

The relationship between emotional intelligence and organization commitment in married employees of Andimeshk Islamic Azad University

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Abstract: In this research the relationship between emotional intelligence and organization commitment in married employees of Andimeshk Islamic Azad University in 2013 has been studied. The study population consists of 110 (63 men, 18 women) married employees which 81 of them were selected using simple random sampling method and Morgan table. Methods: descriptive correlational and used instruments: emotional intelligence questionnaire of Petrides and Furnhum and organization commitment questionnaire of Allen and Meyer. To analyze the data, Pearson correlation, multiple regression and Cronbach's alpha and split-half were used to calculate the reliability of coefficients and also SPSS software were used in the level of $\alpha = 0/05$ and the results were shown. Emotional intelligence has significant positive relationship with organization commitment, also there was not observed a significant positive relationship between emotional intelligence and optimism and understanding emotions of self and others with normative commitment, there was not observed a significant positive relationship between emotional intelligence in emotional control in the context of an ongoing commitment and also between emotional intelligence and social skills with all components of organization commitment was not observed a significant positive relationship. And overall conclusion is that there is a significant and positive relationship between emotional intelligence and organization commitment in married employees of university.

Key words: *Emotional intelligence; Organization commitment*

1. Introduction

Efficiency and development in any organization depends largely on the correct use of manpower. As organizations and enterprises grow larger it is also added to their problems. In relation to various issues, managers are constantly trying to control the employees. Although staff focus more on economic development issues today due to financial pressures in their jobs, but now staff are more interested in doing jobs where they have greater job autonomy and can feel valued. One of the major motivational issues that today is developed with a wide range in industrial and organizational psychology studies in the West is the issue of organization commitment (Esmaeili, 2002).

Bennis (1966), mentions in the definition of the improvement of human resources in organization: "the improvement of human resources in organizations is a complex educational method to change ideas, attitudes and values of employees, therefore the organization is able to contribute their new ideas, opinions and attitudes and by utilizing new technology can better cope with problems and changes".

Organization commitment is a kind of attitude, dependence and belonging feeling to the organization. Organization commitment is a psychological state which represents some kind of tendency, need and necessity to continue the

employment in an organization. Based on Allen and Meyer (2001) organization commitment as an emotional and psychological dependence to the organization, commitment as understanding the costs of leaving the organization and commitment to the task in order to remain in the organization as affective commitment are sorted as continued commitment and obligation or normative commitment, obligation (Allen and Meyer, 2001). One of the major factors that can contribute to creating a sound environment, increase organizational ethics, motivation and increase in production and productivity of the organization is the organization commitment (salami 2008). Given the current challenges in organizations, identifying the key factors to predict organization commitment as an individual needs has become a key issue. Theoretical and empirical evidence have shown that employees' perceptions about spirituality in the work place will help to expand the level of organization commitment. By increasing the level of commitment, people are more willing to work and thereby contribute to organizational performance (Rego and E Cunha, 2008). Porter (1974) has defined organization commitment as accepting the values of the organization and its involvement which is identified by three factors: first: strongly believe in the values and goals of the organization, second: tend to put more effort in achieving the organization's goals and third: strong desire to maintain and be a member of the organization (Ranjbaran, 1996).

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Janmn and Oraly (1986), defined organization commitment and continuity as a means of emotional support for the goals and values of an organization, keep away from the values of an organization (Esmaeili, 2002). Lotonz and Shaveh (1992), suggest that the general attitude of commitment is an important factor for understanding organizational behavior and a good predictor of willingness to stay in the job. Commitment and dedication can leave a significant positive impact. Employees who have the dedication and commitment are more disciplined in their work, spend more time and work more in the organization (Esmaeili, 2002).

Emotional intelligence is considered as a factor that can affect individuals in organizational commitment. Academic intelligence alone cannot properly prepare people in the ups and downs of life, to deal with problems and is not necessarily a guarantee of prosperity, social character or happiness in life. In fact, 20% of people's success depends to their (IQ) and the rest depends on emotional intelligence and social intelligence. Emotional intelligence is a kind of Meta ability which specifies how we can use the rest of our skills to the best including the IQ. One of the advantages of (EQ) to (IQ) is the acquisition dimension which is easy to learn, evolve and improve. Salovey and Meyer's published the first formal definition of emotional intelligence in (1990) in this form "Ability to identify emotions of self and others, and the distinction between them and use this information to guide one's thinking and behavior", the position of (EQ) in human is the amygdala in the limbic area of the brain stem near the end of the loop, the amygdala acts as a reservoir of emotional memories. In fact, the hippocampus remembers only the facts and amygdala keeps emotional flavor of that fact (Hamedi, 2003).

