
Emotional Intelligence and Organizational Commitment of Faculty Members, Tribhuvan University

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Abstract

The purpose of this study is to measure the impact of emotional intelligence (EI) on organizational commitment of faculty members of Tribhuvan University (T.U.). A cross sectional data collected through a convenient sampling using structured questionnaires. A total of 384 valid questionnaire received from respondents and analyzed using inferential statistics. The findings of the study depicts that emotional intelligence of university faculty members has positive and significant impact on organizational commitment i.e. affective commitment. It indicates that university faculty who had higher levels of emotional intelligence displayed higher degrees of affective commitment. The results of this study will motivate University policy makers and academic personalities to understand the linkage of EI of university faculty members and their affective commitment for better decision making.

Keywords: *Affective commitment, relationship management, self-awareness, self-management, and social awareness*

Introduction

Emotional intelligence (EI) is a set of embedded domains that enhances interactions between managers and employees in the context of an organizational setting. This is possible to accomplish through the control and expression of emotions as well as an empathic approach to emotional expression (George, 2000). One of the most crucial components of success in life and psychological well-being is emotional intelligence, which also has a significant impact on how people interact with others at work. A worker who possesses emotional intelligence can succeed in all facets of life. A person's emotional intelligence can help them overcome obstacles and make wise decisions that are good for their success both personally and professionally. Thus, EI depicts the capacity to access one's emotions, generate emotions to aid in

thinking, comprehend and control emotions via reflection in order to improve one's intellectual and emotional development (Mayer & Salovey, 1997). Moreover, EI is described as the capacity of an individual to be aware of his or her own feelings in terms of emotions, strengths, weaknesses, needs, goals, drives, and values, and to seek the same out in others people working around him or her in order to keep them motivated and maintain healthier relationships with them. Emotional intelligence, then, is a collection of non-cognitive abilities, competencies, and skills that enable a person to successfully manage and respond to environmental demands and pressures (Goleman, 1995). Thus, distinct factors relating to capability and skills of people stimulating manager for successful performance is a part of emotional intelligence.

Therefore, the professors are the foundation of the educational system. It is evident that academic staff members serve as a bridge between information and students, who form the backbone of society. Emotional intelligence is one of the qualities that is essential for being a good teacher since it allows faculty members to communicate with both their coworkers and their students (Carmeli, 2003). In order for an organization comprising of educational institutions to achieve the highest level of excellence, understanding regarding EI is essential. Organizations can succeed in a cutthroat atmosphere when a person is able to recognize, comprehend, facilitate, and control both their own and others' emotions (Shafiq, & Rana, 2020). The evidence showed that emotionally intelligent people feel more confident in their ability to manage and affect life events and, as a result, give individual attention on others as well as arouse and inspire followers intellectually (Sosik & Mergerian (1999). Although it is a relatively new notion, emotional intelligence has significant consequences for hiring decisions and performance management. Additionally, it has sparked a rush of research and practical activity and attracted the attention of the public. This idea is arguably the one that both academics and practitioners/consultants are most interested in when it comes to recent work on emotion in organizational life. Researchers are attempting to conceptually separate, define, and validate its relationship with significant work attitudes and outcomes, while practitioners are attempting to minimize potential Organizational performance through identification, selection, and training of critical competencies involving the emotional capabilities of their employees (Ashkanasy & Daus, 2002).

In the context of Nepal, according to a study by Dhungana and Kautish (2020) on the effects of emotional intelligence on work performance and organizational commitment, there are considerable differences in emotional intelligence between private and public sector banks in Nepal. Additionally, emotional intelligence has a favorable and significant effect on organizational engagement among bank employees in the commercial and public sectors. Shrestha and Baniya (2016) conducted a study on emotional intelligence and employee outcomes, with the public and private companies of Nepal serving as a moderating factor. The results showed a favorable correlation between EI and employee outcomes. Through a study on the relationship between the emotional stability in self-efficacy and organizational commitments of managers and subordinates in Nepalese saving and credit cooperatives, it

was discovered that there are differences in the level of commitments of managerial level ethnic groups. The survey examined the impact of emotional intelligence on transformational leadership in a sample of Kathmandu academic institutions. Affective sentiment and emotional stability personality traits were adversely associated (Thapa et al., 2023).

