Investigating the Relationship between Organizational Intelligence and Organizational Commitment in the First High School Teachers in Roshtkhar

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ABSTRACT

Introduction: The world today is rapidly industrializing. And this increases the need for innovation, flexibility, productivity and accountability for the survival and success of organizations. Therefore, new standards must be developed for organizations to respond to global problems and provide employees with the most appropriate skills to be able to master the most appropriate skills. Life and ability to deal with traumatic stress disorder and increase self-esteem and internal control in this study has been attempted to study the relationship between emotional intelligence and organizational commitment of high school teachers in Roshtkhar, its effects on education and training.

Objective: The purpose of this study was to investigate the relationship between emotional intelligence and organizational commitment of high school teachers in Roshtkhar.

Method: This is a descriptive correlational study. The statistical population of this study was 185 high school teachers in Roshtkhar Secondary School in 2019-2020. Sample size was determined by Morgan table of sample size of 140 people using random sampling method. Data were collected using two standard questionnaires of Bar-On Emotional Intelligence (1994) and organizational commitment of Alan & Meyer (1995). Content validity of all three questionnaires was confirmed by experts and Cronbach's alpha for emotional intelligence questionnaire was 0.93 and for organizational commitment questionnaire was 0.89. Data were analyzed using descriptive and inferential statistics (Pearson correlation coefficient and independent t-test, multivariate regression).

Results: The results showed that there is a positive and significant relationship between emotional intelligence and teachers' organizational commitment. There was no significant difference between teachers 'opinions about emotional intelligence and organizational commitment with regard to gender, experience, and degree, except that there was a significant relationship between teachers' education and research variables.

Introduction

Social and emotional competencies and competencies are among the determinants of the quality of social relationships (Eisen Berg et al.). Educational and educational intervention programs emphasize emotional competencies. As with the Thinking Strategies Promotion Program, it shows that emotional skills training is effective in social well-being (I wish, Guinness Berg et al.). In fact, the concept of emotional intelligence is a multifactorial domain of a set of social skills and competencies that affects one's ability to recognize, manage, problem-solve, and adapt emotionally, and to effectively adapt the individual to the needs, pressures, and challenges of life. (Safavi, Mousavi Lotfi & Lotfi, 2009).

On the other hand, the available evidence shows that intelligence alone represents our success in life and in the environment.

Emotion is key and emotions play a key role in organizational success (Soleimani et al., 2013) Emotionally intelligent individuals can extend effectiveness across organizational levels and play an important role in the quality and effectiveness of social interaction with others (Shaikh, 2007 ,).

Emotional intelligence is essential for career success and comprises 60% performance in all jobs. Emotional intelligence alone is the greatest factor in predicting one's performance in the workplace and the strongest force for leadership and success (Bradbury & 2007). Emotional intelligence helps individuals become more aware of interpersonal techniques, identifying and managing the impact of emotions on thinking and behavior, developing the ability to recognize social mobility in the workplace, and understanding how to manage relationships and improve them. Emotional intelligence is a product of two skills. The core is individual and social. Self-awareness and self-management refers to the individual, and social awareness and relationship management to the individual relates to others, thus affecting organizational commitment and interpersonal and civic relationships (Bradbury & Greaves, 2007,).

Given that emotional intelligence is an intra-individual variable that each individual possesses, it can be possible to increase individuals 'emotional intelligence by developing ways and methods that may enhance individuals' well-being. The components of emotional intelligence include impulse control, pressure tolerance, emotional self-awareness, self-efficacy, optimism, and the like. As it seems, each of these components can play an important role in the well-being of teachers and students (Goleman, 2003).

Goleman has a different definition of emotional intelligence. He defines emotional intelligence as awareness of one's own emotions, self-motivation, identifying and identifying others' emotions, and controlling communication with others. Of course, he revised this definition and added a wide range of other skills such as emotional self-awareness, accurate self-assessment, self-esteem, self-esteem, adaptability, and so on (Ciarrochi et al. 2007).