Excitement is a term that psychologists and even philosophers debate a lot about them for their precise meaning. In The Oxford English Dictionary, the sense of excitement is "any irritation or confusion in the mind, feelings of affection: any powerful or excited state of mind." Or in other words the excitement is a word that has connection with love, passion, hatred, etc. and thus the excitements of the positive and negative factors are evaluated in terms of their consequences. Simply it can be said, when a state of excitement occurs, changes occur in the body of the autonomic nervous system, the sympathetic and parasympathetic nervous system, plays an important role in making these changes. It is obvious that when we get excited, the internal changes of body appear as anger, fear, disgust, sadness, joy and surprises and this is due to the physiological changes that occur as a result of the activity of the nervous. In fact, all those emotions are impulses to act. Immediate plans to maintain a life that is deposited in our evolution. In the set of our emotions, each emotion plays a unique role that is identified by distinct symptoms of biology. With the advent of new methods to investigate the body and brain, researchers are excited about that how the

body prepares for a completely different answer; more details are discovered every day (Goleman, 1999).

Psychologists have attempted to thrill them clearly but they confronted with various difficulties. Some define the excitement as some sort of incentive and others define as a conflicting process of motivation. Another group defined excitement and emotion as physical changes, while others has introduced it as mind feelings that human reports its quality. Many people count excitement as positive or negative factors, for example if love and joy are good and positive excitements, anger and fear are known as bad and ugly excitement (Mohammad Parsa, 1997 quoted by Hasan pour, 2008).

Goleman (1995) has argued that emotional intelligence is a different kind of intelligence, including the recognition of the sense of self and using it to make the right decisions in life. It is a psychological mood and impulse control desirable to handle. It is a factor that creates motivation and hope in the person at the time of failure of getting to the target. The mutual senses mean the consciousness of your feelings around you and the social skills mean being good with people and controlling self-emotions in relation to others and to encourage and guide them. He says the intelligence at best is a factor of only 20% of success in life and 80% of success is dependent on other factors and the fate of individuals in many cases depend on the skills of emotional intelligence. Emotional intelligence is linked with the ability to understand self and others (self and other analysis) interact with people and their compatibility with the surrounding environment. In other words no cognitive intelligence provides the expected success and measuring it as a measure of a person's ability to adapt and survive life in the world. Meyer and Salovy (1997) defined emotional intelligence as follows: emotional intelligence is the ability to perceive emotions, to access and generate emotions also thought to contribute to a better understanding of emotions and excitements also coordinated between emotions to provide emotional and intellectual promotion. Goleman (1999) uses the word emotion as a sense, thoughts, mental state and its specific biological and the personal desire to act on it. The number of known emotions considering as compounds, various minor changes and disturbances among them is knowna hundred. In fact, there are countless subtle emotions that have no words to express them.

Emotions are means of bodily intimacy with us and tell us what our body needs for good health and happiness. Emotions are designed over millions of years of gradual modification of human, to help succeed in life. If we do not listen to the message of our emotions we have provided for ourselves unhappiness, jeopardize the health and premature death (Stivehean, 2004, translation by Mousavi 2006). People with the highest levels of employment in psychology, law, medicine, engineering or banking are not only successful in their career. They are the

happy, resilient and optimistic people and reserve source of professional leadership. In other words, to succeed in work we need something more than emotional intelligence. Emotional intelligence is the ability to inhibit negative emotions such as anger and suspicion and has more emphasis on the positive emotions such as trust and tolerance refers to behavioral school (Aghayar and Sharifi Daramadi, 2006). In a study by (Rezaeian and Keshtegar, 2008) the results showed that there is a significant relationship between emotional intelligence and organization commitment, thus, emotional intelligence is one of the important things that any organization measures, especially when any organization needs to assess the strengths and weaknesses of their manpower to change, the importance of this issue appears to be more.

