The Effect of Emotional Intelligence (Eq) On Personal Development and Turnover Intentions

Shahrokh Rajati¹ and Ahmad Baghi²

¹MBA student of Management and Accounting Faculty, Semnan Branch, Islamic Azad University, Semnan, Iran
²Assistant Professor of Management and Accounting Faculty, shirvan Branch, Islamic Azad University, shirvan, Iran

Abstract

The major challenge that the organizations are faced with it in the twenty-first century is how to use people's full potential abilities. Increasing the complexity of the organizations and immoral, unjust and irresponsible operations in the workplaces have attracted the managers' attention to the issues related to the suitable behavior in the workplace that is the most urgent need of the organizations. In such condition, the organizations must identify the importance of employees' emotional intelligence so that they can work with full power and greater productivity. This requires a sound business practices and personal development of the employees.

The aim of this study is investigating the effect of emotional intelligence on personal development and employees' turnover intentions in a state-owned company. This is a descriptive and study done by survey method. The population consisted of 1270 people and random sampling is used to determine the sample and the sample size is consisted of 270 people. The data collection method is field and the measuring tool is questionnaire. The validity has been approval at an acceptable level with the content, structure and formal method and the reliability through Cronbach's alpha (0.936). A standard questionnaire is used to collect data. The acceptability of theoretical model has been studied through LISREL software program in order to analyze the data and then the data has been analyzed through path coefficient and t-test. The results show that the model is acceptable for the population and the emotional intelligence has an effect on personal development and employees' turnover intentions. Among the four dimensions of emotional intelligence, only use the emotional intelligence and self-regulation has a significant effect on personal development and employees' turnover intentions, and evaluating own emotions and the emotions of others does not impact on personal development and employees' turnover intentions, and also the personal development has an impact on employees' turnover intentions.

Keywords: Emotional Intelligence, Turnover intentions, Personal Development.
Introduction
In today’s world, the power, economic strength and prosperity of any country depends on the efficient use of facilities, resources and human force of that country. In this regard, if there is more capable and efficient workforce, it will be more economic and social progress and country success in various fields. In this case, the experts and researchers believe that the efficiency of each person depends on the factors such as talent, intelligence, motivation, machines, the used tools, training of the required proficiency, the condition of workplace and so on (Nasrollahpur, 2007, 14).

Several factors affect people's performance. One of the factors that affect a person's organizational behavior is emotional intelligence. Emotional intelligence refers to a set of capabilities that enables the processing of information about person's emotions and the others'. Structural components of emotional intelligence act like the structure pieces of DNA; if they grow well, they enable the person to expand his own special skills and basic abilities of emotional intelligence. Each building block shows the capabilities that together raise the emotional intelligence. They are hierarchical and each level is on the previous level (Kia and Imami, 2013, 488).

In this regard, the researchers tries to evaluate the effect of factors causing the turnover intentions and employees' job dissatisfaction through the emotional intelligence and personal development; to increase the personal and organizational productivity.

Theoretical Literature Review
EQ
Emotional intelligence has been defined as "the ability of accurate perceive, assess and expression of emotion, the ability to generate the feelings when they facilitate the thought, the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth" (Zhang and Yun, 2012, 370). Emotional intelligence involves a subset of abilities to monitor themselves and others, feelings and emotions, to differentiate among them; the management and leadership of the thoughts is required to use this information (Hur et al., 2011, 591). (The emotional intelligence and the excitement intelligence are the same in this study).

Self-regulation:
It is self-monitoring or controlling of the emotions and behavior in order to act appropriately in different situations so that it can be possible to resist against the impulse of desire or temptation of the action or delay it; it means the accountability against the responsiveness (Kumar & Rupra, 2009, 3).

Evaluate the Others' Emotions
Evaluate of the others' emotions is how to manage the relationships with the others that is a person's ability to inspire and encourage the others and also active interaction with them or management of a conflict. Goleman who was the expert of behavioral science and was the first person who used this concept for the organization, takes a further step and says: these emotional
competencies are not the natural capacities, but they are the learned capabilities that can be a turning point in achieving a better performance (Riaz & Khan, 2012, 89).

**Evaluation of Own Excitements or Self-Consciousness**
This structure mainly relates to our ability to specify the situation of our emotions and assess its effects while using them to guide the process of decision-making (Riaz and Khan, 2012, 89).

**Use of the Excitements**
Using of emotions is the ability to use the emotions for getting the favorable result, solving the problems and taking advantage of opportunities. This skill includes the important ability of empathy and organizational insight. The managers who have this ability, make more practical the other's excitement and feelings. They show that they are careful. In addition, they are specialized in understanding the process of administrative policies. Thus, socially-conscious managers know exactly that their words and deeds affect the others. They are such sensitive that if their words and behavior have a negative impact, they change it (Mayer and Salovey, 1990).

