

THE EFFECT OF EMOTIONAL INTELLIGENCE ON ORGANIZATIONAL  
COMMITMENT AND THE MODERATING ROLE OF ORGANIZATIONAL  
JUSTICE.



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YEDİTEPE UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
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**PLAGIARISM**

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.



İsmail DAĞLIOĞLU

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## ABSTRACT

The importance of the concept of human resources has increased in order to survive in the conditions of increasing competition. It is easier to recognize the impact that emotional intelligence has on the performance of organizations when one considers the fact that employees who have a high level of emotional intelligence are more successful in their interactions with other people.

While employees with high organizational commitment increase their productivity and performance, they decrease absenteeism, late arrivals and employee turnover rates. At the same time, it makes more effort for the success of the enterprise by internalizing the goals and objectives of the enterprises.

Organizational Justice has positive effects on the effects of personnel behavior, the positive motivation of the personnel to the organization and its effects on the continuity of the organization.

As of 2022, 46 of the 118 Medical Faculties in Turkey are foundation universities. In this study, a questionnaire was sent to 125 faculty members from Yeditepe University Faculty of Medicine, a foundation university, and feedback was received from 107 of them. Emotional Intelligence, Organizational Commitment and Organizational Justice levels of the instructors were examined, and data collection was carried out through 4 questionnaires consisting of four parts and a total of 71 questions.

While the first section of the questionnaire is comprised of demographic questions, the second section of the questionnaire is comprised of the South Korean-developed Emotional Intelligence Scale, which is comprised of 20 items (Hyuneung L. & Yungjung K., 2011). Using the scale that was developed by Mowday et al., (1979), the 20-item organizational commitment scale was created in the third section (Kılıç, G., 2008). The Organizational Justice scale, which consists of 20 questions (Niehoff & Moorman, 1993), was utilized in the fourth and final section of the study.

The situation between the concepts of Emotional Intelligence, Organizational Commitment and Organizational Justice has been examined. Besides, the relationship

of these concepts with each other was statistically analyzed and the answers given were compared according to demographic characteristics.

Emotional intelligence has been shown to have a substantial positive influence on organizational commitment, and there is a strong positive association between organizational commitment and organizational justice. In conclusion, it has been observed that emotional intelligence has a major positive effect on organizational commitment. On the other hand, the results of this study showed that Organizational Justice does not govern the connection between Emotional Intelligence and Organizational Commitment.

**Keywords:** Emotional Intelligence, Organizational Commitment, Organizational Justice



## ÖZET

Artan rekabet koşullarında işletmelerin ayakta kalabilmeleri için en önemli faktörlerden biri insan kaynağıdır. Duygusal zekası yüksek çalışanların insan ilişkilerinde daha başarılı olduğu düşünüldüğünde, duygusal zekanın işletmelerin örgütsel başarı üzerindeki etkisinin gücü daha net ortaya çıkmaktadır.

Örgütsel bağlılığı yüksek olan çalışanlar verimliliklerini ve performanslarını artırırken, devamsızlık, geç işe gelme ve çalışan devir oranlarını düşürürler. Aynı zamanda işletmelerin örgütsel amaç ve hedeflerini içselleştirerek örgütün başarısı için daha fazla çaba sarfederler.

Örgütsel adalet personel davranışları açısından değerlendirildiğinde, personel motivasyonunun örgüte katkısı ve örgütün devamlılığına olumlu etkisi şeklinde incelenebilir.

2022 yılı itibarıyla Türkiye'deki 118 Tıp Fakültesinin 46'sı vakıf üniversitesidir. Bu çalışma bir vakıf üniversitesi olan Yeditepe Üniversitesi Tıp Fakültesinde 125 Öğretim Üyesine anket gönderilmiş 107'sinden geri dönüş alınmıştır. Öğretim elemanlarının Duygusal Zeka, Örgütsel Bağlılık ve Örgütsel Adalet düzeyleri incelenmiş, dört bölümden oluşan ve toplam 71 sorudan oluşan 4 anket aracılığıyla veri toplama gerçekleştirilmiştir.

Anketin ilk kısmında demografik sorular yer alırken ikinci bölümünde Güney Kore'de geliştirilen 20 soruluk Duygusal zeka ölçeği (Hyuneung L. & Yungjung K., 2011), üçüncü bölümünde ise Mowday vd., (1979) tarafından geliştirilen ölçekten faydalınarak oluşturulan 20 soruluk örgütsel bağlılık ölçeği (Kılıç, G., 2008) ve son olarak dördüncü bölümünde ise 20 soruluk Örgütsel Adalet ölçeği kullanılmıştır (Niehoff & Moorman, 1993).

Bu çalışmada, demografik özelliklere göre Duygusal Zeka, Örgütsel Bağlılık ve Örgütsel Adalet gibi kavramlara verilen yanıtlar karşılaştırılarak bu ölçeklerinbirbirleri ile olan ilişkileri istatistiksel olarak irdelendi.

Sonuç olarak; Duygusal zekanın Örgütsel Bağlılık üzerinde anlamlı bir pozitif etkiye sahip olduğu ve Örgütsel Bağlılık ile Örgütsel Adalet arasında güçlü bir pozitif korelasyon olduğu görülmüştür. Ancak bu çalışma, Örgütsel Adaletin Duygusal Zeka ile Örgütsel Bağlılık arasındaki ilişkiyi düzenlemediğini ortaya koymuştur.

**Anahtar Kelimeler:** Duygusal Zeka, Örgütsel Bağlılık, Örgütsel Adalet

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## 1. INTRODUCTION

In recent years, the business environment has become more competitive. Despite technological advances, human resources continue to be vital to the survival of enterprises.

Emotional states, Organizational Commitment, and organizational justice perception levels are the factors that determine the attitudes and behaviors of employees in an organization. Those with a high emotional quotient are more successful in interpersonal relationships. This situation demonstrates the importance of emotional intelligence to organizational success. Performance is affected by developing emotional intelligence, comprehending the emotions of others, and managing one's own emotions.

Employees with a high level of Organizational Commitment assimilate the organization's objectives. It executes them with effectiveness and efficiency. When an employee identifies with his job, it is simpler for him to remain in the organization for a long time and to align his personal goals with those of the organization. There is a positive correlation between Organizational Commitment and job satisfaction, according to studies.

Employees whose perception of organizational justice is high are more committed to the organization. Employees with a higher level of commitment also have a greater level of participation in the organization and production, and their organizational performance is enhanced.

Obtaining qualified human resources and, even more importantly, retaining them is the most significant challenge facing businesses today.

Despite the fact that the rapid development of information technologies reflects the endeavor to make things autonomous, a qualified source is still required in the background. Therefore, it is the managers' primary responsibility to create the necessary conditions for ensuring job satisfaction and justice, as well as to coordinate activities that increase organizational loyalty.

It was a research conducted on the faculty of member the medical school at Yeditepe University. The relationship between Emotional Intelligence, Organizational Commitment, and Organizational Justice was revealed. We investigated the relationship between Organizational Justice, Emotional Intelligence, and Organizational Commitment.

### **1.1. Purpose of the Study**

Scientists have stated in recent years that Emotional Intelligence is distinct from cognitive intelligence (IQ) and can be developed at any age. This circumstance bolsters the significance of emotional intelligence (Acar, 2002, p.56). Employees' levels of Organizational Commitment and Organizational Justice can be increased to increase the effectiveness and performance of organizations.

The purpose of this study was to determine the connection between emotional intelligence, Organizational Commitment, and organizational justice. We also examined the concepts based on variables such as gender, age, marital status, level of education, institutional seniority, and working hours.

We examined the influence of emotional intelligence on Organizational Commitment, the relationship between Organizational Commitment and organizational justice, and the influence of organizational justice on emotional intelligence and Organizational Commitment. Due to time and financial constraints, we utilized the faculty members of the Faculty of Medicine as our sample.

### **1.2. Importance of the Study**

In recent years, emotional intelligence has been one of the most discussed concepts in the disciplines of management and organizational behavior. Recent research demonstrates that cognitive intelligence (CI) alone is insufficient for life success; emotional skills are also required.

The concept of emotional intelligence attracts attention not only in the field of psychology, but also in other disciplines such as business, economics, and sociology, due to the growing interest in scientific research.

It is the ability to understand one's own and others' emotions, to distinguish them, and to use the information obtained from this process in their thoughts and behaviors. It is a subform of social intelligence. (Salovey and Mayer, 1990, p.189). This situation draws attention to the combination of emotional intelligence, emotion and intelligence (Mayer & Salovey, 1997, p.4).

There are assumptions that emotional intelligence influences a number of business environment variables, including job satisfaction, absenteeism, Organizational Commitment, job performance, and leadership (Gürbüz & Yüksel, 2008, p.175).

Studies indicate that employees with a high level of Organizational Commitment exert more effort to carry out their responsibilities. High Organizational

Commitment is characterized by employees who remain with the organization for a long time, strive to achieve organizational objectives, and do not consider leaving (Northcraft et al., 1990, p.464).

It has been found that perceived justice in organizations is related to job satisfaction, Organizational Commitment, performance, organizational citizenship behavior and workforce turnover (Colquitt et al. 2001).

In his research, Ambrose (2002) discovered that employees' perceptions of organizational justice have a direct impact on their commitment to the organization. Individuals within an organization convey their sense of justice through organizational justice (Ryan et al., 2003, p.28). In other terms, perception is the individual's view of the organization.

The perception of justice has a substantial impact on the behavior of an individual. When workers perceive that their managers are handling them fairly, they are more inclined to work together. In the event of injustice, they behave aggressively toward one another (Cropanzano et al., 2001, p.167-168).

To contribute to the literature by disclosing the connection between Emotional Intelligence, Organizational Commitment and Organizational Justice.

## 2. LITERATURE REVIEW

### 2.1. Emotional Intelligence

Throughout history, intelligence has been described in a variety of ways. It is a person's ability to produce distinct goods, adapt to differences, create new products, and produce unique and effective solutions to the problems he faces in life (Gardner, 1993).

In 1990, a study by Salovey and Mayer was the first to mention this phenomenon. Emotional intelligence is the capacity to experience emotions, to reveal emotions to support one's thoughts, to comprehend emotional information and emotions, and to effectively manage emotions in order to advance mental and emotional development (Sirer, 2009, p.3).

With the introduction of Howard Gardner's theory of multiple intelligences in 1930, it has become one of the most compelling issues in recent years. In the early 1980s, psychologist Reuven Bar-On defined emotional intelligence as the sum of a person's personal, emotional, and social abilities to successfully deal with environmental pressures and demands (Moller, 1999).

Emotional Intelligence is a measure of emotional or social competence. It is the capacity to mobilize oneself, to persevere despite setbacks, to delay gratification by controlling impulses, to regulate one's mood, to not allow problems to prevent one from thinking, to place oneself in another's shoes, and to have hope (Goleman, 2001, 2004; Hettich, 2000).

Individuals' emotional intellect levels are not determined by genetics, nor do they develop during early childhood. In contrast to cognitive intelligence, which is heritable, emotional intelligence is more likely to be acquired through experience. (Yüksel, 2006, p.19).

Peter Salovey and John Mayer define emotional intelligence as a subset of social intelligence, the ability to understand and differentiate one's own and other people's emotions and to transfer acquired knowledge to their behavior. Emotional intelligence is the capacity to comprehend, learn, and adapt to unforeseen circumstances. According to the science of psychology, abstract thought, comprehension, problem-solving, the application of knowledge to new situations, reasoning, memory, knowledge derived from experience, etc. It is defined as the sum

of mental capabilities, including intellectual capabilities (Budak, 2000, p.848; Mayer & Salovey, 1993).

Emotions consist of four components (Mayer et al., 2000):

Experiential, physiological, and cognitive elements that arise in the relationship between humans and their environment.

The first is the capacity to recognize and express emotions through facial expressions, vocal tone, and body language.

The second step is to become conscious of our emotions.

Understanding emotions ranks third. This component involves gaining experiential knowledge of emotions such as dread, anger, joy, and happiness.

The fourth characteristic is emotional regulation.

As can be seen, emotional intelligence incorporates social and psychological skills that can be learned. These abilities include recognizing one's essence and emotions, expressing one's thoughts and emotions, and being able to control the resulting changes.

As opposed to cognitive intelligence, emotional intelligence is not predetermined, according to researchers. In this regard, the fact that emotional intelligence can be cultivated at any stage of life increases its significance (Acar, 2001).

Daniel Goleman defines Emotional Intelligence in his book *Working with Emotional Intelligence* as the capacity to comprehend and recognize our own and others' emotions, to self-motivate, and to manage our emotions. He defined it as emotions in our relationships with others and ourselves. In a different book by Goleman titled *Quality Management*, he defines emotional intelligence somewhat differently, arguing that emotional intelligence must increase an individual's balance and internal consistency, and that people's emotional states influence the brain and its ability to process information (Kemper, 1999, p.15-19).

In fact, studies conducted in recent years on emotional intelligence indicate that 80-90% of the difference between average and high performance is attributable to emotional intelligence (Thomas, 2004).

Emotional intelligence is a person's capacity to know, control, motivate, defer desires, control emotional changes, resist obstacles, approach others with understanding, perceive their most profound emotions, and establish and maintain effective relationships. He defines it as psychological and social abilities that can be

acquired. These competencies enable the individual to maximize their achievement and happiness in life. (Acar, 2002, p.56).

Individuals with emotional intelligence can relate to others with empathy and compassion, direct their behavior and actions, and enhance their emotional awareness and social skills (Mayer & Salovey, 1997).

Emotional Intelligence is not distinct from cognitive intelligence, which is referred to as cognitive intelligence; rather, it is a complementary set of abilities. From this perspective, it would be incorrect to view emotional intelligence as an alternative to cognitive intelligence, as a competitor to cognitive intelligence, or as mere emotion regulation. Emotional intelligence, on the other hand, reinforces and complements cognitive intelligence. Emotional intelligence is, in simplified terms, the rational use of emotions (Goleman, 2000).

## 2.2. Models of Emotional Intelligence

**Table 1**

*The Process of Developing Emotional Intelligence Models*

| <b>Mayer ve Salovey<br/>Emotional<br/>Intelligence Model</b>                                                                                                                | <b>Bar-on<br/>Emotional<br/>Intelligence Model</b>                                                                                                                             | <b>Goleman<br/>Emotional<br/>Intelligence Model</b>                                                                                                         | <b>Cooper-Sawaf<br/>Emotional<br/>Intelligence Model</b>                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Emotional Perception</li> <li>• Emotion – Thought Fusion</li> <li>• Emotional Understanding</li> <li>• Managing Emotion</li> </ul> | <ul style="list-style-type: none"> <li>• Personal Abilities</li> <li>• Interpersonal Skills</li> <li>• Stress Management</li> <li>• Rapport</li> <li>• General Mood</li> </ul> | <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Self-Control</li> <li>• Motivation</li> <li>• Empathy</li> <li>• Social Skill</li> </ul> | <ul style="list-style-type: none"> <li>• Learning Emotions</li> <li>• Emotional Vitality</li> <li>• Emotional Depth</li> <li>• Emotional Alchemy</li> </ul> |

### 2.2.1. Model of Mayer and Salovey (Talent - Based Model)

Mayer and Salovey conducted numerous academic studies to contribute to academic studies in the 1990s, and they were extremely successful. His research serves as the foundation for other models of emotional intelligence (Çakar & Arbak, 2004).

In their models, Mayer and Salovey define emotional intelligence as the ability to correctly perceive, evaluate, and express emotions; the ability to generate and use emotions to guide thoughts; It also includes the ability to understand emotions or

emotional information and to regulate and express emotions to support emotional and intellectual development (Salovey & Mayer, 1997).

Each model comes in four sizes.

Perception and expression of emotions; information reception and transmission. According to (Göçet, 2006), experiencing emotions is the most fundamental aspect of emotional intelligence, as it is the source of all other emotional information processing (Salovey, 2011).

It refers to the correct and efficient use of emotions and their contribution to decision-making. The primary objective is to adapt emotional experiences to life. It can guide one's decisions by establishing a connection between emotion and thought (Pehlivan, 2015; Yan, 2008, p.17).

People can utilize their emotions to solve problems. A person with emotional intelligence can control their fluctuating emotions (Salovey & Mayer, 1990).

Understanding emotions is the capacity to comprehend complex emotions and define the transitions between them (Dhani & Sharma, 2016, p.193). It is the comprehension of emotions, emotional language, and emotional signals (Mayer et al., 2008, p.507). It expresses the relationship between various emotions and the meanings of emotions by characterizing emotions (Pehlivan, 2015, p.36).

Managing emotions; Managing emotions requires the capacity to manage and regulate one's own and others' emotions. Individuals may lose control of their emotions from time to time, which can be humiliating. The emotionally intelligent individual can manipulate their emotions to achieve their goals. For example, an emotionally intelligent person may make a fiery speech to arouse righteous anger in others (Prati et al. 2003:31-32).

Individuals with a high level of emotional intelligence are able to eliminate the negative effects of emotions that negatively affect them and enhance the positive effects of positive emotions (Pehlivan, 2015, p.36).

### **2.2.2. Model of BarOn's (Mixed Model)**

Bar-on (1997), utilizing a hybrid model;

Emotional intelligence is defined as a collection of non-cognitive abilities, competencies, and skills that influence the capacity to successfully manage environmental demands and pressures (Mayer et. al., 2011, p.535).

These characteristics are:

Personality; independence, self-actualization, self-esteem, self-awareness, and assertiveness.

Interpersonal; empathic consideration, social responsibility, and interpersonal relationships.

Management of stress; adaptability, verification of reality, and problem-solving.

Compatibility; the capacity to withstand duress and regulate impulses.

It consists of five main dimensions, such as optimism and pleasure, and fifteen sub-dimensions (İşmen, 2001, p.115).

### **2.2.3. Model of Cooper & Sawaf (Mixed Model)**

It is a hybrid paradigm of Cooper and Sawaf that incorporates cognitive and other abilities. They have presented a four-dimensional model of emotional intelligence in their book executive emotional quotient (EQ) by correlating special abilities and tendencies. (Schutte et al., 1998, p.168).

These characteristics are:

Learning Emotions; emotional candor, emotional vitality, emotional feedback, and practical intuition.

Emotional Vitality; self-assurance, circle of trust, constructive discontent, resiliency, and rejuvenation.

Emotional Depth; unrivaled potential and purpose, commitment, living with integrity, Unauthorized influence.

Emotional Alchemy; intuitive flow, intellectual time change, sensing possibility, and creating the future (Pehlivan, 2015, p.42).

### **2.2.4. Model of Goleman (Competence Model)**

It consists of five important emotional and social aspects:

self-awareness, self-management, self-motivation, empathy, and social skills (Goleman, 2011, p.393–394).

Emotional awareness is a factor that increases self-confidence by allowing individuals to accurately evaluate their own capabilities, strengths, and limitations. (Koçmar, 2012, p.76).

Self-management entails being receptive to new ideas and change by controlling one's emotions and exercising self-discipline. It is their capacity to manage one's wrath and other emotions, such as happiness. Individuals who are able to control their emotions can respond positively and calmly to stressful situations. The management of one's emotions can be broken down into five components. These include self-

discipline, dependability, conscientiousness, harmony, and inventiveness (Pehlivan, 2015, p.47).

Motivation; It enables the individual to attain the objective by persevering in the face of obstacles and setbacks.

It is the condition of understanding and appreciating the emotions of others. By comprehending the needs and emotions of others, empathetic individuals can be helpful. Social skills are defined as the capacity to develop and manage interpersonal relationships (Varinli, Yaraş, & Başalp, 2009, p.115).

Goleman's model incorporates a set of emotional competencies for each emotional intelligence construct. (Dhani & Sharma, 2016, p.194) He states that emotional competences are not innate abilities, but rather learned abilities that must be studied and developed to attain superior performance.