People who develop their emotional skills are more likely to be self-sufficient in their personal and professional lives. They tend to respond more to stressful stimuli, are more flexible and proactive, and are less affected by stress. These include: voluntary rather than passive behavior, resilience rather than resistance to change, positive relationships rather than aggressive or passive behavior, optimism and hope rather than pessimism, and reliance on positive habits and habits instead of 2005 (2005). , Nelson et al. Having emotional intelligence gives the person the ability to self-awareness, self-management, social awareness and communication with others. These domains are dynamically and closely related to each other. If one is not aware of his emotions, he is not capable of managing them, and if his emotions are out of control, he is capable of forming relationships. It will be difficult (Goleman et al. 2006). Based on the available research evidence, classroom organization is one of the most important and critical features that is directly related to students' academic and social achievement. In classes where the teacher is able to create a supportive and emotional atmosphere and employ more effective behavior management strategies, students will be more involved and their learning will be enhanced (Pianta & Hamre, 2009).

The main asset of any organization, especially knowledge-based organizations, is the education of its employees. One of the problems of schools is the inappropriate behaviors such as aggression, stubbornness, underemployment, etc. among teachers that affect the performance and efficiency of schools as well as interpersonal relationships and their morale. Therefore, examining organizational commitment behaviors and its related factors can increase the potential for teachers' attention and participation in these behaviors. In the case of coercion, the person performs his duties in accordance with the laws and regulations, but as far as the voluntary cooperation is concerned, individuals go beyond their duty. Teachers with high emotional intelligence create a suitable school atmosphere based on empathy, understanding, trust, and healthy communication with self-awareness and management of these emotions, as well as identifying others' feelings and communicating with them appropriately. Teachers are proud of being in such an environment and displaying multifaceted behaviors. Volunteers help each other, and complaints and discomfort decrease, and interest and commitment to work increases (Karimi, 2011).

What seems most necessary in this research is to investigate all aspects and components of emotional intelligence on organizational commitment of Roshtkhar high school with regard to demographic characteristics. In this article we will first define the terminology and terminology of the concepts, and then discuss the research topic, and in the following discussion we will discuss the effects and consequences of emotional intelligence on organizational commitment, and finally, the results of the necessary actions in this research.

Problem Statement

Today's world is rapidly industrializing. And this increases the need for innovation, flexibility, productivity and accountability for the survival and success of organizations. Therefore, new standards should be developed for organizations to respond to global problems and provide employees with the most appropriate skills to be able to do so. (George, 2006). Research by various scientists such as Goleman, Boyatzis et al. Shows that one of the factors that

play a great role in successful job performance is emotional intelligence (Goleman, 1998 : 85). Based on previous research, this study seeks to investigate the relationship between emotional intelligence and organizational commitment in Roshtkhar secondary school teachers.

Importance and necessity of research

Conducting the present study and finding the appropriate answer to its questions on the domain of theoretical knowledge in the field above will help to gain new topics and content in this field. Investigating the effect of emotional intelligence on teachers' organizational commitment and teacher behavior can help educators to understand to what extent the study of these variables can pave the way for teacher education and community problems because they assess one's emotional intelligence. The extent to which one is aware of the emotions of their senses and how they control them (Moghaddam et al., 2008). Teachers who are more emotionally active are socially balanced, happy and lively, and feel passionate about the classroom and can easily communicate well with students and colleagues, which in turn enhances organizational commitment and accountability. The group of teachers have no concerns about the classroom education organization, express their feelings directly, and are creative and innovative in the field of education. They, like Officer Doggy, manage stress in education easily and prevent problems, using innovative and innovative ways to solve their problem (Batastini 2001).

Communication skills are also acquired, and the most important place for them is the classroom. Communication is also a major factor in learning. Class management and communication have widespread and complex interactions that will pose profound challenges to the achievement of educational goals (Hosseini and Safavi Zadeh, 2008).

Therefore, considering the relationship between emotional intelligence and organizational commitment plays an important role, it seems necessary to conduct research in this field; Therefore, the present study aims to achieve this goal among Roshtkhar high school teachers. Therefore, by gathering research resources and standardized questionnaires, we decided to study the topic thoroughly and finally present the results and workshops to the program. Educational Stakeholders of education to the development of education system and hear help. Therefore, research on this topic can be very important and important for all stakeholders of educational system and educational planners.

Research hypotheses

Specific assumptions or assumptions:

1- There is a relationship between emotional intelligence and organizational commitment of second high school teachers in Roshtkhar

2- Emotional intelligence predicts the organizational commitment of the secondary school teachers in Roshtkhar.

Research goals

Overall Goal:

- Relationship between Emotional Intelligence and Organizational Commitment in Roshtkhar High School.