**Turnover intentions**
Turnover intentions means the employees' willingness to leave the organization due to work in other organization, this type of turnover intentions is usually unpredictable. In some texts, the turnover intentions has been defined as the people's displacement from the membership in a range of a social system with the same members (people). Some researchers with dividing of turnover intentions obligatory or optionally, have said in definition of each one that those who are excluded due to downsizing program are considered as involuntary turnover intentions and those who resigned, are considered as voluntary turnover intentions. This type of turnover intentions is out of the organization program; it is inevitable (Jahangiri and Mehrali, 2008, 39).

**Personal Development**
The personal development means all the activities that lead to people's performance improvement. Personal development helps us to take the control of affairs and continue our actions motivated and happily under any condition. Learning cycle is the foundation of personal development, means the way that people use it to learn from their experiences and avoid mistakes in similar situations. Learning is attained by participating in educational programs and related ones, improvement of job skills, reading the related books in the case of personal development, using the consultants, managers, colleagues, professors and instructors' experiences. (Ghaznavi and Tavakolifard, 2011, 39).

**Method**
**Type of Research**
This is a descriptive research that is done in a survey method; it studies the effect of emotional intelligence on the personal development and employees' turnover intentions.
Conceptual Model of Research
Conceptual model of research is derived from the article of Triulos et al. (2013); we will study and explain the present relationship among them in following. In the present study, it has been specified the relationship between independent and dependent variables.
Self-emotion assessment (SEA), others' emotions evaluation (OEA), Use of emotion (UOE), regulation of emotion (ROE), the independent variable and turnover intentions (TI) and personal development (PDEV) are considered as the dependent variables.

Fig 1-3: Conceptual Model of Research

The research Hypotheses
Hypothesis 1: Self-emotion assessment has an effect on employees' turnover intentions.
Hypothesis 2: others' emotions evaluation has an effect on employees' turnover intentions.
Hypothesis 3: Use of emotion has an effect on employees' turnover intentions.
Hypothesis 4: regulation of emotion has an effect on employees' turnover intentions.
Hypothesis 5: Self-emotion assessment has an effect on employees' personal development.
Hypothesis 6: others' emotions evaluation has an effect on employees' personal development.
Hypothesis 7: Use of emotion has an effect on employees' personal development. Hypothesis 8: regulation of emotion has an effect on employees' personal development.
Hypothesis 9: personal development has an effect on employees' turnover intentions.

The Population, Sample and Sampling Method
Population of this study is employees of a state-owned company. Due to limitation of population, the following equation has been used to obtain the sample.

\[ n = \frac{NZ^2 \cdot pq}{Nd^2 + Z^2 \cdot pq} \]

\( N = \) size of population: 1270 people
n = sample size: 295 people
Z = the value of normal variable of standard unit with 95% confidence equals 1.96.
P = the value of present trait is in the community. If not available, it can be considered 0.05. In this case, the level of variance comes to its maximum level.
q = the percentage of people who lack those trait in the community (q = 1-p)
d = the level of permitted error (0.05)

\[
n = \frac{1/96^2 \cdot 0.0/5.0/5.1270}{0/05^21270 + 1/96^2 \cdot 0.0/5.0/5} = 295
\]

In this study, 270 questionnaires have been returned and they are under investigation.
In this study, the simple random sampling method is used to achieve the desired sample size.

**Data Collection Tools**

A questionnaire is used to collect the required data. The questionnaire consists of two parts. The first part is related to the respondents' demographic characteristics, it included some questions about gender, age, marital status and level of education and the second part is related to the questions of the research variables that is consisted of 27 questions regulated based on the size and components of the proposed model containing 5 questions about self-emotion assessment, 4 questions about others’ emotions, 4 questions about the use of emotions, 6 questions about personal development, 4 questions about the turnover intentions. The five-item Likert Scale is used as the scale of measuring the items.

**Assessment of Reliability and Validity**

In this study, given that the localized questionnaires drawn from the previous studies were used, at first a preliminary test was performed on the questionnaire based on the existing evidence on methods of scientific research to determine the validity of research tools. Cronbach's alpha coefficient was used to measure the reliability of questionnaire. The results are presented in Table (1-3).

<table>
<thead>
<tr>
<th>Row</th>
<th>Variables</th>
<th>Cronbach's alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Emotion Assessment</td>
<td>0.786</td>
</tr>
<tr>
<td>2</td>
<td>Regulation of Emotion</td>
<td>0.786</td>
</tr>
<tr>
<td>3</td>
<td>Others' Emotions</td>
<td>0.747</td>
</tr>
<tr>
<td>4</td>
<td>Use of Emotion</td>
<td>0.808</td>
</tr>
<tr>
<td>5</td>
<td>Personal development</td>
<td>0.809</td>
</tr>
<tr>
<td>6</td>
<td>Turnover Desertion</td>
<td>0.778</td>
</tr>
</tbody>
</table>

