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The Relationship between Emotional Intelligence and Organizational Commitment, Organizational Citizenship behavior in Secondary Schools in the City of Kermanshah

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ABSTRACT

The aim of this study was to investigate the relationship between emotional intelligence and organizational commitment, organizational citizenship behavior in secondary schools in Kermanshah city. The research method used was a cross-correlation. The study population consisted of all secondary school principals in Kermanshah city, in the 2014-2013 academic year, the number of 200 male and female managers, selected by multistage random sampling method, and using emotional intelligence Questionnaires organizational commitment and organizational citizenship behavior, were collected. To analyze the data, all hypotheses, Pearson correlation, and multiple regression and T were used. The results showed that, between emotional intelligence and organizational commitment, organizational citizenship behavior, there was a significant positive correlation. The emotional intelligence and organizational commitment, organizational citizenship behavior can be Explanation managers. Between these variables, there is no significant difference in male and female managers.
KEYWORDS: emotional intelligence, organizational commitment, organizational citizenship behavior, managers.

INTRODUCTION

Emotional intelligence is a new concept in the field of psychology that has recently entered the field of management (Safari Dehnavi and Abedi, 2012). According to researchers, staff and administrators can emotional intelligence, job-related outcomes such as job satisfaction and job performance, predict. According to the theories of emotional intelligence, the director has a significant impact on results (Prati, 2003; Virginia, 2009, Tony, 2007). Emotional intelligence is the ability to recognize the meanings of emotions, and their relationships and solve problems on their know Agineska-Bolik, 2005; Meyer, Salovi and Karasu, 2004). Multifactorial concept of emotional intelligence, emotional abilities, personal, and social know, our overall ability to deal effectively and actively with the pressures and demands of diverse influences. These capabilities include a detailed assessment of their ability to perceive or understand their own and others' emotions, the ability to maintain cordial relations with others, the ability to express emotion management, self-control ability, the ability to think and feel and acknowledge the ability to manage change, and effective problem solving (Vsetín al., 2007; Bar-On, 2000). Evidence suggests that intelligence alone is our success in life and work, and emotions play a key role in organizational success (Soleiman and Al Sheikh, 2007). The emotionally intelligent people can develop their effectiveness at all levels of the organization, and plays an important role in the quality and effectiveness of social interaction with others, play (George, 2000; Karimi, Hasoomi and Laith Saffar, 2012). According to Diginz (2004), emotional intelligence people more aware of the social and interpersonal approaches, identify and manage the impact of emotions on thinking and behavior, develop the ability to recognize social mobility, in working to understand how to manage relationships, and improve helps them (Karimi, Hasoomi and Laith Saffar, 2012). Emotional intelligence is the product of two main skills, personal and social capabilities (Siaroochi et al., 2007). Self-awareness and self-management to the individual, social awareness and relationship management relationships with others, and it is (Karimi, Hasoomi and Laith Saffar, 2012). Carson and Carson (1998) The relationship between emotional intelligence,

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job and organizational commitment and organizational citizenship behavior, evaluated, and finally came to the conclusion that, yes Relationships between emotional intelligence and job commitment, but the intelligence emotional and commitment, there is no relationship. Also, the two types of occupational commitment and organizational citizenship behavior relationship was found.

