The Relationship between Emotional Intelligence and Organizational Commitment in Male Teachers at Elementary Schools in Quchan in Academic Year of 2013-2014

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ABSTRACT

This study aims at investigating the relationship between emotional intelligence and organizational commitment in male teachers of elementary schools in Quchan in the 2013-2014 school years. This is an applied research. Since the researcher sought to study the relationship between the two components, this is correlation research. Considering the variables studied, statistical population was all male teachers in grades three and four at primary school in Quchan in the 2013-2014 school years. Total number of teachers obtained from Quchan Department of Education was 98 and due to the small size of study population, sampling wasn’t performed and the sample was considered equal to the population. Data collection tools were Meyer and Allen’s organizational commitment questionnaire and Siberia Schering’s emotional intelligence questionnaire. Having completed the questionnaires, the researcher used mean central statistical indicators and standard deviation dispersion measures and variance for data analysis in descriptive statistics level and in inferential statistics level, they used multivariate linear regression statistic method.

The results showed that there was a significant correlation between total emotional intelligence and total organizational commitment. There was also a significant correlation between emotional intelligence and its components and affective organizational commitment; however, there was not a significant correlation between emotional intelligence and continuance and normative commitments.

The findings indicated that emotional intelligence has been effective in maintaining and improving organizational commitment and it is necessary to consider it to ensure organizational commitment of teachers, especially at primary school.

INTRODUCTION

Efficient manpower is the main advantage for any organization. So proficient and loyal staff moving toward organizational values and objectives, with a strong motivation and committed to maintaining the organization’s membership is vital for any organizations for an organization needs employees who work beyond their regular repetitive tasks and activities. In addition to reduced absenteeism, delays and turnover, existence of such forces in any organization increases organization performance, vitality of employees, manifestation of organizational goals and achievement to personal goals.

In general, low levels or lack of commitment have negative outcomes for organization including leaving service, high absenteeism, lack of willingness to stay, poor quality of work, lack of loyalty to the organization, reproach to organization, reduced consumer confidence and etc. for employees and the organization. So for successful performance, any organization wishes to increase employees who are committed to the organization and its goals.

Statement of the problem

Organizational commitment is an attitude and a mental state indicating a desire, need and obligation to continue...
employment in an organization or interest and heart's desire to continue to serve the organization. Need means that one has to continue to serve the organization due to capitals invested in the organization and obligation means tasks and responsibilities one has against the organization obligating him to stay (Rezaeian, 2008).

Given the changes in the modern era and with the arrival of organizations to "knowledge-oriented economy", manpower has become of special importance compared to other resources. Human resources committed to the goals and values of the organization is not only a main factor for superiority, but also is considered a sustainable competitive advantage for many organizations (Rezaeian and Keshteh Gar, 2007).

Emotional intelligence is defined as affective capabilities and abilities such as self-control, self-awareness, self-motivation, social consciousness (empathy) and social skills (Goleman, 2003).

EI has social, cognitive and biological advantages. Studies have shown that people with high emotional intelligence are of lower levels of stress hormones and other indicators of emotional excitement. Academic achievement whether in school and university not only related to intelligence quotient but also with emotional and social skills of emotional intelligence such as having the necessary motivation, the ability to wait, obedience, impulse control, skills to ask for help and expressing related emotional and educational needs (Khadem, 2003).

In the business world, an organization its employees have high emotional intelligence is of positive and productive environment. People high in emotional intelligence are optimistic and have characteristics that make them able to concentrate on solution rather than cause (who is to blame). Since working in any organization has its own problems and may lead to feelings of frustration and failure, emotionally intelligent people already know that organizations aren't responsible for their unpleasant emotions. These people can also control their negative emotional states that can have devastating consequences (Faramarzi et al., 2009).

Consequently, such an organization is alive, dynamic and ready to use each opportunity and position. In such an organization, employees have effective communication, are more committed to the organization where there is no continuous control. The key to reach such an organization is increased emotional intelligence of managers and employees (Saghravani, 2010).

Numerous studies have shown that there is a relationship between emotional and spiritual intelligences with organizational commitment. As regard to the relationship between emotional intelligence and organizational commitment the following researches can be mentioned, Zahraei (2006), Gardner and Stokes (2003, quoted by Steward and Mirzadeh 2009), Foroutan (2002), Khanifar (2009), Hasankhooyi (2006), Borhani (2002 ), Asadi (2008), Ghamari (2009), Rezaeian (2007) and ....