### **2.3. The Interaction between Emotional Intelligence (EI) and Cognitive Intelligence (CI)**

Intelligence Quotient (IQ) tests, which measure intelligence based on cognitive abilities, have proven insufficient for determining human intelligence. Nonetheless, as the emotional aspects of the shared characteristics of other intelligence categories were developed, the concept of emotional intelligence emerged over time (Ulaş & Arbak, 2004). According to Gardner, tests such as IQ can measure prospective performance and some abilities (Talu, 1999, p.169).

Emotional intelligence, according to Goleman, encompasses capacities that can be perceived as social skills and can be significantly enhanced, in contrast to cognitive intelligence (CI), which is viewed as fundamentally stable and unchanging. It has been argued that human emotions and thoughts are perceived as a unified whole with no discernible distinctions. In this view, IQ, which measures intellect, and emotional quotient (EQ), which measures emotion, are complementary and supportive concepts. The 2002 study conducted by Lam and Kirby supports this viewpoint. The findings of the study indicate that emotional intelligence has a positive impact on cognitive function. (Ulaş, & Arbak, 2004; Talu, 1999, p.169; Hughes, 2010, p.37).

After 1990, Mayer et. al. conducted a study in which they concluded that cognitive and emotional aspects complement one another and that emotional intelligence is the product of these two concepts.

In his doctoral dissertation, Bar-On defined emotional intelligence (EQ) as the cognitive abilities and competencies of individuals in contending with adversity. The

concept of emotional intelligence is intertwined with the concept of cognitive intelligence, according to this definition (Dyani & Sharma, 2016, p.192).

Cognitive ability is the assessment of an individual's mental capabilities. In 2009, ahin and his colleagues compared emotional intelligence and cognitive intelligence and investigated their relationship with university students' stress symptoms and coping mechanisms. People with high emotional intelligence can better comprehend themselves and others, adapt to challenging situations, and solve problems with greater ease (Şahin et al., 2009).

#### **2.4. Organizational Justice**

Organizational Justice; Employees engage in a continuous process of judging whether various practices and processes in the organization, their behavior and interpersonal interactions, the distribution of tasks or resources, and the processes that determine this distribution are fair, and as a result, they form an attitude toward the organization and the work (Greenberg, 1990; Folger & Konovsky, 1989).

Examining the historical development of the concept of organizational justice reveals that "social justice" has been adapted to organizations and "organizational justice" has been developed. Homans's (1961) " Theory of Distributive Justice", Adams's (1965) "Equity Theory", Leventhal's (1980) "Justice Theory" and Thibaut and Walker's (1975) "Procedural Justice Theory" are some of the social justice theories upon which the concept of organizational justice is founded (Alexander & Ruderman, 1987; Bies & Shapiro, 1987; Cohen, 1987; Greenberg & Tyler, 1987; İşbaşı, 2001, p.60).

Employees compare themselves to their coworkers within their respective organizations. He expects that the rules will be applied equally to everyone, that he will be paid equally for equal work, that he will have equal leave privileges, and that he will have equal access to certain social opportunities. However, the perception of justice is not solely based on the comparison of outcomes. The organization's norms, the manner in which they are applied, and the interactions between individuals are also central to the perception of justice. (Barling & Phillips, 1993, p.651; Özdevecioğlu, 2003, p.78).

Organizational justice incorporates the rules and social norms governing the administration and distribution of ensuing rewards and punishments. These rules and social norms are associated with business and interpersonal practices that exemplify how rewards and punishments are distributed, as well as how certain distribution

decisions are made in comparison to others (Folger & Cronpanzano, 1998; Yıldırım, 2003, p.376).

Organizational justice is a concept that incorporates employees' perceptions of how fairly they are treated in the workplace and how these perceptions influence organizational outcomes (Çöp, 2008, p.16).

A new concept referred to as organizational justice has been used to describe the function of workplace justice in the workplace. It is defined as a person's perception of workplace equity. Individuals' perceptions of the equity of organizational practices constitute organizational justice (Greenberg, 1987, 1990, 1996, p.24; Özdevecioğlu, 2003, p.78).



There are countless Organizational Justice theories in the literature. Several of these;

**Table 2**

*The Development Process of Organizational Justice (İşbaşı, 2000, p.5).*

| Theory of Justice Category     | Theories of Justice                                           | The view on which the theory is based                                                                                                                                                                | Theory Based Model                                                                  | The view on which the model is based                                                                                                                                                                                        | The Type of Organizational Justice Explained by the Model |
|--------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Reactive Content Theories      | Equality Theory                                               | The ratio of contributions and gains of individuals occurs in a balanced way.                                                                                                                        | Resource Based                                                                      | People compare the benefits offered by organizations. Evaluates the results of resource allocation and internal conflicts and reveals their reactions.                                                                      | Distributive Justice                                      |
|                                | Relative Deprivation Theory (Crosby. 1976)                    | Comparing symptom reward distribution patterns can create a sense of deprivation in people.                                                                                                          | Investment Model<br>Cognitive Attribution Model and Resource Based Investment Model | While developing people's perceptions of justice, comparisons are made with "fair acquisition standards".                                                                                                                   | Distributive Justice                                      |
| Precautionary Content Theories | Judicial Theory of Justice (Leventhal.1976)                   | Perceptions of the fairness of distribution rules that determine decisions regarding the distribution of earnings may differ according to various situations.                                        | Resource Based Investment Model                                                     | People reveal their reactions by evaluating the consequences of decisions for the realization of certain goals.                                                                                                             | Distributive Justice                                      |
|                                | The Concept of the Motivation for Justice (Lerner.1980)       | The principle followed while making distribution decisions may vary depending on the relationship between the parties.                                                                               | Relationship-Based Group<br>Value Model                                             | People establish long-term relationships with the group they belong to, they value procedures that foster group solidarity.                                                                                                 | Interactional justice                                     |
| Reactive Process Theories      | Procedural Theory of Justice (Thibaut and Walker, 1975)       | Whether the results of the decisions are positive or negative for the person, the decisions taken are perceived as fair as long as the procedures used include the process control of the decisions. | Resource Based Control Model                                                        | The attribution of the distribution of control between the two parties and the third party that decides the resolution of disputes is a key factor influencing perceptions of the acceptability and fairness of procedures. | Procedural justice                                        |
| Precautionary Process Theories | Distribution Preference Theory (Leventhal, Karuza. Fry. 1980) | Distribution procedures that give an opportunity to achieve fair treatment are more preferable.                                                                                                      | Relationship-Based Self-interest Model                                              | Individuals who are allowed to express their views on the procedure increase their perceptions of procedural justice.                                                                                                       | Procedural justice                                        |

In the literature on organizational justice, there are two distinct classifications of organizational justice categories. In the first, organizational justice, three distinct categories are addressed: distributive justice, procedural justice, and interactional justice. Some researchers (Cropanzano & Wright, 2003), who contend against this view, classify interactional justice as a social component of procedural justice and not as a distinct type of justice.

Those who support the second classification classify the perception of organizational justice into two types: distributive justice and procedural justice. In contrast, study examined organizational justice under four categories. There are four types of justice. They are procedural justice, distributive justice, interpersonal justice, and informational justice. In his study, Colquitt categorized interactional justice under two subheadings: informational justice and interpersonal justice (Yürür, 2008, p.298; Colquitt, 2001, p.388).

Under these three headings, organizational justice will be examined in this study. There are three types of justice: distributive justice, procedural justice, and interactional justice.

#### **2.4.1. Distributive Justice**

This concept is characterized by the attitudes and behaviors exhibited by employees affected by distribution decisions and administrators who are the source of distribution during organizational transactions. (Özdevecioğlu, 2003, p.79).

Decision-making based on the principles of distributive justice prevents systematic discrimination against individuals as a result of subjective decisions regarding age, gender, race, and religion (İşcan, 2005, p.155).

The concern of distributive justice is whether outcomes are distributed fairly (Deutsch, 1985; Brynn & Cropanzano, 2001).

The principle of distributive justice requires individuals to be treated in accordance with their objectively and morally defined characteristics. Individuals who are similar in related aspects should be treated similarly, whereas individuals who are different in related aspects should be treated differently in proportion to their differences (Foley et al., 2002, p.473-74; İşcan, 2005, p.155).

The outputs of distributive justice include wage increases, performance evaluations, rewards and punishments (Tutar, 2007, p.99). Consequently, distributive

justice refers to the ideal quantity of compensation an employee should receive based on the value he or she contributes to the organization. Examples of rewards include salary, performance transmission (feedback), working conditions, and promotion (Martin & Bennett, 1996, p.84; Doğan, 2002, p.72).

People evaluate organizational transactions based on distributive justice, procedural justice, communication, and interactional justice. Several factors have an impact on these three justices.

The following factors will have a direct impact on employees' perceptions of organizational justice (Tutar, 2007, p.100):

Consistency is the implementation of decisions made during the implementation of organizational goals, objectives, policies, and strategies in accordance with the principle of distributive justice.

The rule of an open mind is the rule of acting objectively and without bias in the implementation of organizational decisions, as well as in all types of organizational actions, transactions, and interactions.

Integrity rule: It is based on truth in the organizational communication process, providing employees with accurate and complete information, and employing organizational laws and regulations.

Flexibility rule: The rule of revisiting a decision in the event of an objection, evaluating employee objections, and correcting errors.

Employees have the right to represent themselves in the organization and the opportunity to participate in decisions and processes directly or through representatives, according to the representation rule.

The ethical rule states that organizational decisions, procedures, and practices must comply with distributive, procedural, and interactional justice, as well as ethical principles.

With regard to the equity of organizational policies, it is essential to cultivate positive emotions and thoughts among employees and to support these with effective communication and sharing processes.

The concept of organizational justice, along with its sub-elements, plays a significant role in organizational management, as it is one of the primary determinants of employee engagement.

### **2.4.2. Procedural Justice**

Folger and Greenberg (1985), (Folger & Cropanzano, 1998) are recognized as the pioneers of the application of procedural justice in the workplace. Following their investigation, numerous other studies have been conducted on the topic. As a consequence of these studies, there are numerous significant practical implications. When employees believe their decisions are made in an unfair manner, they are less loyal to their employers, steal more, are more likely to transfer jobs, perform less well, and are less helpful. Clearly, employees pay close attention to how they are treated, and this has a substantial effect on their relationships with their employers (Folger & Cropanzano, 1998; Yıldırım 2003, p.377).

Greenberg (1990) defines procedural justice as the degree of impartiality of the methods, procedures, and policies used in the determination and measurement of factors such as wages, promotions, financial opportunities, working conditions, and performance evaluation.

Two distinct aspects of procedural justice exist. The first relates to the structural characteristics of the procedures and practices utilized in the decision-making procedure. Before decisions are made, this perspective, also known as formal procedures, involves giving employees a voice and listening to their ideas and opinions. The second perspective relates to the manner in which decision-makers implement the policies and practices used in the decision-making process.

The factors that influence the employees' perceptions of procedural justice are wage equality and level, standardization of promotion opportunities, working conditions, performance evaluation, benefiting from social and personal rights, and other financial opportunities (Greenberg, 1990)

Procedural justice ensures that employees participate in the creation of the methods used to determine the rewards or the determination of the rewarding process (İşcan, 2005, p.150). While distributive justice ensures that employees receive certain rewards if they exhibit certain behaviors, procedural justice ensures that employees participate in the creation of the methods used to determine the rewards or the determination of the rewarding process.

### **2.4.3. Interactional Justice**

While studies on distributive justice and procedural justice continue, interactional justice, which focuses on the interpersonal aspect of organizational practices, particularly as it relates to interpersonal attitudes and communication

between management and employees, has emerged as a topic of study. Interactional justice is the perception of fairness in communication between employees and administrators (Özdevecioğlu, 2003, p.79) and is associated with the human aspect of organizational practices (Özmen, et al., 2007, p.22).

According to Yürür (2008), p.298, an individual's perception of justice also depends on the interactions between individuals during the implementation of a procedure; this is known as interactional justice. In another definition, it is the perception of justice regarding the manner in which individuals are informed of a decision. (Barling & Phillips, 1993, p.32; Özdevecioğlu, 2003, p.79).

As an extension of procedural justice, interactional justice relates to the human aspect of organizational practices (Cohen-Charash & Spector, 2001, p.281).

In a 1993 study, Greenberg added new dimensions to the perception of justice and subdivided interactional justice into 'interpersonal' (related to interpersonal attitudes regarding the extent to which those who determine achievements show courtesy, value, and respect to employees and related to distributive justice) and informational (how much information and explanations are provided to employees regarding the distribution of gains and the processes involved in determining them).

These two conceptions of justice have distinct effects. Interpersonal justice (or interpersonal sensitivity) constitutes the first subsection. Interpersonal justice requires subordinates to treat their superiors and coworkers with respect and courtesy (Yıldırım, 2002, p.259).

Fair practice should be respectful and courteous. Those who are exposed to insensitive practices are more likely to have poor work performance and negative work attitudes. The perception of interpersonal justice focuses predominantly on responses to outcomes. Emotionality can make people feel better about undesirable outcomes (Özmen et al., 2007, p.22).

The second subparagraph consists of explanations or social evaluations. Explanation refers to the process of explaining to survivors why they are deprived of particular items. Individuals are more tolerant of a circumstance that is not to their benefit when a fair situation is provided (Yıldırım, 2002, p.259).

## **2.5. The Concept of Organizational Commitment**

According to the literature, there are numerous definitions of Organizational Commitment. In 1966, Grusky, one of the individuals who define Organizational Commitment, defined commitment as the intensity of the individual's relationship

with the organization. Organizational Commitment is the most significant factor in identifying with and remaining in an organization (Izgar, 2008, p.319).

Organizational Commitment is the congruence between an individual's and the organization's objectives. Thus, the individual can contribute to the organization's overall objectives and define himself as a member (Çakar & Ceylan, 2005, p.52). Organizational Commitment can be defined as the fear that the employee will lose his status and salary if he departs the organization (Yıldırım, 2003, p.372).

According to Meyer and Allen (1997), Organizational Commitment defines the connection of the employee with the organization, leads to the decision to remain in the organization, and is a psychological condition.

In many countries, particularly the United States, over the past three decades, research has focused on Organizational Commitment. To date, however, there has not been enough research conducted in our country on this topic. Various researchers have addressed various aspects of Organizational Commitment. Since 1956, ongoing research has revealed that there are numerous and distinct conceptions of commitment (Gül, 2002, p.37).

There is no consensus on the definition of the concept of Organizational Commitment, which is one of the dispositions of employees toward their work that has been heavily emphasized since the 1970s. The primary reason for this is that researchers from various disciplines, such as sociology, psychology, social psychology, and organizational behavior, approach the topic based on their respective areas of expertise. When examining the literature on Organizational Commitment, it is possible to encounter numerous definitions of commitment (Oliver, 1990, p.19).

The Organizational Commitment development process is outlined in Table 3.

**Table 3**

*The Development Process of Organizational Commitment (Eğilmezkol, 2006: 29-30).*

| Year | Researcher         | Results                                                                                                                                                                                                  |
|------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1956 | Whyte              | He defined the person with organizational commitment and studied the harms of this commitment for the organization.                                                                                      |
| 1958 | March, Simon       | They adopted the transformational model of organizational commitment.                                                                                                                                    |
| 1958 | Morris, Sherman    | They also explored the variational model of organizational commitment.                                                                                                                                   |
| 1960 | Gouldner           | He found the importance of confusion to strengthen organizational commitment.                                                                                                                            |
| 1961 | Etzioni            | He was the first to categorize commitment.                                                                                                                                                               |
| 1964 | Lodahi             | He found that social relations had a positive effect on organizational commitment.                                                                                                                       |
| 1964 | Katz               | He found the importance of organizational commitment for a well-functioning                                                                                                                              |
| 1966 | Grusky             | He has studied the relationships between education, gender, and commitment. He examined the impact of rewards and expectations on employee engagement.                                                   |
| 1967 | Downs              | He described people who are too committed to the organization as "fanatics" and examined the harms of this situation to the organization.                                                                |
| 1968 | Mintzer            | He found that utilitarian organizations lower the commitment of their employees.                                                                                                                         |
| 1970 | Patchen            | He used the word identification with the organization to describe commitment to the organization. Patchen found that group attitudes towards the organization were related to organizational commitment. |
| 1970 | Schein             | He found that organizational commitment is one of the important indicators of organizational efficiency.                                                                                                 |
| 1970 | Steers             | As Schein did, he found that organizational commitment is one of the important indicators of organizational efficiency.                                                                                  |
| 1970 | Campbell, Dunettle | They found that organizational climate has an independent Lawlerand & Weick effect on organizational commitment.                                                                                         |
| 1971 | Lee                | He found that positive superior-subordinate relationship increased organizational commitment.                                                                                                            |
| 1971 | Sheldon            | He stated the effect of goal and value integrity on organizational commitment.                                                                                                                           |
| 1972 | Herbiniak, Alutto  | They adopted the variational commitment model.                                                                                                                                                           |
| 1974 | Buchanan           | He adopted the attitudinal model of organizational commitment.                                                                                                                                           |
| 1974 | Porter             | He proposed the attitudinal approach model in organizational commitment.                                                                                                                                 |
| 1974 | Herbiniac          | He worked on the relationships of age, seniority and organizational commitment.                                                                                                                          |

Commitment to the organization's objectives is one of the most important factors in attaining those objectives. For this reason, all organizations strive to increase the level of employee commitment. Because Organizational Commitment transforms workers into problem-solvers rather than problem-generators. According to studies, employees with a high level of commitment exert additional effort to execute their responsibilities and achieve organizational objectives (Çöl, 2004, p.233).

It is believed that employees who have a high organizational commitment have a lower likelihood of considering quitting their jobs and exhibit higher levels of performance (Stup, 2006, p.1). Organizations whose members have a strong

commitment have relatively reduced rates of absenteeism, tardiness to work, and job turnover, and a high rate of productivity (Angle & Perry, 1981).

There have been numerous analyses of Organizational Commitment, but Meyer and Allen's Organizational Commitment scale is the one most frequently used in the literature. In Meyer and Allen's explication of Organizational Commitment, emotional commitment, continuance commitment, and normative commitment were measured as subcomponents of Organizational Commitment. In this model, also known as the three-dimensional Organizational Commitment model, Organizational Commitment is evaluated as a multidimensional concept. According to this model, Organizational Commitment dimensions that manifest themselves in three distinct forms, namely emotional commitment, continuance commitment, and normative commitment, share four characteristics (Meyer & Allen, 1997, p.11-24);

- a. They represent the mental state.
- b. They illustrate the individual's relationship with the organization.
- c. They are concerned about the organization's membership renewal decision.
- d. They have an effect on reducing employee attrition.

By considering all three categories of commitment together, Meyer and Allen provided a deeper understanding of the subject. In their 1984 study, Meyer and Allen proposed a model that includes two types of Organizational Commitment, and defined the first type of commitment as affective commitment and the second type of commitment as continuance commitment. Later, Weiner & Vardi (1980) added a third dimension, which they termed normative or moral commitment (Wasti, 2000). In their study, Meyer and Allen defined commitment in terms of three distinct themes: emotional attachment to the organization (affective commitment), the perceived cost of leaving the organization (continuance commitment), and the need to remain in the organization (normative commitment).

According to the Organizational Commitment paradigm developed by Allen and Meyer, there are three primary components.

### **2.5.1. Affective Commitment**

It refers to the emotional attachment and identification of individuals with organizational objects (Gül et al., 2008, p.3; Meyer et al., 1998).

It is the emotive attachment of an individual to a group (Kanter, 1968). The individual's personal identity is bound to the organization by his or her attitude or orientation toward the organization (Sheldon, 1971).

It is the individual's commitment to the organization's values and objectives as well as the roles of individuals within the organization in relation to these values and goals (Buchanan, 1974).

