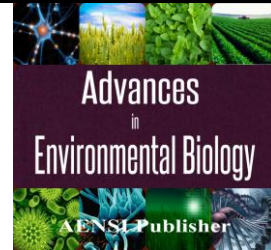




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Studying the relation between elementary principals' emotional intelligence and organizational commitment, in Iranshahr Schools, in 2012-2013

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ABSTRACT

The present research was conducted focusing on studying the relation between principals' emotional intelligence and organizational commitment in elementary schools in Iranshahr, in the academic year of 2012-2013. The research methodology was descriptive-correlation. The participants were all Iranshahr's principals in 2012-2013 consisting of 260 individuals who were randomly selected by clustering method. The sample volume was selected 155 individuals using Cochran's sample volume formula. Two questionnaires were used as research tools including Sybria-Shrink 33-item standard emotional intelligence questionnaire (1995) and Allen and Meyer 24-item standard organizational commitment questionnaire (1990). Both questionnaires' face validity was confirmed by some elementary schools' principals. The reliability of questionnaires was also attained by using Chronbach's alpha coefficient 0.79 and 0.85 for emotional intelligence and organizational commitment, respectively. Data were descriptively and inferentially analyzed (through Pearson correlation coefficient, Stepwise regression and multiple ANOVA). Research results showed that there is a positive, significant relation between emotional intelligence with organizational commitment. Of the studied variable in principals' organizational commitment regression, the best indicator through emotional intelligence was self-awareness in the first step and self-motivation in second step. However, the relation among self-control, social awareness, and social skills variables with organizational commitment was not significant. The results of analyzing the research main hypothesis indicated that emotional intelligence can predict principals' organizational commitment. In demographic variables, there was seen a significant difference between emotional intelligence and organizational commitment scores in terms of education level. There was a significant difference between emotional intelligence scores of teachers with diplomas, associate and M.A and higher degrees. Moreover, there was a significant difference in the organizational commitment scores of M.A teachers and higher with Diploma, Associate and Bachelor degrees.

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INTRODUCTION

Emotional intelligence is presented as one issue of management and leadership. The proper use of emotion in human relation, understand others and self, continence, empathy and positive use of emotion in thought and cognition are the concerns of emotional intelligence significantly influence on how management behave to subordinates. The impact of emotional intelligence according to related various properties of occupations, professions and charges including management, seems significant and undeniable as the significance of interacting with different people with different emotional and personality characteristics [18]. Emotional intelligence concept was initially introduced by Salvey and John Meyer, in 1990, indicating that emotional intelligence is some sort of processing emotional information contains properly evaluating others and self emotions and feelings, properly expressing emotions as well as adaptively adjusting emotions [12]. For years, human resource experts and scholars have known that what distinguish average employees from prominent are not easily learned technical skills which are simply identified and not necessarily derive from intelligence. Rather, there is another factor, named social skills, which is difficult to precisely define in spite of being simply identified. Those who view valuation and evaluating the ability to interpret people, understanding people and their feelings impossible as software skills, are required to reconsider since emotional intelligence is capable as

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a social skill or a set of abilities and skills. Most evidences show that individuals with emotional skills i.e. individuals who exactly know its feelings, guide them and also understand others and effectively behave, are excellent in many life aspects, whether emotional relations or unseen rules leading progress in organizational strategy [8].

Organizational commitment means connecting individuals to organization which is determined through three elements of strong belief and accepting organization values and objects, emotional commitment i.e. trying hard for organization, normative commitment i.e. permanent commitment and strong desire to remain in organization [13]. Hence, employees' commitment is considered as one of critical organizational issues. Competent managers always seek for enhancing employees' commitment since it is viewed as the organization progress prerequisite [21]. Present organizations' leaders not only must try to permanently enhance emotional intelligence, but also they are required to generalize it in all organizational levels; since interacting intelligent people together causes emotional intelligence synergy in organization and increasing self-confidence, responsibility, all members higher cooperation and the resultant dynamic atmosphere would guarantee organization survival and continuous progress in spite of increasingly competition and environmental complexities [14].

Scaff and Japh, in 1999, presented that the major origin of organizations' competing advantage is labor's devotion, the quality of commitment and ability. Indeed, successful organizations, today, are referred to the organizations with competent and committed employees; customer-oriented employees focusing on productivity enhancement who always look for frequently improving working process and systems [17].

Management must concern every effort to develop commitment and involvement in employees. More engaged individuals are more committed to organization's values and objects; play more active roles in organizations and are less likely to leave organizations in order to find new job opportunities. So, today, human resource commitment and loyalty as well as better roles performing and even extra duties are the serious concerns of managements in organizations. Organizational commitment is an attitude; a mental state showing a type of orientation, need and requirement to keep on employment in an organization. Orientation means the individual desire to continue servicing in organization, need is that individual is obligated to keep on working in organization as its investments and finally requirement refers to individual's debt, responsibility and duties to organization which commit him stay in [9]. In literature, there are some experimental evidences showing emotional aspects including followers' emotional intelligence and its effect on their occupational behavior attitudes.

