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**EVALUATION OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL
COMMITMENT AND EMOTIONAL INTELLIGENCE OF PHYSICAL
EDUCATION TEACHERS**

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ABSTRACT

The purpose of this study was to determine the relationship between organizational commitment and emotional intelligence of physical education teachers in Shahriar County. The method research was descriptive-correlation and the sample of this research was 169 physical education teachers in Shahriar County who were selected randomly and clustered. Two organizational commitment questionnaires, Steers and Porter (1979) and Austin emotional intelligence questionnaire were used in this study. Inferential statistical tests such as Pearson's correlation coefficient and t-test were used to analyze the data, in addition to descriptive statistics. The results showed that there is not a significant difference between male and female physical education teachers. Also, there is not a significant relationship between age, years of service and organizational commitment of physical education teachers. On the other hand, there is no significant relationship between age, years of service and emotional intelligence of physical education teachers, but there is a negative relationship between level of education and organizational commitment and also there is a negative relationship between level of education and emotional intelligence of physical education teachers. There is a significant positive relationship between organizational commitment and emotional intelligence of male and female physical education teachers. Thus, due to the high level of commitment and emotional intelligence of physical education teachers in Shahriar County, it can be said, despite financial and living difficulties, physical education teachers still continue their mission. So, it is expected from officials to do basic actions and supports to meet economic problems and attention to the welfare affairs.

Keywords: Emotional Intelligence, Organizational Commitment, Physical Education Teachers

INTRODUCTION

The current era of development is increasing and unpredictable. Organizations have to identify their internal capacities and capabilities, repair their weaknesses and strength themselves to deal with potential threats and opportunities. Management problems and issues are so complex and intertwined that is not easy to diagnose problems and human nature of organizations and the complexity of human behavior have doubled this issue. By understanding these problems for organizations, we should never expect miracles to solve the problems, but organizations should take steps toward progress and development with making changes and constructive transformation to meet the needs of the modern human. Human is inherently interested in progress and he tries to achieve progress in all aspects of life. Individual job is also an important part of life and it is not the exception to this rule. If a job promotion system be well planned in that employees gain more experience and knowledge, make job satisfaction in the organization and this factor will increase organizational commitment and organizational commitment is one of the main factors that create job satisfaction. The set of them will create a useful and effective person in an administrative organization (**Moghimi, SM, 1999**).

One of the major organizational issues is commitment among employees. Top managers are always striving to increase their employee commitment because they consider it as the necessity of development. Organizational commitment is defined in various forms as an emotional attachment to the organization, acceptance and recognition of identity and attachment to the organization. Organizational commitment is defined as acceptance of the organization values and involvement in the organization and consider its measurement criteria includes motivation, willingness to continue the work and acceptance of the organization values (**Porter, 1984**).

Experts determined types of organizational commitment in terms of three types. Organizational commitment in this study was studied based on their perceptions. These three dimensions include emotional commitment means an emotional and biased attachment to the values and organizational goals. Rational commitment is a kind of commitment resulting from being impossible to choose another job losses of job losses of employees and in the third dimension of commitment is normative commitment that is a kind of commitment includes feelings of religious obligation and duty of the organization. Therefore, organizational commitment among

employees may have productive results for the organization because this variable reinforces positive attitude towards the organization (**Meyer and Allen, 1987**).

Therefore, organizations are the main component of current society and management is the most factor in survival, growth and death of organizations and undoubtedly it is the manager's duty to guide the movement from current status to desired direction, according to the organization's objectives. In addition, extensive changes in global organizations face the organizations to many problems and changes to achieve their goals. Day to day, these changes cause new developments in management theories, so that it can be acknowledged that during the twentieth century, hundreds of theories have been proposed in the field of management. The noticeable point in all these theories is emphasizing on the importance of management and effective human resource of organization in order to achieve organizational goals and appearance of this view regarding the role of management in organizations is led to numerous studies and research in the field of relevant factors to leadership and management of organizations, because it is desired in management that employees feel that they are more accepted by the organization and they are involved in works and with this

work the sense of self-esteem, job satisfaction and employee management cooperation will be improved. It seems that, emotional intelligence is one of the most important psychological constructs which is influential in the field.

In other words, emotional intelligence of employees is as a personality trait (**Meyer, Carus and Salvi, 1999**) that can be considered as a decisive factor in how to adapt with organizational conditions and variables and their work motivation. In fact, emotional intelligence is a kind of intelligence that involves feelings of self-knowledge and uses it to make the right decisions in life. Also, emotional intelligence can be a factor in the management of anxiety and stress and motivation control, hope and optimism in facing to obstacles on the way to the target. Applying the right emotions (feelings of self-regulation) is an ability that relies on the sense of self-awareness and refers to the capacity of the individual to relieve themselves, decreasing anxiety, depression or a common impatience. Self-stimulation is self-control, delay in satisfying immediate needs and desires, emotion management and ability to be in a desirable mental condition (**Shah Talebi, 2008**). The importance of emotional intelligence becomes clear when it can be an evolved figure of human attention in the organizations and a new and

competent tool in managers' hands to guide people inside and outside organizations and their compatibility. In contrast to the traditional hypnotic, emotional intelligence is a better predictor for social success and people who have high emotional skills have better social skills, durable and long-term relationships, a greater ability to resolve conflicts (**Soltanifar, 2007**).