Individual autonomy is the ability of an individual to define himself within a particular organization and to participate in that organization (Mowday et al., 1982).

### **2.5.2. Continuance Commitment**

It means understanding the costs associated with departing the organization. Continuance commitment, which is believed to be based on economic logic, is defined as continuing to work in that organization out of necessity as a result of employees' beliefs that they will lose their investments and side-benefits if they leave the organization, as well as their limited job alternatives (Meyer et al., 1993, p.539).

It is the combination of the benefits of staying in the organization and the drawbacks of departing (Kanter, 1968).

It is the individual's commitment to a specific activity by linking external interests to it (Becker, 1960).

It is a structural phenomenon that emerges over time as a consequence of the interactions between individuals and organizations (Hrebiniak and Alutto, 1972).

This aspect of Organizational Commitment is viewed as a commitment that develops as a consequence of employees' investments in the organization. In this context, commitment is formed by the belief that the time and effort employees invest in an organization will be wasted and that they will lose their gains, such as status and money, if they depart (Obeng & Ugboro, 2003:84; Boylu, et. al., 2007).

According to Meyer and Allen (1997), employees who have a strong desire to remain in the organization are aware of the expense of leaving and believe they are compelled to remain. To avoid monetary or other losses, employees with a high level of perseverance commitment view their continued employment as a necessity.

Also, when employees perceive there are insufficient new job opportunities, they tend to maintain their membership in the organization because the conditions require and perform at the bare minimum level of work required. (Yıldırım, 2002, p. 13-14; Uyguç & Çımrın, 2004).

### **2.5.3. Normative Commitment**

It is the obligation that employees feel to maintain their membership in the organization (Meyer et al., 2000; 320). (Meyer & Allen, 1991; p. 66) Normative commitment appears to result from employees' belief that it is morally correct to remain in the organization, regardless of the status or gratification the organization has provided over the years. Normative commitment differs from the other two categories of commitment in that it stems from the employee's perception of commitment to the organization as a duty and from the employee's belief that commitment to the organization is the correct one. (Gül, et al. 2008, p.74).

It is the sum of all pressures adopted in order to achieve organizational objectives and interests (Wiener, 1982).

(Marsh & Mannari, 1977) An employee of the organization believes it is morally right to remain in the organization regardless of the status or gratification the organization provides over time.

A high perception of Organizational Commitment is highly desirable for an organization. Because the employee's performance improves and their intention to depart decreases as Organizational Commitment increases.

Individuals retain a sense of gratitude for the organization. This is because they believe they owe the organization because the organization serves them well or because the employer hired them when they were unemployed (Bayram, 2005).

Allen and Meyer (1990) coined the term normative commitment to describe the employee's adherence to the organization out of a sense of obligation.

## **2.6. Approaches to Organizational Commitment**

A number of methodologies contribute to the corpus of knowledge:

### **2.6.1. Kanter's Methodology**

It is comprised of studies by Kanter (1968) (İlsev, 1997, p.8), who defines commitment as a partisan attachment to an organization's goals and values (Dilek, 2004, p.41).

### **2.6.2. Etzioni's Methodology**

The primary reason for Organizational Commitment is the organization's authority and power over its employees. (Dilek, 2004, p.43).

### **2.6.3. Katz and Kahn's Methodology**

According to Bayram (2005), there are numerous reward-based circuits that lead individuals in an organizational setting to feel committed to the organization.

### **2.6.4. Mowday's Methodology**

Mowday's classification proposes two distinct definitions of Organizational Commitment: attitudinal commitment and behavioral commitment. Attitude commitment demonstrates an employee's identification with organizational goals and willingness to work towards achieving them. Behavioral commitment, in contrast, is an employee's dedication to behavioral activities (Doğan & Kılıç, 2007, p.40).

### **2.6.5. Affective (Attitudinal) Commitment**

According to this theory, commitment is an affective response that results from an employee's workplace evaluation and binds the employee to the organization. In other words, commitment is the degree to which employees are integrated and involved in the organization (Doğan & Kılıç, 2007, p.42).

### **2.6.6 Behavioral Commitment**

The focus of behavioral commitment is the employee's behavior, not the organization. For example, the employee maintains the behavior he has developed as a consequence of certain factors, and after a while, he associates this behavior with himself. The employee develops acceptable or justifiable attitudes over time, which increases the likelihood that the behavior will be repeated (Meyer & Allen, 1991, p.62).

### **2.6.7. The O'Reilly and Chatman Methodology**

O'Reilly and Chatman (1986) define Organizational Commitment as the psychological bond an individual has with his or her organization (Bayram, 2005, p.130).

### **2.6.8. Penley and Gould's Methodology**

It is understood that the type of organizational commitment, in which the organization is seen as a tool, and the type of personal commitment are different and cannot be done at the same time. They say that both types of engagement can happen at the same time (Penley ve Gould, 1988: 52).

### **2.6.9. Becker's Side-Betting Methodology**

Becker defined Organizational Commitment by associating it with costs that may be incurred in the event of employment departure, and he stated that employees are attached to the organization as a result of these costs. He termed these expenditures

side bets because he regarded them as investments made by employees in the workplace (Cohen, 2007).

#### **2.6.10. Meyer & Allen's Three-Dimensional Methodology of Loyalty**

Meyer and Allen (1984) proposed a paradigm that combines these two types of Organizational Commitment and defined the first as emotional commitment and the second as continuance commitment. Later, they added a third dimension, which was initially proposed by Weiner and Vardi (1980) and defined as normative or moral commitment (Wasti et al., 2000; Yildirim, 2003, p.372).

The consensus among these three perspectives;

- a) describing the relationship between the employee and the organization, and
- b) a mental state comprising decisions to remain in or leave the organization.

Other than these characteristics, it is clear that these three structures are psychologically distinct. Employees with strong affective commitment remain in the organization because they want to, employees with strong continuance commitment remain because they are required to, and employees with strong normative commitment remain because they perceive it as a necessity (Meyer and Allen, 1991, p.67).

According to the paradigm, employees may experience these three dimensions of commitment to varying degrees. Meyer and Allen hypothesized that each component of commitment produces distinct experiences and outcomes. (Meyer & Allen, 1991, p.67).

According to the literature, Organizational Commitment approaches are based on three fundamental elements. These include (Meyer & Allen, 1990, p.2): Meyer and Allen (1997) argue that affective commitment, continuance commitment, and normative commitment should be regarded as components of commitment rather than as distinct types of commitment.

Due to the fact that the employee-employer relationship may entail varying degrees of these three commitments. For example, an employee may feel both a strong commitment to the organization and a sense of obligation to remain employed. While another employee may enjoy working for the organization, he or she may be unable to afford the financial repercussions of departing. Another employee may feel a significant need, obligation, and desire to continue working for their employer at the same time. (Meyer & Allen, 1997).

Therefore, researchers endeavor to comprehend the relationship of employees with the organization as a combination of these categories, as opposed to placing them in a specific category of commitment. However, empirical studies examining these three factors are scarce (Liou & Nyhan, 1994; Çakar & Ceylan, 2005, p.55).

According to this paradigm, employees may exhibit all three kinds of commitment to varying degrees. According to the hypothesis of Meyer and Allen, each dimension emerges from unique experiences and develops in response to the unique effects these experiences have on work behaviors. Affective commitment is influenced by personal characteristics, structural characteristics, work-related characteristics, and work experiences. Meyer and Allen argue that work experience has the strongest and most consistent correlation with emotional commitment (Yıldırım, 2003, p.373).

These three elements of commitment represent a psychological state that connects employees to an organization and influences their decision to leave or remain. Employees with affective commitment believe they wish to remain in the organization, those with continuance commitment believe they should remain, and those with normative commitment believe they must remain (Meyer & Allen, 1990, p.3).

It has been suggested that all three dimensions of commitment should be assessed concurrently in order to better comprehend the commitment attitudes of employees, on the grounds that an individual can experience all three dimensions concurrently to differing degrees. Meyer and Allen's Three-Dimensional Organizational Commitment Model helps managers understand the nature and extent of employee commitment to their organizations and elicit the desired employee behaviors (Sabuncuolu, 2007, p.615; Meyer et al., 1993, p.539).

In addition, all three types of commitment involve the formation of a bond between the employee and the organization, which decreases the likelihood of the employee quitting. However, the nature of this bond differs according to the three approaches described. Those with a high level of affective commitment remain members of the organization because they want to, those with a high level of continuance commitment remain members because their interests require it, and those with a high level of normative commitment remain members because they believe it should be so and what they do is correct (Çöl & Ardıç, 2008, p.160).

Individuals with little or no Organizational Commitment are predicted to be more likely to miss work, appear late, and quit because they do not consider themselves to be a part of the organization (Meyer & Allen, 1997). It is asserted that affective commitment develops as a result of positive work experiences and contributes to work efficiency, whereas continuance commitment develops as a result of seniority and the absence of alternatives and has minimal impact on work efficiency. It has been determined that normative commitment is related to employees' personal loyalty norms and is the form of commitment that has received the least amount of research. In addition, its effects on the workplace have not yet been determined (Meyer & Allen, 1996; Wasti, 2000).

## **2.7. The Relationship Between Emotional Intelligence, Organizational Justice and Organizational Commitment**

Emotional intelligence enables an individual to utilize both his or her intellect and emotions concurrently. It is known that a person's ability to recognize and regulate his own emotions as well as his ability to recognize the emotions of others motivate him under adverse conditions. This will assure both his and the organization's success. Even if he graduated from a prestigious university or has a high Intelligence Quotient (IQ), a person with limited abstract reasoning ability will not be successful in the business world. A person with high cognitive intelligence (CI) has the best chance of achieving success in the business world. (Arslan, et. al., 2013, p.171).

Individuals who attain emotional maturity through the cultivation of emotional intelligence are successful at environment adaptation, cooperation, and teamwork. Individuals develop their communication and collaboration skills when they recognize and utilize their own values and emotions. (Ural, 2001, p.211-212). Consequently, expeditious decisions made by problem-solving individuals with a high emotional quotient will allow them to be successful in the business world. This will increase their dedication to the company.

According to a study of 44 Fortune 500 companies, salespeople with high emotional intelligence double the average total revenue; in another study, technical programmers with a 10% increase in emotional intelligence developed their software three times quicker. (Poskey, 2006, p.4).

It is possible to ensure the continuity of an organization and its employees if they share a similar belief, value, and perception of justice (Taş, 2010, p.220).

Rather than relying on the power of machines, the survival of modern enterprises depends on the values of individuals and their contributions to the business. In the service industry, where human interaction is emphasized, employees' emotional intelligence is strongly correlated with their relationship with consumers and their ability to solve problems. Numerous businesses, recognizing the significance of this issue, have invested in training programs, seminars, and courses to foster the emotional intelligence of their employees. Arslan (2013, p.169-180.)

The employee's commitment to the organization is bolstered by just and equitable practices and conduct. If an employee perceives that his organization serves him fairly, he develops positive feelings toward the organization (Yavuz, 2010, p.303).

Commitment to an organization has a beneficial and noticeable impact on the behaviors that constitute organizational citizenship (Allen, N. J., & Meyer, J. P., 2000) Examined the effects of emotional intelligence on Organizational Commitment and employee behavior. The relationship between emotional intelligence, Organizational Commitment, and organizational employee behavior has been determined to be positive (Antony (2013, p.110).

Many research studies have examined the relationship between Emotional Intelligence and Organizational Commitment such as; Antony (2013), Ghorbani and Sani (2012), Ronaghi et al. (2013) and Jeloudar and Goodarzi (2012) all these studies have established a positive relationship between Emotional Intelligence and Organizational Commitment. Investigated the relationship between Emotional Intelligence and Organizational Commitment and found that Emotional Intelligence and Organizational Commitment subcomponents were positively related (Khan et al. 2014, p.11).

Employees with Organizational Commitment will have a strong belief in the organization's aims and values, and will follow all instructions and expectations with dedication. In addition, they will make additional efforts to accomplish the desired outcomes. Employees who are engaged are intrinsically motivated (Balay, 2000)

In addition, when employees believe that their pay is insufficient in relation to their efforts, their reactions may have implications for the organization. These outcomes; sense of dignity, trust, absenteeism, employee turnover, job satisfaction, quality of interaction between employees, performance, organizational loyalty, stress, and workplace aggression (St-Pierre & Holmes, 2010, p.1170).

It is possible to ensure the continuity of an organization and its employees if they share a similar belief, value, and perception of justice (Taş, 2010, p.220).

It is difficult to motivate and direct employees when organizational justice is lacking (Greenberg, 1990). In fact, Hoad (1993) stated that every injustice causes dissatisfaction, loss of motivation, and alienation from the workplace, while Morgan (1986) investigated the power struggle resulting from organizational processes and concluded that all types of discomfort and conflict originate within the organization. The workplace was rife with inequity (Tutar, 2007, p. 107).

The perception of unequal distribution of justice among employees causes workplace dissatisfaction (Brief, 1998). In conclusion, justice unites individuals, whereas injustice can lead to fragmentation.



### 3. RESEARCH METHODOLOGY

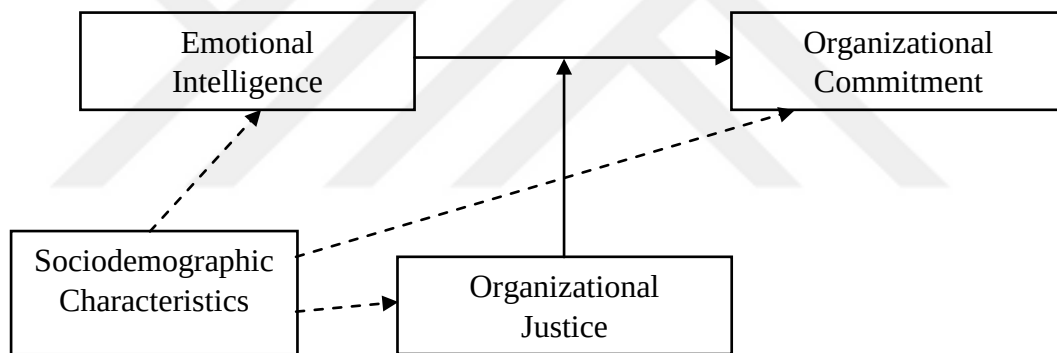
In this chapter, information such as model of research, sampling procedure, measurement tools and collection of data are given in detail.

#### 3.1. Research Design

This research was conducted in accordance with the correlational survey model. Karasar (2016, p.77) describes the correlational survey model as a research model aimed at determining whether there is a simultaneous change among two or more variables and, if so, determining the degree of this change. The Model of The Study is Depicted in Figure 1.

**Figure 1**

*Research Model of the Study*



Based on the literature review provided above, the following hypotheses were developed:

#### **Hypotheses;**

**H<sub>1</sub>:** Emotional intelligence has a significant positive effect on Organizational Commitment.

**H<sub>2</sub>:** Organizational Justice moderates the relationship between Emotional Intelligence and Organizational Commitment.

**H<sub>3</sub>:** Demographic factors have an impact on these concepts.

### **3.2. Population and Sample**

The universe of the research consists of faculty members working at Yeditepe University Faculty of Medicine.

The sample of the study, on the other hand, is composed of a total of 107 individuals selected through convenience sampling method from within the population. Convenience sampling is described as a sampling method where the selection of units is made from readily accessible and representative units believed to represent the population (Tuna, 2016).

### **3.3. Data Collection**

The research data was collected through a survey method. For this purpose, a questionnaire consisting of three sections was used, namely:

- (I) Demographic Information Form (Appendix A)
- (II) Emotional Intelligence Scale (EIS) (Appendix A)
- (III) Organizational Commitment Scale (OCS) (Appendix A)
- (IV) Organizational Justice Scale (OJS) (Appendix A)

Participants were asked to complete the questionnaire, providing their responses to the items in each section.

#### **3.3.1. Demographic Information Form**

The Demographic Information Form included various questions related to participants' gender, age, educational status, marital status, years of employment both in the institution and overall, their roles and positions within the institution.

#### **3.3.2. Emotional Intelligence Scale (EIS)**

The Emotional Intelligence Scale (EIS) was developed by Lee & Kwak (2012) and adapted into Turkish through validity and reliability studies conducted by Kayıhan & Arslan (2016). The original version of the scale consisted of a total of 20 items rated on a 5-point Likert scale. However, based on the factor analysis conducted in this study, two items (items 11 and 20) were excluded from the scale. The final version of the scale comprised 6 items (items 1-6) representing the Emotional Recognition/Understanding subscale, 4 items (items 7-10) representing the Emotional Facilitation subscale, and 8 items (items 11-18) representing the Emotional Regulation subscale. The validity of the scale was found to be 56.155%, and the Cronbach's alpha reliability coefficient was 0.871. Detailed information regarding the validity and reliability studies can be found in the findings section.

### **3.3.3. Organizational Commitment Scale (OCS)**

The Organizational Commitment Scale (OCS) was developed by Kılıç (2008). The original version of the scale consisted of a total of 20 items rated on a 5-point Likert scale. However, based on the factor analysis conducted in this study, four items (items 16, 18, 19, and 20) were excluded from the scale. The scale demonstrated a unidimensional structure in its final version, and the validity of the scale was found to be 61.399%, with a Cronbach's alpha reliability coefficient of 0.956. Detailed information regarding the validity and reliability studies can be found in the findings section.

### **3.3.4. Organizational Justice Scale (OJS)**

The Organizational Justice Scale (OJS) was developed by Niehoff & Moorman (1993) and adapted into Turkish by Yıldırım (2007) through validity and reliability studies. The original version of the scale consisted of a total of 20 items rated on a 5-point Likert scale. In this study, all 20 items were retained after the factor analysis. However, in the final version of the scale, 5 items (items 1-5) formed the Fair Distribution subscale, while the remaining 15 items (items 6-20) constituted the Fair Action and Interaction subscale. The validity of the scale was found to be 76.005%, with a Cronbach's alpha reliability coefficient of 0.975. Detailed information regarding the validity and reliability studies can be found in the findings section.

### 3.4. Analysis of Data

The analysis of the collected data in the scope of the research was conducted using quantitative analysis methods. Introductory findings regarding the participants and their levels of Emotional Intelligence, Organizational Commitment, and Perceived Organizational Justice were determined through frequency and percentage analysis, as well as descriptive statistical methods such as mean and standard deviation. Pearson correlation analysis was employed to examine the relationships between Emotional Intelligence, Organizational Commitment, and Organizational Justice. The impact of Emotional Intelligence on Organizational Commitment was determined through simple and multiple linear regression. The moderating role of Organizational Justice was examined using the 1st model in the Hayes Process model.

Moreover, independent groups t-tests and one-way ANOVA were performed to assess the effects of various sociodemographic characteristics on Emotional Intelligence, Organizational Commitment, and Organizational Justice. All analyses were evaluated at a significance level of  $p < 0.05$  with a confidence interval of 95%.