The future and success are for the organizations that efforts to develop and strengthen employees emotional intelligence. The future is of those who possess superior communication skills. Human capital can properly lead organizational performance through employee toward benefit, sense of identity and pride (Aghayar and Sharifi Daramadi, 2006). In recent years with the development of strong empirical evidence the importance of using emotional intelligence in the workplace is achieved. Findings from hundreds of organizations and thousands Chief Executive Officers represents the importance of emotional intelligence. Each feature of emotional intelligence forms a field in human. The studies of Doctor Daniel Goleman show that approximately 90% of the difference between the performance of senior executives and ordinary organization managers depends on their emotional intelligence. Emotional intelligence is considered as an important issue in human resource planning, job profile, job interviews, recruitment, selection, development, management, relationship-customer, customer service, etc. (Aghayar and Sharifi Daramadi, 2006).

Ghamari (2009) in a study on the relationship between emotional intelligence and organization commitment of employees of Islamic Azad University area 2 showed the results that there is a significant relationship between emotional intelligence and organization commitment.

The results of Naderi (2010) research, under the influence of training interpersonal skills of emotional intelligence on job satisfaction and organization commitment among female employees of Oil Company, showed that interpersonal skills of emotional intelligence has impact on organization commitment and job satisfaction. Keshavarz (2011) showed in a study entitled developing communication model of connection between emotional intelligence and organization commitment of the employees of sport organization of Tehran municipality, that emotional intelligence of managers has impact on employees' organization commitment.

Dayoldowu Akintola and Sunday Samson Babalola (2012) studied the relation of the impact of

emotional intelligence on the behavior of workers (organization) in industrial organizations. The findings of this research showed an important correlation (significant) between emotional intelligence and job performance, job satisfaction and organization commitment and job entailed by the workers there. Therefore the main research question was: Is there a relationship between emotional intelligence and organization commitment of the university employees?

2. Population, sample and sampling

This research was descriptive and correlational. The population in this study consists of all married employees (110 people) University of Andimeshk who were employed in 2013. Random method was used to determine the sample. A total of 86 individuals were selected as samples. And data collected using Pearson correlation, multiple regression, analysis of variance (MANOVA) was analyzed in 18- SPSS version. For all hypotheses the significant level of $0.05 = \alpha$ was considered.

3. Research method

Emotional Intelligence Questionnaire of petrides and Furnhum is a self-report scale. The form used in this study is composed of 30 items, each question is given a score on a 7 point scale from totally disagree (1) to strongly agree (7). Grading of the items is reverse 28-26-25-22-18-16-14-13-12-10-8-7-5-4-2. By adding the score of each item, the total scale score is obtained. In normal switching short form of Iranian students in the sample, the results of the factor analysis with orthogonal rotation method resulted in 4 varimax factor optimism, understand their own and others emotions, feelings and emotions and social skills were inhibited. Internal consistency with Cronbach's alpha coefficient of relevant research has been reported 0/81 (Marnani, 2003). According to petrides and Furnhum (2001) this questionnaire can well distinguish the individuals with high and low emotional intelligence. Its validity was evaluated by the manufacturers of equipment and single-factor was confirmed by confirmatory factor analysis. Internal consistency with Cronbach's alpha coefficient of the proto type has been reported 102 people equal to 0/86. Azghand, Ali Ahmdy, Ferasat, Memar, Farzam, Taghavi, Seyedhasan, Abolhasani, Azade (2006) calculated in a research the reliability of coefficients of this tool by Cronbach's Alpha and split-half that for internal consistency and retest 0/76 and 0/714 were obtained respectively. In the present study for the reliability of emotional intelligence questionnaire Cronbach alpha and split-half method was used that is equal to 0/84 and 0/83 respectively and represents the reliability coefficients of questionnaire is acceptable.

Organization commitment questionnaire of Allen and Meyer (1990)

In order to determine the level of organization commitment the questionnaire of organization commitment (Allen and Meyer, 1990) was used. This questionnaire has 24 items with five choices (total agree, agree, no comment, disagree, total disagree). Totally agree has 5 scores and totally disagree 1 score. This test has three sub-scales (1. emotional: 1-4-7-10-13-16-19-22) (2. Continual: 2-5-8-11-14-17-20-23) (3. Normative: 3-6-9-12-15-18-21-24). In this questionnaire the scores 2, 3, 6, 10, 11, 17, 20 are rated reversely.

