

Emotional Intelligence, Organizational Commitment and Job Performance in Pakistan

Sadaf Amjad¹

Faculty of Management Sciences, Baluchistan University of Information Technology,
Engineering & Management Sciences, Quetta, Pakistan

Abstract

Faculty members in academic institutions have low satisfaction and organizational commitment. Emotional intelligence is highly associated with job performance and organizational commitment. This study has examined the association of emotional intelligence with organizational commitment and job performance. The study was restricted to university teachers in Quetta, Baluchistan. A questionnaire was adapted and administered on a sample of 358 faculty members. Consistent with the previous literature, the study found that emotional intelligence is a strong predictor of organizational commitment as compared to job performance. Therefore, academic institutions should organize seminars and workshops for enhancing emotional intelligence. Future studies may examine the moderating effect of emotional intelligence on the relationship between organizational commitment and job performance.

Keywords: *Emotional intelligence; organizational commitment; job performance.*

Introduction

Organizational success depends on an efficient and effective workforce. It is necessary for organizations to nurture human capital through continuous training and development (McCleskey, 2014). Organizational development and competitive advantage are strongly dependent upon human resource capital (Siegling, Nielsen & Petrides, 2014).

Employee attitude and behavior in organizations significantly depends on their emotional intelligence (Luthans, Avolio, Avey & Norman, 2007). Emotional intelligent individuals know how to manage emotions and complex relationships (Siegling et al., 2014). Thus, emotional intelligence has an impact on the attitude, behavior and job outcomes of employees. In addition, the physical, psychological and professional achievements of employees also

¹Corresponding Author: Sadaf Amjad; Email: sadaf761@gmail.com

depend on emotional intelligence (Luthans, Luthans & Avey, 2014).

Individuals' satisfaction depends on the level of commitment at the workplace. Individuals with a high level of emotional intelligence are able to balance work stress and personal life (Rego & Pina-e-Cunha, 2008). Job performance and organizational commitment of employees play a vital role in sustainable growth and development of firms. Thus, this study aims to measure the influence of emotional intelligence on organizational commitment and job performance.

Literature Review

Emotional Intelligence

The relationship between managers and subordinates depend upon their level of emotional intelligence (Carmeli, 2003). Emotional intelligence helps in controlling emotions (Levitats & Vigoda-Gadot, 2017) and includes self-awareness, self-management, motivation, empathy and interpersonal relationships (Mayer, Salovey & Caruso, 2000). Emotional intelligence involves making correct decisions in complex and difficult conditions (Mayer et al., 2000). It also promotes positive feelings and emotions among group members. This leads to increased participation, cooperation and improved performance (Allen & Meyer, 1990).

Studies have found a positive and significant association between emotional intelligence and organizational commitment (Mayer et al., 2000). On the contrary, other studies have reported that emotional intelligence has an insignificant influence on organizational commitment (Shamsuddin & Ujang, 2008). In addition, past research indicates that job satisfaction mediates the relationship between emotional intelligence and job commitment (Poon, 2004). Emotional intelligence also has a positive impact on work environment and group morale (Farh, Seo & Tesluk, 2012; House & Aditya, 1997).

Emotional intelligence is also important for effective social communication. While comparing social and emotional intelligence, House and Aditya (1997) found that social intelligence is more effective than mental intelligence for solving complex and complicated problems at the workplace. Emotionally intelligent individuals not only control their temper but also care about others feelings (Shamsuddin & Ujang, 2008; Thorndike, 1920).

There are four components of emotional intelligence which are depicted in Figure 1.

