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ALEXANDRU IOAN CUZA UNIVERSITY OF IASI
FACULTY OF PSYCHOLOGY AND EDUCATION SCIENCES

Summary of Ph.D. Thesis:

Emotional culture and organizational climate; expression and characterization in educational institutions in Israel

Ph.D. student:

AVINOAM YOMTOVIAN

Supervised by:

PROFESSOR TICU CONSTANTIN

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The Rationale for the Research Project

In the literature on organizational leadership and management, the emotional aspects are generally investigated only in the context of the psychological aspects at the level of the individual. Indeed, much less research has been carried out on the role of emotions in establishing the organizational culture. Nevertheless, many more recent studies highlight the shift from the perception of organizations and institutions as rational and cognitive entities to their being perceived as conglomerates of emotion-based dynamics and interactions that have a major impact on the organization, its employees, and its outputs (Barsade & O'Neill, 2016; Dougherty & Drumheller, 2006; Härtel, Zerbe & Ashkanasy, 2009). Recent studies reveal that organizational climate can regulate how emotions are experienced daily by members of the organization. They further indicate that the emotional states experienced by members are a crucial determinant of whether the organizational climate is positive or negative (Ashkanasy, Härtel & Bialkowski, 2020). Although there has been a propensity of ignoring feelings and affections as attitudes of organizational behaviors in traditional organization theories, psychological and neuroscientific studies in the last decade claim that organizational climate relates to how people feel and act according to their feelings and affections. It comes with the fact that emotion exerts an influence before there is any cognitive functioning, which means that rationality demands emotional processing first (Håkonsson, Obel & Burton, 2008).

Ashkanasy, Härtel & Bialkowski (2020) implicate the importance of fostering a healthy, positive climate with positive emotions and avoiding intense negative emotions (toxic emotions) and negative toxic climate that can lead to consequential behavior of employees (Constantin, 2009).

The present study has three basic purposes: First, to characterize the emotional culture and the organizational climate in a variety of educational organizations and examine its effects on the educational staff. To this end, the research depicts, in detail, the current emotional culture and the organizational climate in nine educational organizations in the north, center, and south of Israel.

The second purpose is to examine whether there are significant differences in the emotional cultures and organizational climates between elementary schools, high schools, and informal education settings and to examine the interrelationship between

organizational climate and the type of professional development program implemented in a particular setting.

The third purpose is to examine and analyze the influence of emotional, cultural, and organizational climates on the educational staff collectively - cohesion, and individually - burnout. The research aims to explore the relationship between emotional culture, organizational climate, and organizational outcomes in educational organizations, cohesion, and burnout

Theoretical Background

Emotion defined as a psychological and physiological response of a person to an object, a person, or a situation that has a positive or negative value element. Emotions are expressed by physical changes (facial expressions, blood pressure), behaviorally (crying, anger), and by patterns of thought (Butler, Egloff, Wilhelm, Smith, Erickson & Gross, 2003). Emotions in organizations constitute a research area that is within the purview of organizational behavior (Barsade & Gibson, 2014). The field includes the impact of emotions in organizations on employee behavior, organizational processes, and interpersonal interactions. The most prominent component of emotion is the subjective experience of how a situation is perceived and made explicit. Another important component is the social context in which a person learns how to experience, manage, and express emotions. Although emotions are subjectively experienced, they are often influenced by society and by the culture that shapes the interpretation one gives to his feelings and the form of expression (Frijda, 2004).

Many organizations prefer to ignore the emotional side and focus on the tasks side of the work-life only. For example, Huy (2011) claims that many managers still believe that emotionally neutral task-focused management is the best way to deal with emotional states. For this reason, they avoid discussing feelings at work and understanding their antecedents. This is despite the fact that the de-legitimation of the expression of feelings, especially tension-provoking unpleasant emotions, has negative effects that may result in the creation of an inefficient and stressful work environment that could impair the mental skills of the employees, harm the social and emotional abilities of the employees, and cause a decline in their creativity. In addition, hostile reactions to the workplace may occur,

typified by adverse feelings towards the organization, a reluctance to adapt to new ways, a desire to undermine the institution, a decline in trust, and a reduction in the quality of work. Conversely, encouraging the expression of emotions in the workplace has significant positive effects (Barsade & Gibson, 2014). The expression of emotion fosters the most constructive relationships in the organizational environment and generates excitement and faithfulness to the workplace (Huy, 2011).

