Examining the relationship and anticipating organizational commitment based on the components of emotional intelligence on physical education teachers

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Abstract

This study aims to explore the dimensions of organizational commitment components of emotional intelligence of physical education teachers working in government schools. The study uses the descriptive research methodology correlation. The study uses sample of 56 teachers of physical education, an example of the total number. The data is collected from the questionnaires organizational commitment of Meyer and Allen (1990). Emotional intelligence one of Bradbry & Graves (2004) was used. The validity of the questionnaires, and psychological specialists’ education were used to assess the reliability. In a preliminary study, the Cronbach's alpha coefficient was used. The sample comprised of 30 questionnaires, organizational commitment α=0/872 and emotional intelligence questionnaire and α=0/947, respectively. Data after collecting survey-based research hypotheses used multiple regression analysis by NOAA. The results indicate that there is a significant positive relationship between the components of emotional intelligence and organizational commitment 2- the component emotional intelligence, and relationship management are 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 to understand their emotions and manage them empathized positive subjective feelings of the past decade as emotional intelligence, emotional or affective. Emotional intelligence is another aspect of intelligence. People achieve success in all aspects of life. The role of cognitive intelligence and roots of emotional intelligence can be searched in Darwin’s early work where he recalls the excitement for survival and adaptation (Bar-On, 2006). Emotional intelligence is merely a series of non-cognitive abilities and a set of personality traits but also it is the ability of individuals to cope and adapt to working life events. Capacity is closely related to emotional success in life which depends on the person. The person is able to think of others and their emotional experiences and be able to reason about the arguments that mutually draw adapted person or situation, emotional responses (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% of all jobs are included in the performance. The single biggest factor for predicting the performance of individual is the most powerful force for leadership and success in the workplace (Bradbry & Graves, quoting Ganji, 1386, p33). 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 and improve relationships. Nelson and Low (2003), think that confluence of emotional intelligence capabilities and advanced skills in identifying their exact personal strengths and weaknesses, develop healthy relationships and continue effective fruitful collaboration with others. According to Baron, emotional intelligence collection capabilities of non-cognitive competencies and skills enable individuals to succeed in coping with environmental demands and pressures (Hen, quotes and Rahnema Abdolmaleki , 2009 , p57). Emotional intelligence is a critical success factor in an individual's life. Social and professional capabilities of the model are presented. Bradbry & Graves (2005), who argue that emotional intelligence, proves more compatible with their surroundings. They show high confidence and more awareness of their ability (Bradbry & Graves, quoting Ganji, 2007, p 153). Their skills and emotional intelligence take four main forms:

1. Consciousness: consciousness, control your desire to different people and react to the situation.
2. Self-management: the ability to apply knowledge of emotions in order to remain flexible and positive.
3. Social awareness: the ability to accurately recognize emotions of others in understanding exactly what is happening. Among all the dimensions of emotional intelligence, social awareness may be the most recognized.
4. Relationship Management: the ability to apply knowledge in order to successfully manage interactions. On the other hand, the behavior of individual employees in the affected 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 have attracted the most attention from the over past two decades. The dominant view of organizational commitment of research focus has been the subject of several studies (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). 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 find the values of the organization, regardless of the value (Madani and Zahedi , 2005, p 6). In general, the study of organizational behavior and commitment is that commitment is a psychological state has three distinct components. That requires a willingness and commitment to continue working in an organization (Abedini and Ismail Zadeh, 2009, p 120). All the models on organizational commitment and its dimensions are taken by Allen & Meyer. Two researchers of organizational commitment can be defined as a mental state that represents a desire (affective commitment, continuance commitment) and obligation to employment in the organization (normative commitment) (Ansari et al. 2010, p 40). Thus, according to Allen and Meyer organizational commitment has three dimensions as follows:

1. 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.

2. Continuous Commitment: Based on the benefits of getting busy in doing the work and expense of leaving job. In other words, with time, more people live and work simply because they are not willing to change their profession.

3. Normative Commitment: the commitment of the individual to continue to work in their professional duty, obligation and responsibility in order to fulfill their professional needs. He believes Individual that everyone should have a trained professionally, and remain in their profession (Castro et al 2004, p 33).

**Background research**

On the subject of emotional intelligence and organizational commitment, the relationship between these two variables has been carried by few studies. However, some research has been done, as mentioned below. Rezayian and Koshtegar (2008) studied the relationship between emotional intelligence and organizational commitment. They concluded that it 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 of Estevar and Amir Zadeh khatooni (2008), entitled «The relationship between emotional intelligence, Job satisfaction and organizational commitment », specifies that there is a significant relationship between emotional intelligence and organizational commitment. 14% of organizational commitment is the variance of the forecast. Ghamari (2009) realized that the relationship between emotional intelligence and organizational commitment is a significant relationship at all three sizes of commitment. Carlson& Carlson (1998) investigated the relationship between emotional intelligence and job commitment and institutional and organizational citizenship behavior. Finally, they came to the conclusion that the positive relationship between emotional intelligence and commitment between emotional intelligence and organizational commitment did not exist. The two types of organizational commitment and job OCB relationship existed.
Hayashi (2005) 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. The research of Petrides & Furnham (2006) showed high levels of lower levels of stress and high levels of emotional intelligence control, organizational commitment and job involvement.