The reliability coefficients of this tool in investigations by Allen and Meyer for emotional dimension 0/85, normative dimension 0/79 and continual dimension 0/83 were achieved. In a

research done in 2008 in Iran by Ahmadi pour, the validity of each sub-scale of organizational commitment was (validity coefficients of emotional commitment equal to 77%, validity coefficients of continual commitment equal to 79 %, validity coefficients of normative commitment equal to 61%).

In the present study to determine the reliability of organization commitment Cronbach alpha and split half method is used which for the total questionnaire was 0.74 and 0.71 respectively 0.74, indicating that the reliability coefficients of questionnaire are acceptable.

4. Descriptive findings

Table 1: The mean and standard deviation of the subjects in research variables

Variables	Statistical Analyses			Number
		Average	Standard deviation	
Emotional intelligence	Emotional intelligence	155/37	18/79	81
	Emotional Intelligence in optimism	39/59	5/61	
	Emotional intelligence in understanding self-emotions and others	32/14	6/03	
	Emotional intelligence in controlling emotions	35/05	6/28	
	Emotional intelligence and social skills	28/59	6/11	
Organization commitment	Organization commitment	82/07	9/66	
	Emotional commitment	29/53	5/13	
	Continual commitment	25/62	2/62	
	Normative commitment	26/93	4/29	

As it can be observed in table 1 in emotional intelligence variable 155.37 and 18.79, in emotional intelligence variable in the field of emotional intelligence in optimism 39.59 and 5.61, in emotional intelligence variable in the field of Emotional intelligence in understanding self-emotions and others, 52.14 and 6.03, in emotional intelligence variable in the field of Emotional intelligence in controlling emotions 35.05 and 6.28, in emotional

intelligence variable in the field of Emotional intelligence and social skills 28.59 and 6.11 is obtained. In organization commitment variable, 82.07 and 9.66, in emotional commitment variable, 29.53 and 5.13, in continual commitment variable, 25.62 and 2.62, in normative commitment variable the average and standard deviation 26.93 and 4.29 is obtained. IL lative findings.

Table 2: Correlation coefficients between emotional intelligence and organizational commitment in married employees

Expected variable	statistical Index	Criterion variable	Correlation coefficient (r)	Significant (p)level	Sample size (n)
Emotional intelligence		Organization commitment	0/31	0/004	81
		Components of emotional commitment	0/33	0/002	
		Continual commitment component	0/26	0/016	
		normative commitment Component	0/14	0/19	
Emotional Intelligence in optimism		Organization commitment	0/28	0/012	
		Components of emotional commitment	0/33	0/003	
		Continual commitment component	0/25	0/022	
		normative commitment Component	0/08	0/482	
Emotional intelligence in understanding self-emotions and others		Organization commitment	0/24	0/026	81
		Components of emotional commitment	0/22	0/046	
		Continual commitment component	0/30	0/006	
		normative commitment Component	0/10	0/349	
Emotional Intelligence in		Organization commitment	0/32	0/003	81
		Components of emotional commitment	0/33	0/003	

emotional Control	Continual commitment component	0/14	0/193	
	normative commitment Component	0/24	0/03	
Emotional intelligence and social skills	Organization commitment	0/14	0/218	81
	Components of emotional commitment	0/16	0/137	
	Continual commitment component	0/14	0/215	
	normative commitment Component	0/02	0/808	
P<0/05				

The results of Table 2 indicate that there is a positive relationship between emotional intelligence and organizational commitment of married employees, in other words, as emotional intelligence of married employees increases, their organization commitment also increases. Also there is a significant positive relationship between emotional intelligence and emotional commitment and continual commitment of married employees, and there was not a positive significant relationship between emotional intelligence and normative commitment of married employees. Also between emotional intelligence and organizational commitment of married employees on optimism there was a significant positive relationship, in other words, as the optimism of emotional intelligence of married employee's increases their organization commitment also increases. Also there is a significant positive relationship between emotional intelligence optimism and emotional commitment and continual commitment of married employees and there was not a significant positive relationship between emotional intelligence optimism and normative commitment.

