

# Does Organisational Commitment Serve As A Bridge Between Emotional Intelligence And Job Performance Among University Teachers In Pakistan?

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## Abstract

The purpose of this current study is to investigate organizational commitment (OC) as a mediator between emotional intelligence (EMIN) and job performance (JP) in teachers of private universities of Khyber Pakhtunkhwa, Pakistan. Data were collected from 191 teachers of five Private Sector Universities of Khyber Pakhtunkhwa: Peshawar, Sarhad University, Peshawar, Iqra National University, Peshawar, City University, Peshawar, Abasyn University and Qurtuba University, Peshawar through EMIN scale (Wong & Law, 2002), JP scale (Goodman & Svyantek, 1999) and OC scale (Meyer and Allen's, 1991). The results revealed that EMIN has a significant relationship with OC and JP. Furthermore, Confirmatory analysis's findings showed that OC had a partial role in mediating the connection between EMIN and JP.

**Keywords:** Emotional Intelligence; Organizational Commitment; Job Performance; Pakistan; Teachers

## Introduction

A productive and efficient workforce is indispensable to the success of any organisation. Through ongoing training and development, organisations must nurture their human capital (McCleskey, 2014). Human capital is a key component of organisational growth and competitive advantage (Siegling, Nielsen, & Petrides, 2014). People with EMIN are adept at controlling their emotions and difficult interpersonal situations (Siegling et al., 2014). Employee EMIN significantly influences their

attitude and behavior in organisations (Luthans, Avolio, Avey, & Norman, 2007).

Meyer and Allen (1997) defined OC as “the attitude of an employee towards his/her organization. This attitude is a psychological bond between the employee and organization that affects 1) the degree to which the individual identifies with the goals and values of the organization, 2) exerts effort to achieve organizational goals, 3) and desires to remain in the organization”. “It is a psychological contract between the employee and the organization which keeps them intact through thick and thin”

(Meyer & Allen, 1997). OC has three facets: “affective, continuance, and normative commitment” (Meyer & Allen, 1991). Employees are considered to be mentally committed to the organisation if they are willing to work towards the organization's goals. OC is referred to as “emotional attachment to an organization; a goals and values which results in willingness to exert optimal effort to achieve the organizations goals” (Meyer & Allen, 1997). There are three elements of organisational commitment which are “affective commitment AC, continuation commitment CC and normative commitment NC” (Meyer & Allen, 1997). Employees' active psychological attachment to their employer is known as AC. CC is the desire to stay with the organisation since doing so would mean giving up the advantages gained. The feeling of obligation to the organisation is referred to as NC.

EMIN is defined as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey & Mayer, 1990). Self-emotions are a person's capacity and ability to manage their emotions and communicate them to others. Understanding other people's feelings and emotions is related to advising them on how to respond in challenging circumstances. Controlling, observing, and managing one's own emotions is a component of emotion regulation. Utilizing emotions involves controlling them in a positive and useful way (Salovey & Mayer, 1990).

JP has two dimensions: In-role performance and extra-role performance (Demerouti & Cropanzano, 2010). Extra-role refers to “discretionary behaviors on the part of an employee that are believed to directly promote the effective functioning of an organization without necessary directly influencing an

employee's productivity” (Demerouti & Cropanzano, 2010). In-role performance refers to “those officially required outcome and behaviors that directly serves the organization” (Demerouti & Cropanzano, 2010).

Amjad (2018) collected data from three hundred and fifty eight faculty members working in universities of Quetta, Balochistan to test the impact of EMIN on OC and JP. The results correlation and regression revealed a significant association between EMIN and OC. It was also found that EMIN had a positive relationship with JP. Ramli and Novariani (2020) collected data from two hundred and fifty one employees working in private hospitals to test the relationship among EMIN, OC and JP. They have not given any details for measuring OC. Instead they have measured job satisfaction which has nothing to do with this their study. They have measured the overall level of JP. They have also not shown any correlation result to test the hypotheses. The results of their study revealed a significant association between EMIN and OC. It was also found that EMIN had a positive relationship with JP. In our present study we have taken four dimensions of EMIN, three dimensions of OC and two dimensions of JP.

