

A Study on Emotional Intelligence Levels of the Employees and its Impact on their Organisational Commitment- with Special Reference to Teaching Faculties of Technical Education, Tirupati

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Abstract--- *In the present days Engineers are leading India in this cutthroat competitive world. These engineers are fostered by the intellectual professionals. Most important problem faced by the educational institutions at this instant is job hopping. Many of the intellectuals are stirring from one institution to the other very often. Because of these repeated shifts these intellectual professionals are not creating future Indian engineering aspirants. This job hopping can be shunned if the employee commitment is sky-scraping towards the institution. In this study the bang of Emotional intelligence levels of the employees on their organizational commitment is examined. For this intention the sampling area selected is Tirupati. The respondents chosen are teaching faculties of technical education. Well thought-out questionnaire is used for the compilation of data along with demographic distinctiveness like designation, qualification, and gender. The sample size is 256 preferred from various engineering colleges of Tirupati. The data is analyzed by Correlation, univariate ANOVA of SPSS. It was identified that the Emotional intelligence levels of the employees and organizational commitment are positively correlated. The designation of the employees and organization commitment are negatively correlated with one another. The qualification and Emotional intelligence levels of the employees have an effect on the organizational commitment. The designation and Emotional intelligence levels of the employees have a consequence on the organizational commitment. The designation and Emotional intelligence levels of the employees have a consequence on the organizational commitment. By this study it is recommended to the technical education institutions to give Faculty development programmes for mounting the Emotional intelligence level. It is also suggested that a part from choosing the applicant based on the subject knowledge, Emotional intelligence should also be incorporated in the criteria of selecting the applicants for the posts.*

Keywords--- *Emotional Intelligence, Empathy, Organizational Commitment, Self-awareness*

I. INTRODUCTION

THE victory and collapse of any organization depends on how it transmits its activities. The carrying of the activities is prejudiced by the external surroundings and internal surroundings. Purposefully talking about the internal factors, the expertiseness and abilities of the human resources occupy very important position. All the human resources should take part very effectively in attaining the hallucination and task of the organization. For their effective partaking the employees should have the courage of intrapreneurship. The employees should be communally knowledgeable and logical. The employees can participate healthier in the success activities of the organization once their job provides them job involvement and organizational commitment.

Speaking fundamentally about the educational institutions originality and innovativeness is also required in order to do well in the proficient world. The educational institutions are presently facing the vigorously shifting environment where the institutions are in need of the employees who could put the effort and carry out the responsibilities outside scheduled in the job description and also who could work with the obtainable tasks in the job depiction. The employees should be competent of helping themselves and as well helping others. Organizational citizenship performance is very crucial for the faculties. The people having very high firmness of emotions can work in any kind of circumstances and can administer their emotions by managing others emotions too. From these deliberations it is obviously understood that for every organizations' victory the employees' organizational commitment and their emotional intelligence is extremely important.

II. EMOTIONAL INTELLIGENCE

A novel thought has been spawn that concerns the possibility that a new outline of intelligence which is based on emotions is connected to the recital of organization workers. Emotional intelligence is recognizing, understanding and managing one's own emotions along with recognizing , understanding and influencing others emotions. There are 3 province of competence:

1. Intellectual quotient
2. Technical skills
3. Emotional intelligence

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Emotional intelligence is the foundation of accomplishment. When the success pace of an individual in related to Emotional intelligence is twofold than that of the success rate of Intellectual quotient and technical skills pooled together. When an individual is emotionally seized it results in raise in heart beat, increase in breathing, increase in reflexes, decrease in work efficiency and memory, toxicity (chemicals released into blood stream). EI helps a person at complicated conditions in which he wants to be active according to the demand of the instance.

The Trait model defines emotional intelligence in terms of an array of traits and abilities related to emotional and social knowledge that influence one's overall ability to effectively cope with ecological demands. According to the Ability model emotional intelligence consists of four dimensions, firstly, the appraisal and appearance of emotion in the self, secondly, appraisal and recognition of emotion in others, thirdly regulation of emotion in the self, and lastly, use of emotion to make possible the performance. The five competencies of the Emotional intelligence are

1. self-awareness
2. self-regulation
3. self-motivation
4. empathy
5. Effective relationships or social skills.