Figure 1: Components of Emotional Intelligence

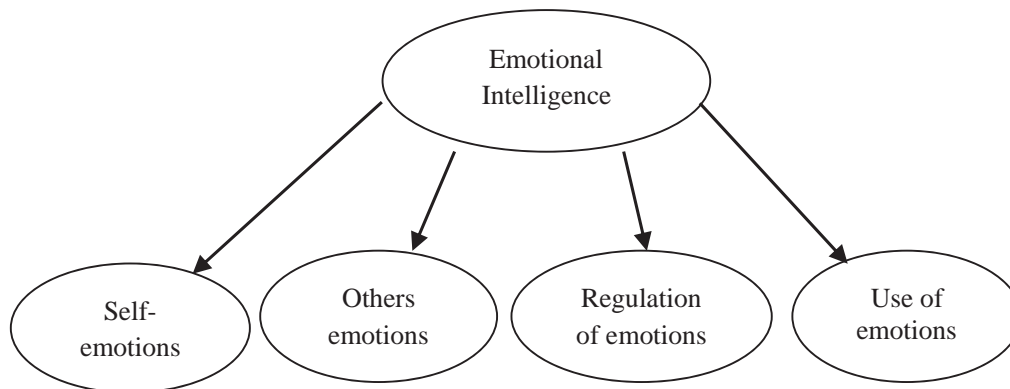


Figure 1 suggests that emotional intelligence has four dimensions, i.e. self-emotions, other emotions, regulation of emotions and use of emotions. Self-emotions refers to individuals' capability and aptitude in dealing with their feelings and conveying them to others (Salovey & Mayer, 1990). Others emotions relates to understanding feelings and emotions of others and guiding them on how to react in stressful situations (Salovey & Mayer, 1990). Regulation of emotions relates to regulating, monitoring and managing self-emotions (Salovey & Mayer, 1990). Use of emotions relates to managing emotions in a productive and constructive manner (Salovey & Mayer, 1990).

Organizational Commitment

Organizational commitment has three dimensions which are effective commitment (Allen & Meyer, 1990), continuous commitment (Veličković et al., 2014) and normative commitment (Fu & Deshpande, 2014; Mason, 1995).

Affective commitment refers to individuals' positive feelings and attachment towards the organization (Allen & Meyer, 1990). Continuous commitment refers to employees' desire to stay with the organization. The desire to stay with the existing organization depends on the employees' chances of finding a new job and the overall satisfaction level. Thus, employees carefully consider the risks and costs associated with changing their employer (Veličković et al., 2014). In addition, normative commitment relates to individuals' feelings of obligation and loyalty with the organization (Fu & Deshpande, 2014).

Research indicates that companies tend to reward their highly committed employees

(Zopiatis, Constanti, & Theocharous, 2014). Organizations understand that the workforce is more important than materials and technology. Organizations also acknowledge that capabilities vary from individuals to individuals (Kim, Eisenberger & Baik, 2016; Ugboro, 2016). Thus, efficiency and performance of employees depend upon their skills, intentions and desire to perform.

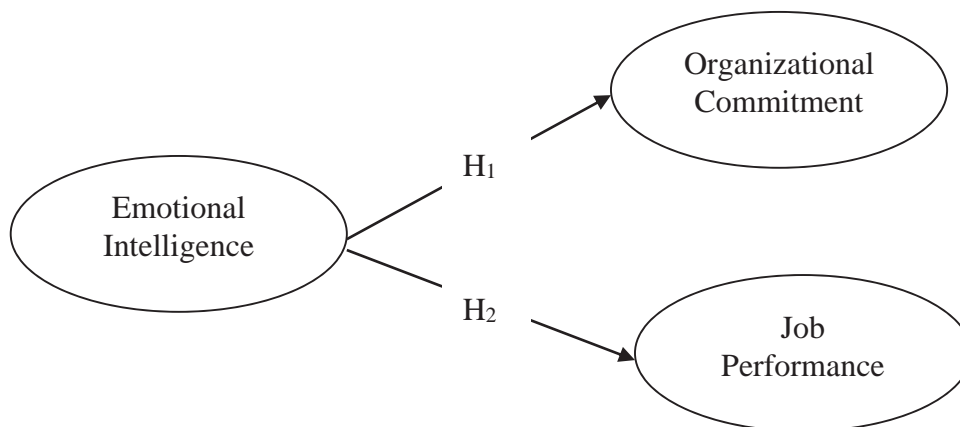
Job Performance

Job performance includes all job related activities that help in achieving organizational objectives (LePine, Zhang, Crawford & Rich, 2016). Job performance is measured in terms of sales, production targets and job consistency. It is argued that job performance is a measurable construct (Judge & Zapata, 2015). Job performance includes job related activities that have final outcomes (Ahearne, Jelinek, Mathieu, Rapp & Schillewaert, 2015). In addition, job performance also depends upon the productive and efficient utilization of resources (Bozionelos et al., 2016).

