

Organizational Commitment: Some Linkages with Emotional Intelligence

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There is dearth of empirical research substantiating the efficacy of emotional intelligence (EI) in relation to organizational commitment (OC). The EI data when subjected to principal axis factoring technique with varimax rotation procedure yielded 9 factors such as emotionality and impulsiveness, self-awareness, depression, managing anxieties, problem solving focus, assertiveness, empathy, self-confidence and managing others. With respect to OC affective and continuance commitment emerged representing dedication to and continued membership with the organization. EI factors such as self awareness, problem solving focus, assertiveness, empathy, self-confidence and managing others strongly predicted affective commitment while emotionality, depression and managing others showed greater impact on the continuance commitment dimension.

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Introduction

Emotional intelligence (EI) being an aspect of social intelligence (Salovey & Mayer, 1990) is the ability to perceive and express emotions intelligently. It is a capability based trait that facilitates inner thought processes, helps understanding and managing emotions for one's personal growth (Mayer & Salovey, 1997; Bar-On, 2000). On the other hand, organizational commitment (OC) is perceived as a multidimensional construct which includes employees' loyalty and personal involvement with the organization. As a construct it entails a strong desire to sustain association with and maintain goal and value congruency in the network of organizational relationship (Mowday, Steers & Porter, 1979) without producing conflicting outcomes (Sayeed & Mathur, 2000). The apparent concern is in the quest of performing well. Nevertheless organizations look forward to committed and emotionally intelligent employees, facili-

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tating their stay in the organization for longer time.

Emotional Intelligence

Goleman (1998) popularized the concept of EI by positioning it as the best predictor of work and life success besides attributing the quality of being a good predictor of work outcomes such as job satisfaction, organizational commitment, turnover and performance. Bar-On (2000) re-conceptualized the construct and tried to define and measure its five major components that comprised: (1) intrapersonal processes including self-awareness, (2) interpersonal processes that include skills of empathy and social responsibility, (3) stress management involving problem solving and reality testing skills, (4) adaptability that enhances stress tolerance and impulse control, and finally (5) general mood control denominating happiness and optimism in day to day living. Mayer and Salovey (1997) have independently created a four segment model of EI such as: (1) emotional perception, (2) emotional facilitation of thought, (3) emotional understanding, and (4) emotional management. The first three components of EI determine how well people understand themselves as bundle of emotions and the last component that includes empathy or empathizing processes determines how individuals manage themselves and relate with other people (Smigla & Pastoria, 2000).

Organizational Commitment

As against a personal construct which is EI organizational commitment

(OC) is an attitude, defined as the relative strength of an individual's identification with, and involvement in a particular organization (Mowday, Steers & Porter, 1979). The approach to conceptualizing and exploring OC included attitudinal, behavioral, normative dimensions, thereby dubbing the construct as multidimensional (Suliman & Isles, 2000). Thus, OC is supposed to measure within the range of above classification any behaviors that encompass continuance commitment, affective commitment and normative commitment (Meyer & Allen, 1991; Boehman, 2006).

Emotionally Intelligent Organizational Culture

An emotionally intelligent organizational culture deeply emphasizes relationship building, empathy and social responsibility (Sayeed & Shanker, 2009). These attributes enhance trust and commitment and facilitates connection between a new hire and the organization as a prospective employer. Emotional intelligence can play a positive role in developing organizational commitment (Goleman, Boyatzis & Mckee, 2002). Organizational success can be determined by the emotional tone set by the leader due to deeper understanding of self-awareness and others (Kets & Miller, 1984). It is also observed that the relationship between emotional intelligence and organizational commitment are not much examined however of the fact that these two attributes are researched with potential mediator variables (Abraham, 2000; Kafetsios and Zampetakis, 2008). By and large, researches documented positive relation-

ship between emotional intelligence and organizational commitment (Khani & Lalardi, 2012). There is dearth of research in this area especially where levels of measurement involving the assessment of leader characteristics measured on emotional intelligence dimensions and the other being organizational characteristics assessed independent of those who experienced it. The present study is set out to explore emotional intelligence and organizational commitment of the leaders to establish empirical connections between these two constructs using factorially derived measures of both the constructs. The following hypotheses were, framed for testing the relationship:

H1: Literature revealed meaningful relationship between emotional intelligence and organizational commitment (Yusof, 2006; Guleryuz, Guney, Aydine and Asan, 2008). Carmeli (2003) has shown that emotional intelligence is positively connected to affective commitment. It is therefore, hypothesized that there will be a positive relationship between various dimensions of emotional intelligence and affective commitment of the managers. It is therefore, hypothesized that there will be a positive relationship between various dimensions of emotional intelligence and affective commitment of the managers.

H2: As explored by Abraham (1999) emotionally intelligent employees will continue their services even in inadequate facilities setup, they will not impose their feeling of annoyance on their work and organization. Employ-

ees' needs force them to stay with the organization (Allen & Meyer, 1990). Hence, it is hypothesized that there will be positive relationship between emotional intelligence and continuance commitment dimensions.

Sample

Present study was conducted in pharmaceutical and IT companies located in Western India. The sample was obtained in a manner that ensured probability sampling methodology of sample selection. The sample represented a cross-section of industries with varied background and differing functional groupings of managers. Some degree of heterogeneity of the sample ensured varying level of attainments of leaders at different hierarchical levels of the organization. In all, 615 executives responded to the questionnaire, of which 11 per cent belonged to upper and 89 per cent belonged to middle management cadre. The age of respondents varied from 22 to 40 years with median age being 31 years. The work experience ranged from 4 to 21 years with its median at 10 years.

Emotional Intelligence Scale

Shanker and Sayeed's (2006) EI scale measuring emotional intelligence was used. Present version of the scale includes a few extra items and some of the items of the earlier version were modified for better comprehension. The scale was based on the overall theoretical concept advanced by Goleman (1998) and for the scale development used the conceptual framework of Mayer, Salovey

and Caruso (2002) and Bar-On (2000). Respondents were expected to rate each item on a 7 point scale, 1 being “not at all true to me” to 7 being “to a great extent true to me”. The items covered a variety of emotional facets of living such as experienced stress and reactions, optimism, positive or negative approach to life’s problems and activities, feelings of confidence-diffidence, self-respect, self-awareness, feeling of despondency or looking at things and processes in an issue centric and problem focused way, feelings of adequacy, assertiveness and conscientious behavior etc. These items as input to principal axis factor analytic technique that were repeated several times revealed 9 interpretable factors covering 46 items only. These dimensions were labeled as: (1) emotionality and impulsiveness, (2) self awareness, (3) depression, (4) managing anxieties, (5) problem solving focus, (6) assertiveness, (7) empathy, (8) self confidence, and (9) managing others.

Organizational Commitment Scale

One of the most widely accepted scale originally developed by Mowday et al. (1979) was used to measure OC. The items were rated on a 7 point scale ranging from 1 “not at all agree” to 7 “strongly agree”. This scale has been consistently tested and documented as having high Alpha coefficients ranging from .81 to .93 (Hochwarter, Perrewe, Ferris & Gercio, 1999; Millward & Hopkins, 1998). The scale was originally designed to represent a one-dimensional construct, as the authors were not inclined to establish its multidimensionality (Mowdy et al., 1929).

The present study revealed two factors of organizational commitment which were named as affective commitment and continuance commitment (Meyer & Allen, 1991)

Emotional Intelligence Measure

Table 1 presents Varimax rotated factor matrix comprising 46 items with 9 major dimensions of EI. The scale demonstrated good psychometric properties with Cronbach Alpha ranging from a low of .60 for problem solving focus to a high of .86 for emotionality and impulsiveness. The other dimensions such as self-awareness, depression, managing anxiety, assertiveness, empathy, self-confidence, and managing others all had Alpha Reliabilities of .79, .79, .63, .65, .75, .67, and .78 respectively. The dimensions as defined in the present study were similar to those obtained by Shanker and Sayeed’s (2006) study on emotional intelligence scale.