In this study the five components are considered for assessing the Emotional intelligence levels of the faculties.

- Self –awareness is all regarding knowing about our own emotions and how they have impact on us as well knowing about our own strengths and weaknesses.
- Self –regulation is all about how you manage the emotions and how you convey them. This helps to comprehend the individual that to what amount the emotions are appropriate to the situation.
- Motivation is all about how the individual motivate himself. It also helps to know about to what extent the individual is goal oriented and involved him in task achievement.
- Empathy is about others views from others point of view without judging them or disparagement them.
- Relationship management is all about how brawny an individual uphold a strong link with others in order to make the team to work smoothly.

III. ORGANIZATIONAL COMMITMENT

Organizational commitment was not much well-known conception till the 19th century. It has been observed from single aspect perspective. From 2003 the concept organizational commitment has added its popularity. Many authors have defined the concept among them few of them are given below:

- O'Reilly (1989, p 17), "an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization".

- Cohen (2003, p xi) states that "commitment is a force that binds an individual to a course of action of relevance to one or more targets".
- Miller (2003, p 73) also states that organizational commitment is "a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization".
- Wiener and Vardi (1980, p 86) describe normative commitment as "the work behavior of individuals, guided by a sense of duty, obligation and loyalty towards the organization".
- Meyer and Allen (1991, p 88) argue that "this moral obligation arises either through the process of socialization within the society or the organization".

A. Effects of Organizational Commitment

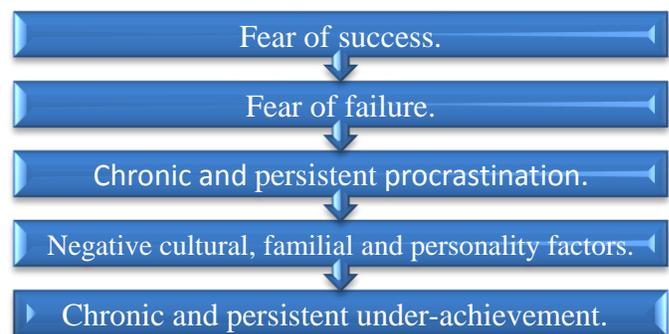


Figure 1: Negative Effects of Low Organizational Commitment

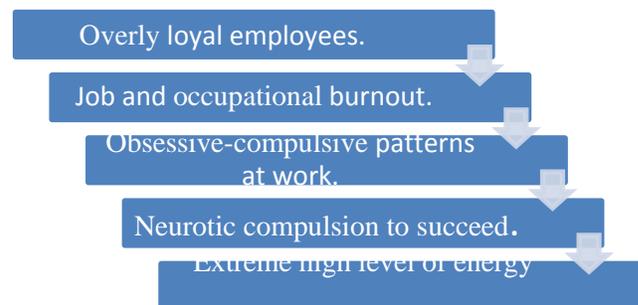


Figure 2: Positive Effects of Organizational Commitment

B. Factors Influencing Organizational Commitment

- Job related factors
- Employment opportunities
- Personal characteristics
- Work environment
- Positive relationship
- Organizational structure
- Management style

IV. REVIEW OF LITERATURE

- V. Velmurugan and M. Syed Zafar (2009) has done the research on hotel industry at Trichy on influence of Emotional intelligence on Organizational commitment in Tamilnadu. They have collected the data from 50 samples. The results showed that