Research hypotheses

1. Significant relationship exists between the components of emotional intelligence and organizational commitment of physical education teachers.

2. There are no significant differences between physical education teachers and international dimensions of organizational commitment, and component emotional intelligence.

3. There is a significant relationship between physical education teachers the components of emotional intelligence and commitment continually.

4. There are no significant differences between physical education teachers, the components of emotional intelligence and normative commitment

5. There is a significant relationship between the components of emotional intelligence and emotional commitment physical education teachers.

Methods and population

This research is a descriptive correlation method .The sample consisted of 56 physical education teachers (Female and male) and three public schools (elementary, middle, and high). Piranshahr and Oshnavieh used a stratified total number.

Tools for data collection

Data needed for this research is collected. Emotional Intelligence Questionnaire: The questionnaire was based on a model of Bradbury & Cruise (2004) in the form of 28 separate items using a five -point Likert scale designed. The results of the factor analysis are 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 are greater than 0/3 with orthogonal rotation. Organizational Commitment Questionnaire: the questionnaire model based on Meyer and Allen (1990) in the form of 24 separate items uses a five -point Likert scale and design. The results of the factor analysis are three factors (emotional commitment, continuance commitment, normative commitment) which confirmed that /042 of the variance were extracted questions. 0KMO =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 are greater than 3 0/with orthogonal rotation to obtain the three components.
Findings:

1. There is a significant relationship between the components of emotional intelligence and organizational commitment of physical education teachers.

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

<table>
<thead>
<tr>
<th>Components of Emotional Intelligence</th>
<th>Lambda vikklez</th>
<th>F Coefficient</th>
<th>Degrees of freedom</th>
<th>Significant</th>
<th>The subscription rate</th>
<th>Statistical power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consciousness</td>
<td>0/92</td>
<td>3/49</td>
<td>3</td>
<td>0/01</td>
<td>0/06</td>
<td>0/87</td>
</tr>
<tr>
<td>Self-management</td>
<td>0/57</td>
<td>33/01</td>
<td>3</td>
<td>0/0001</td>
<td>0/39</td>
<td>0/99</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>0/10</td>
<td>40/13</td>
<td>3</td>
<td>0/0001</td>
<td>0/90</td>
<td>0/99</td>
</tr>
<tr>
<td>Relationship Management</td>
<td>0/71</td>
<td>18/61</td>
<td>3</td>
<td>0/0001</td>
<td>0/27</td>
<td>0/99</td>
</tr>
</tbody>
</table>

Table 1 shows that in the F ratio, there is a significant relationship between self-awareness dimensions of organizational commitment (P= %1). Subscription rates %6 are a significant relationship between organizational commitment and managerial aspects that are P=0/0001). Subscription rates are 0/39. In the social awareness there is a significant relationship between organizational commitment (P=0/0001). Subscription rate is 0/90. There is a significant relationship between organizational commitment relationship management (P=0/0001) and share is 0/27. Statistical power is respectively (0/99, 0/99, 0/99, 0/87) which indicates the adequacy of the sample size.

2. There is a significant relationship among the components of emotional intelligence and organizational commitment of physical education teachers.

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

<table>
<thead>
<tr>
<th>Dimension of Organizational commitment</th>
<th>Squares</th>
<th>Degrees of freedom</th>
<th>Mean square</th>
<th>F Coefficient</th>
<th>The level of significance</th>
<th>The subscription rate</th>
<th>Statistical power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>19/06</td>
<td>4</td>
<td>4/49</td>
<td>11/23</td>
<td>0/0001</td>
<td>0/21</td>
<td>0/99</td>
</tr>
<tr>
<td>Commitment to continuous</td>
<td>5/75</td>
<td>4</td>
<td>1/46</td>
<td>5/24</td>
<td>0/001</td>
<td>0/11</td>
<td>0/95</td>
</tr>
</tbody>
</table>
F values in Table 2 indicate that there is significant relationship between affective commitment and emotional intelligence components. There's (P=0.0001) and share is 0.21. The relationship between emotional intelligence components is a continuing commitment (P=0.0001) and share 0.11. The relationship has significant components of emotional intelligence and normative commitment (P=0.0001). Subscription rates are 0.91. Statistical power is respectively (0.99, 0.95, 0.99) indicating adequate sample size for testing hypotheses.

3. There is a significant relationship between physical education teachers, the components of emotional intelligence and commitment continually.

