The Investigation of the Role of Emotional Intelligence on the Commitment of Education Organization Staff in Bilesavár Moghan

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Abstract

This study attempted to investigate the relationship between Emotional Intelligence (EI) and Organizational Commitment (OC) among Education staff in Bile-Savor Moghan. In this study, 260 participants were randomly selected from Education staff (in-service) in Bile-savar Moghan. They were randomly selected based on Kukran formula. Sibria Shring’s (1996) Emotional Intelligence Questionnaire and Allen and Myer’s (1990) Organizational Commitment Questionnaire were used to collect data. In order to measure the reliability, alpha Cronbach was used and all the questions were checked by α > .07 coefficient. The obtained data was analyzed by descriptive and interpretive statistics such as path analysis. Furthermore, for identifying the relationship between variables, structural equation and Lizrole software, version 8 and SPSS, version 16, were used. The results reported that the staff enjoyed the desired level of EI and organizational commitment. It was also reported that EI affected the staff’s organizational commitment (coefficient .07). In other words, there is a direct and significant relationship between EI and employee’s organizational commitment. In this relationship, sentimental commitment with factorial load of .86, self-management with factorial load of .84, relation-management factorial load of .77, self-cognizance with factorial load of .76, social-cognizance with factorial load of .62, persistent commitment with factorial load of .61, and normal commitment with factorial load of .54 played more important roles.

Keywords: emotional intelligence (EI), organizational commitment (OC), Education, Bilesavár Moghan.
Introduction

The most important aim for each organization is achieving the highest level of efficiency or ideal efficiency as much as possible. Some of the factors which are effective in efficiency are investment, tool, the method of doing the task, and human force. There is no doubt that human force plays an important role in increasing or decreasing organizational efficiency. Indeed, human investment is the most vital strategic element and the main way for increasing the level of organizational efficiency and it leads to the progression and development of society. Human force committed to the aims and values of organization are important in making preference over other organizations.

Experts believe that EI and organizational commitment are the most important factors in service organizations especially those in which financial motivations such as money and social reputation are less. The former includes the feeling and emotions for stimulating oneself and others and it also includes a proper way for making a connection with others. The latter is an appropriate tool for giving services and communicating with those who are related to organization (Abbaszadeghan, 2000, 124).

In this regard, Goleman defines EI as the capacity and the ability of organizing one’s and others’ feelings and emotions in stimulating themselves and of effective controlling of feeling and utilizing them in communicating with others (Goleman, 1998, 21). In his mind, EI factors are self-cognizance, self-management, social-cognizance, and relation-management (Goleman, 1998, 21). What is important in terms of EI and organizational commitment is that EI can predict the level of organizational commitment. Esmaeeli et al. (2013) conducted a study which was about the relationship between EI, organizational commitment, and job satisfaction among Lorestan Physical Training Organization. They found that there was a positive and significant relationship between EI and organizational commitment with job satisfaction. In a similar vein, Keshavarz (2013) reported that the results from codifying the relational model between managers’ EI and the staffs’ organizational commitment among Tehran municipal staff showed that the managers’ EI affected the staffs’ organizational commitment. As far as the relationship between EI of managers and the staffs’ organizational commitment is taken into account, sentimental commitment, self-adjusting, social skill, sympathy, self-motivation, self-cognizance, norm commitment, and consistent commitment play more important roles. Similarly, Poormirza (2010) in a study with the title of relationship between EI and occupational vision of Islamic Republic of Iran Physical Training Organization experts found that EI had meaningful relationship with three factors: sentimental, consistent, and norm commitment. Khashi Sordjani (2010) also reported a positive and significant relationship between EI and mind health, and organizational commitment. Moreover, the results of regression showed that EI and mind health can predict the staffs’ organizational commitment positively and significantly. In addition, Baghche Sarayi (2010) found that there was a very strong and positive correlation between all aspects of EI and sentimental commitment. He conducted his study among the international section of Mellat and Eghtesad-e-Novin bank staffs. Furthermore, Ghamary (2009) found significant relationship between EI and three factors of organizational commitment among the staff of Area 2, Azad University. Moreover, Ostowar found a significant relationship between EI and organizational commitment among the employees of private sector of factories in Shiraz.
Rezayian and Abdolali (2008) also reported a significant relationship between the staffs’ EI and organizational commitment. Sansi Othman and Anungerah (2009) found that the staff with high level of EI had more sense of commitment to their job and this played an intermediary role in the relationship between EI and job satisfaction. In the same vein, Rathi and Rastory (2009) found a positive relationship between the managers’ EI and the staffs’ organizational commitment. Adeyemo (2008) also reported that EI, as intervened variable, can increase organizational commitment level. In a similar vein, Moradi et al. (2011) reported a positive and significant effect of managers’ EI on staffs’ organizational commitment. The reason behind this study was the investigation of the relationship between EI and organizational commitment. The former is an important factor in making feeling and emotions for stimulating oneself and others and it’s also an appropriate way for communicating with other staff. The latter is an effective factor in human force efficiency. Due to the fact that the relationship between these factors has been seldom investigated, the present study was an attempt to answer the following questions: is there any significant relationship between EI and organizational commitment among staff and if there is an appropriate model in this regard, this study intends to illustrate it.

