

Investigating the relationship between emotional intelligence and attitude of Islamic Azad University Branch Khorasgan employees toward knowledge sharing

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Abstract

In today's world, competition has covered all of the global market. Therefore, organizations are seeking ways to increase the spread of their competitiveness. In this way, KM is of great importance due to the development of the global information and knowledge. Knowledge sharing along implementing KM in organizations is of particular importance; thus growing capabilities of individuals to make effective quality communications is important. On the other hand, the emotional intelligence has been introduced as a tool to improve communications.

The aim of this study was to investigate the relationship between emotional intelligence and attitude of Islamic Azad University Branch Khorasgan employees toward knowledge sharing which was an applied research with descriptive – correlation method due to its purpose. The statistical population of Islamic Azad University Branch Khorasgan employees included 818 people. Questionnaires were used and completed by 260 employees of Azad University Branch Khorasgan (Isfahan province) in order to collect information and achieve the goals and the sample size was determined using the Cochran sample size formula. In this study, questionnaires were distributed through simple random sampling and the data have been collected in the field method. In this research, measurement scale, ordinal scale and Likert scale were used. Since the standardized questionnaire was used in this study; therefore the measuring tool used had a good validity and indeed its validity had earned through content. In this study, Cronbach's alpha reliability coefficient as well as Pearson correlation coefficient to examine the relationship between research variables and path analysis technique to test hypotheses using a multiple variables regression equation includes, dependent and independent variables were used. Data were analyzed using SPSS software. Based on data derived from sample analysis, there was a relationship between self-awareness, managing emotions, self-motivation and proper communication of Azad University Branch Khorasgan employees with their attitude toward knowledge sharing; however, there was not any relationship between emotional orientations of Azad University Branch Khorasgan employees with their attitude toward knowledge sharing.

Keywords: Emotional Intelligence, Knowledge Sharing.

Introduction

Nowadays, information and knowledge has become a decisive factor in success and strength of organizations. In this regard, many organizations have focused their efforts on this issue that how they can manage this knowledge in the organization. KM is a systematic issue and needs comprehensive attention to different organizational factors. In recent years, organizational culture among organizational factors has attracted the attention of researchers more than other factors. In fact, scholars of management in the implementation of KM processes have considered the relationship of cultural factors with the implementation of KM processes. In this way, they introduced the knowledge sharing culture as an appropriate culture for this purpose.

The importance of organizational communications is become obvious due to the emphasis that knowledge sharing culture has on exchange and transfer of employee's knowledge to each other. Recently, emotional intelligence has been introduced and discussed to create and maintain appropriate organizational and individual relationship.

However, due to individual emotional intelligence index and in terms of its effect on the process of KM, the employee's attitude is considered as an individual factor and a representative of the process of KM which has a positive effect. In this study, this relationship is considered and the relationship of emotional intelligence with creating and maintaining knowledge sharing culture along implementation of KM processes are examined.

Statement of problem

If knowledge is created among people, so organizations have the responsibility to empower employees to share knowledge in a way that they can establish their business objective and promote their social interaction. With regard to establish knowledge sharing culture in organizations, establishing proper communications between employees, managers and even between different organizations are the concerns of implementing KM in organizations. In this regard, training employees in the use of communication devices and communicate effectively with other people and organizations is very important.

Among these, emotional intelligence is very important and its existence in individuals is closely related to the way of their interactions and communications. Due to this relationship and the importance of communication in the culture of knowledge sharing and KM processes, it seems that reinforce this characteristic in individuals can be studied as a strategy to facilitate the implementation of KM and the establishment of knowledge sharing culture in organizations; therefore in this study, the relationship between emotional intelligence with attitude of Islamic Azad University Branch Khorasgan employees toward knowledge sharing is examined.

Research objectives:

The main objective:

Determine the level of relationship between emotional intelligence of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing

Secondary objectives:

1. Determine the level of relationship between self-awareness of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
2. Determine the level of relationship between managing emotions of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
3. Determine the level of relationship between self-motivation of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
4. Determine the level of relationship between proper communications of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
5. Determine the level of relationship between emotional orientations of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing

Application of Research

This research could show the importance of the application of emotional intelligence in organizations to improve the attitude of employees toward knowledge sharing and thus their acceptance of KM. According to the results of this study, programs could be designed to improve emotional intelligence of organization employees and therefore facilitate KM processes and knowledge sharing culture in organizations through this way.