Additionally, the skewness and kurtosis values were examined to determine whether the scale scores followed a normal distribution. Since all of the relevant values were less than 1.00, it was concluded that the data exhibited a normal distribution, and parametric methods were used. A factor load value of 0.45 or higher is a good measure of choice. However, in practice, this limit value can be reduced to 0.30 for a small number of substances (Büyüköztürk, 2011). (Table 4)

**Table 4***Skewness and Kurtosis Values of Scale Scores*

|                                        | N   | Skewness  |             | Kurtosis  |             |
|----------------------------------------|-----|-----------|-------------|-----------|-------------|
|                                        |     | Statistic | S.<br>Error | Statistic | S.<br>Error |
| Emotional Intelligence                 | 107 | 0.218     | 0.234       | 0.060     | 0.463       |
| Emotional<br>Recognition/Understanding | 107 | 0.075     | 0.234       | -0.776    | 0.463       |
| Emotional Facilitation                 | 107 | -0.167    | 0.234       | -0.407    | 0.463       |
| Emotional Regulation                   | 107 | -0.278    | 0.234       | 0.562     | 0.463       |
| Organizational Commitment              | 107 | -0.545    | 0.234       | 0.263     | 0.463       |
| Organizational Justice                 | 107 | -0.088    | 0.234       | -0.338    | 0.463       |
| Fair Distribution                      | 107 | -0.389    | 0.234       | -0.081    | 0.463       |
| Fair Action and Interaction            | 107 | -0.105    | 0.234       | -0.380    | 0.463       |

| Emotional Intelligence Scale                                                                                                | N   | Skewness  |          | Kurtosis  |          |
|-----------------------------------------------------------------------------------------------------------------------------|-----|-----------|----------|-----------|----------|
|                                                                                                                             |     | Statistic | S. Error | Statistic | S. Error |
| 1- I can recognize others' feelings and moods even when I do not know them very well.                                       | 107 | -0.665    | 0.234    | 0,487     | 0,463    |
| 2- I can recognize others' feelings and moods through voices, tones, and facial expressions.                                | 107 | -0.304    | 0.234    | -0,657    | 0,463    |
| 3- I can label emotions of self and others.                                                                                 | 107 | -0.410    | 0.234    | 0,264     | 0,463    |
| 4- I understand the emotions and feelings expressed in pictures and music.                                                  | 107 | -0.612    | 0.234    | 0,487     | 0,463    |
| 5- I understand that there are complicated and delicate feelings and emotions.                                              | 107 | -0.611    | 0.234    | -0,167    | 0,463    |
| 6- I understand that a person can love and hate someone at the same time.                                                   | 107 | -0.653    | 0.234    | -0,072    | 0,463    |
| 7- If I have to do something I do not like, I try to change my mind, and enjoy it.                                          | 107 | 0.269     | 0.234    | -0,326    | 0,463    |
| 8- When I feel empty after completing a task, I try to cheer up and be ready for the next event.                            | 107 | -0.392    | 0.234    | -0,661    | 0,463    |
| 9- When I do not feel like doing my work, I try my best to overcome my feelings.                                            | 107 | -0.757    | 0.234    | 0,441     | 0,463    |
| 10- If I hear good news about my colleague, I feel glad and want to celebrate together. I try to forget bad things quickly. | 107 | -1.336    | 0.234    | 1,977     | 0,463    |
| 12- When I feel afraid of something, I do not avoid but encounter it.                                                       | 107 | -0.478    | 0.234    | -0,283    | 0,463    |
| 13- I can control my feelings well.                                                                                         | 107 | -0.382    | 0.234    | -0,217    | 0,463    |
| 14- I can change my moods when I feel depressed.                                                                            | 107 | -0.406    | 0.234    | 0,072     | 0,463    |
| 15- I have my own way to cheer up when I feel down.                                                                         | 107 | -0.482    | 0.234    | -0,068    | 0,463    |
| 16- I know how to calm down anger.                                                                                          | 107 | -0.391    | 0.234    | -0,434    | 0,463    |
| 17- I can change my emotions according to the situation.                                                                    | 107 | -0.371    | 0.234    | 0,109     | 0,463    |
| 18- I do not lose hope even when things do not go well.                                                                     | 107 | -0.429    | 0.234    | -0,485    | 0,463    |
| 19- I can perceive my emotions to do things in order.                                                                       | 107 | -0.366    | 0.234    | -0,545    | 0,463    |

| Organizational Commitment Scale                                                                                                        | N   | Skewness  |          | Kurtosis  |          |
|----------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|----------|-----------|----------|
|                                                                                                                                        |     | Statistic | S. Error | Statistic | S. Error |
| 1- I feel like I belong to this business.                                                                                              | 107 | -0.753    | 0.234    | 0,106     | 0,463    |
| 2- I tell my friends that this business is a great place to work.                                                                      | 107 | -0.575    | 0.234    | -0,211    | 0,463    |
| 3- I am ready to put more effort into making this business successful.                                                                 | 107 | -0.999    | 0.234    | 1,495     | 0,463    |
| 4- I am ready to do any task given in order to continue working in this company.                                                       | 107 | -0.223    | 0.234    | -0,340    | 0,463    |
| 5- The attitudes and behaviors required from the employees in this enterprise are in harmony with my own thoughts and value judgments. | 107 | -0.530    | 0.234    | -0,058    | 0,463    |
| 6- I am proud to tell those around me that I am an employee of this business.                                                          | 107 | -1.179    | 0.234    | 2,300     | 0,463    |
| 7- This business affects me positively in terms of increasing my job performance.                                                      | 107 | -0.393    | 0.234    | -0,510    | 0,463    |
| 8- Working conditions (physical environment, working hours, workload, etc.) in this establishment are suitable for me.                 | 107 | -0.536    | 0.234    | -0,563    | 0,463    |
| 9- As long as I work in this company, I believe that I will come to the place I deserve.                                               | 107 | -0.338    | 0.234    | -0,335    | 0,463    |
| 10- I believe that continuing to work in this company will contribute to my career.                                                    | 107 | -0.911    | 0.234    | 0,722     | 0,463    |
| 11- I always approve the practices of this company regarding its employees.                                                            | 107 | -0.028    | 0.234    | -0,443    | 0,463    |
| 12- The future of this business is important to me.                                                                                    | 107 | -1.227    | 0.234    | 1,458     | 0,463    |
| 13- For me, this business is the best one to work for.                                                                                 | 107 | -0.209    | 0.234    | -0,571    | 0,463    |
| 14- I see the problems of this business as my own.                                                                                     | 107 | -0.630    | 0.234    | -0,363    | 0,463    |
| 15- I always want to use my professional knowledge and experience in this business.                                                    | 107 | -0.827    | 0.234    | 0,204     | 0,463    |
| 17- I believe that I will be promoted to higher positions in this company.                                                             | 107 | -0.214    | 0.234    | -0,704    | 0,463    |

| Organizational Justice Scale                                                                                                                    | N   | Skewness  |          | Kurtosis  |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|----------|-----------|----------|
|                                                                                                                                                 |     | Statistic | S. Error | Statistic | S. Error |
| 1- My work schedule is fair.                                                                                                                    | 107 | -0.906    | 0.234    | 0,313     | 0,463    |
| 2- I think my pay is fair.                                                                                                                      | 107 | 0.246     | 0.234    | -0,798    | 0,463    |
| 3- I think my workload is fair.                                                                                                                 | 107 | -0.280    | 0.234    | -0,621    | 0,463    |
| 4- Taken as a whole, I think the gains I have made from my workplace are fair.                                                                  | 107 | -0.268    | 0.234    | -0,624    | 0,463    |
| 5- I feel that my job responsibilities are fair.                                                                                                | 107 | -0.726    | 0.234    | -0,173    | 0,463    |
| 6- Business-related decisions are taken by managers in an impartial manner.                                                                     | 107 | -0.218    | 0.234    | -0,700    | 0,463    |
| 7- Managers take the opinions of all employees before making business decisions.                                                                | 107 | 0.416     | 0.234    | -0,827    | 0,463    |
| 8- Managers collect accurate and complete information before making business decisions.                                                         | 107 | 0.174     | 0.234    | -0,827    | 0,463    |
| 9- Managers explain the decisions made to the employees and provide additional information when requested.                                      | 107 | 0.449     | 0.234    | -0,544    | 0,463    |
| 10- All work-related decisions apply without discrimination to all employees affected by them.                                                  | 107 | 0.191     | 0.234    | -0,817    | 0,463    |
| 11- Employees may oppose the managers' decisions regarding work or may request that these decisions be re-negotiated by the higher authorities. | 107 | 0.104     | 0.234    | -0,936    | 0,463    |
| 12- My managers treat me kindly and caringly when making decisions about my job.                                                                | 107 | -0.608    | 0.234    | -0,442    | 0,463    |
| 13- While making decisions about my job, my managers treat me with respect and give importance to me.                                           | 107 | -0.631    | 0.234    | -0,422    | 0,463    |
| 14- My managers are sensitive to my personal needs when making business decisions                                                               | 107 | -0.277    | 0.234    | -0,823    | 0,463    |
| 15- While making business decisions, my managers are honest and sincere with me.                                                                | 107 | -0.441    | 0.234    | -0,527    | 0,463    |
| 16- When making decisions about my job, my managers respect my rights as an employee.                                                           | 107 | -0.396    | 0.234    | -0,491    | 0,463    |
| 17- My managers discuss the consequences of my business decisions with me.                                                                      | 107 | -0.069    | 0.234    | -0,903    | 0,463    |
| 18- My managers give appropriate justifications for decisions about my job.                                                                     | 107 | -0.182    | 0.234    | -0,751    | 0,463    |
| 19- While making decisions about my job, my managers give me reasonable explanations.                                                           | 107 | -0.151    | 0.234    | -0,621    | 0,463    |
| 20- My managers clearly explain every decision made about my business to me.                                                                    | 107 | -0.077    | 0.234    | -1,020    | 0,463    |

## 4. RESEARCH FINDINGS

In this section, the findings obtained through the analysis of the data collected within the scope of the research are provided.

### 4.1. Introductory Findings Regarding the Participants

This study involved the participation of 107 individuals and aimed to investigate the impact of emotional intelligence on Organizational Commitment, as well as the moderating role of organizational justice. Table 5. provides an overview of the participants' distribution based on their gender, age, marital status, and roles within the organization.

The study examined several demographic and professional characteristics of the participants. Regarding gender, the sample consisted of 107 individuals, with 42 (39.3%) being male and 65 (60.7%) being female. In terms of age groups, the participants were categorized into three groups. The majority of the sample, 64 individuals (59.8%), fell into the age group of 41-60. There were 30 participants (28.0%) who were 40 years old or below, while 13 individuals (12.1%) were 61 years old or above. The marital status of the participants varied, with the majority being married. Out of the total sample, 77 participants (72.0%) reported being married. In contrast, 17 individuals (15.9%) were single, 10 participants (9.3%) were divorced, and only 3 individuals (2.8%) were widowed.

The study also explored the participants' roles within the institution. The largest group was only work as faculty members, comprising 59 individuals (55.1%) of the sample. The next significant category was the head of department, accounting for 23 participants (21.5%). Assistant academic staff constituted 16 individuals (15.0%), while unit coordinators comprised 6 participants (5.6%). The remaining roles, such as assistant doctors, chief physician assistants, and others, represented smaller percentages of the sample.

Furthermore, the participants' titles within the institution were examined. Among the sample, 36 individuals (33.6%) held the title of professor, making it the most common title. Assistant professors accounted for 27 participants (25.2%), while associate professors constituted 24 individuals (22.4%). There were also 10 participants (9.3%) identified as specialization students (assistants), 8 individuals (7.5%) as research assistants, and 2 participants (1.9%) as instructors.

Regarding administrative duties, 40 participants (37.4%) reported having

administrative responsibilities within the institution, while the majority, 67 individuals (62.6%), did not hold such duties.

**Table 5**

*Distribution of Participants by Gender, Age Martial Status, and Roles*

|                                                               | <b>n</b>   | <b>%</b>   |
|---------------------------------------------------------------|------------|------------|
| <b>Gender</b>                                                 |            |            |
| Male                                                          | 42         | 39.3       |
| Female                                                        | 65         | 60.7       |
| <b>Age Group</b>                                              |            |            |
| 40 and below                                                  | 30         | 28.0       |
| 41-60                                                         | 64         | 59.8       |
| 61 and above                                                  | 13         | 12.1       |
| <b>Marital status</b>                                         |            |            |
| Married                                                       | 77         | 72.0       |
| Single                                                        | 17         | 15.9       |
| Divorced                                                      | 10         | 9.3        |
| Widowed                                                       | 3          | 2.8        |
| <b>Role in the Institution</b>                                |            |            |
| Faculty Member                                                | 59         | 55.1       |
| Head of Department                                            | 23         | 21.5       |
| Assistant Academic Staff                                      | 16         | 15.0       |
| Unit Coordinator                                              | 6          | 5.6        |
| Assistant Dr.                                                 | 2          | 1.9        |
| Chief Physician Assist.                                       | 1          | 0.9        |
| <b>Title in the Institution</b>                               |            |            |
| Professor                                                     | 36         | 33.6       |
| Assistant Professor                                           | 27         | 25.2       |
| Associate Professor                                           | 24         | 22.4       |
| Specialization Student (Assistant)                            | 10         | 9.3        |
| Research Assistant                                            | 8          | 7.5        |
| Instructor                                                    | 2          | 1.9        |
| <b>Do you have an administrative duty in the institution?</b> |            |            |
| Yes                                                           | 40         | 37.4       |
| No                                                            | 67         | 62.6       |
| <b>Total</b>                                                  | <b>107</b> | <b>100</b> |

Table 6. provides insights into the participants' working time in the institution, total work experience, monthly income, and job change history before their last job.

**Table 6**

*Distribution of Participants by Working Duration and Income*

|                                                                    | <b>n</b> | <b>%</b> |
|--------------------------------------------------------------------|----------|----------|
| <b>Working Time in the Institution (years)</b>                     |          |          |
| <9 years                                                           | 65       | 61.3     |
| 10-15 years                                                        | 16       | 15.1     |
| 16+ years                                                          | 25       | 23.6     |
| <b>Total Working Time (years)</b>                                  |          |          |
| <9 years                                                           | 28       | 26.4     |
| 10-15 years                                                        | 18       | 17.0     |
| 16+ years                                                          | 60       | 56.6     |
| <b>Monthly Income</b>                                              |          |          |
| 5,001-10,000 TL                                                    | 5        | 4.7      |
| 10,001-15,000 TL                                                   | 6        | 5.6      |
| 15,001-20,000 TL                                                   | 8        | 7.5      |
| 20,001-25,000 TL                                                   | 13       | 12.1     |
| 25,001-30,000 TL                                                   | 8        | 7.5      |
| 30,001 TL and above                                                | 67       | 62.6     |
| <b>How many jobs did you change before starting your last job?</b> |          |          |
| None                                                               | 2        | 1.9      |
| 1-3                                                                | 83       | 77.6     |
| 4-6                                                                | 21       | 19.6     |
| 10                                                                 | 1        | 0.9      |

As seen in Table 6., the distribution of participants based on their working time in the institution revealed that 65 individuals (61.3%) had been working for less than 9 years. There were 16 participants (15.1%) who had a working duration ranging from 10 to 15 years. Additionally, 25 individuals (23.6%) had accumulated 16 or more years of experience within the institution.

In terms of the total working time, 28 participants (26.4%) reported having less than 9 years of overall work experience. 18 individuals (17.0%) had a total working duration between 10 and 15 years. Moreover, a significant number of participants, 60 individuals (56.6%), indicated that they had been working for 16 years or more.

The monthly income distribution showed that 5 participants (4.7%) reported earning between 5,001 and 10,000 TL, 6 individuals (5.6%) had a monthly income ranging from 10,001 to 15,000 TL. Furthermore, 8 participants (7.5%) reported earning between 15,001 and 20,000 TL, while 13 individuals (12.1%) fell within the income range of 20,001 to 25,000 TL. Additionally, 8 participants (7.5%) had a monthly income between 25,001 and 30,000 TL. The majority of participants, 67 individuals (62.6%), had a monthly income of 30,001 TL and above.

When asked about the number of jobs they had changed before starting their last job, 2 participants (1.9%) reported not having changed any jobs. The majority, 83 individuals (77.6%), had changed between 1 and 3 jobs. 21 participants (19.6%) indicated that they had changed 4 to 6 jobs. Lastly, 1 participant (0.9%) reported having changed 10 jobs before starting his/her last job.

Table 7. presents the distribution of participants by the units they worked in. As seen in Table 7., participants in this study were distributed among various working units. The largest percentage of participants, accounting for 6.5% of the total, worked in the “Internal diseases” unit. Following closely behind, both “emergency medicine” and “child health and diseases” units had equal percentages of 5.6%. Several other units also had notable representation among the participants. These included “physiology,” “histology and embryology,” “gynecology and obstetrics,” and “radiology,” each accounting for 4.7% of the participants.

Furthermore, units such as “medical education,” “psychiatry,” “medical biochemistry,” “medical biology,” and “medical microbiology” each accounted for 3.7% of the participants. Other units had smaller but still notable percentages ranging from 2.8% to 0.9%. These units encompassed a wide range of medical specialties and disciplines, such as “anatomy,” “anesthesiology,” “general surgery,” “cardiology,” “neurology,” “biophysics,” “thoracic surgery,” “eye diseases,” “public health,” “immunology,” “ENT”, “medical pharmacology,” “medical genetics,” and many others.

**Table 7***Distribution of Participants by Units they Worked in*

| <b>Working Unit</b>       | <b>n</b> | <b>%</b> | <b>Working Unit</b>                          | <b>n</b>   | <b>%</b>   |
|---------------------------|----------|----------|----------------------------------------------|------------|------------|
| Internal diseases         | 7        | 6.5      | Public health                                | 2          | 1.9        |
| Emergency Medicine        | 6        | 5.6      | Immunology                                   | 2          | 1.9        |
| Child Health and Diseases | 6        | 5.6      | ENT                                          | 2          | 1.9        |
| Physiology                | 5        | 4.7      | Medical Pharmacology                         | 2          | 1.9        |
| Histology and Embryology  | 5        | 4.7      | Medical Genetics                             | 2          | 1.9        |
| Gynecology and Obstetrics | 5        | 4.7      | Brain surgery                                | 1          | 0.9        |
| Radiology                 | 5        | 4.7      | Biostatistics and Medical Informatics        | 1          | 0.9        |
| Medical education         | 5        | 4.7      | Biochemistry                                 | 1          | 0.9        |
| Psychiatry                | 4        | 3.7      | Pediatric Surgery                            | 1          | 0.9        |
| Medical Biochemistry      | 4        | 3.7      | Child Psychiatry                             | 1          | 0.9        |
| Medical Biology           | 4        | 3.7      | Internal medicine                            | 1          | 0.9        |
| Medical Microbiology      | 4        | 3.7      | Dermatology                                  | 1          | 0.9        |
| Anatomy                   | 3        | 2.8      | Infectious Diseases                          | 1          | 0.9        |
| Anesthesiology            | 3        | 2.8      | Pharmacology                                 | 1          | 0.9        |
| General Surgery           | 3        | 2.8      | Physical Type and Rehabilitation             | 1          | 0.9        |
| Cardiology                | 3        | 2.8      | Chest Diseases                               | 1          | 0.9        |
| Neurology                 | 3        | 2.8      | Orthopedics and Traumatology                 | 1          | 0.9        |
| Biophysics                | 2        | 1.9      | Pathophysiology                              | 1          | 0.9        |
| Thoracic Surgery          | 2        | 1.9      | Plastic Reconstructive and Aesthetic Surgery | 1          | 0.9        |
| Eye diseases              | 2        | 1.9      | Medical Pathology                            | 1          | 0.9        |
| Internal diseases         | 7        | 6.5      | <b>Total</b>                                 | <b>107</b> | <b>100</b> |

In addition, Table 8. presents the statistics on participants' age and working duration.

**Table 8**

*Statistics on Participants' Age and Working Duration*

|                                         | <b>n</b> | <b>Min.</b> | <b>Max.</b> | <b><math>\bar{x}</math></b> | <b>s</b> |
|-----------------------------------------|----------|-------------|-------------|-----------------------------|----------|
| Age                                     | 107      | 26          | 72          | 47.07                       | 10.95    |
| Working Time in the Institution (years) | 107      | 1           | 28          | 8.97                        | 6.17     |
| Total Working Time (years)              | 107      | 1           | 50          | 18.35                       | 11.78    |

As seen in Table 8, the age of the 107 participants ranged from a minimum of 26 to a maximum of 72 years. The average age ( $\bar{x}$ ) of the participants was 47.07 years, with a standard deviation (s) of 10.95. The working duration of participants in the institution ranged from a minimum of 1 year to a maximum of 28 years. On average, participants had been working in the institution for approximately 8.97 years, with a standard deviation of 6.17. The total work experience of participants, including their time in the current institution and any previous work, ranged from a minimum of 1 year to a maximum of 50 years. The average total working time was 18.35 years, with a standard deviation of 11.78.

