

Emotional Intelligence and Organizational Commitment among Polytechnic Lecturers: A Case Study On Malaysia Northern Zone Polytechnic

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Abstract

Knowing one's feeling and emotion, controlled the emotion and sympathize with others is all about emotional intelligence. Emotional intelligence has an impact, role and related to organizational commitment. The purpose of this research is to know the relationship between emotional intelligence and organizational commitment using Goleman (2001) that hypothesized, four of emotional intelligence dimensions as a theoretical framework to understand the meaning of emotional intelligence that comprises of self-awareness, self-management, social awareness and relationship management. Particularly, this research is definitely to understand the relationship between emotional intelligence and organizational commitment, so that to better understanding of organizational commitment, Meyer and Allen (1990) has proposed a three component model of organizational commitment that consists of affective, normative and continuance commitment. Each component would have a different way of thinking and implications of job behavior (Meyer and Allen, 1991; Powell and Meyer, 2004). Data collected from Polytechnic in Kedah across the district of Alor Setar and Kulim were used to test these relationships and data were analyzed using the 18.0 version of The Statistical Package for Social Science (SPSS). The relevance of emotional intelligence and organizational commitment is tested among 250 teachers of Polytechnic using questionnaire as an instrument. The results will indicate that whether there is a significant relationship between emotional intelligence as an overall construct and organizational commitment.

Keywords: Emotional Intelligence, Organizational Commitment

1. Introduction

Changes are a challenge that faces by organization to overcome early from their competitors. It is to make sure that the company to get extra ordinary of competitiveness. In other words, it is a common site of organization to face changes which is inside and outside a company so that they have to adapt themselves with the changes. Therefore, the organization needs to increase the level of their competitiveness of superiority and maximum of its achievement from the transformation of the changes that needed for them to face their competitors. Abraham (2000) decline that individual with emotional intelligence are tend to be more proficient to accommodate their activities in daily life. They have a productive thinking that usually has affective awareness. To differentiate between others and guidance one's thinking and action, it must using "the subset of social intelligence that comprising of ability to observe the feeling and emotion of ourselves and others (Mayer & Salovey, 1993). Meyer and Salovey (1993) stressed that emotional intelligence (EI) are not only have a positive features, it is also consist of various logic ability and emotion which is emotional intelligence is consider as an important issues and also solving the individual and social problem. Individual that sitting in top level of their expertise is must not only excellent in their job (Bridget Murray, 1998). Emotional intelligence is more than Intelligence Quotient (IQ) to achieve the successful in workplace (Goleman, 1995). Cherniss (2000) proposed that there is positive relationship between the levels of EI and job performance. Cooper (1997) claimed that if emotions are well manages by others, it can help them to perform a loyalty and commitment to themselves, their organizations and groups. This research is to know whether the Polytechnic lecturers with their level of EI are committed to their organization or not.

2. Emotional Intelligence

The first formal model of emotional intelligence in the 1990 model was the one Daniel Goleman relied on in his popularization of the field. Goleman's book is a lively, entertaining journalistic account that covers many interesting studies. His enlargement of the model, however, had the unfortunate effect, of suggesting to some that nearly every human style or capacity that was not IQ itself was a part of emotional intelligence. These included motives, social skills, all forms of self-regulation, and warmth, among many other attributes. The problem with this idea is that those different psychological qualities are separate and independent from one another both conceptually and empirically (e.g., they do not correlate). Moreover, most of them have little to do directly and specifically either with emotion or intelligence. Joining them together created considerable conceptual confusion. Today, such models are called "mixed models," as they mix many attributes unrelated to emotion, intelligence, or emotional intelligence, in with the emotional intelligence concept.

The well-known model by Goleman (1998) includes over 25 characteristics of emotional intelligence and everything from emotional self-awareness (which the model featured here includes as well) to such diverse qualities as teamwork and collaboration, service orientation, initiative, and achievement motivation. Traits such as teamwork and collaboration, service orientation, initiative, and achievement motivation certainly are important personality traits. An important question to ask, however, is whether they have anything to do either with emotion, intelligence, or their combination. Models that mix together emotional intelligence qualities with other personality traits unrelated to either emotion or intelligence are often referred to as *mixed models* of emotional intelligence. Alternatively, they can be considered broad models of personality traits. The term "mixed model" stems from the fact that the models mix together the core idea of emotional intelligence with a variety of other personality traits.

