Organisational commitment and emotional intelligence in higher education

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It all starts here ™

NORTH-WEST UNIVERSITY
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CHAPTER 1

1.1 TITLE

Organisational Commitment and Emotional Intelligence in a Higher Education Institution.

1.2 KEYWORDS

Organisational Commitment, Emotional Intelligence and Higher Education.

1.3. INTRODUCTION

1.3.1 Problem Statement

Organisational commitment among employees within different types of organisations have been researched extensively, relatively few of these studies involved faculty in higher education. Emotional Intelligence (EI) also been a subject researched extensively but also few involved faculty in higher education. Given the importance of organisational commitment to the health of an organisation and the link between organisational commitment and turnover rate, then an examination of organisational commitment at a higher education institution becomes an important topic to research. Higher education institutions stands to benefit from this study because the results could provide some valuable insight into improving organisational commitment and EI for employees. Furthermore these institutions would be able to improve their practices by implementing the recommendations made. This study will also enable them to minimize the factors that have a negative impact on the level of organisational commitment and EI of their employees.

It is generally recognized that universities are among the most stable and change-resistant social institutions in the Western society, considering that their roots go back to medieval times (Smeenk, 2009). There is consensus among higher education leaders that the core functions of higher education is to educate, to do research and to provide in community service and must be preserved, reinforced, and expanded.

Although universities are long-standing institutions and maintain an established reputation, they are in the process of transforming both identity and structure (Smeenk, 2009). Universities generally consist of two entities of staff, namely the academic staff members and support staff members (Kushman, 1992). Academic and support staff is the central element in an educational system, holding various important responsibilities. Academic staff have principal duties which are research and development; teaching and curriculum development; publication of research results in print or their presentation in academic form; participation in academic conferences; participation in expert evaluation teams; membership in academic bodies and related organisational activities and taking steps to secure research and development funding (Kiewitz, Hochwarter, Ferris & Castro, 2002).
Support personnel have the inherent duties of, administering, supervising instruction, being accessible, support academic staff, delegating and accepting responsibility, prepare and edit reports, attend meetings to take notes, maintenance, repair and ordering of office supplies or equipment and keep track of annual or project budget (Dekker & Barling, 1995).

As a result of socio-economic and political developments, such as budget constraints, accountability for quality, 'massification', and decentralization of higher education (Bryson, 2004), universities have adopted organisational strategies, structures, technologies, management instruments, and values that are commonly found in the private business sector (Aucoin 1990; Deem 1998). The overall performance of universities depends upon their staff members and ultimately their level of commitment and emotional intelligence (EI). EI has incremental validity, such that it predicts unique variance in life satisfaction (Petrides et al; 2007), happiness (Furnham & Petrides, 2003), coping and rumination (Petrides et al; 2007).

Sheldon (1971) defines organisational commitment as an attitude or an orientation towards the organisations, which links or attracts the identity of the person to the organisations. Salancik (1977) defines organisational commitment as "a state of being in which an individual becomes bound by actions to beliefs that sustains activities and involvement". Porter, Steers, Mowday and Boulian (1974), defined organisational commitment as "the strength of an individual's identification with and involvement in a particular organisation". These definition's characteris Organisational Commitment by

three psychological factors: desire to remain in an organisation, willingness to exert considerable efforts on its behalf and beliefs in and acceptance of its goals and values.

According to Meyer & Allen (1991) organizational commitment incorporates three concepts. Firstly, *affective commitment*, that refers to employees' emotional attachment, identification with, and involvement in the organization; employees because they *want to*. Secondly, when employees assess that the costs of leaving (e.g., reduction in pay, benefits, lack of alternative jobs) are deemed greater than the costs of staying, employees remain because they *need to*; this is labelled as continuance commitment. The third component is normative commitment, which refers to employees feeling obligated for such reasons as loyalty or believing the organization has invested a lot in them; thus, they feel they *ought to* stay. Affective commitment has been found to be favourable for employees and organizational outcomes in terms of satisfaction, well-being, turnover, and higher productivity (Meyer & Allen, 1997). Normative commitment appears to be positively associated with organizational outcomes but to a much lower extent than affective commitment (Meyer & Allen, 1997). Continuance commitment, however, is generally perceived as unfavourable (Meyer & Allen, 1997).

Mayer and Salovey (1997) defined EI as the ability to detect and to manage emotional cues and information. EI refers to the ability to process emotional information as it pertains to the perception, assimilation, expression, regulation, and management of emotion (Schutte et al., 1998). EI is believed to encompass a variety of social and cognitive functions related to the expression of emotion (Schutte et al., 1998).According to Bar-on (1997), individuals with high levels of EI have several advantages over individuals with low EI. These advantages include emotional self-awareness, stress management, problem-solving, mood regulation, empathy and the ability to prevent distress from swamping one's ability to think clearly.

According to Pitrides & Furnham (2001), researchers have built a considerable body of evidence to demonstrate that EI is a valid construct that has discriminant, criterion and incremental validity when compared with existing personality dimensions. With respect to discriminant validity, researchers have shown that EI is correlated with existing personality dimensions, but not so highly as to be redundant (Petrides et al., 2007), and is unrelated to intelligence (Schutte et al., 1998). EI has also been shown

to have good criterion validity. For instance, it is positively correlated with happiness (Furnham & Petrides, 2003), life satisfaction and adaptive coping styles (Petrides et al., 2007), physical, mental, and psychosomatic health (Schutte, Malouff, Thorsteinsson, Bhullar, & Rooke, 2006), and skill at identifying emotional expressions and mood management behaviour in adolescents (Ciarrochi, Chan, & Bajgar, 2001). EI is a better predictor of success in the social world than the traditional IQ construct (Goleman, 1995).

1.3.2 Research questions

Article 1: Organisational Commitment and Emotional Intelligence in Higher Education.