Special Purpose:

1- Identifying the relationship between emotional intelligence and organizational commitment in high school teachers in Roshtkhar

2- Determining predictors of organizational commitment by emotional intelligence.

Research Method

This is a descriptive correlational study. In this study, to determine the sample size, the sample set was used from the assumed statistical population of "Kerches and Morgan". The population under study in this study is all high school teachers of Khawaf city, working in 2015 The work has been N = 185 which is our sample according to table n = 140 and the stratified random sampling method has been used.

In this study, two questionnaires were used for data collection, and standardized emotional intelligence questionnaire was used to measure emotional intelligence. The Bar-On Emotional Intelligence Questionnaire, consisted of 2 questions and 2 scales, was administered by Bar-On on 3 out of 5 countries (Argentina, Germany, India, Nigeria, and South Africa) and the results showed that the test It has good reliability and validity. In recent years, numerous articles and researches have been conducted in Iran, indicating the high reliability and validity of this questionnaire and its norms for Iranian students (Dehshiri, 1). This is a 90-item questionnaire, the first cross-cultural emotional intelligence assessment questionnaire. This test was conducted in three stages in Iran and after making some changes to the original text of the questionnaire, removing or modifying some questions and rearranging the questions of each scale, the questionnaire was reduced from 117 questions to 90 questions. And the quality of its psychometric properties was also taken (Raheleh Samouie et al. Sina Institute of Behavioral Sciences Research, 2005). This questionnaire is one of the most used psychometric tools, in fact for assessing the set of abilities, competencies and non-cognitive skills. Affecting one's ability to successfully cope with environmental demands and pressures. The key factors that the questionnaire assesses are the emotional, emotional, and social functions that lead to psychological well-being. In this study, Cronbach's alpha coefficient was used to estimate the validity of the questionnaire. This value (alpha calculated in the third stage) was identical to the alpha calculated in the second stage of the questionnaire (question form 2) given that some questions were omitted or changed in the third stage. Also, Alan and Meyer's standard questionnaire (OCQ), which is one of the most widely used organizational commitment questionnaires, was used to assess organizational commitment.

Descriptive and inferential statistics (mean, standard deviation, Cronbach's alpha coefficient, Pearson correlation coefficient, Kolmogorov-Smirnov test, multivariate regression and t-student test) were used for data analysis.

Statistical Society

The population under study in this study was all male and female high school teachers in Roshtkhar city who were employed in 2018 with N = 185. Statistical sample and sampling method Sample size was used by Krejcie and Morgan sample size formula. 140 high school teachers were selected through stratified random sampling. The sample of this study was selected from high school teachers of Roshtkhar city in the

academic year 1398-1988, with a sample size of 70 men and a sample of 70 women with a total population of 140. The research is collected.
4-2. Descriptive statistics analysis
Descriptive statistics methods are often the most useful, but also the first step in organizing data and arranging the data according to a rational criterion. Descriptive statistics is a set of methods for summarizing, adjusting, presenting and describing numerical information collected using tables,

graphs, and critical criteria. Analyzes them through charts or indicators. The purpose of data analysis is to determine which data best describes the problem, what are the factors affecting the problem, and how the data can answer research questions.

Describe research data
In this section, the research data are analyzed in terms of descriptive statistics indices.

Table 4-4: Descriptive Statistics Indicators of Research Data

Component	Mean	Std. Deviation	N
Emotional Intelligence	331.1857	53.28997	140
Organizational Commitment	115.9500	18.65797	140

The mean score of emotional intelligence was 331.18 and standard deviation was 53.29. The mean score of organizational commitment was 115.95 and standard deviation was 18.65. The averages obtained in all components show that the relationship between emotional intelligence and organizational commitment was effective in high school teachers in Khawaf.
Inferential statistics analysis
Inferential statistics is a set of statistical methods that make valid inferences from a sample about the whole community based on the principles of probability theory. Inferential statistics are concerned with estimating categories (interval

points) and testing hypotheses about community parameters. The use of these methods provides a basis for reasoning in order to interpret the observed facts logically, to determine to what extent these facts support, or contradict, a given model, and suggestions for reforming existing or existing theory. Further research planning may be offered. Testing hypotheses
Multivariate regression was used to test the hypotheses, the results of which are as follows.
Hypothesis Test 1: Hypothesis: There is a relationship between emotional intelligence and organizational commitment of teachers.

