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Impact of Emotional Intelligence in Organizational Commitment among Employees of Educational Sector: Moderating Role of Personality Traits and Gender

^a Iram Batool Awan, ^b Hira Khan, ^c Nazia Parveen

^a Department of Applied Psychology, Bahauddin Zakariya University, Multan

^b Department of Applied Psychology, Bahauddin Zakariya University, Multan

^c Department of Applied Psychology, Women University Multan.

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ABSTRACT

Purpose: This study, grounded in Emotional Intelligence Theory by Daniel Goleman aims to study the impact of Emotional Intelligence on the Organizational Commitment of employees working in educational sectors. This study further identifies the personality traits and gender acting as the moderator between emotional intelligence and organizational commitment.

Participants and Methods: The study's sample consists of men and women who work in different educational institutions. The employees working in various educational sectors were administered using a series of questionnaires to gauge their demographic information, personality traits, emotional intelligence, and organizational commitment. Utilizing SPSS26.0, the data was examined to determine the influence of gender and personality factors as well as emotional intelligence on organizational commitment.

Results: The current study found a substantial relationship between emotional intelligence and organizational commitment in workers in the education sector. The Big Five Inventory moderator has a weak but somewhat significant impact, and the study further demonstrates the strong impact of gender on organizational commitment. According to the study, there is no difference in organizational commitment between male and female means of gender, but there is a difference between them when it comes to the big five inventory.

Conclusion: Emotional intelligence has a significant impact on the organizational commitment of workers in the education sector. The results of the current study also showed that although personality qualities may serve as a moderator in some way between organizational commitment and emotional intelligence, gender is not a relevant moderator.

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Corresponding author's email address: hirakhanali2313@gmail.com

1. Introduction

Emotional intelligence (EI) is the capacity to identify and control one's own feelings as well as those of others. Goleman (1995) listed motivation, empathy, self-awareness, self-management, and relationship management as the components of emotional intelligence (EQ) (Aki, 2006). Emotional intelligence (EI), a subset of social intelligence, is the capacity to monitor, differentiate between, and apply one's own and other people's moods and emotions to influence one's judgments and behaviors. According to Mayer, Roberts, and Barsade (2008), EQ is the most crucial skill. Stated differently, emotional intelligence (EQ) is the capacity to perceive our actual feelings and act appropriately in challenging situations.

Worker loyalty to the organization, desire to remain a member, and belief in its objectives and principles are the components that make up organizational commitment. Organizational commitment is the measure of a person's level of involvement and identification with a certain organization. As a result, it has a big influence on employees' opinions and degree of allegiance to the company (Mowday, Steers & Porter, 1982; Mustafa, Asdar & Kadir, 2014). Because of the rapid and extensive change occurring in firms, managers are often searching for methods to boost employee commitment. As well as a competitive advantage, this can result in better work attitudes like job satisfaction, performance, absenteeism, and turnover intentions (Lam & Kirby, 2002).