Research Gap

Dulewicz and Higgs (2000) suggested conducting thorough research to back up the importance of emotional intelligence and organizational commitment in both the industrial and service sectors because there have not been many studies done in an organizational setting. There does not seem to have been any research done in Nepal on university professors' organizational commitment or emotional intelligence. As a result, the present study is important because its findings will help companies and instructors alike improve employees' organizational commitment and job satisfaction, which will help to reduce the high turnover rate in the teaching profession. In their study "the investigation of the relationship of commitment and job success and the mediator role of commitment in relationship to emotional intelligence," Matthews and Roberts (2009) found that people with high levels of emotional intelligence are more likely to be committed to their jobs and to be more productive at work. In his study, Carmeli (2003) examined the connections among organizational commitment, work satisfaction, and emotional intelligence among 98 managers. He discovered that emotional intelligence is a potent talent that promotes positive outcomes, actions, and behaviours. The organizational commitment and emotional intelligence of TU faculty members, however, have not been the subject of research. The study at TU is a special aspect because it is a service-oriented organization where understanding he use and application of emotional intelligence creates valuable organizational atmosphere to enhance the level of performance. This study may be novel, as other studies in the field tended to focus mostly on the banking and manufacturing industries.

Research Problem

Currently, organizations need emotional intelligence because ignoring emotion will prevent them from succeeding. Human resource development has a focus on emotional intelligence and how it relates to organizational commitment. There are many different perspectives on human resources development, but when viewed through the lens of organizational performance, it could be described as a process of developing and or unleashing human expertise through organization development and personnel training and development for the purpose of improving performance (Swanson, 1995). Therefore, the research problem is to look at the main components of emotional intelligence and look into the relationship between organizational commitment and emotional intelligence among faculty members of TU. The majority of the research studies conducted so far in this area concentrate on the emotional intelligence of personnel in the manufacturing and banking sectors. There is, however, a dearth of study on staff members in academic environments. There are not many

research findings available in the context of Nepal. In order to comprehend the emotional elements of the professors employed by Tribhuvan University, it will be important to complete this study project.

Research Objectives

The study's main goal is to investigate how emotional intelligence affects organizational commitment. The planned study would look specifically at the organizational commitment of TU faculty members.

To assess the status of emotional intelligence of faculty members of TU.

To analyze the impact of emotional intelligence on affective commitment of faculty members of TU.

Literature Review

Emotional Intelligence

Emotional intelligence (EI) is also the capacity to access and generate emotions to support thinking, understand learning emotions, and reflectively govern emotions to foster the development of greater intellectual and emotional abilities (Mayer & Salovey, 1997). The ability to recognize, use, comprehend, and control one's own and others' emotional states, as well as to use those states to motivate, plan, and accomplish goals, is referred to as emotional intelligence (EI). Before the term "Emotional intelligence" was coined in the early 1990s, these two research areas—intelligence and emotion—were pursued independently (Salovey & Mayer, 1990). The ability to identify and control our own and other people's emotions is referred to as emotional intelligence (EI) at its most general level. Self-awareness and self-management, social awareness, and interpersonal management are the four components of emotional intelligence. (Goleman, 1998). The first studies on emotion was conducted in the sociological and psychology fields. The first sociologists studied topics like emotional labor (Hunt, 2018). It appears that emotional intelligence plays a significant role in promoting commitment. EI specifically aids in the organization's goal- and objective-setting for the team. Such organizational emotional intelligence would require modeling, teaching, practicing, and rewarding preferred behaviors (Ashkanasy & Daus, 2002). Daniel Goleman used the 1990 model, the first formal model of emotional intelligence, to popularize the subject. Further, it has been suggested that those with greater emotional intelligence are better able to influence others by effectively communicating their thoughts, aims, and aspirations (Zeidner et al., 2004).

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. According to Cherniss (2001), EI affects a person's ability to succeed under pressure at work and reflects a person's mindset. Meyer and Allen (1997) have found that organizational commitment consists four

elements, out of which affective commitment demonstrates how a person contributes and identifies their organization, which consists of identity, contribution, and emotional stance. Positive work experiences and the perception of organizational support may have the most effects on affective commitment. It could serve as a gauge for the relative level of a person's organizational commitment (Mowday et al., 1979).

