

# EXAMINATION OF LEVEL OF EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT OF ADMINISTRATIVE STAFF WORKING IN PROVINCIAL DIRECTORATES OF SPORTS AND YOUTH SERVICES IN TURKEY<sup>2</sup>

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## ABSTRACT

Purpose of this study is to make an examination of emotional intelligence and organizational commitment levels of administrative staff working in provincial directorates of sports and youth services in Turkey.

There were totally 412 people chosen randomly and work as province administrator, county administrator, title office administrator and youth center administrator from 48 provinces in Youth Services and Sports Administrations. Besides Socio-Demographical information of the personnel the "Emotional Intelligence Scale" and "Organizational Commitment Scale" were used as data collecting tool in the research. The acquired data was evaluated on the IBM SPSS Statistics 22 computer program and  $p < 0.05$  was statistically accepted meaningful. In the determination of the differentiations between averages in result of participants' scales the descriptive analysis techniques were used. For the determination of the acquired points if there is a differentiation existing or not the Mann Whitney-U Test and Kruskal Wallis Test were done. For the determination of the relationship between variances the Spearman Correlation was applied.

In the result of the research between the emotional intelligence levels and organizational commitment levels of the administrative personnels there was a positive and meaningful relationship found. According to gender variance from the sub dimension of the intelligence in the emphatic sensitivity sub dimension, according to seniority variance in the sub dimension of emotional evaluation, according to title variance in the emotional administration and positive usage of the emotions sub dimensions there were meaningful differences found between groups. In the Organizational commitment levels according to gender, seniority and title variances there was not any meaningful difference found.

As a result, it was determined that while administrative personnels' work at Youth Services and Sports Provincial Directorates, emotional intelligence levels increase then also their organizational commitment levels increase.

**Key Words:** Emotional Intelligence, Organizational Commitment, Administrative Staff

## TÜRKİYE'DEKİ GENÇLİK HİZMETLERİ VE SPOR İL MÜDÜRLÜKLERİNDE GÖREV YAPAN YÖNETİCİ PERSONELİN DUYGUSAL ZEKÂ VE ÖRGÜTSEL BAĞLILIK DÜZEYLERİNİN İNCELENMESİ

### ÖZ

Bu çalışmanın amacı, Türkiye'deki Gençlik Hizmetleri ve Spor İl Müdürlüklerinde Görev Yapan Yönetici Personelin Duygusal Zekâ ve Örgütsel Bağlılık Düzeylerinin incelenmesidir.

Çalışmaya rastgele yöntemle seçilmiş 48 ildeki Gençlik Hizmetleri ve Spor İl Müdürlüklerinde Görev Yapan il müdürü, ilçe müdürü, şube müdürü ve gençlik merkezi müdürü olmak üzere 412 kişi katıldı. Araştırmada yönetici personelin Sosyo-Demografik bilgilerinin yanı sıra "Duygusal Zekâ Ölçeği" ve "Örgütsel Bağlılık Ölçeği" veri toplama aracı olarak kullanıldı. Elde edilen veriler IBM SPSS Statistics 22 bilgisayar programında değerlendirildi ve  $p < 0.05$  istatistiksel olarak anlamlı kabul edildi. Katılımcıların ölçekler sonucunda elde ettikleri ortalamalar arası farkların belirlenmesinde, betimsel istatistik teknikleri kullanıldı. Elde edilen puanların birbirlerinden anlamlı bir şekilde farklılık gösterip göstermediğini belirlemek için Mann Whitney-U Testi ve Kruskal Wallis Testi yapıldı. Değişkenler arasındaki ilişkiyi test etmek için Spearman Korelasyonu uygulandı.

Araştırma sonucunda çalışmaya katılan yönetici personelin duygusal zekâ düzeyleri ile örgütsel bağlılık düzeyleri arasında pozitif yönlü anlamlı ilişki bulundu. Araştırmaya katılan yönetici personelin cinsiyet değişkenine göre duygusal zekâ alt boyutlarından empatik duyarlılık alt boyutunda, kıdem değişkenine göre duygusal değerlendirme alt boyutunda, unvan değişkenine göre pozitif duygusal yönetim ve duyguların olumlu kullanımı alt boyutlarında gruplar arasında anlamlı farklılık bulundu. Örgütsel bağlılık düzeylerinde ise cinsiyet, kıdem ve unvan değişkenine göre hiçbir alt boyutta anlamlı farklılık bulunamadı.