According to the emotional resource theory (Ashkanasy & Daus, 2002), emotions in an organization should be treated like any other organizational resource, and even more so since emotions are at the core of attitude formation and behavior in organizations and managers must have the ability to deal with emotions in the workplace.

Emotional culture

Emotional culture is defined as the sum of the values, norms, and common symbols that influence which emotions are desirable for employees in the organization to express or repress and in what manner (Barsade & Knight, 2015). O'Neill and Rothbard (2017) define emotional culture as "the behavioral norms and artifacts, as well as the underlying values and assumptions, that guide the expression (or suppression) of specific emotions and the appropriateness of displaying those emotions within a social unit" (O'Neill & Rothbard, 2017, p. 78). These emotional codes are considered a part of the organizational culture that determines the way people think and behave, and it is regarded as highly important for the organization's success. Although emotional culture influences teamwork, task performance, and organizational efficiency, it is often not consciously managed (Barsade & O'Neill, 2016).

Barsade & Knight (2015) argue that while research seems to be deepening the understanding of how affect influences employee behavior in an organization. Emotional culture is frequently left unmanaged as purposively as the cognitive organizational culture and is usually not managed at all. The researchers found that emotional culture has an impact on the sense of job satisfaction, teamwork, burnout, absences, creativity, involvement, commitment to the organization, and decision-making. Positive emotions affect the quality of task performance and organizational efficiency. Negative emotions, such as group anger, sadness, fear, etc., will lead to destructive damage to the organization. Barsade's research included 3,200 workers from various industries, including

organizations perceived as rational, for example, financial companies and airlines. In their conclusions, the researchers describe different characteristics of emotional culture as part of the organizational climate. It is important to distinguish between emotional climate and emotional culture.

Emotional climate refers to the way people in the organization relate to each other emotionally, for example, whether there is a sense of mutual caring or whether there is a fear of the other. Emotional culture refers to the behavior of a group or organization when they are related to a common event that is not based on emotional relationships among its members (De Rivera, 1992). However, an emotional climate depends on the underlying emotional culture, and they are influenced by each other. Emotional culture, unlike an emotional climate, is stable and can only change when the culture changes over time. In contrast, an emotional climate is more dependent on many factors and can change in a short time (Fisher & Chon, 1989).

Organizational Climate

Organizational climate can be understood as the quantification of the properties comprising its culture. It is usually defined by repeating patterns of behaviors, opinions, values, and feelings that characterize the work in the organization (Hellriegel & Slocum, 1974). Organizational climate is very dependent on the environment and the situation and is generally considered more temporary and simpler to change than organizational culture (Constantin, 2009).

The organizational climate may be defined as "the shared perceptions of and the meaning attached to the policies, practices, and procedures employees experience and the behaviors" (Ehrhart, Schneider & Macey, 2013, p. 362). The determination of an organization's climate contributes to an understanding of the current "mood" of the team—revealing both the effects of recent organizational changes and anticipated employee behavior over time (Constantin, 2008). Another widely accepted definition that is found in the literature views organizational climate as a perception of the nature of the relationship between the organization and its employees based on elements like repetitive behavior patterns, opinions, values, and emotions that characterize work in the organization (Zohar & Hofmann, 2012).

organizational climate influences productivity, burnout, motivation, and employee behavior. The assessment of organizational climate analysis provides an accurate diagnosis of factors related to overcoming changes, crises, conflicts and uncertainty and conflicts in the organization, relevant attention to employee well-being, obtaining critical information for navigating the organization in crisis, planning, and managing organizational change (Constantin, 2009).