Working in elementary schools is of special and stressful conditions and teachers in these schools should have more organizational commitment and emotional intelligence than teachers in higher grades because working with elementary students demands love, spirituality, commitment, positive emotions and management of special excitement. So evaluating the interaction of above components and the results of this research can be effective for employment and selection of male teachers in primary schools, training and maintaining them and reduction of stressful conditions.

Research Hypothesis

Main purpose

General purpose: identify and determine the relationship between emotional intelligence and organizational commitment in male teachers at elementary schools.

Secondary purposes:

1. Identify and determine the relationship between emotional intelligence (and its components) and (total) organizational commitment.

2. Identify and determine the relationship between emotional intelligence (and its components) and affective commitment.

3. Identify and determine the relationship between emotional intelligence (and its components) and continuance commitment.

4. Identify and determine the relationship between emotional intelligence (and its components) and normative commitment.

Main Hypothesis

There is a significant relationship between emotional intelligence (and its components) and (total) organizational commitment in male teachers at elementary schools.

Secondary Hypotheses

1. There is a significant relationship between emotional intelligence (and its components) and affective commitment in male teachers at elementary schools.
2. There is a significant relationship between emotional intelligence (and its components) and continuance commitment in male teachers at elementary schools.

There is a significant relationship between emotional intelligence (and its components) and normative commitment in male teachers at elementary schools.

RESEARCH METHODOLOGY

a. Statistical population

The present study is an applied research. Since the researcher sought to study the relationship between two components, this research is correlation research. Considering the variables, statistical population is all male teachers of elementary schools in grades three and four in the city of Quchan in the 2013-2014 Academic year. According to data obtained from Quchan Department of Education, total number of teachers is 98. Considering small size of the sample, sampling wasn’t performed and the sample considered equal to the population.

b. Data collection tool

1. Meyer and Allen’s organizational commitment questionnaire

Meyer and Allen’s organizational commitment questionnaire was used for measuring organizational commitment. This is a paper pencil questionnaire, which is researcher made scale. The questionnaire was developed in 1991 by Allen and Meyer. It consists of 24 items and three subscales, including affective, normative and continuance subscales. Each of these subscales cover eight separate questions (Saatchi, 2010).

Reliability and validity of the questionnaire

In order to measure the reliability of the scale, various techniques such as Cronbach’s alpha coefficient were used. In a study conducted in 2008 by Ahmadi Pour, reliability of each subscale of the questionnaire was obtained with the emphasis on abovementioned methods in which reliability coefficients of affective commitment, continuance commitment and normative commitment were obtained 0.77, 0.79 and 0.61, respectively. The reliability coefficients obtained with the emphasis on psychological characteristics of the questionnaire were acceptable. Validity has been confirmed by the experts and professors so the questionnaire has acceptable validity.

2. Siberia Schering’s emotional intelligence questionnaire

Siberia Schering’s emotional intelligence questionnaire was used to measure emotional intelligence. The questionnaire is a 32-item instrument with the five-point Likert scale and consists of five subscales of self-motivation, self-awareness, self-control, social awareness (empathy) and social skills. In the first part, there are questions related to emotional intelligence and scores are calculated separately.

Reliability and validity of the questionnaire

To measure the reliability of Emotional Intelligence test translated by Mansouri (2001), internal consistency was calculated using Cronbach’s alpha method which was 0.86. With the emphasis on abovementioned method, reliability of each subscale of the questionnaire was obtained. Reliability coefficients of self-motivation, self-awareness, self-control, empathy and social skills were obtained 0.57, 0.40, 0.5, 0.58 and 0.15. The reliability coefficients obtained with the emphasis on psychological characteristics of the questionnaire were acceptable. Validity has been confirmed by the experts and professors so the questionnaire has acceptable validity.

c. Statistical Data Analysis

To investigate the relationship between the variables (emotional intelligence, spiritual intelligence and organizational commitment) SPSS was used. For data analysis in descriptive statistics level, central statistical indicators (mean) and dispersion indicators (standard deviation and variance) were used. For data analysis in inferential statistics level, the statistical method of multivariate linear regression was used.

