

Investigating the Correlation between Emotional Intelligence and Job Involvement

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ABSTRACT: Emotional intelligence can be considered as the ability to understand and control the emotions in order to help the intellectual, decision making and communicational activities. The main purpose of this study is investigating the relation between emotional intelligence and job involvement among the staff of Islamic Azad University of Zanjan Province of Iran. For this purpose, 230 employees were randomly selected and tested. The measuring instrument is 2 questionnaires: Emotional intelligence questionnaire of Goleman (1998) and job involvement questionnaire of Kanongo (1982). Analyses with the help of software SPSS software showed that there is a meaningful correlation between variable of emotional intelligence and job involvement and based on components of emotional intelligence (self-awareness, self-management, social awareness and organizing relations) we can offer a model to predict the job involvement variable. Also the working environment meaningfully intervenes in relations of independent variables of self-awareness, self-management, social awareness, and organizing the relations with the dependent variable of job involvement, and makes them changed.

Key words: Emotional Intelligence, Self-Awareness, Self-Management, Social Awareness, Organizing The Relations, Working Environment, Job Involvement.

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INTRODUCTION

In recent years, the concept of emotional intelligence has been considered. Some researchers believe that emotional intelligence is one of the success factors in the educational, professional environments and social relationships (Saatchi, 2003).

From the point view of Watkin (2000), the emotional intelligence results in improvement of job decision making. It seems that significant cause for success of some engineers and Scientifics against others is that this group is more prominent in coordinating their efforts with teamwork more effectively also in responsibility, leadership, ability to accept the view of others, convincing others, cooperation and avoiding the conflict, setting the time and working commitment correctly.

Despite the primary views, the realistic view to human nature shows that human is not mere logic and not mere emotion but is combination of both. Therefore a person's ability to adapt to the challenges of life is dependent on the coherent performance of his emotional and logical capabilities.

In the last years of the twentieth century psychologists found new dimension of human intelligence in their studies and in the other hand by discovering his emotion capacity, faded the confidence in the intelligence tests. In the past the intelligence meant IQ (intelligence quotient) and this IQ was used as the most important criteria and index for predicting the academic and professional success and other aspects of intelligence such as emotional intelligence, verbal intelligence and social intelligence was totally ignored. In the other hand the emotions was always looked with scorn and the people were prevented to

behave emotionally until the failure of some genius persons with high IQ strengthen this idea that probably other factor except IQ are effective in success and failure of persons in life. One of the factors that play a significant role in the success or failure of people is emotional intelligence. On the other hand, has been proven that existence of emotion is important for wise thinking. The old belief that placed the emotion and logic face to face is completely ineffective. Job involvement is one of those issues which has been considered in the field of research. During recent decades, the researchers in the field of industrial and organizational psychology and management has emphasized on existence of different feedbacks of staff about job and behavior related to this feedback. Job involvement structure is one of the behaviors related to job which is studied from different views.

Due to increase the level of job involvement we must have a realistic and comprehensive look at its determiners. Among the different views, the most realistic view about job involvement is that it's a function of personality and organizational space (Elankumaran, 2004).

It seems that the high job involvement is a desirable characteristic of staff. According to definition of Kanugo (1982), job involvement refers to extent of psychological identity of person with his job. In fact those with high job involvement appear to have job satisfaction and show a positive spirit in their job and express high commitment to the organization and their colleagues (Carson and Bedian, 1995; Cohen, 1995).

Job satisfaction is defined mainly with job satisfaction, power, self-devotion and interest. Power

is indicator of high levels of energy, mental flexibility during working, willingness to expend effort in their work and being different in facing with problems (Schaufeli et al., 2002).

High job involvement represents the sense experience of enthusiasm, pride and sinking in work and pleasant feeling towards work. In this situation the person get interested in his job over time (Schaufeli et al., 2008). People who have low job involvement usually are in higher level in terms of burnout, neuroticism, extroversion. Job involvement is related to job resources such as social support from colleagues and supervisors, performance feedback, leadership, job control, task variety, learning and growing opportunities and training facilities. In addition, employees with high job involvement give more importance to job (Hafer and Martin, 2006).

In other words, job involvement involves the manner of employees' perceptions from their work environment and job and immixing work and personal life. Low job involvement results in alienation with job and organization, having no goal, separation between job and life of employees (Hirschfeld, 2006).