Significance of the study

Numerous problems have arisen in order to implement KM processes in organizations. In fact, the KM processes are more faced with organizational individuals than deal with technology. Therefore, prepare people to accept KM processes in the organization is very important. Among issues in the implementation of KM in organizations is the issue of Knowledge sharing within and between different organizations. Since individuals are regarded as sources of valuable knowledge that the process of sharing knowledge in an organization is largely dependent on them, therefore, growing capabilities of people to communicate effectively and sharing knowledge in the organization is very important. The type of individual's attitude toward knowledge sharing also can be seen as facilitator or an obstacle to knowledge sharing and therefore, a channel to reinforce emotional intelligence can be used in order to implement knowledge sharing culture within the organization. However, due to individual emotional intelligence index and in terms of its effect on the process of KM, the employee's attitude is considered as an individual factor and a representative of the process of KM which has a positive effect. Thus, this relationship is considered in this study and the effect of using and reinforcing emotional intelligence in creating and maintaining knowledge sharing culture along implementation of KM processes are examined.

Theoretical framework and conceptual model

The present study is based on Weisinger research work (2000) and tries to investigate the effects of emotional intelligence on attitude of Islamic Azad University Branch Khorasgan employees toward knowledge sharing.

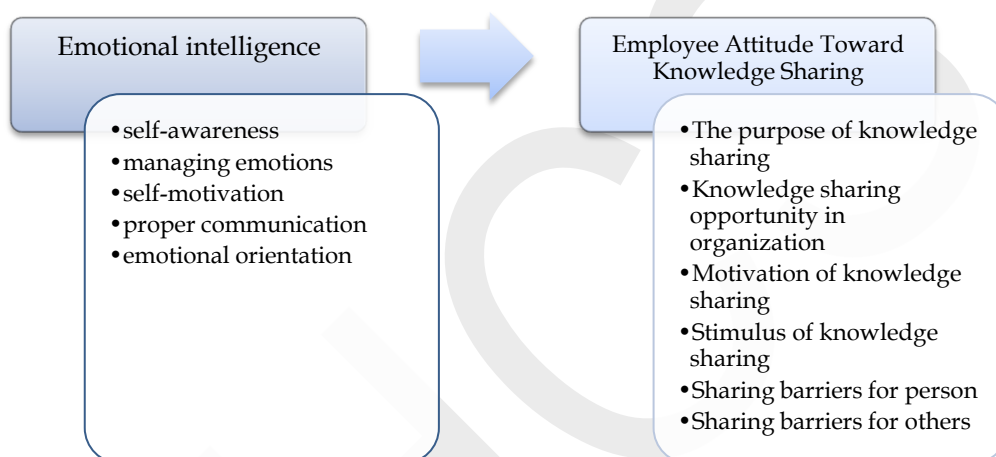
Weisinger is considered different blocks for emotional intelligence and is placed these blocks in four sections which each of them represents strengths and together develop emotional intelligence.

Also, each of these blocks is composed of different capabilities. These blocks include "the ability to understand, evaluate and express feelings", "ability to achieve with creating feelings

in a way that facilitate understanding of people from their own or other people ", "emotions recognition ability and the knowledge that arise from these emotions "and" ability to regulate emotions to promote emotional and intellectual growth".

Weisinger points out that, emotional intelligence can be fostered, developed, and increased and this is not the feature that individuals have or have not. He suggests that people reinforce their emotional intelligence with training and practicing skills and capabilities that increase emotional intelligence. He considered five factors to measure emotional intelligence which are as follows: "self-awareness", "managing emotions", "self-motivation", "proper communication", and "emotional orientation" (Weisinger, 2000). Therefore, the analytical model in the present study due to Figure 1 is as follows:

Figure 1. Research conceptual model



Literature review Intelligence

There is no single definition of intelligence and different professional have defined it differently. However, there are elements of the intelligence which are agreed upon three categories: "The ability to deal with abstract affairs: This means that intelligent people are dealing with abstract affairs including ideas, symbols, relationships and principles other than objective affairs including mechanical tools, sensory activities ", " learning ability: specially learning abstractions, including available abstractions in words and other symbols as well as the ability to use them "and" the ability to solve the problems: the ability to deal with new situations and not only giving the learned answers to the familiar situations ".