Sonuç olarak, Gençlik Hizmetleri ve Spor İl Müdürlüklerinde görev yapan yönetici personelin duygusal zekâ düzeyleri arttıkça örgütsel bağlılık düzeylerinin de arttığı tespit edildi.

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## INTRODUCTION

When the definitions, which are done in frame of traditional frame, taken into consideration there was an explanation intensively made through intelligence thinking processes and mental structures (41). Intelligence was defined with its most simple form and as a skill of considering the similarities and differences among objects and making analysis of the relationship of the different parts with each other (35). According to another definition intelligence is defined as a skill of acquiring the simple information and using it for new situations (34). According to definitions intelligence include many mental functions. Therefore people that are at the same intelligence level differentiation of these functions there can be different personality structures, behaviour types, adaptation and solutions seen. For some people hand skills improve much but some are successful in abstract subjects. There are also features that take important roles and reflect to life for continuing the relationships, these are; easily comprehension of verbal and written explanation, recognizing and understanding the words and the notions that form these things, counting simple calculations easily, behaving suitable towards thought norms.

Emotions are the key elements that make people feel themselves in their life. People find their way with their own senses, they live the life according to this mission (13). In general, the feeling; individual's subjective experiences, attitudes and behaviors for important events, people, events and the context in which the formation of life assessment, identification and can be viewed as a process with this term (17). Emotions can be assessed in two dimensions as a positive-negative-positive and negative emotions. Excitement, happiness, joy, while positive emotions such as optimism; grief, sadness, fear, anger, anger-violence, it can be defined as negative emotions such as jealousy. Positive emotions of goal-

oriented behavior is thought to be motivating and has a reinforcing effect. By blocking intellectual intelligence if the increase of negative emotions, lack of inefficiency, loss of concentration, inability to focus, cognitive disorders such as problems with creating one's performance is claimed to be adversely affected (44).

Development of emotional intelligence, people with a topic related to the overall measurement test used to measure the success (university exams, IQ) is revealed by detecting people that they are not successful in their real life bt successful in these tests (16,55). According to Mayer and Salovey emotional intelligence "people to observe their own and others' feelings and emotions, to distinguish the difference between them, is the ability to use this information to guide their thoughts and actions."

Mayer and Solovey, have developed a more comprehensive definition in the light of subsequent deepen their research. Accordingly emotional intelligence; feelings accurately detect, assess and express ability; feelings and emotions expressed includes the ability to supervise and to provide emotional and intellectual development of the ability to understand the emotional disclosure (53). When Goleman defines emotional intelligence he focuses on individual's motivating himself, controlling his emotions, and the skills (20).

In the light of these definitons individuals that work in administor position the emotional intelligence can be defined as; Have the self-motivation, ability to control their feelings (against staff working under the authority, against etc. factor against other managers), use positive emotions that take control, to manage their emotions, communication skills, controlling stress and using it in positive way, understanding and skill of managing others' emotions.

In result of examination of the literature it may be seen that there is not a clear and certain definition for the notion (33). The

most important cause of this situation is that researchers that come from different disciplines like; sociology, psychology, social psychology and organizational behaviour they deal with the issue in the basic of their area of expertise (18). This description of some of them are made as follows: " multiple elements of an organization (senior management, customers can get into the trade unions and society in general) is the process of identification with the goals (43) .Kanter defines the organizational commitment as a process that individual tries to achieve the organizational purposes (30). Organizational commitment that express the wage earner's psychological commitment to the workplace, it is also defined as wage earner's wish for being in the organization and making effort for this to adopt the values of the organization (52). In the light of all definitions it is possible to make a summary for organizational commitment; adoption of the purposes and targets of the organization by wage earners and for reaching to this targets with doing their best based on seeing the organization's profits superior than theirs, and a big desire for taking place in the organization (4). Allen ve Meyer attributed the organization commitment to a three component model. According to this model expressing the psychological situation the organizational commitment reflects the relationship of organization and wage earner. Wage earner's organizational commitment is affected by three different components; emotional commitment, continuation commitment and normative commitment (7). Emotional commitment is individual's interaction and participation to the organization and feeling an emotional connection with the organization. Individual that carries this commitment seeing himself as a part of organization and this carries a big meaning and importance for the organization (51). Normative commitment expresses the individual's thought for being in the organization is morally right, a strong personal commitment to his organization

and for this reason he stays at the organization. It is thought that the effect on the normative commitment the important factor is individuals' experiences before and after being in the organization (36). Working in the continuation commitment thinks that making a big effort and time for the organization and in result of this he thinks staying in the organization is a mandatory issue. For this reason the thing that keeps the person in organization is his material losses (8).