- Emotional intelligence significantly influenced the Organizational commitment of the employees.
- Asad Khan, Mohamad Noorman Masrek, Fuziah Mohd Nadzar (2014) has done the study on The Relationship Between Emotional Intelligence and Organizational Commitment of Pakistani University Librarians. The results showed that the three components of emotional intelligence, namely self-assessment, optimism and service orientation significantly predict organizational commitment. It also highlighted the importance and contributions of emotional intelligence on organizational commitment.
 - Maryam, Zeinab Seyed, Reza, Roozbeh (2012) has done the research on The relationship between Emotional Intelligence and Organizational Commitment: The mediating role of Job Satisfaction in health care corporations. They concluded that the job satisfaction is a mediator between the emotional intelligence and organizational commitment. The result was that Emotional intelligence has an impact on the organizational commitment but the impact was through job satisfaction.
 - JANIS MARIA ANTONY (2013) has done the descriptive study on The Influence of Emotional Intelligence on Organizational Commitment and Organizational Citizenship Behavior at FCI OEN connectors, Cochin. She used standard deviation and Pearson correlation. The study results showed that there is a positive correlation between emotional intelligence and organizational commitment.
 - Mahmoud Ghorbani and Seyed Ali Bagheri Sani (2012) have conducted a study on Emotional Intelligence and Personnel Organizational Commitment at Salehieen Finance and Credit Institute. Their results showed that there is an association between (internal factors and malleability mechanism) emotional intelligence and organizational commitment rate of personnel.
 - K. Mohamadkhani and M. Nasiri Lalardi (2012) has done research on Emotional Intelligence and Organizational Commitment between the Hotel Staff in Tehran, Iran. For this study they have selected 423 employees of public 5 star hotels. This study showed the importance of attracting the employees and recruiting them who are highly emotionally intelligent. The results indicated the significant relationship between the two variables Emotional intelligence and organizational commitment.
 - Nini Hartini Asnawi, Noorlaila Hj Yunus, and Norfadzilah Abd Razak (2014) has done research on Assessing Emotional Intelligence Factors and Commitment towards Organizational Change in Malaysia educational institutions. This study identifies the reasons for employees to give high commitment and participation in perfect implementation of change. This study figured out the significance of better understanding of emotional intelligence, because the highly emotional intelligent employees can adopt changes very easily.
 - Hassan Rangriz, Javad Mehrabi (2010) has conducted an investigation on The Relationship between Emotional Intelligence, Organizational Commitment and Employees' Performance in Iran. The results of this study are that the Emotional intelligence levels of the managers will not have an impact on employees' organizational commitment. There is no significant difference in the genders related to the levels of emotional intelligence, organizational commitment and their performance.
 - Mohamad Zaid Mustafa, Farah Najwa Ismail, Yahya Buntat (2014) in their study on Emotional Intelligence and Organizational Commitment among Polytechnic Lecturers: A Case Study on Malaysia Northern Zone Polytechnic has found that there is a significant relationship between emotional intelligence as an overall construct and organizational commitment. For this purpose 250 teachers of polytechnic college have been selected and the data is being collected by the structured questionnaire. This study relates the significance association between emotional intelligence and performance at work place of the employees.
 - Norshidah Nordin (2011) has done a study on Assessing Emotional Intelligence, Leadership Behavior and Organizational Commitment in a Higher Learning Institution at Universiti Teknologi MARA. In this regard they have selected 169 academic staff for pooling of data. This study resulted there is a significant relationship between emotional intelligence and leadership behavior on organizational commitment.
 - Catherine S. Daus, Neal M. Ashkanasy (2005) has done a case study analysis on Ability Based Model of Emotional Intelligence in Organizational Behavior. They identified empirical evidence supporting the role of emotional intelligence in organizational and social behavior.
 - Prof. Patiraj Kumari, Bhanu Priya (2015) has conducted the study on The Role of Emotional Intelligence in Organizational Commitment: a Study of Banking Sector in Dehradun. The results showed that manager's emotional intelligence is positively correlated with organizational commitment. It also showed the positive correlation with employees' commitment and dimensions of Emotional intelligence (self awareness, self regulation, social awareness and relationship management).
 - Siti Sarawati Hj. Johar, Ishak Mad Shah (vol 4) has conducted the study on The impact of emotional intelligence on organizational commitment through self-esteem of employee in public sector for this purpose 196 civil respondents of local authority have been selected. The emotional intelligence was positively correlated with the employees' commitment with mediator factor of self esteem.
 - Grace Karimi MURIUKI & Dr. Hazel G. GACHUNGA (2013) have done Assessment of the Relationship between Emotional Intelligence and

Organizational Commitment. For this purpose 96 employees of KICD under the ministry of education are selected random for data collection. Findings revealed that there is a positive correlation between Emotional intelligence and organizational commitment.