After introducing elements of intelligence, Gage, Berliner (1992) quoted a definition from Steel who stated: intelligence refers to adaptive behavior which often have elements of problem solving and led by processed and cognitive operations. Then quoted from Anastasi and stated that the definitions such as this definition makes clear that intelligence is not an intrinsic quality of the organism, but a feature of behavior (Gage, Berliner 6-1992, 25).

Several theories have been proposed about the intelligence that each one can be designed and examined in its position. Among these, functional theories such as (Spearman, Srandik, Guildford, Toston, Vartun and Cattell, cognitive theories like Piaget, Carol and Hunt), biological theories (such as Hab and Luria, Vilerman) and other general theories such as multiple intelligences (Gardner), successful intelligence (Sternberg) and emotional intelligence (Mayer and Salovey, Goleman) can be noted.

Emotional intelligence

Mayer and Salovey (1997) known emotional intelligence as the ability to understand, accurate tool for assessment of your emotions and others and the ability to access and generate emotions to facilitate thinking and setting and operation of emotions in problem-solving. Emotional intelligence involved the capacity to receive excitements, combine feelings related to emotions, understanding the information of these emotions and their management (Mayer, J. D Caruso, D. R. and Salovey 27-1999, 98)

Operational definition of emotional intelligence: in this research, emotional intelligence is the scores that people receive by filling out the Weisinger designed questionnaire.

Theories regarding emotional intelligence

The most important theories regarding emotional intelligence included four theories as follow: Salovey and Mayer theory (1991) included a review of four key aspects "emotional perception", "emotional integration", "emotional cognition (understanding)" and "emotional management", Goleman View (1998) was including four areas of "self-awareness", "self-management", "social awareness" and "relationship management", social and emotional intelligence of Bar-On included five areas of "interpersonal field", "the adaptation field (compatibility)", "stress management field" and "behavior field" and Weisinger view (2000) that was used in the present study. He is considered five components to assess the emotional intelligence namely,

Self-awareness, managing emotions, self-motivation, proper communications and emotional orientation that we give a brief look at each of them as follow:

1) Self-awareness

Self-awareness enables people to monitor themselves and see their work in practice. (Weisinger, 2000)

Operational definition of Self-awareness: The ability of people to control themselves, see themselves when they are operating, impact on their activities in a way that be done to their benefits.

2) Managing emotions:

Emotions offers people a lot of reasons about the cause of their works. Emotions should be understood and used to change the position on behalf of the person. (Weisinger, 2000)

Operational definition of managing emotions: managing emotions means their understanding and using them to deal effectively with different situation.

3) Self-motivations

Weisinger introduced four sources of "person," "Friends, family and co-workers (who are called Team A)", "trusted friends, and emotional (advisor)" and "environment" as a source of motivation. (Weisinger, 2000)

Operational definition of self- motivation: The extent to which individuals can take responsibility, get stuck with it completely and finish it.

4) Proper communications:

In this type of communication, people aware of your emotions and feelings and be sensitive to the emotions of others and consider them. Therefore, people need a set of specific skills in order to enhance effective communication. These skills based on Weisinger view including self-disclosure, courage, effective dialogue, criticism and team communications (Weisinger, 2000)

In general, the purpose of communication is human interaction through dialogue and the use of body language when creating communication (Smith and Rupp, 253, 2002).

Communications are human behaviors that facilitate the sharing of ideas and are created in a particular social content (Lievrouw and Finn, 1990).

Operational definition of proper communications: it is considered a type of communication in which people can communicate well with others, to understand their feelings properly and transfer their feelings to them properly and control their own and others emotions.

Emotional orientation: the purpose of emotional orientation is a useful communications with others. This means that the people involved in communications are fully synchronized and communicate completely. People with high power of emotional orientation could share their feelings and ideas properly and have the ability to hear well. (Weisinger, 2000)

Operational definition of emotional orientation: Something that enables people to communicate with others is their ability to orientate their Emotions. The ability to analyze relationships and make communications in a way that information exchanged well are two skills that lead to emotional orientation.