Hence, the present study tried to assess the effect of principals' emotional intelligence on increasing teachers' organizational commitment; principals' performance critically influences on employees' efficacy and efficiency. Since schools are the most critical social organizations responsible for educating, and education and culturing are initially founded in elementary schools, in addition that as teachers are the most important and basic source of education and culture organization in terms of realizing school and education and culture organization's goals; therefore, it was required to perform this study to present some strategies of increasing elementary schools principals' emotional intelligence in Iranshahr, Iran in order to increase teachers' organizational commitment and make education and culture authorities to remove the problems and deficits. Moreover, principals can also increase their emotional intelligence based on the obtained results so that they are enabled to increase teachers' organizational commitment and to prevent costing.

Moshabbaki and Doostar [10] conducted a study named "explaining the effect of managements' emotional intelligence on employees' organizational intelligence regarding the roles of leadership styles". The findings showed that evolution-oriented and interaction-oriented styles are supplement effecting on the relation between managements' emotional intelligence and employees' organizational commitment; evolution-oriented leadership is more effective than interaction-oriented leadership style.

Ostevar and Amirzade Khatouni [1] studied the relation among emotional intelligence, job satisfaction and organizational commitment in factory workers of private sector in Shiraz, Iran. The results revealed that there is a significant relation among emotional intelligence, job satisfaction and organizational commitment; moreover, there was also seen a significant relation between job satisfaction and organizational commitment. Also, there was a multiple relation among emotional intelligence, job satisfaction and emotional intelligence with organizational commitment in which emotional intelligence predicts job satisfaction 16% variance and 14% of organizational commitment variance.

Rezaeian and Keshteh Gar [5] studied the relation between emotional intelligence and organizational commitment. Research results demonstrated that there is a significant relation between emotional intelligence and employees' organizational commitment. Of emotional intelligence aspects including emotional self-awareness, self-management, social awareness and relation management, "relation management" had higher effect on organizational commitment.

Moghbelbarez *et al* [11], in a study named "the effect of managements' emotional intelligence on employees' job satisfaction", concluded that management emotional intelligence is effective in employees' satisfaction.

Doaie *et al* [3] conducted a study on designing and explaining the effect of emotional intelligence on organizational commitment and organizational citizenship behavior. The results showed that emotional intelligence influences on organizational citizenship behavior and organizational commitment; and organizational commitment also effects on organizational citizenship behavior. Of emotional intelligence dimensions, social skills and self-control aspects have the best and highest impact on organizational citizenship behavior and organizational commitment; emotional aspect is in the second rank; whereas, believe aspect has no effect on organizational citizenship behavior. Furthermore, the results also revealed that education level is significantly related to emotional intelligence, organizational citizenship behavior and commitment. Also, there is no significant difference between emotional intelligence, organizational citizenship behavior and commitment in males and females.

Delir Yasavoli and Ibrahimi Saani [4] studied the relation between emotional intelligence and organizational commitment in managements and employees of Bureau of Prisons North Khorasan and concluded that 1. There is a positive, significant relation between emotional intelligence and organizational commitment of managements and employees i.e. increasing emotional intelligence may increase organizational commitment, too. 2. There was seen no significant difference in organizational commitment of managements and employees; in addition, there was also no significant difference between managements and employees in terms of emotional intelligence.

Kazemi *et al* [6] studied the relation between emotional intelligence and continence with managements' organizational commitment. Research findings showed that there is a positive, significant correlation between emotional intelligence and continence as well as emotional intelligence and organizational commitment of educational managements. Moreover, there is a significant relation between continence and organizational commitment of educational managements. The two aforementioned variables could predict 0.18 organizational commitment changes in male managements.

Keshavarz [7] conducted a research on developing the relation between managements' emotional intelligence and employees' organizational commitment of sport organization in Tehran municipality. Findings showed that managements' emotional intelligence influenced on employees' organizational commitment with impact coefficient of 0.64. In the relation between managements' emotional intelligence and employees' organizational commitment, emotional commitment with load factor 0.93, self-regulatory with 0.85, social skill with 0.8, empathy at 0.77, self-motivation with 0.7, self-awareness with 0.65, normative commitment with 0.65 and permanent commitment with 0.51 impact coefficient were mostly contributed.

Bidokhti and Karegar studied the relation between emotional intelligence and job satisfaction with teachers' organizational commitment in Yazd high schools. The research results revealed that there is a relation between job satisfaction and teachers' organizational commitment; in addition, job satisfaction is able to predict organizational commitment variable. Furthermore, emotional intelligence is significant in the relation between these two variables. There was observed a significant difference between organizational commitment of male and female teachers with job satisfaction and emotional intelligence, too.