The following is a reference to two concepts that we identified as critical in organizational conduct. These are the dependent variables that were examined in the study: cohesion and burnout

Cohesion

Cohesion can be explained as the "glue" that holds the group together (Sánchez & Yurrebaso, 2009). The level of cohesiveness is based on the degree of attraction among the group members, the degree of commitment to the common goal, and the group's pride. At the team level, cohesion reflects the sense of "togetherness" that binds people into one unit. Enjoyment, gratification, and motivation to carry out the team's goals are directly related to group cohesion (Sánchez & Yurrebaso, 2009). The cohesion is influenced by the quality of the relationship among the team members and directly related to the team's ability to meet all the needs of its members and to provide mutual support (Evans & Dion, 1991).

Cohesion has been defined by Hogg (1992) as the degree of attraction of the individual to the group and measured by asking the group how high did they feel was the level of affection between the members of the group or how much time would they like to spend further in the group **- interpersonal cohesion**. Another approach - task cohesion, asserts that other than interpersonal attraction, cohesion can be discerned by the level of commitment to the task (Carless & De Paola, 2000).

Despite the importance of group cohesion, on team's work in particular, and on effectiveness of the organization in general, there is a lack of agreement regarding conceptualization and methods of measurement. In a meta-analytic clarification of construct relations of cohesion and performance in groups, there are many studies that attest to the relationship between cohesion/performance and effectiveness of the organization (Beal, Cohen, Burke & McLendon, 2003), but it seems that there is still a

paucity of empirical studies indicating the factors that positively affect the level of cohesion of the staff in the organization, especially in educational organizations.

Burnout

Burnout is defined as a mental condition resulting from long-term exposure to extended stress, particularly related to psychosocial factors at work (Shirom & Melamed, 2006). Burnout is a process that leads to a change in the worker's attitudes in a negative direction because of pressures at work. The different views on the sources of burnout are usually divided among those who emphasize the personal factors and see burnout as a clinical psychological concept (such as Freudenberger, 1974) and those who emphasize organizational factors and focus on a psychological aspect organizational (such as Maslach & Leiter, 1997). The phenomenon of professional burnout has received ample attention in the past four decades in the theoretical and research literature. Burnout is described as a serious problem that affects the natural tendency of the individual to help others effectively.

Farber (1983) argues that the causes of burnout are not apparent and are rooted in occupational mental phenomena, socio-cultural and interpersonal. At the same time, a perception has been emerging in recent years that burnout is an expression of worker disappointment, stemming from the gap between his perception of his professional abilities and expectations of successes and a less professional experience. Burnout relates to the work environment in the modern era, which does not consider the needs of the individual but focuses on products and increases productivity while the worker is required to pay a high price for his work and dedication to the job (Friedman, 2000). The concept of attrition (especially at its higher levels) contains mental phenomena such as depression, frustration, a decline in self-image, alienation, etc. (Freudenber, 1974).

Other researchers (such as Maslach & Leiter, 1997) stress that there are three components for burnout. First is emotional exhaustion, defined in terms of fatigue, lack of energy, feeling overloaded, and hard work. The second component is relating to others as objects, a cynical, inhuman, and disinterested attitude. The lack of a sense of accomplishment and maintaining a feeling of failure at work is the third aspect.

Thesis Organization and Chapters Overview

The present research consists of three different empirical studies.

The first study - **Emotional culture in educational organizations in Israel** – examines the characteristics of emotional culture in the sampled educational organizations.

The second study - **Characteristics of the organizational climate in Israeli educational organizations** - examines the characteristics of the organizational climate and the psychometric of the diagnostic tool: the ECO system.

The third study - **The relationships between emotional culture and organizational outcome: individual – burnout, teamwork - group cohesiveness** - summarizes and examines the relationship between emotional culture, organizational climate, burnout, and group cohesion in educational organizations.

The research was done in 10 steps that arose and evolved from each other.