Amjad (2018) collected data from three hundred and seventy faculty members working in 20 public and private sector universities of Punjab and Islamabad to test the mediating effect of OC and job satisfaction between EMIN and JP. The results of their study revealed a significant relationship among all variables which are EMIN, job satisfaction, OC and JP. It was also found that OC and job satisfaction mediated the relationship between EMIN and JP. Besides this study, there is no study that has testing the mediating effect of all three dimensions of OC between EMIN and JP.

Plethora of studies is available on the relationship between EMIN and JP (Alwali & Alwali, 2022;

Côté & Miners, 2006; Liao, Hu, & Huang, 2022; Mohamad & Jais, 2016; O'Boyle Jr, Humphrey, Pollack, Hawver, & Story, 2011; Shahhosseini, Silong, Ismaill, & Uli, 2012), EMIN and OC (Aghdasi, Kiamanesh, & Ebrahim, 2011; Alavi, Mojtahedzadeh, Amin, & Savoji, 2013; Alsughayir, 2021; Antony, 2013; Jufrizen, Nadia, & Muslih, 2022; Kumari, Abbas, Hwang, & Cioca, 2022; Shafiq & Rana, 2016), OC and JP (Amin, 2022; Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989; Park, Han, Kim, & Kim, 2022).

Various studies have taken different mediators between EMIN and JP. For example, the relationship between EMIN and JP has been mediated by psychological well-being (Devonish, 2016), leader-member exchange (Clarke & Mahadi, 2017), transformational leadership (Hur, Van Den Berg, & Wilderom, 2011), and job burnout (Moon & Hur, 2011). Our current study contributes to the existing treasure of literature by testing the mediating role of OC between EMIN and JP of teachers of private sector universities of KP, Pakistan. Keeping in view the above literature, we developed the following hypotheses:

H1: EMIN is positively related to JP of Private Universities' teachers.

H2: EMIN is positively related to OC of Private Universities' teachers.

H3: OC is positively related to JP of Private Universities' teachers.

H4: OC mediates the relationship between EMIN and JP of Private Universities' teachers.

## Research methodology

### Sample and Data Collection Procedure

Teachers at five private universities in Khyber Pakhtunkhwa provided the data. These educational institutions in Peshawar include Abasyn University, Sarhad University, City University, Iqra National University, and Qurtuba University. Through teachers and students, 230 questionnaires were delivered to the esteemed academic members of the universities indicated above. One hundred ninety three surveys were returned after three reminders with a one-week break. For this study, a total of 191 questionnaires were employed. Due to the incompleteness of the data, only two surveys were discarded.

### Measurement of EMIN

EMIN was measured through EMIN scale adopted from Wong and Law (2002). This scale comprises four dimensions which are "Self-emotion Appraisal (SEA), Others' Emotion Appraisal (OEA), Use of Emotion (UOE) and Regulation of Emotion (ROE)". Each dimension of EMIN has four items. Examples of Self-emotions Appraisal include "I have a good sense of why I feel certain feelings most of the time" and ". I have a good understanding of my own emotions". Examples of Other' Emotion Appraisal include "I always know my friends' emotions from their behaviour" and "I am sensitive to the feelings and emotions of others". Examples of Use of Emotion include "I always set goals for myself and then try my best to achieve them" and "I always tell myself I am a competent person". Examples of Regulation of Emotion include "I always tell myself I am a competent person" and "I can always calm down quickly when I am very angry". 7-point Likert Scale ranging from Strongly Disagree to Strongly Agree was used to record the responses. Reliability of each dimension of EMIN is given in table 1.

**Table 1: Reliability of EMIN**

Dimension	Self-emotion Appraisal	Regulation of Emotion	Others' Emotion Appraisal	Use of Emotion
Items	4	4	4	4
Cronbach's Alfa	.86	.82	.78	.83

**Measurement of JP**

In-Role and Extra-Role Performance as well as the total JP were evaluated using the well-known JP scale that was created by (Goodman & Svyantek, 1999). Seven items were used to gauge extra-role performance, while nine questions were used to evaluate performance within roles. Examples of In-role Performance include "I achieve the objectives of my job", "I fulfill all the requirements of the job", and "I am competent in all areas of the job, handle tasks with

proficiency". Examples of extra-role Performance include "I help others employees with their work when they have been absent", "I assist my colleagues with their duties", and "I make innovative suggestions to improve the overall quality of the department". 5 point Liker Scale was employed, with 1 denoting "Strongly Disagree" and 5 denoting "Strongly Agree". Reliability of each dimension of JP is given in table 2.