Conceptual Framework

Based on the above discussions a conceptual framework has been developed. The conceptual framework is presented in Figure 2. It is followed by a synthesis of the literature supporting each relationship.

Figure 2: Conceptual Framework



Emotional Intelligence and Organizational Commitment

Emotionally intelligent individuals are highly optimistic and have traits which allow them to be resolute and focused (Abraham, 1999). Individuals at the workplace are exposed to different types of stress, hardships and challenges which adversely affects their job performance and organizational commitment. Emotionally intelligent workers do not blame the organization for their dissatisfaction (Levitats & Vigoda-Gadot, 2017). Moreover, an emotionally intelligent workforce helps an organization to innovate and address challenges (Abraham, 1999).

Past research suggests that there is a positive relationship between emotional intelligence, job satisfaction and organizational development (Abraham, 1999; Levitats & Vigoda-Gadot, 2017). Therefore, organizations should provide training to enhance the emotional intelligence of employees (Meyer, Morin & Vandenberghe, 2015).

Abraham (1999) suggests that the organizational commitment of emotionally intelligent employees does not depend upon internal control mechanisms. It has been argued that emotionally intelligent individuals develop favorable working relationships that positively affects their organizational commitment. Emotional intelligence also has a direct effect on affective influence which is valuable for organizations (Devece, Palacios-Marqués & Alguacil, 2016). Past studies suggest that emotionally intelligent individuals experience lower work stress and have greater commitment towards the organization (Fu, 2014; Ouyang, Sang, Li & Peng, 2015).

Emotional intelligence has a positive effect on organizational commitment and also improves individuals' morale and well-being (Carmeli, 2003; Salami, 2008). Bennis (2001) recommends that organizations should arrange trainings and workshops on interpersonal skills for increasing employee commitment and loyalty. Sound interpersonal skills also reduces employee turnover. Salami (2008) suggests that managers while hiring and training new employees should focus on emotional intelligence. Employees with good emotional intelligence scores tend to have positive emotions and higher commitment towards the organization (Carmeli, 2003). Thus, it has been hypothesized that:

H1: Emotional intelligence is positively associated with organizational commitment.

Emotional Intelligence and Job Performance

Top performing employees take cognizance of their emotional intelligence (Cote & Miners, 2006). Emotionally intelligent employees learn consistently while motivating and inspiring others. Studies have found that employees current and future performance

depends on emotional intelligence (Farh et al., 2012; Boyatzis, Stubbs, & Taylor, 2002). Emotional intelligence encourages innovation and also helps in improving job performance. Emotionally intelligent employees take initiative in organizational activities and participate in training and development (Boyatzis et al., 2002).

Slaski & Cartwright (2002) and Watkin (2000) found that emotional intelligence is a strong predictor of job performance. Additionally, it has been concluded that employees with a high emotional intelligence have the capability to control their emotions which leads to superior job performance (Brush, Moch & Pooyan, 1987; Sy, Tram & O'Hara, 2006; Goksoy, 2012; Mohamad & Jais, 2016).

H2: Emotional intelligence is positively associated with job performance.

Methodology

Participants and Procedures

The scope of the study was restricted to faculty members from teaching institutes of Quetta, Baluchistan. The sample size includes 358 respondents. Table 1 depicts a summary of the respondents profile.

Table 1: Respondents' Profile

Variable		Number	Percentage
Age	20 Years or less	7	2
	21 to 30 Years	236	66
	31 to 40 Years	101	28
	41 plus	14	04
Marital Status	Single	202	56
	Married	156	44
Gender	Male	144	40
	Female	214	60
Education	Graduation	20	6
	Masters	247	69
	MS/MPhil	76	21
	PhD	15	4
Work Experience (Years)	1 to 10	277	77
	11 to 20	77	22
	21 to 30	4	1

Scales and Measures

The adapted questionnaire has five items related to demographics and all are based on the nominal scale. Three constructs with 26 items are based on the five-point rating scale. One represents low and five represents high. Table 2 provides a summary of constructs used in the study.