According to a brief review of the literature relating job involvement and emotional intelligence in this study, the relationships between the components of emotional intelligence of Islamic Azad University of Zanjan were studied in this research. Accordingly, the following hypotheses are presented:

The main hypothesis 1: There is a positive relation between the individual ability of Islamic Azad University employees and their job involvement.

Hypothesis 1-1: there is a positive relation between self-awareness of Islamic Azad University staff and their job involvement.

Hypothesis 1-2: there is a positive relation between the self-managing of Azad University employees and their job involvement.

The main hypothesis 2: there is a positive relation between the social abilities of Islamic Azad University employees and their job involvement.

Hypothesis 2-1: there is a positive relation between social awareness of Islamic Azad University employees and involvement.

Hypothesis 2-2: there is a positive relation between the ability of the Azad University staff in organizing the relations and their job involvement.

The main hypothesis 3: Workspace of University as intervening variable changes the

relation between personal abilities of Azad University staff and their job involvement.

Hypothesis 3-1: Workspace of University as intervening variable changes the relation between self-awareness of Islamic Azad University staff and their job involvement.

Hypothesis 3-2: Workspace of University as intervening variable changes the relation between self-managing of Azad University employees and their job involvement.

The main hypothesis 4: Workspace of University as intervening variable changes the relation between the social abilities of Islamic Azad University employees and their job involvement.

Hypothesis 4-1: Workspace of University as intervening variable will effects on the relation between social awareness of Islamic Azad University employees and their job involvement.

Hypothesis 4-2: Workspace of University as intervening variable will effect on the relation between ability of Islamic Azad University employees in organizing the relations and their job involvement.

Literature review

Since the mid-nineteenth century until today the broad and diverse studies has been carried out due to determine various causes of manager success. These studies can be divided into three main groups:

The first group includes those studies that think the manager success is owed of personal characteristics (Stogdill, 1948). The second options are those studies that think the manager success is owed of his behavior (Tannenbaum and Schmidr, 1973). And the third group includes studies which links the manager success to contingency leadership style (Firdler, 1967).

In the final decades of the twentieth century and the start if third millennium, a subject which has attracted the attention of researchers is that the IQ is not the only factor in the success and improvement of manager performance. Other factors play roles which is called emotional intelligence. Goleman (1998) believes that although IQ is determiner of academic progress and professional success but its share in these successes is less than 20 percent and he says emotional intelligence is the most important characteristic for distinguishing the privileged managers from middle managers. Goleman by studding the emotional intelligence presented his theoretical framework which showed that how one person's abilities and skills in self-awareness, self-management, social awareness and organizing relations is effective in improving his performance.

Thorndike (1920) professor of psychology at Columbia University is one of the first people who recognized emotional intelligence and called it Social intelligence. He said that the social intelligence is the ability to understand and manage men and women, boys and girls to interact and create human relationships. Gardener (1983) as one of the experts in psychology has played an important role in creating the theory of emotional intelligence. He in his regulation model refers to 2 kinds of personal intelligence (the relational intelligence and think intelligence. He believes that emotional intelligence is result of role of emotion in these two personal intelligences. Goleman in 1998, in his book entitled "Working with Emotional Intelligence" studied the impact of emotional intelligence in the workplace and conclude that high emotional intelligence, improves the manner of doing works and jobs in firms and increase their performance properly. Boyatzis et al. (2000) also argue that the emotional ability can and should be learned. Dehshiri (2004) argues that emotional intelligence and time management predicts significantly the job stress of teachers. Results of his research showed that among the components of emotional intelligence, the components of self-control, empathy and self-awareness are effective in prediction of job stress. Research of Queensland University of Australia showed that those who have poor emotional intelligence and job performance can get to the level of their colleagues who are excellent in both only by trying to improve their emotional intelligence (Ashkanasy, 2001).

Many researchers have been done in the field of job involvement and its determinants: Bozionelos, 2004 by investigating the relationship between personal characteristics (Five Big factors), and job involvement showed that there is a negative and meaningful correlation between characteristic of agreement and job involvement. In addition the characteristics of extroversion and openness through interaction have relationship with job involvement. Katrinli et al. (2008) showed that in positive effect of interaction quality of manager-employee on organizational identity, the job involvement has the role of mediator variable. Wenxia&Bo, 2008 found that four components of management of organizational jobs have meaningful correlations with job involvement. Among these four components, the components of promotion and focus on in-service training respectively had the highest and lowest correlation rate with job involvement. Mudrack (2004) showed that job involvement has a positive and strong correlation with characteristic of continuity of practical and intellectual obsession and has positive and meaningful correlation with characteristics of flexibility

and regularity. Initial individual differences such as individualism, locus of control, self-esteem, motivation and conscientious, have a significant positive relationship with job involvement (Colguitt, 2000). Jazayeri et al. (2006) in a research about the personal characteristics with Job commitment among the nurses conclude that extraversion, openness and agreement play the most important role in explaining the variance of the three domains of professional commitment. Barrick and Mount (1991) by summarizing several investigations, concluded that consciousness and emotional stability in every job have correlation with job performance.

