

EXPLANATION OF COMPONENTS OF EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT: CASE STUDY OF MANAGERS AND ASSISTANTS OF CITY PUBLIC SCHOOLS IN PIRANSHAHR

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ABSTRACT

This study aims to explore the dimensions of organizational commitment Components of emotional intelligence the managers and assistants is doing in schools Volume government. Using the Research Methodology Descriptive correlation study, 105 cases of male and female manager's content a stratified randomly selected. The data collected from the questionnaires Organizational commitment, Meyer and Allen (1990) Emotional intelligence Bradbry & Graves (2004) was used. The validity of the questionnaires, and psychological specialists Education used to assess the reliability In a preliminary study, the Cronbach's alpha coefficient The sample was comprised of 30 questionnaires, Organizational commitment $\alpha=0/872$ Emotional Intelligence Questionnaire and $\alpha=0/947$, respectively. Data After collecting survey-based research hypotheses and using our analysis and multiple regression analysis were analyzed by NOAA. The results indicate that 1. The components of emotional intelligence and organizational commitment there is a significant positive relationship 2. The component Emotional intelligence, relationship management is the most potent predictor of organizational commitment.

Keywords: Emotional intelligence, organizational commitment, school managers

INTRODUCTION

The excitement and the proper use of the Human relationships, understand their emotions and others manage them, empathize with others, and use positive Subjective feelings of the past decade as emotional intelligence, emotional or affective introduced. Emotional intelligence is another aspect of intelligence People to achieve success in all aspects of life, the role of cognitive intelligence. Roots Emotional intelligence can be Search Darwin's early work, where he recalls the excitement for survival and adaptation is the (Bar-On, 2006). Emotional intelligence is merely a Series of non- cognitive abilities and a set of Personality traits, but also on the ability of individuals Cope and adapt to working life events Capacity is closely related to emotional and Success in life depends on the person, the person Able to think of others and their emotional experiences Be able to reason about the arguments that are mutually Draws a person or situation, emotional responses Adapted to give (Mayer et al, 2000, p 413). Emotionally intelligent individuals can be effective in all Organizational levels to develop and play an important role in the quality and to implement effective social interaction with others (George, 2000). Emotional intelligence is essential for career success and 60% all jobs are included in the performance and the single biggest factor for predicting the performance of individual the most powerful force for leadership and success in the workplace and is (Bradbry & Graves, quoting Ganji, 2007, p 33). According to Diggins (2004), Emotional Intelligence in Individuals Greater awareness of interpersonal identification and management Emotions influence the thinking and behavior, develop the

ability to recognize Social mobility in the workplace and understand how to manage It helps improve relationships. Nelson and Low (2003), the confluence of emotional intelligence Capabilities and advanced skills in identifying their exact Personal strengths and weaknesses, develop healthy relationships continue and effective, fruitful collaboration with others, the effective Demands and pressures of everyday life and a healthy nation. According to Baron emotional intelligence collection capabilities Non- cognitive competencies and skills that the ability Person to succeed in coping with environmental demands and pressures. Impact (Hen, quotes and Rahnema abdolmaleki, 2009, p 57). Emotional intelligence is a critical success factor in an individual's life, Social and professional known and some authors Capabilities of the model and the model are presented, including Bradbry&Graves (2005), who argue that emotional intelligence. To employ more compatible with their surroundings, Show high confidence and More aware of their ability (Bradbry&Graves, quoting Ganji, 2007 , p 153). According to their skills and emotional intelligence of the four main forms:

1. Consciousness: consciousness, control your desire to Different people react to the situation and will also be included.
2. Self-management: the ability to apply knowledge of Emotions In order to remain flexible and positive behaviors lead.
3. Social awareness: the ability to accurately recognize emotions others in understanding exactly what is happening. Among all the dimensions of emotional intelligence, social awareness may be all the more recognized.
4. Relationship Management: the ability to Application of knowledge In order to successfully manage interactions. On the other hand, the behavior of individual employees in the affected the four factors of attitude, personality, perceptual and learning will be analyzed.