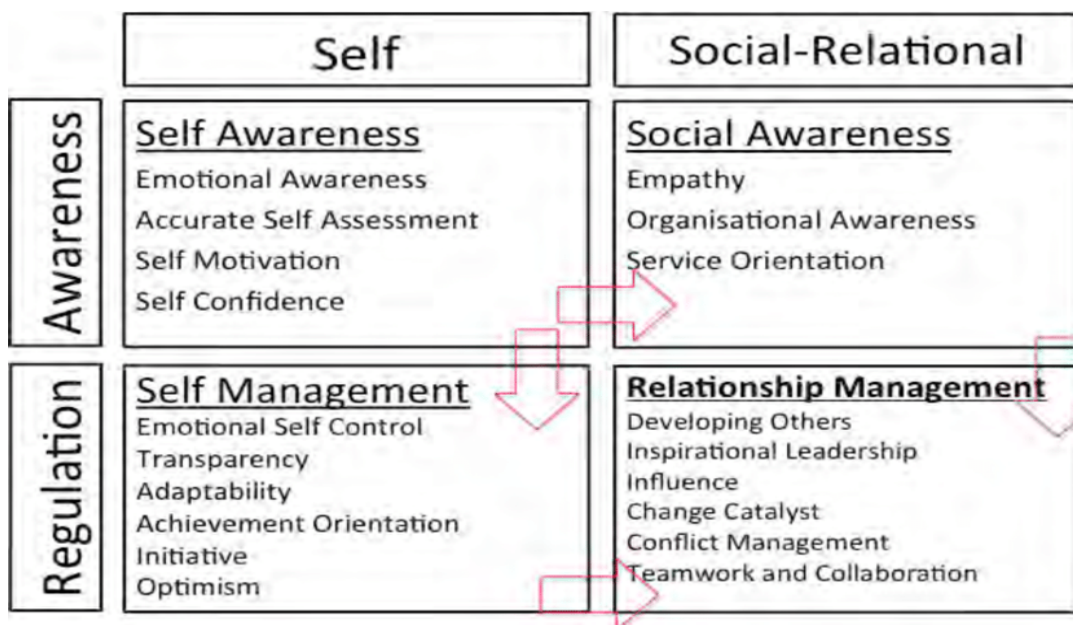
Goleman (1998) asserts that Emotional Quotient is a crucial element of an organization. A person's personality on the other hand is defined by their preferred or typical ways of acting, thinking, and feeling (Saville & Holdsworth, 1984; Agarwal, 2011). Yu and Miller (2003) believe that although an individual's fundamental values are likely to influence behavior in the workplace within companies, their actual behavior is more likely to have been influenced by their personality. Previous study has emphasized the importance of comprehending personality differences between generations in the workplace. The impact of individual personality qualities on job performance has been shown in numerous studies (Barrick, Stewart & Piotrowski, 2002; Tett & Burnett, 2003; Smola & Sutton, 2002). The concept that traits make up personality and that traits are the main unit of personality served as the foundation for the focus of traits on personality issues (Amod, 2003; Rosellini & Brown, 2011). An individual's conduct can be used to identify a concept known as a trait in them. Traits are the relatively stable physical, mental, emotional, and social characteristics that contribute to an individual's distinct identity, according to Mohammed (2002). According to Bleklani (2008) and Mustafa et al. (2014), Guilford defined characteristics as a person's physiological, behavioral, and mental skills that are seen to be largely stable and vary from person to person. Gender differences in emotional intelligence (EI) can only be noted when EI is defined exclusively in terms of cognitive abilities rather than from a combined perspective. It's also possible that, despite gender differences, self-report measures are more prone to measurement errors since men tend to overestimate their level of expertise. Further research is needed to ascertain whether gender differences in emotional intelligence are real (Stys & Brown, 2004).

2. Emotional Intelligence

Emotional intelligence is the combined ability to recognize, process, and act upon emotional information without necessarily having a comprehension of it, as well as the ability to understand and control emotions without necessarily feeling or seeing them (Mayer & Salovey, 1997; Sharma, Prakash, Senghar, Chaudary & Singh, 2015). The concept of emotional intelligence developed by Mayor and Salovey, holds that emotional intelligence is the capacity to apply one's abilities to become aware of one's own state of consciousness, enhance self-management, and comprehend the feelings of others (empathy) through building strong relationships, served as the foundation for Goleman's

contributions (Mayer & Salovey, 1995; Mayer, Caruso & Salvey, 2004). Emotions are a big aspect of life and have a big impact on people's jobs and social cultures. These are the emotional states that have the power to significantly influence attitudes, attributions, and perceptions, which are the antecedents of acts. Emotions are described as a stream of energy that impacts a person's conduct and then permeates and influences other people (Alsughayir, 2020). The research established emotional intelligence as a reliable indicator of a one's performance, well-being, and success that conventional cognitive intelligence is unable to explain (Schutte, Malouff, Thorsteinsson, Bhullar & Rooke, 2007).

