



IMPACT OF EMOTIONAL INTELLIGENCE ON ORGANIZATIONAL COMMITMENT IN SERVICE ORGANIZATIONS - AN EMPIRICAL STUDY

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ABSTRACT

KEYWORDS:
*Emotional Intelligence,
Organizational Commitment,
Age.*

The objective of this paper is to examine the relation between Emotional Intelligence (EI) and Organizational commitment (OC) of employees at the workplace. It also tries to find out whether EI and OC of employees vary with age of employees. This study is based on primary data collected from 142 executives working in private service sectors like banking and telecom in Guwahati region. Emotional Intelligence was measured using the standardized test developed by Chadha and Dalip Singh consisting of 22-items. Organizational Commitment was measured by the test developed by Allen and Mayer consisting of 18-items. The data was analyzed using and Pearson correlation and ANOVA. The findings of the study indicated that there is a positive correlation between EI and organizational commitment. There is a significant difference between employees with extremely high, high and moderate EI on one dimension of OC which is continuance commitment. EI is positively related to age of employees. OC is also significantly related to demographic variable like age of employees.

INTRODUCTION

Organizations have realized that it is only by unearthing the human potential that success would come their way. Hence, they are trying hard to gain a competitive advantage, by investing creatively in their human resources. Managing work pressure, time deadlines, intense competition, work-induced stress etc. are major challenges before the workforce. Amidst these organizational concerns, Emotional Intelligence has gained importance. Numerous researches have empirically proven that EI has considerable impact on organizational life of an employee. The important factor which determines an employee's success in workplace is how he understands and regulates his own emotions and of those around him. The concept of EI was made popular by Goleman with his famous book *Emotional Intelligence: Why It can matter More Than IQ*. Daniel Goleman explains that IQ is considered to account for approximately 20% of the factors that determine life success, and he argues that EI can account for the remaining factors.

Emotional Intelligence is defined as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer and Salovey, 1997).

Organizational commitment could be defined as an employee's strong belief in and acceptance of an organization's goals and values, effort on behalf of the organization to reach these goals and objectives and strong desire to maintain membership in the organization (Hunt and Morgan, 1994). This term has gained importance because it has become a challenge for human resource managers of today to retain their employees. A strongly committed employee may prove to be an asset for an organization in the long run and can help an organization gain competitive advantage. So, if EI and organizational commitment of an employee is related then it can also be linked to other work related outcomes.

OBJECTIVES OF THE STUDY

1. To examine the relation between EI and organization commitment.
2. To study whether demographic factor(age) affect emotional intelligence
3. To study whether demographic factor(age) affect organizational commitment
4. To find out whether age and emotional labour moderate the relation between EI and organizational commitment.

LITERATURE REVIEW

EI and Organization Commitment

Different studies have been done by various researchers in different parts of the world to show the relation between EI and Organization Commitment of employees. Neerpal Rathi and Renu Rastogi (2009) in their study found a positive correlation between EI and organizational commitment. Hassan Rangriz and Javad Mehrabi (2010) studied the relationship EI, organizational commitment (OC) and employees' performance (EP) in Iranian Red Crescent Societies (IRCS). The findings showed that there is a significant relationship between employees' EI, OC and their performance. Nikkheslat, Asgharian, Saleki & Hojabri (2012) examined the impact that emotional intelligence and its dimensions have on job satisfaction and organizational commitment in this research. The findings showed that a positive relation between emotional intelligence and organization commitment exists.

Janis Maria Antony (2013) examined the influence of Emotional Intelligence on Organizational Commitment and Organizational Citizenship Behaviour. The results indicated that a positive relationship existed between Emotional Intelligence, Organizational Commitment and Organizational Citizenship Behavior. Siti Sarawati Hj. Johar and Ishak Mad Shah (2014) studied the impact of Emotional Intelligence on Organizational Commitment through employee self-esteem factor. The findings showed that EI had an indirect effect on organizational commitment when self-esteem as mediator factor is controlled.