Table 4-5: Results of Emotional Impact on Organizational Commitment of Roshtkhar Secondary Teachers

		hosh	taahod	Rafter
Pearson Correlation	Hosh	1.000	.846	.703
	Taahod	.846	1.000	.791
	Rafter	.703	.791	1.000
Sig. (1-tailed)	Hosh	.	.000	.000
	Taahod	.000	.	.000
	Rafter	.000	.000	.
N	Hosh	140	140	140
	Taahod	140	140	140
	Rafter	140	140	140

Therefore, there is a significant relationship between emotional intelligence and org the level of 0.84.

Test Hypothesis 2: Emotional intelligence predicts teachers' organizational commitment

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.808	15.321		3.186	.002
	Taahod	2.210	.212	.774	10.433	.000
	Rafter	.578	.470	.091	1.228	.222
a. Dependent Variable: hosh						

The non-standard coefficient for each of the predictor variables indicates the increase in the criterion value for each unit increase in that predictor variable. According to the table above, the following regression line equation and

organizational commitment can be written:
$Y = 2 / 21x + 48/80$
Test Hypothesis 3: There is a significant difference between the emotional intelligence scores of men and women.

Group Statistics

	gensyat	N	Mean	Std. Deviation	Std. Error Mean
Hosh	Men	70	338.5000	50.57345	6.04468
	women	70	323.8714	55.26823	6.60582

The mean intelligence was 708 for males and 333/87 for females.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
hosh	Equal variances assumed	1.063	.304	1.634	138	.105	14.62857	8.95405	-3.07630	32.33345	
	Equal variances not assumed			1.634	136.927	.105	14.62857	8.95405	-3.07753	32.33467	

According to the values of 0.05Sig> in the table above, it can be stated that the results of t-test show that there is no significant difference between the emotional intelligence of men and women.

Test Hypothesis 4: There is a significant difference between organizational commitment scores in men and women.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Taahod	men	70	117.5143	19.92213	2.38115
	women	70	114.3857	17.30401	2.06822

The mean score of organizational commitment in men was 171.51 and in women was 114.38.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Taahod	Equal variances assumed	2.116	.148	.992	138	.323	3.12857	3.15395	-3.10775	9.36490
	Equal variances not assumed			.992	135.348	.323	3.12857	3.15395	-3.10883	9.36598

Considering the values of> 0.05 Sig in the table above, it can be stated that the results of t-test show that there is no significant difference between the organizational commitment of the men.

5-1 Discussion and Conclusion

Today, the importance of education is hidden to no one, it is our present and future capital, an asset that cannot be priced, and that is what has led mankind from the age of darkness and ignorance to the age of light and light. Therefore, a teacher is one of the most important occupations of any society because it is the responsibility of educating and educating one generation over the teachers of society (Zahid et al., 2009).

Given the role of the teacher in the development of a community, this study has also attempted to investigate the emotional impact of teachers' organizational commitment. The purpose of this study was to investigate the relationship between emotional intelligence and organizational commitment in high school teachers in Roshtkhar. For this purpose, 185 people were selected as the statistical population and 140 high school teachers in Roshtkhar city during the academic year 1997-98 through Morgan's sample selection table as sample size.

5-3. Summary of the results of the research hypotheses test

In this study, six main hypotheses and 7 sub-hypotheses were analyzed using descriptive and inferential statistics. The results of the hypothesis test are summarized as follows:

Table 5-1. Summary test results of research hypotheses

Result	Hypothesis
Confirmation	There is a relationship between emotional intelligence and teachers' organizational commitment.
Confirmation	Emotional intelligence predicts teachers' organizational commitment.
Reject	There was a significant difference between the emotional intelligence scores of men and women.

Discussion and Interpretation:

Hypothesis 1: There is a relationship between emotional intelligence and organizational commitment of teachers