1. The three empirical studies begin first with an introduction that explains the **research problem** and the relevant need in the education system:

    1.1 Education is a highly challenging profession that requires intense interaction and communication with a diverse population having different ability levels and needs. Teachers experience stress and anxiety by the very nature of their positions as they are directly or indirectly involved in events and situations that arouse emotions— whether positive or negative. This emotional arousal may affect their attitudes, behavior, and reactions in the immediate or long term (Hargreaves, 2001). Characteristics such as emotional expression and emotion management in school settings have been studied considerably, but primarily in the specific context of teaching. That is, with regard to the teacher's expression of positive and negative feelings regarding her work with the students. (See, for example, Oplatka, 2007; Oplatka & Golan, 2011; Sutton, 2005). These studies provide knowledge about teachers' feelings during educational reforms and classroom instruction. However, despite the widespread statement that teachers are

overwhelmed by feelings - guilt, anger, frustration, enthusiasm, and concern (Oplatka, 2015), the authors have not found a comprehensive study on the rules of expression of emotions in the interactions among educational-staff-members.

1.2 Education systems like many other organizations are still coming to terms with the COVID-19 crisis and its many consequences. This research could help overcome the emotional challenges experienced by educational staff and understand the ways to create the emotional culture needed to develop resilience.

1.3 The organizational climate of educational institutions is increasingly recognized as a significant factor in the analysis of an educational institution's effectiveness and its ability to achieve its goals, especially in today's volatile, challenging, and changing reality. Researchers and practitioners have identified a need to develop tools utilizing a holistic approach to organizational climate assessment. A basic question that arises among researchers and officials in the education system relates to how the teachers' perceptions of climate can be measured.

1.4 Despite the importance of group cohesion, the team's work in particular, and the effectiveness of the organization in general, the literature about group cohesion in the context of the emotional culture in educational organizations is scant. Therefore, there is little or no knowledge about whether and how emotional culture impacts group cohesion in the field of management and organizational behavior in educational organizations.

1.5 Researchers found that in Israel, by the end of the training process, young teachers are already mentally burned out, even before they began to work. The absence of cooperation and the feeling of alienation in the

school, personal and interpersonal factors, such as a sense of self-efficacy and social support, mediate between the pressuring work environment and burnout. In addition, the support of the principals and supervisors is important in the teacher's work (Azulay, 2019). The education system in Israel is looking for solutions and ways to deal with the problem of teacher burnout.

2. **Theoretical research** - study of the relevant literature. The literature review is structured in the form of a funnel; opens with a definition of the concept, continues with a review of the field of knowledge in a general and broad way, moves on to the development of research on the subject over the years. It then shifts to focusing on the subject within organizational research and continues to focus on the resolution of educational organizations in general and in the context of the local culture of educational organizations in Israel in particular. Further reference was made in the literature review to the issue of the measurement tool of the variable, and finally reviews and presents the gaps in research so far. Chapters in the literature review study 1 as follows:

   - Emotion and its aspects, moods and emotions, emotions in organizations, emotional labor, emotions in teamwork.
   - Emotional culture, aspects of emotional culture, emotional culture as an aspect of organizational culture, healthy emotional culture, emotional culture in an educational organization, exploratory study.
   - Research and gap in Knowledge, characterization of Israeli culture.

   Chapters in the literature review study 2:

   - Organizational culture, organizational climate, organizational climate as a distinct concept of organizational culture, organizational climate in educational organizations, organizational climate analysis.

   Chapters in the literature review study 3:

   - Teamwork in organizations, difficulties in teamwork in educational organizations, group cohesion, cohesion in educational organizations, burnout, burnout in educational organizations.

3. **Exploratory study - qualitative research;** simultaneously with the literature review, we went out into the field to conduct semi-structured interviews to understand the teachers' perception of the emotional culture in their organization. The conclusions of the preliminary research are presented in detail in the thesis and add a significant qualitative dimension to the research:

3.1 There are large gaps between the desired emotional culture in the eyes of the team members and the existing culture. Furthermore, the desired emotional culture seems to be in conflict with the existing emotional culture.

3.2 team members perceive management as bearing primary responsibility for managing and shaping the emotional culture, including the direct manager of the staff. School administration, on the other hand, does not adopt a structured strategy but, like many other organizations, lacks awareness of the importance of managing emotional culture and its consequences. The sampled schools are characterized by a rational culture that results in an emotional culture of repression, which blocks constructive emotional discourse and does not allow the granting of time and legitimacy to express feelings.