As stated by Noor, Ishtiaq Uddin, & Shamaly(2011), Goleman (1996) built on the definition of emotional intelligence provided by Salovey and Mayer (1990) and proposed that emotional intelligence (EI) is comprised of five distinct areas of abilities: self-awareness, which is the ability to recognize and understand one's own emotions; self-regulation, which is related to managing emotions; self-motivation, which is the ability to mark emotions in the service of a goal; understanding other people's emotions by recognizing emotions in others, such as empathy and social awareness; and managing relationships, which includes the ability to manage others' emotions. Daniel Goleman, a psychologist and scientific journalist, has since narrowed his focus to just four emotional intelligence areas and four key components. The first component, according to Goleman (quoted in Stys & Brown, 2004), is self-awareness, or the capacity to assess one's own feelings and understand the implications of those feelings. Second, self-management, which entails controlling one's emotions and impulses as well as adjusting to shifting conditions. Third, social awareness, which is the capacity to see, comprehend, and respond to the feelings of others while having an understanding of social networks. The last skill is relationship management, which is the capacity to resolve disputes while also motivating, influencing, and helping people grow.



Source: Daniel Goleman's Emotional Intelligence framework, 2004

Studies have shown that emotional intelligence has a major role in an individual's ability to understand affective information (Bono & Vey, 2007). Furthermore, a number of research have found that emotional intelligence is more significant than mental intelligence (Aki, 2006). Employees in customer service have long served as a conduit for the provision of bank services, and it is obvious

that one of the most important skills for achieving both good service delivery and customer happiness is emotional intelligence (Collomb, 2018). Studies have demonstrated that an individual possessing a higher degree of emotional intelligence is more adept at understanding emotional data (Higgs, 2004). Workplace satisfaction and loyalty are just two of the many attitudes and behaviors related to work that are predisposed by emotional intelligence. Individuals with emotional intelligence are better suited for their workplace environments (Nikolaou & Tsaousis, 2002; Rozell, Pettijohn, & Parker, 2004) and more capable of handling the stresses and demands of the environment, thereby handling difficult work environments (Shi & Susantol, 2010) which results in contentment and holding on (Brown & Yoshioka, 2003; D'Amato & Herzfeldt, 2008).

3. Organizational Commitment

According to Schmidts, Pruyn, and Van Riel (2001), organizational commitment is the process by which individuals and groups function in diverse settings and manners in order to accomplish organizational goals. Mowday, Steers, and Porter (1979) defined organizational commitment as an individual's level of identification and involvement in a specific organization, together with their steadfast adherence to the organization's goals and guiding values. a strong desire to work for the company and a readiness to go above and beyond in order to further its interests.

Allen and Meyer (1991) presented the ground-breaking "three-component model of commitment," which divided organizational commitment into three different categories that includes Affective commitment (AC) that means employees' willingness to stay in their organizations. The second aspect is Continuance commitment (CC) which emphasizes employees' need to stay in their organizations and the last, Normative commitment (NC) indicating employees' self-obligation to stay in their organizations. The three components of organizational commitment are identification, which is taking up the organization's objectives and values as one's own; involvement, which is psychologically assuming or immersing oneself in the activities of one's work role; and loyalty, which is a sentiment of fondness for the organization. Prior research defined commitment as the intention to stay with the organization (Mowday, Steers & Porter, 1979). According to O'Reilly (1986) and Salleh (2012), organizational commitment produces the desire to stay in the organization, not the other way around.

4. Emotional Intelligence and Organizational Commitment

In most recent readings, Emotional Intelligence and Organizational Commitment has been found to be positively associated (Mayer & Salovey, 1997; Guleryuz., Güney, Aydın, & Aşan, 2008; Zeidner , Matthews, & Roberts, 2004).

According to a further interpretation, People with strong emotional intelligence are more likely to be happy, and happy people are more likely to feel positively about their organizations (Wong & Law, 2002). In a study, it was discovered there is a favorable and significant relationship amongst emotional recognition and organizational commitment as well as job satisfaction. Customer service professionals from Saudi commercial banks who were highly psychologically empowered and emotionally intelligent demonstrated signs of having a strong sense of significance in their job, heightened competence, unfettered freedom of choice, and a major impact on the bank. This result corroborates earlier research on this dimension by Karimi, Leggat, Donohue, Farrell, & Couper (2018), who showed that emotional intelligence is necessary for customer service representatives to succeed in their roles. It has been proposed that emotional intelligence helps people manage stress and quickly adjust to new situations in order to prevent burnout. Workers who possess strong emotional intelligence are able to avoid the dysfunctional and furious feelings that arise from

burnout. People who are highly adept at controlling their emotions are unlikely to burn out. The idea was that having emotional intelligence would lessen job burnout. Additionally, emotional intelligence will raise employees' right emotions in fulfilling customer expectations, which enhances the company's reputation (Kusluvan, 2003).