The other result is that between the emotional intelligence in the field of understanding self-emotions and others and organization commitment there is a significant positive relationship, in other words, emotional intelligence in understanding self-emotions and others has been associated with

increased organization commitment of married employees. Also between emotional intelligence in understanding self-emotions and others with emotional commitment and continual commitment of married employees was observed a significant positive relationship and between emotional intelligence in understanding self-emotions and others with normative commitment there was not a significant positive relationship. And between emotional intelligence in understanding self-emotions and others with organization commitment in married employees there was a significant positive relationship, in other words, as emotional intelligence in controlling emotions of married employee's increases their organization commitment also has increases. Also between emotional intelligence in control of emotions and emotional

L commitment and normative commitment of married employees there is a significant positive relationship. And between emotional intelligence and emotional control in the context of Continual commitment of married employees was not a significant positive relationship. Also in the field of emotional intelligence and social skills with organizational commitment, emotional commitment, continual commitment and normative commitment, there was not a significant positive relationship in married employees.

Table 3: Multivariate analysis of variance (MANOVA) scores on emotional intelligence and organization commitment of employees of different age groups

Test name	Amount	DF Hypothesis	DF Error	F	Significance (p) level
Pilae effect test	0/027	6	154	0/353	0/907
wilks lambda test	0/973	6	152	0/350	0/909
Hotelling trace test	0/028	6	150	0/347	0/911
The root test	0/024	3	77	0/625	0/601

As can be seen in Table 3 the significant levels of all the tests indicate that the relationship between employees of different age groups in any of the dependent variables (emotional intelligence and organization commitment) there is no significant

difference (p=0.909 and F0.350). In other words, emotional intelligence and organizational commitment of employees of different age groups are almost identical.

Table 4: Multivariate analysis of variance (MANOVA) scores on emotional intelligence and organizational commitment of employees with different education levels

Test name	Amount	DF Hypothesis	DF error	F	(p) Significance level
Pilae effect test	0/2	12	228	1/35	0/187
wilks lambda test	0/81	12	196	1/35	0/190
Hotelling trace test	0/223	12	218	1/35	0/193
The root test	0/137	4	76	2/6	0/042

As can be seen in Table 4 the significant levels of all the tests indicate that the relationship between employees of different education levels in any of the dependent variables (emotional intelligence and organization commitment) there is no significant difference ($p=0.190$ and $F=1.35$). In other words, emotional intelligence and organizational commitment of employees of different education levels are almost identical.

5. Discussion

The present results show that there is a significant relationship between emotional intelligence and organization commitment. And in other words, as emotional intelligence of married employees increased their organization commitment also increased which is consistent with Qhamari research (2009) that showed there is a significant relationship between emotional intelligence and organization commitment, also the findings were consistent with findings of Denistet al. (1980), Kubasa, Madi and Cohen (1982) Vatin and Kameron (1991), and inconsistent with findings of Scott, Maloof, Babik, Kasten et al. (2001).

In explanation of this hypothesis according to Goleman classification (1998) that the components of emotional intelligence as emotional intelligence at work, refers to employee discipline, confidence, intelligence, achievement motivation, perseverance, enthusiasm, optimism and control over and also one of the causes of organization commitment, age, sex, tranquility, competence, job satisfaction, job involvement, social relationships and family ties, it can be concluded that emotional intelligence in high and low levels can influence organization commitment and have relationships. In this relation Khalili (2011) and Naderi (2010) research refers to the positive and strong impact of self-management and interpersonal skills on organization commitment and job satisfaction and as has been shown in previous studies of emotional intelligence affects the performance thus training can have a positive impact on improving the performance of groups and consequently the organization.

Also in the explanation of this hypothesis, understanding self- emotions and others are components of emotional intelligence which dealing with it is based on two basic skills first mastering your emotions and then empathy. Generally, one of emotional intelligence factors is that how and when the emotional communication strategies are used by the individual, criticism, accept, avoid bias in interpersonal relationships and effective utilization of the meshwork are the most important applications of emotional intelligence in interpersonal interactions. Therefore, understanding

emotions in the workplace is related to emotional intelligence. As Salovey et al. (2001) say that high emotional intelligence is linked with positive outcomes such as positive and friendly behavior, and parental warmth and positive relationships and positive and friendly relationship with colleagues and friends. Other components of emotional intelligence and social skills based on research conducted has important role in improving the quality of interpersonal relationships and social play. The findings of this research has deeper picture of the impact of emotional intelligence on its commitment. And can be provided by taking advantage of the valuable suggestions. Such that the collection of data through a questionnaire is a self-assess and there is a possibility of bias. If possible, in other researches it is suggested the use of other methods, including interviews. And through forming life skills workshops and discussing marital issues the arrangements for the workshop for employees should be considered.

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