Results of commitment to the organization may be affected positive or negative depending on the degree of commitment. When the organizational purposes are not be acceptable members high level commitment may accelerates the breaking down of the organization, on the other hand when the purposes are reasonable and acceptable then there is a probability for effective behaviour results (9). Randall in his research about organizational commitment he dealt with the commitment levels and the positive and negative results towards organization and individual (42). In this context the moderate, low and high organizational commitment notions are expressed below ( 42,10). Low organizational commitment expresses the situation that individual be away from strong attitude and tendencies that commits him to the organization. When individual cannot accept and adopt the purposes and values of the organization or does not interiorise these things then he will show low commitment (10). Moderate organizational commitment is the level that experience of the individual strong but connection with organization is not complete. It is the commitment type that individual does not show limitless faith to his organization. Wage earners that are at the level of this commitment type area against to reshape of the organization for themselves and they are forcing themselves to secure their identities individually (41). It was determined that High organizational commitment affects wage earner's effort at the work, rising

absence, workforce period and being late results (38,25).

## METHOD

### Research Model

In this research descriptive survey model was used. Descriptive researches aim to define the interested situation. The survey model aims to explain the situation based on putting forward the existing situation in its existing shape (29). This research was done for the examination Emotional Intelligence and Organizational

Commitment levels of the Administrative Personnel that work in Youth Services and Sports Provincial Managements in Turkey.

### Working Group

Population of the group consists of administrative personnels that work in Youth Services and Sports Provincial Managements in Turkey. Sample of the research consisted of randomly chosen 412 administrative persons, ages between 30-51, from 7 geographical region chosen with a random way.

**Table1. According to Demographical Variances Distributions of the Administrative Personnels that work in GHSİM ;**

		N	%
Gender	Male	362	87.9
	Female	50	12.1
Seniority	1-5	86	20.9
	6-10	68	16.5
	11-15	74	18
	16 and over	184	44.7
Title	Provincial Director	45	10.9
	County Director	138	33.5
	Youth Center Director	45	10.9
	Branch Office Director	184	44.7
<b>Toplam</b>		<b>412</b>	<b>100</b>

According to Table 1 when administrative personnel's distributions are considered according to their genders it is seen that males with 362 people (% 87.9), females with 50 people (% 12.1), according to seniorities 1-5 years 86 (% 20.9), 6-10 years 68 (%16.5), 11-15 years 74 (%18.0), 16 and over years 184 (%44.7), when distributions are considered according to titles of the administrative personnels provincial director 45 (%10.9), county director is 138 (%33.5), youth center director is 45 (%10.9), branch Office director is 184 (%44.7).

### Data Collecting Tools

Survey technique was used as a data collecting tool in the research. In the first part of the research there are 3 questions (gender, seniority and title) that will reflect the demographical information of the participants. In the second part of the research in evaluation of the emotional intelligence dimension of workers that work in Youth Services and Sports Provincial

Managements Chan's (14,15) "Emotional Intelligence Scale", which he uses for the examination of relationship between exhaustion and emotional intelligence, was used. The original of the scale is a scale that consists of 12 article and prepared by Schutte and his friends' 33 article study (45). Responses were degraded in five likert style (1= never agree, 5= certainly agree). In Chan's reserach this scale's

reliability is high (Cronbach Alpha= 0.86). In study of Chan (14,15) structured 4 dimension in total the survey form, in result of factor analysis it was seen that it was perceived under four dimension and 12 articles. In the third part of the research for the measurement of the organizational commitment the "Organizational Commitment Scale", consisted of 18 articles and developed by Meyer, Allen & Smith (37), was used. Expressions situated in the

scale degraded in 5 likert type. Across of the each expression five participation degrading exists; (1=never agree, 5=Certainly agree). In this scale the first six questions measure emotional dimension of the organizational commitment, second six questions measure normative dimension. Scale's 3rd, 4th and 5th variances coded adversely. For his research the internal consistency coefficient is (Cronbach Alpha= 0.76).