Carson & Carson research results indicated that emotional intelligence and some components of organizational commitment are correlated; moreover, emotional intelligence predicts organizational commitment [20].

Meyer *et al* [19] showed a significant relation between normative organizational commitment and employees' performance in a study named "three elements of organizational commitment concept".

Gardner & Stough [16], in a research named "studying the relation between emotional intelligence, job satisfaction and organizational commitment at workplace" at Sweenbernk University, U.S.A, mentioned that emotional intelligence is a useful predictor of job satisfaction and organizational commitment; in addition, emotional intelligence is related to job satisfaction and organizational commitment.

Guleryuz *et al* [17] in a study named "the effect of emotional intelligence and its dimensions on nurses' job satisfaction and organizational commitment" found that emotional intelligence is significantly related to job satisfaction and organizational commitment.

Othman & Anugerah [20] studied the relation between commitment and career success and the medium role of commitment in emotional intelligence and career success relation and concluded that 1. Individuals with high emotional intelligence are more engaged to their jobs; 2. Commitment predicts career satisfaction.

Research hypotheses:

1. There is a relation between emotional intelligence and its components including self-motivation, self-regulation, social awareness, and social skills with organizational commitment.
2. Emotional intelligence dimensions can predict organizational commitment.
3. There is a significant difference between emotional intelligence and principals' organizational commitment in terms of demographic features.

Research methodology:

The present research was conducted focusing on determining the relation between emotional intelligence and principals' organizational commitment in elementary schools of Iranshahr, Iran, in the academic year of 2012-2013. This is a descriptive, correlation study. The participants, consisting of 260 individuals, were all principals of Iranshahr schools in 2012-2013. Of these, 155 individuals were randomly selected through classifying sampling method according to sample volume and using Cochran's sample volume formula. Two questionnaires were used as research tools including Sybria-Shrink 33-item standard emotional intelligence questionnaire (1995) and Allen and Meyer 24-item standard organizational commitment questionnaire (1990). Both questionnaires' face validity was confirmed by some elementary schools' principals. The reliability of questionnaires was also attained by using Chronbach's alpha coefficient 0.79 and 0.85 for emotional intelligence and organizational commitment, respectively. Data were descriptively and inferentially analyzed (through Pearson correlation coefficient, Stepwise regression and multiple ANOVA).

Research findings:

First Hypothesis: There is a relation between emotional intelligence and its components including self-motivation, self-regulation, social awareness, and social skills with organizational commitment.

Table 1: Correlation coefficient between emotional intelligence and its components with organizational commitment.

Statistics Predictor variable	Organizational commitment criterion variable		
	Correlation coefficient	Squared correlation coefficient	Significance level
EMOTIONAL INTELLIGENCE	0.227*	0.052	0.017
SELF-MOTIVATION	0.088	0.008	0.330
SELF-AWARENESS	0.179*	0.032	0.049
SELF-RGULATION	0.273**	0.074	0.002
SOCIAL AWARENESS	0.261**	0.068	0.004
SOCIAL SKILLS	0.206*	0.042	0.021

P<0.01

Findings in Table 1 show that correlation coefficient between emotional intelligence and its components (including self-motivation, self-regulation, social awareness, and social skills) with organizational commitment are significant. It means that there is a significant relation between emotional intelligence and organizational commitment ($r=0.227$). Based on (r^2), 5.2 % of emotional intelligence variance was common with organizational commitment. Thus, the second hypothesis indicating there is a relation between emotional intelligence and its components (including self-motivation, self-regulation, social awareness, and social skills) with organizational commitment, will be maintained. However, the relation between self-motivation and organizational commitment is not significant.

Second hypothesis: Emotional intelligence dimensions can predict organizational commitment.

Table 2: Multiple correlation coefficient of emotional intelligence aspect with organizational commitment.

Statistics Criterion Variable		Predictor variable	Multiple correlation coefficient	Squared Multiple correlation coefficient	Squared adjusted multiple correlation coefficient	F coefficient	Significance level
Organizational commitment	Step one	Self-control	0.283	0.080	0.071	9.381	0.003
	Step two	Self-control Self-motivation	0.348	0.121	0.105	7.380	0.001

P<0.01

As data in Table 2 show, the best organizational commitment predictor in first step and second step, among regression studied variables, were self-awareness and self-motivation, respectively. According to stepwise regression analysis results, the relation between self-awareness and self-motivation with organizational commitment was significant. So, self-awareness coefficient, at first step, and self-awareness and self-motivation, at second step, explained 8 and 12.1% of organizational commitment variation, respectively. F observed was significant at $p<0.01$. Therefore, the regression can be generalized to statistical participants.