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

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>Variable Criteria</th>
<th>F</th>
<th>P</th>
<th>R</th>
<th>R²</th>
<th>β</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consciousness</td>
<td>Commitment to continuous</td>
<td>5/69</td>
<td>0.001</td>
<td>0.36</td>
<td>0.11</td>
<td>-0.20</td>
<td>-1.81</td>
<td>0.06</td>
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<tr>
<td>Self-management</td>
<td></td>
<td>0/31</td>
<td>-2.29</td>
<td>0.02</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Social Awareness</td>
<td></td>
<td>0/01</td>
<td>-0.13</td>
<td>0.81</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td></td>
<td>0/29</td>
<td>2.73</td>
<td>0.007</td>
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</table>

According to Table 3, the F test statistic for the relationship between each of the components of emotional intelligence and commitment to continuous is equal to 24.5 at level (p < .05) which is significant. R² value indicates that 0.11 of the variance in continuance commitment is explained by the components of emotional intelligence. Also the regression coefficients indicate the management subscale relation (β=0.29) and predict a commitment to continuous positively and significantly.

4. There are no significant differences between physical education teachers, the components of emotional intelligence and normative commitment.
Table 4: Multiple regression analysis of the elements of the relationship between emotional intelligence and normative commitment

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>Variable Criteria</th>
<th>F</th>
<th>P</th>
<th>R</th>
<th>R²</th>
<th>β</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consciousness</td>
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<td>Self-management</td>
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<td>Social Awareness</td>
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<td>Relationship</td>
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<td></td>
</tr>
<tr>
<td>Management</td>
<td>Normative</td>
<td>365/31</td>
<td>0/0001</td>
<td>0/96</td>
<td>0/90</td>
<td>-0/01</td>
<td>-0/49</td>
<td>0/53</td>
</tr>
<tr>
<td></td>
<td>commitment</td>
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</tbody>
</table>

The results in Table 4, the F test statistic for the relationship between emotional intelligence components of normative commitment is equal to 365/31 at the surface ($p < 0.05$), is significant. R² value indicates that 0/90 of the variance and components of emotional intelligence can be explained on the basis of normative commitment. The regression coefficient states that self-management subscales ($\beta=0/39$), social awareness ($\beta=1/86$) and relationship management ($\beta=0/19$) can significantly predict normative commitment.

5: There is a significant relationship between the components of emotional intelligence and emotional commitment physical education teachers.

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

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>Variable Criteria</th>
<th>F</th>
<th>P</th>
<th>R</th>
<th>R²</th>
<th>β</th>
<th>t</th>
<th>P</th>
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<tbody>
<tr>
<td>Consciousness</td>
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<tr>
<td>Self-management</td>
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<tr>
<td>Social Awareness</td>
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<td>Relationship</td>
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<td></td>
</tr>
<tr>
<td>Management</td>
<td>Affective</td>
<td>12/34</td>
<td>0/000 1</td>
<td>0/51</td>
<td>0/27</td>
<td>0/30</td>
<td>2/67</td>
<td>0/005</td>
</tr>
<tr>
<td></td>
<td>commitment</td>
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</table>

The results in Table 5, the test statistic F examines the relationship between emotional intelligence components with significant emotional commitment 12/34 in the ($p < 0.05$). R² values indicate 0/30 of the variance in affective commitment. Components of emotional intelligence can be explained. Also Looking at the regression coefficients suggests that consciousness subscale ($\beta=0/29$) 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 depend on the organization of human resource and on committed individuals to fill the favorable working conditions and motivation. The service will work in most organizations. Therefore, the present study examined the dimensions of organizational commitment. The goal was to clarify components of emotional intelligence among managers and officers in public schools of Piranshahr. The results obtained showed that there is a significant positive relationship between different components of emotional intelligence (self-awareness, self-management, awareness Social Relationship Management) dimensions of organizational commitment (affective commitment, continuance commitment, normative commitment). People with high emotional intelligence have more experience, career success and organizational commitment. These people tend to have attitudes consistent with commitment. The results obtained with AH (2009), and Keshtegar (2008), Hayashi (2005), are consistent. Similar results in their study exist. The R2 value indicates that 0/13 of the variance in continuance commitment, 0/91 of the variance in normative commitment and 0/24 of the variance in affective commitment are based on intelligence components. Emotion can be explained. Among the four components of emotional intelligence, the only subscale relationship management (β=0/31), we can predict commitment is consistent. Self-management subscale (β=0/42), social awareness (β=1/90) and management. Relation (β=0/22), the ability to predict normative commitment and also among the components of emotional intelligence, the only subscale consciousness (β=0/29), we can predict commitment is affective. Other aspects of emotional intelligence are without power. With increased consciousness of the symptoms, mental harm of their performance becomes more sensitive. Finally, the findings indicate that emotional intelligence predicts the organizational commitment, and the results of the research of Estevar Amyrzadh Khatoonie (2008), Hayashi (2005), Petrides, and Furnham (2006), are consistent. They also found similar results in their study.

Survey results:

It is suggested that in 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 are to be promoted. 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 have to be taken into consideration by administrators.

Acknowledgement

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References


