The relationship between emotional intelligence and organizational citizenship behavior and organizational commitment in city secondary school teachers Torbat-h

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ABSTRACT: Introduction: Today's world is industrializing at a rapid rate. This suggests the importance of innovation, flexibility, productivity and accountability for the survival and success of the organization. The new standards should be developed for organizations to respond to global challenges and provide grounds for the employees so that they can enjoy the most appropriate skills. Since emotional intelligence, awareness of feeling and use it to acceptable decisions in life and ability to inhibit trauma and psychological distress And increases self-confidence and inner control. The present study was to investigate the relationship between emotional intelligence and organizational commitment and organizational citizenship behavior Torbat high school teachers, studied the effects on the education system be made. Objective: The aim of this study was to investigate the relationship between emotional intelligence and organizational commitment and organizational citizenship behavior is Torbat high school teachers. Methodology: This research is descriptive and correlational. The population of this study, high school teachers in Torbat in the academic year 2015-2016 to 185 people. Sample by sample volume determination table 140 was determined by random sampling. To collect the data, two standard questionnaires Bar-on Emotional Intelligence (1994) and organizational citizenship behavior Oregon and Kansk (1990) and organizational commitment of Allen and Meyer (1995). Content validity was confirmed by experts and three questionnaires to verify the reliability, Cronbach alpha EI 0/93 and organizational citizenship behavior 0/93 And for the commitment questionnaire 0/89 respectively. Analysis of data from a descriptive and inferential statistics (Pearson correlation coefficient and independent t test, analysis of variance, multiple regression). Was performed. Results: The results showed a significant relationship between emotional intelligence and organizational citizenship behavior and organizational commitment of teachers and there is a significant positive relationship. Between the opinions of teachers about emotional intelligence and organizational citizenship behavior according to gender, work experience and education was no significant difference Except that variables significantly related to teachers’ education respectively. Keywords: emotional intelligence, organizational commitment, organizational citizenship behavior, teachers, high school, Torbat.

INTRODUCTION

Power, and social and emotional competence of the decisive factors influencing the quality of social relations is (Eisen Berg et al,2005).

Intervention programs to educate schools on the merits of the emotional stresses. Such as the promotion of strategic thinking suggests that social skills training is effective emotional reconciliation (I, Gavin Berg et al,2009).

On the other hand the available evidence suggests that intelligence alone represents our success in life and the environment Does not work and emotions play a key role in organizational success (Solomon et al., 2002). Emotionally intelligent people can develop their effectiveness at all levels of the organization and play an important role in the quality and effectiveness of their social interaction with others (sheikh, 20007).
Emotional Intelligence is essential for successful careers in performance and 60% of all jobs are found. Emotional intelligence is the single largest factor for predicting human performance in the workplace and the most powerful force for leadership and success (Baradby and Grvys, 2007).

Emotional intelligence is more about the way people in interpersonal, identify and manage the impact of emotions on the thinking and behavior, develop the ability to recognize social mobility in the workplace and understand how to manage and improve their relationships helps. Emotional intelligence is the product of two main skill is the ability of individual and social capabilities.

Self-awareness and self-management, social awareness and relationship management to the individual turns and goes back into relationship with others Hence the commitment and interpersonal relationships and influential citizenship (Baradby and grvys, 2007).

Research carried out in the context of a relationship of emotional intelligence and social relations with components such as the commitment shown The structure and quality of mental health, identify emotions, empathy with others compromise the emotional, social and emotional well-being and life satisfaction correlated with psychological disorders and psychological disorders, depression, smoking and alcohol has a negative correlation.

Teaching as one of the high-stress jobs are taken into account. In fact, the daily work of teachers and teacher based on social interaction in addition to control emotions, to feel in control of students, parents and colleagues as well as its efforts. Positive feelings teacher, her health increases the compatibility students and by creating the right atmosphere and positive, will facilitate learning (Palmira and et all, 2005). In fact, emotional stress and poor management of the main reasons for dissatisfaction has always been the teachers of their work and eventually leave (Darling Hamod, 2001).

Based on the evidence available, the organization of the classroom is critical features that are directly related to the educational and social development of students. The ability to create atmosphere and emotional support teachers in classes and more effective behavior management strategies to be employed, students participate in learning and increases their (Domestic and pyanta, 2009).

Field studies show that organizational citizenship behavior increases the effectiveness of schools.

It makes free the productive resources to achieve the coordination of activities in the organization and enables teachers to more compatible with environmental changes (Podsakoff et al., 2007).