Oznur Tulunay Ates & Bekir Buluc (2015) studied the relationship between emotional intelligence, motivation and organizational commitment of the teachers working at primary schools. The results of the study demonstrated that the teachers working at the primary schools have a good level of emotional intelligence, motivation and organizational commitment and there is a positive and suggestive relevance between their emotional intelligence, motivation and organizational commitment.

Based on the above literature the following hypothesis is proposed.

Hypothesis 1: There is a positive relationship between Emotional Intelligence and an employee's organizational commitment.

EI and Demographic Factor (Age):

Ioannis Nikolaou and Ioannis Tsaousis (2002) found a significant but low negative correlation between EI and age. The study conducted by D.A. Adeyemo (2008) found significant relation between EI and work experience and gender but no significant relation was found between EI and age and education. Rathi and Rastogi (2008) found positive correlation between EI and age of individuals. Mishra & Mohapatra (2010) found no significant correlation between EI and gender and age of individuals. The findings related to EI and age has been mixed. So, the second hypothesis has been formed.

Hypothesis 2: There is a significant positive relationship between EI and age of employees.

OC and Demographic factor (Age):

Age has been found to be positively correlated to organizational commitment. This may be because of reasons like as employees age increases their chances of getting more better opportunities decrease so they become more committed to their present organization so that it considers them as valuable assets (Allen and Mayer, 1993, Harrison & Hubbard, 1998). So, the third hypothesis has been framed.

Hypothesis 3: There is a significant relationship between OC and age of employees.

METHODOLOGY

Sample and Data Collection

This research was conducted with the help of a questionnaire distributed among banking and telecom sector. The respondents of this study were 142 full-time employees working in Guwahati region.

Measures

Emotional Intelligence was measured through a tool developed by Dr Dalip Singh and Dr N K Chadha (2003) which is standardized on the Indian population. It constitutes 22 questions which measures emotional reactions to different situations. These situations relate to the three EI dimensions viz. **emotional maturity, emotional sensitivity and emotional competence.**

Emotional competency measures the respondent's ability to handle emotional upsets like frustrations, conflicts, inferiority complexes etc

Emotional maturity checks the respondent's behavioural pattern while dealing with inner self and immediate environment.

Emotional sensitivity measures the respondent's ability to be sensitive, empathetic ability, ability to develop good inter-personal relations and ability to communicate emotions clearly.

Organizational Commitment was measured using the 18-item five-point Likert scale developed by Allen and Mayer (1993), of which six items relate to each of the three components of organizational commitment viz., affective commitment (AC), normative commitment (NC) and continuance commitment (CC).

Affective commitment refers to employees' emotional attachment, identification with and involvement in the organization.

Continuance Commitment is related to an employees' assessment of whether the cost of leaving the organization is greater than the cost of staying in the organization.

Normative Commitment refers to an employees' feeling of obligation towards the organization.

DATA ANALYSIS

The data was analyzed in SPSS 19.0. In case of EI, the score of each respondent has been obtained by summing the score of the 22 questions. The scores arrived at classify each respondent into one of the three groups extremely high EI, high EI and moderate EI. Scores are interpreted as per Table 1.

Table 1 : Interpretation of EI scores and its components

EI Dimensions					
SENSITIVITY (Range of score: 25-100)	93-100	86-92	66-85	36-65	< 35
MATURITY (Range of Score: 35-140)	133-140	113-132	88-112	53-87	< 52
COMPETENCY (Range of score: 50-200)	168-200	141-168	97-140	71-96	< 70
TOTAL EQ	379-440	308-379	261-307	159-260	< 158
Interpretation	Extremely High	High EQ	Moderate EQ	Low EQ	

Source: (Singh, 2003)

OC was measured through the 18 item Likert scale where a higher value indicated strong commitment. Pearson correlation was used to measure the strength and direction of the relation between the demographic variable viz., age and the variables EI and OC. An ANOVA Test has been done to understand the relationship between EI and organizational commitment where EI is considered as the independent variable and OC as the dependent variable.