Knowledge: Knowledge composition of experiences, values, contextual information and specialized insight that provide a framework to assess and integrate experiences and new information. (Davenport, T. H., and Prusak, 4, 1998)

Explicit knowledge: Nonaka defined explicit knowledge as a formal and systematic knowledge (Nonaka, 98, 1991). sena and shani were categorized it as Formal, unambiguous, systematic, classifiable and scientific(sena and shani,6-8, 1999). In some cases, explicit knowledge is considered as codified tacit knowledge. This attitude towards knowledge is based on found two-component attitude in Dyskartz ideas.

Tacit knowledge: The knowledge that is hard to be documented. Polanyi (1974) is defined tacit knowledge as that part of knowledge that people are not able to express it. Polanyi like Van Glaser, Feld and Gadamer has the existential attitude in relation to knowledge and believes that existential knowledge is personal and cannot take foreign entity (Polanyi, 1974, 95).

KM: It is a conscious strategy which provides correct knowledge to people at the right time and help individuals to share it and convert information to act in a way that leads to improved organizational performance. KM is a broad process that take into consideration identify, organize, transfer and correct use of information and internal experiences of organization (O Dell, Greyson and Jackson, 1998, 4).

Sharing of Knowledge: A series of actions related to knowledge exchange which are include individual, knowledge content, organizational content, appropriate tool and social environment (Yang and Chen, 2007, 98).

While awareness of the benefits of knowledge sharing is increasing, there is still limited access to knowledge. Because, more necessary knowledge is in the minds of people (tacit knowledge) or in the documents and reports (explicit knowledge resources), and cannot be easily transferred to other people. This is one of the reasons that most organizations have realized the importance of tacit knowledge in employees. In fact, sharing of tacit knowledge among employees with different backgrounds, perspectives and motivation is considered an important step in creating knowledge in organizations (Nonaka and Takeuchi, 1995, 185).

Attitude: attitude is evaluation or estimation that occurs favorable or unfavorable about the object, person or event. Attitude is a reflection of person emotional style towards one thing or topic (Rezaeian, 2000, 202).

Barriers to knowledge sharing

According to studies at the individual level of employees, knowledge sharing barriers are often related to factors such as lack of communication skills and social networks, differences in national cultures, too much emphasis on organizational status and position, and the lack of time and confidence. At the organizational level, barriers are most related to economic profitability, lack of infrastructure and resources, the existence of formal and informal meeting spaces and physical environment. At the level of technology, it refers to factors such as unwillingness to use the applications, too much and unreasonable expectations of information technology systems, and difficulties which are existing in construction, operation and modification of technology-driven systems. Also, there are various reasons related to the fact that people do not share their knowledge and some of these factors are called multi-dimensional.

Table 1. Related internal and external studies and researches

Researches	Research results
Salra p. Jhuty (2007) in a study entitled "Emotional Intelligence and cross-cultural investigations."	He had investigated the relationship between ability-based model of emotional intelligence with external cross-cultural adjustment. In this study, 104 cases of emotional intelligence experts were selected as the sample. for collecting data, the researcher used SAS tool, a designed criteria by Ward and Kennedy (1999), ZSDS tool by Zang (1965) and emotional intelligence test by Salovey and Caruso (2000). Research findings suggest that cultural distance and general knowledge about a country impact on socio- cultural adjustment and also emotional intelligence had direct and positive effect on cultural-social adjustment.
Anna Cheannaraanenl (2006) in a study entitled "Determine the behaviors of knowledge sharing "	He examined the factors that affect the sharing of knowledge and introduced employee's attitude as influencing factor on this process and considered it due to four factors: the pleasure of helping others, organizational motivation, reward and increase confidence. Finally, the researchers concluded that the attitude of employees has a direct impact on the process of knowledge sharing. They were used a questionnaire in their study that Buck and others (2005) and Sweeris and others (2005) had developed and used it.
Chrimine Mulholien (2006) in a study entitled " the relationship between Multiple Intelligences and attitude toward independent learning "	He used two standard questionnaire called ATTILS and MIDAS and concluded that people who are using multiple intelligence have a better attitude toward independent learning and this help to their authority and independence more.
loreta E.Haddy (2005) in a study entitled " the relationship of emotional intelligence and organizational culture with	In his study, he used Organizational Culture Inventory (OCI) and Mayer, Salvey and Caruso Emotional intelligence Tea (MSCEIT) tools. His statistical population involved people in the project of West Virginia s smallpox vaccination in the year 2003. He had chosen 91 leaders from

