce positive attitudes even when misery and negative feelings happen)

Emotional intelligence indices based on the Goleman questionnaire include 5 main components, which are:

-Self-control: the ability to manage one's emotions

-Self-awareness: The ability to be aware and accept one's emotions

-Spontaneity: The ability to intentionally develop strong will and optimistic behavior

-Social Awareness: The ability to perceive other emotions even if we have different ones

-Social skills: The ability to adapt one's actions, behaviors and feelings to the expectations and feelings of another person

Investigating the relationship between Emotional Intelligence and the level of Hofstede's Organizational Culture model

Historically, emotional intelligence has its roots in the concept of social intelligence which first was recognized by AL Thrandike in 1920. Since then, psychologists have identified other items of intelligence as well. In 1970, for the first time, two American psychologists, Dr. Petersalow of Yale University and Dr. John Mayer of the University of New Hampshire, discussed the scientific subject of emotional intelligence. In 1975, Howard Gardner introduced the idea of multiple intelligence. He considered eight types of intelligence in two general categories: interpersonal intelligence and intrapersonal intelligence. Most of the psychologists, including Gardner, believe that traditional criteria for assessing intelligence, such as IQ tests, are not able to describe cognitive abilities. The term emotional intelligence was first coined

in 1985 by Wayne Payne but was popularized by Daniel Goleman in 1995. Most of the research in this area was conducted by Peter Salovey and John Meyer in the 1990s. They concluded that the perception capacity and understand emotions is a new factor in individuals' personality.

According to Baron, emotional intelligence is a set of abilities, capabilities and skills that equip a person to effectively adapt to the environment and achieve success in life, and the emotional trait in this type of intelligence is the basic element that distinguishes it from intelligence. (Cite source)

Emotional intelligence level:

It has been a tool to collect quantitative data on emotional intelligence evaluation, Goleman and Baron emotional intelligence questionnaires.

The above mentioned questionnaires were prepared through library studies from articles and conducted researches whose reliability and validity are examined and validation has been confirmed.

- **Introduction to The Questionnaires**

Table 9- Introduction to questionnaires

<p>Baron questionnaire of EQ</p>	<p>Baron emotional intelligence test stated in 1980 with this question: why some people are more successful than others? In this year, the author presented the concept, definition and measure of non-cognitive intelligence (Baron, 1988). His strategy (to make the test) consists of four main steps:</p> <ol style="list-style-type: none"> 1. Classifying different variables and identifying what keywords these variables fall under; It has been obtained to determine effective and successful performance as well as positive emotional health (based on the author's clinical experiences and background review in relation to mental health). 2. Operational definition of these factors 3. Make a design of questionnaire in order to test these factors 4. To interpret the results and apply them to access the reliability, factor structure and validity of the test. <p>Specifications of Baron Emotional Intelligence Test:</p> <p>This test contains 117 questions and 15 scales designed by Baron. It has been done on 3831 people from 6 countries (Argentina, Germany, India, Nigeria and South Africa) of which 48/8% were men and 51/2% were women. It was systematically normalized in North America. The results of normalization showed that the test has a good level of validity and reliability.</p> <p>(Source: Samouei, Rahele et al, Sina Behavioral Sciences Research Institute (Psychiatry))</p> <p>The validity of the fifteen scales of the questionnaire was determined by Baron through Cronbach's alpha coefficient between 69% to 86% with an average of 76%. Baron gained 85% validity after one month and 75% credit after 4 months during a retest. Also to examine the questionnaire validity, the correlation coefficients of the scores obtained from this questionnaire was calculated with other valid emotional intelligence questionnaires which indicates acceptable validity for the questionnaire (Mokhberian Nejad, 2007).</p> <p>Mokhberian Nejad (2007) in his research that was done on high school students in Tehran, has attempted to normalize Baron Emotional Intelligence Questionnaire.</p> <p>Based on this research, the total validity coefficient of the questionnaire was calculated to be 91% and to assess the construct validity of the questionnaire, factor analysis was performed using the principal components analysis method. The results show that fourteen factors with a specific value of more than one explain a total of 37.652% of the total variance of the variables. According to these findings the validity and reliability of the questionnaire are confirmed.</p> <p>As a result of normalization, this questionnaire was adjusted from 133 questions to 90 questions.</p>
<p>Goleman questionnaire of EQ (Syberia Shering)</p>	<p>Goleman emotional intelligence assessment (syber Shring):</p> <p>This questionnaire has 5 components that were mentioned earlier. Unlike Baron's, the distribution of questions in Goleman questionnaire is not uniform and its number is different in each component:</p> <ul style="list-style-type: none"> Self-awareness: Includes 8 questions Spontaneity: includes 7 questions Self-control: includes 7 questions Social Awareness: Includes 6 questions Social skills: includes 5 questions <p>The original version of this questionnaire, developed by Goleman, contains 70 questions; Which was standardized in Iran by Mansoori (2001) and adjusted to 33 questions.</p> <p>He obtained the internal consistency of this test by Cronbach's alpha method of 85%.</p> <p>In examining the construct validity of this test, the correlation scores among Tehran University students in this test and the Cooper Smith self-esteem test was examined on a sample of 30 people; Based on the obtained information, the correlation rate was 63%.</p>