EI is factors that consist of a positive attitude, behavior and outcome which is Ciarrochi et al. 2000 claimed that EI can be conceptualize as ability and personality of one's character (Schutte & Malouff, 1999). Bar-On et al. (2006) defined EI as variety of emotions, capability, and personal and social skills that give individual as an impact or ability to challenge themselves and faces the demand and environment pressure in an effective way. Besides that, EI is ability to get into one's emotions, access and generate emotions to help the way of thinking, understanding learning emotions and reflectively controlled the emotions to build a growth of better intellectual and emotions (Mayer & Salovey, 1997). EI is defined by Salovey and Mayer (1990) as the intellectual processes involved in the recognition, use, understanding, and management of one's own and others' emotional states and the ability to use those feelings to motivate, plan, and achieve. Just as there are various definitions and applications of human resource development and social capital, scholars take various approaches to understanding emotions as they affect individual and organizational performance. Where psychology once considered human emotion as disruptive, disorganized, and characteristic of poor adjustment, new theories suggest that emotions play an important role in organizing, motivating, and directing human activity (Salovey and Mayer, 1990).

According to Goleman (2001), emotional intelligence (EI), at the most general level, refers to the abilities to recognize and regulate emotions in ourselves and in others. Salovey and Mayer (1990) understand EI as the ability to monitor one's own and others' emotions, to discriminate between them, and to use the information to guide one's thinking and actions. Publications from Salovey and Mayer (1990) and Goleman (1995) represent the beginning of the EI era in the academic and practitioner contexts, respectively. The construct of EI has received increasing attention in a variety of literature bases, such as competency management (Capaldo et al., 2006). Following this view, EI might be considered as a group of individual competencies essential for organizational performance. EI can affect an individual's success in an organization (Goleman, 2001). According to popular opinion and workplace testimonials, EI increases performance and productivity (Lam and Kirby, 2002).

Goleman (1995) perceives that emotional intelligence competencies such as social skills, social awareness, self management and social management, are job skills that can be learned and has become important construct in the change process. Gardner & Stough (2002) asserted that emotionally intelligent employees are thought to be happier and more committed to their organization, achieve greater success perform better in the workplace (Goleman, 1988), take advantage of and use positive decision making and able to instill a sense of enthusiasms, trust and co-operation in other employees through interpersonal relationships (George, 2000). Besides, research also revealed that people with high levels of EI experience more career success (Dulewics and Higgs, 2004), feel less job insecurity lead more effectively (Cooper and Sawaf, 1997) are more adaptable to stressful events and better coping strategies (Bar-on et al, 2000) than those with low EI.

Goleman (1998) defines emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" Coleman and his followers believe that higher levels of emotional intelligence can boost individual, team, and organizational effectiveness. According to Goleman (1998), emotional intelligence has four dimensions: self-awareness and self-management, social awareness, and relationship management. Together, they constitute the personal competence side. While both social awareness and relationship management, or social skill, feed the social competence.

2.1 Self-awareness

The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions (Goleman, 1998). Self-awareness or knowing what one feels is the first step to being able to manage our interactions with others. It is being aware of our emotions, understanding their cause and reflecting on the patterns of behavior which we display as a consequence of that emotion (Garner & Associates 2009; Goleman, 1995).

2.2 Self-management

Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances (Goleman, 1998). While self-management is more than resisting explosive or

problematic behavior, it is putting your momentary needs on hold, to pursue your larger and more important goals (Garner, 2009) i.e. it is the ability to regulate distressing effects like anxiety and anger, and to inhibit emotional impulsivity (Goleman, 1995).

2.3 Social awareness

The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks (Goleman, 1998). On the other hand, social awareness which encompasses the competency of empathy is the ability to read nonverbal cues for negative emotions, particularly anger and fear, and to judge the trustworthiness of others. It is about understanding other's feelings, not experiencing them (Garner, 2009).