- Anu Kishan R, Preethi Sebastian(2014) have conducted study on An Analysis of emotional Intelligence Organizational Commitment and absenteeism Among The Employees of A Mattress Company, India. They found that the Emotional intelligence and commitment are positively correlated; commitment and absenteeism are negatively correlated. They also fulfilled that there is significant difference between Emotional intelligence and commitment and there is no significant difference between Commitment and absenteeism.

V. RESEARCH DESIGN

The inhabitants for this study are teaching faculties of technical education in tirupati area. The sample of 256 has been selected by convenience sampling modus operandi from the different Engineering colleges in the tirupati region. The Engineering colleges chosen for the research are Sree Vidyanikethan Engineering College, KMM, SV University, Chadalawada Engineering College, Annamacharya institute of technology and sciences, SV College. The data is being collected by using structured questionnaire. The questionnaire also includes demographic characteristics such as gender, designation, qualification for analysis purpose. The designations are classified into Assistant Professor, Associate Professor, and Professor. The qualification is sort into M.Tech, M.Tech pursuing Ph.D, Doctorates. The questions are of closed ended category with likert scale 5 point scaling. The positive questions are given the rating as strongly agree-5, agree-4, neutral-3, disagree-2, strongly disagree-1. The negative questions are given the rating as strongly agree-1, agree-2, neutral-3, disagree-4, strongly disagree-5. The data is analyzed by using SPSS.

A. Objectives of the Study

- To study the emotional intelligence levels of the teaching faculties.
- To study the organizational commitment of the teaching faculties towards their institutes.
- To study the impact of emotional intelligence levels of the faculties on their organizational commitment.

B. Main Hypothesis

H₀: there is no impact of Emotional intelligence levels of the faculties on their organizational commitment.

Sub Hypothesis

H₀₁: there is no effect of gender and emotional intelligence levels of the faculties on their organizational commitment.

H₀₂: there is no effect of qualification and emotional intelligence levels of the faculties on their organizational commitment.

H₀₃: there is no effect of designation and emotional intelligence levels of the faculties on their organizational commitment.

VI. DATA ANALYSIS

In order to test the steadiness of the questionnaire the data collected is tested with Cronbach's Alpha test. It is a gauge of internal consistency that is how closely the set of objects are related as a group. It measures the validity and reliability of the questionnaire. It is predictable to calculate the scale of reliability. Truly speaking the Cronbach's alpha is not the statistical test it is a coefficient of consistency or reliability.

Cronbach's Alpha	N of Items
.879	30

The value of Cronbach's alpha ranges from 0 to 1. According to George and Mallery as the alpha value nears to 1 the consistency of the questionnaire is very high. But the alpha value beyond the 1 doesn't indicate that the measure is unidimensional and it suggests shortening the length of the study. The table I exhibits the Cronbach's Alpha value 0.879. This value point to that the consistency of the questionnaire is highly consistent for the study.

Test of Normality

what is your gender		Statistic	Std. Error	
OC	male	Skewness	-.855	.190
		Kurtosis	3.367	.377
	female	Skewness	-.961	.251
		Kurtosis	1.307	.498
what is your qualification		Statistic	Std. Error	
OC	Ph.D	Skewness	-1.846	.230
		Kurtosis	5.616	.457
	M.Tech(Ph.D)	Skewness	-.776	.211
		Kurtosis	.919	.419
	M.Tech	Skewness	-1.572	.597
		Kurtosis	.934	1.154
what is your designation		Statistic	Std. Error	
OC	Professor	Skewness	-.767	.223
		Kurtosis	1.042	.442
	Associate Professor	Skewness	-.556	.266
		Kurtosis	-.472	.526
	Assistant Professor	Skewness	-1.271	.319
		Kurtosis	3.429	.628