The main asset of any organization, especially in knowledge-based organizations such as training and education are One of the problems associated with inappropriate behaviors such as aggression schools, headstrong, hypothyroidism and among teachers That affect the performance and efficiency of schools and on interpersonal relationships and affect their morale. Therefore, citizenship behaviors and related factors that could pave the way for attention and participation of more teachers in these behaviors will increase. In case of necessity, the person perform their duties in accordance with laws and regulations and the requirements do, but voluntary cooperation, beyond the task in their efforts. Teachers who have high emotional intelligence, self-awareness of the feelings to own and manage these feelings and also identifying feelings and communication with their appropriate atmosphere at the school is based on empathy, understanding, trust and communication are healthy. Teachers come into being in such a situation are proud of and behaviors demonstrated their task. Volunteer to each other and complained and complained of the work decreased and increased interest and commitment to the job (Karimi, 2010).

What further research and attention is necessary, Review of all aspects and components of emotional intelligence, organizational commitment and OCB in Torbat secondary school teachers are due to demographic characteristics.

**Hypotheses**

For special premise or assumption:

The relationship between emotional intelligence and organizational commitment of secondary school teachers
There is a city of Torbat
The relationship between emotional intelligence and OCB in Torbat there is a city secondary school teachers.
El predictor of organizational commitment of secondary school teachers is Torbat city.
Emotional intelligence predicted citizenship behavior Torbat city’s secondary school teachers.

**Background research**

Emotional intelligence and organizational citizenship behavior and commitment in issues of secondary school teachers, many researches have been conducted in different countries and different. Many in the context of their relationship with other sciences research literature can be found. But in the context of the relationship between emotional intelligence and organizational citizenship behavior and commitment to high school, much research has been done. Until this study, few cases have been identified by researchers that are mentioned in this section.
Hashemi research showed that factors such as job satisfaction, the proper promotion, appreciation of services and social services (such as library, sports hall and recreation). Based organizational commitment are effective. (Hashemi, 1997).

The Iraq Study (1987) also showed that: (1) a significant correlation between the opportunities promoted by the different dimensions of organizational commitment there. 2. The relationship between the nature of working with different aspects of organizational commitment.

Zaki results showed that the nature of work has had a significant relationship with organizational commitment. (Zaki, 1394).

Of course, the relationship between organizational citizenship behavior and organizational commitment with other researchers and other similar topics or disabled emotional intelligence, have been investigated. In the meantime, “Aboulanian” (2007), the relationship between personality and citizenship behavior and organizational commitment in the service sector has teachers among the 115 employees. The results of this study show that religiosity and mental stability, two important variables affecting organizational citizenship behavior. So that the higher the level of religiosity and mental stability, organizational citizenship behavior is observed (Aboulanian, 2007).

In the study Zirak and Ahmadian (2013) on the subject of emotional intelligence and creative thinking and academic achievement among fifth graders was conducted in Torbat. Average student scores as a measure of emotional intelligence agent was used progress. he results showed that no significant relationship between emotional intelligence and progress, but the relationship between creative thinking and academic achievement was significant. Among the components of emotional intelligence and creative thinking, social awareness and emotional connection between academic achievement was significant. There was no significant difference between emotional intelligence and creative thinking (Zirak & ahmdian, 2013).

One of the few studies on this issue, research has been conducted in Japan. The research community with the capacity of 35 industry executives have been conducted. The results of this study show that emotional intelligence has a significant relationship with the three dimensions of organizational citizenship behavior. These three dimensions are: faith, civic virtue and altruism (Cork Maze & arpsy, 2009).

Locke (2005). As well as extensive research on the relationship between individualism and communitarianism and organizational citizenship behavior among students of public administration and social sciences Greece has done. He collectivist tendencies in this study suggest that direct relationship with citizenship behavior in such a way that the higher the degree of this trait in people, we can expect better behavior (Locke, 2005).

Valombba and colleagues (2008). The relationship between perceived procedural justice on organizational citizenship behavior was investigated. The results of the research shows the procedural perceived influence on organizational citizenship behavior (Valombba et all, 2008).

Allen and Meyer (1991). In their study have concluded that: 1. The foam and career advancement opportunities associated with organizational commitment. 2. The nature of the work (job challenges). Correlated with organizational commitment.

**RESEARCH METHODOLOGY**

Given the nature of this study is to investigate the relationship between emotional intelligence and organizational commitment, organizational citizenship behavior is Torbat high school teachers. This research is a descriptive and correlational research.