As it is clear in Table 1, since meaningful level of both EI and organizational commitment is less than .05, test amounts with the measured mean showed significant statistics. The means of both variables are more than test amount; therefore, EI and organizational commitment are at the desired level. The results in Table 2 report that standard regression coefficients check and confirm all the relationships between EI with organizational commitment and other factors too. Furthermore, this table shows all variables have positive and significant relationship with each other. Diagram 2 represents the path analysis (standard relational model) of EI and organizational commitment. As it is shown in above diagram, EI (with coefficient .07) affects the staffs’ organizational commitment. Thus, there is appositive and significant relationship between EI and the staffs’ organizational commitment. As far as the staffs’ EI and organizational commitment were taken into account, sentimental commitment with factorial load of .86, self-management with factorial load of .84, relational-management with factorial load of .77, self-cognizance with factorial load of .76, social cognizance with factorial load of .62, consistent commitment with factorial load of .61, and norm commitment with factorial load of .54 play more important roles.

The results in Table 3 illustrates that the amount of $X^2$ is equal to 51.87 with 21 degree of freedom ($df = 21$). Therefore, with regard to relevant p-value (.072) which is more than .05, the results were accepted and confirmed. GFI index number is .921 which shows the accepted level of this index for model desired. The amount of RMSEA which is another index of fit is .029 (less than .05), so it is accepted and confirmed the investigation model. Moreover, Tuker-Louis index (.934), Bentler-Bont index of fit (.947), comparative fit index (.932), norm destination fit (.081) showed desired and confirmed the investigation model.

**Discussion and Results**

Conceptual model of investigation of the relationship between EI and organizational commitment in Education Organization of Bile-savar Moghan was based on Sibia Shring’s
(1996) EI questionnaire and Allen and Myer’s (1990) organizational commitment questionnaire. Moreover, EI affected organizational commitment of the staff with coefficient number of .07. That is, there is a direct and significant relationship between staffs’ EI and organizational commitment. As far as the staffs’ EI and organizational commitment were taken into account, sentimental commitment with factorial load of .86, self-management with factorial load of .84, relational-management with factorial load of .77, self-cognizance with factorial load of .76, social cognizance with factorial load of .62, consistent commitment with factorial load of .61, and norm commitment with factorial load of .54 play more important roles.

The results of this study converge with those of Esmaeli et al. (2012), Keshavarz (2012), Poormirza (2010), Khashi Sordjani (2010), Baghche Sarayi (2010), Ghamary (2009), Ostowar (2008), Rezayian and Abdolali (2009), Sansi Othman and Anugerah (2009), Rathi and Rastory (2009), Adeyemo (2008), and Moradi et al. (2011).

In service organizations such as Education, organizational commitment is of utmost importance because there are not many factors which are effective on organizational commitment including social reputation and huge financial incomes. High level of commitment leads to the staffs’ consistent service in organization. In this case, in spite of external pressures, allegiance to organization will be at the high and desired level. Because of being effected from each other and having a direct and significant relationship between EI and organizational commitment and due to the more effects of consistent commitment, compared to other factors, Education officers should increase the emotion and feeling level and also improve the level of emotional dependencies among staff. This is done through improving the relationships among staff. This issue makes them feel good about their presence in organization.
References


