The relationship between organizational commitment, emotional intelligence and organizational learning (Case Study: Yadak-Resan company)

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Abstract:
This study investigates the relationship between organizational commitment, emotional intelligence and organizational learning in Yadak – Resan Company. Methods of this study are a descriptive correlation. Sample employee involving 63 people who were selected by random sampling according to Morgan approach. The number of female employees was 17 and the number of male employees was 46. Data were gathered from the questionnaires EQ Azizi (1387) Organizational Learning Mirkamali (2007) and organizational commitment Alen meyer. For data analysis, correlation and regression methods are used simultaneously. Results shows that emotional intelligence, commitment to organizational learning and organizational learning have a significant positive correlation together. Significant relationship between organizational learning and organizational commitment is also investigated.

Keywords: organizational culture, organizational entrepreneurship model, Dennison

1. Introduction

Employee commitment to the organization can be in various stages of human resource management and is the appropriate basis for decision making. Manager's knowledge of organizational commitment can improve organizational objectives and find solutions for organizational development (Farid et al, 1388). One of the factors affecting the organizational commitment of employees' performance is subtle, because manpower loyal, committed and consistent with the goals and values of the organization is currently beyond the tasks prescribed in the job description. The existence of such a force in the organization, leading to increase levels of performance (Neyesy, Sudan and Naderi, 1389). Commitment usually have three characteristics: 1) the objectives and values of the organization 2) a tendency of trying to achieve those goals; 3) to maintain and continue the work of the Organization (Kazemi haghighat, 1378). Due to organizational commitment, reduce absenteeism, increase survival, belonging and loyalty, productivity, and goals of the organization is to be considered (Farid et al, 1388). Leadership styles of transformational leadership are the latest and consider many benefits of this style of leadership (Mortazavi, 2006). It can be pointed in order to improve organizational learning. Organizational learning is a process of conscious, purposeful, interactive, dynamic, continuous, ongoing and continuous feedback that is growing quickly and effectively at the individual, group, organization or cultural resources under the influence of perceptual processes used by those acts success. (Agha Hosseini, 2007). Therefore, knowledge of related factors to organizational commitment of manpower is important for managers. In this study the relationship between psychological factors and emotional intelligence in organizational learning, organizational commitment has been investigated.

2. Literature Review

2.1 Organizational Commitment
The concept of commitment
Practical expressions of commitment is necessary to do the job, especially in critical or sensitive is very important. Cook and Wall considered three concepts of identity and sense of identity, loyalty and readiness to have been committed (Majidi, 1376).

Aligned to a variety of organizations such as commitment, ideological, national commitment, self-oriented commitment, dedication and commitment is shared by a group (al-Hosseini, 1380).

Ideological commitment of belonging to a world comes into existence. Adherence to the requirements National commitment, the sense of patriotism in the person of its national interests and the criteria for their behavior puts their homeland.

- Commitment to self-oriented, self-interest over the interests of the size of person who usually gets caught in his own ego or unresponsive to the interests of others and the organization have to be oriented to fit the individual interests and incompatible with the interests, behaviors will emerge.
- Commitment, personal ties to the group and group goals rather characteristic of this type of commitment. Can a group pledge to strengthen the activities of the group or groups of constituent intellectual act. The origins of the group engagement team or negative thinking, the need to respect the need for trust, pressure, guilt, and a sense of informality to achieve the objectives is to follow the above figures. Harmful effects can include things such as group thinking: the illusion of invulnerability, flight of reasonable criticism, avoids the evaluation, a group of discrimination and prejudice, stereotyping unreasonable pressure on members, non-slip, the logic of collective agreements, ignoring Information opposition, blocking all other channels of information on past performance and decisions to be prejudiced (Alvani, 1372).

2.2 Definitions of organizational commitment

The study of organizational behavior, work related stress Disabled Persons' Attitude is more associated with the three attitudes of dependency, job, organizational commitment and job satisfaction (Robbins, 1385).

Recently, much attention has been given to the study of organizational behavior, such as (Moody, 1979) many concepts of psychology; organizational commitment is defined and measured in different ways. Although different definitions of commitment can be found in the literature, but each of the three general emotional attachment, perceived costs and reflects a sense of duty (Meyer, 1,973th).