successful and unsuccessful organizations"	50 Public Health Agency as the statistical sample. Finally, he concluded that there was not much difference in the emotional intelligence in the organizations and perhaps, it was an independent variable.
Chin-Loy (2004) in a study entitled " Assess the impact of organizational culture on the success of KM"	In this study, he had provided a modulators model related to the impact of organizational culture on the relationship of KM and organizational benefits and concluded that there was a positive relationship or internal correlations between organizational cultures and organizational benefits and organizational culture did not have a moderating effect on the relationship between KM and organizational benefits. This researcher had used two tools of Organizational Culture Assessment Instrument (OCAI) and Knowledge Management Assessment Instrument (KMAI) for examining relationships.
Sheron lawson (2004) in a study entitled " Investigating the relationship of organizational culture and KM"	He used the Competing Values Framework of Quinn and Rohrbaugh (1983) for examining cultural profiles differences of various organizations and the impact that they had on any KM dimension. Finally, he concluded that organizational culture had a positive impact on implementing KM and the type of hierarchical culture supporting from successful implementing of KM.
Hang Georg Groher (2000) in a study entitled " Is organizational culture has impact on sharing knowledge?"	R&D employees investigated a company with advanced technology as their statistical population and used questionnaire and interview to examine a case study. They were considered five factors of openness, reliability, availability, use of communication channels and senior management support from knowledge sharing and a system related to knowledge sharing. Finally, the result showed that there was a particular culture for knowledge sharing and all these five factors influenced on knowledge sharing.
Johnson and Indyik (1999) in an article entitled " Organizational interests of the managers and employees with high emotional intelligence"	The concluded that the managers and employees to improve their own communications should improve five components of their emotional intelligence such as self-awareness, self-motivated motivation and social skills.
Miechele Lynn Menges (1999) in a study entitled " Interactional justice as a facilitator of emotional intelligence and work-related attitudes"	He measured the level of managers emotional intelligence, iinteractional justice, commitment and employee satisfaction with using researcher questionnaire and concluded that these three attitudes related to the work had a high correlation and there wasn't any relationship between managers emotional intelligence and these attitudes.
Asadi and others (2007) in a study entitled " The relationship between emotional intelligence,	The conducted a research on Iran Khodro male employees as their statistical population and 152 samples were chosen with systematic sampling method. Research tools were including

<p>occupational burnout and employees mental health of Iran Khodro Company"</p>	<p>emotional intelligence questionnaire, mental health (GHQ) and job burnout. They concluded that emotional intelligence factor plays a decisive role in determining the changes and dispersion job burnout variable. The found that, there is positive relationship between emotional intelligence and mental health.</p>
<p>Hosseini (2006) in a study entitled " The relationship between organizational culture and establish knowledge management at Tarbiat Modares University"</p>	<p>He chose 60 faculty members and 68 administrative employees to investigate the relationship between the two variables. The finding showed that there was a meaningful result between organizational culture and its components including management support, individual creativity and leadership style with the establishment of knowledge management at the University of Tarbiat Modarres.</p>
<p>Bagherzade Golmakani (2005) in his Master's thesis entitled " Investigate the relationship between emotional intelligence and stress sources and its impact on the development of senior students in Tehran universities"</p>	<p>He concluded that there was a positive correlation between hhigh emotional intelligence and academic achievement, however there was not any relationship low emotional intelligence and academic achievement as well as there is negative meaningful relationship between emotional intelligence and available resources. He used descriptive and inferential statistics for statistical data analysis and data Treatment Meta Mood Scale (TMMS) for collecting information.</p>
<p>TaherPour (2001) in his Master's thesis entitled " Analysis and explanation of job attitudes of managers, employees and Faculty members of Physical Education universities and their relationship with organizational climate"</p>	<p>He concluded that there was a meaningful relationship between job satisfaction, organizational commitment, job involvement and organizational climate with examining 201 people in society. In this study, job satisfaction by Job Descriptive Index questionnaire (JDI), organizational commitment by Organizational Commitment Questionnaire (OCQ) and job involvement by Job Internet Questionnaire (JIQ) and organizational climate by (OC) were measured.</p>
<p>Khnaei (2004) in in his Master's thesis entitled " investigating the effects of emotional intelligence on cognitive fatigue and cognitive problem solving"</p>	<p>He designed and conducted an experiment to examine emotional intelligence and cognitive fatigue on cognitive problem solving. First, Treatment Meta Mood Scale questionnaire were completed for 120 boy and girl students 8 groups of 15 individuals were replaced. The test was conducted on two stages of ccognitive fatigue and problem solving test for experimental group and the control group. The result showed that there was a difference between people performance with various emotional intelligence level and in other words high emotional intelligence indicated that problem solving performance was better.</p>
<p>Hashemi Tari (1999) in a study entitled " Investigate the relationship between effective organizational communication and</p>	<p>He collected 143 teacher's view which were chosen based on classified sampling method with Organizational Climate Description Questionnaire Revision Secondary Schools (OCDQ-RS) and then collected effective communications questionnaire. He concluded that there was a relationship</p>