	<p>Mansoori also reported the Cronbach's alpha coefficient of each of the subscales as follows: Self-awareness: 59% Spontaneity: 54% Self-control: 64% Social Awareness: 51% Social skills: 51%</p> <p>Also, Asadi (2003) obtained the internal correlation of test using Cronbach's alpha test as 84%. In the present study, the reliability coefficient of the Goleman Emotional Intelligence Questionnaire was calculated using Cronbach's alpha method and the number 81.5% was obtained.</p>
Hofstede cultural attitude questionnaire	<p>Quantitative and qualitative data collection tools in the field of measuring Hofstede's cultural attitude have also been done in the form of a questionnaire.</p> <p>The Hofstede Questionnaire consists of 25 questions, each of which refers to one of four dimensions: 1- Masculinity / femininity: 9 items 2- Individualism / collectivism: 5 items 3- Ambiguity avoidance/ ambiguity acceptance: 5 items 4- Power distance: 6 items</p> <p>The reliability of a tool is the degree to which it is stable in measuring everything it measures, that is, how much the measuring tool produces the same results under the same conditions.</p> <p>In Pasha (2012) research, a positive and negative correlation was observed between the subscales of the Cultural Attitudes Questionnaire, which indicates the favorable convergent and divergent validity of this questionnaire. Also, the reliability of the questionnaire or its reliability was calculated using Cronbach's alpha measurement method. Usually, the range of Cronbach's alpha reliability coefficient is from zero (0) meaning instability, to positive one (+1) means complete reliability, and the closer the value obtained to a positive number one, the more reliable the questionnaire becomes. . Cronbach's alpha for the Cultural Attitudes Questionnaire 79% is.</p>
Employee Performance Evaluation Questionnaire	<p>Performance evaluation checklist in a separate study (Mahmoudzadeh Bakhtabad and Taji, 2019) was extracted using the concept of foundation data and fuzzy Delphi method, whose reliability was acceptable using Cronbach's alpha coefficient and it was 95.2%. It was applied in this study after flowing by 360 degree method.</p>

• **Necessity of research**

The case study of this research is related to an industrial factory, active in the field of production of accessories and utensils and polymer food and pharmaceutical packaging, with more than 20 years' experience.

The mentioned organization is currently considered as a medium-sized industry with a staff of more than 280 people. Organizational levels are defined and categorized from the production working class to unit management and senior organizational management. The individual characteristics of the employees together can provide a scheme of the general characteristics of the organization.

Accordingly, the guidance of human behaviour by management and its promotion may be effective in promoting and improving the personality of the organization.

Admittedly, such a production unit, with this volume of human force, needs a human resource management system that has the necessary efficiency. Because, naturally, job classification, fair distribution of duties and powers, distribution of organizational facilities, including rewards, motivational opportunities, etc., with this volume of human resources, require a codified and scientific system. Otherwise, creating a wave of dissatisfaction, demotivation and unwillingness to promote the job and achieve individual and organizational goals will be very likely among employees.

The reason for choosing this case study is:

- Ease of data access
- History of acquaintance with the company and the human resources environment governing it
- Facing some organizational problems in the field of human resources that can be related to two factors EQ level of employees and their performance. (Mahmoudzadeh Bakht Abad and Taji, 2019)

A significant portion of these complications is related to the individual culture of the staff and work culture of its geographical area. Accordingly, the above set of factors can provide a reflection of the personality of the organization.

- **Statistical Description**

Coding and analysis were conducted due to nature of the subject and by developing a questionnaire to assess emotional intelligence using two questionnaires of Goleman and Baron and performance evaluation. First, descriptive statistics including frequency distribution table, percentage and mean, standard deviation and graph were plotted, then inferential statistics using Spearman correlation method was investigated.

In this section, the characteristics of gender, age and education of sample of 164 people were examined.