2.3.1 Relationship management

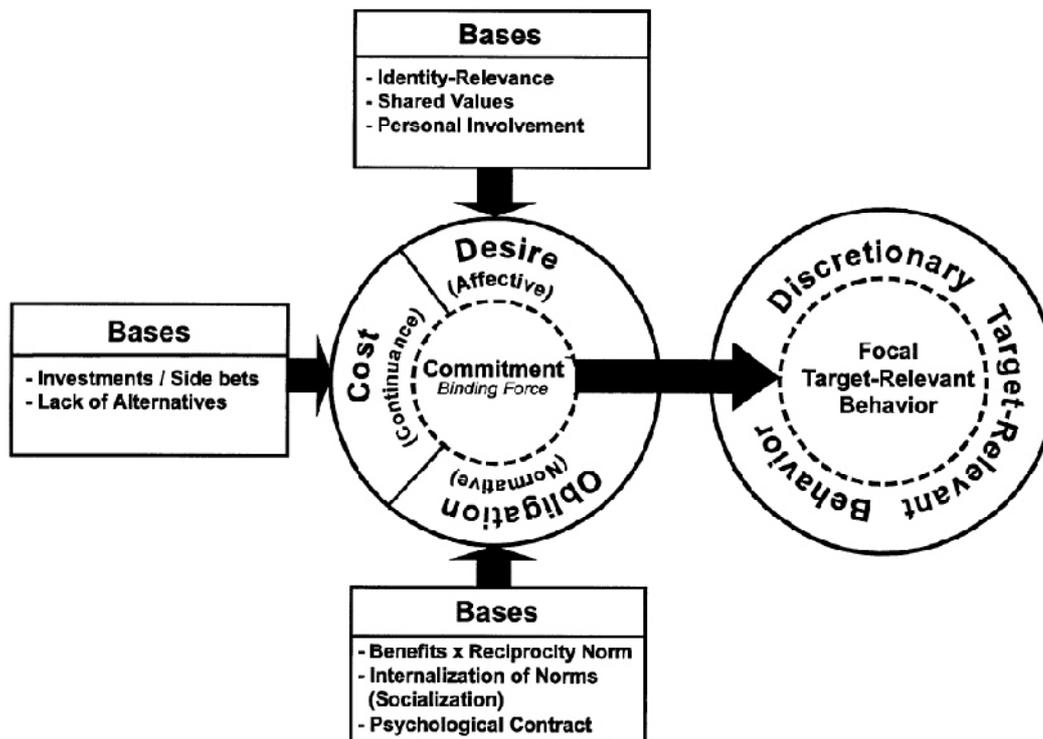
Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). While, relationship management is how the effectiveness of our relationship skills hinges on our ability to attune ourselves to, or influence the emotions of another person. It is the specific skills of influencing and persuading others, managing and improving the performance of others, utilizing and managing the diverse strengths of a team and negotiation as well as conflict handling skills (Garner, 2009).

3. Organizational Commitment

Meyer and Allen (1997) have found that organizational commitment consists of affective, continuance, and normative commitment. Affective commitment shows how individual is contributed and identifies their organization comprising of identity, contribution, and attitude towards emotions. Normative commitment is explain how the workers believe they are committed to their organization and it maybe the influences by social norms. Continuance commitment is explain the individual's need to continue working in the organization compared to the reason to leave the organization (Allen dan Meyer, 1990; Meyer dan Allen, 1991, 1997). The three dimension of OC proposed that individual who stay working in their organization because of they really wanted is affective commitment, they feel they should working is normative commitment and they need to work is continuance commitment (Meyer & Allen, 1991).

The components of organizational commitment are characterized by different mindsets and are likely to have different implications for job behaviors (Meyer and Allen, 1991; Powell and Meyer, 2004). Affective commitment may be impacted primarily by positive work experiences and perceived organizational support. It is may be a measure of the relative strength of an individual's involvement with an organization (Mowday et al., 1979). It is characterized by a strong belief in and acceptance of an organization's goals and values; a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization (Mathieu and Zajac, 1990). Normative commitment may be based on social pressure and obligation to an organization. Feelings of obligation toward an organization may be influenced by an individual's familial and cultural socialization which occur prior to and following entry into the organization (Allen and Meyer, 1996; Schappe and Doran, 1997). Continuance commitment may be affected primarily by perceptions of external considerations or "side bets" such as retirement benefits and pension plans. It is akin to calculative commitment, built on "side bet" theory (Mathieu and Zajac, 1990).

A study has shown that individuals are bound by sunk costs such as tenure and pension plans invested in the organization, and may therefore not be able to afford to separate themselves from these side bets. Committed employees are more likely to remain with the organization, work toward the attainment of organizational goals, exert high levels of effort on behalf of the organization, and show acceptance of the organization's major goals and values (Mowday et al., 1982; Porter and Lawler, 1968). Organizational commitment has been conceptualized as a psychological state or mindset that binds individuals to a course of action relevant to one or more targets, and a willingness to persist in a course of action (Cooper-Hakim and Viswesvaran, 2005). Porter et al. (1974) defined commitment as a strong belief in and acceptance of the organizational goals, willingness to exert considerable effort on behalf of the organization and a desire to maintain organizational membership. As such, commitment is different from motivation in that commitment influences behavior independently of other motives and attitudes, and may lead to persistence to a course of action even if this conflicts with motives (Meyer et al., 2004; Meyer and Herscovitch, 2001). One aspect of commitment consideration is rooted in terms of exchange or reward-cost notions where the emphasis is on the bargaining between the individual and the organization: the more favorable the exchange, the greater the individuals' commitment to the organization (Becker, 1990). Interest in organizational commitment has been stimulated largely by its demonstrated positive relationship to work behaviors such as job satisfaction, high productivity, and low turnover (Cohen, 1993).