organizational climate of girl's high school in Tehran from teachers perspective In the academic year 1999-2000"

between effective communications and organizational climate. Based on his findings, he reported that The effectiveness of communication in schools with open atmosphere was more than schools with closed atmosphere.

Hypotheses:

The main hypothesis:

There is a relationship between emotional intelligence of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing

Sub- hypothesis

1. There is a relationship between self-awareness of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
2. There is a relationship between managing emotions of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
3. There is a relationship between self-motivation of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
4. There is a relationship between proper communications of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing
5. There is a relationship between emotional orientations of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing

Research method and the reason for its choice

The present study is an applied research type due to its purpose because its expected results can be used for human resources management in organizations and companies and it is a descriptive-correlation method, because it follows an objective, real and regular description of incidents, events and various topics (Khalili Shorini, 2007).

The statistical population and sampling method

The statistical population of this research includes 818 people of Islamic Azad University Branch Khorasgan employees.

However, a sample of statistical population is selected and evaluated as the available sampling, because collect information from all the statistical population is practically impossible (even if it is possible, but it is not possible in terms of time, cost and other requirements).

Sample size

Given that the statistical population of this research includes 818 people of Islamic Azad University Branch Khorasgan employees; therefore, 260 samples is calculated according to the Cochran sampling formula, next 300 samples are selected randomly, then questionnaires are distributed due to the sample size and finally 264 returned questionnaires are analyzed.

The data collection tool

The standard questionnaire designed by Hendry Weisinger (2000) in his book "Emotional Intelligence at Work" is used to assess the level of emotional intelligence and knowledge sharing questionnaire by Jakob and Ruth 2007 is used to collect data related to employee's

attitude toward knowledge sharing. Research questionnaire is presented in two parts as Table 2 below.

Table 2. Matching questions with research hypotheses

Parts	Variable	Related questions	Form of answers	The source of questionnaire questions
Part I: Emotional Intelligence	Self-awareness	1-6-11-12-13-14-15-17-18-19-20-21	Multiple choice (seven-point Likert scale)	The standard questionnaire was designed by Hendry Weisinger (2000)
	managing emotions	1-2-3-4-5-7-9	Multiple choice (seven-point Likert scale)	
	self-motivation	22-23-24-25-26-27-28	Multiple choice (seven-point Likert scale)	
	proper communications	16-29-30-31-32-33-34-35-36-37-38-42-43	Multiple choice (seven-point Likert scale)	
	emotional orientation	8-10-39-40-41-44-45	Multiple choice (seven-point Likert scale)	
Part II: Attitude towards knowledge sharing	The purpose of sharing	1-2-3-4-5	Multiple choice (Five-point Likert scale)	The standard questionnaire was designed by Jakob and Ruth (2000)
	Sharing opportunities	6-7-8	Multiple choice (Five-point Likert scale)	
	Motivation (result) of sharing	9-10-11	Multiple choice (Five-point Likert scale)	
	Sharing stimulus	12-13-14-15-16-17	Multiple choice (Five-point Likert scale)	
	Sharing barriers for person	18-19-20	Multiple choice (Five-point Likert scale)	
	Sharing barriers for others	21-22-23	Multiple choice (Five-point Likert scale)	

The scale and spectrum of research measurement tool

In the present study, measurement scale is ordinal scale. Spectrum used in this study is Likert Scale (total).

The validity and reliability of measurement tool

Considering that standard questionnaire is used in this study; therefore the tool in this research has a proper validity and in fact its validity is obtained in a content way.