The following research questions emerge from the problem statement:

- How is organisational commitment and emotional intelligence conceptualised according to literature?
- Is the Allen and Meyers's Organisational Commitment scale a valid and reliable measure of Organisational Commitment in a sample of employees at a higher education institution?
- What are the differences in organisational commitment between academic staff and support staff of a university?
- Does emotional intelligence predict organisational commitment?
- What recommendations can be made for future research regarding organizational commitment and emotional intelligence of staff at a higher education institution

1.4 RESEARCH OBJECTIVES

The research objectives are divided into general and specific objectives.

1.4.1 General objective

The general objective is to investigate the relationship between organisational commitment and EI of staff at a higher education institution.

1.4.2 Specific Objectives

- To conceptualise organisational commitment and emotional intelligence according to literature?
- To determine if the Allen and Meyers's Organisational Commitment scale is a valid and reliable measure of Organisational Commitment in a sample of employees at a higher education institution?
- To determine differences in organisational commitment between academic staff and support staff of a university?
- To determine if Emotional Intelligence will predict organisational commitment?
- To make recommendations for future research regarding the organizational commitment and emotional intelligence of staff at a higher education institution

1.5. RESEARCH DESIGN

1.5.1 Research Approach

A cross-sectional survey design will be used to collect data and attain the research goals. In cross-sectional research, researchers observe at one point in time (Du Plooy, 2002). Cross-sectional research is usually the simplest and least costly alternative. Its disadvantages are that it cannot capture social processes and change. Cross-sectional research can be exploratory, descriptive, or explanatory, but it is most consistent with a descriptive approach to research (Du Plooy, 2002). The survey is a data-collection technique in which questionnaires are used to gather data about an identified population. The cross-sectional research design is best suited to address the descriptive and predictive functions associated with the correlational design, which examines relationships between variables.

1.5.2 Research Method

The research method consists of a literature review and an empirical study. The results obtained will be presented in the form of a research article.

1.5.2.1 Literature review

A complete review regarding Organisational commitment and Emotional Intelligence will be done. Articles relevant to the study will be obtained by doing computer searches via databases such as Academic Search Premier; Business Source Premier; PsycArticles; PsycInfo; EbscoHost; Emerald; ProQuest; SACat; SAePublications; Science Direct; and Nexus.

1.5.2.2 Research participants

A combined convenience and quota non-probability sample (N= 388; n=180 Academic staff, n = 205 Support staff) of employees from a Higher Education Institution in South Africa will be used to reach the objective of this study. A convenience sample is chosen purely on the basis of availability, this method of sampling is convenient and inexpensive (Salkind, 2009).The Non-probability samples were taken from academic and support employees working within a higher education institution and are selected because they are accessible and articulate. Participants are also selected on the basis that they must be employed full time at the North-West University.

1.5.2.3 Measuring instruments

The following questionnaires was administered:

Organisational Commitment: *Allen and Meyers's Organisational Commitment scale* (Allen & Meyers, 1996). was used in this study. Only the measures for affective and continuance commitment was incorporated in the questionnaire; measures for normative commitment was not included for testing and validation purposes. The Cronbach's Alpha reliability coefficients for the measures of affective and continuance commitment are 0,81 and 0,78 respectively (Karim & Noor, 2006). Eighteen (18) items comprising the measures for both affective (items number 1, 2, 3, 4, 5, 6, 7 and 8) and continuance commitment (items number 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18) will be incorporated in the questionnaire. All items will be measured on a 5 point scale ranging from (1) strongly disagree to (5) strongly agree (Karim & Noor, 2006).

Emotional Intelligence:The Greek Emotional Intelligence Scale (GEIS) (Tsaousis, 2008) was used to measure Emotional Intelligence The fifty-three-item (52) instrument demonstrated acceptable internal consistency, which justifies its use as a reliable and valid measure of Emotional Intelligence (Tsaousis, 2008). The factor analytic data suggest a four-factor solution, namely expression of emotion, control of emotions, use of emotions to facilitate thinking, and empathy. The Cronbach alpha coefficients for the four factors range between 0, 80 and 0, 92 (Tsaousis, 2008).

1.5.2.4 Research procedure

The necessary procedures were followed to gain ethical clearance at the NWU ethical committee. A letter requesting motivation and participation was included in the booklets for the participants. The letter explained the objectives and importance of the study. After the specified time frame, the data collection process was ended and data analysis commenced. Participation in the study was voluntary and anonymity and confidentiality was ensured. Participants was given the telephone number of the researcher and was encouraged to ask questions at any stage about the project or the procedures.

1.5.2.5 Statistical analysis

The statistical analysis of this study will be carried out with the IBM SPSS Statistics program (IBM Corp., 2011). Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) is used to analyse the data. Factor analyses and Cronbach alpha coefficients will be used to assess the validity and reliability of the constructs that will be measured in this study (Clark & Watson, 1995).

A stepwise multiple regression analysis is conducted to determine the percentage variance in the dependent variables that is predicted by the independent variables. A cut-off point of 0, 35 large effect (Steyn, 1999) was set for the practical significance.

Multivariate analysis of variance (MANOVA) is used to determine the significance of differences between the levels of organisational commitment between staff at a higher education institution. In MANOVA, a new dependent variable that maximises group

differences is created from the set of dependent variables. Wilk's Lambda is used to test the likelihood of the data, on the assumption of equal population mean vectors for all groups, against the likelihood on the assumption that the population mean vectors are identical to those of the sample mean vectors for the different groups. When an effect is significant in MANOVA, ANOVA is used to discover which dependent variables are affected.

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CHAPTER 2

RESEARCH ARTICLE

ORGANISATIONAL COMMITMENT AND EMOTIONAL INTELLIGENCE IN A HIGHER EDUCATION INSTITUTION

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ABSTRACT

The objective of this study is to determine the relationship between organisational commitment and Emotional Intelligence in a sample of staff at a higher education institution. Organisational commitment was measured using the Allen and Meyers's Organisational Commitment scale. The Greek Emotional Intelligence Scale (GEIS) was used to measure Emotional Intelligence. A cross sectional survey design with non-probability availability sample (n=388) was used. Factor analysis, Cronbach alpha coefficients, multiple regression analysis and Manovas were used to analyse the data. The results showed a two factor solution for commitment. All scales showed an internal consistency of a> 0.65 – 0.76. There were differences found in continuance commitment between academic staff and support staff. Furthermore the results showed that Emotional intelligence is a predictor of organisational commitment.