**Statistical Society**

The study population included all high school teachers in the city of Torbat both men and women who served in 2016 that 185 = N adherents.

**Sample and sampling method**

To determine the sample size, sample size formula was used Morgan, 140 high school teachers, were selected through stratified random sampling method. The sample of secondary school teachers in Torbat in Thsly95-2016 were selected and the number of samples men 70 and of women, 70 of which total 140 are thus sample size in this study, 140 = n is the survey questionnaires were available to them the necessary information has been gathered about the research.

**To collect data**

According to the research objectives, the following tools were used to measure research:
Emotional Intelligence Questionnaire time - it is

This test in 1980 by asking the question "why some people are more successful than others in life" began. This year the author, concept, definition and measurement of non-cognitive intelligence bar, (1992,1988-1997). Provided. The standardized inventory in Iran and has high reliability and validity. As well as emotional intelligence questionnaire-Ann, is composed of 90 items and 15 sub-scales used to measure emotional intelligence on a 5-point Likert whole set. In recent years, Iran, articles and much research has been done in this area, indicating the reliability and validity of the questionnaire Iran softened its terms for students and the number has decreased to 90 93% reliability was calculated through Cronbach's alpha (DEHSHIR, 1987).

Oregon and Kanesky organizational citizenship behavior (OCB)

Oregon and Kanesky organizational citizenship behavior (OCB). Oregon was created in 1996 by Kanesky and consisted of 15 questions. In a 5-point Likert scale questionnaire and scoring five dimensions which are: altruism, conscientiousness, sportsmanship, civic virtue and courtesy and consideration. In this study, Cronbach's alpha coefficient was used to assess the validity of that test reliability through Cronbach's alpha was 93%.

Organizational Commitment Questionnaire ALen- Meyer

The research for the study of organizational commitment of Allen & Meyer questionnaire (OCQ) is one of the most use of organizational commitment questionnaires were used. The reliability of the questionnaire was estimated by calculating Cronbach alpha 89/0 commitment.

Demographic data sample

In this section, demographic information sample by gender, education and work experience are provided in the form of tables and graphs.

Describe the sample by gender

<p>| Table1: Percentage distribution of sample by gender |</p>
<table>
<thead>
<tr>
<th>percent</th>
<th>frequency</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>70</td>
<td>Man</td>
</tr>
<tr>
<td>50</td>
<td>70</td>
<td>Female</td>
</tr>
<tr>
<td>100</td>
<td>140</td>
<td>Total</td>
</tr>
</tbody>
</table>

The table and chart above shows that in the study, 70 participants were male (50 percent). And 70 participants were women (50%), respectively.
Describe the sample in terms of education

| Table 2: Frequency and percentage of the sample in terms of education |
|-----------------------------|-----------------|-----------------|
| Percent | frequency | education |
| 67.85 | 95 | Masters |
| 28.57 | 40 | M.A |
| 3.57 | 5 | P.H.D |
| 100 | 140 | Total |

Figure 2: Description of study in education

The table and graph above shows that the participants in research studies, undergraduate 95 people (67.85 percent). And MA 40 (28.57 percent). Type 5 (3.57%). have been.

Describes the sample based on years of service

| Table 3: Percentage distribution of the sample based on years of service |
|-----------------------------|-----------------|-----------------|
| Percent | frequency | work experience |
| 37.14 | 52 | under 10 years old |
| 32.85 | 46 | Between 10 and 20 years |
| 30 | 42 | Between 20 and 30 years |
| 100 | 140 | Total |

Figure 3: Description of study based on work experience
The table and chart above shows that work experience of less than 10 years, 52 patients (37.14 percent) of 10 to 20 years, 46 patients (32.85 percent)., 20 to 30 years, 42 patients (30%). To have the high level.

**DESCRIPTION Research Data**

Research in this field has been investigated by descriptive statistics.

<table>
<thead>
<tr>
<th>Component</th>
<th>Average</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>331.185</td>
<td>53.29897</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>115.9500</td>
<td>18.65797</td>
</tr>
<tr>
<td>OCB</td>
<td>45.2786</td>
<td>8.40013</td>
</tr>
</tbody>
</table>

Emotional intelligence scores of 331/185 and 53/529 respectively standard deviation standard deviation scores commitment 115/95 18/65 45/27 OCB and obtained a mean score and standard deviation 40/8 respectively. Posts obtained in all the components suggest that the relationship between emotional intelligence and organizational citizenship behavior and organizational commitment was effective in the high school teachers Torbat city.