Manpower, one of the most important human capital, and the rarest and most important source of competitive advantage in today's knowledge-based economy as defined in (Belkort, Bohlander and Snell, 2008; Poorsoltani Zarandi and Amirji Naghander, 2012). Research on organizational behavior, deepening, and a work ethic among researchers of the territory, and there's work ethic and has many effects, one of the scientific aspects of it, is a commitment (Tavakoli, Abedi and Salehnia , 2009). Since the commitment react emotionally, and mentally employee to the job, if the high level of commitment, the production and increases staff efficiency, and the absence of this factor, job dissatisfaction and low work ethic, working out frequent absences within the organization, and is involved in mental disorders (Chumpokom and Drr, 2004). Understanding the process of making a commitment to the organization, and society, as well as what was said, sparking innovation among employees, more durability and strength of the result of more competition, and yet society of greater efficiency will benefit organizations (Poorsoltani Zarandi and Amirji Naghander, 2012). Without the willingness of employees to work, able to develop their own effectiveness and efficiency (Zare, 2004). Cooperation between spontaneous and mandatory, is important, because in the case of coercion, of his duties in accordance with laws, regulations and standards set by the organization is doing, while spontaneous and conscious cooperation, the effort, energy and your vision personal ability to flourish, even in favor of the practice. In modern literature, management, and self-conscious to perform the duties and responsibilities of illegal workers called OCB (Zare, 2004; Poorsoltani Zarandi and Amirji Naghander, 2012). The importance of organizational citizenship behavior in organizations is undeniable. But when talking about the schools and managers will look into it more accurate and more detailed (Aupolatka, 2009; Aupolatka, 2006). Understanding organizational citizenship behavior, clear and positive implications for improving behavior, and subsequently perform effectively the duties and responsibilities of management, provides (Dosoalt, 2006).

Despite the importance and function of attitudes (organizational commitment and organizational citizenship behavior), the organization and the fact that, according to executives and their behavior, emotional intelligence, organizational commitment and organizational citizenship behavior, as part of human behavior, in notable organizations, and especially emotional intelligence, organizational commitment and organizational citizenship behavior, and school administrators have received little attention. So attention to the behavior function (organizational commitment and organizational citizenship behavior), and strengthen them in schools and directors of special importance, the aim of this study is that, what is the connection between emotional intelligence and organizational commitment, and behavior organizational citizenship secondary school principals in Kermanshah city there?

Goals

The overall objective

The relationship between emotional intelligence and organizational commitment, organizational citizenship behavior in secondary schools in Kermanshah city

Partial goals

1. Determine the relationship between emotional intelligence and their organizational citizenship behavior.
2. Determine the relationship between organizational commitment and OCB them.
3. Evaluation of the Effect of Emotional Intelligence can be explained variance organizational citizenship behavior.
4. Evaluation of the effect of variable explaining organizational commitment, organizational citizenship behavior variance.
5. Determine the difference between emotional intelligence, organizational commitment, and organizational citizenship behavior in male and female managers.

Assumptions

1. The relationship between emotional intelligence and their organizational citizenship behavior, there is a correlation.

2 between organizational commitment and organizational citizenship behavior of statistical relationship exists.
3. Emotional Intelligence can OCB variance managers, explain.
4. Changing the organizational commitment, organizational citizenship behavior variance managers, explain.
5 of emotional intelligence, organizational commitment and organizational citizenship behavior of men and women, there is a significant difference.

METHODS

The research was descriptive and correlational. The population of the study, all the heads of secondary schools in Kermanshah city, in the academic year 2014-2013, of which 200 male and female managers, the multi-stage random sampling (due to the dispersion of the target population), were selected. Of the five areas of education, randomly zones 1, 2 and 5 were selected, and the next stage of the areas to randomly select the required number of male and female managers, and to collect information from Questionnaire Sharing of emotional intelligence, organizational commitment and organizational citizenship behavior is handled:

Tools

1. Emotional Intelligence Questionnaire Sharing: This test has 33 questions and the five elements of consciousness, self-control, self-motivation, empathy and social skills (Homayi, 2004; quoted in Safari Harandiand Abedi, 2012). Reply to degree and order (always, often, sometimes, rarely or never), is. With scores ranging from 33 to 165, and subject to, the option is always to choose a 5, and the individual, never choose the option, receiving a score of 1. Of course the question is negative, grading on the photo. Cronbach's alpha reliability coefficient of the questionnaire 0/63, have been reported (Safari and Abedi, 2012).

2. Organizational Commitment Questionnaire Allen and Meyer (1993): The questionnaire consisted of 18 questions, and the components of emotional commitment (Questions 1 to 6), normative commitment (questions 7 to 12), and continuance commitment (Questions 13 18), respectively. Depending on the type of questionnaire responses, and a measure of the questions, the Likert scale, which includes options quite the opposite, without comment, agree, strongly agree, and the rate is 1 to 5, with the exception of questions 12 to 14 which is the inverse grading (Poorsoltani Zarandi and Amirji Naghander, 2012). In this study, Cronbach's alpha coefficients were calculated 0/75.