5. Personality Traits

A person's personality embodies who they are. Comprehending one's personality aids in both explaining and forecasting the choices and actions of an individual. The Five-Factor Model, the most widely used structural model of personality, uses five higher-order variables to describe personality: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience/intellect. The Five-Factor Model is genetically based and has biological roots. A significant contributing factor to risk-taking and overconfident behaviors are personality qualities. If personality understanding aids in controlling and overcoming dispositional tendencies that result in less than ideal results, then decision making can be enhanced (Fung, 2014).

6. Personality Traits and its Moderating Role

It has been found out that out of Five-dimension model of personaly traits, Employees' emotional intelligence is influenced by two personal attribute dimensions (openness and conscientiousness) and three personality traits (extraversion, agreeableness, and neuroticism). impact unproductive work practices (Goldberg, 1990; Hahn, Lee & Ashton, 1999; Somer & Goldberg, 1999; Raman, Sambasivan & Kumaret, 2016).

As to the findings of Maslach, Schaufeli, and Leiter (2001), an individual's capacity to handle stress at work could be impacted by specific personality traits. An expressive person may do more difficult jobs than an instrumental person because of their warmth, sympathy, and tenderness (Tan, Foo & Kwek, 2004). Additionally, O'Neill and Xiao (2010) found that hotel middle managers with high expressive personality characteristic scores are more likely to experience emotional exhaustion. It is believed that personality traits play a significant role in determining an individual's behavior. Previous studies have found that three domains are associated with personality traits: affective (attitudes), cognitive (personal values), and behavioral patterns (Cattell and Tregaskis, 1965; Landers and Lounsbury, 2006; Huang, Gursoy & Xu, 2014). Some study has examined the significant causal links between personality traits and consumer behavior (Bosnjak, Galesic & Tuten, 2007; Yoo & Gretzel, 2011). Raman, Sambasivan, and Kumar (2016) investigated the effects of the aforementioned five personality characteristic dimensions on the emotional intelligence, emotional labor, emotional weariness, and counterproductive job behavior of frontline staff. They found that three personality traits—extraversion, agreeableness, and neuroticism—influence employees' emotional intelligence, and that two personality traits—conscientiousness and openness—influence unproductive job behavior.

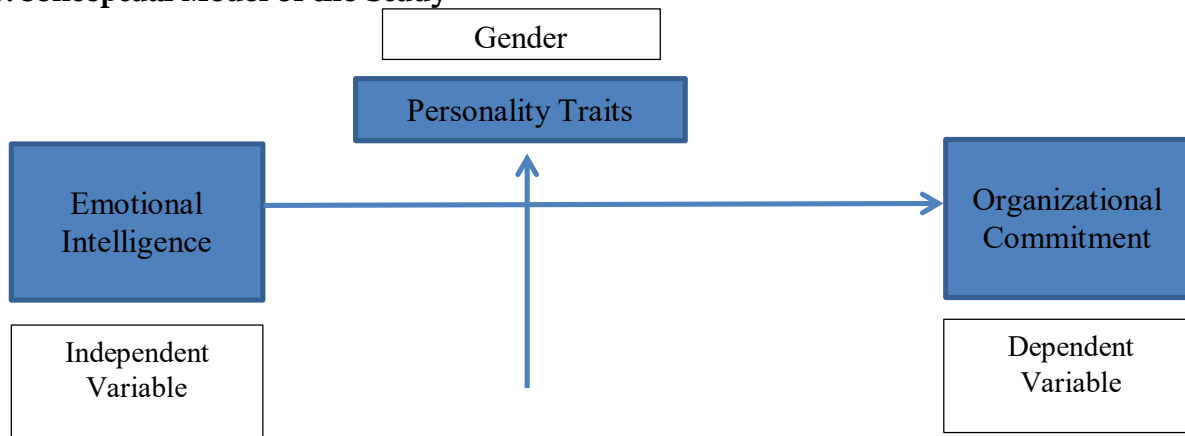
7. Gender and its Moderating Role

Typically, gender is described as both a social construct and a process. Society has determined that certain circumstances and actions are either more feminine or more masculine, just as society has decided that particular behaviors are either. According to Goleman (1996), there are gender disparities in both IQ and EI. Despite the designations, there are very few persons who have a high IQ but a low EI. He also discovered a connection between some elements of EI and IQ. Daniel Goleman (1998) holds that there are no gender differences in emotional intelligence (EI), even though men and women may differ in certain emotional intelligence domains and have similar overall EI scores. Nonetheless, research conducted by Mayer and Salovey (1995); Mayer, Caruso, and