The research on how emotional intelligence affects employee performance and organizational commitment revealed a significant relationship between these two factors: An analysis of dangote flourmill employees Gunu & Oladepo (2014). Further, the study on the influence of emotional intelligence on organizational commitment and organizational citizenship behavior showed that there is positive relationship existed between emotional intelligence and organizational commitment (Antony, 2013). Similarly, the study conducted on impact of emotional intelligence and organizational commitment: Testing the mediatory role of job satisfaction showed that emotional intelligence effects on organizational commitment (Gopinath et. al., 2020). Employee with higher emotional intelligence, have higher organizational commitment (Moradi & Tohid, 2011; Alsughayir, 2021 & Lee, 2002)

H₁: There is positive association between emotional intelligence and affective commitment (organizational commitment).

Self-Awareness

Self-awareness, the first, is the capacity to understand one's feelings and their effects while making decisions based on intuition (Goleman, 1998). Knowing one's feelings or having self-awareness is the first step in managing our interactions with others. It involves being conscious of our emotions, comprehending their origins, and considering the behavioral patterns we exhibit as a result of those feelings (Garner & Associates 2009; Goleman, 1995).

Self-Management

The second construct, self-management, entails restraining one's emotions and impulses as well as adjusting to shifting circumstances (Goleman, 1998). Self-management involves putting one's immediate demands on wait in order to focus on bigger, more essential goals (Garner & Associates, 2009). In other words, it involves being able to control negative emotions like anger and anxiety and to restrain emotional impulsivity (Goleman, 1995).

Social Awareness

The third component, social awareness, refers to the capacity to see, grasp, and respond to the feelings of others while being aware of social networks (Goleman, 1998). Contrarily, social awareness, which includes the empathy competency, is the capacity to detect nonverbal indications of unfavorable emotions, particularly wrath and fear, and to assess the reliability of others. Understanding other people's emotions, not having such sentiments oneself (Garner & Associates, 2009).

Relationship Management

The fourth construct, relationship management, is the ability to influence, mentor, and grow people while handling conflict (Goleman, 1998). While relationship management is how our ability to tune into or have an impact on another person's emotions determines how effective our relationship abilities will be. It is the specialized abilities of convincing and influencing others, managing and enhancing the performance of others, utilizing and managing the different strengths of a team, negotiation, and dispute resolution abilities (Garner & Associates, 2009).

Organizational Commitment

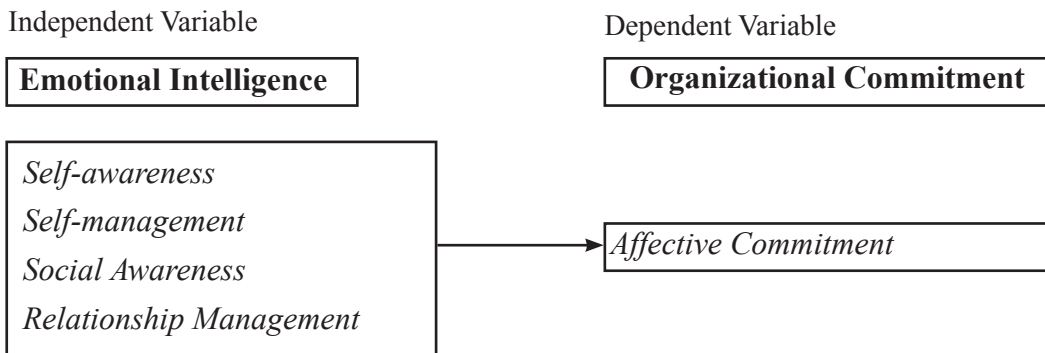
Meyer and Allen (1991) suggested a three-part model that included affective, continuation, and normative commitment in order to better understand organizational commitment. Various mindsets characterize the elements of organizational commitment, which are also likely to have different effects on work behaviors (Meyer and Allen, 1991; Powell and Meyer, 2004). Organizational commitment has allegedly been scientifically investigated in terms of its elements, context, relationships, and outcomes, according to (Mathieu and Zajac in 1990). Affective commitment construction is used as dependent variables among organizational commitment dimensions (Meyer & Allen (1991).