## **4.2. Validity and Reliability Findings of the Scales**

### **4.2.1. Emotional Intelligence Scale (EIS)**

The validity and reliability of the Emotional Intelligence Scale (EIS) were assessed through an Exploratory Factor Analysis and Cronbach's Alpha analysis. The results of these analyses can be found in Table 9.

As seen in Table 9., The EIS used in this study consisted of 18 items. Two items (Item 11 and Item 20) were excluded from the scale during the analysis. And, the Keiser-Meyer-Olkin (KMO) measure of sampling adequacy yielded a value of 0.813, which exceeds the recommended threshold of 0.60 (Büyüköztürk, 2011), indicating the suitability of the data for factor analysis. Additionally, Bartlett's Test of Sphericity resulted in a statistically significant value ( $p < 0.000$ ), supporting the adequacy of the sample size. The Exploratory Factor Analysis revealed that the EIS, comprising three subscales (Emotional Regulation, Emotional Recognition/Understanding, and Emotional Facilitation), accounted for a total variance explained of 56.155%. The

Emotional Regulation subscale explained 33.119% of the total variance, while the Emotional Recognition/Understanding subscale accounted for 14.662% of the variance. The Emotional Facilitation subscale contributed 8.374% to the total variance. In conclusion, the findings indicate that the EIS is valid, with the explained variance exceeding the recommended threshold of 50% (Büyüköztürk, 2011).

**Table 9**

*Validity and Reliability Findings of the Emotional Intelligence Scale (EIS)*

| Item                                                                                                                        | Emotional Regulation | Emotional Recognition/Understanding | Emotional Facilitation | % of Variance | Cronbach's Alpha |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------|------------------------|---------------|------------------|
| 2- I can recognize others' feelings and moods through voices, tones, and facial expressions.                                |                      | 0.781                               |                        | 14.662        | 0.792            |
| 3- I can label emotions of self and others.                                                                                 |                      | 0.775                               |                        |               |                  |
| 1- I can recognize others' feelings and moods even when I do not know them very well.                                       |                      | 0.717                               |                        |               |                  |
| 5- I understand that there are complicated and delicate feelings and emotions.                                              |                      | 0.705                               |                        |               |                  |
| 4- I understand the emotions and feelings expressed in pictures and music.                                                  |                      | 0.692                               |                        |               |                  |
| 6- I understand that a person can love and hate someone at the same time.                                                   |                      | 0.588                               |                        |               |                  |
| 9- When I do not feel like doing my work, I try my best to overcome my feelings.                                            |                      |                                     | -0.755                 | 8.374         | 0.715            |
| 10- If I hear good news about my colleague, I feel glad and want to celebrate together. I try to forget bad things quickly. |                      |                                     | -0.718                 |               |                  |
| 8- When I feel empty after completing a task, I try to cheer up and be ready for the next event.                            |                      |                                     | -0.67                  |               |                  |
| 7- If I have to do something I do not like, I try to change my mind, and enjoy it.                                          |                      |                                     | -0.44                  |               |                  |
| 14- I can change my moods when I feel depressed.                                                                            | 0.857                |                                     |                        | 33.119        | 0.881            |
| 13- I can control my feelings well.                                                                                         | 0.797                |                                     |                        |               |                  |
| 17- I can change my emotions according to the situation.                                                                    | 0.793                |                                     |                        |               |                  |
| 15- I have my own way to cheer up when I feel down.                                                                         | 0.707                |                                     |                        |               |                  |

|                                                                       |        |
|-----------------------------------------------------------------------|--------|
| 16- I know how to calm down anger.                                    | 0.663  |
| 19- I can perceive my emotions to do things in order.                 | 0.652  |
| 18- I do not lose hope even when things do not go well.               | 0.597  |
| 12- When I feel afraid of something, I do not avoid but encounter it. | 0.551  |
| Total Variance Explained (%)                                          | 56.155 |
| Keiser-Meyer-Olkin (KMO)                                              | 0.813  |
| Bartlett's Test of Sphericity (p)                                     | 0.000  |
| Total Reliability                                                     | 0.871  |

In addition, the reliability of the EIS and its subscales was assessed using Cronbach's Alpha coefficients. The overall scale demonstrated high internal consistency, with a Cronbach's Alpha coefficient of 0.871. This finding suggests that the items within the scale are highly reliable measures of emotional intelligence, as values of 0.70 and above are considered good according Büyüköztürk (2011). Furthermore, each subscale demonstrated satisfactory internal consistency, indicating good reliability. The Emotional Regulation subscale exhibited a coefficient of 0.881, the Emotional Recognition/Understanding subscale showed a coefficient of 0.792, and the Emotional Facilitation subscale had a coefficient of 0.715.

#### 4.2.2. Organizational Commitment Scale (OCS)

The validity and reliability of the Organizational Commitment Scale (OCS) were examined exploratory factor analysis and Cronbach's Alpha, and the results are presented in Table 10.

**Table 10**

*Validity and Reliability Findings of the Organizational Commitment Scale (OCS)*

| Item                                                                                     | Organizational Commitment |
|------------------------------------------------------------------------------------------|---------------------------|
| 7- This business affects me positively in terms of increasing my job performance.        | 0.863                     |
| 2- I tell my friends that this business is a great place to work.                        | 0.851                     |
| 13- For me, this business is the best one to work for.                                   | 0.850                     |
| 6- I am proud to tell those around me that I am an employee of this business.            | 0.848                     |
| 9- As long as I work in this company, I believe that I will come to the place I deserve. | 0.845                     |
| 1- I feel like I belong to this business.                                                | 0.808                     |
| 14- I see the problems of this business as my own.                                       | 0.808                     |
| 3- I am ready to put more effort into making this business successful.                   | 0.784                     |

|                                                                                                                                        |        |
|----------------------------------------------------------------------------------------------------------------------------------------|--------|
| 11- I always approve the practices of this company regarding its employees.                                                            | 0.778  |
| 12- The future of this business is important to me.                                                                                    | 0.760  |
| 5- The attitudes and behaviors required from the employees in this enterprise are in harmony with my own thoughts and value judgments. | 0.757  |
| 10- I believe that continuing to work in this company will contribute to my career.                                                    | 0.753  |
| 4- I am ready to do any task given in order to continue working in this company.                                                       | 0.735  |
| 15- I always want to use my professional knowledge and experience in this business.                                                    | 0.733  |
| 8- Working conditions (physical environment, working hours, workload, etc.) in this establishment are suitable for me.                 | 0.710  |
| 17- I believe that I will be promoted to higher positions in this company.                                                             | 0.612  |
| Total Variance Explained (%)                                                                                                           | 61.399 |
| Keiser-Meyer-Olkin (KMO)                                                                                                               | 0.928  |
| Bartlett's Test of Sphericity (p)                                                                                                      | 0.000  |
| Total Reliability                                                                                                                      | 0.956  |

The OCS utilized in this study comprised 16 items, with four items (Items 16, 18, 19, and 20) being excluded from the scale during the analysis. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy yielded an impressive value of 0.928, surpassing the recommended threshold of 0.60 (Büyüköztürk, 2011), signifying the suitability of the data for factor analysis. Furthermore, the Bartlett's Test of Sphericity yielded a statistically significant result ( $p < 0.000$ ), indicating the appropriateness of the sample size for factor analysis. The findings of the exploratory factor analysis demonstrated that the OCS accounted for a substantial proportion of the total variance, with a total variance explained of 61.399%. The scale consisted of a single subscale, namely Organizational Commitment, which exhibited strong factor loadings for each item.

Reliability analysis using Cronbach's Alpha coefficient revealed excellent (George and Mallery, 2010) internal consistency for the OCS, with a coefficient of 0.956. This high coefficient suggests that the items within the scale are highly reliable measures of Organizational Commitment.

#### **4.2.3. Organizational Justice Scale (OJS)**

The validity and reliability of the Organizational Justice Scale (OJS) were examined and the results are presented in Table 11.

The OJS consisted of 20 items, which measured two dimensions: Fair Action

and Interaction, and Fair Distribution. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy yielded a high value of 0.937, surpassing the recommended threshold of 0.60 (Büyüköztürk, 2011), indicating the suitability of the data for factor analysis. Additionally, the Bartlett's Test of Sphericity yielded a statistically significant result ( $p < 0.000$ ), confirming the adequacy of the sample size for factor analysis.

The findings of the factor analysis revealed that the OJS accounted for a substantial proportion of the total variance, with a total variance explained of 76.005%. The Fair Distribution subscale accounted for 7.720% of the variance, while the Fair Action and Interaction subscale contributed to a significantly higher proportion of the variance, at 68.285%.

Reliability analysis using Cronbach's Alpha coefficient demonstrated excellent internal consistency for the OJS, with an overall coefficient of 0.975 (George and Mallery, 2010). This high coefficient indicates that the items within the scale are highly reliable measures of organizational justice. Furthermore, each subscale demonstrated excellent internal consistency. The Fair Action and Interaction subscale exhibited a coefficient of 0.976, the Fair Distribution subscale showed a coefficient of 0.915.

**Table 11**

*Validity and Reliability Findings of the Organizational Justice Scale (OJS)*

| Item                                                                                                        | Fair<br>Action and<br>Interaction | Fair<br>Distribution | % of<br>Variance | Cronbach's<br>Alpha |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------|------------------|---------------------|
| 3- I think my workload is fair.                                                                             |                                   | 0.954                |                  |                     |
| 5- I feel that my job responsibilities are fair.                                                            |                                   | 0.929                |                  |                     |
| 1- My work schedule is fair.                                                                                |                                   | 0.781                | 7.720            | 0.915               |
| 4- Taken as a whole, I think the gains I<br>have made from my workplace are fair.                           |                                   | 0.740                |                  |                     |
| 2- I think my pay is fair.                                                                                  |                                   | 0.622                |                  |                     |
| 12- My managers treat me kindly and<br>caringly when making decisions about<br>my job.                      | 0.903                             |                      |                  |                     |
| 17- My managers discuss the consequences<br>of my business decisions with me.                               | 0.892                             |                      |                  |                     |
| 13- While making decisions about my job,<br>my managers treat me with respect and<br>give importance to me. | 0.892                             |                      | 68.285           | 0.976               |
| 15- While making business decisions, my<br>managers are honest and sincere with<br>me.                      | 0.882                             |                      |                  |                     |
| 19- While making decisions about my job,<br>my managers give me reasonable                                  | 0.875                             |                      |                  |                     |

|                                                                                                                                                 |       |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|
| explanations.                                                                                                                                   |       |        |
| 14- My managers are sensitive to my personal needs when making business decisions                                                               | 0.870 |        |
| 18- My managers give appropriate justifications for decisions about my job.                                                                     | 0.863 |        |
| 20- My managers clearly explain every decision made about my business to me.                                                                    | 0.853 |        |
| 9- Managers explain the decisions made to the employees and provide additional information when requested.                                      | 0.851 |        |
| 11- Employees may oppose the managers' decisions regarding work or may request that these decisions be re-negotiated by the higher authorities. | 0.840 |        |
| 8- Managers collect accurate and complete information before making business decisions.                                                         | 0.810 |        |
| 7- Managers take the opinions of all employees before making business decisions.                                                                | 0.787 |        |
| 10- All work-related decisions apply without discrimination to all employees affected by them.                                                  | 0.757 |        |
| 6- Business-related decisions are taken by managers in an impartial manner.                                                                     | 0.729 |        |
| 16- When making decisions about my job, my managers respect my rights as an employee.                                                           | 0.727 |        |
| Total Variance Explained (%)                                                                                                                    |       | 76.005 |
| Keiser-Meyer-Olkin (KMO)                                                                                                                        |       | 0.937  |
| Bartlett's Test of Sphericity (p)                                                                                                               |       | 0.000  |
| Total Reliability                                                                                                                               |       | 0.975  |

#### **4.3. Emotional Intelligence, Organizational Commitment and Perceived Organizational Justice Levels of Participants**

Table 12. presents the descriptive statistics of scale scores that explain the levels of Emotional Intelligence, Organizational Commitment, and Perceived Organizational Justice among the participants.

**Table 12***Descriptive Statistics of Scale Scores*

|                                     | <b>n</b> | <b>Min.</b> | <b>Max.</b> | <b><math>\bar{x}</math></b> | <b>Sd</b> |
|-------------------------------------|----------|-------------|-------------|-----------------------------|-----------|
| Emotional Intelligence              | 107      | 48          | 90          | 67.81                       | 8.91      |
| Emotional Recognition/Understanding | 107      | 18          | 30          | 24.25                       | 3.40      |
| Emotional Facilitation              | 107      | 8           | 20          | 15.00                       | 2.64      |
| Emotional Regulation                | 107      | 13          | 40          | 28.56                       | 5.52      |
| Organizational Commitment           | 107      | 16          | 75          | 54.07                       | 12.44     |
| Organizational Justice              | 107      | 20          | 100         | 61.49                       | 19.38     |
| Fair Distribution                   | 107      | 5           | 25          | 16.21                       | 4.84      |
| Fair Action and Interaction         | 107      | 15          | 75          | 45.27                       | 15.55     |

Based on the findings in Table 12., regarding emotional intelligence, the participants exhibited an average score of 67.81 (SD = 8.91) out of a potential range of 18 to 90. This indicates a relatively high level of emotional intelligence among the participants. Breaking down the components of emotional intelligence, the participants scored highest in emotional recognition/understanding (M = 24.25, SD = 3.40), demonstrating a strong ability to identify and comprehend emotions. They also displayed a moderate level of emotional facilitation (M = 15.00, SD = 2.64), indicating a reasonable capacity to utilize emotions to enhance cognitive processes. Furthermore, the participants demonstrated a relatively high level of emotional regulation (M = 28.56, SD = 5.52), signifying their ability to effectively manage and control their emotions in various situations.

In terms of Organizational Commitment, the participants reported an average score of 54.07 (SD = 12.44) out of a possible range of 16 to 80. This suggests a moderate level of commitment to their organization. Regarding perceived organizational justice, the participants exhibited an average score of 61.49 (SD = 19.38) out of a potential range of 20 to 100. This indicates a moderate level of perceived fairness and equity within the organizational context. Specifically, the participants rated fair distribution at an average of 16.21 (SD = 4.84). Additionally, they rated fair action and interaction at an average of 45.27 (SD = 15.55).

#### 4.4. Relationships Between Emotional Intelligence, Organizational Commitment and Organizational Justice

A Pearson correlation analysis was conducted to examine the relationships between emotional intelligence, Organizational Commitment, and organizational justice, as shown in Table 13.

**Table 13**

*Relationships Between Emotional Intelligence, Organizational Commitment and Organizational Justice*

|                                                 |   | (1) | (2)          | (3)          | (4)          | (5)          | (6)          | (7)          | (8)          |
|-------------------------------------------------|---|-----|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Emotional Intelligence (1)</b>               | r | 1   | 0.635        | 0.726        | 0.878        | 0.318        | 0.150        | 0.126        | 0.147        |
|                                                 | p |     | <b>0.000</b> | <b>0.000</b> | <b>0.000</b> | <b>0.001</b> | 0.124        | 0.196        | 0.130        |
| <b>Emotional Recognition/ Understanding (2)</b> | r |     | 1            | 0.283        | 0.274        | 0.095        | 0.100        | 0.078        | 0.101        |
|                                                 | p |     |              | <b>0.003</b> | <b>0.004</b> | 0.328        | 0.304        | 0.423        | 0.302        |
| <b>Emotional Facilitation (3)</b>               | r |     |              | 1            | 0.521        | 0.237        | 0.048        | -0.024       | 0.068        |
|                                                 | p |     |              |              | <b>0.000</b> | <b>0.014</b> | 0.620        | 0.809        | 0.488        |
| <b>Emotional Regulation (4)</b>                 | r |     |              |              | 1            | 0.342        | 0.157        | 0.167        | 0.144        |
|                                                 | p |     |              |              |              | <b>0.000</b> | 0.106        | 0.086        | 0.139        |
| <b>Organizational Commitment (5)</b>            | r |     |              |              |              | 1            | 0.751        | 0.744        | 0.705        |
|                                                 | p |     |              |              |              |              | <b>0.000</b> | <b>0.000</b> | <b>0.000</b> |
| <b>Organizational Justice (6)</b>               | r |     |              |              |              |              | 1            | 0.838        | 0.985        |
|                                                 | p |     |              |              |              |              |              | <b>0.000</b> | <b>0.000</b> |
| <b>Fair Distribution (7)</b>                    | r |     |              |              |              |              |              | 1            | 0.733        |
|                                                 | p |     |              |              |              |              |              |              | <b>0.000</b> |
| <b>Fair Action and Interaction (8)</b>          | r |     |              |              |              |              |              |              | 1            |
|                                                 | p |     |              |              |              |              |              |              |              |

\* The gray color indicates a weak but significant relationship, the yellow color represents a moderate and significant relationship, and the green color signifies a strong and significant relationship.

As seen in Table 13., significant positive relationships were found between Emotional Intelligence and Organizational Commitment ( $r=0.318$ ,  $p<0.05$ ), indicating that higher levels of Emotional Intelligence are associated with higher levels of Organizational Commitment.

Additionally, a strong positive correlation was observed between Organizational Commitment and Organizational Justice ( $r=0.751$ ,  $p<0.05$ ), suggesting that greater commitment is linked to a perception of greater organizational justice.

***“H<sub>4</sub>: There is a positive correlation between Organizational Commitment and Organizational Justice” has been accept.***

However, an insignificant positive correlation was found between Emotional Intelligence and Organizational Justice ( $r=0.150$ ,  $p>0.05$ ), indicating that there is no statistically significant relationship between Emotional Intelligence and perceived Organizational Justice in this particular sample.

***“H<sub>5</sub>: There is a positive correlation between Emotional Intelligence and Organizational Justice” has been accept.***

The table also provides detailed information on the relationships between the sub-dimensions of Emotional Intelligence and Organizational Justice. Notably, there were no significant relationships observed between the sub-dimensions of Emotional Intelligence and Organizational Justice. Similarly, the sub-dimensions of Emotional Intelligence were not found to be significantly related to the sub-dimensions of Organizational Justice.

***“H<sub>6</sub>: There is a positive relationship between Emotional Intelligence, Organizational Justice and its sub-dimensions.” has been rejected.***

However, significant relationships were identified between the sub-dimensions of Emotional Facilitation and Emotional Regulation, and Organizational Commitment. These findings highlight the importance of Emotional Facilitation and Emotional Regulation in fostering higher levels of Organizational Commitment.

***“H<sub>7</sub>: There is a positive correlation between the sub-dimensions of Emotional Facilitation, Emotional Regulation and Organizational Commitment” has been accept.***

#### 4.5. The Impact of Emotional Intelligence on Organizational Commitment and the Moderating Role of Organizational Justice

##### 4.5.1. The Impact of Emotional Intelligence on Organizational Commitment

Table 14. presents the effect of Emotional Intelligence on Organizational Commitment. The simple linear regression analysis yielded an r-squared value of 0.101, indicating that Emotional Intelligence explains approximately 10.1% of the variance in Organizational Commitment. The overall model was found to be statistically significant with an F-value of 11.827 ( $p < 0.05$ ), suggesting that the regression model as a whole has a significant impact on Organizational Commitment. And, the analysis showed that Emotional Intelligence had an unstandardized coefficient (b) of 0.444, with a standard error of 0.129. This implies that for every one-unit increase in Emotional Intelligence, there is a corresponding increase of 0.444 points in Organizational Commitment. Importantly, this increase is statistically significant, indicating a meaningful and reliable relationship between Emotional Intelligence and Organizational Commitment.