The research framework

Based on the results of previous studies and research questions, the theoretical framework of this study is presented in Figure 1. The presented model (which has a quantitative nature) investigates the effects of four concepts of self-awareness, self-management, social awareness and relation organization as independent variable on job involvement staff of Universities of Zanjan Province as dependent variable and in other hand the effect of workspace of university as an intervening variable in the relationship between these concepts and job involvement has been considered.

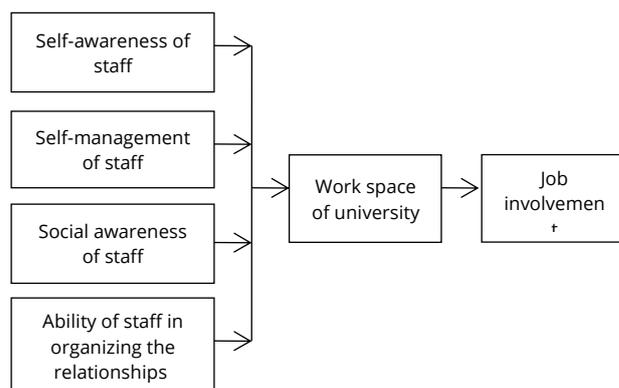


Figure 1. Theoretical framework of research Integrated model

Statistical population, statistical sample and sampling method:

This research method of study is descriptive-correlation. Statistical population included all staff of Islamic Azad university units in the province of Zanjan. Using the following formula and by random sampling, 230 employees were selected and studied.

$$n = \frac{Nt^2.pq}{Nd^2 + t^2pq}$$

$$n = \frac{575(1.96)^2.(0.5)(0.5)}{575(0.5)^2 + (1.96)^2(0.5)(0.5)} = 230.29 \cong 230$$

Research Tools

For measuring the two variables of emotional intelligence and job involvement, the emotional intelligence questionnaire of Goleman (1988) and job involvement questionnaire of Kanongo (1982) were used. For this purpose, the questionnaire of Goleman (1998) with a five stages of Likert scale was used after adjustment for measurement and operating the concepts of this study.

Section (1) self-awareness: it is the ability to identify and understand self-emotions when they emerge and to detect their effects on certain people or situations. This variable was measured using 13 questions which completed and answered by university staff.

Section (2) self-Management: it is the use of awareness related to self-emotions in order to flexibility, regulation, dynamics, responsibility, positive guidance of behavior and organizing the self-emotional reactions towards a special situation. The concept was measured by using the answer of University employees to 14 questions.

Section (3) social awareness: it measures the extent of social awareness of university staff by using 11 questions.

Section (4) organizing or managing the relations: it determine the form of interaction, the amount of intimacy, participation, satisfaction, facilities and motivation of persons which were measured using 15 questions completed by the staff of the University.

Section (5) workspace of university: it measures the workspace at the University by using 15 questions.

Section (6) General Information: it is related to general information of university staff.

Job involvement questionnaire of Kanongo (1982): this questionnaire consists of 10 items completed based on a 7-degree scale. Kanongo has reported the internal consistency coefficient and retesting of this scale respectively 0.87 and 0.85. By analyzing the data obtained from Implementation of Job Involvement scale of Kanongo on 199 graduated persons of universities in France which were in the early stages of employment, it is reported that this scale has an appropriate final coefficient (0.8267). Araee (1994) in his study has reported the alpha coefficient of this scale (0.86).

Mir Hashemi by performing this questionnaire on 32 persons of faculty members has reported the alpha coefficient 0.807. In the present study, using data of 40 subjects the reliability coefficient was of 0.791. Then the amount of the validity and reliability of the questionnaire were determined. In order to determine the reliability of test the Cronbach's Alpha was used. This method is used for calculating the internal coordination of the measuring tools which measures the different attributes. The used questionnaire in this study is a standard questionnaire, which is designed by Daniel Goleman. Given the circumstances in Iran the minor changes were made. To ensure the validity of the measuring instrument the pre-test was performed. 30 questionnaires were selected and Cronbach's alpha was calculated using SPSS software. The obtained Cronbach's alpha is presented in Table 1.