3. Inventory and Kinsey OCB Oregon (1996): The questionnaire consisted of 15 questions, and consists of 5 components is. Depending on the type of questionnaire responses, and Likert scale questions that include options 1 = very poor, 2 = poor, 3 = average, 4 = high, 5 is too high. In this study, Cronbach's alpha (Poorsoltani Zarandi and Amirji Naghander, 2012) 0/76, respectively. In the present study, Cronbach's alpha was calculated 0/78.

To analyze the data, all hypotheses, Pearson correlation, and multiple regression and T were used.

Findings

Table 1: Mean, standard deviation, emotional intelligence, organizational commitment and organizational citizenship behavior

Female Managers		Male managers		Variable
Standard deviation	Average	Standard deviation	Average	
17/54	81/18	17/18	84/66	Emotional Intelligence
7/46	69/26	9/93	74/71	Organizational Commitment
10/93	62/78	8/22	65/94	OCB

Table 2: correlation between emotional intelligence and their organizational citizenship behavior

Count	Significance level	OCB	Variable
100	0/026	0/222**	Emotional Intelligence
100	0/005	0/280**	Organizational Commitment

First hypothesis: the relationship between emotional intelligence and organizational citizenship behavior, there is a correlation.

According to Table 2 between emotional intelligence and organizational citizenship behavior is a significant relationship (P <0/026, (R =0/222. Thus the hypothesis that, the relationship between emotional intelligence and organizational citizenship behavior, relationship there are significant. the increase emotional intelligence, increase their organizational citizenship behavior.

The second hypothesis: the organizational commitment, and organizational citizenship behavior to them, there is a correlation.

Table 2 is based on the organizational commitment, and organizational citizenship behavior to them, there is a significant correlation (P <0/005, (R =0/280. Thus the hypothesis that, between organizational commitment and organizational citizenship behavior of their managers, there is a significant relationship. the increase organizational commitment, organizational citizenship behavior increases them.

The third hypothesis: Emotional Intelligence can, explain the variance in organizational citizenship behavior.

Table 3: Results of regression analysis of organizational citizenship behavior, based on Emotional Intelligence

Sig F	F	Adjr2	R2	R	Sig T	T	β	SE	B	Predictor variables
0/026	5/09	0/040	0/049	0/222	0/001	11/52	-	4/69	54/002	**Constant**
					0/026	2/26	0/222	0/055	0/125	**Emotional Intelligence**

Emotional Intelligence to determine the impact on organizational citizenship behavior, Emotional Intelligence as a predictor variable, and organizational citizenship behavior as a criterion variable in the regression equation entrance test. The above model was significant (p <0/026, F =5/09 (adjR2 =0/040. EI 4% of the managers of organizational citizenship behavior, and can be nicely explained said, emotional Intelligence can change OCB managers, explain.

The fourth hypothesis: variable organizational commitment, organizational citizenship behavior executives variance can not explain.

Table 4: Results of regression analysis of organizational citizenship behavior, based on the organizational commitment

Sig F	F	Adjr2	R2	R	Sig T	T	β	SE	B	Predictor variables
0/005	8/36	0/069	0/079	0/280	0/001	5/59	-	7/61	42/53	**Constant**
					0/005	2/89	0/280	0/107	0/310	**Organizational Commitment**

To determine the effect of changing organizational commitment, organizational citizenship behavior, Emotional Intelligence as a predictor variable, and organizational citizenship behavior management as the criterion variable in the regression equation entrance test. The above model was significant (p <0/026, F =8/36 (adjR2 =0/069. 7% of the variance in organizational commitment and organizational citizenship behavior scores managers, explaining nicely, and it can be said that changing organizational commitment, organizational citizenship behavior changes explain.

The fifth hypothesis: between emotional intelligence, organizational commitment and organizational citizenship behavior of men and women, there is a significant difference.