The Knowledge attitude of the staff working in the organization for managers seems necessary. According to research, three approaches of job satisfaction, organizational commitment and job attachment Has attracted the most attention from the Over the past two decades, the dominant view of organizational commitment, Research focus has been the subject of several meta (ArzuWast, 2005, p 304). Also because of some organizational outcomes such as organizational commitment to reduce Absenteeism, job performance, and reduced mobility desired effects, scientists and experts are interested in the field of human resources (Ghafouri and Golparvar, 2009). Organizational commitment case in which a particular organization and its employees Detection and Identification of goals and dreams Join and stay in places (Clercq & Rius, 2007). Buchanan's fanatical commitment to a dependence And affective objectives and values of the organization, regardless of the value the tool then finds the (madani and Zahedi, 2005, p 6). In general , the study of organizational behavior in three ways Organizational commitment and the argument is That commitment is a psychological state has three distinct components, That requires a willingness and commitment to continue working in a Organization (Abedini and Ismail -Zadeh , 2009 , p 120). All the models on organizational commitment and its dimensions by Allen & Meyer Taken. two researchers of organizational commitment It can be defined as a mental state that represents A desire (affective commitment, continuance commitment) and obligation to Employment in the organization (normative commitment) is (Ansari et al. 2010, p 40). Thus, according to Allen and Meyer organizational commitment has three dimensions as follows:

- I. Affective Commitment: the amount of emotional attachment and belonging to Identification of a particular person and his work shed. This area represents the professional interests of its people.
- II. Continuous Commitment: Based on the benefits of getting busy To do the work and expense of leaving job .In other words, with time, more people live and work Simply are not willing to change their profession .
- III. Normative Commitment: the commitment of the individual to continue to work in their professional duty, obligation and responsibility Dean knows that in order to fulfill their professional needs. He believes Individual that everyone should have a trained professional, And even if it could harm your stay committed, Remain in the profession (Castro et al 2004, p 33).

BACKGROUND RESEARCH

On the subject of emotional intelligence and organizational commitment the relationship between these two variables, few studies have been carried however; some research has been done, as is mentioned below. Rezayian and koshtegar (2008), in this study "Relationship between Emotional Intelligence and Organizational commitment," concluded that is a significant relationship between emotional intelligence and organizational commitment and the management of the relationship between the dimensions of emotional intelligence, the most effective Organizational commitment is over. The research Estevar and Amir Zadeh khatooni (2008) entitled "The relationship between emotional intelligence, Job satisfaction and organizational commitment", specifies that the EI There is a significant relationship between emotional intelligence and organizational commitment 14% Organizational commitment is the variance of the forecast. Ghamari (2009), Realized that the relationship between emotional intelligence and organizational commitment, significant relationship between emotional intelligence organizations of all there sizes Commitment. Carlson& Carlson (1998) The relationship between emotional intelligence and job commitment Institutional and organizational citizenship behavior will be investigated and Finally came to the conclusion that the positive relationship between emotional intelligence But there is a commitment between emotional intelligence and organizational commitment, job There was no relationship. Between the two types of organizational commitment and job OCB relationship existed. Hayashi (2005) the research concluded that the higher emotional intelligence, Performance of managers and their organizational commitment will be greater, and Emotional intelligence is a predictor of organizational commitment. And the research Petrides&Furnham (2006) showed that high levels of Lower levels of stress and high levels of emotional intelligence Control, organizational commitment and job involvement.

RESEARCH HYPOTHESES

1. Between the components of emotional intelligence and organizational commitment of managers and assistants in public schools Piranshahr significant relationship exists.
2. International dimensions of organizational commitment, Component emotional intelligence there are no significant differences between managers and assistants Piranshahr public schools.
3. Between the components of emotional intelligence and commitment continually managers there is a significant relationship Piranshahr deputy public schools.

4. Between the components of emotional intelligence and normative commitment there are no significant differences between managers and assistants Piranshahr public schools.
5. Between the components of emotional intelligence and emotional commitment Directors And assistants in public schools Piranshahr There is a significant relationship.

METHODS AND POPULATION

This research is a descriptive correlation method. The sample consisted of 144 managers and assistants (Female and male) three public schools (elementary, middle, high) Piranshahr city in 2012 are Using a stratified random sampling Volume, 105 were selected as samples for the study. To determine the sample size Desired population size according to Cochran's formula is used.