Table 1. Calculation of questionnaire validity based on Cronbach's alpha

Work space of university	Job involvement	Organizing the relationships	Social awareness	Self-management	Self-awareness
Z	Y	X₄	X₃	X₂	X₁
0.739	0.958	0.937	0.799	0.846	0.792

RESULTS

Describing the demographic characteristics

Frequency distribution and percentage of employees in terms of work experience at the Azad University of Zanjan indicates that among the 230 employees the work experiences at university is as follows: 27 persons by 11.7 % with 1-5 year, 88 persons by 38.3% with 6-10 years, 76 persons by 33.0 % with 11-15 years, 27 persons by 11.7 % with 16—20 years and finally 12 persons by 5.2% with more than 21 years. So the most frequency is related to persons who have 6-10 years work experience.

Frequency distribution based on academic degree indicates that among the 230 employees, 17 persons by 7.4% had Diploma, 32 persons by 13.9% had associate degree 135 persons by 58.7% had bachelor, 43 persons by 18.7% had MA and finally 3 persons by 1.3 had PhD. So the most frequency is related to persons who had bachelor.

Frequency distribution based on the field of study among the 230 employees is as follows: 120 persons with 52.2% in the human sciences, 77 persons with 33.5% in technical-engineering, 18 persons with 7.8% in basic sciences and finally 15 persons with 6.5% in medical fields.

This implies that the highest rate with 52.2 % is devoted to the humanities. Frequency distribution based on the age is as follows: 77 persons with 33.5% 35 year or lower, 94 persons with 40.9% between 36-45, 45 persons with 19.6% between 46-55 and finally 14 persons with 6.1% between 56-65. This implies that the highest frequency is related to 36-45 years.

Also the frequency and percentage of staff of Islamic Azad University Zanjan according to sex shows that among the 230 employees, 134 persons with 58.3% were male and 96 persons with 41.7% were female.

Descriptive statistics:

Table 2 shows the descriptive statistics of the variables in terms of central tendency and dispersion. The table shows that among the four effective

variables on work participation of staff, the lowest distribution belongs to self-management of staff and the highest distribution belongs to work space of university.

Table 3 shows that the lowest minimum is related to social awareness of staff and the highest maximum is related to self-management of staff. The most mean is related to ability of staff in organizing the work relations. The lowest standard deviation is related to self-management of staff and the most standard deviation belongs to ability of staff in organizing the working relations. The results of table 3 show that the mean of variables is 40.42 to 56.53 which is close to the mean number of data (50.36) so it is acceptable. Also standard deviation of variables shows the variation in the data that reveals the relationship between the variables.

Table 2: Descriptive statistics of the research variables

Descriptive statistics	Self-awareness of staff X ₁	Self-management of staff X ₂	Social awareness of staff X ₃	Ability of staff in organizing the relationships X ₄	Work participation of staff Y	Workspace of university Z
Valid	230	230	230	230	230	230
Mean	48.89	53.18	40.42	56.53	52.77	54.29
Median	50.00	54.00	42.00	57.00	53.00	56.00
Mode	50	56	42	58	53	60
Variance	25.810	9.405	19.832	67.434	20.114	106.940

Table 3: Descriptive statistics of the variables in terms of central tendency, dispersion, minimum and maximum

Descriptive variables	Frequency	Minimum	Maximum	Mean	Standard deviation
Self-awareness of staff X₁	230	35	60	48.89	5.080
Self-management of staff X₂	230	46	56	53.18	3.067
Social awareness of staff X₃	230	30	49	40.42	4.453
Ability of staff in organizing the relationships X₄	230	40	75	56.53	8.212
Work participation of staff Y	230	41	66	52.77	4.485

Hypothesis test

Correlation Analysis: The Pearson correlation analysis, multiple regression, and ladder regression were used for testing the hypothesis. According to table 4, the obtained Pearson coefficients for all variables is smaller than the sig. therefore this obtained correlation coefficient is meaningful and the

relation between two variables is positive. It means that by increasing the self-awareness, self-management, social awareness and organizing the staff relations at Islamic Azad University, their job involvement will increase. So these hypothesis are confirmed.