Despite the possibility of such a relationship, the research literature in this area seems to be limited, but there is a significant positive correlation between emotional intelligence and organizational commitment in various organizations in a few researches that has been done in this area. For example, in a research in that the purpose was to investigate the relationship between emotional intelligence, management efficiency and organizational commitment in education, the results indicated that emotional intelligence has a positive effect on commitment, satisfaction and efficiency of teachers. Sanusi Auman and Anugerah 2009, in a research that has performed with the title of evaluating the relationship between commitment and job success and the mediating role of commitment in relation to emotional intelligence and job success, concluded that:

1. People with high emotional intelligence are more committed to their jobs.
2. Commitment predicts job satisfaction.
- 3.

Commitment is the interface between emotional intelligence and job satisfaction. Dengue and Howard in 2006, in a study to examine emotional intelligence and job satisfaction and trust on the employees of the University of California, concluded that there is a relationship between emotional intelligence and job satisfaction and also emotional intelligence has prediction power of job satisfaction.

Gardner and Stough (2003), in a study at the University of Bern Sweeney America pointed out that emotional intelligence is a useful predictor of job satisfaction and organizational commitment and also emotional intelligence has a relationship with job satisfaction and organizational commitment. The research results of Carson (1998), showed that emotional intelligence and some components of emotional intelligence have correlation with organizational commitment and also emotional intelligence predicts organizational commitment (**quoting Sanusi Auman and Anugerah 2009**). With respect to the content of the literature on organizational commitment and emotional intelligence that obtained different results and the main question of this study is that whether a significant relationship exists between organizational commitment and emotional intelligence of physical education teachers in Shahriar county in the academic

year 2013-92 or not? And is there any significant relationship between personal characteristics such as age, gender, education, work experience, type of employment and etc. with organizational commitment and emotional intelligence?

METHODS

The current study is correlation description in that data was collected in the field. The statistical population consisted of all the male and female physical education teachers in Shahriar County and in the academic year 2013-14 they were about 681 people of whom 363 people were men and 218 people were women. According to Cochran formula, the sample size was estimated 232 persons at 95% and by adjusting the sample size was considered 169 persons. Study measuring tools included individual characteristics, Austin et al. (2004) emotional intelligence questionnaire and Steers and Porter (1979) organizational commitment questionnaire.

Individual characteristics questionnaire: This questionnaire was made by the researcher and information such as age, gender, educational level and work experience of employees were obtained through it. Organizational commitment questionnaire was invented by Steers and Porter in 1979 and consists of 15 questions.

Austin et al. (2004) emotional intelligence scale-revised version was used to measure emotional intelligence. This scale is a self-report questionnaire which is set in 5 Likert scale in form of completely agree, agree, no idea, disagree, completely disagree and it allocated the score of 5 (completely agree) to score 1 (completely disagree) to itself. It measures the agreement or disagreement of the respondents with 41 questions.

The questionnaires in this study were distributed between 10 faculty members and research scholars specializing in this field to determine the validity. The recommendations have been included in the final version. To determine the reliability of the questionnaires, a study was conducted on a sample of 30 people and the Cronbach's alpha was obtained 0.91 for the scale of emotional intelligence and 0.87 for the scale of organizational commitment. With this coefficient value, internal consistency of the questionnaire was confirmed.

In this study, frequency distribution and percent tables and graphs and also central and dispersion indexes of descriptive statistics was used to describe the data. T-test and Pearson and Spearman correlation coefficient were used to test this hypothesis.

RESULTS AND FINDINGS

T-test results indicate that there is no significant difference between

organizational commitment of male and female physical education teachers.

T-test results indicate that there is no significant difference between emotional intelligence of male and female physical education teachers.

The Pearson correlation coefficient indicates that there is a significant relationship between organizational commitment and emotional intelligence of physical education teachers.

The Pearson correlation coefficient indicates that there is no significant relationship between age and organizational commitment of physical education teachers (N.S $\text{ } r=0.14$).

The Pearson correlation coefficient indicates that there is no significant relationship between age and emotional intelligence of physical education teachers (N.S $\text{ } r=0.1$).

Spearman correlation results indicate that there is no significant relationship between work experience and organizational commitment of physical education teachers (N.S $\text{ } r=0.03$).

But there is a significant negative relationship between the level of education and organizational commitment of physical education teachers ($p < 0.01$ and $r = -0.28$).