Factor I: Emotionality & Impulsiveness: This factor consisted of several items indicating one’s emotionality through expression of anger or exploding one’s anger apparently without much control over it. A sample of items under this dimension reads as follows:

- (v16) I am not happy with my life (loading = 0.74)
- (v20) I am unable to show affection (loading = 0.61)

Factor II Self Awareness: Degree of self-awareness creates self-monitoring orientation within an individual result-

Table 1 Principal Axis Factor Structure of Emotional Intelligence Items with Varimax Rotation

Statement	F1 EIP	F2 SA	F3 DP	F4 MA	F5 PSF	F6 AST	F7 EMP	F8 SC	F9 MO	h ²
v14 I am impulsive	0.42									48
v16 I am not happy with my life	0.74									60
v20 I am unable to show affection	0.61									51
v33 I have problem in controlling my anger	0.58									56
v38 I react immediately without giving a single thought to a situation	0.73									61
v40 I tend to cling to others	0.63									53
v41 I tend to explode with anger easily	0.66									52
v49 It is generally hard for me to make changes in my daily life	0.57									54
v51 It is hard for me to change my ways	0.72									63
v58 It is hard for me to understand the way I feel	0.79									69
v59 It is hard to accept myself just the way I am	0.78									67
v62 People find me impulsive and hard to depend on me	0.72									61
v64 When I am assigned to head a work team that is trying to come up with creative solutions to nagging problems at work– I do not know what to do	0.72									62
v65 When I do not get expected results I get terribly upset	0.54									48
v10 I am generally motivated to continue even when things get difficult		0.57								50
v12 I am happy the way I look		0.53								36
v13 I am happy with the type of person I am		0.58								58
v36 I like to get an overview of a problem before trying to solve it		0.52								50
v50 It is hard for me to accept myself just the way I am			0.48							44
v52 It is hard for me to enjoy life			0.54							55
v53 It is hard for me to face unpleasant things			0.60							71

Statement	F1 EIP	F2 SA	F3 DP	F4 MA	F5 PSF	F6 AST	F7 EMP	F8 SC	F9 MO	h ²
v54 It is hard for me to keep things in right perspective			0.64							60
v55 It is hard for me to make decision for myself			0.50							56
v56 It is hard for me to say 'no' when I want to say 'no'			0.58							47
v57 It is hard for me to smile			0.55							65
v26 I do not perform well under stress				0.57						62
v27 I feel it is hard for me control my anxiety				0.64						62
v30 I become anxious easily				0.56						55
v42 I try to continue to develop those things that I can enjoy					0.62					66
v43 I try to make my life as meaningful as I can					0.50					45
v44 I would like to fulfill my childhood desire by learning things which I could not do earlier					0.44					41
v66 When trying to solve a problem I look at each possibility and then decide the best way					0.41					36
v21 I believe I can stay on top of tough situations						0.56				71
v22 I believe in my ability to handle most upsetting problem						0.63				54
v23 I can handle stress without getting too nervous						0.45				47
v2 I am adept at reading people's feelings by their facial expression							0.57			48
v7 I am a good person to come for advise on Handling relationships							0.53			38
v15 I am effective at listening to other people's problems							0.58			58
v46 I am sensitive to the emotional needs of others							0.42			47
v24 I can maintain my drifting relationship also								0.59		63
v28 I feel sure of myself in most situations								0.63		48
v32 I have good self-respect								0.56		47
v31 I have a calming influence on other people								0.64		68

Statement	F1 EIP	F2 SA	F3 DP	F4 MA	F5 PSF	F6 AST	F7 EMP	F8 SC	F9 MO	h ²
v39 I respond appropriately to other people's mood motivations and desires									0.43	63
v47 It is fairly easy for me to express my feelings and convince to others									0.65	57
v48 It is fairly easy for me to tell people what I think									0.76	78
% of Variance Explained	42.78	29.12	6.79	5.32	4.90	4.15	3.01	2.68	1.25	cumulative 100

