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A Study on Relationship between Emotional Intelligence and Organizational Learning

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Abstract

Aim of this research is evaluating emotional intelligence and organizational learning. In addition, we investigated relation between some factors of emotional intelligence like self-awareness, self-regulation, self-motivation, social awareness and social skills. Thus, we used Spearman test in order to evaluate relationship between emotional intelligence and organizational learning. Results indicate that there is a significant relationship among emotional intelligence, self-awareness, self-regulation, social-awareness and social- skills with organizational learning, whereas, there is not a significant relationship between self-motivation and organizational learning.

1. Introduction

In today's world work force is s more important than all the property. Economists believe that manpower determines ultimate country's economic and social development of manpower and no other assets or resources. Organizations and workplace success depends entirely on the efficient use of human resources and it is a challenge which has preoccupied increasingly, supervisors, managers and stakeholders to the organization affairs. In the field of organizational learning can greatly create a sustainable competitive advantage for

organizations. One of the new features, they form the basis for learning. Thus, managers and staff are constantly learning and gaining new skills. Because it strengthens organization by permanent training of managers and employees. Organizational learning occurs when there is a change of ideas and perspectives to create a new perspective.

Personals are seen as a valuable resource which largely depends on the organizational learning process. Thus, managers and employees are developing their capacity for effective communication and enhance their interactions. On the other hand the power and influence of emotions in human mental life is blunt and it is exploring and explaining the role of emotions in activities and behavior of human beings. Emotional intelligence is a mental ability that reflects the social and emotional capabilities which determines symptoms such as the ability to communicate and understand strengths and weaknesses of others. Emotional intelligence also is an important factor in the creation and adoption of changes in different aspects of life.

The effects of emotional intelligence on factors influencing employee behavior can be one of the causes of organizational learning.

2. Problem Statement

Several reasons are listed in thought of learning organizations like the transformation of desire in organization, dissatisfaction of traditional management; accept the fact that knowledge is a competitive advantage for the organization. Workforce is more important in providing services and products in comparison with capital.

Organizational learning is learning that takes place based on individual learning and share with other members of the organizations, organization's policies, standard operating procedures and cultural norms. Organizational learning as a mechanism expands and connects common pattern of thoughts, feelings, values, and actions of people. In such a situation, organizational learning is a legacy which keeps going with existing of the early learner from the learning and networking organization members. The learning organization has been formed with interactions of individuals and it is originated from "collective intelligence".

3. Literature Review

3.1 Emotional Intelligence

Emotional intelligence is a new achievement of psychology and imports into management field and also it includes use of perceptions and emotions of the people in making appropriate decision. Goleman (1995) argued that emotional intelligence and the capacity of human knowledge helps to identify and control your and others emotions and motivation. Furthermore, Goleman believe emotional intelligence is a skill which holder can be achieved through self-awareness, self-regulation through mental self-control and improve it. Through public awareness, we can understand their impact and the social skills to behave in a way that others raised their spirits. Mayer and Salovey, (1997) described emotional intelligence as emotional promotion of knowledge, perception and regulation as well as general intelligence. However, this has to be harnessed to contribute to the organization's success.

Results of research's Carmeli (2003) indicate that emotional intelligence augment positive work attitude, altruistic behavior and work outcomes and moderate the effect of work family conflict and career commitment but not effect on job satisfaction.

Bar.on and Parker (2000) provided a model with several factors. They believed emotional intelligence is a set of capability and ability and skills with outfit a person to adopt him/herself with successful environment in it. Furthermore, emotional intelligence has 15 dimensions. They believed emotional intelligence and skills develop and change in during the period and it can develop by education and modified programs like therapeutic techniques.

Watkin 2000 found about impact of emotional intelligence and job improvement. Implication of emotional intelligence lead to develop and improve process of job making decision and emotional intelligence also has direct impact on sale. Moreover, people who have higher emotional intelligence have higher expert and performance.

3.2 Organizational Learning

Organizational learning can be interpreted as the capacity of an individual or organization that will lead to effective performance. The organization's ability to detect errors and correct them and change the value of the knowledge and new skills such as problem solving and create new capacity. Scott-Ladd and Chan (2004) argued that if employees have higher emotional intelligent, we will have more effective organizational learning, particularly in operating boundaries like participation in making – decision.