## Analysis of Data

The data which was collected through Emotional Intelligence and Organizational Commitment Survey scales analysed with statistical package program (SPSS.22) results were interpreted. Firstly for the purpose of providing a thought about demographical information and other group questions there was a presentation submitted; it includes arithmetical average, standard deviation, frequency and percentage distributions. For the determination of the relationship between emotional intelligence and organizational

commitment dimensions of the administrative personnel the correlation (r statistics) test was applied. According to some variances of the Emotional Intelligence and Organizational Commitment sub dimensions for the determination of relationship first normality of the distributions (Kolmogorov-Smirnov) tests were considered then according to test result Mann Whitney-U and Kruskal Wallis Test were applied. The results are in the range of %95 reliability and meaningfulness were evaluated at the level of  $p < 0.05$ .

## FINDINGS

In this part statistical results of the research will be explained. Firstly the part begins with the demographical features of the administrative personnels that work at

Youth Services and Sports Provincial Managements then the relationship of the emotional intelligence and organizational commitment with demographical variances and organizational commitment levels with each other will be explained.

**Table1. Emotional Intelligence Averages of the Administrative Personnel that work in GHSİM;**

		N	Average	Ss	Min.	Max.
Emotional Intelligence General Total	Province Director	45	4.30	0.42	3.08	4.92
	County Director	138	4.22	0.44	2.33	5.00
	Youth Center Director	45	4.37	0.33	3.50	4.92
	Branch Office Director	184	4.13	0.54	1.25	5.00
Organizational Commitment General Total	Province Director	45	3.31	0.57	1.94	4.33
	County Director	138	3.21	0.54	1.00	4.61
	Youth Center Director	45	3.29	0.48	2.33	4.44
	Branch Office Director	184	3.18	0.49	1.33	4.44

According to Table 2 when emotional intelligence averages of the participants are considered it is seen that province

directors' is 4.30, county directors' is 4.22, youth center directors' is 4.37, branch Office directors' is 4.13. According to these

averages it was determined that general emotional intelligence levels of the administrative personnels is at a very good level. When organizational commitment averages of the administrative personel considered it is seen that province directors' is 3.31, county directors' is 3.21,

youth center directors is 3.29, branch Office directors is 3.18. According to these averages it was determined that organizational commitment levels of the administrative personnels is at the average level.

**Table2. According to Gender Variance Comparison of the Emotional Intelligence Sub Dimensions of the Administrative Personnel that work in GHSİM;**

	Cinsiyet	N	Average	Ss	U	P	
Emotional Intelligence Sub dimensions	Emotional Intelligence	Male	362	4.20	0.58	7972.500	.162
		Female	50	4.36	0.49		
	Emphatic Sensivity	Male	362	4.08	0.64	7283.000	<b>.022*</b>
		Female	50	4.29	0.55		
	Positive Emotional Managing	Male	362	4.12	0.58	8083.500	.210
		Female	50	4.24	0.49		
	Positive Usage of Emotions	Male	362	4.36	0.58	8779.000	.725
		Female	50	4.41	0.49		

\*p<0.05

According to Table 3 evaluation of emotional intelligence levels of the administrative personel there was not a meaningful difference coincided in the positive emotional managing and positive usage of the emotions. There was a meaningful difference coincided in the sub

dimension of emphatic sensivity accoring to gender variance between groups. According to Mann Whitney-U test in the sub dimension of emphatic sensivity average of the female administrative is meaningfully higher than male admisitrative personel's average.

**Table 4. According ot Seniority Variance Comparison of Emotional Intelligence Sub Dimensions of the Administrative Personnel that work in GHSİM;**

	Seniority	N	Average	Sd	X <sup>2</sup>	P	
Emotional Intelligence Sub Dimensions	Emotional Evaluation	1-5	86	4.31	3	8.661	<b>.034*</b>
		6-10	68	4.34			
		11-15	74	4.18			
		16 and over	184	4.15			
	Emphatic Sensivity	1-5	86	4.14	3	5.147	.161
		6-10	68	4.22			
		11-15	74	4.14			
		16 and over	184	4.02			
	Positive Emotional Management	1-5	86	4.20	3	2.730	.435
		6-10	68	4.19			
		11-15	74	4.12			
		16 and over	184	4.09			
Positive Usage of the Emotions	1-5	86	4.41	3	.904	.825	
	6-10	68	4.40				
	11-15	74	4.33				
	16 and over	184	4.34				