Note: EIP= emotionality and impulsiveness, SA= self-awareness, DP= depression, MA= managing anxiety, PSF=problem solving focus, AST= assertiveness, EMP= empathy, SC= self-confidence, MO= managing others

ing in the habit of constantly checking where he/stands in the circumstances he has been facing. Representative items are:

- (v12) I am happy the way I look (loading=0.53)
- (v13) I am happy with the type of person I am (loading=0.58)

Factor III Depression: It indicates severe despondency and dejection, accompanied by feelings of hopelessness and inadequacy. It is a condition of mental disturbance, typically with lack of energy and difficulty in maintaining concentration or interest in life. Sample items are:

- (v50) It is hard for me to accept myself just the way I am (loading=0.48)
- (v53) It is hard for me to accept unpleasant things (loading=0.60)

Factor IV Managing Anxieties: This factor classifies such items that typify anxiety or stress related processes within an individual. If such deeply personal processes are understood well and handled by the individual it would be indicative of his capability to manage anxiety ridden emotions. Some of the items are:

- (v26) I do not perform well under stress (loading=0.57)
- (v27) I feel it is hard for me to control anxieties (loading=0.64)

Factor V Problem Solving Focus: This factor signifies the way an individual perceives life in general and the extent to which he is practical/pragmatic in solving life's problems prudently. It is the way one should look at life and not really the events/happenings that make one feel happy or sad. Items are:

- (v42) I try to continue to develop those things that I can enjoy (loading=0.62)
- (v43) I try to make my life as meaningful as I can (loading=0.50)

Factor VI Assertiveness: This factor was labeled as assertiveness due to emphasis of the statements on individual's ability to direct things the way he likes it. Individual handles stress without being too nervous and can stay high in tough situations. Clubbed together some degree of flair for leadership is perceived in these statements. Representative items are:

- (v21) I believe I can stay on top of tough situations (loading=0.56)
- (v23) I can handle stress without getting too nervous (loading=0.45)

Factor VII Empathy: This factor suggests individuals' ability to feel and understand others' sentiments, moods, needs and reactions so that he is able to share feelings and or build connections with others. Representative items are:

- (v2) I am adept at reading people's feelings by their facial expressions (loading=0.57)
- (v15) I am effective at listening to other people's problems (loading=0.58)

Factor VIII Self Confidence: This factor signifies individual's ability to conduct himself with greater understanding of self in situations posing difficulties and hurdles. Main focus of this factor is on one's inner confidence beaming with "I can do". Sample items are:

- (v24) I can maintain my drifting relationship (loading=0.59)
- (v28) I feel sure of myself in most situations (loading=0.63)

Factor IX Managing Others: This factor signifies ability to handle others skillfully. It involves understanding emotions and needs of other people and reacting to them accordingly. Items are:

- (v39) I respond appropriately to other people's mood, motivation and desires (loading=0.43)
- (v47) It is fairly easy for me to express my feelings to others (loading=0.65)

Organizational Commitment Measure

Table 2 presents Varimax rotated factor structure comprising 14 items and two major dimensions of organizational commitment that demonstrate internal consistency estimate (Alpha reliability) of 0.79 for continuance commitment and 0.83 for affective commitment. The factor structure was extracted several times using varying number of factors so as to accept a given internal structure of organizational commitment items that conformed to current thinking in this area. Final analysis resulted in two unique but related dimensions of organizational commitment viz. affective commitment and continuance commitment as described below.