ANALYSIS AND FINDINGS

Reliability

The reliability of the EI and OC measures were assessed using Cronbach Alpha which was found to be 0.812 and 0.734 respectively.

Descriptive Statistics

The descriptive statistics for overall Emotional Intelligence as well as its three dimensions are given in Table 2 and those for organizational commitment and its components are presented in Table 3.

Table 2: Descriptive Statistics for Emotional Intelligence and its components

	Mean	Standard Deviation
Emotional Sensitivity	86.93	12.43
Emotional Maturity	109.22	19.44
Emotional Competency	152.18	18.45
Emotional Intelligence Total	360.52	39.89

Interpretation: From the total EI mean score of 360.52, it can be interpreted from Table 1 that the overall EI, emotional maturity and emotional competency of the respondents is

high. However, the emotional sensitivity is found to be moderate.

Table 3: Descriptive Statistics for Organizational Commitment and its components

	Mean	Standard Deviation
Affective Commitment	3.6526	.72376
Normative Commitment	3.2265	.56575
Continuous Commitment	3.6338	.59821
Organization Commitment Total	3.5043	.46274

Interpretation:

By observing the above table we find that the executives have moderate commitment towards the organization.

DEMOGRAPHICS AND EMOTIONAL INTELLIGENCE

The demographic variable considered is age and correlation analysis had been done to determine the strength of the relationship between EI and age. The finding is presented in Table 4.

Table 4. Correlation Analysis for EI and Age

		Sensitivity	Maturity	Competency	EI	Age
Tot ES	Pearson Correlation	1	.581(**)	.593(**)	.794(**)	.290(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	142	142	142	142	142
Tot EM	Pearson Correlation	.581(**)	1	.669(**)	.857(**)	.249(**)
	Sig. (2-tailed)	.000		.000	.000	.003
	N	142	142	142	142	142
Tot EC	Pearson Correlation	.593(**)	.669(**)	1	.890(**)	.304(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	142	142	142	142	142
EI total	Pearson Correlation	.794(**)	.857(**)	.890(**)	1	.345(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	142	142	142	142	142
Age	Pearson Correlation	.290(**)	.249(**)	.304(**)	.345(**)	1
	Sig. (2-tailed)	.000	.003	.000	.000	
	N	142	142	142	142	142

****.** Correlation is significant at the 0.01 level (2-tailed).

Interpretation:

By observing Table 4, we find that there is significant relationship between age and all the dimensions of EI viz., emotional sensitivity, emotional maturity and emotional competency.

The second last column ($r=.498$) in Table 4 reveals that there exists a significant and positive relation between EI (represented as EQ total) and age.

So, hypothesis 2 stating EI is positively related to age is accepted.

Demographics and OC

Another correlation analysis was done to understand the relation between age and OC. The findings are presented in Table 5.

Table 5: Correlation analysis for OC and age

		Affective	Continuance	Normative	OC	Age
Affective commitment	Pearson Correlation	1	.135	.494(**)	.789(**)	.210(*)
	Sig. (2-tailed)		.108	.000	.000	.012
	N	142	142	142	142	142
Continuance Commitment	Pearson Correlation	.135	1	.276(**)	.597(**)	.202(*)
	Sig. (2-tailed)	.108		.001	.000	.016
	N	142	142	142	142	142
Normative Commitment	Pearson Correlation	.494(**)	.276(**)	1	.801(**)	.244(**)
	Sig. (2-tailed)	.000	.001		.000	.003
	N	142	142	142	142	142
OC	Pearson Correlation	.789(**)	.597(**)	.801(**)	1	.297(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	142	142	142	142	142
Age	Pearson Correlation	.210(*)	.202(*)	.244(**)	.297(**)	1
	Sig. (2-tailed)	.012	.016	.003	.000	
	N	142	142	142	142	142

****.** Correlation is significant at the 0.01 level (2-tailed).

Interpretation

Table 5 reveals that there is a significant positive ($r = 0.297$) relationship between respondent's level of age and their organizational commitment.