Salovey (2004) has found that, when taking into account both personal and professional contexts, women would typically score higher than males on emotional intelligence tests. Furthermore, certain aspects of girls' personalities can also account for their higher emotional intelligence. Study results by Tapia (1999) and Dunn (2002) were comparable. Members of each gender are affected by society in distinct ways starting in childhood. Boys are taught to be overtly competitive, independent, and instrumental, while girls are encouraged to be cooperative, expressive, and responsive to their interpersonal world (Petrides & Furnman, 2001).

The impact of age and gender diversity on organizational commitment was the subject of a study by Toga, Qwabe, and Mjoli (2014). The findings showed that there were notable differences in affective and continuance commitment between male employees supervised by male managers and male employees supervised by female managers. Male employees demonstrated higher levels of both commitments. When female managers oversaw their subordinates, the normative commitment level of the former group was shown to be lower than that of the latter. The effect of gender variations on emotional intelligence is considerably mitigated by organizational culture, according to a different study titled Gender Difference in Emotional Intelligence.

8. Conceptual Model of the Study



Based on the Literature, researchers recognized Emotional intelligence as one of the main factors of Organizational commitment. Consequently, using survey data, this study aims to test the aforementioned model. A fresh perspective is taken in this research by introducing personality traits as a moderating factor and taking Gender Differences as a co variable, Organizational commitment will be a dependent variable.

9. Materials and Methods

9.1. Participants and Procedure

A quantitative research will be conducted with survey research design. The sample will comprise both males and females working in various educational sectors from different teaching universities. The Participants were selected according to a purposive convenience sampling method. A set of questionnaires for assessing demographic data information, personality traits, Emotional Intelligence and organizational commitment will be administered on the respondents by the researchers who will be the employees at their various educational sectors. This will be done after taking necessary approval by the management of the organizations. On completion of the questionnaire, the respondents will be thanked for participating in the study. Efforts will be made to get at least 400 complete responses to questionnaires from each of the organizations. Non probability purposive sampling will be used for the following research. Only questionnaires that had

no missing data, outliers and scaled through multidisciplinary evaluation will be subsequently used for data analyses.

10. Measures

10.1. The Big Five Inventory

The Emotional Intelligence Scale, the Organizational Commitment Inventory (OC), and the Big Five Inventory (BFI) are the three measures that will be used in this research. John and Srivastava developed the Big Five Inventory in 1999. The forty-four items on the Beck Inventory, which is used to assess personality, are based on the four attributes of extraversion, agreeableness, conscientiousness, neuroticism, and openness to new experiences. The Likert scale consists of five points: one for "strongly disagree" and five for "strongly agree." Every item on the BFI has a score in numbers. A 3-month test-retest coefficient of .85 and a coefficient alpha of .80 were obtained by John et al (1991).

10.2. The Organizational Commitment Inventory

The Organizational Commitment Inventory (OC), which was created using the Three-Component Model (TCM) of commitment, will be the second tool. Meyer and Allen (1991) devised this scale. It has three subscales measuring affective commitment, continuity commitment, and normative commitment in addition to 24 5-Likert-style questions. The Cronbach's alpha coefficient was used to measure the inventory's dependability, and the result was 0.7.

10.3. Emotional Intelligence

The same-titled book by Daniel Goleman, published in 1995, gave "emotional intelligence" a wider meaning. It is evaluated on a five-point scale and contains fifty items: 1 indicates that it doesn't apply at all, 3 that it does so around half the time, and 5 that it does so always. Its five dimensions are empathy, self-motivation, self-awareness, emotion regulation, and social skills. Cronbach Alpha 0.850 demonstrated the reliability and authenticity of the scale.