Factor 1 Affective Commitment: Affective commitment includes items like emotional attachment, identification and involvement that an employee has within the organization and the personal goals

Table 2 Principal Axis Factor Analysis of organizational Commitment Items with varimax Rotation

statement	F1 AC	F2 CC	h ²
v83 For me this is the best of all possible organizations for which to work	.56		.41
v84 I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	.64		.43
v85 I am glad to tell others that I am part of this organization	.70		.50
v86 I am willing to put in great deal of effort beyond that normally expected to in order to help this organization to be successful.	.66		.45
v89 I find that my values and organization's values are very similar	.63		.44
v90 I really care about the fate of this organization	.66		.46
v91 I talk up this organization to my friends as a great organization to work for	.74		.55
v92 I would accept almost any type of job/assignment to keep working for this organization	.55		.34
v95 The organization really inspires the very best in me in the way of job performance	.56		.37
v82 Deciding to work for this organization was a definite mistake on my part.		.68	.61
v87 I could just as well be working for a different organization as long as the type of work was similar		.65	.47
v88 I feel very little loyalty to this organization		.70	.56
v94 Often I find it difficult to agree with this organization's policies on important matters relating to its employees		.70	.53
v96 There is not too much to be gained by sticking to this organization indefinitely		.73	.59
% of Variance Explained	55.32	44.68	Cumulative 100

Note: AC= affective Commitment, CC= continuance commitment

and willingness to make efforts in helping the organization to achieve its goals. The items are:

- (v91) I talk of this organization to my friends as a great organization to work for (loading=0.74)
- (v89) I find that my values and this organization's values are very similar (loading=0.63)

Factor 2 Continuance Commitment: This factor contains the items related to not having positive opinion

about the organization where he is working. This attitude is reflected as an intention to quit and it is highly probable that such perceptions of organization do result in not continuing with the organization for long. The relevant items are:

- (v96) There is not too much to be gained by sticking to this organization indefinitely (loading=0.73).
- (v88) I feel very little loyalty to this organization (loading=0.70).

Table 3 Descriptive Statistics & Inter-correlation between Emotional Intelligence and Organizational Commitment (diagonal line presents Alpha coefficient)

	Mean	SD	EIP	SA	DP	MA	PSF	AST	EMP	SC	MO	AC	CC
EIP	4.12	1.02	.86										
SA	5.09	.77	.14**	.79									
DP	4.04	1.17	.87**	-.20**	.79								
MA	4.33	.94	.74**	.01	.69**	.63							
PSF	4.83	.70	.26**	.55**	.17**	.34**	.60						
AST	4.03	.81	-.06	.64**	-.10**	.15**	.57**	.65					
EMP	4.82	.70	.38**	.51**	.36**	.42**	.56**	.46**	.75				
SC	4.92	.74	.03	.67**	.00	.20**	.49**	.54**	.47**	.67			
MO	4.90	.86	.07	.54**	.01	.15**	.46**	.46**	.39**	.57**	.78		
AC	5.04	.72	-.05	.71**	-.14**	.06	.56**	.65**	.47**	.59**	.52**	.83	
CC	4.14	1.07	.81**	-.10**	.77**	.64**	.21**	-.03	.34**	.06	.02	-.10**	.79

Note:-Decimals omitted

**p<.01

Note: EIP= emotionality and impulsiveness, SA= self-awareness, DP= depression, MA= managing anxiety, PSF=Problem solving focus, AST= assertiveness, EMP= empathy, SC=Self-confidence, MO= managing others, AC = Affective Commitment, CC=continuous Commitment

Table 3 presents means, SDs and inter-correlations among variables of the study besides providing Alpha coefficients on diagonal line of the correlation matrix. The Alpha coefficients for emotional intelligence were all moderately high except for managing anxieties and problem solving focus dimensions suggesting a barely acceptable level of internal consistency estimate. Since EI dimensions are not exclusively independent of each other the inter-correlations among the dimensions showed low to moderate relationships and thus failed to suggest significant multi-collinearity. It is also interesting to note that for OC dimensions inter-correlations between the two dimensions were found to be small and negative whereas internal consistency estimates were moderately high.