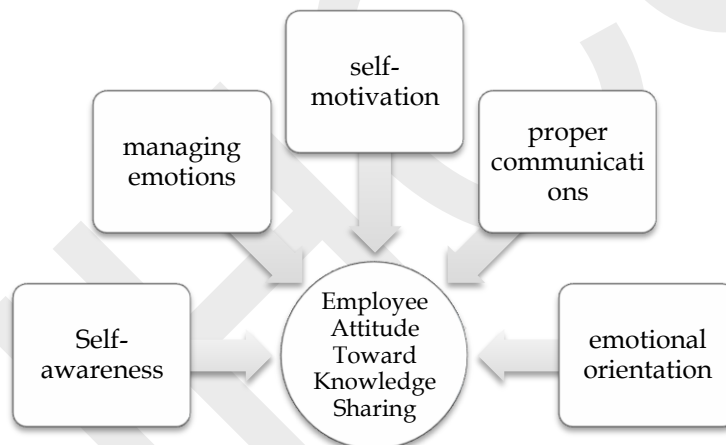
Measurement reliability (reliability) measurement tool

In this study, Cronbach's alpha reliability coefficient is used and with overall distribution of the questionnaires, the reliability of the questionnaire contained 45 questions is equal to 0.927 and the questionnaire contained 23 questions equal to 0.783. Considering that the minimum reliability coefficient for research questionnaires is 0.70, thus it can be seen that obtained Cronbach's alpha coefficient is higher and proper than this level.

Research implementation steps and data analysis method

Pearson correlation coefficient is used to examine the relationship between research variables and path analysis techniques using a multiple regression equation includes dependent and independent variables is also used to test research hypotheses. Path analysis technique is based on a set of multiple regression analysis and the hypothesis of relationship between independent and dependent variables. This method stresses on innovative use of visual diagram, which is known as path diagram. The path diagram is used in order to visual expression of the relationship between the total variables used in the path analysis (Kalantari, 2003, 224). Calculations are done using SPSS statistical population.

Figure 2. Path of research model



Test research hypotheses

Multiple regression equation includes dependent and independent variables is used to test research hypothesis and simultaneous effect of five variables of self-awareness, managing emotions, self-motivation, proper communication and emotional orientation is examined on employees attitude toward knowledge sharing.

Regression analysis results "component of emotional intelligence" as the independent variable on "attitude of Islamic Azad University Branch Khorasgan" as the dependent variable are shown in Table 3 below.

Table 3. Regression analysis results of research model dependent and independent variables

Variable	Non- standard coefficients		Standard coefficient Beta	T- statistics	Error level	The result of hypothesis test
	B	Standard errors				
Constant coefficient	- 0.207	0.959		-0.216	0.829	
Self-awareness	0.147	0.056	0.297	2.624	0.009	Confirm

						hypotheses 1
managing emotions	0.166	0.072	0.401	2.311	0.022	Confirm hypotheses 2
self-motivation	0.444	0.076	1.168	5.828	0.000	Confirm hypotheses 3
proper communications	0.354	0.063	0.905	5.615	0.000	Confirm hypotheses 4
Emotional orientation	0.017	0.066	0.023	0.250	0.803	Confirm hypotheses 5

F=20.478, P=0.000, R²= 0.284, D.W=1.952

Conclusions

In the present study, the relationship between emotional intelligence and attitudes of Islamic Azad University Branch Khorasgan employees toward knowledge sharing was examined. The relationship between each of these components and the attitude towards knowledge sharing due to the five components of emotional intelligence were investigated that data analysis results are as below:

Hypothesis 1: There is a relationship between self-awareness of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing.

The first hypothesis is confirmed due to the results of multiple regression analysis, standardized coefficients of self-awareness variable on their attitude toward knowledge sharing and calculated t-statistics. Therefore, it can be concluded that there is a relationship between self-awareness of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing. According to Goleman theory, self-awareness is including emotional self-awareness, correct self- assessment and self-confidence; therefore, it can be concluded that each of these cases is effective on knowledge sharing and the level of knowledge sharing between employees are increased by increasing the level of each cases.

Hypothesis 2: There is a relationship between managing emotions of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing .

The second hypothesis is confirmed due to the results of multiple regression analysis, standardized coefficients of self-awareness variable on their attitude toward knowledge sharing and calculated t-statistics. Therefore, it can be concluded that there is a relationship between managing emotions of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing. So when people are able to understand their emotions and use them to change the position to their benefits and organization goals, knowledge sharing between them increases.

Hypothesis 3: There is a relationship between self-motivation of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing.

The third hypothesis is confirmed due to the results of multiple regression analysis, standardized coefficients of self-awareness variable on their attitude toward knowledge sharing and calculated t-statistics. Therefore, it can be concluded that there is a relationship between self-motivation of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing. Therefore, the importance of self-motivation could be realized due to this fact that self-motivation employee needs less management and suffer from less decline and act more effective and creative. According to the motivation source of

Weisinger, the level of knowledge sharing is increased with increasing person motivation, appropriate work team and friends and reliable and emotional work environment.

Hypothesis 4: There is a relationship between proper communications of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing.

The fourth hypothesis is confirmed due to the results of multiple regression analysis, standardized coefficients of self-awareness variable on their attitude toward knowledge sharing and calculated t-statistics. Therefore, it can be concluded that there is a relationship between proper communications of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing. Therefore, considering Weisinger view that self-disclosure, courage, effective dialogue, criticism and team communications are the necessary skills for proper communications, it can be concluded that knowledge sharing is increased with increasing each of these cases. Thus, it can be concluded that knowledge sharing is increased when people can clearly express what they feel and have in mind and persist on their own views, ideas and opinion, while they are respect to others views and also listen to the words that others say decisively and could share comments and their feelings about the ideas and others actions effectively and establish effective communication in a group situation.,.

Hypothesis 5: There is a relationship between emotional orientations of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing.

The fifth hypothesis is confirmed due to the results of multiple regression analysis, standardized coefficients of self-awareness variable on their attitude toward knowledge sharing and calculated t-statistics. The opposite hypothesis that there is an impact between emotional orientations of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing is not supported. Therefore, it can be concluded that this hypothesis is rejected. It means that there isn't any relationship between emotional orientations of Islamic Azad University Branch Khorasgan employees with their attitude toward knowledge sharing. The purposes of emotional orientation from Weisinger view is that people involved in communication should be synchronized and communicated completely. According to the results of hypothesis tests, it can be conclude that full Coordination and synchronization of Islamic Azad University Branch Khorasgan employees has not any impact on knowledge sharing between them.

Therefore generally, we conclude that there is a relationship between self-awareness, managing emotions, self-motivation and proper communication in employees of Azad University Branch Khorasgan with their attitude toward knowledge sharing; however, there is not any relationship between emotional orientations to the employee's emotions of Azad University Branch Khorasgan with their attitude toward knowledge sharing.

Suggestions

Suggestions based on the results of the study

Further research is necessary to measure people emotional intelligence and applying it in order to establish knowledge sharing processes and as a result implement KM processes in the organization.

Therefore, some suggestions for improving emotional intelligence and thus facilitate the process of implementing KM is provided below:

1. Taking into account all dimensions of emotional intelligence and upgrade them in parallel to each other
2. Implement programs to promote people emotional intelligence

3. Introducing emotional intelligence and its importance to employees and managers of organization
4. Helping individuals to improve their emotional self-awareness, correct self- assessment, self-confidence in them
5. Helping individuals to improve their ability to handle their emotions, to create the conditions that people can understand their emotions and use them along change the position to their benefits and organization goals
6. Establish conditions for facilitate and create employee's self-motivation
7. Improve the quality and quantity of people's communications
8. Introduction and promotion people emotional orientation ability
9. Create an environment free of fear among employees and managers
10. Implementing KM process in organization
11. Establish support encourage systems for knowledge sharing process

Research limitations

As previously mentioned in this study, the relationship between emotional intelligence and knowledge sharing had been investigated. An issue which should be addressed here is that people's behavior toward sharing knowledge is not only influenced by emotional intelligence and there are other factors that affect these behaviors and can be considered and investigated to improve people attitudes toward knowledge sharing. The findings of this study are limited to this research only. Although, the human dimension is considered in this study, however for generalization of results as a whole, more extensive research should be done. In addition, it should be noted that this research was just conducted at the University of Khorasgan (Isfahan), so similar studies should be done in other organizations and provinces before making any generalization of the findings.

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