OPSOMMING

Die doel van hierdie studie is om die verhouding tussen organisatoriese verbintenis en emosionele intelligensie van personeel by 'n inrigting vir hoër onderwys bepaal. Organisatoriese verbintenis is gemeet deur die Allen en Meyers se organisasieverbondenheidsvraelys skaal. Die Griekse Emosionele Intelligensie Skaal (GEIS) is gebruik om emosionele intelligensie te meet. 'n Deursnee opname-ontwerp met 'n nie-waarskynlikheid beskikbaarheid steekproef (N = 388) is gebruik. Faktorontleding, Cronbach alfa-koëffisiënte, meervoudige regressie analise en MANOVAS is gebruik om die data te analiseer. Die resultate het getoon dat daar 'n twee faktor oplossing vir verbintenis. Alle skale het 'n interne konsekwentheid van a> 0,65 - 0,76. Daar was verskille gevind in die voortsetting verbintenis tussen akademiese personeel en ondersteuningspersoneel. Verder het die resultate getoon dat emosionele intelligensie 'n voorspeller is van verbintenis tot die organisasie.

Higher Education Institutions are known to be one of the oldest institutions. The core functions of higher education is to educate, to do research and to provide in community service (Smeenk, 2009). Universities generally consist of two entities of staff, namely the academic staff members and support staff members. Academic staff are responsible for duties which are focused on research and development; teaching and curriculum development; publication of research results in print or their presentation in academic form; participation in academic conferences; participation in expert evaluation teams; membership in academic bodies and related organisational activities and taking steps to secure research and development funding (Kiewitz, Hochwarter, Ferris & Castro 2002). On the other hand support personnel are responsible for, administering, supervising instruction, being accessible, support academic staff, delegating and accepting responsibility, prepare and edit reports, attend meetings to take notes, maintenance, repair and ordering of office supplies or equipment and keep track of annual or project budget (Dekker & Barling, 1995).

As early as 1996 it is proven that changes in higher education institutions affect staff in numerous ways, in a survey done of the academic profession, using data from 14 countries worldwide. Results from the survey show that substantial changes have taken place in higher education (Altbach, 1996). Some of these changes include demands for greater accountability, value for money, efficiency and quality, and an increase in remote and repressive management styles (AUT, 1990). There has also been a gradual wearing down in pay and job security and, with the abolition of tenure in the 1980s, an increasing number of staff have been appointed on fixed-term contracts. What is more, these changes in conditions are now being reflected in levels of job satisfaction and commitment. For example, a study done by Lacy & Sheehan (1997) of levels of job satisfaction experienced by academics from Australia, Germany, Hong Kong, Israel, Mexico, Sweden and the UK revealed that fewer than 50% of British academics were generally satisfied with their jobs. This factor would also influence their commitment towards their work.

Given the importance of organisational commitment to the health of an organisation and the link between organisational commitment and turnover rate, then an examination of organisational commitment at a higher education institution becomes an important topic to research. Firstly one needs to look at the different definitions of

organisational commitment. It is defined by Allen & Meyer (1990) as the employee's feelings of obligation to stay with the organisation: feelings resulting from the internalisation of normative pressures exerted on an individual prior to entry or following entry. Furthermore organisational commitment is defined as an individual's orientation towards the organisation in terms of loyalty, identification and involvement (Robbins, 1998). From the definitions it is clear that organisational commitment is the extent to which employees identify with their organisation and managerial goals (Chow, 1994; Kreitner & Kinicki, 1995), show a willingness to invest effort, participate in decision-making and internalise organisational values (Chow, 1994).

According to Suliman and Iles (2000a), the following are important aspects of organisational commitment: it improves employees' performance, that is, committed employees are expected to be motivated to work hard and put in more effort than less committed employees; it adopts better superior-subordinate relationships; it enhances organisational development, growth and survival; it improves the work environment; it negatively influences withdrawal behaviour, such as turnover, tardiness and absenteeism; and it has a positive impact on employees' readiness to innovate and create. According Viljoen & Rothmann (2009), commitment is usually stronger among longer term employees, those who have experienced personal success in the organisation, and those working within a committed employee group. Organisationally committed employees will usually have good attendance records, demonstrate a willing adherence to company policies, and have lower turnover rates (Newstrom & Davis, 2002).

According to Meyer & Allen (1991) organisational commitment incorporates three concepts. Firstly, *affective commitment*, that refers to employees' emotional attachment, identification with, and involvement in the organisation; employees have a sense or feeling that they *want to*. Secondly, when employees assess that the costs of leaving (e.g., reduction in pay, benefits, lack of alternative jobs) are deemed greater than the costs of staying, employees remain because they *need to*; this is labelled as continuance commitment. The third component is normative commitment, which refers to employees feeling obligated for such reasons as loyalty or believing the organisation has invested a lot in them; thus, they feel they *ought to* stay. Affective commitment has been found to be favourable for employees and organisational outcomes in terms

of satisfaction, well-being, turnover, and higher productivity (Meyer & Allen, 1997). Normative commitment appears to be positively associated with organisational outcomes but to a much lower extent than affective commitment (Meyer & Allen, 1997). Continuance commitment, however, is generally perceived as unfavourable (Meyer & Allen, 1997).

A wide array of work behaviour, including teamwork, development of talent, innovation, quality of service and customer loyalty is being influenced by Emotional intelligence (Zeidner et al; 2004). It can also predict crucial work related outcomes such as organisational commitment (Gardner, 2003). Salovey, Hsee, and Mayer (1993) refer to EI as the ability to recognise and use emotional information in social interactions. Petrides & Furnham (2001) decribed EI as a personality trait that involves a constellation of self-perceived emotion-related abilities and dispositions. Lam and Kirby (2002) define EI as an indication of how an individual perceives, understands, and regulates emotions. EI is also described as the ability to manage one's own emotions and to sense the emotions of others (Guy and Newman, 2004) This definition adds to the original definition from the "father" of EI, Goleman (1995), he defined EI as the ability to be conscious of emotions in self as well others to manage the emotions in self and others. He also stated that emotional intelligence has a large impact on one's personally and professionally success in life in comparison to cognitive intelligence (Goleman, 1995).