So, hypothesis 3 stating OC is positively related to age is accepted.

EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

The relationship between Emotional Intelligence (EI) and Organizational Commitment (OC) was examined using Pearson correlation and ANOVA where EI has been considered as the independent variable and OC the dependent variable. The findings are given in Tables 6 & 7.

Table 6: Correlation Analysis for EI and OC

		EI	OC
EI	Pearson Correlation	1	.111
	Sig. (2-tailed)		.189
	N	142	142
OC	Pearson Correlation	.111	1
	Sig. (2-tailed)	.189	
	N	142	142

Interpretation: The correlation value ($r = 0.111$) indicates that there is a positive correlation between EI and

organization commitment but the relationship is not found to be significant.

Table 7: ANOVA Output for EI and OC

		Sum of Squares	df	Mean Square	F	Sig.
AC	Between Groups	1.395	2	.697	1.338	.266
	Within Groups	72.466	139	.521		
	Total	73.861	141			
CC	Between Groups	3.545	2	1.772	5.924	.003
	Within Groups	41.585	139	.299		
	Total	45.130	141			
NC	Between Groups	.061	2	.030	.084	.920
	Within Groups	50.397	139	.363		
	Total	50.458	141			
OC	Between Groups	.553	2	.277	1.297	.277
	Within Groups	29.639	139	.213		
	Total	30.192	141			

Interpretation

The above results indicate that there is a significant difference among the employees with extremely high, high and moderate EI on only one dimension of organizational commitment i.e. continuance commitment (sig. = .003). But in the other two dimensions of organization commitment i.e. affective commitment and normative commitment the result is not significant. Hence, the overall organizational commitment too is not significant (sig. = 0.277). However there is a positive relation between EI and OC.

Thus, we partially accept our first hypothesis which states that there is a positive relation between EI & OC.

DISCUSSION

The literature review on relation between EI and organizational commitment at workplace has showed that EI is positively related to organizational commitment of employees (Rathi and Rastogi, 2009; Mohamadkhani & Lalard, 2012) which may lead to decrease in turnover intention of employees. Our study found that both are positively correlated but could not establish a significant relationship between the two. Enhancing EI skills enables managers to regulate their emotions and motivate themselves more effectively. Our study assessed the EI level of the executives and found that on an average the individuals have a high level of EI. This is encouraging for the organization since by evaluating one's level of EI, an executive might be able to identify areas in which improvements may be necessary. Correspondingly, the executive's supervisors and trainers might identify areas of strengths and weaknesses that can be

useful in both training and job assignments. Our study found that age affects emotional intelligence which is consistent with previous studies (Rathi and Rastogi, 2008). **The non-significant relationship between emotional intelligence and organizational commitment stopped us further to probe into the fourth objective which was to find out the relationship between EI and OC with age and emotional labour as the moderators.**

CONCLUSION

Properly managed emotions in implementing jobs may increase capability of employees to manage work induced stress which may lead to positive attitude and other positive outcomes like job satisfaction, higher organizational commitment, reduced turnover intentions and lesser emotional labour and burnout at workplace. Thus, there lies the necessity of attracting and employing highly emotionally intelligent individuals, training them in different levels and leading them towards the application of the skills required. Organizations need to create an environment for the development and continuation of emotional intelligence amongst their employees. Enhancing EI skills enables managers to regulate their emotions and motivate themselves more effectively. By evaluating one's level of EI, an executive might be able to identify areas in which improvements may be necessary. Correspondingly, the executive's supervisors and trainers might identify areas of strengths and weaknesses that can be useful in both training and job assignments.

However, the study has certain limitations. It could not throw light on the relation between gender and EI as

the sample was male dominant. Future studies need to explore more on the moderators of the relationship between Emotional Intelligence and work related outcomes which our study attempted but failed.

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