Affective Commitment

An organization's affective commitment is described as a positive sense of affiliation with or involvement in that organization (Schappe & Doran, 1997). According to Meyer and Allen (1991), the preliminary circumstances for affective commitment include those that are personal, structural, vocational, and experimental. The affective component describes the employee's emotional ties to, identification with, and participation in the company. A large portion of the organizational commitment research concentrated on affective commitment (Brunetto & Farr-Wharton, 2003). The term "organizational commitment" describes a worker's faith in the organization's objectives and ideals, as well as their desire to stay a part of it and devotion to it (Mowday et al., 1982). Employees' levels of organizational commitment are determined by how much they concur with the organization's objectives and core values, give the organization their all in terms of effort and values, and express a desire to join or stay with the organization (Robbins, 1998). Organizational commitment can anticipate how well employees will perform and how the organization will succeed as a whole (Steers, 1977).

Conceptual Framework

The conceptual framework of the study and the constructs as they were intended for the current investigation are shown in the figure below.



*Figure 1. Conceptual framework
(Source: Goleman, (1998); Meyer and Allen, 1991)*

Methodology

In this study, a descriptive and causal research design used and primary data were gathered for the study's analysis. The target population for this study was faculty from members of TU who were affiliated with constituent colleges (full-time and part-time), affiliated colleges (full-time and part-time), and constituent colleges (regular, contract, and part-time) in the Kathmandu Valley. Survey was done to collect data.. Convenience sampling method was used. A total of 470 questionnaires were distributed to university faculty members. The respondents returned a total of 384 complete and valid questionnaires. Data collection were done using structured questionnaires having a 5-point Likert scale, with 1 being strongly disagree and 5 being strongly agree. The Statistical Package for the Social Sciences (SPSS) was utilized. For data analysis, descriptive statistics, correlation, and regression were used.

Statistical Models

The following statistical models were examined to see how organizational commitment and emotional intelligence interacted.

Regression Model

$$AC = \alpha + \beta_1 (SA) + \beta_2 (SM) + \beta_3 (SOA) + \beta_4 (RM) + \varepsilon_i$$

Where,

SA = Self Awareness

SM = Self-Management

SOA = Self Awareness of Others

RM = Relationship Management

AC = Affective Commitment

α = Constant

β = Beta coefficient of Independent Variable.

ε_i = i^{th} Random error term

Results

Descriptive Analysis

A total of 470 survey questionnaires were distributed to university faculty members, and 384 usable questionnaires were returned by the respondents. In order to provide descriptive statistics, SPSS software was adopted. The descriptive analysis covered the respondents' demographic traits. Gender, age, marital status, and level of education were among the demographic factors taken into consideration for this study.

Table 1

Descriptive statistics

Constructs	Items	Frequency	Percent
Gender	Male	354	92.2
	Female	30	7.8
Age	Below 35	90	23.4
	Between 35-45	234	60.9
	Above 45	60	15.6
Marital Status	Single	41	10.7
	Married	343	89.3
Education	Master	354	92.19
	M.Phil.	30	7.81
Total		384	100.0

Table 1 highlights the majority of respondents were male faculty members (92.2 percent) and least in the gender participation found female respondents (7.8 percent). Age group between 35-45 were leading respondents (60.9 percent) and respondents above 45 years of age appeared as least number of respondents (15.6 percent) in the survey. Similarly, respondents with married status found as majority of participants in the survey (89.3 percent) and least number of single status (10.7 percent) participated in the study. Further, master's degree completed faculty members as respondents (92.19 percent) found as leading participants in terms of educational background and M. Phil completed respondents (7.81 percent) were least in academic achievement.

Table 2

Correlation

Variables	EI	AC
EI	1	

AC	.847**	1
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Table 2 shows the bivariate Pearson's Correlation Coefficient between variables used in the study for analyzing emotional Intelligence and organizational commitment of faculty members of TU. This table reveals that there is strong significant positive correlation ($r = .847$) (Levin & Fox 2006) found between EI and Affective commitment of faculty members of Tribhuvan University. It means Affective commitment changes in positive direction with respect to a positive change in EI.

Regression Analysis

Regression analysis has been used in this study to analyze the effect of emotional intelligence on the organizational commitment of TU faculty members in the Kathmandu valley.