RESULTS

Data Description

To describe the sample data, central indicators (mean) and dispersion indicators (standard deviation and variance) were calculated.

Table 1: Frequency distribution of sample by level of education

<table>
<thead>
<tr>
<th>Education</th>
<th>Number</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree</td>
<td>31</td>
<td>60.8</td>
<td>60.8</td>
</tr>
<tr>
<td>Master's degree</td>
<td>20</td>
<td>39.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Considering above table, about 61% of sample had Bachelor’s degree, and 39% Master’s degree. Bar graph of education is as follow: 1. Bachelor’s degree 2. Master’s degree.
Based on above data, among organizational commitment variables, affective commitment has the highest mean and variance and continuance commitment has minimum variance. Among emotional intelligence variables, self-control have the maximum mean, social skill has minimum mean and empathy has maximum variance and social skill has minimum variance.

Hypothesis 1:

There is a significant relationship between emotional intelligence (and its components) and organizational commitment in male teachers at elementary schools.

As said earlier, for testing research hypothesis regression method is used the results of which are as follow.

Given to correlations calculated and their level of significance (p <0.05), correlations their level of significance is less than 0.05 are significant and those more than 0.05 aren’t significant; so, we can say with 95% confidence that:
1. There is a statistically significant relationship between emotional intelligence and its components with organizational commitment because as seen in the above table, their significance level is less than 0.05.

2. There is a statistically significant relationship between emotional intelligence and its components because their significance level is less than 0.05.

3. There is a significant relationship between social skill and empathy, self-motivation, self-control and self-awareness.

4. There is a significant relationship between empathy and self-motivation, self-control and self-awareness.

5. There is a significant relationship between self-control, self-motivation and self-awareness.

6. There is a significant relationship between self-awareness and self-motivation.

Table 5: Model summary

<table>
<thead>
<tr>
<th>Model</th>
<th>Multiple correlation</th>
<th>Squared correlation</th>
<th>Adjusted determination coefficient</th>
<th>Estimated standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.355</td>
<td>.065</td>
<td>-.363</td>
<td>16.52286</td>
</tr>
</tbody>
</table>

a. predictor variables(constant): self-motivation, self-control, social skill, self-awareness, empathy, emotional intelligence
b. (criterion): Organizational commitment

Considering above data, correlation between variables of self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence with organizational commitment is 0.355 predicting 40% of variance in organizational commitment. In fact predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) have approximately 40% ability to predict the criterion variable, organizational commitment.

To determine whether predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) can be used to predict the criterion variable (organizational commitment), or whether the model offered is significant or no, variance analysis test is used the results of which are as follow:

Table 6: Variance analysis

<table>
<thead>
<tr>
<th></th>
<th>Sum of squares</th>
<th>Degree of freedom</th>
<th>Mean square</th>
<th>F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>834372</td>
<td>6</td>
<td>139062</td>
<td>.109</td>
<td>.012</td>
</tr>
<tr>
<td>Residual</td>
<td>12012.2</td>
<td>16</td>
<td>753.005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12846.5</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Given to correlations calculated and their level of significance (p<0.05), correlations their level of significance is less than 0.05 are significant and those more than 0.05 aren’t significant; so, we can say with 95% confidence that:

There is a statistically significant relationship between affective organizational commitment with emotional intelligence, empathy, self-control, social skills, self-motivation and self-control because as seen in above table, their significance level is less than 0.05.

Table 7: Correlations

<table>
<thead>
<tr>
<th></th>
<th>Emotional intelligence</th>
<th>Social skill</th>
<th>Empathy</th>
<th>Self-control</th>
<th>Self-awareness</th>
<th>Self-motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>.359</td>
<td>-.191</td>
<td>-.325</td>
<td>-.246</td>
<td>-.344</td>
<td>-.039</td>
</tr>
<tr>
<td>Significance level</td>
<td>.005</td>
<td>.039</td>
<td>.010</td>
<td>.041</td>
<td>.007</td>
<td>.044</td>
</tr>
</tbody>
</table>

Given to F value calculated (0.109) and their significance level (0.12), it is concluded that the model is significant. Since its significance level is less than 0.05, so it can be said that predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) can predict the criterion variable (organizational commitment). So we can say with 95% confidence that there is a statistically significant relationship between emotional intelligence and its components and organizational commitment and the hypothesis is supported.