**Table 2: Reliability of JP**

Dimensions	In-Role P	Extra-Role P
Items	9	7
Cronbach's Alfa	.88	.76

**Measurement of OC**

To measure all dimensions of OC, Meyer and Allen's (1991) Organisational Commitment Scale was used. Three different forms of commitment—"affective, continuous, and normative"—are assessed in this study. There are six items in each of the dimensions of OC. Examples of affective commitment are "I would be very happy to spend the rest of my career in this organization." and "I really feel as if this organization's problems are my own". Examples of continuous commitment are "It would be very

hard for me to leave my job at this organization right now even if I wanted to" and "I believe I have too few options to consider leaving this organization". Examples of normative commitment are "Even if it were to my advantage, I do not feel it would be right to leave" and "I would feel guilty if I left this organization now". The Likert scale is employed, with a range of 1 to 5, with 5 being the strongly agree and 1 strongly disagree. Reliability of each dimension of OC is given in table 3.

**Table 3: Reliability of OC**

Dimensions	CC	NC	AC

<b>Items</b>	6	6	6
<b>Cronbach's Alfa</b>	.82	.84	.91

## Results

**Table 4: Correlation among EMIN, OC and JP**

	EMIN	OC	JP
EMIN	1	.246**	.322**
OC	.246**	1	.330**
JP	.322**	.330**	1

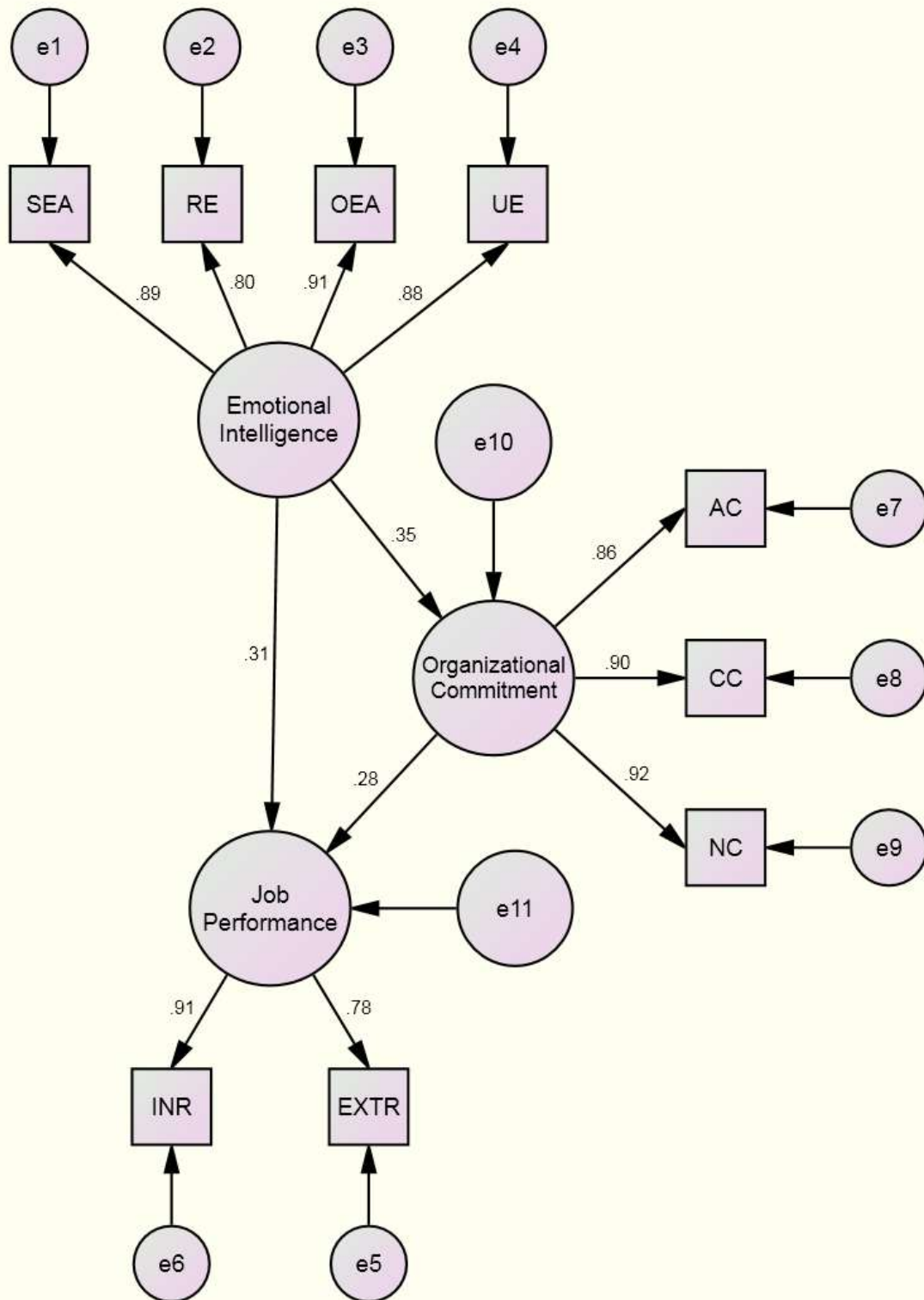
“\*\*”. Correlation is significant at the 0.01 level (2-tailed).”