This test is being conducted to test whether the questions are normally disseminated or not. Table II exhibits the skewness and kurtotic nature of the questionnaire. In general the research questions will be little skewed and kurtotic. The Z-value of the skewness is intended by dividing the statistic by the standard error. The values should be evaluated with the +1.96 to -1.96. The table II values are beyond the values of +1.96 and -1.96 indicating that the data differ considerably from regularity.

	what is your gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
OC	male	.130	164	.000	.908	164	.000
	female	.125	92	.001	.924	92	.000
	what is your qualification	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
OC	PH.D	.165	110	.000	.851	110	.000
	M.tech(Ph.D)	.141	132	.000	.942	132	.000
	M.tech	.431	14	.000	.658	14	.000
	what is your designation	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
OC	Professor	.167	118	.000	.930	118	.000
	Associate professor	.154	82	.000	.940	82	.001
	Assistant professor	.145	56	.005	.905	56	.000
a. Lilliefors Significance Correction							

Table III indicates the effect of Smirnov and Shapiro test for examination the univariate normality of the item under three categories such as gender, qualification, designation. It is clear from the table that the items are univariate regular under 5% of considerable level. The objects are normally distributed and the researcher's supposition that the items tag on univariate normal distribution is true. The conclusion of the test confirms that the items are not departing from the normality.

VII. RESULTS AND DISCUSSIONS

H₀: There is no impact of Emotional intelligence levels of the faculties on their organizational commitment.

Dependent Variable: OC					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	2484.368	1	2484.368	41025.622	.000
EI	38.314	65	.589	9.734	.000
Error	11.506	190	.061		
Total	4222.172	256			
Corrected Total	49.819	255			
a. R Squared = .769 (Adjusted R Squared = .690)					

Univariate ANOVA of SPSS is being used for analyzing the above hypothesis. The results are tabulated in the table IV. It is obvious from the table that the P value is 0.000 which is less than the 0.05 at 95% confidence level. Hence the null hypothesis is to be discarded. It can be fulfilled that there is an impact of emotional intelligence levels of the faculties on their organizational commitment. It indicates that there is 0% of possibility for getting the result by haphazard.

H₀₁: There is no effect of gender and emotional intelligence levels of the faculties on their organizational commitment.

Dependent Variable: OC					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	2309.389	1	2309.389	68845.574	.000
EI	29.606	65	.455	13.578	.000
Gender	.010	1	.010	.299	.585
EI * gender	5.674	16	.355	10.572	.000
Error	5.803	173	.034		
Total	4222.172	256			
Corrected Total	49.819	255			
a. R Squared = .884 (Adjusted R Squared = .828)					

For testing of the above given hypothesis Univariate ANOVA of SPSS is used. Table v exhibits the results. The first factor is Emotional intelligence and second factor is gender and the dependent variable is organizational commitment (OC). The first factor EI has significant effect on organizational commitment in view of the fact that the P value is 0.00 < 0.05. The second factor is gender and it has no significant effect on Organizational commitment since the p value is .585 > 0.05. The two factors Emotional intelligence and Gender will have significant effect on Organizational commitment since the P value is 0.000 < 0.05 at 95% confidence level. Hence the null hypothesis is rejected and alternative hypothesis accepted, i.e., Emotional intelligence and Gender have significant effect on organizational commitment.

H₀₂: There is no significant effect of qualification and emotional intelligence levels of the faculties on their organizational commitment.

The above stated sub hypothesis is evaluated by using Univariate ANOVA. The results are construing in the table VI. The first factor in the table is EI and second factor is Qualification. The second factor qualification P- value is 0.00 < 0.05 at 95 % confidence limit. This points out that there is an effect of qualification on organizational commitment. The two factors EI and qualification P-value is 0.000 < 0.05 at 95 % confidence limit. Hence the null hypothesis is to be rejected and can be fulfilled that there is significant effect of emotional intelligence and qualification on organizational commitment of the faculties. Additionally this has been analyzed to study whether there is any significant dissimilarity in the organizational commitment of the faculties based on the qualification by applying post hoc scheffe multiple comparisons test. The results are tabulated in the table VII.