**Table 14**

*The Effect of Emotional Intelligence on Organizational Commitment*

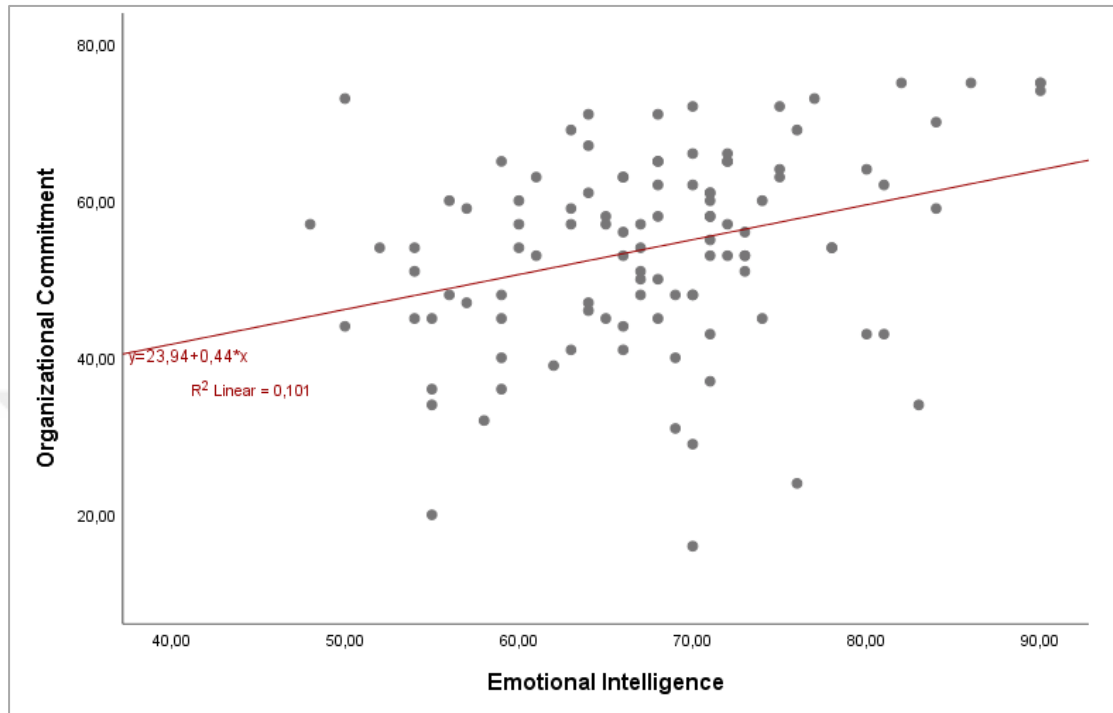
|                        | Unstandardized Coefficients |            | Standardized Coefficients | t     | p            |
|------------------------|-----------------------------|------------|---------------------------|-------|--------------|
|                        | b                           | Std. Error | $\beta$                   |       |              |
| (Constant)             | 23.936                      | 8.835      |                           | 2.709 | 0.008        |
| Emotional Intelligence | 0.444                       | 0.129      | 0.318                     | 3.439 | <b>0.001</b> |

**Dependent Variable:** Organizational Commitment

\*  $r^2=0.101$ ;  $F(1-105)=11.827$ ;  $p < 0.05$

In addition, the relationship between the two variables is shown in Figure 2.

**Figure 2** Regression Line Showing the Relationship Between Emotional Intelligence and Organizational Commitment



In addition, Table 15. presents the effect of Emotional Intelligence sub-dimensions on Organizational Commitment.

**Table 15**

*The Effect of Emotional Intelligence Sub-Dimensions on Organizational Commitment*

|                                     | Unstandardize  |                | Stand.       | t      | p            | VIF   |
|-------------------------------------|----------------|----------------|--------------|--------|--------------|-------|
|                                     | d Coefficients | d Coefficients | Coefficients |        |              |       |
|                                     | b              | Std. Error     | $\beta$      |        |              |       |
| (Constant)                          | 29.712         | 9.586          |              | 3.099  | 0.003        |       |
| Emotional Recognition/Understanding | -0.040         | 0.357          | -0.011       | -0.111 | 0.912        | 1.114 |
| Emotional Facilitation              | 0.394          | 0.518          | 0.083        | 0.760  | 0.449        | 1.414 |
| Emotional Regulation                | 0.680          | 0.247          | 0.301        | 2.751  | <b>0.007</b> | 1.407 |

**Dependent Variable:** Organizational Commitment.

\* Adj.  $r^2=0.122$ ;  $F(3-103)=4.760$ ;  $p<0.05$ ; Durbin-Watson=2.030

The multiple regression analysis resulted in an adjusted r-squared value of 0.122, indicating that the combination of Emotional Intelligence sub-dimensions explains approximately 12.2% of the variance in Organizational Commitment. The overall model was found to be statistically significant with an F-value of 4.760 ( $p < 0.05$ ), indicating that the regression model as a whole has a significant impact on Organizational Commitment.

Regarding the specific Emotional Intelligence sub-dimensions, the study found that the impacts of Emotional Recognition/Understanding and Emotional Facilitation on Organizational Commitment were not statistically significant ( $p > 0.05$ ). This suggests that variations in these sub-dimensions do not significantly contribute to explaining the levels of Organizational Commitment observed in the study.

*“H<sub>8</sub>: There is a positive correlation between specific Emotional Intelligence sub-dimensions, Emotional Recognition/Understanding and Emotional Facilitation on Organizational Commitment.” has been rejected.*

In contrast, the Emotional Regulation sub-dimension shows a substantial positive relationship with Organizational Commitment, as indicated by an unstandardized coefficient of 0.680 and a standard error of 0.247. This relationship is statistically significant ( $p < 0.05$ ), suggesting that higher levels of Emotional Regulation are associated with increased Organizational Commitment.

*“H<sub>9</sub>: There is a positive correlation between the Emotional Regulation sub-dimension and Organizational Commitment.” has been accept.*

Based on the findings, we can conclude that our first hypothesis, *“H<sub>1</sub>: Emotional intelligence has a significant positive effect on Organizational Commitment.” has been accepted.*

#### 4.5.2. Moderating Role of Organizational Justice

To determine whether organizational justice plays a moderating role in the impact of emotional intelligence on Organizational Commitment, a moderator variable analysis was conducted using the Hayes (2013) Process Analysis. The findings obtained are presented in Table 16.

**Table 16***Regression Results Showing Moderating Role of Organizational Justice*

|                             | <b>b</b> | <b>Std.<br/>Error</b> | <b>t</b> | <b>p</b> | <b>Lower<br/>Bound<br/>95%CI</b> | <b>Upper<br/>Bound<br/>95%CI</b> |
|-----------------------------|----------|-----------------------|----------|----------|----------------------------------|----------------------------------|
| (Constant)                  | 19.891   | 18.375                | 1.082    | 0.282    | -16.552                          | 56.333                           |
| Emotional Intelligence (EI) | 0.086    | 0.269                 | 0.321    | 0.749    | -0.446                           | 0.619                            |
| Organizational Justice (OJ) | 0.242    | 0.272                 | 0.889    | 0.376    | -0.298                           | 0.782                            |
| Interaction Term (EI x OJ)  | 0.003    | 0.004                 | 0.817    | 0.416    | -0.005                           | 0.011                            |

**Dependent Variable:** Organizational Justice.**\* EI x OJ Int. Term:  $r^2=0.003$ ;  $F(3-103)=0.668$ ;  $p>0.05$ .**

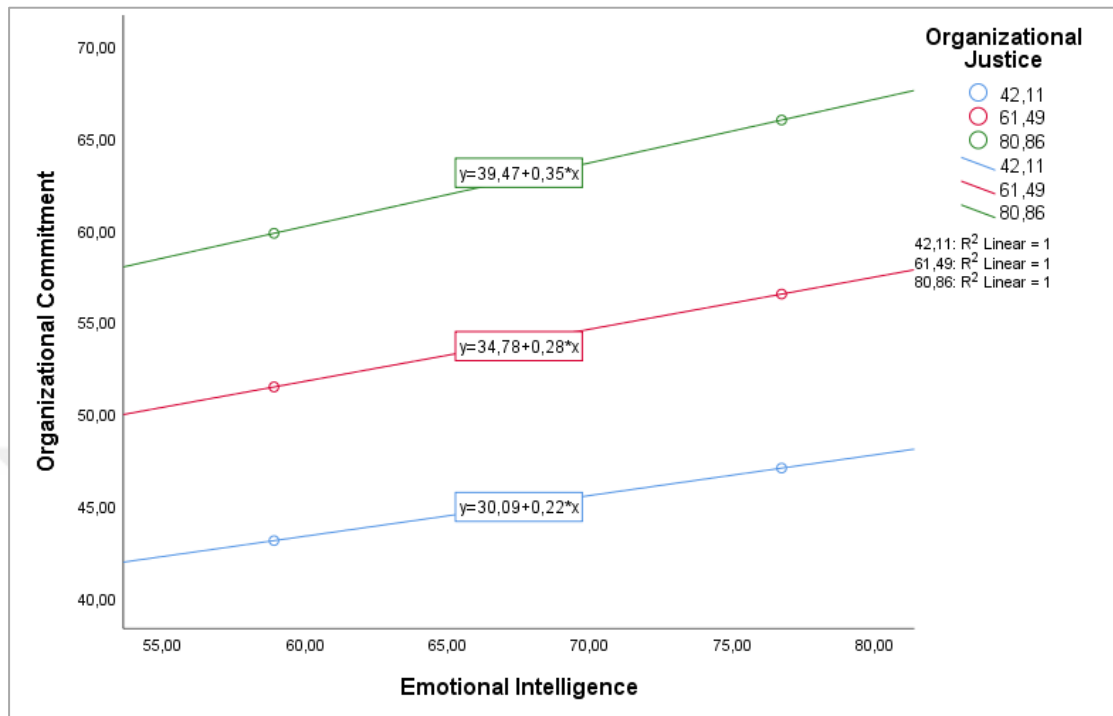
As seen in Table 16., the R-squared value of 0.003 suggests that only 0.3% of the variance in the dependent variable (organizational commitment) can be explained by the Interaction Term (moderating role of Organizational Justice). In the model, the results indicate that neither Emotional Intelligence nor Organizational Justice has a significant impact on Organizational Commitment in this analysis.

***H<sub>10</sub>: Neither Emotional Intelligence nor Organizational Justice had a significant effect on Organizational Commitment.*** **has been rejected.**

According to the results, the interaction term (EI x OJ) does not have a significant impact on Organizational Commitment, as indicated by the non-significant p-value ( $p>0.05$ ). Therefore, the findings suggest that organizational justice does not play a moderating role in the relationship between emotional intelligence and Organizational Commitment. This effect can also be clearly seen in Figure 3.

**Figure 3**

*The Moderating Role of Organizational Justice in the Relationship Between Emotional Intelligence and Organizational Commitment*



In Figure 3., the red line illustrates the relationship between emotional intelligence and organizational commitment for participants with an average score of organizational justice perception ( $\bar{x}=61.49$ ), and the regression coefficient is  $b=0.28$ . When the average score increases by 1 standard deviation (green line), the regression coefficient rises to  $b=0.35$ . Conversely, when the average score decreases by 1 standard deviation (blue line), the regression coefficient declines to  $b=0.22$ .

Therefore, as the perception of organizational justice increases, the impact of emotional intelligence on organizational commitment also intensifies. However, since the effects at all levels are not statistically significant, Organizational Justice is not identified as a moderating variable.

***“H<sub>11</sub>: As the perception of organizational justice increases, the effect of emotional intelligence on organizational commitment intensifies, but the effects at all levels are statistically significant.” has been rejected.***

So, ***“H<sub>2</sub>: Organizational Justice moderates the relationship between Emotional Intelligence and Organizational Commitment” has been rejected.***

#### 4.6. The Effects of Various Sociodemographic Characteristics on Emotional Intelligence, Organizational Commitment and Organizational Justice

In order to determine the effects of various sociodemographic characteristics on emotional intelligence, organizational commitment and organizational justice, independent groups t-test and one-way ANOVA were performed and the findings were presented under sub-headings.

##### 4.6.1. The Impact of Gender

Table 17. presents the comparison of emotional intelligence, organizational commitment and organizational justice by gender.

**Table 17**

*Comparison of Emotional Intelligence, Organizational Commitment and Organizational Justice by Gender*

| Scale                  | Gender | n  | $\bar{x}$ | Sd    | Mean Diff. | S. Error | t      | df  | p     |
|------------------------|--------|----|-----------|-------|------------|----------|--------|-----|-------|
| Emotional Intelligence | Male   | 42 | 67.62     | 10.22 | -0.32      | 1.77     | -0.180 | 105 | 0.857 |
|                        | Female | 65 | 67.94     | 8.04  |            |          |        |     |       |
| Org. Commitment        | Male   | 42 | 56.86     | 12.63 | 4.60       | 2.43     | 1.888  | 105 | 0.062 |
|                        | Female | 65 | 52.26     | 12.08 |            |          |        |     |       |
| Org. Justice           | Male   | 42 | 64.33     | 19.37 | 4.69       | 3.83     | 1.225  | 105 | 0.223 |
|                        | Female | 65 | 59.65     | 19.30 |            |          |        |     |       |

When Table 17. is evaluated, no significant differences were observed between males and females in terms of Emotional Intelligence, Organizational Commitment, and Organizational Justice ( $p > 0.05$ ). These findings indicate that there is no statistically significant distinction between males and females in any of the examined variables.

**“ $H_{12}$ : There is statistically significant distinction between *males and females* in any of the examined variables.” has been rejected.**

##### 4.6.2. The Impact of Age

Table 18. presents the comparison of emotional intelligence, organizational commitment and organizational justice by age.



**Table 18**

*Comparison of Emotional Intelligence, Organizational Commitment and Organizational Justice by Age*

| Scale         | Age              | n  | $\bar{x}$ | Sd    | SS        | df  | MS       | F     | p            | Diff. |
|---------------|------------------|----|-----------|-------|-----------|-----|----------|-------|--------------|-------|
| Emot. Intell. | 40 and below     | 30 | 65.37     | 8.81  | 383.416   | 2   | 191.708  | 2.482 | 0.089        | -     |
|               | 41-60            | 64 | 68.17     | 8.79  | 8032.845  | 104 | 77.239   |       |              |       |
|               | 61 and above     | 13 | 71.69     | 8.73  | 8416.262  | 106 |          |       |              |       |
| Org. Comm.    | 40 and below (a) | 30 | 47.13     | 14.53 | 2191.018  | 2   | 1095.509 | 8.012 | <b>0.001</b> | b,c>a |
|               | 41-60 (b)        | 64 | 56.06     | 10.52 | 14219.524 | 104 | 136.726  |       |              |       |
|               | 61 and above (c) | 13 | 60.23     | 9.66  | 16410.542 | 106 |          |       |              |       |
| Org. Just.    | 40 and below     | 30 | 55.63     | 19.73 | 1599.402  | 2   | 799.701  | 2.177 | 0.118        | -     |
|               | 41-60            | 64 | 63.09     | 19.38 | 38195.327 | 104 | 367.263  |       |              |       |
|               | 61 and above     | 13 | 67.08     | 16.42 | 39794.729 | 106 |          |       |              |       |

Table 18. shows that there is no significant difference observed between age groups for Emotional Intelligence and Organizational Justice ( $p > 0.05$ ).

**“ $H_{13}$ : There is a significant difference observed between *age groups* for Emotional Intelligence and Organizational Justice.” has been rejected.**

However, a significant difference is observed in Organizational Commitment between age groups ( $p < 0.05$ ). Post-hoc analysis using the Tukey HSD test reveals that individuals aged 40 and below exhibit significantly lower levels of organizational commitment compared to those aged 41 and above.

**“ $H_{14}$ : There is a significant difference is observed in Organizational Commitment between *age groups*.” has been accept.**

#### 4.6.3. The Impact of Marital Status

Table 19. presents the comparison of emotional intelligence, organizational commitment and organizational justice by marital status.

**Table 19**

*Comparison of Emotional Intelligence, Organizational Commitment and Organizational Justice by Marital Status*

| Scale         | Marital Status    | n  | $\bar{x}$ | Sd    | SS        | df  | MS      | F     | p     |
|---------------|-------------------|----|-----------|-------|-----------|-----|---------|-------|-------|
| Emot. Intell. | Married           | 77 | 67.92     | 9.27  | 30.123    | 2   | 15.061  | 0.187 | 0.830 |
|               | Single            | 17 | 66.71     | 8.63  | 8386.139  | 104 | 80.636  |       |       |
|               | Widowed/ Divorced | 13 | 68.62     | 7.44  | 8416.262  | 106 |         |       |       |
| Org. Comm.    | Married           | 77 | 54.40     | 12.19 | 576.864   | 2   | 288.432 | 1.895 | 0.156 |
|               | Single            | 17 | 49.47     | 15.30 | 15833.678 | 104 | 152.247 |       |       |
|               | Widowed/ Divorced | 13 | 58.08     | 8.12  | 16410.542 | 106 |         |       |       |
| Org. Just.    | Married           | 77 | 62.23     | 19.21 | 1125.896  | 2   | 562.948 | 1.514 | 0.225 |
|               | Single            | 17 | 54.59     | 22.42 | 38668.833 | 104 | 371.816 |       |       |
|               | Widowed/ Divorced | 13 | 66.08     | 14.69 | 39794.729 | 106 |         |       |       |

Upon evaluating Table 19., no significant differences were found based on marital status in terms of Emotional Intelligence, Organizational Commitment, and Organizational Justice ( $p > 0.05$ ). These findings indicate that there is no statistically significant distinction between married individuals and others in any of the examined variables.

**“ $H_{15}$ : There is statistically significant distinction between *married individuals* and others in any of the examined variables.” has been rejected.**

#### 4.6.4. The Impact of Title

Table 20. presents the comparison of emotional intelligence, organizational commitment and organizational justice by title.

When examining Table 20., there are no significant differences observed between title groups in terms of Emotional Intelligence and Organizational Justice ( $p>0.05$ ).

**“ $H_{16}$ : There are significant differences observed between *title groups* in terms of Emotional Intelligence and Organizational Justice” has been rejected.**

However, a significant difference is observed in Organizational Commitment among the title groups ( $p<0.05$ ). Subsequent post-hoc analysis utilizing the Tukey HSD test indicates that professors exhibit significantly higher levels of organizational commitment compared to individuals in the others category.

**“ $H_{17}$ : *Professors* exhibit significantly higher levels of organizational commitment compared to individuals in the others category.” has been accept.**

**Table 20**

*Comparison of Emotional Intelligence, Organizational Commitment and Organizational Justice by Title*

| Scale         | Title          | n  | $\bar{x}$ | Sd    | SS        | df  | MS      | F     | p            | Diff |
|---------------|----------------|----|-----------|-------|-----------|-----|---------|-------|--------------|------|
| Emot. Intell. | Professor      | 36 | 68.64     | 9.26  | 45.835    | 3   | 15.278  | 0.188 | 0.904        | -    |
|               | Assoc. P.      | 24 | 67.54     | 7.02  | 8370.427  | 103 | 81.266  |       |              |      |
|               | Assist. P.     | 27 | 66.96     | 10.22 | 8416.262  | 106 |         |       |              |      |
|               | Others         | 20 | 67.80     | 8.95  |           |     |         |       |              |      |
|               |                |    |           |       |           |     |         |       |              |      |
| Org. Comm.    | Professor (a)  | 36 | 58.72     | 9.47  | 1308.154  | 3   | 436.051 | 2.974 | <b>0.035</b> | a>d  |
|               | Assoc. P. (b)  | 24 | 52.96     | 12.65 | 15102.388 | 103 | 146.625 |       |              |      |
|               | Assist. P. (c) | 27 | 52.15     | 12.81 | 16410.542 | 106 |         |       |              |      |
|               | Others (d)     | 20 | 49.60     | 14.54 |           |     |         |       |              |      |
|               |                |    |           |       |           |     |         |       |              |      |
| Org. Just.    | Professor      | 36 | 64.81     | 19.30 | 661.747   | 3   | 220.582 | 0.581 | 0.629        | -    |
|               | Assoc. P.      | 24 | 60.54     | 17.22 | 39132.982 | 103 | 379.932 |       |              |      |
|               | Assist. P.     | 27 | 60.26     | 19.81 | 39794.729 | 106 |         |       |              |      |

|        |    |       |       |
|--------|----|-------|-------|
| Others | 20 | 58.30 | 21.84 |
|--------|----|-------|-------|

#### 4.6.5. The Impact of the Presence of Administrative Duty

Table 21. presents the comparison of emotional intelligence, organizational commitment and organizational justice by the presence of administrative duty.