Table 4 reports self awareness ($\beta = .31, p < .001$), problem solving focus ($\beta = .13, p < .001$), assertiveness ($\beta = .24, p = .001$), empathy ($\beta = .072, p = .049$), self confidence ($\beta = .18, p = .002$) and managing others ($\beta = .09, p = .005$) as the factors of leaders' emotional intelligence that influenced affective commitment positively and strongly. A comparison of standardized regression coefficients showed greater predictive power of self awareness followed by assertiveness, problem solving focus, self-confidence, managing others and empathy in that order. Taken together six emo-

tional intelligence dimensions explained 61 per cent of variance ($p < .001$) suggesting an acceptable level of goodness of fit between independent variables (emo-

tional intelligence dimensions) and the dependent variable (organizational commitment dimension) termed as affective commitment.

Table 4 Stepwise Multiple Regression Analysis between Emotional Intelligence(IV) and Affective Commitment Dimension (DV)

Model	Unstandardized Coefficients		Standardized Coefficients	Adjusted R Square	Sig.
	B	Std. Error	Beta		
Constant	.659	.131			.001
Self awareness	.289**	.041	.309	.61	.0001
Problem solving Focus	.137**	.037	.133		.0001
Assertiveness	.214**	.033	.239		.0001
Empathy	.073*	.037	.072		.049
Self confidence	.113**	.036	.117		.002**
Managing others	.076**	.027	.091		.005**

Dependent Variable: Affective Commitment, ** $p > .01$; * $p > .05$; N=615

Table 5 containing regression coefficients, standardized regression coefficients and R squared (as goodness of fit statistics) revealed that emotionality and impulsiveness ($\beta = .57$, $p < .001$), and depression ($\beta = .24$, $p < .001$) were the two EI factors of leaders which positively predicted continuance commitment, while managing others ($\beta = -.08$, $p < .005$) dimension showed negative impact on continuance commitment. These results suggested that managing emotionality and depression seemingly aids in retaining employees yet managing others — the way people perceived it in the organization — becomes a negative factor and

therefore, enhances turnover intention of employees. This means with the increased inadequacy of managing others at the workplace there will be greater tendency to leave the organization. Out of three predictors, emotionality and impulsiveness stood out as a strong predictor of continuance commitment followed by depression and managing others in that order. Overall variance explained by the three predictors was 68 percent, significant well beyond the .01 level of confidence.

Discussion

The main objective of the study was to find out linkages between emotional intelligence profile of managers functioning at different levels of the organization and their organizational commitment scores. How these 9 EI dimensions, drawn from 46 select aspects/attributes as previously verified by Shanker &

These results suggested that managing emotionality and depression seemingly aids in retaining employees yet managing others.

Table 5 Stepwise Multiple Regression Analysis between Emotional Intelligence and Continuance Commitment Dimension (DV).

Model	Unstandardized Coefficients		Standardized Coefficients	Adjusted R Square	Sig.
	B	Std. Error	Beta		
Constant	.279	.176			.112
Emotionality and Impulsiveness	.603**	.057	.572	.68***	.0001
ImpulsivenessDepression	.216**	.045	.237		.0001
Managing Others	-.102*	.037	-.082		.005

Dependent Variable: Continuance Commitment. **p>.01; * p>.05; N= 615

Sayed (2006), explained a valid basis of emotional intelligence levels of managers. Based on the factor results it was noted that 9 factors have neatly clustered subsets of items as major constructs of EI, which included: (1) emotionality and impulsiveness,(2) self-awareness,(3) depression,(4) managing anxiety,(5) problem solving focus,(6) assertiveness,(7) empathy,(8) self-confidence, and (9) managing others. These constructs and their defining attributes virtually made up the profile scores of managers that determined positive, meaningful and efficacious behavioral patterns of managers at the workplace. It is well understood that if leaders are fully infused with emotionally intelligent behaviors at the workplace they may create indulging and rewarding work environment leading to committed professionalism distinctly different from a neurotic profile of the organization and its employees (Kets de Vries & Miller, 1984).