10.4. Statistical Analysis

Data analysis was done with Mplus 7.4 and SPSS 26.0. Mean standard deviation ($X \pm s$) was used to analyse the measurement data. Statistics were deemed significant if $p < 0.05$. Reliability and correlation analyses were performed to look into the relationship between the variables and their level of dependability. In addition, the ANOVA, regression, and T-test tests were run. Finally, the centered variable was used to conduct the moderation analysis.

11. Results

11.1. Sample Description

The total number of samples was 400 and there was no missing data. The frequency for each variable was 400, hence the overall frequency percentage or the cumulative percentage would be 100% for each variable. Secondly, it also shows mean and standard deviation values for the demographic variables. Mean for age is 1.80 while its standard deviation is .686. Similarly, mean and standard deviation for gender is 1.50 and .501. Looking into the mean for the city is 1.34 and standard deviation is .485. Education is having mean of 1.34 and standard deviation of .596

11.2. Psychometric Properties of Variables

Results interpret that the scales are reliable. The reliability is considered when the value is greater than 0.5. Since the value of the emotional intelligence is .719, considering the fact that it has 10 items. Focusing on organizational commitment scale that has 15 items, it is having Cronbach's

alpha value of .518, which is considered reliable since it is more than 0.5, as discussed above.

11.3. Correlation Analysis

Results show the relationship between the study variables. It shows a significant negative relationship since the value of $p > 0.05$. It shows that emotional intelligence is in significant relationship with organizational commitment and big five personality inventory.

Table 1

Correlation Between the Study Variables

	Big Five Inventory	Organizational Commitment	Emotional Intelligence
BEI	.315**	-0.12	1
OC	.021	1	-
BFI	1	-	-

Note: Correlation is significant at 0.01 level (2-tailed)

11.4. Regression Analysis

Results depict the regression analysis of emotional intelligence and organizational commitment. It means that how much of the independent variable that is emotional intelligence predicts the dependent variable which is organizational commitment. It shows a negative relationship between the variables. The significant value i.e., p should be lesser than 0.05 and here both the variables are shown to be significant.

Table 2

Regression Analysis of Emotional Intelligence Predict Organizational Commitment

Predictors	B	Std. Error	<i>B</i>	<i>t</i>	<i>P</i>
Constant	51.705	1.611		32.096	.000
EI	-.012	0.53	-.012	-.231	.000

Note: $p < .05$

11.5. Moderation Analysis

A moderation analysis was performed, using centered variables. This table shows unstandardized regression coefficients. It interprets the relationship of emotional intelligence (the predictor) and big five inventory (moderator). According to their relationship of significant value, it can be said significant as the value is .039, which tells that there is a possibility of impact of big five inventory on emotional intelligence while predicting the organizational commitment.

Table 3

Big Five Inventory Moderator Predicting Organizational Commitment

	<i>B</i>	<i>T</i>	<i>p</i>	95% CI	
				Low	Up
Constant	86.718	4.628	.000	49.877	123.558
EI	-1.331	-2.096	.037	-2.580	-.083
BFI	-.281	-1.850	.065	-.580	.018
EI*BFI	.011	2.070	.039	.001	.021

Note: Here constant is organizational commitment, BFI is Big Five Inventory and EI is Emotional Intelligence. $P < 0.05$

12. Discussion

Emotional intelligence (EI) can significantly impact organizational commitment among employees involved in research in several ways. Self-regulation: Employees with high EI are better at understanding and managing their own emotions, as well as those of others. This skill fosters positive relationships with colleagues, students, and research collaborators, leading to a sense of belonging and commitment to the research group or lab. Self-motivation: High EI enables employees to navigate conflicts constructively, reducing tension and promoting a collaborative research environment. This motivates them to work positively and be more committed with their organization. When employees feel their voices are heard and conflicts are resolved respectfully, they are more likely to remain committed to the work and the working community. Social -awareness: Work can be challenging, with setbacks and failures being common. Employees with high EI are more aware in the face of adversity, bouncing back from setbacks and maintaining their commitment to their goals despite obstacles. Social-skills: EI influences self-motivation and engagement in work activities. Employees who are emotionally intelligent are better able to manage their own motivation levels, staying focused and committed to their research tasks even when faced with distractions or difficulties. EI is closely linked to effective leadership skills. Employees with high EI may take on leadership roles within research projects, fostering a sense of responsibility and commitment not only to their own work but also to the success of the team as a whole. Emotional intelligence plays a crucial role in fostering a positive work environment, promoting interpersonal relationships, resilience, motivation, and leadership skills among employees. These factors contribute to higher levels of organizational commitment