Table (3-1) Cronbach's alpha coefficient for the questionnaire

It can be claimed that the validity of data collection tools has been favorable due to the fact that alpha coefficient of all variables is greater than 70 percent.
Analyzing of Findings
According to the results, in terms of gender and among 270 selected samples, 73 percent of respondents are male and 27 percent of them are female. In terms of age, 15.2 percent of respondents are in range of 21-30 years old, 45.2% in the range of 31-40 years old, 30.7 percent in the range of 41-50 years old and 8.9 percent are in the range of 51-60 years old. In terms of education level, 4.4 percent of respondents have associate's degree, 68.9 percent have bachelor's degree and 26.7 percent of them have master's degree or higher. In terms of marital status, 87.4 percent of respondents are married and 12.6 percent of them are single.
The structural equation modeling technique and software LISREL are used to study the conceptual model of the study. The results of the model are presented in Table (1-4). It should be noted that the standard coefficient among the variables of the study show the intensity and direction of the relationship among variables. But when these coefficients are significant, the significant coefficients corresponding to each relationship are placed outside of the range of +1.96 and -1.96.

<table>
<thead>
<tr>
<th>Number of hypothesis</th>
<th>Standardized coefficients</th>
<th>A significant coefficient (t)</th>
<th>Accept or reject the hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Self-emotion assessment has an effect on employees' turnover intentions.</td>
<td>0.13</td>
<td>0.68</td>
</tr>
<tr>
<td>Second</td>
<td>Others' emotions assessment has an effect on employees' turnover intentions.</td>
<td>-0.28</td>
<td>-0.82</td>
</tr>
<tr>
<td>Third</td>
<td>Use of emotion has an effect on employees' turnover intentions.</td>
<td>0.61</td>
<td>2.03</td>
</tr>
<tr>
<td>Forth</td>
<td>Regulation of emotion has an effect on employees' turnover intentions.</td>
<td>-0.29</td>
<td>-2.62</td>
</tr>
<tr>
<td>Fifth</td>
<td>Self-emotion assessment has an effect on employees' personal development.</td>
<td>0.14</td>
<td>0.79</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Sixth</td>
<td>Others' emotions assessment has an effect on employees' personal development.</td>
<td>-0.22</td>
<td>-0.69</td>
</tr>
<tr>
<td>Seventh</td>
<td>Use of emotion has an effect on employees' personal development.</td>
<td>0.79</td>
<td>3.45</td>
</tr>
<tr>
<td>Eighth</td>
<td>Regulation of emotion has an effect on employees' personal development.</td>
<td>0.22</td>
<td>2.21</td>
</tr>
<tr>
<td>ninth</td>
<td>Personal development has an effect on employees' turnover intentions.</td>
<td>0.66</td>
<td>3.83</td>
</tr>
</tbody>
</table>

Table (1-4) the results of the research hypothesis
Conclusion
The aim of this study is investigating the effect of emotional intelligence on personal development and the employees' turnover intentions. The effects of emotional intelligence including the self-emotion assessment, others' emotion assessment, use of emotion and regulation of emotion on personal development and employees' turnover intentions has been measured. The results of research show that self-emotion assessment has no significant effect on the personal development and turnover intentions. It is not consistent with the results of the research done by Triulos et al (2013). The others' emotion assessment has no significant effect on turnover and personal development and the turnover intentions. It is consistent with the results of the research done by Triulos et al. Use of emotions has a significant effect on turnover intentions and personal development. It is consistent with the results of the research done by Triulos et al. The regulation of emotion has a significant effect on turnover and personal development and the turnover intentions. It is not consistent with the results of the research done by Triulos et al. Personal development has a significant effect on turnover intentions. It is consistent with the results of the research done by Triulos et al (2013).

Among the dimensions of emotional intelligence, the use of emotions has higher effectiveness power (on the personal development and employees' turnover intentions) compared to the other dimensions of emotional intelligence. Therefore, it should be considered as the key dimension. It should be noted that any scientific research has limitations that this study is no exception. The various researches have been studied in the case of variables in this study, however it is not done the researches that have been studied the relationship among the variables of the present study.
References

Jahangiri A. and Mehrali A. (2008), "Identifying and prioritizing the factors affecting the retention of professional staff in Sasd organization", Humanities and Social Sciences Journal (Management Special), 8th Year, no. 29, 56-73

Ghaznavi H. R. and Tavakolifard B. (2011), applied programming of public relations and strategic communications program, scientific, professional Public Relations Association of Iran Journal, NO. 81

Kia S. H and Imami M. (2013), studying the relationship among organizational commitment, emotional intelligence and organizational learning (Case Study: Yadakresan Production and Industrial Company, Second International Conference on leadership, entrepreneurship and economic development, Qom, Payam Noor University, http://www.civilica.com/Paper-EME02-EME02_1313.html

Nasrollahpour K. (2007), the Effect of Emotional intelligence and talking to own on strategies coping with stress on Shiraz University students, MA Thesis, Shiraz University


Kumar, Sunil, Rooprai, K. Y., "Role of Emotional Intelligence in Managing Stress and Anxiety at workplace", Proceedings of ASBBS Volume 16 Number 1, (2009).