Table 2: Summary of Constructs

Constructs	Source	No. of Items
Emotional Intelligence	(Wong & Law, 2002)	4
Org. Commitment	(Mowday, Steers & Porter, 1979)	14
Job Performance	(Tsui, Pearce, Porter & Tripoli, 1997)	8

Results

Descriptive Analysis

The descriptive statistics of the variables is presented in Table 3.

Table 3: Descriptive Statistics						
	SK	KT	RB	E1	OC	JB
Emot. Intelligence	-.77	.45	.88	1		
Org. Commitment	-.74	1.4	.81	.49	1	
Job Performance	-.66	1.0	.91	.53	.30	1

Note: SK=Skewness, KT=Kurtosis, RB=Reliability

Table 3 shows that all the values of Skewness and Kurtosis ranged between ± 3.5 . Therefore, the adapted scales fulfill the requirements of univariate normality (Mardia, 1970). All the Cronbach alpha values are greater than 0.70 which suggests that the constructs satisfy the condition of internal consistency (Coakes & Steed, 2009). Additionally, the pair (job performance and emotional intelligence) has the highest correlation ($r=.53$), whereas the lowest correlation ($r=.30$) is between job performance and organizational commitment. The correlation values suggest that the adapted constructs are unique and distinct (Coakes & Steed, 2009).

Hypothesis 1

The hypothesis on the positive association between emotional intelligence and organizational commitment was tested through simple regression. The results are presented in Table 4.

Table4: Regression Results			
Model 1	B	T	Sig.
Emotional Intelligence	.485	10.421	0.000

Dependent variable: Organizational Commitment, $R^2=.234$, $F=108.591$, $p<.05$

The results show that emotional intelligence explains 23.4% of the variance in organizational commitment ($R^2=.234$, $F=108.591$, $p<.05$). In addition, emotional intelligence has a positive and statistically significant effect on organizational commitment ($\beta=.485$, $p<.05$).

Hypothesis 2

The hypothesis on the positive association between emotional intelligence and job performance was tested through simple regression. The results are presented in Table 5.

Table 5: Regression Results

Model 1	B	T	Sig.
Emotional Intelligence	.302	5.968	0.000

Dependent variable: Job Performance, $R^2=.09$, $F=35.617$, $p<.05$

The results show that emotional intelligence explains 9% of the variance in organizational commitment ($R^2=.09$, $F=35.617$, $p<.05$). In addition, emotional intelligence has a positive and statistically significant effect on organizational commitment ($\beta =.302$, $p<.05$).

Discussion & Conclusion

Discussion

Both the hypotheses were accepted. The results suggest that emotional intelligence has a strong effect on job commitment as compared to job performance. The following section contains a discussion of the results.

Emotional Intelligence and Organizational Commitment

The first hypothesis on the positive association between emotional intelligence and organizational commitment was accepted. Past studies suggest that emotionally intelligent employees are highly satisfied with their jobs and positively contribute towards organizational development (Abraham, 1999; Levitats & Vigoda-Gadot, 2017). Therefore, organizations should provide training to employees to enhance the level of emotional intelligence (Meyer, Morin & Vandenberghe, 2015).

Abraham (1999) suggests that the organizational commitment of emotionally intelligent employees do not depend upon internal control mechanisms. It has been argued that emotionally intelligent individuals develop favorable working relationships that positively affects their organizational commitment. Emotional intelligence also has a direct effect on affective influence which is valuable for organizations (Devece, Palacios-Marqués & Alguacil, 2016). Prior studies have found a strong association between emotional intelligence and job commitment (Devece et al., 2016; Fu, 2014; Khan et al., 2014). These studies suggest that emotionally intelligent individuals experience lower work stress and have greater

commitment towards the organization (Fu, 2014; Devece, Palacios-Marqués & Alguacil, 2016).

Emotional Intelligence and Job Performance

The second hypothesis on the positive association between emotional intelligence and job performance was also accepted. The finding is consistent with the previous literature. Emotionally intelligent employees learn consistently while motivating and inspiring others. Studies have concluded that emotionally intelligent employees perform better than other employees (Farh et al., 2012). It can be based on intelligence and personal traits (Boyatzis, Stubbs, & Taylor, 2002; Boyatzis et al., 2002; Slaski & Cartwright, 2002). Emotionally intelligent employees take initiative in organizational activities and participate in training and development (Boyatzis et al., 2002).