Table 4. Result of the Pearson test

Hypothesis	Research variables	Test amount	Sig.	Result
Hypothesis 1.1	Self-awareness of staff- Job involvement	0.22	0.01	Positive meaningful correlation
Hypothesis 1.2	Self-management of staff-Job involvement	0.15	0.01	Positive meaningful correlation
Hypothesis 2.1	Social awareness of staff - Job involvement	0.26	0.01	Positive meaningful correlation
Hypothesis 2.2	Organizing the relationships of staff - Job involvement	0.15	0.01	Positive meaningful correlation

Multiple regression

In regression analysis of effective factors on employees' job involvement, all independent (or effective) variables study was included in the

regression program. Among the four presented variables, all entered to the equation due to their regression coefficient and meaningful level was less than 5%. And have direct effect on job involvement.

Table 5: displays the regression coefficients of each variable on the level of job involvement

Variable	B	SEB	Beta	T	Sig.
Self-awareness	0.086	0.034	0.068	1.54	0.01
Self-management	0.013	0.05	0.092	1.45	0.01
Social awareness	0.25	0.04	0.024	5.41	0.01
Organizing the relationships	0.06	0.02	0.109	1.17	0.01
Constant	34.967	2.609	---	11.16	0.01

Hierarchical regression (ladder)

According to results of Table 6, the workspace intervened in relations of independent variables of self-awareness, self-management, social awareness, and organizing the relationships with the dependent variable of job involvement and make changes in them. In other word, when the workspace status is placed between relationship of independent variables and job involvement, make changes in amount of job involvement of staff and reduce the role of independent variable.

Table 6. Ladder regression

Variables	Coefficients	Equation 1: Job involvement	Equation 2: Workspace of university
Self-awareness of staff	X ₁	0.22	0.16
	Z	0	0.12
	R ²	0.051	0.062
	F	53.995	33.351
Self-management of staff	X ₁	0.15	0.06
	Z	0	0.17
	R ²	0.023	0.043
	F	23.73	23.33
Social awareness of staff	X ₁	0.268	0.221
	Z	0	0.089
	R ²	0.071	0.076
	F	76.253	41.514
Organizing the relationships of staff	X ₁	0.15	0.007
	Z	0	0.2
	R ²	0.022	0.041
	F	22.801	21.86

DISCUSSIONS AND CONCLUSION

This study was performed for determining the effect or relationship among four concepts of self-awareness, self-management, social awareness, and organizing the relationships with the job involvement among the staff of Islamic Azad Universities of Zanjan Province and also determining the role of workspace of university in mentioned relationship.

In terms of characteristics of participants in research it is concluded that selected units of university are normally enjoying the young workforces with high education and work space of units is in a high level and it is acceptable. The results of hypotheses testing are as follows:

1-With increasing the self-awareness of the staff their job involvement will increase. In fact the ability of recognition and comprehension of their selves' emotions and recognizing their effects on situation can effect on decision making and appropriate behavior of staff and improve their performance.

2-With increasing the amount of self-management of staff, their job involvement will increase. By increasing the rate of self-management of staff (having program, discipline, creating mechanism, dutifully, innovation and control of behavior), the chance of improving their behavior and their job involvement will increase. In other hand, the self-control (in order to prevent from inappropriate behaviors), work conscience (which involve the self-regulation, caring, honesty and take responsibility) and tendency to progress (which is indicator of dynamics and evolution) all impact on job involvement.

3-With increasing the amount of social awareness of employees, their job involvement will increase. These findings shows that an employee who can understand the emotions of others, or in other words can understand their thought, can better do his job with empathy and consultation and awareness more than group norms.

4-The ability of staff in organizing relations has a positive and meaningful relation with their job involvement. In fact the result of interaction by enjoying the emotions of ourselves and others can be useful in job involvement. Because this reduces the barriers of communication and is effective in conflict management.

5-According to results of ladder regression analysis, the workspace situation university can meaningfully intervene in relations between self-awareness, self-management, social awareness and

ability of staff in organizing relations with job involvement and change them. Regarding that the university has an open system therefore it interact with his outside environment factors permanently and effect on each other. In other words, the behavior of staff is directly influenced by internal factors or workspace, personal characteristics and external environment factors indirectly and these factors are effective in its occurrence and formation. Therefore the internal factors or workspace of university can directly intervene and make changes in relations between independent variables (X_1, X_2, X_3, X_4) with dependent variable (Y).

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