Mayer and Salovey (1997) was the first to introduced EI as a set of abilities. They also devised emotional intelligence as the ability to facilitate the perception, expression, assimilation, understanding and regulation of emotions, so as to promote emotional and intellectual growth. Mayer and Salovey (1997) explained that EI comprises four abilities: (a) the ability to perceive in oneself and others, as well as in objects, art and stories, (b) the ability to generate emotions in order to use them in other mental processes, (c) the ability to understand and reason about emotional information and how emotions combine and progress through relationship transitions and (d) the ability to be open to emotions and to moderate them in oneself and others (Dulewicz & Higgs, 2000).

Further research done by Tsaousis (2008) exhibited a close resemblance to Mayer and Salovey's (1997) theoretical framework. According to Tsaousis (2008) there are four basic emotional skills, namely: (a) expression and recognition of emotion: which relates to the ability of the individual to express and recognise accurately their own emotional reactions; (b) control of emotions: which relates to the ability of the individual to control and regulate emotions in themselves and others; (c) use of emotions to facilitate thinking: which relates to the ability of the individual to harness their own emotions in order to solve problems through optimism and self-assurance, two emotional states that facilitate inductive reasoning and creativity; and (d) Caring and empathy: relates to the willingness of the individual to help other people and his/her ability to comprehend another's feelings, and to re-experience them.

Abraham (2000) and Gardner (2003) indicated that employees who are high in emotional intelligence are more likely to be more committed to their organisations. Abraham's (2000) study suggests that employees with high emotional intelligence would view their affiliation with the organisation as an extension of the relationship they have with co-workers and managers.

A growing body of organizational and occupational study point more generally to the considerable role of emotional intelligence at workplace. Emotional intelligence is associated with greater work satisfaction, increased ability to deal with stress, a better change orientation or propensity and stronger organizational commitment (Carmeli, 2003; Vakola et al., 2004). Zeidner et al. (2004) suggested that more emotionally intelligence individuals presumably succeed in communicating their ideas, goals and purposes in interesting and forceful ways (Goleman, 1995), emotional intelligence may be related to the social skills needed for teamwork (Mayer & Salovey, 1997). Organizational leaders who are emotionally intelligent may influence the relationship in the work setting, which impacts group and organizational commitment (Cherniss, 2001). Emotional intelligence is asserted to affect individual's skill to succeed in coping with environmental demands and pressures, clearly a significant set of behaviors to harness under stressful work conditions (Bar-On, 1997). Several studies have established a positive relationship among emotional intelligence and organizational commitment.

Aims of the study

The aim of the study is to investigate the relationship between organisational commitment and EI of staff at a higher education institution.

The above mentioned aim leads to the following objectives:

- To conceptualise organisational commitment and emotional intelligence according to literature?
- To determine if the Allen and Meyers's Organisational Commitment scale is a valid and reliable measure of Organisational Commitment in a sample of employees at a higher education institution?
- To determine differences in organisational commitment between academic staff and support staff of a university?
- To determine if Emotional Intelligence will predict organisational commitment?
- To make recommendations for future research regarding the organisational commitment and emotional intelligence of staff at a higher education institution

Research Design

Research Approach

A cross-sectional survey design will be used to collect data and attain the research goals. In cross-sectional research, researchers observe at one point in time (Du Plooy, 2002). Cross-sectional research is usually the simplest and least costly alternative. Its disadvantages are that it cannot capture social processes and change. Cross-sectional research can be exploratory, descriptive, or explanatory, but it is most consistent with a descriptive approach to research (Du Plooy, 2002). The survey is a data-collection technique in which questionnaires are used to gather data about an identified population. The cross-sectional research design is best suited to address the descriptive and predictive functions associated with the correlational design, which examines relationships between variables.

Participants

A combined convenience and quota non-probability sample (N= 388; n=180 Academic staff, n = 205 Support staff) of employees from a Higher Education Institution in South Africa will be used to reach the objective of this study. A convenience sample is chosen purely on the basis of availability, this method of sampling is convenient and inexpensive (Salkind, 2009).The Non-probability samples were taken from academic and support employees working within a higher education institution and are selected because they are accessible and articulate. Participants are also selected on the basis that they must be employed full time at the North-West University.

Table 1: *Characteristics of the Participants (N = 388)*

Item	Category	Frequency	Percentage
Gender	Male	155	39.9%
	Female	232	59.8%
Ethnicity	White	221	57.0%
	African	117	30.2%
	Coloured	40	10.3%
	Indian	8	2.1%
Age	26-30	36	9.3%
	31-39	99	25.5%
	40-49	85	21.9%
	50-59	84	21.6%
Language	Afrikaans	220	56.7%
	English	54	13.9%
	Sotho	104	26.8%
	Nguni	7	1.8%
Qualifications	Lower than Grade 10 (Std 8)	1	0.03%
	Grade 10 (Std 8)	7	1.8%
	Grade 11 (Std 9)	3	0.08%
	Grade 12 (Std 10)	54	13.9%
	Technicon diploma	28	7.2%
	Technical College diploma	34	8.8%
	University degree	63	16.2%
	Postgraduate degree	190	49.0%
	Other	7	1.8%
Faculty	Arts	28	7.2%
	Natural Sciences	40	10.3%
	Theology	11	2.8%
	Education Sciences	60	15.5%
	Economic and Management Sciences	51	13.1%

	Law		
	Engineering	15	3.9%
	Health Sciences	14	3.6%
	Other	39	10.1%
	Support	118	30.4%
Staff	Academic	205	52.8%
		180	46.4%

Table 1 indicates that the majority of the participants (59.8%) were female, and Afrikaans speaking (56.7%). The population (all the available participants) included white (57.0%) that were the majority, African (30.2%), Coloured (10.3%) and Indian (2.1%) individuals. In total, 99 (25.5%) of the participants were between ages 31 and 39.85 (21.9%) were between ages 40 and 49, 84(21.6%) between ages 50 and 59 and only 36 (9.3%) were between ages 26 and 30. The population consisted of 205 (52.8%) support staff and 180 (46.4%) academic staff.