3.3 In the absence of intentional management and design of emotional culture, contradictions and conflicts regarding value systems, norms, expectations, and needs will arise among team members. Subsequently, an emotional culture of repression may lead to the formation of negative emotions that develop as a "destructive snowball" from the individual level to the level of teamwork to the entire organization. The main conclusion is that the desired emotional culture among staff members in the schools studied is a culture of concern and mutual support. However, management in the schools studied has done little to foster the desired

emotional culture, leaving the staff to juggle myriad tasks. In light of these findings, it is of crucial importance to advance group cohesion and emotional support among team members.

3.4 positive emotional contagion has been identified as a leading strategy (to the extent that they are aware and knowledgeable) as team members are dependent and influenced by each other's emotional states. It follows that one of the key tasks of the organization's leaders and staff is to establish and reinforce positive feelings among team members. The most effective strategy for creating a good atmosphere in the team is to avoid customary attempts at resolving various conflicts and intrigues but rather to reinforce a positive and sympathetic attitude.

4. Based on the previous steps we decided on the appropriate **research tools** for further **quantitative research**.

Four questionnaires from previous leading research in the field of knowledge were used as the research tool:

- Study 1 - Emotional culture questionnaire (Barsade & O'Neill, 2014).
- Study 2 - Organizational climate questionnaire, System ECO (Constantin, 2008).
- Study 3 - Burnout questionnaire (Shirom & Melamed, 2006).
- Study 3 - Group cohesiveness questionnaire (Carless& De Paola, 2000).

The questionnaires were first translated into Hebrew and then passed on to language experts for examination, after that the questionnaires were handed over to several experimenters to verify that each statement was indeed correctly understood. Finally, the questionnaires were administered to a sample of 322 educators from 9 different frameworks, including elementary schools, high schools and non-formal education organizations in north central and southern Israel. The rules of ethics have been carefully observed in the study, the thesis describes in detail all the research procedure.

5. As this is the first time the questionnaires have been administered in Israel we examined the psychometric characteristics of the questionnaires in their Hebrew version, whether they can be used in the study. Descriptive statistical, reliability, structure, and correlations test were done. The emotional culture questionnaire was found as a promising tool for characterizing the emotional culture in educational organizations in Israel. But in the context of Israeli culture that is characterized as extroverted, it seems that in the test of the structure of the questionnaire, a positive emotional culture and a negative emotional culture can remain with 2 factors. Unlike the original questionnaire which has four factors: love, joy, anger, and fear.

In addition, our research shows for the first time that the Israeli version of the ECO system questionnaire has satisfactory adequate psychometric properties in a broad sample of educators - addresses the need for a holistic and comprehensive measurement tool at the organization's levels.

6. The next step was to examine the characteristics of the emotional culture and organizational climate in each organization. To this end, we examined the dimensions of the emotional culture and organizational climate that have been found in each one of the nine organizations by looking at averages, standard deviation, and relationships between the various factors. After examining each organization individually, we examined the characteristics of each group of educational organizations i.e., elementary schools, high school, and non-formal education organizations. Then we did one-way ANOVA test to examining a comparison between Types of organizations. we found significant differences in the characteristics of the emotional culture and organizational climate. But in the comparison between a group of organizations, no significant differences were found (for example, between high school and elementary school or between formal and informal education).

In the next step, we conducted another test to compare between educational organizations that establish professional development processes that aim to strengthen the emotional social skills of the educational staff, compared to educational organizations that have selected professional development processes

that focus on strengthening the teaching of different disciplines. In addition, due to the special analysis capability of the ECO system we did Comparisons by management position, gender, and seniority.

7. Based on the research problem, the literature review and the results of Study 1 and Study 2, two hypotheses were formulated for further research and tested in Study 3. The aim of Study 3 was to analyze the relationships between two independent variables: emotional culture, organizational climate. and two dependent variables: burnout, cohesion.

> **Hypothesis 1:** There is a predictive model of team cohesiveness depending on the variables of emotional culture and organizational climate.

> **Hypothesis 2:** There is a predictive model of individual burnout depending on the variables of emotional culture and organizational climate.