Organizational commitment refers to an employee's belief in the organization's goals and values, desire to remain a member of the organization and loyalty to the organization (Mowday et al., 1982). With the increasing speed and scale of change in organizations, managers are constantly seeking ways to generate employees' commitment, which translates to competitive advantage and improved work attitudes such as job satisfaction, performance, absenteeism, and turnover intentions (Lok and Crawford, 2001). Organizational commitment is "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday, et al., 1979). Thus, it is an important variable that has an influence on employees' attitudes and affects their degree of loyalty to their organizations.

Organizational commitment refers to an individual's performance and loyalty to an organization. The more loyalty an employee has to an organization, the more willing he or she wants to exhibit high organizational commitment (Angle & Perry, 1981). Organizational commitment, therefore, is a kind of attitude response at work (Koch & Steers, 1978). It also includes a sense of belonging to the organization, a connection and citizenship behaviors, which promote operational efficiency. Such qualities also effect the organization through the employee's contribution of resources, innovation, and adaptation to the environment (Williams & Anderson, 1991). Organizational commitment is the degree to which employees believe and accept the organization's goals and values, input highly strenuous value commitment and effort commitment to the organization, and hope to become or remain a member of that organization (Robbins, 1998). In terms of the organization, organizational commitment can predict the effective prescription of employee and organizational performance (Steers, 1977). Simultaneously, management also expects to seek methods of retaining employees and promoting operational performance through knowledge of organizational commitment.

Meyer and Allen (1997) claimed that commitment is best when it is based upon a belief in the value of the initiative and employees wanting to see it succeed. The concept of organizational commitment emerged from studies exploring employees-organization linkages. According to Mowday and spencer (1981), committed employees would be beneficial due to the potential for increased performance, reduced turnover and absenteeism. Whereas, Meyer and Allen (1991) provide empirical support that organizational commitment is a multidimensional concept that provides a comprehensive insight into the link between employees and work related behavior. Meyer and Allen (1991) indicated that there are three components conceptualization of organizational commitment; affective, continuance and normative. Meyer & Allen (1991) believe that employees can experience all three forms of commitment to varying degrees.

To better understand organizational commitment, Meyer and Allen (1991) proposed a three-component model comprising affective, continuance, and normative commitment. The components of organizational commitment are characterized by different mindsets and are likely to have different implications for job behaviors (Meyer and Allen, 1991; Powell and Meyer, 2004). Mathieu and Zajac, 1990 claimed that organizational commitment has been studied empirically in terms of its components, background, relationship and consequences. Meyer dan

Allen (1997) has found that organizational commitment consists of affective, continuance and normative commitment. These three dimensions suggest that people stay with their organization because they want to (affective commitment); because they feel they ought to (normative commitment); and because they need to (continuance commitment). Meyer and Allen (1991) have found these are components of commitment can be experienced simultaneously to varying degrees.

3.1 Affective Commitment

Affective Commitment is defined as a positive sense of identification with or involving in organization (Saroughi & Ahmad, 1996). Meyer and Allen (1991) stated that such characteristics as personal, structural, occupational and experimental ones are preliminary conditions of affective commitment. Those employees who have strong affective commitment will remain in organization because they desire their conditions. The affective component refers to the employee's emotional attachment to, identification with, and involvement in, the organization. Much of the research undertaken in the area of organizational commitment focused on affective commitment (Brunetto and Farr-Wharton, 2003). Affective commitment may be impacted primarily by positive work experiences and perceived organizational support. It may be a measure of the relative strength of an individual's involvement with an organization (Mowday et al., 1979). It is characterized by a strong belief in and acceptance of an organization's goals and values; a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization (Mathieu and Zajac, 1990). Affective commitment shows the extent to which the individual identifies with the organization (identification, involvement, and emotional attachment). According to Meyer and Allen (1991), affective commitment "refers to the employee's emotional attachment to, identification with, and involvement in the organization" (employees stay with a firm because they want to).