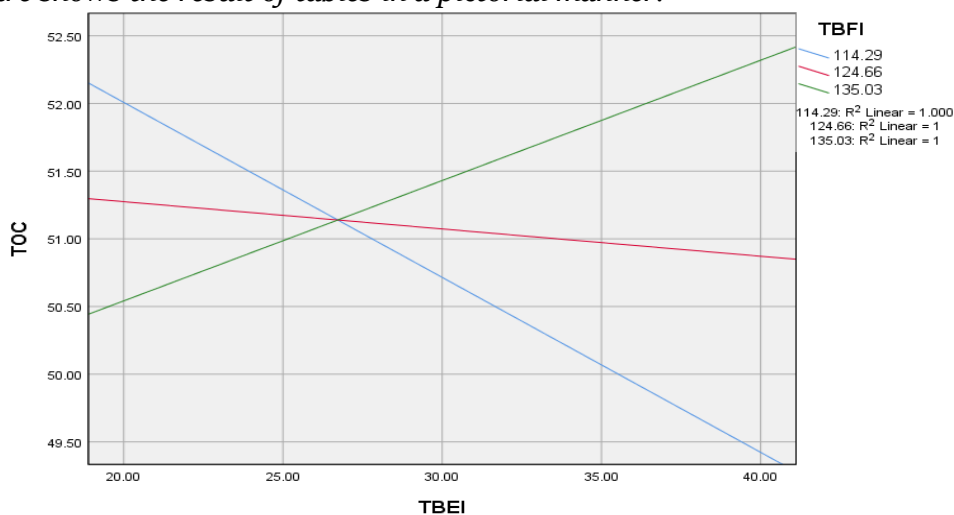
Table 4
Moderator Model of Big Five Inventory Conditional Effects

	Effect	SE	t	p	95% CI	
					Low	Up
-1 SD	-.129	.076	-4.989	.089	-.279	.020
Mean	-.020	.055	-8.504	.715	-.129	.088
+1 SD	.089	.077	-8.545	.247	-.062	.240

Note: $p < 0.05$

Figure 1

This figure shows the result of tables in a pictorial manner.



This figure shows that there is a significant impact of the moderator, while Organizational Commitment is on the y-axis, Emotional Intelligence is on the x-axis, while the moderator, Big Five Inventory is having a weak but somehow significant impact.

Several research theories support the influence of emotional intelligence (EI) on organizational commitment among employees. Social Exchange Theory: This theory suggests that individuals engage in relationships or commitments with organizations based on the perceived benefits and costs. High EI enables students to develop positive relationships with their academic community, leading to a sense of reciprocity and commitment. Trait Activation Theory: According to this theory, certain personality traits are activated in specific situations. In academic contexts, high EI may become engaged, resulting in behaviors that support organization, such as empathy, good communication, and dispute resolution. Theory of Affective Events: According to this view, people's attitudes and conduct are influenced by their emotional reactions to situations. Employees with high emotional intelligence (EI) are better able to manage their emotions, which increases their commitment to the company and creates positive emotional experiences in the classroom. Theory of Transformational Leadership: By appealing to their followers' higher-order wants and emotions, transformational leaders enthuse and encourage their followers. University faculty members who exhibit transformational leadership qualities may foster a supportive and engaging research environment, influencing employees' commitment to the organization. Self-Determination Theory: This theory emphasizes the role of intrinsic motivation in driving behavior. High EI enables students to understand their own motivations and emotions, leading to a greater sense of autonomy and internalization of organizational goals, which in turn enhances organizational commitment. Job Demands-Resources Model: According to this model, job demands and resources influence employees' well-being and performance. High EI acts as a personal resource, enabling students to effectively manage job demands such as academic stress and interpersonal conflicts, thereby enhancing their commitment to the organization. These ideas offer frameworks for comprehending how university students' views, attitudes, and behaviors in the classroom are shaped by their emotional intelligence, which in turn affects organizational commitment.