8. To examine the hypotheses and to address the purpose of the study, statistical tests were performed; Correlational analysis focuses on identifying variables of emotional culture and organizational climate that correlate with / can predict organizational outputs - burnout and cohesion. For testing the research hypothesis, we also did statistical tests of linear regression to each dependent variable: cohesion and burnout.

9. After analyzing the data and presenting the findings, the discussion chapter was conducted. A re-examination of the literature and previous studies was done to address and reduce the existing gap in theory and empirical research and accordingly to examine the meaning of the findings and what can be learned from them:

> **9.1** As for the characteristics of the emotional culture in the sampled educational institutions, one can learn that in organizations which

professional development on the subject of emotional and social skills toke place, one finds an emotional culture of strong companionate love. In these organizations, showing compassion, affection and caring are valued. This culture is ultimately reflected in behavior and stabilizes norms of mutual help and support, ultimately paving the way for productive teamwork and organizational efficiency. In contrast, in education organization that have not been trained in emotional social issues, the emotional culture of anger is higher. This means that negative emotions are stronger in those organizations, and the principals must take precautions to prevent those emotions from contaminating the whole organization.

9.2 Findings from previous studies on emotional culture in industries such as health, technology, services, and finance (for example, Barsade & O'Neill, 2014) discovered that organizations with more intact emotional cultures that exhibited companionate love had more satisfied employees who showed more optimal work in teams, less emotional exhaustion, and fewer days off due to sickness, increased commitment, and greater personal responsibility. Positive emotions affect the quality of task performance and organizational efficiency, improve cooperation, and more. We find especially essential the understanding that developing a guided positive culture for the organization can decrease conflicts. This suggests an inverse relationship between an emotional culture of love and emotional culture of anger. We could also say that it points out the illusion of school principals when they operate under the assumption that the culture in their schools is rational. It has been found to be beneficial for managers to develop strategies for shaping an emotional culture of love rather than fighting against an emotional culture of anger. Increasing feelings of affection, empathy, and support will automatically lower the feelings of nervous anger and resentment**.**

9.3 The analysis of data from the ECO questionnaire regarding the existing organizational climate, as perceived by all those surveyed, shows that the most significant components of the ECO questionnaire were **relationships, identification, and satisfaction**. Educators consider the relationship component to have a notable positive or negative effect on the organizational climate. This outcome matches research claims that to the extent that significant quality relations exist between teachers and administration and among the teachers themselves, teachers will express a high degree of identification with the school and commitment to the teaching profession. Quality relations among school personnel are those that encompass cooperation, involvement in decision-making, sensitivity, and empowerment (Avital & Raz, 2018).

9.4 As in the examination of the emotional culture, also in the examination of the organizational climate, no significant differences were found between the different types of educational organizations, i.e., in elementary / high school / informal institution. Also, in this case we found that educational organizations engaged in social programs have a significantly more positive social climate than those that do not. This result is commensurate with the literature findings (Isen, 1970; Kozlowski & Ilgen, 2006) that in educational organizations which engage in good social ties between members of the school community, there are likely to be those who perform more vigorously. Increased commitment to the profession is seen as a response to the support by the principal and by their peers.

9.5 Other cross-sectional comparisons were made in our research, such as by seniority, gender, and professional field. In our study, those comparisons showed no significant difference, yet it is vital for a manager to seek to understand the differences that could be found in

various sectors at his organization to determine how best to formulate a climate improvement program for his school.

9.6 The pattern of findings indicated that the hypotheses were confirmed. We found that the more positive the emotional culture will be, the cohesion in the team will be higher. And the more positive organizational climate in general and in particular the relationship component will be, the higher the level of cohesion among the employees in the organization will be as well. Moreover, we found that the higher the level of ECO identification, the less burnout will be observed. And the more positive the emotional culture in the organization, the more likely it is that the level of burnout will decrease.