Measuring Instruments

Organisational Commitment: Allen and Meyers's Organisational Commitment scale (Allen & Meyers, 1996) was used in this study. Only the measures for affective and continuance commitment was incorporated in the questionnaire; measures for normative commitment was not included for testing and validation purposes. The Cronbach's Alpha reliability coefficients for the measures of affective and continuance commitment are 0.81 and 0.78 respectively (Karim & Noor, 2006). Eighteen (18) items comprising the measures for both affective (items number 1, 2, 3, 4, 5, 6, 7 and 8) and continuance commitment (items number 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18) will be incorporated in the questionnaire. All items will be measured on a 5 point scale ranging from (1) strongly disagree to (5) strongly agree (Karim & Noor, 2006).

Emotional Intelligence: The Greek Emotional Intelligence Scale (GEIS) (Tsaousis, 2008) was used to measure Emotional Intelligence. The fifty-three-item (52) instrument demonstrated acceptable internal consistency, which justifies its use as a reliable and valid measure of Emotional Intelligence (Tsaousis, 2008). The factor analytic data suggest a four-factor solution, namely expression of emotion, control of

emotions, use of emotions to facilitate thinking, and empathy. The Cronbach alpha coefficients for the four factors range between 0.80 and 0.92 (Tsaousis, 2008).

Statistical analysis

The statistical analysis of this study will be carried out with the IBM SPSS Statistics program (IBM Corp., 2011). Descriptive statistics (e.g. means, standard deviations, skewness and kurtosis) is used to analyse the data. Factor analyses and Cronbach alpha coefficients will be used to assess the validity and reliability of the constructs that will be measured in this study (Clark & Watson, 1995).

A multiple regression analysis is conducted to determine the percentage variance in the dependent variables that is predicted by the independent variables. A cut-off point of 0, 35 large effect (Steyn, 1999) was set for the practical significance.

Multivariate analysis of variance (MANOVA) is used to determine the significance of differences between the levels of organisational commitment between staff at a higher education institution. In MANOVA, a new dependent variable that maximises group differences is created from the set of dependent variables. Wilk's Lambda is used to test the likelihood of the data, on the assumption of equal population mean vectors for all groups, against the likelihood on the assumption that the population mean vectors are identical to those of the sample mean vectors for the different groups. When an effect is significant in MANOVA, ANOVA is used to discover which dependent variables are affected.

Results

Exploratory Factor Analysis

A simple principal components analysis was conducted on the 18 items of the Organisational Commitment scale on the total sample of academic and support staff members. Two factors that were extracted explained 55.6% of the total variance.

Items 12,13,18 loaded on Factor 1 which can be labelled Affective commitment and items 1,2,6,9,11,14,15,16 and was labelled continuance commitment. With a cut- off of 0.30 for inclusion of a variable in interpretation of a factor, items 4, 8 and 17 had

low inter-item correlations and were excluded. With items 5, 7 and 10 there were double loadings and they were also excluded.

Table 2: *Descriptive statistics and Alpha coefficients of EI and Organisational commitment*

Item	**Mean**	**SD**	**Skewness**	**Kurtosis**	***α***
Control of Emotions	2.71	0.76	0.30	-0.02	0.65
Expression	2.93	0.76	0.23	0.66	0.66
Use of Emotions	3.77	0.67	-0.40	-0.11	0.76
Empathy	3.78	0.64	-0.58	0.65	0.64
Continuance Commitment	3.29	0.83	-0.38	-0.01	0.65
Affective Commitment	3.32	0.94	-0.27	-0.38	0.65

Table 2 indicates that the Cronbach alpha coefficients are considered acceptable, compared to the guidelines of $\alpha > 0{,}60$ (Black & Porter 1996). It is evident from Table 2 that most of the scales of the measuring instruments have relatively normal distributions, with low skewness and kurtosis.

MANOVA (multivariate analysis of variance) was used to determine differences between staff with regard to Organisational Commitment levels. Results were first analysed for statistical significance using Wilk's Lambda statistics. ANOVA was used to determine specific differences if a statistical difference was found. The results of the MANOVA analyses are given below in Table 3.

Tabel 3*: MANOVA – Differences in Organisational Commitment Levels of Staff*

Variable	Value	*F*	*df*	*p*	Partial Eta Squared
Staff	0.98	3.70	2	0.02*	0.01

*$p \leq 0{,}05$ = statistically significant

In an analysis of Wilk's Lambda values, a statistically significant difference ($p \leq 0,05$) regarding Organisational Commitment levels was found and was further analysed using ANOVA.

The results of the ANOVA based on *Staff* are given below in Table 4.

Table 4: *ANOVA - Differences in Organisational Commitment Levels Based on Staff*

Item	Support Staff	*Academic Staff*	*p*	Partial Eta Squared
Affective Commitment	3.45	3.34	0.20	0.00
Continuance Commitment	3.31	3.14	0.01*	0.02

* Statistically significant difference: $p \leq 0,05$

Table 4 showed statistically significant differences between levels of Continuance Commitment. Support staff experience higher levels of Continuance Commitment than Academic Staff.

To determine if EI will lead to organisational commitment, a standard multiple regression analyses, was carried out. The results are reported in Tables 5 and 6.