A) Emotional attachment

The most common approach in the literature in organizational commitment, in a manner that is dependent on the emotional and psychological commitment to the organization will be considered. Accordingly, a person who is deeply committed to their identification with the organization, which is involved in the organization and participation and membership in the organization enjoys.

B) Understanding the Costs

Brains, however, that if a person thinks that he will be leaving a lot of hospital service costs, interest and commitment to stay in the organization, the more he will. Among the theories about the numerous studies have emphasized the commitment made by the theory are investing Baker (1960) has been proposed. Baker's commitment as a desire to do, "continued collection activity" is defined. This store savings and investment tend to leave it up to that, the savings will be lost. Reform has invested (eg, effort, money, education), the more the person will leave the organization, can be considered useless. Such investments may include the payment of pensions contributions, The improve containment, especially in organizational contexts as well.

Moody et al (1982) have been committed to four categories: personal characteristics, job characteristics, work experience and structural characteristics. Also, the continuous commitment of the two factors, size of individual investments and realize the absence of employment opportunities outside the organization is created. This study is based on the precondition Baker cazbalt is considered divination and control (1981). Baker looked at the possibility that employees remain positive relationship with the size of the investments that have been made in the organization. Such as investments, lack of alternative employment opportunities, potential cost increases
due to leave. So employees know that there are fewer job alternatives, the continuous commitment of the current organization will be stronger. Finally, the assignment of organizational commitment before entering the affected individual experiences (socialization, family - Culture) and also after entering the organization (social enterprise) is located.

Factors affecting organizational commitment

Richards (1985) literature review revealed that eleven of commitment as a dependent variable and more than twenty of them are considered as a dependent variable (Meyer, 1993). So here is a review of the literature on the factors affecting organizational commitment and its three dimensions, in the form of affective, continuous and normative offered. Among the three components, affective commitment, continuous and normative, affective commitment is further studied. In a comprehensive analysis, indicated that the study of forty organizational commitments, affective commitment has been examined in 24 cases (Summers, 1995).

koach and Astyrs study

This study was conducted in 1978, some of the factors affecting organizational commitment accretion has been proposed as follows:

- **Personal factors**: a major cause of personal belonging and continuity of the potential employee's first day, bring back to their organizations. Many people who committed their first show probably will remain with the organization.
- **Organizational factors**: organizational factors such as job scope, feedback, autonomy at work, challenging and important job, job involvement and participation behavior increases. Compatibility between work group objectives and organizational goals, commitment to these goals is increasing. Organizational features such as the best interests of employees and property, personnel, organizational commitment is positively enhanced.
- **External factors**: external factors that increase the commitment is important, the ability to obtain alternative employment after the current job is selected.

II - Organizational Learning

There is no doubt that the current turmoil in the world are growing environment changes, organizations will not only stay in the future, but they also want to maintain their power. Therefore, organizations must constantly keep pace with the changing environment and keeping up with changes in organizational learning is at stake is necessary. The eight factors are:

Globalization of the world economy, technology, severe change the world, the increasing influence of Jupiter, the knowledge and organizational learning as a major asset, the changing roles and expectations of employees, diversity and labor mobility, rapidly changing and turmoil expanding (Margaret, 1996). Therefore, organizational leaders see themselves in a changing world and that the world has changed in a positive and effective organizational learning strategy (Newberry, 2008). Studies show that the competitive advantage of organizational learning (Jashapra, 2006), and financial and non-financial performance (Jimenez, 2006) tangible and intangible benefits of participation and innovation affects (Luis, 2005). Although the research on organizational learning, which started about thirty years (Lopez, 2005). But researchers have found that a single definition.


Therefore, the proposed numerous definitions of organizational learning material exists, for example, Robbie and Day (2000) define organizational learning have raised five features: (a) organizational learning occurs at the organizational level: Organizational learning is a process, not structure, (c) organizational learning is both intentional and unintentional: the need for organizational learning and organizational memory Reservoirs mental models, and ultimately leads to organizational learning and organizational behavior (Robbie and rose, 2000).

Huber (1991) as well as organizational learning, organizational memory, knowledge stored in the information processing that defines the structure of four organizational learning, acquisition, distribution, information
interpretation, and organizational memory. Then people like Kim Huber (1993), Dymavsky (1994) Krason (1995), Santches (2005), processing perspective - his intelligence and cognitive development and behavioral dimensions of organizational learning on organizational performance that were added to effectiveness is profound.