3.2 Normative commitment

Normative Commitment is defined as "Commitment on the basis of a sense of duties toward organization"; which emphasizes commitment of person to organization and its management (Starvan, 1998). Those who have strong normative commitment will remain in organization because they feel ethical responsibility for doing works. The normative component refers to the employee's feeling of obligation to remain with the organization. Normative involvement has received less research attention. Normative commitment may be based on social pressure and obligation to an organization. Feelings of obligation toward an organization may be influenced by an individual's familial and cultural socialization which occur prior to and following entry into the organization (Allen and Meyer, 1996; Schappe and Doran, 1997). Normative commitment described the extent to which an employee believes he/she should be committed to an organization and may be influenced by social norms. Normative commitment "reflects a feeling of obligation to continue employment" (employees stay with a firm because they ought to). Normative commitment is characterized by the following: Organization members have high loyalty to the company and are proud to be a member of the company; they are concerned about the future development and vision of the company; members draw fully on their capacities; the company has great meaning to employees' personal task achievement and career development; members' individual values are very close to company values; the company is an ideal work environment; employees feel satisfied working in the company; members have a deep feeling about the company; employees are willing to offer extra efforts and are responsible for exerting their utmost to their work (Porter et al., 1974).

3.3 Continuance Commitment

Continuance commitment "refers to an awareness of the costs associated with leaving the organization". Employees with strong continuance commitment will remain in organization because they need organization. The continuance component refers to commitment based on the costs that the employee associates with leaving the organization. Continuance commitment may be affected primarily by perceptions of external considerations or "side bets" such as retirement benefits and pension plans. It is akin to calculative commitment, built on "side bet" theory (Mathieu and Zajac, 1990). Committed employees are more likely to remain with the organization, work toward the attainment of organizational goals, exert high levels of effort on behalf of the organization, and show acceptance of the organization's major goals and values (Mowday et al., 1982; Porter and Lawler, 1968). Continuance commitment describes an individual's need to continue working for the organization based on the perceived costs associated with leaving (Allen and Meyer, 1990; Meyer and Allen, 1997).

4. The Relationship between Emotional Intelligence and Organizational Commitment

Carmeli, 2003; Vakola et al, (2004) claimed that most of the research, EI is associated with job satisfaction, high ability to solve the problem and pressure, changing orientation that are more preferable and strongly organizational commitment. Zeidner et al. (2004) proposed that individual who has more sense of emotions are more successful to communicate their ideas, goals and objectives towards persuade people. According to Goleman, 1998 EI is consisting of social skill that needs by teamwork and organizational leader that have EI can influence the relationship in workplace. Therefore, it can give an impact to the relationship between EI and OC (Mayer & Salovey, 1997). Cherniss (2001) claimed that EI would affect the individual skills to success when

having some work pressure and it reveals the attitude in job pressure. EI is defining by Goleman (1995) as ability to be aware of emotions of ourselves and others to manage the emotions. EI can affect to personality rather than cognitive intelligence. Bar-On (1997) has found that there are a positive relationship between EI and OC in previous research.

According to Robinson and Rousseau (1994), job insecurity can lead to reduced commitment and high turnover intentions which might threaten organizational stability. Accordingly, individuals who have high levels of emotional intelligence will be able to ameliorate the essence of job insecurity on their affective commitment and that emotional intelligence have a moderating influence. This is because employees need first to be aware of the emotions they are experiencing as a result of their perceptions of job insecurity. Employees high in the perception factor of emotional intelligence can therefore be expected to be able to assess the emotions they are feeling to confirm if their perceptions are correct or not. Further, employees high in the self management component of emotional intelligence should be able to prioritize the information that is most important to their feelings of insecurity and then to adopt multiple perspectives to determine if their feelings are accurate and reasonable (Mayer & Salovey, 1997).

As for the understanding component of emotional intelligence, emotionally intelligent employees are likely to foresee possible complex emotions that will emerge from this situation, including whether they have mixed feelings of loyalty and betrayal and how anxiety about their insecurity may lead to feelings of frustration and anger. Employees with high ability to manage their emotions will be more likely than their low ability counterparts to control their initial emotional reaction to perceptions of job insecurity. This is especially true if they consider these reactions to be unproductive. In this case, management of felt emotion may result in employees increasing their affective commitment to the organization by generating enthusiasm for their work (Mayer & Salovey, 1997). Alternatively, employees high in their ability to manage emotions may decide that it is in their personal interest to suppress their feelings of insecurity and merely to increase their normative commitment to the organization for the duration of their employment. Irrespective of which path is adopted, the central issue is the employee's ability to exert emotional control. Thus, Emotional Intelligence will moderate the effect of perceptions of job insecurity on affective commitment. Compared with high emotional intelligence employees, low emotional intelligence employees will manifest lower affective commitment in response to job insecurity.