Table 5: *Multiple regression analyses with Continuance Commitment as dependent variable*

Model		**Unstandardised Coefficients**		**Standardised Coefficients**	***t***	***P***	***F***	***R***	R^2	ΔR^2
		B	SE	Beta						
1	(Constant)	1.41	0.36		3.89	0.00	7.65	0.27	0.07	0.06
	Expression of emotions	0.12	0.60	0.11	1.94	0.05				
	Control of emotions	0.16	0.06	0.15	2.64	0.01				
	Empathy	0.07	0.07	0.05	0.99	0.32				

	Use of emotions	0.22	0.07	0.18	3.30	0.00				

Table 5 shows the regression analysis with EI as predictor of Continuance commitment. The entry of EI into the regression analysis produced a statistically significant model with 7% of the variance explained (F=7.65; p < 0,00). The significant predictors of Continuous commitment were control of emotions (β = 0.15; t = 2.64; p ≤ 0.05) and use of emotions (β = 0.22; t = 3.30; p ≤ 0.05).

Table 6: *Multiple regression analyses with Affective Commitment as dependent variable*

Model		**Unstandardised Coefficients**		**Standardised Coefficients**	***t***	***P***	***F***	***R***	R^2	ΔR^2
		B	SE	Beta						
1	(Constant)	0.79	0.40		1.96	0.05	12.2	0.34	0.11	0.10
	Expression of emotions	0.23	0.07	0.19	3.45	0.00				
	Control of emotions	0.15	0.07	0.12	2.19	0.03				
	Empathy	0.32	0.08	0.21	4.01	0.00				
	Use of emotions	0.07	0.08	0.05	0.89	0.37				

Table 6 shows the regression analysis with EI as predictor of Affective commitment. The entry of EI into the regression analysis produced a statistically significant model with 11% of the variance explained (F=12.2; p < 0,05). The significant predictors of Affective commitment were expression of emotions (β = 0.19; t = 3.45: p ≤ 0.00), control of emotions (β = 0.15; t = 2.19; p ≤ 0.03) and empathy (β = 0.21; t = 4.01; p ≤ 0.0).

Discussion

The aim of the study is to investigate the relationship between organisational commitment and EI of staff at a higher education institution.

Given the importance of organisational commitment to the health of an organisation and the link between organisational commitment and turnover rate, then an examination of organisational commitment at a higher education institution becomes an important topic to research

Allen & Meyer (1990) described organisational commitment as the employee's feelings of obligation to stay with the organisation: feelings resulting from the internalisation of normative pressures exerted on an individual prior to entry or following entry. According to Suliman and Iles (2000a), organisational commitment improves employees' performance and motivates employees to work hard and adopts better superior-subordinate relationships. Organisational commitment enhances organisational development, growth and survival and improves the work environment - there is less withdrawal behaviour, such as turnover, tardiness and absenteeism. It also has a positive impact on employees' readiness to innovate and create (Suliman and Iles, 2000a). Organisationally committed employees will usually have good attendance records, demonstrate a willing adherence to company policies, and have lower turnover rates (Newstrom & Davis, 2002).

A growing body of organizational and occupational study point more generally to the considerable role of emotional intelligence at workplace. Goleman (1995), defined EI as the ability to be conscious of emotions in self as well others to manage the emotions in self and others. He also stated that emotional intelligence has a large impact on one's personally and professionally success in life in comparison to cognitive intelligence.

Emotional intelligence is associated with greater work satisfaction, increased ability to deal with stress, a better change orientation or propensity and stronger organizational commitment (Carmeli, 2003; Vakola et al., 2004). Several studies have established a positive relationship among emotional intelligence and organizational commitment. According to Tsaousis (2007) there are four basic emotional skills, namely: (a) expression and recognition of emotion: which relates to the ability of the individual to

express and recognise accurately their own emotional reactions; (b) control of emotions: which relates to the ability of the individual to control and regulate emotions in themselves and others; (c) use of emotions to facilitate thinking: which relates to the ability of the individual to harness their own emotions in order to solve problems through optimism and self-assurance, two emotional states that facilitate inductive reasoning and creativity; and (d) Caring and empathy: relates to the willingness of the individual to help other people and his/her ability to comprehend another's feelings, and to re-experience them.

After a factor analysis was done on the total sample of academic and support staff members. Two factors that were extracted explained 55.6% of the total variance namely affective commitment and continuance commitment.

Affective commitment refers to employees' emotional attachment, identification with, and involvement in the organisation; employees have a sense or feeling that they want to (Meyer & Allen, 1991). When employees assess that the costs of leaving (e.g., reduction in pay, benefits, lack of alternative jobs) are deemed greater than the costs of staying, employees remain because they need to and this is labelled as continuance commitment (Meyer & Allen, 1991).

In terms of the construct validity and internal consistency acceptable Cronbach alpha coefficients were obtained for all the scales. All the alpha coefficients were lower than the guideline of $\alpha \geq 0.70$ (Nunnally & Bernstein, 1994), however according to Black and Porter (1996), an alpha coefficient of 0.60 and higher is considered adequate in exploratory research. Nunnally (1967) also indicated that an alpha coefficient of between 0.50 and 0.60 is still acceptable for preliminary results. Therefore the Allen and Meyers's Organisational Commitment scale is a valid and reliable measure of Organisational Commitment in a sample of employees at a higher education institution.

This study also aimed to investigate if there are differences in organisational commitment and staff members, more specifically between the academic staff and support staff of the institution. Statistically significant differences were found between academic staff and support staff on how they experience organisational commitment. It was found that support staff experience higher levels of continuance commitment than academic staff. Support staff, after assessing the costs of leaving, feel that they

have to stay with the organisation, this could be because support staff earn smaller salaries than the academics and also do not earn extra income as many academics do with consultations and professional activities. The support staff will also fear that they will not find a job elsewhere this could be for many reasons eg. their skills are not very unique or scarce or even the South African labour legislation imposing affirmitave action policies. Another major factor that plays an important role in the experience of continuance commitment is the demographics and type of institution. In a smaller town or city there are less job opportunities and a higher education institution is the major employer in such an area, thus leaving people committed to the organisation due to the fear that they will not find a job or a job that pays the same in that area.