Hypothesis 2:

There is a significant relationship between emotional intelligence (and its components) and affective commitment in male teachers of elementary schools.

As said earlier, for testing research hypothesis regression method is used the results of which are as follow:

Table 8: Model summary

<table>
<thead>
<tr>
<th></th>
<th>Multiple correlation</th>
<th>Squared correlation</th>
<th>Adjusted determination coefficient</th>
<th>Estimated standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.090</td>
<td>.168</td>
<td>.285</td>
<td>8.79282</td>
</tr>
</tbody>
</table>

a. predictor variables(constant): self-motivation, self-control, social skill, self-awareness, empathy, emotional intelligence

Considering above data, correlation between variables of self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence with affective organizational commitment is 0.090 predicting 30% of variance in affective organizational commitment. In fact
predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) have approximately 30% ability to predict the criterion variable, affective organizational commitment.

To determine whether predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) can be used to predict the criterion variable (affective organizational commitment), or whether the model offered is significant or not, variance analysis test is used the results of which are as follow:

**Table 9: Variance analysis**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Degree of freedom</th>
<th>Mean square</th>
<th>F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>686,946</td>
<td>6</td>
<td>114,491</td>
<td>0.481</td>
<td>.007a</td>
</tr>
<tr>
<td>Residual</td>
<td>3401,800</td>
<td>44</td>
<td>77.314</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4088,745</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. (criterion): affective
b. predictor variables(constant): self-motivation, self-control, social skill, self-awareness, empathy, emotional intelligence

Given to F value calculated (0.481) and their significance level (0.007), it is concluded that the model is significant. Since its significance level is less than 0.05, so it can be said that predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) can predict the criterion variable (affective organizational commitment).

So we can say with 95% confidence that there is a statistically significant relationship between emotional intelligence and its components with affective organizational commitment.

**Hypothesis 3:**

There is a significant relationship between emotional intelligence (and its components) and continuance organizational commitment in male teachers of elementary schools.

As said earlier, for testing research hypothesis regression method is used the results of which are as follow:

**Table 10: Correlations**

<table>
<thead>
<tr>
<th></th>
<th>Emotional intelligence</th>
<th>Social skill</th>
<th>Emphaty</th>
<th>Self control</th>
<th>Self-awareness</th>
<th>Self-motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>correlation</td>
<td>-.070</td>
<td>-.047</td>
<td>.033</td>
<td>.095</td>
<td>-.125</td>
<td>.199</td>
</tr>
<tr>
<td>Significance level</td>
<td>.313</td>
<td>.371</td>
<td>.409</td>
<td>.254</td>
<td>.191</td>
<td>.080</td>
</tr>
</tbody>
</table>

Given to correlations calculated and their level of significance (p < 0.05), correlations their level of significance is less than 0.05 are significant and those more than 0.05 aren’t significant; so, we can say with 95% confidence that:

There is no statistically significant relationship between continuance organizational commitment with emotional intelligence and its components because as seen in the above table, their significance level is more than 0.05.

**Table 11: Model summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>Multiple correlation</th>
<th>Squared correlation</th>
<th>Adjusted determination coefficient</th>
<th>Estimated standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.296</td>
<td>.084</td>
<td>-.036</td>
<td>6.55806</td>
</tr>
</tbody>
</table>

a. predictor variable(constant): self-motivation, self-control, social skill, self-awareness, empathy, emotional intelligence

Considering above data, correlation between variables of self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence with continuance organizational commitment is 0.296 predicting 4% of variance in continuance organizational commitment. In fact predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) have approximately 6% ability to predict the criterion variable, continuance organizational commitment which is very low. The reason is weak correlation between predictor variables and criterion variable.