Castiglione (2006) also emphasizes the organizational learning process is based on the work environment; the environmental organization members at all levels to share their ideas and insights are encouraged. Meet customer needs and improve the organization's defined (Mir Kamali, 2007). This paper covers the components of organizational learning: commitment and risk, improved organization, interpersonal interaction, using experiences, customer centric and efficient organizational structure is found wrong reasons (Kazemi, 2007). Finally, organizational learning is possible when leaders act beyond command and control techniques and systematic approach to organizational learning are welcome (Castiglione, 2006).

III - Emotional Intelligence

Salovey and Meyer, as an ability is the capacity to perceive, express, understand, use and manage emotions in themselves and others (Meier and Salovey, 1997; quoted enunciation 1384). The person that has the ability to succeed in coping with environmental demands and pressures influence (Gee, 2005. (According to Meier model, Salovey and karaso (2000), Emotional intelligence refers to a set of abilities.) Meier and Salovey, although they sometimes use emotional intelligence as a mechanism of action that's necessary to be considered as a unit, but the description of the four principal components is composed of the excitement perception and the 3. Of the recognition about their feelings or the feelings of others, manage or regulate emotions in themselves and others 6.

A) The first component of emotional intelligence and emotional capacity to see the form. There are no such features in the components of emotional intelligence is impossible. In this case Sar at (1990) as well as the subject. If at any time there is an unpleasant feeling that people do not care about the feelings get very little information. Feel the thrill of the record and consideration of the emotional meaning of the message is, if it's facial expressions, tone of voice or expression of cultural goods are artistic. Skillful recognition and emotional reactions of others and their empathic responses of the components of emotional intelligence are considered. Such as those by others who are exciting and special, while those without these skills without distracting sounds. Are skilled in emotional adjustment to achieve their goals. Than positive perception, they may even increase To manage their emotions as motivating others to achieve worthwhile results. negative point of view, these skills Anti-social context of the community that might provide a cagily feelings or make others to lead to undesirable results (Meier and Salovey, 1990).

B) The second component of emotional intelligence, cognitive activity is facilitated. Combines the excitement of the psychological, physiological, experiential, cognitive, and motivational requirements) Akbarzadeh (1383 Emotions can think of two ways as needed. 1) forcing one to think with the emotional see the regular threat. So those are the elements of good breeding can see issues from multiple perspectives. 2) giving information about emotional states, which the person knows, happy, sad, fearful or angry) work (2004 to facilitate emotional thinking has focused on how emotion affects the cognitive system So how can an effective manner for solving, reasoning, decision-making and creative strategies used. course by emotions such as anxiety and fear, can understanding, is disturbed. than other emotion can establish priorities in Cognitive Systems it is important to pay attention to what they pay (1959; Mandels 1975 Simon 1982; quoted Akbarzadeh 1383) 3) as the third component of emotional, extensive and complex emotions symbols are included. The most important feature is that the label emotions with words, so that we can distinguish between different emotional words (Akbarzadeh, 1383). The ability to understand the concept of emotional excitement..

4) The fourth component of emotional intelligence is the ability to regulate emotions, affectivity (emotional acceptance and experiential) and controlling emotions are expressed in a way that it is. Regulation of emotion in other people more for using their emotions to suppress their emotions (Akbarzadeh, 1383).student has to deal with (Mayerkob, 2000).and can be expected to contribute to their educational and career success Maya (2001). Goleman (1995) stated that emotional intelligence than intelligence analyst, predicting success in school, at work and at home is.

3. Research hypotheses
The research hypotheses are as follows:
1) Between EI and organizational commitment, there is a significant relationship.
2) Between organizational learning and organizational commitment, there is a significant relationship.
3) Between emotional intelligence and organizational learning, there is a significant relationship.

4. Methods

In the present study, research methods, descriptive and creational. The population of the study personnel carrier Tow Company is Semnan. Sample, which has 63 employees, including 46 male and 17 are female. The sample size was based on Morgan's formula is obtained. Education in terms of the total 63 cases, 12 degree, 49 degree and 2 masters were. To collect the data, three questionnaires were distributed.