To determine if the experience of emotional intelligence will lead to organisational commitment, a standard multiple regression analyses was conducted. The results indicated that EI did predict organisational commitment. Therefore the person that is emotional intelligent will be more committed to the organisation. It was found that the control of emotions and use of emotions predicted continuance commitment. People that are able to control the emotions of themselves and others, view that the cost of leaving the institution will be too great, they also realise the emotions that will be involved when leaving the institution. This is also true for people that make use of their emotions to facilitate thinking and solve problems. Even though these people that make use of their emotions and are self-assured, the scarcity of jobs in South Africa remains an important factor leading to continuance commitment.

Furthermore, the results indicated that EI also predicts affective commitment. The person that in emotional intelligent will be more likely to feel that he/she belongs at the institution, identifies with institution and will be emotionally attached to the institution. The person that exhibits high EI can influence relationships in the work setting and thus impacting the group and the organisational commitment. The results of the study indicated that people that express and recognise their emotions; control their emotions; and has empathy experience affective commitment. People that control their emotions can regulate their own emotions and the emotions of others, thus leading to affective commitment. These people will help with the overall performance (Suliman & Iles, 2000a) of the group and help the group stay focussed on the task at hand. The person that can regulate his own and others' emotions will be able to mediate conflict

situations and relationships increasing the performance and motivation (Suliman & Iles, 2000a). The employee will motivate others and himself be motived to work hard and put in more effort.

The employee that can regulate emotions will also have better relationships with his peers, superiors and subordinates, thus also hugely affecting his affective commitment. This employee will be less absent and tardy compared to the less committed employee (Newstrom & Davis, 2002). Furthermore the employee that can accurately express his emotions will have good working relationships and will be more creative (Suliman & Iles, 2000a). The employee that is willing to help other people and understand others' feelings and even re-experience them (empathy) will also experience and be the influence of a better working environment (Suliman & Iles, 2000) as well as better relationships with peers subordinates and superiors, and all these factors increase and is evidence of affective commentment

Limitations

The use of cross-sectional design as opposed to longitudinal design could have influenced the outcome. It could be recommended that future research make use of a longitudinal design, to determine if changes have occurred. There are factors that could of lead to results being distorted; these factors are, self-report questionnaires were used which was completed by participants on their own time, and participants might not understand some of the items. The scales are also very long and there is a risk that participants got bored or tired and ended up completing the questionnaire at random or not giving much thought to the questions. Another significant factor playing a role in the results is the South African legislation and the area in which the research was done. In South Africa there is legislation that governs the employment of people, in other words that designated groups have to be employed and this could affect the commitment of a person.

Recommendations

Not with standing these limitations, the current study has important implications for organisations and future research. It is suggested that in the future, more research on the effects of emotional intelligence and organisational commitment be done in South African industries. As mentioned the demographical area played a big contributing

factor on the commitment of employees, due to no other institutions, organisations or industries in the area where they can be employed with the same or similar benefits and remuneration. It would be valuable to conduct this study in other organisations and areas. Future research should also focus on the reliability and validity of the Allen and Meyers's Organisational Commitment scale for other industries and occupational settings.

More longitudinal studies should be conducted on emotional intelligence and organisational commitment in organisations in South Africa in order to determine if there are changes and what possibly caused the changes.

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CHAPTER 3

CONCLUTION, LIMITATIONS AND RECOMMENDATIONS

This chapter includes conclusions regarding the literature review and the empirical study according to specific objectives. It highlights the limitations for the study and offers recommendations for future studies

3.1 CONCLUSIONS

In this section conclusions are drawn in terms of specific objectives and empirical findings obtained in the present study.

- *To conceptualise organisational commitment and emotional intelligence according to literature*

  Given the importance of organisational commitment to the health of an organisation and the link between organisational commitment and turnover rate, then an examination of organisational commitment at a higher education institution becomes an important topic to research

  Allen & Meyer (1990) described organisational commitment as the employee's feelings of obligation to stay with the organisation: feelings resulting from the internalisation of normative pressures exerted on an individual prior to entry or following entry. According to Suliman and Iles (2000a), it improves employees' performance, employees are expected to be motivated to work hard, it adopts better superior-subordinate relationships; it enhances organisational development, growth and survival; it improves the work environment; there is less withdrawal behaviour, such as turnover, tardiness and absenteeism; and it has a positive impact on employees' readiness to innovate and create. Organisationally committed employees will usually have good attendance records, demonstrate a willing adherence to company policies, and have lower turnover rates (Newstrom & Davis, 2002). Organisational commitment consists of affective commitment and continuance commitment. Affective commitment

refers to employees' emotional attachment, identification with, and involvement in the organisation; employees have a sense or feeling that they want to (Meyer & Allen, 1991). When employees assess that the costs of leaving (e.g., reduction in pay, benefits, lack of alternative jobs) are deemed greater than the costs of staying, employees remain because they need to and this is labelled as continuance commitment (Meyer & Allen, 1991).

A growing body of organizational and occupational study point more generally to the considerable role of emotional intelligence at workplace. Goleman (1995), defined EI as the ability to be conscious of emotions in self as well others to manage the emotions in self and others. He also stated that emotional intelligence has a large impact on one's personally and professionally success in life in comparison to cognitive intelligence (Goleman, 1995).

Emotional intelligence is associated with greater work satisfaction, increased ability to deal with stress, a better change orientation or propensity and stronger organizational commitment (Carmeli, 2003; Vakola et al., 2004). Several studies have established a positive relationship among emotional intelligence and organizational commitment. According to Tsaousis (2007) there are four basic emotional skills, namely: (a) expression and recognition of emotion: which relates to the ability of the individual to express and recognise accurately their own emotional reactions; (b) control of emotions: which relates to the ability of the individual to control and regulate emotions in themselves and others; (c) use of emotions to facilitate thinking: which relates to the ability of the individual to harness their own emotions in order to solve problems through optimism and self-assurance, two emotional states that facilitate inductive reasoning and creativity; and (d) Caring and empathy: relates to the willingness of the individual to help other people and his/her ability to comprehend another's feelings, and to re-experience them.