Table 6: T-test results for comparison of emotional intelligence, organizational commitment and organizational citizenship behavior of male and female managers

Error standard deviation difference	Difference Average	sig	df	T	Leven's test for homogeneity of variance		Variable
					Sig	F	
3/472	3/480	0/319	98	1/002	0/867	0/028	**Emotional Intelligence**
1/757	2/480	0/161	98	1/412	0/550	0/360	**Organizational Commitment**
1/934	3/160	0/106	98	1/634	0/001	13/64	**OCB**

According to Table 6, the fifth hypothesis that, among the EI (T = 1/001, 98 = Df, 0/309 = Sig), organizational commitment (412/1 T =, 98 = Df, 161/0 = Sig) and OCB (T = 1/634, 98 = Df, 0/106= Sig), there are significant differences between male and female managers, can not be verified. So between emotional intelligence, organizational commitment, and organizational citizenship behavior of male and female managers, the differences were not statistically significant.

DISCUSSION AND CONCLUSION

The aim of this study was to investigate the relationship between emotional intelligence and organizational commitment, organizational citizenship behavior in secondary schools in Kermanshah city. The research method used was a cross-correlation. The study population consisted of all secondary school principals in Kermanshah city, that:

The results showed that, between emotional intelligence and organizational citizenship behavior, there was a significant positive correlation. The result of the research (Abdi Henry and Naseri Palangerd, 2013; James, Veladehan and Galatrido, 2010; Abraham and Zadodi, 2006; Modasir and Sink, 2008; Richards, 2007; Karimi, Hasoomi and Laith Saffar, 2012), consistent . Emotional intelligence can be said that, as a psychological variable in the ability to recognize and manage personal emotions and feelings of others, which in this case, the variable part of the interpersonal relationships with others, and social skills implies which plays an important role in the behavior of citizens. The principles that have high emotional intelligence, and managerial job in the most efficient environments, such as the management and their interactions, to communicate with people better than others moved to act, and the managers have higher emotional intelligence are expected to show organizational citizenship behavior, there will be. On the other hand, the school administrators, and others recognize and manage their emotions, more competent staff members will be on school property. Emotional intelligence also may increase altruistic behavior, because the emotional intelligence of Secondary School Principals, enables, for teachers to recognize and understand emotions, and consequently Betterresponse than other managers to lose, less emotional intelligence. (Vatsaf, Fltchr and Hanton, 2012). So education, and managers can use this knowledge to their advantage, and with the development of emotional intelligence purposeful behavior, and school staff to improve their.

Another consequence of the relationship between organizational commitment and organizational citizenship behavior of managers. The result of the research (Gatam et al., 2005; Yang and Aaron, 2010; Cohen and Liu, 2011; Mogosty, Bowen and Fltchr, 2011; Karsad and Omi and Kvoklok, 2008; Chang and Chladoray, 2003), consistent and corresponds . Koiz research (2001; quoted Poor Soltani Zarandi, Amirji Naghndar, 2012) states that behaviors spread function (such as citizenship behavior and organizational commitment), the off-task behaviors, responsibilities and legal obligations by employees in the organization, resulting in increased performance and organizational effectiveness, will be. Also Gatam et al (2005) stated that organizational commitment of people, a lot of resources, the organization is in. It can be said that school administrators, who are interested in working Mhst, remain in their working environment, and to achieve their goals, show too much effort, even sacrifice themselves to the goals and values organizations, such as the school knows. On the other managers who have high commitment towards their work, greater citizen action show, because the attitude of their behavior affects. Therefore, we expect a positive attitude, a positive attitude lead, and the positive behaviors, in turn, the school administrators, school improvement and to bring positive results. Also the function behavior (organizational commitment and organizational citizenship behavior), a principal display, improve the organization's performance will follow.

In this study, the secondary school principals in Kermanshah city, the limitations of this study, and therefore is similar studies in other cities and administrators of elementary school and done, and the results are compared with the present study, as well as recommended officials and senior managers of education and training programs to provide the correct context for the strengthening and development of emotional intelligence, and provide organizational citizenship behavior.

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