Regression model of AC on SA, SM, SOA and RM

The multiple regression analysis was employed to analyze the combine impact of self-awareness, self-management, social awareness and relationship management (SA, SM, SOA and RM) on affective commitment (AC).

Table 3
Regression Analysis

Variables	B	T	Sig.	VIF
(Constant)	16.443	8.196	.000	
SA	-.423	-12.102	.000	1.567
SM	.344	4.049	.000	1.255
SOA	.037	.484	.063	1.607
RM	.196	2.649	.008	1.255

$R^2 = 0.362$, Adj. $R^2 = 0.355$, F-stat=53.794, p-value= 0.000

Dependent Variable: Affective commitment (AC)

Table 3 displays the extent to which the individual predictor variables contribute to the model. It shows the unstandardized beta coefficients. They predict a change in the independent variable emotional intelligence (SA, SM, SOA and RM) would produce an effect on the dependent variable (affective commitment). In multiple regression table, SA, SM and RM are significant variables to impact on Affective Commitment. Further SA is negatively associated with affective commitment. This depicts that one unit increase in SA decreases AC by 0.423 unit. Similarly, one unit increase in SM increases AC by 0.344 unit. Further, one unit increase in SOA increases AC by 0.037 unit. Finally, one unit increase in RM increases AC by 0.196 unit. From the regression analysis, It is individually determined that EI factors SA, SM and RM, (SA with $\beta = -0.423$, p-value is $0.000 < 0.05$, SM with $\beta = 0.344$,

p -value is $0.000 < 0.05$, and RM with $\beta = 0.196$, p -value is $0.008 < 0.05$ are statistically significant but SOA (SOA with $\beta = 0.037$, p -value is $0.063 > 0.000$) is insignificant.

Now the model is;

$$AC = 16.443 + -0.423 SA + 0.344 SM + 0.037 SOA + 0.196 RM$$

Summary

The primary objectives of this study was to examine the relationship between organizational commitment (affective commitment) and emotional intelligence (self-awareness, self-management, social awareness, and relationship management), filling a research gap in the Nepalese context and addressing the question of whether emotional intelligence influences organizational commitment among faculty members of TU or not. The study found a significant link between organizational commitment and emotional intelligence. Affective commitment, a key organizational commitment component, and EI also showed strong connections. The organizational commitment of TU professors can be reasonably predicted by emotional intelligence.

Discussion

Examining the effect of emotional intelligence on the organizational commitment of TU faculty members was the study's main goal. To do this, emotional intelligence was divided into four components: self-awareness, self-management, social awareness, and relationship management. Affective commitment was portrayed as one of the key components of organizational commitments. The results revealed an association between emotional intelligence, as determined by the four independent components, and an increase in employee commitment. The results of this study make it clear that emotional intelligence and organizational commitment among university professors (TU) are significantly correlated. The emotional intelligence of professors and their affective commitment to Tribhuvan University are significantly positively correlated. When emotional intelligence improves, affective commitment also shifts in a favorable direction. This finding is consistent with Carmeli, 2003; Naderi & Sodani, 2010; Gunu & Oladepo, 2014; Gopinath et al., 2020; Moradi & Tohid, 2011; Alsughayir, 2021 & Lee, 2002)

Conclusion

Based on the aforementioned findings and debates in this study, a sum of conclusions has been drawn. In conclusion, there were substantial differences in EI based on TU faculty members' gender and age group, but not based on their marital status or educational attainment. The correlation between TU faculty members' affective commitment and emotional intelligence was found to be strong, and all emotional intelligence (EI) categories except social awareness had an impact on affective commitment (AC).

Limitation and Furture Research

The faculty members at other universities except T.U. are outside the purview of this investigation because it only concerns TU faculty members. This study is entirely based on primary data gathered using questionnaire surveys that included some variables (Emotional Intelligence and organizational Commitment). The 384 teachers that participated in the research study serve as the sample size, which may not be the most accurate indicator of the overall results. The Kathmandu Valley's prestigious colleges are undertaken, which are constituent and affiliated one. Other facets of organizational behavior are not included; this study only focuses on emotional intelligence and organizational commitments. For data analysis and interpretation in this study, only a few specific techniques are used. The study evaluated the connection between the organizational commitment of TU faculty members in Nepal and their emotional intelligence. More investigations need to conduct on these areas.

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