Table 10- frequency distribution of statistical sample based on gender

gender	frequency	percentage
Man	114	70%
Woman	50	30%
Total	164	100%

Table 11- distribution of age in sample

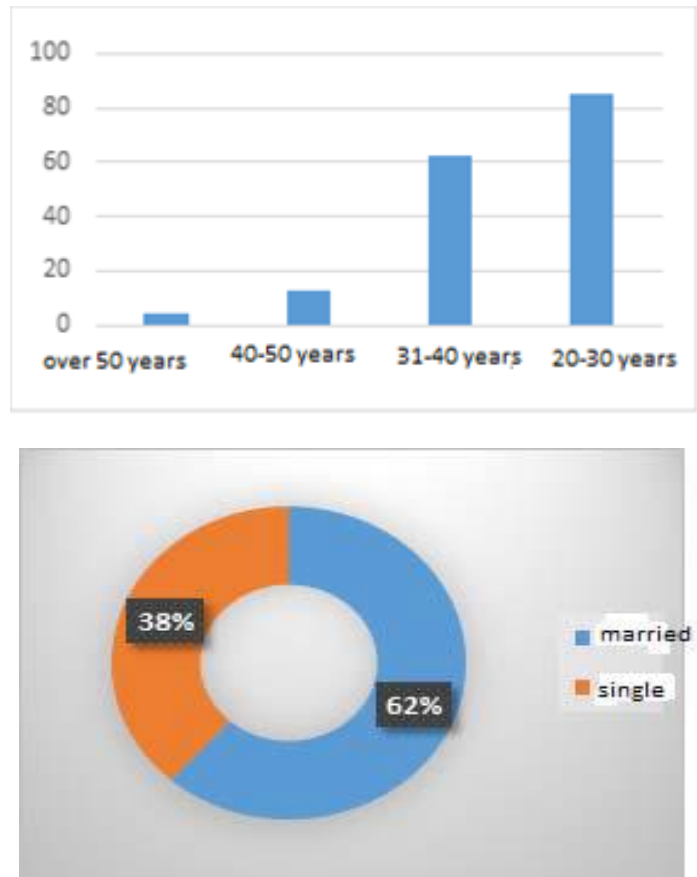
Age range	Frequency	Percentage
20-30	85	51.8%
31-40	62	37.8%
40-50	13	7.9%
More than 50	4	2.5%
Total	164	100%

Table 12- Frequency distribution of statistical sample based on education level

Education level	Frequency	Percentage
Diploma and lower than diploma	75	45.7
Associated degree	6	3.6
bachelor	60	36.6
Master	23	14
Total	164	100

Table 13- Frequency distribution of statistical sample based on marital status

marital status	Frequency	Percentage
Single	63	38.4%
Married	101	61.6%
Total	164	100%



- **Statistical distribution of Hofstede results**

The distribution of cultural tendencies based on the number of individuals is as follows:

Table 14- Frequency distribution of statistical sample based on masculinity/femininity

Parameter	Frequency	Percentage
Masculinity	101	62%
Femininity	63	37.4%
Moderate	1	0.6%
Total	164	100%

Table

15-

Frequency distribution of statistical sample based on individualism-collectivism

Parameter	Frequency	Percentage
Collectivism	157	95.8%
Individualism	6	3.6%
Moderate	1	0.6%
Total	164	100%

Table 16- Frequency distribution of statistical sample based on ambiguity avoidance-ambiguity acceptance

Parameter	Frequency	Percentage
Ambiguity avoidance	162	98.8%
Ambiguity acceptance	2	1.2%
Total	164	100%

Table 17- Distribution frequency of statistical sample based on power distance

Parameter	Frequency	Percentage
Fair distribution	97	59.1%
Unfair distribution	67	40.9%
Total	164	100%

- **Normality of variables**

Normality test must be taken before any test assuming that the data is normal. Because in choosing a test we have to decide whether to use parametric tests or non-parametric tests. The following steps show how to check the normality of the data:

Step 1: To calculate skewness and kurtosis

Step 2:

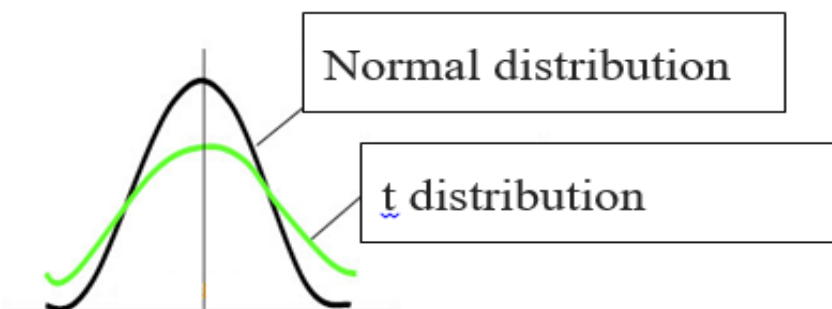
- Histogram chart
- Kolmogorov-Smirnov or Shapiro test