Senge's (1992) believed organizational learning is conceptualization of the five elements of mental model, systems thinking, shared vision, personal mastery and team learning aims to facilitate an organization's ability to adapt and learn to change.

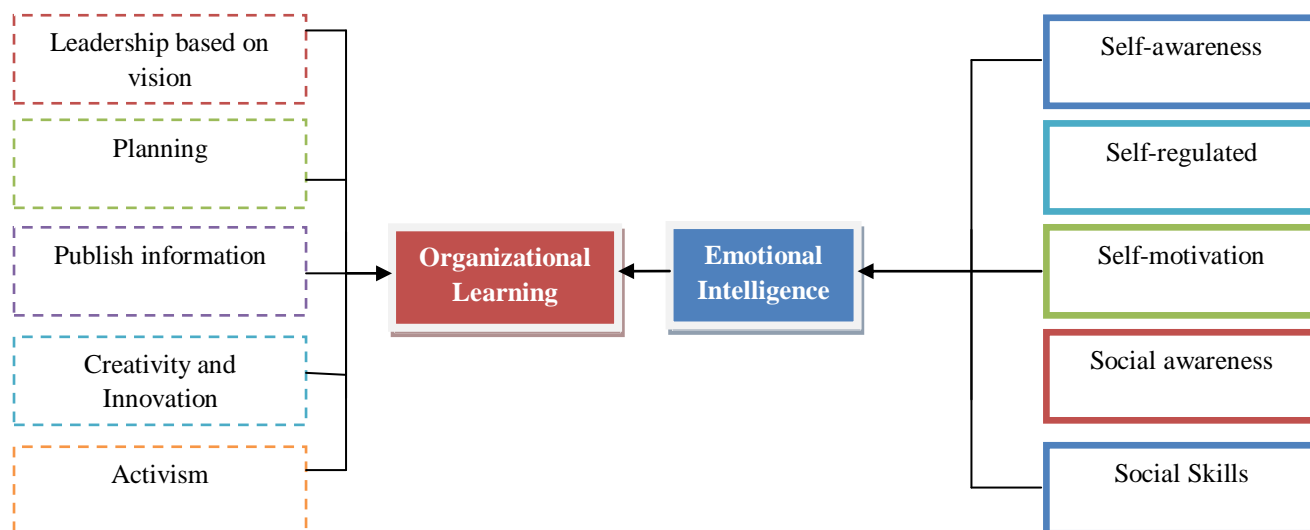
Stewart (2006) indicated that provide activities belong to develop quality of science toward organizational learning and provide background for change culture of institution. Following, Leuci (2005) stated that organizational learning is necessary for success of institution and understand organizational learning and do it as knowledgeable activities is a fundamental activities of managers in the future.

4. Specific Goals

- Assess emotional intelligence's staff Mellat Bank of Tehran.
- Measure organizational learning's staff in Mellat Bank of Tehran.
- Assessment of the relationship between emotional intelligence and organizational learning in the management in Mellat Bank of Tehran.
- Prioritize the components of emotional intelligence
- Providing solutions to enhance organizational learning by using dimensions of emotional intelligence.

5. Methodology

Fig: Conceptual Model



Using the model, this research examined the possible relationship between emotional intelligence and its components will focus on organizational learning.

Hypotheses:

- H1:** Significant relationship exists between emotional intelligence and organizational learning's staff.
- H2:** Significant relationship exists between self-awareness and organizational learning.
- H3:** Significant relationship exists between self-regulated and learning organization.
- H4:** Significant relationship exists between organizational learning and self-motivation.
- H5:** Significant relationship exists between organizational learning and social awareness.
- H6:** Significant relationship exists between organizational learning and social skills
- H1:** Significant relationship exists between emotional intelligence and organizational learning's staff.

Table 1: Spearman test

Number	Significance	Correlation Coefficient
254	0.000	0.278

Significance level of Spearman correlation test is less than 0.05. Thus, the null hypothesis which is based on there is not a significant relationship between emotional intelligence and organizational learning is rejected. Thus, significant relationship exists between emotional intelligence and organizational learning.

H₂: Significant relationship exists between self-awareness and organizational learning.