13. Conclusion and Implications

In a nutshell this study has illuminated the important impact that emotional intelligence (EI) has on organizational commitment in employees. Emotional intelligence is a crucial component that influences how people connect with each other at work and determines success in life. It has become clear from an examination of numerous theoretical frameworks and real-world applications that emotional intelligence (EI) is a significant factor in determining how employees perceive, act, and behave in the academic setting. The results highlight how crucial it is to build emotional intelligence (EI) qualities like self-awareness, empathy, and conflict resolution in order to support employees' resilience, motivation, and growth as leaders. The practical implications delineated further underscore the possibility for organizations to execute focused interventions, such as executive education programmes, leadership cultivation campaigns, improved employee assistance programmes, curriculum integration, and the cultivation of a constructive organizational culture. Through the identification and utilization of emotional intelligence, institutions can establish a positive atmosphere that fosters professional achievement, welfare, and organizational dedication. Institutions and organizations must prioritize incorporating EI concepts into their policies, programmes, and practices going ahead in order to create a welcoming and inclusive campus environment where staff members can succeed professionally and personally. Employee performance on the job determines an organization's fate, and employee commitment to the organization has a big influence on its success. Because of this, the company must carefully consider

making big changes that will increase employee engagement with the company and their level of job performance. This study concludes that organizational psychology places more stress on concerns related to man's pre-development emotive qualities than it does on knowledge and high intelligence alone in order to achieve the achievement of organizational commitment in work. It has to do with self-worth and should be strengthened by the emotional intelligence proficiencies. Since emotional intelligence requires a lot of work, it also has to be adjusted so that employees can use it as a tool to become more emotionally stable and optimistic. As a consequence, better work will be generated. The current study serves as a foundation for further research and intervention targeted at fostering organizational commitment and emotional intelligence in educational sector employees. Research showing how emotional intelligence (EI) affects employees' organizational commitment has a wide range of practical applications. EI Training Programs: Universities can develop and implement EI training programs for faculty and staff to enhance emotional intelligence skills such as self-awareness, empathy, and conflict resolution. These programs can help cultivate a positive and supportive academic environment conducive to organizational commitment. Leadership Development Initiatives: Universities can provide leadership development opportunities that emphasize the importance of emotional intelligence in effective leadership. Training leaders to understand and apply EI principles can foster a culture of mentorship, collaboration, and commitment within educational sector and academic departments. Enhanced Support Services: Recognizing the impact of EI on employee's well-being and academic success, organizations can invest in support services that focus on developing emotional intelligence skills. Counseling centers, career services, and academic advising offices can offer resources and workshops aimed at improving EI competencies among employees. Curriculum Integration: Integrating EI concepts into the academic curriculum across disciplines can help employees develop essential interpersonal and intrapersonal skills from an early stage. Incorporating EI-related topics into courses, projects, and experiential learning opportunities can prepare employees for success in work settings and beyond. Promotion of Positive Organizational Culture: Organizational leaders and administrators can foster a positive organizational culture that values emotional intelligence, open communication, and collaboration. Encouraging members to model EI behaviors and providing recognition for employees who demonstrate high EI can contribute to a supportive and committed academic community. Research Funding and Collaboration: Funding agencies and research organizations may prioritize projects that demonstrate a commitment to fostering emotional intelligence and positive organizational environments. Overall, recognizing the practical implications of EI on organizational commitment among employees can inform strategies and initiatives aimed at creating a more supportive, inclusive, and engaged academic environment conducive to employee success and well-being

Statement on Data Sharing

The authors will provide the raw data without undue delay in order to substantiate the conclusions of this article.

Ethics

The American Psychological Association's ethical guidelines were followed in approving the operations carried out on people who participated. The participants were informed that they might withdraw from the study at any moment and gave their written informed consent forms. The present research followed all the ethical code of conduct that are crucial in carrying out a research.

Disclosure

The research was carried out without any financial or commercial ties that might be seen as having a conflict of interest, the authors disclose.

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