Normality of data means that the distribution of an attribution (e.g. EQ score among 100 people of staff sample) is compared with a distribution that is assumed for the society (e.g. EQ score of all the staff). If data is distributed normally, it is possible to use parametric test; otherwise, non-parametric must be applied.

- ✓ **Calculation of skewness and kurtosis:**

First, the skewness and kurtosis of the data are tested. Skewness is a criterion of the symmetry or asymmetry of the distribution function. For a completely symmetry distribution, skewness is zero. Skewness is positive for an asymmetry distribution with kurtosis to higher values and skewness is negative for an asymmetry distribution with kurtosis to lower values. Stretch or kurtosis indicates the height of a distribution. In other words, kurtosis is a measure of the height of the curve at the maximum point and the amount of kurtosis for the normal distribution is 3. Positive kurtosis means the peak of the desired distribution is higher than the normal distribution and negative kurtosis indicates that the peak is lower than normal distribution. For example, in the t distribution where the data scatter is greater than the normal distribution, the height of the curve is shorter than the normal curve.

In general, if the skewness and kurtosis are not in the range of (-2, 2), the data will not have a normal distribution. Based on the skewness and kurtosis scores in the Skewness and Kurtosis columns, all scores are in the range of (-2, 2). Thus, according to this method, kurtosis and skewness are normal in all variables.



✓ **Histogram chart**

In the following, histogram chart for dependent and independent variables will be presented.

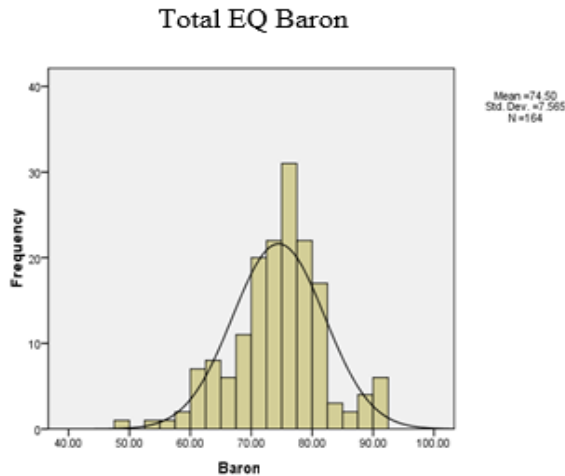


Figure 2 - Histogram diagram EQ Baron

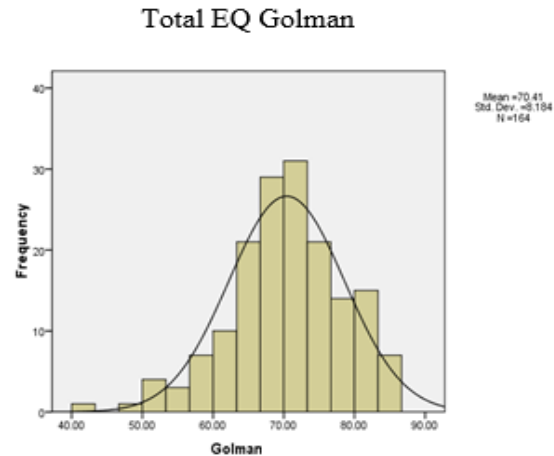


Figure 2 - Histogram diagram EQ Golman

According to histogram charts, it is likely there is possibility of abnormal data including in Baron EQ test and total performance. Kolmogorov- Smirnov test is used to ensure.

✓ **Kolmogorov- Smirnov test**

Kolmogorov-Smirnov test is one of the most important statistical tests in SPSS software. One of the main criteria for determining the normality of data is the Kolmogorov-Smirnov test. To examine normality of data, we test null hypothesis based on normal data distribution in error level of %5. Therefore, if the test statistics is greater than or equal to 0/05 ($\geq 0/05$) there will be no reason to reject null hypothesis that data is normal. In other words, the data distribution will be normal. If the test was significant ($p < 0/05$) it means that the distribution is not normal and we have to use a non-parametric test. To test the normality, the statistical hypotheses are set as follows:

H0: data distribution for each of variables is normal.