To determine whether predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) can be used to predict the criterion variable (affective organizational commitment), or whether the model offered is significant or not, variance analysis test is used the results of which are as follow:

**Table 12: Variance analysis**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Degree of freedom</th>
<th>Mean square</th>
<th>F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>182,349</td>
<td>6</td>
<td>30,391</td>
<td>.707</td>
<td>.646a</td>
</tr>
<tr>
<td>Residual</td>
<td>1892,357</td>
<td>44</td>
<td>43,008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2074,706</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. (criterion): continuance
b. predictor variables(constant): self-motivation, self-control, social skill, self-awareness, empathy, emotional intelligence

Given to F value calculated (0.707) and their significance level (0.646), it is concluded that the model is not significant. Since its significance level is more than 0.05, so it can be said that predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) cannot predict the criterion variable (continuance organizational commitment).

So we can say with 95% confidence that there is no statistically significant relationship between emotional intelligence and its components with continuance organizational commitment.
intelligence and its components with continuance organizational commitment. So the hypothesis is rejected.

**Hypothesis 4:**

There is a significant relationship between emotional intelligence (and its components) and normative organizational commitment in male teachers of elementary schools.

As said earlier, for testing research hypothesis regression method is used the results of which are as follow.

**Table 13: Correlations**

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Emotional Intelligence</th>
<th>Social Skill</th>
<th>Empathy</th>
<th>Self-control</th>
<th>Self-awareness</th>
<th>Self-motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>-0.17</td>
<td>-0.13</td>
<td>-0.03</td>
<td>-0.06</td>
<td>-0.03</td>
<td>-0.03</td>
</tr>
<tr>
<td>Significance level</td>
<td>0.20</td>
<td>0.21</td>
<td>0.35</td>
<td>0.48</td>
<td>0.40</td>
<td>0.40</td>
</tr>
</tbody>
</table>

Given to correlations calculated and their level of significance (p < 0.05), correlations their level of significance is less than 0.05 are significant and those more than 0.05 aren't significant; so, we can say with 95% confidence that:

There is no statistically significant relationship between normative organizational commitment with emotional intelligence and its components because as seen in the above table, their significance level is more than 0.05.

**Table 14: Model summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>Multiple correlation</th>
<th>Squared correlation</th>
<th>Adjusted determination coefficient</th>
<th>Estimated standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.334</td>
<td>0.111</td>
<td>-0.019</td>
<td>6.28965</td>
</tr>
</tbody>
</table>

a. predictor variables (constant): self-motivation, self-control, social skill, self-awareness, empathy, emotional intelligence

Considering above data, correlation between variables of self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence with normative organizational commitment is 0.334 predicting 1% of variance in normative organizational commitment. In fact predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) have approximately 1% ability to predict the criterion variable, continuance organizational commitment which is very low. The reason is weak correlation between predictor variables and criterion variable.

To determine whether predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) can be used to predict the criterion variable (affective organizational commitment), or whether the model offered is significant or no, variance analysis test is used the results of which are as follow:

**Table 15: Variance analysis**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of squares</th>
<th>Degree of freedom</th>
<th>Mean square</th>
<th>F</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>218.077</td>
<td>6</td>
<td>36.346</td>
<td>.919</td>
<td>.4912</td>
</tr>
<tr>
<td>Residual</td>
<td>1740.629</td>
<td>44</td>
<td>39.560</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1958.706</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. (criterion): continuance
b. predictor variables (constant): self-motivation, self-control, social skill, self-awareness, empathy, emotional intelligence

Given to F value calculated (0.919) and their significance level (0.491), it is concluded that the model is not significant. Since its significance level is more than 0.05, so it can be said that predictor variables (self-motivation, self-control, social skill, self-awareness, empathy and emotional intelligence) cannot predict the criterion variable (normative organizational commitment).

So we can say with 95% confidence that there is no statistically significant relationship between emotional intelligence and its components with normative organizational commitment. So the hypothesis is rejected.

**DISCUSSION AND CONCLUSION**

The present study aimed to investigate the relationship between emotional intelligence and organizational commitment in male teachers at primary schools in grades three and four in the 2013-2014 school years in the city of Quchan. Statistical analyses of hypotheses in this research are as follow.

**Hypothesis 1: There is a significant relationship between emotional intelligence (and its components) and organizational commitment in male teachers at elementary schools.**

The results indicated that there was a significant relationship between emotional intelligence and (total) organizational commitment. It was a positive and direct relationship; it means that as emotional intelligence increases, teachers’ organizational commitment increases too and vice versa.