**Analytical and inferential statistics**

Inferential statistics, a set of statistical methods, based on the principles of probability theory to make valid inferences from samples on the entire society. Inferential statistics to estimate the abundance of Intra-group (point distance) and test assumptions about population parameters are handled. The use of these methods provides a basis for argument. To be able to reasonably interpret the observed facts, we determine to what extent the hypothesized model confirmed these facts, or that they violated. And suggestions for modification of existing theory, or perhaps planning another study to be presented.

**Testing hypotheses**

In order to test the hypothesis of multivariate regression were used the results of which are as follows.

**Hypothesis 1:** Hypothesis: There is a relationship between emotional intelligence and organizational commitment of teachers.

<table>
<thead>
<tr>
<th></th>
<th>Emotional Intelligence</th>
<th>Organizational Commitment</th>
<th>OCB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td>1.000</td>
<td>0.846</td>
<td>0.703</td>
</tr>
<tr>
<td>Significance level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (1-tailed.)</td>
<td></td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Sample size</td>
<td></td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td></td>
<td>140</td>
<td>140</td>
</tr>
</tbody>
</table>

According to the data table is sig <0/05 So the relationship between emotional intelligence and organizational commitment in significant pain 84/0.

**Hypothesis2:** There is a relationship between emotional intelligence and organizational citizenship behavior.

<table>
<thead>
<tr>
<th></th>
<th>Emotional Intelligence</th>
<th>Organizational Commitment</th>
<th>OCB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Table (5). The relationship between emotional intelligence and OCB level given that there 70/0 predictor variables were entered simultaneously.
Chi-adjusted value of 0.71 indicates that the model has to take into account changes in IQ scores

**Hypothesis 3:** Emotional intelligence is a predictor of organizational commitment of teachers.

<table>
<thead>
<tr>
<th>Model</th>
<th>Standardized coefficient</th>
<th>Not standardized coefficient</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fixed</td>
<td>48.808</td>
<td>15.321</td>
<td>3.186</td>
<td>0.002</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>2.210</td>
<td>0.212</td>
<td>0.774</td>
<td>10.433</td>
</tr>
</tbody>
</table>

Non-standard variables predictive coefficient for each of the anticipated increase in the amount of criteria for each unit increase in the predictor variables show. According to the above table, the following linear equation can be written for emotional intelligence and organizational commitment: 

\[ Y = \frac{48}{21}x + \frac{48}{80} \]

**Hypothesis 4:** Emotional intelligence is a predictor of OCB teachers.

<table>
<thead>
<tr>
<th>Model</th>
<th>Standardized coefficient</th>
<th>Not standardized coefficient</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fixed</td>
<td>48.808</td>
<td>15.321</td>
<td>3.186</td>
<td>0.002</td>
</tr>
<tr>
<td>OCB</td>
<td>0.578</td>
<td>0.470</td>
<td>0.091</td>
<td>1.228</td>
</tr>
</tbody>
</table>

Non-standard variables predictive coefficient for each of the anticipated increase in the amount of criteria for each unit increase in the predictor variables show. According to the table above the linear regression equation for emotional intelligence and organizational citizenship behavior can be written as follows: 

\[ Y = \frac{48}{57}x + \frac{48}{80} \]

**DISCUSSION AND INTERPRETATION OF RESULTS**

First hypothesis: There is a relationship between emotional intelligence and organizational citizenship behavior of teachers.

The results of the first hypothesis showed a significant relationship between emotional intelligence and organizational citizenship behavior and there is direct. The results of research (Hadizadeh front and Faraji, 2009), (Fox and Spector, 2002), (Aylgyn, 2009), (Nurlyla et al, 2009), (Fox et al., 2005) is consistent. The results show that there is a significant relationship between emotional intelligence and organizational citizenship behavior. Teachers who have high emotional intelligence in the workplace is not only problematic students and colleagues, but also with the wisdom and intelligent controls to manage. Their ears are listening to others and may well sympathize with them. Their personal and professional life with their friendly relationship with others. Teachers who have high emotional intelligence, can not resist the most difficult and the most critical conditions and their cool in the face of problems for the proper performance increase. According to body language helps to understand the feelings of the people. Given that the teaching profession is considered one of the most stressful jobs, Self-control skills for teachers of the most essential skills. Teachers have high emotional intelligence rather than anger discharge, cool and calm are. The ability of the harmful consequences such as anxiety and depression, reduces the ground for effective participation and attention they increase in assignments. Results showed that the components of emotional intelligence and motivation in civil and courteous in behavior There is a significant relationship. Emotions cause people to show the impetus for the activities or solve problems. Having a happy mood more flexible man and his ability to find logical solutions for problems increases. Happy and optimistic people to look at the events and conflicts from different angles and they exploit it. People are satisfied and happy greater acceptance among colleagues and more satisfied with their working environment and interact with colleagues and students. They have to motivate yourself to achieve your goals and always trying.