When Table 21. is evaluated, no significant differences were found between individuals with administrative duties and those without in terms of Emotional Intelligence, Organizational Commitment, and Organizational Justice ( $p > 0.05$ ). These findings suggest that there is no statistically significant distinction between individuals with administrative duties and those without in any of the variables examined.

***“H<sub>18</sub>: There is statistically significant distinction between individuals with administrative duties and those without in the variables examined.” has been rejected.***

**Table 21**

*Comparison of Emotional Intelligence, Organizational Commitment, and Organizational Justice According to the Presence of Administrative Duty*

| Scale                  | Adm. Duty | n  | $\bar{x}$ | Sd    | Mean Diff. | S. Error | t     | df  | p     |
|------------------------|-----------|----|-----------|-------|------------|----------|-------|-----|-------|
| Emotional Intelligence | Yes       | 40 | 69.15     | 8.15  | 2.14       | 1.78     | 1.202 | 105 | 0.232 |
|                        | No        | 67 | 67.01     | 9.30  |            |          |       |     |       |
| Org. Commitment        | Yes       | 40 | 56.20     | 11.05 | 3.41       | 2.48     | 1.377 | 105 | 0.171 |
|                        | No        | 67 | 52.79     | 13.12 |            |          |       |     |       |
| Org. Justice           | Yes       | 40 | 64.68     | 17.91 | 5.09       | 3.86     | 1.320 | 105 | 0.190 |
|                        | No        | 67 | 59.58     | 20.09 |            |          |       |     |       |

#### 4.6.6. The Impact of Working Time in the Institution

Table 22. presents the comparison of emotional intelligence, organizational commitment and organizational justice by working time in the institution.

**Table 22**

*Comparison of Emotional Intelligence, Organizational Commitment and Organizational Justice by Working Time in the Institution*

| Scale         | Working Time in the Inst. | n  | $\bar{x}$ | Sd    | SS       | df  | MS      | F     | p            | Diff . |
|---------------|---------------------------|----|-----------|-------|----------|-----|---------|-------|--------------|--------|
| Emot. Intell. | <9 years                  | 65 | 67.23     | 9.03  | 222.296  | 2   | 111.148 | 1.400 | 0.251        | -      |
|               | 10-15 years               | 16 | 66.38     | 8.86  | 8179.288 | 103 | 79.411  |       |              |        |
|               | 16+ years                 | 25 | 70.40     | 8.62  | 8401.585 | 105 |         |       |              |        |
| Org. Com m.   | <9 years (a)              | 65 | 50.80     | 13.47 | 1739.863 | 2   | 869.931 | 6.179 | <b>0.003</b> | c>a    |
|               | 10-15 years (b)           | 16 | 57.19     | 7.12  | 14501.79 | 103 | 140.794 |       |              |        |
|               | 16+ years (c)             | 25 | 60.04     | 9.41  | 16241.66 | 105 |         |       |              |        |
| Org. Just.    | <9 years                  | 65 | 60.11     | 20.02 | 2130.907 | 2   | 1065.45 | 2.926 | 0.058        | -      |
|               | 10-15 years               | 16 | 54.94     | 18.79 | 37505.74 | 103 | 364.133 |       |              |        |
|               | 16+ years                 | 25 | 68.76     | 16.52 | 39636.65 | 105 |         |       |              |        |

The findings in Table 22. indicate that there are no significant differences in Emotional Intelligence and Organizational Justice based on working time categories.

**“ $H_{19}$ : There are significant differences in Emotional Intelligence and Organizational Justice based on *working time categories*.” has been rejected.**

However, there is a significant difference in Organizational Commitment, with individuals having less than 9 years of working time showing significantly lower levels of commitment compared to those with 16+ years of working time.

**“ $H_{20}$ : There are significant differences in Organizational Commitment based on *working time categories*.” has been accept.**

#### **4.6.7. The Impact of Total Working Time**

Table 23. presents the comparison of emotional intelligence, organizational commitment and organizational justice by total working time.

**Table 23**

*Comparison of Emotional Intelligence, Organizational Commitment and Organizational Justice by Total Working Time*

| Scale         | Total Working Time | n  | $\bar{x}$ | Sd    | SS       | df  | MS      | F     | p            | Diff. |
|---------------|--------------------|----|-----------|-------|----------|-----|---------|-------|--------------|-------|
| Emot. Intell. | <9 years           | 28 | 65.75     | 7.08  | 530.152  | 2   | 265.076 | 3.469 | <b>0.035</b> | c>a,b |
|               | 10-15 years        | 18 | 64.67     | 10.26 | 7871.433 | 103 | 76.422  |       |              |       |
|               | 16+ years          | 60 | 69.78     | 8.95  | 8401.585 | 105 |         |       |              |       |
| Org. Comm.    | <9 years (a)       | 28 | 48.64     | 12.12 | 3389.121 | 2   | 1694.56 | 13.58 | <b>0.000</b> | c>a,b |
|               | 10-15 years (b)    | 18 | 45.89     | 13.14 | 12852.54 | 103 | 124.782 |       |              |       |
|               | 16+ years (c)      | 60 | 58.83     | 10.04 | 16241.66 | 105 |         |       |              |       |
| Org. Just.    | <9 years           | 28 | 58.21     | 18.23 | 3384.037 | 2   | 1692.02 | 4.807 | <b>0.010</b> | c>b   |
|               | 10-15 years        | 18 | 51.17     | 18.00 | 36252.61 | 103 | 351.967 |       |              |       |
|               | 16+ years          | 60 | 65.90     | 19.21 | 39636.65 | 105 |         |       |              |       |

Upon evaluating the data presented in Table 23., there is a significant difference in Emotional Intelligence, Organizational Commitment and Organizational Justice based on total working time. Post-hoc analysis indicates that individuals with less than 9 years of working time demonstrate significantly lower levels of Emotional Intelligence and organizational commitment compared to both the 10-15 years and 16+ years categories. And, post-hoc analysis indicates that individuals with less than 9 years of working time demonstrate significantly lower levels of Organizational Justice compared to those with 16+ years of working time.

***“H<sub>21</sub>: There is a significant difference in Emotional Intelligence, Organizational Commitment and Organizational Justice based on **total working time.**” has been accept.***

#### **4.6.8. The Impact of Monthly Income**

Table 24. presents the comparison of emotional intelligence, organizational commitment and organizational justice by monthly income.

**Table 24**

*Comparison of Emotional Intelligence, Organizational Commitment and Organizational Justice by Monthly Income*

| Scale         | Income            | n  | $\bar{x}$ | Sd    | SS        | df  | MS      | F     | p            | Diff. |
|---------------|-------------------|----|-----------|-------|-----------|-----|---------|-------|--------------|-------|
| Emot. Intell. | 5.001-20.000      | 19 | 68.79     | 7.66  | 135.782   | 2   | 67.891  | 0.853 | 0.429        | -     |
|               | 20.001-30.000     | 21 | 65.57     | 7.59  | 8280.480  | 104 | 79.620  |       |              |       |
|               | 30.001+           | 67 | 68.24     | 9.59  | 8416.262  | 106 |         |       |              |       |
| Org. Comm.    | 5.001-20.000 (a)  | 19 | 50.58     | 11.69 | 1169.220  | 2   | 584.610 | 3.989 | <b>0.021</b> | c>b   |
|               | 20.001-30.000 (b) | 21 | 49.14     | 13.27 | 15241.322 | 104 | 146.551 |       |              |       |
|               | 30.001+ (c)       | 67 | 56.60     | 11.85 | 16410.542 | 106 |         |       |              |       |
| Org. Just.    | 5.001-20.000      | 19 | 61.89     | 15.23 | 738.145   | 2   | 369.072 | 0.983 | 0.378        | -     |
|               | 20.001-30.000     | 21 | 56.24     | 23.91 | 36252.614 | 103 | 351.967 |       |              |       |
|               | 30.001+           | 67 | 63.01     | 18.85 | 39636.651 | 105 |         |       |              |       |

Table 24. shows that there is no significant difference observed between income groups for Emotional Intelligence and Organizational Justice ( $p>0.05$ ).

**“ $H_{22}$ : There is a significant difference observed between *income groups* for Emotional Intelligence and Organizational Justice” has been rejected.**

However, a significant difference is observed in Organizational Commitment between income groups ( $p<0.05$ ). Post-hoc analysis employing the Tukey HSD test indicates that individuals with a monthly income exceeding 30000 TL display significantly higher levels of organizational commitment in comparison to those with an income ranging from 20001 to 30000 TL.

**“ $H_{23}$ : There is a significant difference observed between income groups for Organizational Commitment.” has been accept.**

So, **“ $H_3$ : Demographic factors have an impact on these concepts” has been accept.**

#### 4.7 Final Status of the Research

Table 25. All in all, status of the proposed hypotheses has been demonstrated.

**Table 25.**

*Results of the Research Hypotheses*

| Hypothesis                                                                                                                                                                                                                                      | Result    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>H<sub>1</sub>: Emotional Intelligence</b> has a significant positive effect on <b>Organizational Commitment</b> .                                                                                                                            | Supported |
| <b>H<sub>2</sub>: Organizational Justice</b> moderates the relationship between <b>Emotional Intelligence</b> and <b>Organizational Commitment</b> .                                                                                            | Rejected  |
| <b>H<sub>3</sub></b> : Demographic factors have an impact on these concepts.                                                                                                                                                                    | Supported |
| Sub-Hypothesis                                                                                                                                                                                                                                  |           |
| <b>H<sub>4</sub></b> : There is a positive correlation between <b>Organizational Commitment</b> and <b>Organizational Justice</b> .                                                                                                             | Supported |
| <b>H<sub>5</sub></b> : There is a positive correlation between <b>Emotional Intelligence</b> and <b>Organizational Justice</b> .                                                                                                                | Supported |
| <b>H<sub>6</sub></b> : There is a positive relationship between <b>Emotional Intelligence</b> , <b>Organizational Justice</b> and its sub-dimensions.                                                                                           | Rejected  |
| <b>H<sub>7</sub></b> : There is a positive correlation between the sub-dimensions of <b>Emotional Facilitation</b> , <b>Emotional Regulation</b> and <b>Organizational Commitment</b> .                                                         | Supported |
| <b>H<sub>8</sub></b> : There is a positive correlation between specific <b>Emotional Intelligence</b> sub-dimensions, <b>Emotional Recognition/Understanding</b> and <b>Emotional Facilitation</b> on <b>Organizational Commitment</b> .        | Rejected  |
| <b>H<sub>9</sub></b> : There is a positive correlation between the <b>Emotional Regulation</b> sub-dimension and <b>Organizational Commitment</b> .                                                                                             | Supported |
| <b>H<sub>10</sub></b> : Neither <b>Emotional Intelligence</b> nor <b>Organizational Justice</b> had a significant effect on <b>Organizational Commitment</b> .                                                                                  | Rejected  |
| <b>H<sub>11</sub></b> : As <b>The Perception of Organizational Justice</b> increases, the effect of <b>Emotional Intelligence</b> on <b>Organizational Commitment</b> intensifies, but the effects at all levels are statistically significant. | Rejected  |

|                                                                                                                                                                               |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>H<sub>12</sub>:</b> There is statistically significant distinction between <b>males and females</b> in any of the examined variables.                                      | Rejected  |
| <b>H<sub>13</sub>:</b> There is a significant difference observed between <b>age groups</b> for Emotional Intelligence and Organizational Justice.                            | Rejected  |
| <b>H<sub>14</sub>:</b> There is a significant difference is observed in Organizational Commitment between <b>age groups</b> .                                                 | Supported |
| <b>H<sub>15</sub>:</b> There is statistically significant distinction between <b>married individuals</b> and others in any of the examined variables.                         | Rejected  |
| <b>H<sub>16</sub>:</b> There are significant differences observed between <b>title groups</b> in terms of Emotional Intelligence and Organizational Justice.                  | Rejected  |
| <b>H<sub>17</sub>:</b> <b>Professors</b> exhibit significantly higher levels of organizational commitment compared to individuals in the others category.                     | Supported |
| <b>H<sub>18</sub>:</b> There is statistically significant distinction between individuals with <b>administrative duties</b> and those without in the variables examined.      | Rejected  |
| <b>H<sub>19</sub>:</b> There are significant differences in Emotional Intelligence and Organizational Justice based on <b>working time categories</b> .                       | Rejected  |
| <b>H<sub>20</sub>:</b> There are significant differences in Organizational Commitment based on <b>working time categories</b> .                                               | Supported |
| <b>H<sub>21</sub>:</b> There is a significant difference in Emotional Intelligence, Organizational Commitment and Organizational Justice based on <b>total working time</b> . | Supported |
| <b>H<sub>22</sub>:</b> There is a significant difference observed between <b>income groups</b> for Emotional Intelligence and Organizational Justice.                         | Rejected  |
| <b>H<sub>23</sub>:</b> There is a significant difference observed between <b>income groups</b> for Organizational Commitment.                                                 | Supported |

## 5. CONCLUSION

This study aimed to examine the effect of emotional intelligence on organizational commitment and the regulatory role of organizational justice.

During the study, feedback was received from 107 of 125 faculty members. The majority of the sample consists of women and the 41-60 age group. In terms of marital status, most of the participants are married. It is the professors who have the largest group in the sample. Regarding administrative responsibilities, few reported having such roles. In addition, they stated that they worked less than 9 years in most institutions, and when the total working time was considered, they worked for 16 years or more. In addition, most of them reported monthly income of 30,001 TL or more. Finally, the majority of the respondents work in the Internal Medicine unit.

Participants in this study exhibited a relatively high level of emotional intelligence. They were excellent at emotional recognition/understanding and showed moderate abilities in emotional facilitation and emotional regulation. In terms of organizational commitment, participants exhibited moderate commitment. Perceptions of organizational justice were also moderate, indicating perceived justice and equality within the organization. Participants positively evaluated fair distribution and fair action/interaction, emphasizing the importance of these aspects in their organizational context.

The findings of this study revealed significant positive relationships between Emotional Intelligence and Organizational Commitment, indicating that individuals with higher levels of Emotional Intelligence tend to exhibit higher levels of Organizational Commitment. Furthermore, a strong positive correlation was observed between Organizational Commitment and Organizational Justice, suggesting that individuals who perceive greater fairness and equity within their organization tend to demonstrate higher levels of commitment. However, no statistically significant relationship was found between Emotional Intelligence and perceived Organizational Justice in this particular sample.

In addition, Emotional Intelligence was found to have a significant effect on Organizational Commitment. Additionally, the study revealed that the specific sub-dimensions of Emotional Recognition/Understanding and Emotional Facilitation did not have a statistically significant impact on Organizational Commitment. This suggests that variations in these sub-dimensions do not significantly contribute to

explaining the observed levels of Organizational Commitment. However, there was a significant and positive relationship between the Emotional Regulation sub-dimension and Organizational Commitment, indicating its importance in explaining levels of commitment.

However, in the model established to determine whether organizational justice is a regulatory variable, the results of this analysis indicate that neither Emotional Intelligence nor Organizational Justice has a significant impact on Organizational Commitment. Additionally, the findings suggest that Organizational Justice does not act as a moderating variable in the relationship between Emotional Intelligence and Organizational Commitment. The lack of statistical significance across all levels suggests that Organizational Justice does not play a significant moderating role in this context.

In evaluating the effects of various sociodemographic characteristics on Emotional Intelligence, Organizational Commitment, and Organizational Justice, several findings emerged. Firstly, no significant differences were observed based on gender, marital status, and administrative duties in relation to Emotional Intelligence, Organizational Commitment, and Organizational Justice. Similarly, no significant differences were found among different age groups for Emotional Intelligence and Organizational Justice, but a significant difference was identified in Organizational Commitment, indicating that individuals aged 40 and below had lower levels of commitment compared to those aged 41 and above. Regarding job titles, no significant differences were observed for Emotional Intelligence and Organizational Justice, but a significant difference was found in Organizational Commitment, revealing that professors exhibited higher levels of commitment compared to individuals in the others category. Additionally, while no significant differences were found in Emotional Intelligence and Organizational Justice based on working time categories, a significant difference was observed in Organizational Commitment, with individuals having less than 9 years of working time showing lower commitment levels compared to those with 16+ years of working time.

Furthermore, individuals with less than 9 years of working time demonstrated lower levels of Emotional Intelligence and Organizational Commitment compared to both the 10-15 years and 16+ years categories. Post-hoc analysis indicated that individuals with less than 9 years of working time also displayed lower levels of Organizational Justice compared to those with 16+ years of working time. Lastly, no

significant differences were found among income groups for Emotional Intelligence and Organizational Justice, but a significant difference was observed in Organizational Commitment, indicating that individuals with a monthly income exceeding 30,000 TL exhibited higher levels of commitment compared to those with an income ranging from 20,001 to 30,000 TL.

### **5.1. Limitations of the Study:**

This study was carried out by choosing Yeditepe University Faculty of Medicine Faculty Members due to time and budget constraints. In this case, the sample size stayed as 107 faculty members. The results obtained are limited to the scales used. Results may change depending on the region, industry and sector.

### **5.2. Managerial Implications:**

The findings obtained as a result of the research reveal the relationship between the concepts of emotional intelligence, Organizational Commitment and the regulatory effect of organizational justice for employees in organizations.

It seems that individuals with higher Emotional intelligence levels tend to exhibit higher Organizational Commitment. It is revealed in literature reviews that employees with high Organizational Commitment work more efficiently and are successful. Developing Emotional Intelligence will enable employees to develop Organizational Commitment.

A strong positive relationship was observed between Organizational Commitment and Organizational Justice. This shows that individuals who perceive more justice and equality in organizations tend to show higher levels of commitment. However, no statistically significant relationship was found between Emotional Intelligence and perceived Organizational Justice in this particular sample. For this reason, training can be carried out to increase the emotional intelligence levels of the employees.

Organizational Commitment of employees in today's organizations can be increased by developing emotional intelligence levels. Organizational justice perceptions of employees with increased Organizational Commitment can be strengthened and they can have more successful and productive employees.

Disregarding these concepts in organizations, low levels of emotional intelligence, decreased Organizational Commitment and decreased perception of organizational justice will cause organizations to have inefficient employees.

These findings point to an important point for organizations. Today, the importance of emotional intelligence, Organizational Commitment and organizational justice is increasing in order to increase organizational success, productivity and employee motivation.

However, no statistically significant relationship was found between Emotional Intelligence and perceived Organizational Justice in this particular sample. It can be studied again with a larger sample.

### **5.3. Suggestions for Future Research**

It was done on the faculty 107 members of the Faculty of Medicine at a private foundation University. Therefore, the sample used in the study constitutes a limitation.

The findings of this study revealed significant positive relationships between Emotional Intelligence and Organizational Commitment. This shows that individuals with higher levels of Emotional Intelligence tend to exhibit higher Organizational Commitment. Since Emotional Intelligence can be developed, it can be planned to extend the stay of the employees in the Organization with this method.