Spearman correlation results indicate that there is a significant positive relationship between work experience and emotional intelligence of physical education teachers ($p < 0.05$ and $r = 0.16$).

But there is a significant positive relationship between the level of education and emotional intelligence of physical education teachers ($p < 0.01$ and $r = 0.25$).

Table 1: Comparison of male and female physical education teachers' organizational commitment

Gender	Number	Average	Deviation	Degrees of freedom	T	P
Male	104	45/23	8/56	167	0/01	0/879
Female	65	45/21	7/36			

Table 2: Comparison of emotional intelligence of male and female physical education teachers

Gender	P	T	Degrees of freedom	Deviation	Average	Number
Male	0/347	0/75	167	17/75	138/94	104
Female				20/59	142/62	65

Table 3: Relationship between organizational commitment and emotional intelligence of physical education teachers

Gender	Average	Deviation	P	R
organizational commitment	47/53	9/12	0/000**	0/68
emotional intelligence	147/68	18/37		

CONCLUSION

In this study, the average of organizational commitment of men and women is in high levels. This was also seen in the study of Zarei (2002). Meanwhile, it was also revealed in Kivit Clip (1999) that the organizational commitment of teachers is in high level which is consistent with this study.

In this study, the emotional intelligence for men was 138.94 and for women was 142.62. The emotional intelligence in 61.5 percent of men is in high level and 32.7 percent is in very high level. Also, the emotional intelligence for women is 61.5 percent in high level and 29.2 percent in very high level. The research findings are consistent with Shafiabadi (1996) and Suchart (1989) researches. Therefore, it can be said that according to the high level of two categories of organizational commitment and emotional intelligence, the committed to the values of their organization and they also generally satisfied with their jobs. This is in accordance with the theories and findings of previous studies that have demonstrated the relationship and interdependence of these two categories.

The results of Pearson correlation coefficient confirm the hypothesis that there is no significant difference between the organizational commitment of male and

female teachers. There was no similar study inside the country in which the comparison of men and women was made to compare the results of their research. But in the research of Browning and Sinder (1993), it was referred to this finding that gender differences cannot be the important determinant factor for organizational commitment.

No significant difference was seen by comparing the level of emotional intelligence in men and women. This is confirmed in the research of Suchart (1989), and the research of Chan Hiu (2001) doesn't confirm these findings. Pearson correlation results in this study showed that there is no significant relation between age and organizational commitment of physical education teachers. This also has been reported in Zarei research (2002). The results of data analysis showed that age, as well as gender cannot influence on the level of emotional intelligence of physical education teachers. The research findings are consistent with Zarei (2002) and Suchart (1989). In other words, it can be said that in two variables of gender and age which were discussed in this study, none of them can be an important determinant factor.

The results of Spearman correlation coefficient indicate that there is no significant relationship between work

experience and organizational commitment of physical education teachers. This has been obtained in Zarei (2002) and Kivit Clit researches and according to Kun (1992) studies, it can be said that there is no tangible relationship between service years of employees and their organizational commitment. According to the results obtained by Spearman correlation test, it can be concluded that there is a significant relationship between service years of employees and their emotional intelligence. This finding is in contrast with the findings of Zarei (2002). The results of Spearman correlation coefficient indicate that there is a significant relationship between the level of education and organizational commitment of physical education teachers. This means that by increasing the level of education, organizational commitment decreases. This result is in consistent with the results of Zarei (2002) and Curtis (23). The analyzed data using Spearman's correlation coefficient showed that there is a significant positive relationship between the level of education and emotional intelligence of physical education teachers. This means that by increasing the level of education, emotional intelligence increases. The findings of this hypothesis are in contrast with Zarei (2002). The results of Pearson correlation coefficient showed that there is a significant positive relationship between

organizational commitment and emotional intelligence of physical education teachers in both male and female. These results are consistent with Zarei (2002).

According to the obtained results in this study, the level of organizational commitment of male and female physical education teachers is in high level. According to the limited researches that has been done on physical education teachers, especially inside the country, the implication is that physical education teachers are generally satisfied with their jobs and they are committed to the values and goals of the organization and authorities' attention to the relationship between of organizational commitment and emotional intelligence and growing this level is essential. But more daily work hour among teachers, require high power and energy. Also, second job for 56.2% of the subjects in this study in that most of them are men, should be substantial to planners and managers in this group, so that they should seek to solution to maintain the power of physical education teachers and their concentration to their job, while discussing the issues that led to this case.

In conclusion, it can be said that the high level of organizational commitment and emotional intelligence of physical education teachers in Shahriar County indicates that physical education teachers have an inherent

sense of duty and despite financial constraints, they still continue their mission. Thus, it is expected from education authorities to perform substantial actions and assistances in order to solve the economic problems and attention to the welfare affairs so that the concerns of our honorable teachers be reduced.

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