Tools for Data Collection

Data needed for this research through two Following is collected. Emotional Intelligence Questionnaire: The questionnaire was based on a model Bradbury & Cruise (2004) in the form of 28 separate items as using a five -point Likert scale was designed. The results of the factor analysis, four factors (self-awareness, self-management, Social awareness, relationship management) and corroborated, in which %71 Inquiries from the variances. $KMO = 0/903$ test and Bartlett ($P > 0/0001$) showed the sample size is adequate and that there are factors in the population. Results of factor loadings greater than $0/3$ with orthogonal rotation, five factors to obtain desired. Organizational Commitment Questionnaire: the questionnaire model based on Meyer and Allen (1990) in the form of 24 separate items to using a five -point Likert scale and design. The results of the factor analysis, three factors (emotional commitment, continuance commitment, normative commitment) confirmed where $0/42$ of the variance were extracted questions. $KMO = 0/829$ test and Bartlett ($p > 0/0001$). This sample size is sufficient to show that there are factors in the population. Results of factor loadings greater than $0/3$ with orthogonal rotation, to obtain the three components.

FINDINGS

1. Between the components of emotional intelligence and organizational commitment of managers and assistants in schools, there is a significant relationship.

Table 1. Results of MANOVA analysis of the relationship between each of the components of emotional intelligence and organizational commitment

<i>Components Emotional Intelligence</i>	<i>Lambda Vikklez</i>	<i>F Coefficient</i>	<i>Degrees of Freedom</i>	<i>Significant</i>	<i>The Subscription Rate</i>	<i>Statistical Power</i>
<i>Consciousness</i>	0/92	3/57	3	0/01	0/07	0/87
<i>Self-management</i>	0/57	32/98	3	0/0001	0/42	0/99
<i>Social Awareness</i>	0/10	39/81	3	0/0001	0/89	0/99
<i>Relationship Management</i>	0/71	18/61	3	0/0001	0/28	0/99

Table 1 shows that the F ratio, There is a significant relationship between self-awareness dimensions of organizational commitment (P= %1) Subscription rates %7 is a significant relationship between organizational commitment and managerial aspects are P=0/0001) Subscription rates 42/0. If the social awareness There is a significant relationship between organizational commitment (P=0/0001) Subscription rates 0/89 is there a significant relationship between organizational commitment relationship management (P=0/0001) and share 0/28 is. Statistical power, respectively (0/0, 99/0, 99/99, 0/99, 0/87), which indicates the adequacy of the sample size is to go to test hypotheses.

2. Among the components of emotional intelligence and organizational commitment of managers and assistants in schools, there is a significant relationship.

Table 2. MANOVA analysis of the relationship between organizational commitment and the components of emotional intelligence

<i>Dimension Organizational commitment</i>	<i>Square</i>	<i>Degrees of freedom</i>	<i>Mean square</i>	<i>F Coefficient</i>	<i>The level of significance</i>	<i>The Subscription Rate</i>	<i>Statistical Power</i>
<i>Affective commitment</i>	19/06	4	4/76	11/23	0/0001	0/24	0/99
<i>Commitment to continuous</i>	5/75	4	1/43	5/24	0/001	0/13	0/96
<i>Normative commitment</i>	225/97	4	56/49	375/29	0/0001	0/91	0/99

F values in Table 2 indicate that, Significant relationship between affective commitment and emotional intelligence components There's (P=0/0001) and share 0/24 is The relationship between emotional intelligence components, there is a continuing commitment (P=0/0001) and share 0/13 is the relationship Significant components of emotional intelligence and normative commitment is (P=0/0001) Subscription rates 0/91 is. Statistical power respectively (0/99, 0/96, 0/99) indicating Adequate sample size for testing hypotheses.

3. Between the components of emotional intelligence and commitment to continuous school principals and deputies there was a significant relationship.

Table 3. Multiple regression analysis of the elements of the relationship between emotional intelligence and commitment to continuous

<i>Predictor Variables</i>	<i>Variable Criteria</i>	<i>F</i>	<i>P</i>	<i>R</i>	<i>R²</i>	<i>β</i>	<i>t</i>	<i>P</i>
<i>Consciousness</i>						-0/20	-1/82	0/07
<i>Self-management</i>	Commitment to continuous	5/24	0/001	0/36	0/13	-0/34	-2/37	0/01
<i>Social Awareness</i>						-0/01	-0/15	0/87
<i>Relationship Management</i>						0/31	2/73	0/007

According to Table 3, the F test statistic for the relationship between each of the components of emotional intelligence and commitment to continuous Equal to 24/5 at level (05/0p <) is significant. R2 value indicates that 13/0 of the variance in continuance commitment be explained by the components of emotional intelligence. Also look the regression coefficients

indicate that the management subscale Relation ($\beta=0/31$, a commitment to continuous positively and significantly predict.