The findings are consistent with the results of the following studies: Gardner and Stock (2001), Carson and Carson (1998, quoted by Ostovar and Amirzadeh Khatooni, 2008), Hosseinian.M, Zahraei, Fathi-Ashtiani (2006), Williams (1994, quoted by Golman and Chernis, 2001; quoted by Ghamari, 2009), Ostovar and Amirzadeh
Emotional intelligence is defined as a set of emotional and social skills which influence a person's ability to cope with pressures and environmental demands. People high in emotional intelligence are optimistic and have characteristics that make them able to concentrate on solutions rather than causes (who are to blame). Since working in any organization has its own problems and may lead to feelings of frustration and failure, emotionally intelligent people already know that organizations aren't responsible for their unpleasant emotions. These people can also control their negative emotional states that can have devastating consequences. They know how to avoid dysfunctional emotions and how to take steps to reduce them. These people are not motivated by logic-based rational interactions, but are evoked depending emotional attachment to the organization (Ghamari, 2009).

**Hypothesis 2: There is a significant relationship between emotional intelligence and affective commitment in male teachers at elementary schools.**

The results indicated that there was a significant relationship between emotional intelligence and affective organizational commitment. It was a positive and direct relationship; it means that as emotional intelligence increases, teachers' affective commitment increases too and vice versa. There was also a significant relationship between emotional intelligence components; self-awareness, empathy, self-motivation and self-control and social skills and affective commitment.

The findings are consistent with the results of the following studies: Gardner and Stokes (2003, quoted by Mahanian, 2006), Ostovar and Amirzadeh Khatoon, (2008), Rezaeian (2007), Lave and woong soong (2004, quoted by Arab Sheibani, 2011). Emotional intelligence affects retention of staff, group cohesion, and health of workers, innovation, loyalty, innovation and creativity, quality of teaching, effectiveness and commitment. People with high emotional intelligence are more conscious, are strong in social skills, show more empathy with others and understand their needs; thus they enjoy working with others (colleagues, principal, students) by creating a favorable human environment at school leading to increased emotional attachment to the organization and more harmony and consistency between personal and group and organizational goals so they show more affective commitment. However, this is possible if employees have adequate knowledge about emotional intelligence component and managers know how they affect on organizational commitment because emotional intelligence is learned and can be improved by training. In complex jobs such as working with pupils at primary school, emotional intelligence is more important because weakness in such abilities may prevent the use of any technical expertise or talent the person probably has. Lack of emotional competence can lead us to be unable to fully benefit from our talents.

**Hypothesis 3: There is a significant relationship between emotional intelligence and continuance organizational commitment in male teachers at elementary schools.**

The results indicated that there was not a significant relationship between emotional intelligence and continuance organizational commitment. The results can be interpreted as there are numerous factors affecting continuance commitment. Continuance commitment reflects costs of leaving and benefits of staying in an organization. Staff who works a few years in elementary schools have social attachment to each other, be companion and friend, gain experience, spend some years of their life serving the organization so these factors as well as high unemployment rate of graduates specially in the fields of primary school lead the person to be afraid of leaving his job so continuance commitment is created spontaneously. Risk-taking power is also low in teachers so they are somehow forced to be committed to Education Department.

**Hypothesis 4: There is a significant relationship between emotional intelligence and normative organizational commitment in male teachers at elementary schools.**

The results indicated that there was not a significant relationship between emotional intelligence and normative organizational commitment. The results can be interpreted as:

Some elementary school teachers feel a moral obligation for financial, scientific and empirical investments provided by Department of Education for them and for students and believe that working in such schools is a type of worshiping and have a sense of obligation that they can compensate costs incurred by Department of Education by continuing their job.

There could be many other factors; however, since there may be all variables assigned to different commitments in one school so it can be assumed that all three commitments may or may not be existed in one person. The person with affective commitment stays in the organization and works enthusiastically; the person with continuance commitment stays in the organization but doesn't work enthusiastically and leave the organization if he finds a better job and analysis; and the person with normative commitment behaves similar to people with...
continuance commitment until gets rid of Department of Education legally and morally. However, the role of cultural and personal differences can't be ignored so there are other effective factors in addition to abovementioned ones. Compared to affective and continuance, there are less factors affecting normative commitment. This leads emotional intelligence not to be able to create significant percentage of normative commitment in teachers at elementary schools.

REFERENCES


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