The second hypothesis: There is a relationship between emotional intelligence and organizational commitment of teachers.
According to the results, there is a significant relationship between emotional intelligence and organizational commitment. The results showed that people with higher emotional intelligence of commitment and feeling more responsible for their organization. Such people, have great attention to the feelings of others and also enlisted the help of others in the workplace or tasks beyond their role and can also demonstrate good organizational citizenship behavior. If the mutual trust in the workplace is such that predispose organizational citizenship behavior is appropriate in the workplace. Social skills, emotional intelligence and conscientiousness of organizational commitment had a significant relationship with the findings of the research results (Madarsir and Singh, 2008) about the relationship between emotional intelligence are in keeping with the commitment. Based on the findings of opinion among male and female teachers about emotional intelligence and organizational commitment difference was not significant. Between the opinions of teachers with different educational service records and documents about emotional intelligence and organizational commitment difference was not significant. Only teachers with higher degrees of emotional intelligence, organizational citizenship behavior and organizational commitment were higher. Given these findings Goleman's emotional intelligence has corresponded with the level of education grows. (Agha yari & daramdi Sharif, 2009).

Based on the findings and the relationship between emotional intelligence and organizational commitment of teachers and due to the fact that emotional intelligence increases with education and training, it is suggested to increase organizational commitment in training courses and in-service teachers comes attention to this matter is necessary. Strengthening each of the indices can be effective in improving and organizational commitment.

The third hypothesis: EI predictor of organizational commitment of teachers. As mentioned in the previous section, by using regression method, significant models were fitted to the study variables according to data in Table 4 were used. According to regression analysis, high emotional intelligence is the first role in determining teachers' commitment. This trait or characteristic of a good teacher is an employee of the concept of organizational commitment and work ethic also encompasses and includes traits such as competence, discipline, duty, trying to success is self-discipline. The findings of the research findings Amin et al. (1999). In examining the role of emotional intelligence in personal development, social competency and skills that students have the highest average and the lowest in the state responsibility in the areas of self-presentation tactics have it. Also, Farghadani (1992).

The fourth hypothesis: EI predictor of OCB teachers. As mentioned in the previous season, according to Table 4.5 data were used and according to regression analysis, high emotional intelligence is most effective in determining teachers' organizational citizenship behavior.

The hypothesis of this study showed a significant relationship between emotional intelligence and organizational citizenship behavior and there is a direct predictor components of emotional intelligence and organizational citizenship behavior teachers.

Poon (2008). The relationship between emotional intelligence and performance student-taught organizational behavior. His research findings indicated that in total the scores and scores of emotional intelligence and interpersonal aspects of student teachers there are significant correlations.


Correspond.

Offers

Report any research in the hope of continuing the research on that topic. Exploitation and application of its findings, writing and the community researchers and relevant stakeholders will be provided. Thus, for any report recommendations that facilitate these things. This section also offers practical suggestions and research for use in both researchers and practitioners for teaching and education authorities provided.

6-1 practical suggestions

According to the results of the present study recommends that in the beginning stages of recruiting teachers to score after these two are highly recommended.

Given the significant role of teachers in education and the need for education to empower teachers to empower students emotionally intelligent and creative discipline. It is suggested to festivals and conferences on the role of emotional intelligence, organizational commitment and organizational citizenship behavior in teaching and training teachers and students of familiarity, context of talents and abilities of students and teachers be provided.

It is recommended that top festivals teach pattern with an emphasis on organizational commitment and organizational citizenship behavior among teachers held Talent recognition and visibility to new and creative ideas will be provided.
Given that the personality characteristics of teachers based on years of service, there was no significant difference. Further research is recommended to be done and considered that the teachers' organizational citizenship behavior and organizational commitment in terms of years of service be determined. To determine if the service record high level of commitment and organizational citizenship behavior analysis is the re-education and re-training will be provided. Or if it is determined that the degree of commitment and organizational citizenship behavior in teachers with little work experience is desirable and also provide the necessary training.

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