1-Emotional Intelligence Questionnaire: A questionnaire designed to measure emotional intelligence used in the study questionnaire, Aziz (1387), which was derived from the questionnaire and Singer is emotional intelligence. Azizi questions in the questionnaire were reduced to 25. The questionnaire had five components: self-regulation, motivation, empathy, social skills and self-awareness are included. The reliability of the questionnaire, Azizi 0.79 is estimated.

2-Organizational Commitment Questionnaire: The organizational commitment questionnaire Allen - Meyer has been used. In order to assess the validity of this scale has been used in several ways, such as alpha coefficient 61% is equivalent to the validity of normative commitment. Emphasizing the validity of the psychometric properties of the optimal inventory level is acceptable. The results of investigations showed acceptable validity and reliability of each of the subscales of affective, normative and is continuous.

3 - Organizational Learning Questionnaire: This questionnaire is made up of 8 of the 30 questions, and reliable 0.78 is reported. The questionnaire previously (Mirkamali, 2007) is used.

5. Results

Descriptive statistics, emotional intelligence, organizational learning and organizational commitment are presented in the table below.

<table>
<thead>
<tr>
<th>variables</th>
<th>Size</th>
<th>average</th>
<th>Standard deviation</th>
<th>F</th>
<th>d.f</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotional intelligence</td>
<td>Male</td>
<td>46</td>
<td>95.13</td>
<td>14.41</td>
<td>0.01</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>17</td>
<td>92.14</td>
<td>13.09</td>
<td>0.01</td>
<td>64</td>
</tr>
<tr>
<td>organizational learning</td>
<td>Male</td>
<td>46</td>
<td>63.23</td>
<td>8.74</td>
<td>0.01</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>17</td>
<td>61.42</td>
<td>11.14</td>
<td>0.01</td>
<td>64</td>
</tr>
<tr>
<td>organizational commitment</td>
<td>Male</td>
<td>46</td>
<td>82.32</td>
<td>14.23</td>
<td>0.01</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>17</td>
<td>84.74</td>
<td>11.26</td>
<td>0.01</td>
<td>64</td>
</tr>
</tbody>
</table>

Results of Table 1 shows that the average woman's emotional intelligence and organizational learning, most of the staff are men. If the mean and standard deviation of commitment in men than women., To analyze the data for research questions, Pearson correlation test was used. The simultaneous regression, predictor variables were identified employee engagement and examination of the demographic variables were used in the analysis. The results of the research hypotheses: the relationship between variables, the results in Table 2 show that the correlation between emotional intelligence and organizational commitment of employees with organizational learning and organizational commitment to R = 0.36 and R = 0.34 with emotional intelligence and organizational learning is R = 0.41.
Table 2) is the correlation matrix of variables N=63  P≤ 0.05

<table>
<thead>
<tr>
<th>Variables</th>
<th>organizational learning</th>
<th>emotional intelligence</th>
<th>organizational commitment</th>
<th>emotional intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>organizational learning</td>
<td>0.34</td>
<td>0.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>emotional intelligence</td>
<td>0.41</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Discussion and Conclusions

The relationship between emotional intelligence and organizational commitment showed a correlation between positive and significant. It can be inferred that by increasing emotional intelligence, organizational commitment increases. Consistent with these results, the research Astyg Gardner and stated that the EQ, is a useful predictor for job satisfaction and organizational commitment (Goleman, Bvyatzys and Meg Kay, 1385). The Emotional Intelligence is the best predictor of success in leadership practices (Hassanzadeh, 1387). The results of these research findings Gslyvz et al (2008), Rezaiean et al (1387) is consistent. However, these results are inconsistent with the research Afkhami. Based on these findings, the Department of Theoretical and technical experts from the Ministry of Education between job satisfaction and organizational commitment is related to emotional intelligence.

In the second hypothesis, it is of interest to examine the relationship between organizational learning and organizational commitment. Results of the study showed that between learning and organizational commitment, there is a significant positive relationship. Therefore, it can be inferred that organizational learning increases organizational commitment.

The third hypothesis was examined the relationship between emotional intelligence and organizational learning. The results showed that the correlation between positive and significant, it can be inferred that an increase in emotional intelligence, lead learning staff to be increased.

Between organizational learning and emotional intelligence of employees, there is a significant relationship. According to these results, it is suggested that the company's training programs are designed to improve emotional intelligence and organizational learning. This is especially important for men.

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