- *To determine if the Allen and Meyers's Organisational Commitment scale is a valid and reliable measure of Organisational Commitment in a sample of employees at a higher education institution*

After a factor analysis was done on the total sample of academic and support staff members. Two factors that were extracted explained 55.6% of the total variance. namely affective commitment and continuance commitment. Acceptable Cronbach alpha coefficients were obtained for all the scales. All the alpha coefficients were lower than the guideline of $\alpha \geq 0.70$ (Nunnally & Bernstein, 1994), however according to Black and Porter (1996), an alpha coefficient of 0,60 and higher is considered adequate in exploratory research. Nunnally (1967) also indicated that an alpha coefficient of between 0.50 and 0.60 is still acceptable for preliminary results. Therefore the Allen and Meyers's Organisational Commitment scale is a valid and reliable measure of Organisational Commitment in a sample of employees at a higher education institution.

- *To determine differences in organisational commitment between academic staff and support staff of a university*

Statistically significant differences were found between academic staff and support staff on how they experience organisational commitment. It was found that support staff experience higher levels of continuance commitment than academic staff. Support staff, after assessing the costs of leaving, feels that they have to stay with the organisation, this could be because support staff earn smaller salaries than the academics and also do not earn extra income as many academics do with consultations and professional activities. The support staff will also fear that they will not find a job elsewhere this could be for many reasons eg. their skills are not very unique or scarce or even the South African labour legislation imposing affirmative action policies. Another major factor that plays an important role in the experience of continuance commitment is the demographics and type of institution. In a smaller town or city there are less job opportunities and a higher education institution is the major employer in such an area, thus leaving people committed to the organisation due to the fear that they will not find a job or a job that pays the same in that area.

- *To determine if Emotional Intelligence will predict organisational commitment*

The results indicated that EI did predict organisational commitment. Therefore the person that is emotional intelligent will be more committed to the organisation. It was found that the control of emotions and use of emotions predicted continuance commitment. People that are able to control the emotions of themselves and others, view that the cost of leaving the institution will be too great, they also realise the emotions that will be involved when leaving the institution. This is also true for people that make use of their emotions to facilitate thinking and solve problems. Even though these people that make use of their emotions and are self-assured, the scarcity of jobs in South Africa remains an important factor leading to continuance commitment.

Furthermore, the results indicated that EI also predicts affective commitment. The person that in emotional intelligent will be more likely to feel that he/she belongs at the institution, identifies with institution and will be emotionally attached to the institution. The person that exhibits high EI can influence relationships in the work setting and thus impacting the group and the organisational commitment. The results of the study indicated that people that express and recognise their emotions; control their emotions; and has empathy experience affective commitment. People that control their emotions can regulate their own emotions and the emotions of others, thus leading to affective commitment. These people will help with the overall performance (Suliman & Iles, 2000) of the group and help the group stay focussed on the task at hand. The person that can regulate his own and others' emotions will be able to mediate conflict situations and relationships increasing the performance and motivation (Suliman & Iles, 2000). The employee will motivate others and himself be motived to work hard and put in more effort.

The employee that can regulate emotions will also have better relationships with his peers, superiors and subordinates, thus also hugely affecting his affective commitment. This employee will be less absent and tardy compared to the less committed employee (Newstrom & Davis, 2002). Furthermore the employee that can

accurately express his emotions will have good working relationships and will be more creative (Suliman & Iles, 2000). The employee that is willing to help other people and understand others' feelings and even re-experience them (empathy) will also experience and be the influence of a better working environment (Suliman & Iles, 2000) as well as better relationships with peers subordinates and superiors, and all these factors increase and is evidence of affective commitment

3.2 LIMITATIONS

It is necessary to note some limitations of the current study. Certainly, reliability is greatly affected by the sample characteristics. The sample involved in this study was a higher education institution in South Africa and it will be valuable to conduct similar research in other occupational groups. While subjects were initially randomly selected from the organisation for participation, there was a significant non-response rate, and the differences between the respondents and non-respondents are not known.

The use of cross-sectional design as opposed to longitudinal design could have influenced the outcome. It could be recommended that future research make use of a longitudinal design, to determine if changes have occurred. There are factors that could of lead to results being distorted; these factors are, self-report questionnaires were used which was completed by participants on their own time, and participants might not understand some of the items. The scales are also very long and there is a risk that participants got bored or tired and ended up completing the questionnaire at random or not giving much thought to the questions. Another significant factor playing a role in the results is the South African legislation and the area in which the research was done. In South Africa there is legislation that governs the employment of people, in other words that designated groups have to be employed and this could affect the commitment of a person. In the area where this study was done, is the this specific higher education institution the largest employer in the area, and this has huge effects on why the people stay because there are no other employers in the town that can compete.

3.3 RECOMMENDATIONS

Not with standing these limitations, the current study has important implications for organisations and future research.

3.3.1 Recommendations for the organisation

The current study adds to the researcher's efforts to understand the relationship between organisational commitment and emotional intelligence. It is recommended that interventions be implemented that will focus on practices to enhance affective organisational commitment of employees and equip the employees with the necessary emotional intelligence to effectively work with others.

Managers interested in developing commitment among their employees should adopt human resources practices that would contribute to the perceptions of the organisation's commitment to its employees and the development of affective commitment.

It is recommended that the implementation of any intervention should focus on the individual, managerial and organisational practices to enhance their emotional intelligence and then there will be a difference in the affective commitment.

3.3.2 Recommendations for future research

Present findings have important implications for future research and practice despite the above limitations of this study.

It is suggested that in the future, more research on the effects of emotional intelligence and organisational commitment be done in South African industries. As mentioned the demographical area played a big contributing factor on the commitment of employees, due to no other institutions, organisations or industries in the area where they can be employed with the same or similar benefits and remuneration. It would be valuable to conduct this study in other organisations and areas. Future research should also focus

on the reliability and validity of the Allen and Meyers's Organisational Commitment scale for other industries and occupational settings.

More longitudinal studies should be conducted on emotional intelligence and organisational commitment in organisations in South Africa in order to determine if there are changes and what possibly caused the changes.