The results indicate that there is significant differentiation in the organizational commitment of the faculties based on their qualification.

Table VI: Tests of Between-Subjects Effects					
Dependent Variable: OC					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	1249.928	1	1249.928	35022.704	.000
EI	35.256	65	.542	15.198	.000
qualification	.865	2	.433	12.120	.000
EI * qualification	4.475	14	.320	8.957	.000
Error	6.210	174	.036		
Total	4222.172	256			
Corrected Total	49.819	255			

a. R Squared = .875 (Adjusted R Squared = .817)

Table VIII: Tests of Between-Subjects Effects					
Dependent Variable: OC					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	2360.880	1	2360.880	109030.260	.000
EI	27.670	65	.426	19.660	.000
Designation	.571	2	.286	13.186	.000
EI * designation	7.639	22	.347	16.035	.000
Error	3.594	166	.022		
Total	4222.172	256			
Corrected Total	49.819	255			

a. R Squared = .928 (Adjusted R Squared = .889)

Table VII: Multiple Comparisons						
Dependent Variable: OC						
		Scheffe				
(I) what is your qualification	(J) what is your qualification	Mean difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PH.D	M.Tech(Ph.D)	-.0712*	.02439	.016	-.1314	-.0110
	M.Tech	.0760	.05361	.368	-.0564	.2083
M.Tech(Ph.D)	PH.D	.0712*	.02439	.016	.0110	.1314
	M.Tech	.1472*	.05310	.023	.0161	.2783
M.Tech	PH.D	-.0760	.05361	.368	-.2083	.0564
	M.Tech (Ph.D.)	-.1472*	.05310	.023	-.2783	-.0161

Based on observed means. The error term is Mean Square (Error) = .036.
*. The mean difference is significant at the 0.05 level.

Table IX: Multiple Comparisons						
Dependent Variable: OC						
		Scheffe				
(I) what is your designation	(J) what is your designation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Professor	Associate professor	-.1072*	.02116	.000	-.1595	-.0550
	Assistant professor	.1593*	.02388	.000	.1003	.2182
Associate professor	Professor	.1072*	.02116	.000	.0550	.1595
	Assistant professor	.2665*	.02551	.000	.2035	.3295
Assistant professor	Professor	-.1593*	.02388	.000	-.2182	-.1003
	Associate professor	-.2665*	.02551	.000	-.3295	-.2035

Based on observed means. The error term is Mean Square (Error) = .022.
*. The mean difference is significant at the 0.05 level.

H₀₃: There is no significant effect of designation and emotional intelligence levels of the faculties on their organizational commitment.

The above hypothesis is analyzed by using Univariate ANOVA. The results are revealed in the table VIII. The two factors are EI and designation and the dependent variable is Organizational commitment. The P-value is 0.000 < 0.05 at 95% confidence level. Hence the null hypothesis should be rejected and alternative should be accepted. It can be done that there is significant effect of designation and emotional intelligence levels of the faculties on their organizational commitment. Yet again post hoc with scheffe multiple comparisons tests to spot whether there is difference between organizational commitments with respect to the designations of the faculties. The results are tabulated in the table IX. The P values show that there is significant disparity between the organizational commitments of the faculties with respect to their designations. It means that the designations of the faculties have unreliable levels of organizational commitments.

VIII. CONCLUSION

From the above investigation part it can be scrutiny that the organizational commitment of the faculties is being influenced by the emotional intelligence levels of the faculties with respect to their gender, qualification and designation. Therefore it is obligatory for the educational institutions to widen the emotional intelligence levels of the faculties, which in turn helps them to augment their organizational commitment. The institutions should also take care to pore over the faculties in terms of their emotional intelligence levels at the time of interview as an alternative of only concentrating on teaching skills and grip on the subject.

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