4. Between emotional intelligence components normative commitment school administrators and assistants, there is a significant relationship.

Table 4. Multiple regression analysis of the elements of the relationship between emotional intelligence and normative commitment

Predictor Variables	Variable Criteria	F	P	R	R ²	β	t	P
Consciousness						-0/02	-0/58	0/56
Self-management	Normative commitment	375/29	0/0001	0/95	0/91	0/42	9/28	0/0001
Social Awareness						1/90	33/48	0/0001
Relationship Management						0/22	6/37	0/0001

The results in Table 4, the F test statistic for the relationship between emotional intelligence components of normative commitment Equal to 375/29 at the surface ($p < \%5$), is significant. R2 value indicates that 0/91 of the variance Components of emotional intelligence can be explained on the basis of normative commitment. As well as the regression coefficient states that, Self-management subscales ($\beta=0/42$), social awareness ($\beta=1/90$) and relationship management ($\beta=0/22$), the positive. And can significantly predict normative commitment.

5. Components of emotional intelligence and emotional commitment, there is a significant relationship between school administrators and assistants.

Table 5. Results of regression analysis between each of the components of emotional intelligence and emotional commitment

Predictor Variables	Variable Criteria	F	P	R	R ²	β	t	P
Consciousness						0/29	2/88	0/005
Self-management	Affective commitment	11/28	0/0001	0/49	0/24	0/12	0/88	0/37
Social Awareness						0/17	1/82	0/07
Relationship Management						0/01	-0/12	0/01

The results in Table 5, the test statistic F to examine the relationship between emotional intelligence components with emotional commitment with 11/28 in the ($p < \%5$) is significant. R2 values indicate 0/24 of the variance in affective commitment Components of emotional intelligence can be explained. Also Looking at the regression coefficients suggests that, Consciousness subscale ($\beta=0/29$), which can predict affective commitment.

DISCUSSION AND CONCLUSIONS

The most important factor in achieving the goals of any organization is human resource undoubtedly, the success and progress of the organization and staffing Depends. Department of Education, The organization is its human resource, often and committed individuals to fill and the favorable Working conditions and motivation, talent and skills the

service will work in most organizations. Therefore the present study, the dimensions of organizational commitment the goal of clarifying Components of emotional intelligence on among managers and Officers have been carrying out public schools Piranshahr. The results obtained showed that, between each Components of emotional intelligence (self-awareness, self-management, awareness Social Relationship Management) Dimensions organizational commitment (affective commitment, Continuance commitment, normative commitment) there is a significant positive relationship, People with high emotional intelligence are the Having experience more career success and organizational commitment These people tend to have attitudes consistent with Commitment to expand. The results obtained with Results AH (2009), and keshtegar (2008), Hayashi (2005), is consistent, similar results in their study because they have been results but Carson and Carson (1998), Is non-aligned. The R2 value indicates that 0/13 the variance in continuance commitment, 0/91 of the variance in normative commitment and 0/24 of the variance in affective commitment is based on intelligence components Emotion can be explained. Among the four components of emotional intelligence, the only relationship management subscale ($\beta=0/31$), we can predict Commitment is a consistant. And self-management subscale ($\beta=0/42$), social awareness ($\beta=1/90$) and management Relation ($\beta=0/22$), the ability to predict normative commitment and also among the components of emotional intelligence, the only subscale Consciousness ($\beta=0/29$), we can predict affective commitment is and other aspects of emotional intelligence are without power. With Increased consciousness of the symptoms Mental harm their performance, become more sensitive. Finally, the findings indicate that emotional intelligence predicts the organizational commitment, and the results Research Estevan Amirah Khatoonie (2008), Hayashi (2005), Petrides, and Furnham (2006), is consistent, they also found similar results in their study.

RECOMMENDATION

According to the survey results, it is suggested that organizational commitment, people with high emotional intelligence than those with lower emotional intelligence and research to determine the impact of emotional intelligence on organizational commitment of managers, assistants, any other organization in teachers and staff at to be done. It is recommended that the hiring and promotion of employees to discuss emotional intelligence and using it to promote affective and normative commitment and organizational effectiveness and performance, resulting be taken into consideration administrators.

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