H1: data distribution for each of variables is not normal.

In the following table, the results obtained from normality of Kolmogorov- Smirnov test is summarized.

Table 18- Results of Kolmogorov- Smirnov test

Tests of Normality			
Variable	Kolmogorov-Smirnova		
Variable	Statistic	df	Sig.
General performance evaluation	.050	164	.200*
Evaluation of specialized performance	.074	164	.030
Total performance evaluation	.073	164	.031
Baron1- General mood	.100	164	.000
Baron2- Stress Control	.061	164	.200*
Baron3- Adaptability	.082	164	.009
Baron4- Interpersonal Relationship	.077	164	.019
Baron5- Intrapersonal Relationship	.051	164	.200*
Total EQ Baron	.077	164	.019

Goleman1- Self Awareness	.104	164	.000
Goleman2 – Self Motivation/ Spontaneity	.099	164	.000
Goleman3- Impulse Control	.077	164	.020
Goleman4- Social Skills	.084	164	.007
Goleman5 – Social Consciousness	.098	164	.001
Total EQ Goleman	.055	164	.200*

Due to significance level in the above test, Goleman’s EQ score, Baron’s intrapersonal score and Baron’s general mood score have normal distribution and there is no normal distribution in other cases. Accordingly, we use non-parametric tests to continue the study process. We use Spearman test instead of Pearson test and Kruskal-Wallis and Uman-Whitney tests to examine the significance of the relationship between independent and dependent variables.

IV. FINDINGS

According to the nominal nature of the variables related to the dimensions of Hofstede's cultural attitude, Kruskal-Wallis test is used to examine its relationship with quantitative variables of emotional intelligence and performance level.

$$\begin{cases} H_0 : \mu_1 = \mu_2 = \dots = \mu_k \\ H_1 : \mu_i \neq \mu_j \quad i \neq j \end{cases}$$

We use the Kruskal-Wallis test, which is a non-parametric test and a series of analysis of variance tests, to compare three or more groups. The Kruskal-Wallis method tests the hypothesis that k sample groups which are extracted from a common statistical population or similar statistical populations that are derived according to the means. One-way variance analysis of Kruskal-Wallis using scores is an extremely useful test to decide whether k sample groups have come from different statistical populations or not! It is obvious that the samples have differences with each other without exception, but the question is that whether the differences observed in the samples represent the differences in the communities or are they due to chance and accident? Null hypothesis in this test, unlike the opposite hypothesis, emphasizes the lack of differences between groups. This hypothesis regarding the means, considers a similarity of k samples from a common society. That is, the two hypotheses zero (null) and one are presented as follows.

$$H = \frac{12}{N(N+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} - 3(N+1)$$

In this test, all k samples are piled (unless N observations are obtained), then we rank each of the N observations. The lowest value is considered as one and the highest value (the nth one) is regarded as the last score. We now calculate the sum of the scores for each of the K groups. The Kruskal-Wallis test determines whether these sets of scores are so different from each other that they cannot be said to be derived from a common statistical population.

Kruskal-Wallis statistical index is as follows:

The components of this formula are as follows:

k Number of groups

n_j Number of people in each group

N Total number of people among all groups

R_j Total scores in each group

The above index for large samples (if the number of people in each group is more than 5 people) almost has a distribution of K2 with k-1 degree of freedom, which according to the significance level set to reject or accept the null hypothesis, the table of k2 distribution can be used. However, if the number of individuals in each sample is less than 5 and the number of groups is 3, the Kruskal-Wallis test table should be used.

Table 19- Results of the study of the relationship and effect of Hofstede risk avoidance states and Goleman emotional intelligence with its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}						
Indicator	Goleman1 Self- Awareness	Goleman2 Spontaneity	Goleman3 Impulse Control	Goleman4 social skills	Goleman5 Social vigilance	Total EQ Goleman
Chi-Square	5.094	4.162	3.418	1.696	2.995	4.561
df	1	1	1	1	1	1
Asymp. Sig.	.024	.041	.064	.193	.084	.033

a. Kruskal Wallis Test

b. Grouping Variable: Risk Aversion

Table 20- The results of the study on the relationship and effect of Hofstede risk-aversion situations with Baron emotional intelligence and its main components using Kruskal-Wallis test