Data of Table 3 indicated that Beta coefficient by one unit increase in self-regulation and self-motivation may increase organizational commitment 0.369 and 0.221 units, respectively.

The research fifth hypothesis prediction equation is presented as follows:

Table 3: Beta coefficient in organizational commitment prediction.

Statistics Criterion variable		Predictor variable	Non-standard Beta coefficients standard error β		Standard Beta coefficients	t-coefficients	Significance level
Organizational commitment	Step one	Self-control	0.618	0.202	0.283	3.063	0.003
	Step two	Self-control Self-motivation	0.807 0.612	0.215 0.273	0.369 0.221	3/749 2/243	0.001 0.027

P<0.01

Self-motivation (0.612) + Self-control (0.807) = Organizational commitment

Table 4: Variables out of equation in regression for predicting organizational commitment and emotional intelligence dimensions.

	Scale	β	t-value	Significance level
SECON STEP	Self-awareness	-0.126	1.138	0.258
	Social-awareness	-0.169	1.254	0.052
	Social skills	-0.180	-1.638	0.104

P<0.05

As Table 4 presents, there is no significant relation among self-awareness, social awareness and social skills with organizational commitment.

Third Hypothesis: There is a significant difference between emotional intelligence and principals' organizational commitment in terms of demographic features.

The results revealed that there is a significant difference between emotional intelligence and organizational commitment scores in terms of education level. Paired tests in tables 5-6 determine the differences between groups.

Table 5: Paired-test of comparing emotional intelligence means scores in terms of education level.

Education Level	Mean difference	Significance level
Diploma and associate degree (98.711) → Master degree and higher (113.50)	10.963	0.015

The results in Table 5 showed that there is a significant difference between emotional intelligence scores of diploma and associated teachers with teachers with master and higher degrees.

Table 6: Paired-test of comparing organizational commitment means scores in terms of education level.

Education level	Mean difference	Significance level
Diploma and Associate degrees (89.62) → Master and higher degrees (76.78)	11.222	0.001
Bachelor degree (86.859) → Master and higher degrees (76.78)	8.031	0.011

Results in Table 6 presented that there is a significant difference between organizational commitment scores of teachers with master and higher degrees with diploma and associate and bachelors' degrees.

Discussion and Conclusion:

Findings showed that there is a positive significant relation between emotional intelligence and organizational commitment. The research results are consistent with Moshabbaki and Doostar [10] based on the effectiveness of managements' emotional intelligence on employees' organizational commitment, Ostovar and Amirzade Khatooni considering the significant relation among emotional intelligence and job satisfaction, emotional intelligence and organizational commitment, job satisfaction and organizational commitment; in addition to, Rezaeiyan and Keshtegar [5] studies based on the effectiveness of emotional intelligence on organizational commitment; Moqbel *et al* research on the effect of managements' emotional intelligence on employees' job satisfaction; Doaie *et al* [3] studies on the impact of emotional intelligence on organizational commitment; Delir Yasavoli and Ibrahim Sani [4] research on the positive and significant relation between emotional intelligence and managements and employees' organizational commitment; Kazemi *et al* [6] studies on the positive, significant correlation between emotional intelligence and educational managements' organizational commitment; Keshavarz study [7] on the effectiveness of managements' emotional intelligence on employees' organizational commitment; Amin Bidokhti and Karegar [2] research on the relation between job satisfaction and teachers' organizational commitment and job satisfaction prediction in organizational commitment variable; Meyer *et al* [19] studies based on the significant relation between normative organizational commitment and employees' performances; Gardner and Stooze [16] researches based on that

emotional intelligence is a useful predictor of job satisfaction and organizational commitment as well as there is a relation between emotional intelligence with job satisfaction and organizational commitment; Guleryaz, Guney, Miski Aydin, Asan[17] studies on the relation between emotional intelligence with job satisfaction and organizational commitment; Othman and Anugerah [19] research on the more job commitment of individuals with higher emotional intelligence, the commitment prediction of job satisfaction as well as the medium role of commitment between emotional intelligence and job satisfaction; Carson and Carson studies showing that emotional intelligence and some of its components are correlated with organizational commitment; moreover, emotional intelligence predicts organizational commitment.

Research results showed that there is a positive, significant relation between emotional intelligence with organizational commitment. Of the studied variables in the regression, the best predictor of managements' organizational commitment through emotional intelligence was self-awareness at the first step and self-motivation at second step. However, the relation of self-control, social awareness, and social intelligence variables with organizational commitment was not significant. The result of research main hypothesis was that emotional intelligence can predict managements' organizational commitment. There was a significant difference between emotional intelligence scores and organizational commitment in terms of educational level. There was a significant difference between emotional intelligence scores of teachers with diploma and associate degree and master and higher education degrees. There was also a significant difference between organizational commitment of teachers with master and higher degree with diploma, associate and bachelor degrees.

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