According to the research findings, there is a significant relationship between emotional intelligence and organizational commitment. The results showed that people

with higher emotional intelligence have more responsibility in the organization. Such people are very attentive to the feelings of others and volunteer to help others or perform tasks beyond their role in the workplace and can exhibit appropriate organizational citizenship behavior. In this case, mutual trust in the workplace is formed that underlies appropriate organizational citizenship behaviors in the workplace. Social skills in emotional intelligence were significantly correlated with the ontology of organizational commitment. The results are in line with the findings of Modir & Singass (2008, Singh & Modassir) on the relationship between emotional intelligence and organizational commitment. According to the findings, there was no significant difference between male and female teachers' views on emotional intelligence and organizational commitment. There was no significant difference between the opinions of teachers with different service and educational backgrounds on emotional intelligence and organizational commitment. Only teachers with higher education had higher emotional intelligence, organizational citizenship behavior, and higher organizational commitment. This finding is consistent with Goleman's view that emotional intelligence grows with higher education. (Aghayar & Daramadi Sharifi 228 p, 2009,) Based on the findings and the relationship between emotional intelligence and organizational commitment of teachers and considering that emotional intelligence increases with training and practice, it is recommended to increase organizational commitment in teachers. In-service and in-service training courses pay attention to this important issue. Strengthening each of these indicators can be effective in strengthening the organizational commitment of teachers

Hypothesis 2: Emotional intelligence predicts teachers' organizational commitment
As mentioned in the previous chapter, we first fitted the research variables with the use of concurrent regression method according to the table 4-5 data of Howard's regression model.
According to the results of concurrent regression analysis, the high emotional intelligence variable has the first role in determining the teachers' organizational commitment. This trait is a characteristic of a good teaching staff that includes the notion of organizational commitment and work conscience and includes traits such as competence, order, conscientiousness, striving for success, and self-control. The findings of this study, along with the findings of Amini et al. (2010) in examining the role and place of emotional intelligence in personal growth, social competence and empowerment, show that students have the highest average in the responsibility component and the lowest in the components of self-efficacy. Also, Ferghadani (2003) in his research concluded that there is a significant relationship between emotional intelligence and organizational commitment. Pirmohammadi (2002) has investigated therelationship between organizational commitment and emotional intelligence in students and reported that there is a direct and significant relationship between the two variables. In his research, Mansouri (2001) concludes that there is a 99% correlation between students' emotional intelligence and academic achievement. Zare's research

(2001) showed that there was a significant correlation between EI scores and academic achievement (86%).

Hypothesis 3: There is a significant difference between the scores of emotional intelligence and organizational commitment of men and women. At first, factor analysis of variance was used to determine the difference between gender traits and emotional intelligence, factor analysis, and the Sig values obtained in Table 7-7. Gender and Emotional Intelligence, Teacher Organizational Commitment There is no difference. Based on the result of this hypothesis, it can be stated that there is no difference between gender characteristics and emotional intelligence, teachers' organizational commitment, which indicates that male and female teachers in the components of emotional intelligence, organizational commitment behaviors were almost the same and significant differences. There is no difference between them. The results are consistent with those of Feist (1998), Yamamoto (1984), Torrance (1986), Baron and Huntington (1981), and those of Saeed (2002) and Haghighat (1998). And Kafayyat (1997), who have shown in their studies that the level of emotional intelligence and organizational commitment differs by gender, is inconsistent.

Offers
Each research report will be written and presented to the community of researchers and practitioners in the hope of continuing the research and applying the findings to the subject, so any report needs suggestions that facilitate this. Slow. This section also offers suggestions in two parts: practical and research proposals for the use of education researchers and practitioners.

5.6-1 Practical suggestions
1. Based on the results of the present study, it is suggested to pay more attention to these two dimensions in the early stages of teacher recruitment.
2- Given the obvious role of the teacher in education and the need for education for highly empowered talented teachers to empower capable and ethical students, it is suggested that festivals and conferences on the role of emotional intelligence, organizational commitment in teaching Teaching introduces teachers and students to the talents and abilities of students and teachers.
3. It is suggested that festivals of the highest quality of teaching should be organized with an emphasis on organizational commitment among teachers to enable the recognition of talent and the emergence of new and creative ideas.
4. Since there is no significant difference between the personality characteristics of teachers based on their service history, it is recommended that further research be undertaken to determine the extent of teachers' organizational commitment in terms of service history to determine if Commitment with a high service record is analyzed to provide retraining or retraining if it is found that the level of commitment in teachers with a low or inadequate service is provided.

5-6-2 Research suggestions
1- In the present study, secondary school teachers have been studied, so it is suggested that other researchers study other sections as well.

2- It is suggested that similar research in this field be carried out in the wider statistical community at the province level and its results be used to strengthen and validate this research and similar studies.

3. It is suggested that further research will be conducted by applying experimental and quasi-experimental methods to determine the causal relationships between the research variables.

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