Past studies suggest that the relationship between of emotional intelligence and job performance is universal and it does not vary from one industry to another (Slaski & Cartwright, 2002; Watkin, 2000). It is argued that emotionally intelligent individuals have the capability to control their emotions which leads to superior job performance (Brush, Moch & Pooyan, 1987; Sy, Tram & O'Hara, 2006). Emotional intelligence not only enhances job performance but is a good predictor of different aspects of job performance (Goksoy, 2012; Mohammad & Jais, 2016).

Conclusion

This study has examined the effect of emotional intelligence on organizational commitment and job performance. The results indicate that emotional intelligence is a strong predictor of organizational commitment as compared to job performance. Organizations while hiring new employees should measure the emotional intelligence level of prospective candidates. In addition, they should organize seminars and workshop on emotional intelligence for their employees. Future studies may examine the moderating effect of emotional intelligence on the relationship between organizational commitment and job performance.

References

- Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. *Genetic, Social, and General Psychology Monographs*, 125(2), 209-224.
- Ahearne, M., Jelinek, R., Mathieu, J., Rapp, A., & Schillewaert, N. (2015). A Longitudinal examination of individual, organizational and contextual factors on technology adoption and job performance *Creating and Delivering Value in Marketing* (pp. 171-171), Cham: Springer.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational and Organizational Psychology*, 63(1), 1-18.
- Bennis, W., (2001). How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations, In C. Cherniss & D. Goleman,., *In The emotionally intelligent workplace*(pp. 27-44), San Fransisco: Willey Company
- Boyatzis, R. E., Stubbs, E. C., & Taylor, S. N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Learning & Education*, 1(2), 150-162.
- Bozionelos, N., Kostopoulos, K., Van-Der Heijden, B., Rousseau, D. M., Bozionelos, G., Hoyland, T., & Epitropaki, O. (2016). Employability and job performance as links in the relationship between mentoring receipt and career success: A study in SMEs. *Group & Organization Management*, 41(2), 135-171.
- Brush, D. H., Moch, M. K., & Pooyan, A. (1987). Individual demographic differences and job satisfaction. *Journal of Organizational Behavior*, 8(2), 139-155.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, 18(8), 788-813.
- Coakes, S. J., & Steed, L. (2009). *SPSS: Analysis without Anguish Using SPSS Version 14.0 for Windows*. New Jersey: John Wiley & Sons, Inc.
- Cote, S., & Miners, C. T. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, 51(1), 1-28.
- Devece, C., Palacios-Marqués, D., & Alguacil, M. P. (2016). Organizational commitment and its effects on organizational citizenship behavior in a high-unemployment environment. *Journal of Business Research*, 69(5), 1857-1861.

- Farh, C. I., Seo, M.-G., & Tesluk, P. E. (2012). Emotional intelligence, teamwork effectiveness, and job performance: The moderating role of job context. *Journal of Applied Psychology*, 97(4), 1-28.
- Fu, W. (2014). The impact of emotional intelligence, organizational commitment, and job satisfaction on ethical behavior of Chinese employees. *Journal of Business Ethics*, 122(1), 137-144.
- Fu, W., & Deshpande, S. P. (2014). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of Business Ethics*, 124(2), 339-349.
- Goksoy, A. (2012). The impact of Job insecurity, role ambiguity, self monitoring and perceived fairness of previous change on individual readiness for change. *Journal of Global Strategic Management*, 6(1), 102-111.
- House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23(3), 409-473.
- Judge, T. A., & Zapata, C. P. (2015). The person-situation debate revisited: Effect of situation strength and trait activation on the validity of the Big Five personality traits in predicting job performance. *Academy of Management Journal*, 58(4), 1149-1179.
- Khan, M. I., Awan, U., Yasir, M., Mohamad, N. A. B., Shah, S. H. A., Qureshi, M. I., & Zaman, K. (2014). Transformational leadership, emotional intelligence and organizational commitment: Pakistan's services sector. *Argumenta Oeconomica*, 2 (33), 67-92.
- Kim, K. Y., Eisenberger, R., & Baik, K. (2016). Perceived organizational support and affective organizational commitment: Moderating influence of perceived organizational competence. *Journal of Organizational Behavior*, 37(4), 558-583.
- LePine, M. A., Zhang, Y., Crawford, E. R., & Rich, B. L. (2016). Turning their pain to gain: Charismatic leader influence on follower stress appraisal and job performance. *Academy of Management Journal*, 59(3), 1036-1059.
- Levitats, Z., & Vigoda-Gadot, E. (2017). Yours emotionally: How emotional intelligence infuses public service motivation and affects the job outcomes of public personnel. *Public Administration*, 95(3), 759-775.
- Luthans, B. C., Luthans, K. W., & Avey, J. B. (2014). Building the leaders of tomorrow: The development of academic psychological capital. *Journal of Leadership & Organizational Studies*, 21(2), 191-199.
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital:

- Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541-572.
- Mardia, K. V. (1970). Measures of multivariate skewness and kurtosis with applications. *Biometrika*, 57(3), 519-530.
- Mason, E. S. (1995). Gender differences in job satisfaction. *The Journal of Social Psychology*, 135(2), 143-151.
- Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of emotional intelligence. In RJ Sternberg (Ed), *The Handbook of Intelligence* (pp 396-420), New York: Cambridge University Press.
- McCleskey, J. (2014). Emotional intelligence and leadership: A review of the progress, controversy, and criticism. *International Journal of Organizational Analysis*, 22(1), 76-93.
- Meyer, J. P., Morin, A. J., & Vandenberghe, C. (2015). Dual commitment to organization and supervisor: A person-centered approach. *Journal of Vocational Behavior*, 88, 56-72.
- Mohamad, M., & Jais, J. (2016). Emotional intelligence and job performance: A study among Malaysian teachers. *Procedia Economics and Finance*, 35, 674-682.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14(2), 224-247.
- Ouyang, Z., Sang, J., Li, P., & Peng, J. (2015). Organizational justice and job insecurity as mediators of the effect of emotional intelligence on job satisfaction: A study from China. *Personality and Individual Differences*, 76, 147-152.
- Poon, J. M. (2004). Career commitment and career success: moderating role of emotion perception. *Career Development International*, 9(4), 374-390.
- Rego, A., & Pina e Cunha, M. (2008). Workplace spirituality and organizational commitment: an empirical study. *Journal of Organizational Change Management*, 21(1), 53-75.
- Salami, S. O. (2008). Demographic and psychological factors predicting organizational commitment among industrial workers. *The Anthropologist*, 10(1), 31-38.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.
- Shamsuddin, S., & Ujang, N. (2008). Making places: The role of attachment in creating the sense of place for traditional streets in Malaysia. *Habitat International*, 32(3), 399-409.
- Siegling, A., Nielsen, C., & Petrides, K. (2014). Trait emotional intelligence and leadership in a European multinational company. *Personality and Individual Differences*, 65, 65-68.

- Slaski, M., & Cartwright, S. (2002). Health, performance and emotional intelligence: An exploratory study of retail managers. *Stress and Health*, 18(2), 63-68.
- Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior*, 68(3), 461-473.
- Thorndike, E. L. (1920). Intelligence examinations for college entrance. *The Journal of Educational Research*, 1(5), 329-337.
- Tsui, A. S., Pearce, J. L., Porter, L. W., & Tripoli, A. M. (1997). Alternative approaches to the employee-organization relationship: Does investment in employees pay off? *Academy of Management Journal*, 40(5), 1089-1121.
- Ugboro, I. O. (2016). Influence of managerial trust on survivors' perceptions of job insecurity and organizational commitment in a post restructuring and downsizing environment. *Journal of Behavioral and Applied Management*, 4(3), 231-265.
- Veličković, V. M., Višnjić, A., Jović, S., Radulović, O., Šargić, Č., Mihajlović, J., & Mladenović, J. (2014). Organizational commitment and job satisfaction among nurses in Serbia: A factor analysis. *Nursing Outlook*, 62(6), 415-427.
- Watkin, C. (2000). Developing emotional intelligence. *International Journal of Selection and Assessment*, 8(2), 89-92.
- Wong, C.-S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243-274.
- Zopiatis, A., Constanti, P., & Theocharous, A. L. (2014). Job involvement, commitment, satisfaction and turnover: Evidence from hotel employees in Cyprus. *Tourism Management*, 41, 129-140.