\*p<0.05

According to Table 4 administrative personnel's emotional intelligence levels' positive emotional management and positive usage of the emotions sub dimensions there was not a meaningful difference coincided between groups depend on seniority variance. In the sub dimension of Emotional evaluation according to seniority variance there was

a meaningful difference coincided between groups. For finding out the difference that from which group it was derived according to the Mann Whitney-U test, in emotional evaluation sub dimension average of the administrative personel that have 6-10 seniority degree is meaningfully higher than ones that have 16 and over seniority degree.

**Table 5. According to Title variance Comparison of Emotional Intelligence Sub Dimensions of the Administrative Personnel that work in GHSİM;**

	Title	N	Average	Sd	X <sup>2</sup>	P
Emotional intelligence sub-dimensions	Province Director	45	4.25			
	County Director	138	4.23		4.301	.231
	Youth Center Director	45	4.37			
	Branch Office Director	184	4.18			
	Province Director	45	4.15			
	County Director	138	4.17		3.784	.286
	Youth Center Director	45	4.21			
	Branch Office Director	184	4.02			
	Province Director	45	4.31			
	County Director	138	4.19		11.34	.010**
	Youth Center Director	45	4.28		9	
	Branch Office Director	184	4.03			
Province Director	45	4.57				
County Director	138	4.34		15.74	.001***	
Youth Center Director	45	4.60		7		
Branch Office Director	184	4.30				

\*\*p<0.01 \*\*\* p<0.001

According to Table 5 there was not a meaningful difference coincided in emotional intelligence levels of the administrative personnels in sub dimensions of emotional evaluation and emphatic sensivity according to title variance. There was a meaningful difference coincided positive emotional management and positive usage of the emotions sub dimensions between groups. For the determination of the difference; from which group it was derived according to the Mann Whitney-U test in

the sub dimension of positive emotional management sub dimension it was seen that averages of the province director, county director, branch office director were meaningfully higher than administrative personel that work as branch office director. In the sub dimension of positive usage of the emotions it was seen that averages of the administrative personel that work as youth center director their averages meaningfully higher than county director and the branch Office directors' averages.

**Table 6. According to Gender Variance Comparison of Organizational Commitment Sub Dimensions of the Administrative Personnel that work in GHSİM;**

		Gender	N	Average	Ss	U	P
Organizational Commitment Sub Dimensions	Emotional Commitment	Male	362	3.08	0.52	8129.000	.238
		Female	50	2.98	0.39		
	Continuation Commitment	Male	362	3.35	0.79	8502.500	.487
		Female	50	3.27	0.82		
	Normative Commitment	Male	362	3.25	0.78	8719.000	.674
		Female	50	3.31	0.76		

$p > 0.05$

According to Table 6 there was not a meaningful difference coincided between groups according to gender variance in the sub dimensions of emotional commitment, continuation commitment and normative commitment.

**Table 7. According to Seniority Variance Comparison of Organizational Commitment Sub Dimensions of the Administrative Personnel that work in GHSİM;**

		Seniority	N	Average	Sd	X <sup>2</sup>	P
Organizational Commitment Sub Dimensions	Emotional Commitment	1-5	86	3.12	3	.963	.810
		6-10	68	3.02			
		11-15	74	3.10			
		16 and over	184	3.06			
	Continuation Commitment	1-5	86	3.35	3	.757	.860
		6-10	68	3.37			
		11-15	74	3.40			
		16 and over	184	3.30			
	Normative Commitment	1-5	86	3.33	3	.838	.840
		6-10	68	3.18			
		11-15	74	3.26			
		16 and over	184	3.24			

$p > 0.05$

According to Table 7 there was not a meaningful difference coincided in the sub dimensions of emotional commitment, continuation commitment and normative commitment of the organizational commitment levels according to seniority variance

**Table 8. According to Title Variance Comparison of Organizational Commitment Sub Dimensions of the Administrative Personnel that work in GHSİM;**