Test Statistics ^{a,b}						
Indicator	Baron1 Public Morality	Baron2 Steress Control	Baron3 Compatibility	Baron4 Interpersonal Relationship	Baron5 Introversion	Total EQ Bar
Chi-Square	3.983	.879	4.070	3.688	4.821	4.754
df	1	1	1	1	1	1
Asymp. Sig.	.046	.349	.044	.055	.028	.029

a. Kruskal Wallis Test

b. Grouping Variable: Risk Aversion

Table 21- Results of the study of the relationship and effect of Hofstede risk-aversion situations with Baron emotional intelligence and its main components using Kruskal-Wallis test

Test Statistics ^{a,b}															
Indicator	Happiness	Optimism	Stress Tolerance	Impulse Control	Problem Solving	Reality	Flexibility	Interpersonal Relationship	Social Responsibility	Empathy	Independence	Self-Actualization	Emotional Self-Awareness	Self-Reliance	Assertiveness
Chi-Square	3.203	4.275	.016	1.336	5.489	1.616	.970	2.999	.603	4.499	4.464	2.383	4.698	4.387	2.867
df	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Asymp. Sig.	.074	.039	.898	.248	.019	.204	.325	.083	.438	.034	.035	.123	.030	.036	.090

a. Kruskal Wallis Test

b. Grouping Variable: Risk Aversion

Table 22- Results of the study of the relationship and effect of Hofstede risk avoidance situations with the level of employee performance and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}

Indicator	General performance evaluation	General performance evaluation	Total performance evaluation	Motivation	Transfer experience	Knowledge	Skill
Chi-Square	.643	1.246	1.509	.057	2.742	.934	2.668
df	1	1	1	1	1	1	1
Asymp. Sig.	.423	.264	.219	.811	.098	.334	.102

a. Kruskal Wallis Test

b. Grouping Variable: Risk Aversion

Table 23- Results of the study of the relationship and effect of Hofstede's tendency towards masculinity / feminism with Goleman emotional intelligence and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}						
Indicator	Goleman1 Self- Awareness	Goleman2 Spontaneity	Goleman3 Impulse Control	Goleman4 social skills	Goleman5 Social vigilance	Total EQ Goleman
Chi-Square	3.382	5.523	.832	4.325	13.430	6.563
df	2	2	2	2	2	2
Asymp. Sig.	.184	.063	.660	.115	.001	.038

a. Kruskal Wallis Test

b. Grouping Variable: Masculinity / Feminism

Table 24- Results of the study of the relationship and effect of Hofstede's tendency towards masculinity / feminism with Baron emotional intelligence and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}						
Indicator	Baron1 Public Morality	Baron2 Steress Control	Baron3 Compatibility	Baron4 Interpersonal Relationship	Baron5 Introversion	Total EQ Bar
Chi-Square	1.449	1.031	3.715	8.954	2.522	3.332
df	2	2	2	2	2	2
Asymp. Sig.	.485	.597	.156	.011	.283	.189

a. Kruskal Wallis Test

b. Grouping Variable: Masculinity / Feminism

Table 25- Results of the study of the relationship and effect of Hofstede's tendency towards masculinity / feminism with Baron fifteen subcomponents of emotional intelligence using Kruskal-Wallis test

Test Statistics ^{a,b}															
Indicator	Happiness	Optimism	Stress Tolerance	Impulse Control	Problem Solving	Reality	Flexibility	Interpersonal Relationship	Social Responsibility	Empathy	Independence	Self-Actualization	Emotional Self- Awareness	Self-Reliance	Assertiveness
Chi-Square	.648	4.049	.210	1.767	1.624	6.357	4.578	6.038	5.480	4.685	2.310	4.463	6.750	3.097	1.718
df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.723	.132	.900	.413	.444	.042	.101	.049	.065	.096	.315	.107	.034	.213	.424

a. Kruskal Wallis Test

b. Grouping Variable: Masculinity / Feminism

Table 26- Results of the study of the relationship and effect of Hofstede's tendency towards masculinity / feminism with the dimensions of performance level and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}							
Indicator	General performance evaluation	General performance evaluation	Total performance evaluation	Motivation	Transfer experience	Knowledge	Skill
Chi-Square	.982	2.181	2.058	.602	.788	4.106	1.157
df	2	2	2	2	2	2	2
Asymp. Sig.	.612	.336	.357	.740	.674	.128	.561

a. Kruskal Wallis Test

b. Grouping Variable: Masculinity / Feminism

Table 27- Results of the study of the relationship and effect of Hofstede's tendency towards collectivism / individualism with the dimensions of Goleman emotional intelligence and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}						
Indicator	Goleman1 Self- Awareness	Goleman2 Spontaneity	Goleman3 Impulse Control	Goleman4 social skills	Goleman5 Social vigilance	Total EQ Goleman
Chi-Square	2.332	.920	.522	4.476	.689	1.669
df	2	2	2	2	2	2
Asymp. Sig.	.312	.631	.770	.107	.709	.434

a. Kruskal Wallis Test

b. Grouping Variable: Collectivism / Individualism

Table 28 Results of the study of the relationship between Baron emotional intelligence and its sub-components in terms of Hofstede's collectivist / individualistic cultural attitude