10. Finally, the **conclusions** of the study were refined, and several **recommendations** emerged from it. **Theoretical and methodological contribution** of the research and reference to research limitations and suggestions for further research:

A sizeable number of scholars were adherents of a concept that is now called the "illusion of rationality" that asserted that the behavior of workers and managers is essentially rational (See, for example, Barsade & Gibson, 1998; Barsade & Knight, 2015; Oplatka, 2018). Following this approach means that there is little to study regarding the emotional milieu of organizations; if organizational behavior is essentially rational, there is no reason to explore its emotional sphere. Therefore, in the literature on organizational leadership and management, the emotional aspects are generally investigated mainly in the context of the psychological aspects at the level of the individual. According to Ashkanasy emotional resource theory (Ashkanasy & Daus, 2002), emotional culture, when properly managed, can be an organizational resource. So too should the organizational climate components: optimal interpersonal relationships and organizational identification.

As the importance attributed to emotions in educational organizations increases, the need for a device for measuring emotional culture has become

more prominent. The Emotional Culture Questionnaire was found to be a promising tool for characterizing the emotional culture in educational organizations in Israel, similar to its original use in the United States in the context of welfare services and business organizations. Thus, its value in educational institutions and its applicability in an Israeli context has been shown.

In O'Neill and Rothbard study (2017) they point out that in cases of positive emotional culture there will be less conflict not only among staff members but also between work and home/family, which can reduce stress, and burnout, etc. Similarly, an environment characterized by reduced burnout and stress will likely further enhance the emotional culture. This is especially relevant given the fact that not a few teachers note the stress and strain at work at the expense of the home in general during the Covid-19 pandemic. They reported a direct relationship between negative feelings generated by work from home, leading to high levels of stress and even leading to health problems. This research could help overcome the emotional challenges experienced by education staff and understand the ways to create the climate needed to develop resilience.

Organizational climate is considered one of the factors influencing the success of an organization. Educational institutions are facing a period of great change requiring school principals to navigate prudently in the face of many different challenges. A tool that can assess the overall organizational climate, and evaluate its various components, map the dimensions that require improvement, and highlight the inhibiting and enriching forces in the organization, can help school heads to lead their institutions to an optimal organizational climate. Our research shows for the first time that the Israeli version of the ECO questionnaire has adequate psychometric properties across a broad sample of educators. The ECO system can provide relevant information to characterize the organizational climate, sort out the more challenging elements and plan interventions in educational organizations.

The growing interest in the subject of emotional culture in educational organizations stems from the fact that it could help teachers deal with emotional

overload and teacher burnout. Teachers may experience high amounts of stress, challenges at work, and psychological stressors and yet still miss research studies that specifically address the relationship between teacher emotions and burnout (Frenzel & Stephens, 2013). The latest State Comptroller's report in the State of Israel states that 20% of young educators quit their work within three years. This study can contribute to understanding the phenomenon and provide information on effective ways to reduce it.

Group cohesion has been found to be a factor that greatly influences teamwork but very little has been studied in relation to the impact of emotional culture on team cohesion. This study expands the knowledge about the subject. There is a significant impact of organizational climate and emotional culture on the level of cohesion in educational organizations. Awareness of the issue and learning strategies for developing an optimal emotional culture and a positive organizational climate among education system leaders, will contribute to the well-being of educators and lead to organizational efficiency.

The study findings lead to several **recommendations**. A school principal who seeks to become more efficient will: (A) Consider the emotional component as a critical factor in the organization and will manage the emotional culture consciously and actively. (B) Emphasize the development of an emotional culture of companionate love and encourage norms of expressions of positive emotions such as affection, concern, joy, and support among team members. (C) Encourage and develop mutual responsibility to the emotional culture and the expression of the desired emotions in the organization among all team members. (D) Diagnose his organization with the help of the ECO system. (E) Values the components of identification and optimal relationships among staff, and optimal relationships among staff and management. (F) Supply professional development for employees to develop emotional, social skills, training.

In conclusion: our study responds to the needs of educational systems in few ways: first, it emphasizes the importance of emotional culture, of understanding its

characteristics, and of gaining an awareness of its implications for teamwork and organizational efficiency. Second, it displays the most influential organizational climate dimensions and proposes a set of organizational tools and strategies to create an optimal emotional culture. Moreover, the study points the way to increasing cohesion and reducing burnout in education organizations.