		Title	N	Average	Sd	X <sup>2</sup>	P
Organizational Commitment Sub Dimensions	Emotional Commitment	Province Director	45	3.11	3	4.229	.238
		County Director	138	3.11			
		Youth Center Director	45	3.10			
		Branch Office Director	184	3.02			
	Continuation Commitment	Province Director	45	3.19	3	2.596	.458
		County Director	138	3.31			
		Youth Center Director	45	3.51			
		Branch Office Director	184	3.35			
	Normative Commitment	Province Director	45	3.40	3	3.145	.370
		County Director	138	3.28			
		Youth Center Director	45	3.37			
		Branch Office Director	184	3.19			



$p > 0.05$

According to Table 8 there was not a meaningful difference coincided in the sub dimensions of emotional commitment, continuation commitment and normative commitment of the organizational commitment levels according to title variance.

**Table 9. Relationship of the Emotional Intelligence and Organizational Commitment Levels of the Administrative Personnel that work in GHSİM;**

Emotional Intelligence	Emotional Intelligence		Organizational Intelligence
	R	1	.238
	P		.000***
	N	412	412

\*\*\* $p < 0.001$

According to Table 9 there is a positive and meaningful relationship between emotional intelligence and organizational commitment ( $p < 0.001$ ,  $r = 0.238$ ). While administrative personnels' emotional intelligence levels increase then it means their organizational levels also increase.

## DISCUSSION

This study was aimed to be done for the examination of emotional intelligence and organizational commitments of the province director, county director, branch office director and youth center directors that work in Youth Services and Sports Provincial Managements in 2014-2015. According to the findings of our study in the Table2 when general emotional intelligence averages of the administrative personnel is considered it was determined that province directors' is 4.30, county directors' is 4.22, youth center directors is 4.37, branch Office directors' is 4.13. According to the averages general emotional intelligence levels of the administrative personnel was determined at the very nice level. When organizational commitment averages of the administrative personnel considered, it is seen that the province directors' is 3.31, county directors' is 3.21, youth center directors' is 3.29, branch Office directors' 3.18. According to these averages it was determined that administrative personnel's organizational commitment levels are at the average level. According to Table 3 depending on gender variance, emotional intelligence levels of

the administrative personnel while there was no difference among groups in the sub dimensions of Emotional Evaluation, Positive Emotional Management and Positive Usage of the Emotions ( $p > 0.05$ ), there was a meaningful difference coincided in the sub dimension of Emphatic Sensivity ( $p < 0.05$ ). Related to the subject when studies done in the literature are considered in the master degree thesis of Ünci (50) named Emotional Intelligence and Marriage Satisfaction there was a meaningful difference determined in the emotional intelligence levels of the participants according to gender variance. Again in the master degree thesis of the Ergin (21) named Emotional Intelligence Level of the University Students and relationship with 16 people Characteristic he determined that female students' "emphaty" skills are higher than male students. Studies that were done by Erginsoy (22), Köksal (31), Göçet (24), Gürbüz and Yüksel (27), Önal (40) it was found that emotional intelligence is higher in females than male students. There are many researches we can see that supports the results of these researches. Besides

these, In studies of Yılmaz (54), Esba (23), Aksütlü (6), Acar (2) and Akbaş (3) they reached to the result that emotional intelligence does not change depending on gender variance. Generally when it is compared, females experience the emotional variability more intensely and vivid than males. So we can say that females are good at controlling and managing their emotions.

According to Table 4 depending on seniority variance while there was no meaningful difference seen in emotional intelligence levels of the administrative personnel in sub dimensions of Emphatic Sensivity, Positive Emotional Management and Positive Usage of the Emotions ( $p>0.05$ ), there was a meaningful difference coincided in the sub dimension of Emotional Evaluation ( $p<0.05$ ). In the literature there are studies done that emotional intelligence do not change depending on seniority variance. A research of Acar (1) about bank officers, Yüksel's (26) emotional intelligence and performance relationship put forward that emotional intelligence level does not change depending on working period on the job or seniority situation. In studies of Aksütlü (6), Esba (23), they determined that emotional intelligence does not change meaningfully depending on working period or seniority variance. In the work life increasing of the working period it can be said that in result of exhaustion and being tired individuals are affected negatively in terms of emotions that others and themselves experience, and also affect their perception and understanding.