Test Statistics ^{a,b}						
Indicator	Baron1 Public Morality	Baron2 Steress Control	Baron3 Compatibility	Baron4 Interpersonal Relationship	Baron5 Introversion	Total EQ Bar
Chi-Square	4.001	.854	.354	5.657	1.810	2.116
df	2	2	2	2	2	2
Asymp. Sig.	.135	.652	.838	.059	.404	.347

a. Kruskal Wallis Test

b. Grouping Variable: Collectivism / Individualism

Table 29- Results of the study of the relationship and effect of Hofstede's tendency towards collectivism / individualism with the fifteen components of Baron emotional intelligence using Kruskal-Wallis test

Test Statistics ^{a,b}															
Indicator	Happiness	Optimism	Stress Tolerance	Impulse Control	Problem Solving	Reality	Flexibility	Interpersonal Relationship	Social Responsibility	Empathy	Independence	Self-Actualization	Emotional Self-Awareness	Self-Reliance	Assertiveness
Chi-Square	1.057	6.838	2.622	1.442	3.229	1.705	.259	5.024	4.440	4.184	3.850	.440	.986	2.940	4.479
df	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.590	.033	.270	.486	.199	.426	.879	.081	.109	.123	.146	.803	.611	.230	.107

a. Kruskal Wallis Test

b. Grouping Variable: Collectivism / Individualism

Table 30- Results of the study of the relationship and effect of Hofstede's tendency towards collectivism / individualism with the dimensions of performance level and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}							
Indicator	General performance evaluation	General performance evaluation	Total performance evaluation	Motivation	Transfer experience	Knowledge	Skill
Chi-Square	1.408	.831	1.246	1.136	1.869	2.905	1.384
df	2	2	2	2	2	2	2
Asymp. Sig.	.495	.660	.536	.567	.393	.234	.501

a. Kruskal Wallis Test

b. Grouping Variable: Collectivism / Individualism

Table 31- Results of the study of the relationship and effect of tendency to the type of Hofstede power distance with the dimensions of Goleman emotional intelligence and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}						
Indicator	Goleman1 Self-Awareness	Goleman2 Spontaneity	Goleman3 Impulse Control	Goleman4 social skills	Goleman5 Social vigilance	Total EQ Goleman
Chi-Square	4.276	1.701	7.182	.706	8.080	5.550
df	1	1	1	1	1	1
Asymp. Sig.	.039	.192	.007	.401	.004	.018

a. Kruskal Wallis Test

b. Grouping Variable: Power distance

Table 32- Results of the study of the relationship and effect of Hofstede power distance orientation type with Baron emotional intelligence and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}						
Indicator	Baron1 Public Morality	Baron2 Steress Control	Baron3 Compatability	Baron4 Interpersonal Relationship	Baron5 Introversion	Total EQ Bar
Chi-Square	1.455	3.228	9.277	1.570	10.375	6.881
df	1	1	1	1	1	1
Asymp. Sig.	.228	.072	.002	.210	.001	.009

a. Kruskal Wallis Test

b. Grouping Variable: Power distance

Table 33- Results of the study of the relationship and effect of Hofstede power distance orientation type with Baron fifteen Baron emotional intelligence subcomponents using Kruskal-Wallis test

Test Statistics ^{a,b}															
Indicator	Happiness	Optimism	Stress Tolerance	Impulse Control	Problem Solving	Reality	Flexibility	Interpersonal Relationship	Social Responsibility	Empathy	Independence	Self-Actualization	Emotional Self-Awareness	Self-Reliance	Assertiveness
Chi-Square	.639	2.109	6.043	1.139	.200	15.277	10.932	2.042	1.219	.191	5.893	13.310	7.894	3.149	4.134
df	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Asymp. Sig.	.424	.146	.014	.286	.655	.000	.001	.153	.270	.662	.015	.000	.005	.076	.042

a. Kruskal Wallis Test

b. Grouping Variable: Power distance

Table 34- Results of the study of the relationship and effect of the type of tendency to Hofstede power distance with the dimensions of the performance level and its sub-components using Kruskal-Wallis test