If leaders are fully infused with emotionally intelligent behaviors at the workplace they may create indulging and rewarding work environment.

In line with the above arguments, two significant dimensions of organizational commitment were finally defined in the present research which compared very well with the subsequent discovery of affective and continuance commitment conceptualized by Meyer and Allen (1997) through a factor based model. It is argued and confirmed through a series of studies in this domain of research that there is a possibility of having three factors of OC rather than two major factors. Since Mowday et al (1979) perhaps simply believed in the unidimensionality of this construct which did not allow them to go for a factorial study. On the other hand the present authors, using Mowday et al's OC questionnaire were successful in determining multidimensionality of the OC construct having more than one meaningful construct of organizational commitment. The above findings are comparable with Sayeed's (2000) study that verified multidimensionality of organizational commitment measure through a series of factor analytic modeling.

The results fully verified and confirmed both the hypotheses that suggested strong impact of managerial per-

sonal processes on the organizational outcomes epitomized as employees' emotional attachment and continued availability and support of its existing workforce. How the personal processes such as emotional intelligence dimensions are likely to be the enhancers of employee potentials and organizational stability was mainly proved in the regression analysis, wherein out of 9 EI dimensions 6 or 67 percent of them showed strong linkages with affective commitment whereas it was found to be of lesser degree with continuance commitment, that is 3 predictors out of 9 or 33.3 per cent showed significant predictive power. It appears emotional intelligence as a personal measure of efficacious behavior of managers was found to be impacting more strongly on affective commitment having something to do with organizational ethos, compatibility among people, filtering out stress related consequence and managing teaming superiority despite many constraints imposed by the structural processes and cultural conditions of the organization. These 6 factors viz. self awareness, problem solving focus, assertiveness, empathy, self confidence and managing others seem to have strongly activated managerial workforce so as to lead, transform and build the organization for its highest level of human activity and tangible outcomes without which there is little possibility of making the organization survive. In fact, between affective commitment and continuance commitment there is a perceptible distance suggesting that affective commitment deals with emotional life of the individual in organization while continuance commitment poses a welter of

elements that are more businesslike and contains less of emotion-related issues. Furthermore, it needs mention here that impulsive as well as depressed managers remain with the organization due to their personal needs for comfort and eventually develop inclination of staying all the time in their comfort zone, which harms interests of the organization at its core. Interestingly, managing others dimension of EI had shown negative relationship with continuance commitment of managers which could lead to increased self-centeredness of leaders thereby a tendency would develop not to care for others in simple as well as in complex organizational matters. This shows that such managers would try to manage their own interests first then of others, which is truly indicative of hopping for jobs for personal gains rather than remaining stable and contributing more to the existing set-up. Though emotionally intelligent leaders would not clasp the organization responsible for their feeling of disappointment (Abraham, 1999), yet they are able to experience negative affective states that may have significant destructive consequences.

Conclusion

Major conclusion of the present study justifies mapping mental makeup of leaders along with certain organizational processes that matter most for the organizations as a growing entity. Hence, what leaders perceived at the personal level, that is, enjoying their EI makes organizational outcomes (retaining, engaging and involving employees) attainable? The inner dynamics or internal structure of

EI and OC, as it relates from EI to OC, confirmed a point of view that creating emotionally intelligent leaders at various levels upholds the identity of organization as a contributing, productive and fully engaged social system of a society where employee's role in organization is also perceived as productive and efficacious.

Implications of the Study

This study provides a significant clue for organizational development due to positive results obtained between EI and OC that engaging employees in organization is far easier now than it was earlier. It suggests that by way of making the organizational leaders at all levels, as emotionally intelligent may enhance employees' engagement process considerably. For the purpose, human resource management input to the organization should be through full assessment of EI for the new entrants and the existing workforce should be molded to attain the level of EI efficacy either uniquely benchmarked by the organization or through a coaching effort institutionalized by the senior management or systematically executed by OD based evaluation programs intended to enhance EI potentials of managerial workforce.

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