5. Research Methodology

5.1 Research Design

A quantitative research design was the best design for this study. Williams and Monge (2001) suggested that quantitative research methods are appropriate when researchers wish to create a useful description about a specific topic of study, describe general characteristics about specific measures, and calculate the probability that a specific outcome is more than chance. Williams and Monge also noted that the information gathered in the quantitative research process provides data that can be used to test hypotheses about relationships between two or more variables. The research is conducted using quantitative data as my study design. Quantitative is predominantly used as synonym for any data collection technique (such as a questionnaire) or data analysis procedure (such as graph and statistic) that generates or uses numerical data (Saunders, Lewis and Thornhill, 2009). The questionnaires are distributed to the Polytechnic in Kedah across the district of Alor Setar and Kulim. Then, all the collected data will analyze to find out whether the result of the analysis can support the explanation of the research objectives or not.

5.2 Population and sample

The purpose of sampling is to identify elements or characteristics that may be used to make inferences about a larger population (Kerlinger and Lee, 2000). Fowler (2002) noted that a researcher's choice of sampling strategy depends upon the feasibility of sampling the entire population and the costs associated with reaching all members of the population. Population is the total collection of elements about which we wish to make some inference. The relevance of emotional intelligence and organizational commitment is tested among 250 lectures of Polytechnic using questionnaire as an instrument.

5.3 Measurement of variables

Questionnaire is to measure the emotional intelligence as independent variable. The respondents are requested to indicate the extent that each statement characterized them using the five Likert scale format from 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Usually, 5 = Always. In this research, dependent variable is to measure the organizational commitment. The respondents were asked to indicate their opinion on a five Likert scale format from 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

5.4 Instrumentation

The questionnaire comprises three sections. Section A solicits eight general information from the respondents namely gender, age, race, position in current organization, years of working in organization, marital status, religion, education level, and income rate. In accordance with Bradberry and Greaves (2003) who developed

standard questionnaire for emotional intelligence based on Goleman's four competencies of emotional intelligence, section B consists of 28 statements and is used to solicit the information pertaining to emotional intelligence namely self-awareness, self-management, social awareness and relationship management. According to the Allen and Meyer (1990) that developed questionnaire for organizational commitment construct, section C consists of 23 statements. Section C solicits information pertaining to the respondent's organizational commitment namely affective commitment, continuance commitment and normative commitment. Each statements measuring them using the five Likert scale format and will be coded into the Statistical Packages for the Social Science (SPSS). The completion of these questionnaires is entirely voluntary and responses were anonymous. Cover letter will be attached with the questionnaire explaining the objective of the study and encourage them to participate in the study.

5.5 Data Collection Procedure & Data Analysis Plan

Data will collect using self-administered questionnaires to examine the preceding issues because responses could be easily quantified and summarized, data could be collected quickly, inexpensively and efficiently, and a large number of participants could be reached in a short span of time. After collecting the information from the questionnaires, all data will be transfer into the SPSS software, and questions were being coded to enable for analysis using Statistical Packages for the Social Science (SPSS) which is PC version 18. The analyses that are going to be examined in the study will include reliability test, correlation, and descriptive statistics. Descriptive statistics is used to describe the profile of the respondents. Inferential statistics in the form or Pearson Product Moment Correlation is used to determine the relationship between independent variables and organizational commitment.

6. Conclusion

Affective commitment is characterized by emotional attachment to, identification with, and involvement in the organization; normative commitment is characterized by perceived obligation to remain in the organization and continuance commitment by recognition of the costs associated with leaving the organization. Meyer and Allen (1997) argued that the nature of the commitment leads to organizational outcomes that are quite different. Although all three commitment components increase the likelihood of employees maintaining membership in an organization, it is important to distinguish among these as they can have rather different implications for work behaviors. This form of commitment plays a minimal role in the conceptualization of commitment as it occurs when there is a profit associated with continued participation and a cost associated with leaving (Kanter 1968). It is useful and interesting to consider how significant emotional intelligence is for effective performance at work because a person's ability to perceive, identify, and manage his or her emotions are the origin of social and emotional competencies which are important for success in almost any job.

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