Table 4 shows the correlation among EMIN, OC and JP of teachers of private universities. The results revealed that EMIN has a significant relationship with OC and JP. Thus, we accept:

H1: EMIN is positively related to JP of Private Universities' teachers.

H2: EMIN is positively related to OC of Private Universities' teachers.

H3: OC is positively related to JP of Private Universities' teachers.



The three-factor model of EMIN, OC, and JP was evaluated using structure equation modelling. The regression weight of .31 between EMIN and JP is significant at the .000 level. The regression weight of .35 between EMIN and OC is significant at the .000 level. The regression weight of .28 between OC and JP is significant at the .000 level. When OC was included as a mediator, the regression weight between EMIN and JP, which

was .40, decreased to .31. It implies that OC acted as a mediator between JP and EMIN. The model fits the sample data really well. The levels of RMR, GFI, CMIN, DF, AGFI, CFI, and RMSEA are all within the acceptable range and are shown in Table 6. The factor loadings for all dimensions of EMIN, OC, and JP are shown in Table 5, and they are within acceptable limits.

			Estimate
OC	<---	EMIN	.346
JP	<---	OC	.278
JP	<---	EMIN	.311
SEA	<---	EMIN	.891
RE	<---	EMIN	.796
OEA	<---	EMIN	.910
UE	<---	EMIN	.885
EXTR	<---	JP	.777
INR	<---	JP	.913
AC	<---	OC	.865
CC	<---	OC	.902
NC	<---	OC	.916

**Table 6: Values of RMR, DF, RMSEA, CMIN, CFI, GFI and AGFI**

	Values
CMIN	21.937
CMIN/DF	.914
RMR	.025
CFI	1.000
RMSEA	.000
GFI	.975
AGFI	.953

## Conclusion

The purpose of this current study is to investigate OC as a mediator between EMIN and JP in

teachers of private universities of Khyber Pakhtunkhwa, Pakistan. Data were collected from 191 teachers of five Private Sector Universities of Khyber Pakhtunkhwa: Abasyn University, Peshawar, Sarhad University, Peshawar, City University, Peshawar, Iqra National University, Peshawar and Qurtuba University, Peshawar through EMIN scale (Wong & Law, 2002), JP scale (Goodman & Svyantek, 1999) and OC scale (Meyer and Allen's, 1991). The results revealed that EMIN has a significant relationship with OC and JP. Furthermore, the results of confirmatory analysis revealed that OC partially mediated the relationship between EMIN and JP.

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