Test Statistics ^{a,b}							
Indicator	General performance evaluation	General performance evaluation	Total performance evaluation	Motivation	Transfer experience	Knowledge	Skill
Chi-Square	1.759	2.271	1.186	.128	.301	2.297	1.069
df	1	1	1	1	1	1	1
Asymp. Sig.	.185	.132	.276	.720	.583	.130	.301

a. Kruskal Wallis Test

b. Grouping Variable: Power distance

V. CONCLUSION

Based on the summarizing the results of the tables in the previous section, the relationship of different parameters of emotional intelligence using Goleman and Baron’s questionnaires, staff’s performance level in the organization, components and subcomponents of each of these three variables with four subcomponents of Hofstede’s organizational culture is summarized as follows:

- 1- The emotional intelligence level of employees using Goleman method is significantly related to three parameters of Hofstede’s cultural attitudes including risk avoidance- masculinity/femininity and power distance.
- 2- The level of emotional intelligence of employees, which is measured by the Baron method, has a significant relationship to only two parameters of Hofstede’s cultural attitude dimensions, including risk avoidance-risk taking and power distance.

The three main variables including Goleman emotional intelligence, Baron emotional intelligence and performance level are related to statistical sub-variables such as gender, age range, education, field of study and marital status according to the following table:

Table 35- Relationships of 5 main components of Baron emotion intelligence with other variables

Marital	Field of Study	Education level	Age range	gender	Power distance or power distribution	Individualism-collectivism	Femininity-masculinity	Ambiguity avoidance or uncertainty avoidance	Total performance evaluation	Evaluation of specialized performance	General performance evaluation	EQ Baron
								Significant	Significant	Significant	Significant	General Mood
									-	-	Significant	Stress Management
		Significant			Significant			Significant	Significant	Significant	Significant	Adaptability
							Significant		-	-	Significant	Intrapersonal skills

	Significant	Significant			Significant			Significant	Significant	Significant	Significant	Interpersonal skills
					Significant			Significant	Significant	Significant	Significant	Total EQ Baron

Table 36- Relationships of 15 main components of Baron emotion intelligence with other variables

	Marital	Education level	Age range	gender	Power distance or power distribution	Individualism-collectivism	Femininity-masculinity	Ambiguity avoidance or uncertainty avoidance	Total performance evaluation	Evaluation of specialized performance	General performance evaluation	EQ Baron
									Significant	Significant	Significant	Happiness
						Significant		Significant	Significant	Significant	Significant	Optimism
					Significant				Significant	Significant	Significant	Stress Tolerance
									-	-	Significant	Impulse Control
							Significant		-	-	-	Problem Solving
	Significant & Reverse				Significant		Significant		Significant	Significant	Significant	Reality Testing
					Significant				Significant	-	Significant	Flexibility
									Significant	Significant	-	Interpersonal Relationships
	Significant								-	-	Significant	Social Responsibility
							Significant		-	-	-	Empathy
	Significant				Significant		Significant		Significant	Significant	-	Independence
	Significant				Significant				Significant	Significant	Significant	Self-actualization
	Significant				Significant		Significant	Significant	Significant	Significant	-	Emotional self-awareness
							Significant		Significant	Significant	-	Self-Regard
	Significant				Significant				Significant	Significant	-	Assertiveness

Table 37- Relationships between the 5 main components of Goleman emotion intelligence and other variables

	Marital	Field of Study	Education level	Age range	gender	Power distance or power distribution	Individualism-collectivism	Femininity-masculinity	Ambiguity avoidance or uncertainty avoidance	Total performance evaluation	Evaluation of specialized performance	General performance evaluation	EQ Goleman
			Significant			Significant			Significant	Significant	Significant	Significant	Self-awareness
									Significant	Significant	Significant	Significant	Spontaneity
						Significant				Significant	Significant	-	Self-control
										Significant	Significant	-	Social Awareness

	Significant	Significant			Significant		Significant		Significant	Significant	Significant	Social skills
					Significant		Significant	Significant	Significant	Significant	Significant	Total EQ Goleman

Table 38- Relationship between Employee performance in both general and specialized sections and specialized performance subcomponents with other variable

Marital	Field of Study	Education level	Age range	gender	Power distance or power distribution	Individualism-collectivism	Femininity-masculinity	Ambiguity avoidance or uncertainty avoidance	Performance evaluation
									General performance evaluation
		Significant							Evaluation of specialized performance
		Significant							Total performance evaluation
	Significant	Significant	Significant & Reverse						Motivation
									Transfer experience
	Significant	Significant							Knowledge
									Skill

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