According to Table 5 depending on title variance while there was not a meaningful difference in emotional intelligence levels of the administrative personnel in the sub dimensions of Emotional Evaluation and Emphatic Sensivity ( $p>0.05$ ), there was a meaningful difference found in the sub

dimensions of Positive Emotional Management and Positive Usage of the Emotions ( $p<0.01$ -  $p<0.001$ ). Researches that were done by Taşlıyan and others (46), Tümkaya and others (48), there was not a meaningful difference determined in the sub dimensions of the emotional intelligence levels and title variance and also their results are in the quality of supporting our study. In the literature there are also studies that are not supporting our study. In the study of Aksaraylı and Özgen (5), Konakay (31), they did not determine any meaningful difference between sub dimensions of emotional intelligence levels and title variance.

According to Table 6 depending on gender variance there was not a meaningful difference found in the organizational commitment levels of the administrative personnel and in all dimensions between groups ( $p>0.05$ ). In a study of Gürkan (28), named Organizational Commitment Effect and Relationship between Organization Atmosphere and Organizational Commitment in Trakya University depending on gender variances he did not find a meaningful difference between groups. In a study of Bozkurt and Yurt (11), named Determining the Organizational Commitment Levels of the Academicians depending on gender variance they did not find a meaningful difference between groups. Results of these studies are in the quality of supporting our research's result. There are also studies that support the change of the Organizational commitment depending on gender variance. In a study of Topaloğlu and others (47), named Analysis of the Organizational Commitment of the Teachers in terms of some Variances they found a relationship between organizational commitment of teachers and gender distributions. Gülova and Demirsoy (26), Organization Culture and Relationship

between Organizational Commitment: In a study of them called An Ampric Research On Service Sector Wrokers depending on gender variance they found meaningful differenfce between groups.

According to Table 7 depending on seniority variance in the all sub dimensions of organizational commitment levels of the admisitrative personnel there was not a meanşngful difference found between groups ( $p>0.05$ ). A study of Gürkan (28), named Effect on the Organizational Commitment and Examination of Relationship between Organization Atmosphere and Organizational Commitment in Trakya University he did not found a meaningful difference between groups according to working period variance. In a study of Yalçın and İplik (52), they did not find a difference between groups according to organizational commitment and seniority variancer. Besides thesestudies there are also studies that do not support our research result. In their study Topaloğlu and others (47) named Analysis of the Organizational Commitment of Teachers in terms of some Factors they found a relationship between organizational commitment of the teachers and seniority distributions. In a study of Demirsoy (19), Bozkurt and Yurt (11), Uzun and Yiğit (49) they determined a meaningful difference between organizational commitment and seniority variance.

According to Table 8 depedning on title variance there was not a meaningful difference found in the all dimensions of organizaional commitment levels of the administrative personnel between groups ( $p>0.05$ ). Related to the subject when other studies in the literature taken into consideration there are few research finding that support this research finding. A study of Gürkan (28), named Effect on the

Organizaitonal Commitment and Examination of the Relationship between Organization Atmosphere and Organizational Commitment in Trakya University depending on title variance he determined that there was no difference between groups. Besides these there are also studies that do not support aour results. In a study of Bozkurt and Yurt (11), named Determining of the Organizational Commitment Levels of the Academicians depending on title vairance the continiuation commitment dimension shows difference. According to this difference organizaiotnal commitments of people who have, Prof. Dr, Assoc. Prof. Dr. and Doc. Dr titles are lower than; people who have lecturer titles like Res. Assistant., Expert.

According to Table 9 there was a positive and meaningful relationship found between emotional intelligence an organizational commitment levels of the administrative personnel that work in Youth Services and Sports Provincial Managements ( $p<0.001$ ,  $r=0.238$ ). It was determined that while emotional intelligence of the administrative personnel increase then their organizational commitment levels also increase. Related to the subject when other studies in the literature considered, it is seen that there are many studies that support this research finding. In a study of Nikolaou and Tsaousis(39), Emotional intelligence in the workplace they determined that there was a positive relationship between emotional intelligence and organizational commitment. In a study of Bozkurt and others (12), they found that there is an average level and positive relationship between organizational commitment and emotional intelligence. In the result of the study there can be studies that will be done at the moment or after the research and there may be suggestions made for being a guideline. Studies that will be realized after

this research may be done with the comparison of other public institutions, and with different variances researches may be done like making an examination of

emotional intelligence levels and organizational commitment of people at the administrative level.

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