Table 2: Spearman test

Number	Significance	Correlation Coefficient
254	0.000	0.310

Significance of Spearman correlation test is less than 0.05. Consequently, the null hypothesis which is based on there is not a significant relationship between organizational learning and self-awareness is rejected. In other words, if increase and improve self-awareness in among staff (understanding the feelings and emotions, strengths and weaknesses of their own needs and interests) will raise organizational learning

H₃: Significant relationship exists between self-regulated and learning organization.

Table 3: Spearman test

Number	Significance	Correlation Coefficient
254	0.000	0.156

Significance level of Spearman correlation test is less than 0.05. Thus, the null hypothesis which is based on there is not a significant relationship between self-regulation and organizational learning is rejected. It can be said that, if improve self-regulation in among staff, organizational learning will increase.

H₄: Significant relationship exists between organizational learning and self-motivation.

Table 4: Spearman test

Number	Significance	Correlation Coefficient
254	0.000	0.081

Significance level of Spearman correlation test is more than 0.05. Therefore, the null hypothesis which is based on there is not a significant relationship between self-motivation and organizational learning is approved. It is better say; there is not a significant relationship between self-motivation and organizational learning.

H₅: Significant relationship exists between organizational learning and social awareness.

Table 5: Spearman test

Number	Significance	Correlation Coefficient
254	0.000	0.269

Significance level of Spearman correlation test is less than 0.05. Therefore, the null hypothesis which is based on there is not a significant relationship between social- awareness and organizational learning is rejected. In other words, significant relationship exists between social- awareness and organizational.

H₆: Significant relationship exists between organizational learning and social skills.

Table 5: Spearman test

Number	Significance	Correlation Coefficient
254	0.000	0.245

Significance level of Spearman correlation test is less than 0.05. Therefore, the null hypothesis which is based on there is not a significant relationship between social- skills and organizational learning is rejected. Consequently, significant relationship exists between social- skills and organizational learning.

Table 6: Results of the multiple regression coefficients

Model	Multiple correlation coefficient (R)	The Standard error of estimate	Standardized coefficient of multiple determination	Coefficient of multiple determination
1	0.425 (A)	0.39964	0.201	0.204
2	0.558 (B)	0.37245	0.306	0.312
3	0.586 (c)	0.36485	0.335	0.343

(A) Predictors: (Constant), Social Awareness

(B) Predictors: (Constant), Social awareness, self-awareness

(C) Predictors: (Constant), Social awareness, self-awareness, social skills

Table 7: ANOVA

Model	Source	Sum of Squares	Df	Sig	F	Mean Square
1	Regression	10.325	1	0.000 (A)	64.647	10.325
	The Remaining	40.248	252			0.160
	Total	50.573	253			
2	Regression	15.755	2	0.000 (B)	56.787	7.877
	The Remaining	34.818	251			0.139
	Total	50.573	253			
3	Regression	17.343	3	0.000 (C)	43.492	5.781
	The Remaining	33.230	250			0.133
	Total	50.573	253			

(A) Predictors: (Constant), Social Awareness

(B) Predictors: (Constant), Social awareness, self-awareness

(C) Predictors: (Constant), Social awareness, self-awareness, social skills

(D) Dependent Variable: Organizational Learning

It is suggested that the organization should consider the following recommendations:

- In according to the present study which investigated the relationship between emotional intelligence and organizational learning and other potential variables have not been investigated. It is proposed that researchers consider other variables such as organizational structure, organizational culture and organizational effectiveness as intervening variables.
- In current paper, organizational learning did not study as individual, group and organizational separately. Thus, it is recommended that investigate emotional intelligence on organizational learning on each of the surfaces separately.
- In the present study, we investigate organizational learning by Vic and Leon model. Following, it is recommended that in future research using informal and emotional factors in measuring organizational learning and emotional intelligence.
- It is recommended that following research in other service organizations which have higher levels of organizational learning should be done and results should be compared with the results of this study.
- It is recommended that research on the organization as a team (the team as a unit of analysis) activity can be done.
- It is suggested that comprehensively investigate relationship between each component of emotional intelligence (self-awareness, self-regulation, self-motivation, social awareness and social skills) and organizational learning component (leadership based on vision, providing information, creativity and activism).
- Check the other topics such as emotional intelligence, knowledge management, job satisfaction, organizational development.

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