A strong positive relationship was observed between Organizational Commitment and Organizational Justice. It shows that individuals who perceive more justice and equality in organizations tend to show higher levels of commitment.

No statistically significant relationship was found between Emotional Intelligence and perceived Organizational Justice. This situation can be studied again with a different sample or scale.

Conducting similar studies on larger and different study groups in the future will help generalize the research findings.

It is also a limitation that only one department is selected from the occupational group. Relationships between variables may occur in different ways in different occupational groups.

Repeating a similar model in different occupational groups in future studies and using data based on long-term observations may provide a better understanding of the relationships between variables.



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## APPENDIX A: SURVEY FORM

### Demografik Sorular

**Cinsiyet:**

☐ Erkek      ☐ Kadın

**Medeni Durum:**

☐ Evli      ☐ Bekar      ☐ Dul      ☐ Boşanmış

**Yaşınız:** .....

**Kaç yıldır bu Kurumda çalıştığınızı lütfen belirtiniz:**

☐ 1 Yıldan az  
☐ 1-5 Yıl  
☐ 6-10 Yıl  
☐ 11-15 Yıl  
☐ 16-20 Yıl  
☐ 21 Yıl ve üzeri

**Çalıştığınız (Anabilim/ Bilim Dalı/Bölüm) Dalı:**

.....(Lütfen belirtiniz)

**Kurumda idari Göreviniz var mı?**

☐ Evet ☐ Hayır

**Kurumda Göreviniz:**

☐ Anabilim Dalı Başkanı  
☐ Öğretim Üyesi  
☐ Yardımcı Akademik Personel  
☐ Diğer.....(Lütfen belirtiniz)

**Kurumda Ünvanınız:**

☐ Profesör  
☐ Doçent  
☐ Dr. Öğr. Üyesi  
☐ Dr. Öğretim Görevlisi  
☐ Araştırma Görevlisi  
☐ Uzmanlık Öğrencisi (Asistan)  
☐ Diğer.....(Lütfen belirtiniz)

**Tıp Doktoru olarak çalışma süreniz ne kadardır?**.....yıl.....ay(Lütfen belirtiniz)

**Son işinize başlayıncaya kadar kaç iş değiştirdiniz?**.....(Lütfen belirtiniz)

**Aylık Geliriniz:**

☐ 5001-10000    ☐ 10001-15000    ☐ 15001-20000    ☐ 20001-25000    ☐ 25001-30000  
☐ 30001 ve üstü

Her sorunun karşısında bulunan;

(1)Hiç katılmıyorum, (2)Katılmıyorum, (3)Kararsızım, (4)Katılıyorum ve (5)Tamamen katılıyorum anlamına gelmektedir. Size göre en uygun seçeneği “X” işareti koyarak cevaplandırınız.

Lütfen her ifadeye mutlaka **TEK** yanıt veriniz ve kesinlikle boş bırakmayınız.

| Sayın Katılımcı,<br>Lütfen aşağıda belirtilen ifadelere katılma derecenizi sizin için uygun olan seçeneği işaretleyerek belirtiniz. | HİÇ<br>KATILMIYORUM | KATILMIYORUM | KARARSIZIM | KATILIYORUM | TAMAMEN<br>KATILIYORUM |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------|------------|-------------|------------------------|
| 1 Başkalarını çok iyi tanımasam bile onların duygularını ve ruh hallerini anlayabilirim.                                            | 1                   | 2            | 3          | 4           | 5                      |
| 2 Başka insanların duygularını ve ruh hallerini onların ses tonlarından ve yüz ifadelerinden anlayabilirim.                         | 1                   | 2            | 3          | 4           | 5                      |
| 3 Kendi duygularımı ve başkasının duygularını sınıflandırabilirim.                                                                  | 1                   | 2            | 3          | 4           | 5                      |
| 4 Resimlerde ve müzikte ifade edilen duyguları ve hisleri anlayabilirim.                                                            | 1                   | 2            | 3          | 4           | 5                      |
| 5 Karmaşık ve hassas duygu veya hislerin var olduğunu anlayabilirim.                                                                | 1                   | 2            | 3          | 4           | 5                      |
| 6 Bir insanın diğer bir insandan aynı anda hem nefret edip hem de onu sevebileceğini anlarım.                                       | 1                   | 2            | 3          | 4           | 5                      |
| 7 Eğer sevmediğim bir şeyi yapmak zorunda kalırsam, fikrimi değiştirmeye çalışır ve o şeyden zevk alırım.                           | 1                   | 2            | 3          | 4           | 5                      |
| 8 Bir görevi tamamladıktan kendimi boş hissettiğimde neşelenmeye çalışır ve bir sonraki olay için hazır olurum.                     | 1                   | 2            | 3          | 4           | 5                      |
| 9 Yaptığım işten hoşlanmadığımda, duygularımın baş edebilmek için elimden gelenin en iyisini yapmaya çalışırım.                     | 1                   | 2            | 3          | 4           | 5                      |
| 10 Eğer meslektaşım hakkında iyi haberler duyarsam, memnun olur ve birlikte kutlama yapmak isterim.                                 | 1                   | 2            | 3          | 4           | 5                      |
| 11 Kötü şeyleri çabuk unutmaya çalışırım.                                                                                           | 1                   | 2            | 3          | 4           | 5                      |
| 12 Bir şeyden korktuğumda korkuma engel olamam, ancak kaçmak yerine korkumla yüzleşirim.                                            | 1                   | 2            | 3          | 4           | 5                      |
| 13 Duygularımı iyi bir şekilde kontrol edebilirim.                                                                                  | 1                   | 2            | 3          | 4           | 5                      |
| 14 Depresif hissettiğimde ruh halimi değiştirebilirim.                                                                              | 1                   | 2            | 3          | 4           | 5                      |
| 15 Üzüldüğümde kendimi neşelendirmek için kendi yöntemlerim vardır.                                                                 | 1                   | 2            | 3          | 4           | 5                      |
| 16 Öfkeyi nasıl sakinleştireceğimi bilirim.                                                                                         | 1                   | 2            | 3          | 4           | 5                      |
| 17 Duygularımı duruma göre değiştirebilirim.                                                                                        | 1                   | 2            | 3          | 4           | 5                      |
| 18 Olaylar kötü gittiğinde bile umudumu kaybetmem.                                                                                  | 1                   | 2            | 3          | 4           | 5                      |
| 19 Bir şeyleri sırayla yapmak için duygularımı düzenleyebilirim.                                                                    | 1                   | 2            | 3          | 4           | 5                      |
| 20 Başkalarını etkin bir biçimde teselli edebilir ve rahatlatabilirim.                                                              | 1                   | 2            | 3          | 4           | 5                      |

| Sayın Katılımcı,<br>Lütfen aşağıda belirtilen ifadelere katılma derecenizi sizin için uygun olan seçeneği işaretleyerek belirtiniz. | HİÇ<br>KATILMIYORUM | KATILMIYORUM | KARARSIZIM | KATILYORUM | TAMAMEN<br>KATILYORUM |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------|------------|------------|-----------------------|
| 1- Kendimi bu işletmeye ait hissediyorum.                                                                                           | 1                   | 2            | 3          | 4          | 5                     |
| 2- Arkadaşlarıma, bu işletmenin çalışılabilecek mükemmel bir yer olduğunu söylerim.                                                 | 1                   | 2            | 3          | 4          | 5                     |
| 3- Bu işletmenin başarılı olması için daha çok çaba göstermeye hazırım.                                                             | 1                   | 2            | 3          | 4          | 5                     |
| 4- Bu işletmede çalışmaya devam edebilmek için verilecek her türlü görevi yapmaya hazırım.                                          | 1                   | 2            | 3          | 4          | 5                     |
| 5- Bu işletmede çalışanlardan istenilen tutum ve davranışlar, kendi düşüncelerim ve değer yargılarımla uyum içerisindedir.          | 1                   | 2            | 3          | 4          | 5                     |
| 6- Çevremdekilere bu işletmenin bir çalışanı olduğumu söylemekten gurur duyuyorum.                                                  | 1                   | 2            | 3          | 4          | 5                     |
| 7- Bu işletme, iş performansımın artması açısından beni olumlu yönde etkilemektedir.                                                | 1                   | 2            | 3          | 4          | 5                     |
| 8- Bu işletmedeki çalışma koşulları (fiziki ortam, çalışma saatleri, iş yükü vb.) benim için uygundur.                              | 1                   | 2            | 3          | 4          | 5                     |
| 9- Bu işletmede çalıştığım sürece hak ettiğim yere geleceğime inanıyorum.                                                           | 1                   | 2            | 3          | 4          | 5                     |
| 10- Bu işletmede çalışmaya devam etmenin bana mesleki açıdan katkı sağlayacağına inanıyorum.                                        | 1                   | 2            | 3          | 4          | 5                     |
| 11- Bu işletmenin çalışanlar ile ilgili uygulamalarını her zaman onaylıyorum.                                                       | 1                   | 2            | 3          | 4          | 5                     |
| 12 - Bu işletmenin geleceği benim için önemlidir.                                                                                   | 1                   | 2            | 3          | 4          | 5                     |
| 13- Benim için bu işletme çalışılabilecek işletmeler arasında en iyisidir.                                                          | 1                   | 2            | 3          | 4          | 5                     |
| 14- Bu işletmenin sorunlarını kendi sorunlarım olarak görürüm.                                                                      | 1                   | 2            | 3          | 4          | 5                     |
| 15- Mesleki bilgi ve deneyimlerimi her zaman bu işletmede kullanmak isterim.                                                        | 1                   | 2            | 3          | 4          | 5                     |
| 16- Bu işletmeden ayrıldığım takdirde başka bir işletmede aynı statüde iş bulamam.                                                  | 1                   | 2            | 3          | 4          | 5                     |
| 17- Bu işletmede terfi ederek daha üst görevlere geleceğime inanıyorum.                                                             | 1                   | 2            | 3          | 4          | 5                     |
| 18- Bu işletmeden, maddi kayıplarım olacağını düşündüğüm için ayrılmak istemem.                                                     | 1                   | 2            | 3          | 4          | 5                     |
| 19- Bu işletmede sorumluluk bilinciyle çalışmaktayım.                                                                               | 1                   | 2            | 3          | 4          | 5                     |
| 20- Çalıştığım işletmenin beklentileri, kişiliğim ve yeteneklerime uygundur.                                                        | 1                   | 2            | 3          | 4          | 5                     |

| Sayın Katılımcı,<br>Lütfen aşağıda belirtilen ifadelere katılma derecenizi sizin için uygun olan seçeneği işaretleyerek belirtiniz.               | HİÇ<br>KATILMIYORUM | KATILMIYORUM | KARARSIZIM | KATILIYORUM | TAMAMEN<br>KATILIYORUM |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------|------------|-------------|------------------------|
| 1. Çalışma programım adildir.                                                                                                                     | 1                   | 2            | 3          | 4           | 5                      |
| 2. Ücretimin adil olduğunu düşünüyorum.                                                                                                           | 1                   | 2            | 3          | 4           | 5                      |
| 3. İş yükümün adil olduğu kanısındayım .                                                                                                          | 1                   | 2            | 3          | 4           | 5                      |
| 4. Bir bütün olarak değerlendirildiğinde, işyerimden elde ettiğim kazanımların adil olduğunu düşünüyorum.                                         | 1                   | 2            | 3          | 4           | 5                      |
| 5. İş sorumluluklarımın adil olduğu kanısındayım.                                                                                                 | 1                   | 2            | 3          | 4           | 5                      |
| 6. İşe ilişkin kararlar yöneticiler tarafından tarafsız bir şekilde alınmaktadır.                                                                 | 1                   | 2            | 3          | 4           | 5                      |
| 7. Yöneticiler, işle ilgili kararlar alınmadan önce bütün çalışanların görüşlerini alırlar.                                                       | 1                   | 2            | 3          | 4           | 5                      |
| 8. Yöneticiler, işle ilgili kararları vermeden önce doğru ve eksiksiz bilgi toplarlar.                                                            | 1                   | 2            | 3          | 4           | 5                      |
| 9. Yöneticiler, alınan kararları çalışanlara açıklar ve istendiğinde ek bilgiler de verirler.                                                     | 1                   | 2            | 3          | 4           | 5                      |
| 10. İşle ilgili bütün kararlar, bunlardan etkilenen tüm çalışanlara ayırım gözetmeksizin uygulanır.                                               | 1                   | 2            | 3          | 4           | 5                      |
| 11. Çalışanlar, yöneticilerin işle ilgili kararlarına karşı çıkabilirler ya da bu kararların üst makamlarca yeniden görüşülmesini isteyebilirler. | 1                   | 2            | 3          | 4           | 5                      |
| 12. İşimle ilgili kararlar alınırken yöneticilerim bana nazık ve ilgili davranırlar.                                                              | 1                   | 2            | 3          | 4           | 5                      |
| 13. İşimle ilgili kararlar alınırken yöneticilerim bana saygılı davranır ve önem verirler.                                                        | 1                   | 2            | 3          | 4           | 5                      |
| 14. İşimle ilgili kararlar alınırken yöneticilerim kişisel ihtiyaçlarıma karşı duyarlıdır.                                                        | 1                   | 2            | 3          | 4           | 5                      |
| 15. İşimle ilgili kararlar alınırken yöneticilerim, bana karşı dürüst ve samimidirler.                                                            | 1                   | 2            | 3          | 4           | 5                      |
| 16. İşimle ilgili kararlar alınırken yöneticilerim, bir çalışan olarak haklarımı gözetirler.                                                      | 1                   | 2            | 3          | 4           | 5                      |
| 17. Yöneticilerim, işimle ilgili kararların doğuracağı sonuçları benimle tartışırlar.                                                             | 1                   | 2            | 3          | 4           | 5                      |
| 18. Yöneticilerim, işimle ilgili kararlar için uygun gerekçeler gösterirler.                                                                      | 1                   | 2            | 3          | 4           | 5                      |
| 19. İşimle ilgili kararlar alınırken yöneticilerim bana akla uygun açıklamalar yaparlar.                                                          | 1                   | 2            | 3          | 4           | 5                      |
| 20. Yöneticilerim, işimle ilgili alınan her kararı bana net olarak açıklarlar.                                                                    | 1                   | 2            | 3          | 4           | 5                      |

Katkılarınız ve soruları yanıtlamada gösterdiğiniz içtenlik için teşekkür ederiz.

## APPENDIX B: SURVEY FORM (ORIGINAL)

### EMOTIOANL INTELIGENCE SCALE

(Hyuneung L. & Yungjung K., 2011)

#### ***Subscale 1: Emotional recognition/understanding***

1. I can recognize others' feelings and moods even when I do not know them very well. 나는 나와 친한 사람이 아니더라도 그 사람의 감정이나 기분을 잘 알아차린다
2. I can recognize others' feelings and moods through voices, tones, and facial expressions. 나는 말투, 목소리 톤, 표정을 통해서 타인의 감정이나 기분을 알아차린다
3. I can label emotions of self and others. 나는 자신 또는 타인의 감정 상태에 적합한 이름을 붙일 수 있다
4. I understand the emotions and feelings expressed in pictures and music. 나는 그림이나 음악 속에 담겨있는 느낌과 감정을 이해하는 편이다
5. I understand that there are complicated and delicate feelings and emotions. 나는 복잡하고 미묘한 감정 및 정서 상태를 이해할 수 있다
6. I understand that a person can love and hate someone at the same time. 나는 애증의 의미가 무엇인지 이해할 수 있다

#### ***Subscale 2: Emotional facilitation***

1. If I have to do something I do not like, I try to change my mind, and enjoy it. 나는 하기 싫지만 해야 할 일이라면 마음을 돌이켜 하고 싶은 마음이 들도록 한다
2. When I feel empty after completing a task, I try to cheer up and be ready for the next event. 나는 어떤 일이 끝나고 나서 허탈한 기분이 들더라도 다음 일을 위해서 마음을 다진다
3. When I do not feel like doing my work, I try my best to overcome my feelings. 나는 하기 싫은 일이더라도 그 마음을 극복하여 전력투구한다
4. If I hear good news about my colleague, I feel glad and want to celebrate together. 나는 동료에게 좋은 일이 생겼다는 소식을 들으면 기분이 좋고 진심으로 축하해주고 싶다
5. I try to forget bad things quickly. 나는 기분 나쁜 일은 빨리 잊으려고 애쓴다
6. When I feel afraid of something, I do not avoid but encounter it. 나는 두려운 마음이 들 때 회피하지 않고 적극적으로 해결한다

#### ***Subscale 3: Emotional regulation***

1. I can control my feelings well. 나는 내 감정을 잘 다스릴 수 있다
2. I can change my moods when I feel depressed. 나는 우울한 기분을 밝고 긍정적인 기분으로 변하게 할 수 있다

3. I have my own way to cheer up when I feel down. 나는 우울해지면 그것을 해결할 수 있는 나만의 비법이 있다
4. I know how to calm down anger. 나는 화라는 감정을 어떻게 가라앉힐 수 있는지 알고 있다
5. I can change my emotions according to the situation. 나는 상황에 따라 감정을 전환시킬 수 있다
6. I do not lose hope even when things do not go well. 나는 일이 잘 풀리지 않더라도 실망하거나 좌절하지 않는다
7. I can perceive my emotions to do things in order. 나는 내 감정을 파악해서 해야 할 일을 순서대로 할 수 있다
8. I can console and comfort others effectively. 나는 타인을 달래거나 위로하는 행동을 익숙하게 잘한다

### **ORGANIZATIONAL COMMITMENT SCALE**

(Mowday et al., 1979)

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
2. I talk up this organization to my friends as a great organization to work for.
3. I feel very little loyalty to this organization. (R)
4. I would accept almost any type of job assignment in order to keep working for this organization.
5. I find that my values and the organization's values are very similar.
6. I am proud to tell others that I am part of this organization.
7. I could just as well be working for a different organization as long as the type of work was similar. (R)
8. This organization really inspires the very best in me in the way of job performance.
9. It would take very little change in my present circumstances to cause me to leave this organization. (R)
10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.
11. There's not too much to be gained by sticking with this organization indefinitely. (R)
12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. (R)
13. I really care about the fate of this organization.
14. For me this is the best of all possible organizations for which to work.
15. Deciding to work for this organization was a definite mistake on my part. (R)

(Note: Using the scale that was developed by Mowday et al., (1979), the 20-item organizational commitment scale was created (Kılıç, G., 2008).

## ORGANIZATIONAL JUSTICE SCALE (Niehoff & Moorman, 1993)

### ***Distributive justice***

1. My work schedule is fair.
2. I think that my level of pay is fair.
3. I consider my work load to be quite fair.
4. Overall, the rewards I receive here are quite fair.
5. I feel that my job responsibilities are fair.

### ***Formel procedures***

6. Job decisions are made by the general manager in an unbiased manner.
7. My general manager makes sure that all employee concerns are heard before job decisions are made.
8. To make job decisions, my general manager collects accurate and complete information.
9. My general manager clarifies decisions and provides additional information when requested by employees.
10. All job decisions are applied consistently across all affected employees.
11. Employees are allowed to challenge or appeal job decisions made by the general manager.

### ***Interactional justice***

12. When decisions are made about my Job, the general manager treats me with kindness and consideration.
13. When decisions are made about my job, the general manager treats me with respect and dignity.
14. When decisions are made about my job, the general manager is sensitive to my personal needs.
15. When decisions are made about my job, the general manager deals with me in a truthful manner.
16. When decisions are made about my job, the general manager shows concern for my rights as an employee.
17. Concerning decisions made about my job, the general manager discusses the implications of the decisions with me.
18. The general manager offers adequate justification for decisions made about my job.
19. When making decisions about my job, the general manager offers explanations that make sense to me.
20. My general manager explains very clearly any decision made about my job.