

Mediating Role of Organizational Commitment in Relationship between Emotional Intelligence and Job Performance: Evidence from Higher Education Sector of Pakistan

Muhammad Akram¹, Usman Afzal² and Muhammad Ismail Ramay³

Abstract

The purpose of current study was to empirically examine the mediation effect of organizational commitment in relationship between emotional intelligence and job performance in the Higher Education Sector of Pakistan. It used a sample of around 250 faculty members working in six private sector universities of Islamabad to collect self-reported perception-based data collected through standard questionnaires. Data was analyzed using Structural Equation Modelling (SEM). The study found significant positive effects of emotional intelligence on both organizational commitment and job performance. Organizational commitment was also found to influence teacher's job performance significantly. Furthermore, the data analysis confirmed that organizational commitment played the role as mediator in the emotional intelligence–job performance relationship. This study is significant as it has not only substantiated the previous studies results on the subject but also contributed towards the body of knowledge on the subject. The results can help the practitioners and policy makers to apply the knowledge in the educational field for broadening the theoretical perspectives on university teachers' job performance and formulation of policies at appropriate levels. At the end, certain limitations of the study and some recommendations for the future researchers are also included.

Keywords: Emotional Intelligence, Organizational Commitment, Job Performance, Education, Teachers, Pakistan

1. Introduction

Education plays a key role towards the national development and high literacy rate can lead to sustainable economic development, productivity and economic prosperity of a country (Okemakinde, Adewuyi & Alabi, 2013). However, it is discouraging to note that the literacy rate in Pakistan is only 60% so far (Economic Survey of Pakistan, 2015-2016). Teachers are considered the backbone of the education system especially at university level where they interact with matured students. Among many other factors, teachers' degraded performance especially at higher level is considered as one of the major reasons for low literacy rate in Pakistan (Roof, 2015). The poor performance among teachers can also be attributed to low organizational commitment, high job dissatisfaction and the lack of abilities to cope with the job burnout (Eslamieh & Davoudi, 2016). An increasing evidence suggests that people in Pakistan usually get into the teaching profession only when all their efforts to join other professions have failed. (Alam, 2015; Rehmani, 2006). Therefore, teachers' job performance in general and at university level in particular needs to be improved for enhancing the literacy rate in Pakistan (Rehman & Khan, 2012).

Over the last two decades, considerable research efforts have been devoted to the significance of the emotional intelligence concept for teachers' success in academia. The basis of this new research interest is a belief that people who have high emotional intelligence capabilities are more likely to be successful in the workplace compared to those who are less emotionally intelligent. In particular, researchers have found that for teachers, social and emotional skills are indispensable. (Goleman, 1995; Mayer & Salovey, 1997). When people begin their career in academia, social intelligence becomes a decisive factor in determining who will and will not be able to perform their job well (Akpınar, 2014).

Despite the literary interest in emotional intelligence, there is not much research on this concept that has been performed in organizational settings. Dolowitz and Higgs (2000) therefore suggest that rigorous research is required to emphasize the value of emotional intelligence concept in organizational contexts whether private or public on both organizational and personal levels. To the best of the authors' knowledge, little research has been undertaken so far to examine the important linkage among the variables involving emotional intelligence, organizational commitment and job performance simultaneously especially

1 PhD Scholar, Management Sciences, Bahria University Islamabad Pakistan. Email: makram@bahria.edu.pk

2 Lecturer, Management Sciences, Bahria University Islamabad Pakistan. Email: usman.afzal@bui.edu.pk

3 Professor, Management Sciences, Bahria University Islamabad Pakistan. Email: dr.ismail@bahria.edu.pk

in the Pakistani context. Furthermore, few studies that have quantitatively assessed the interrelationship among these three concepts have reported mixed-to-weak findings. Therefore, in this perspective, the present study is significant as it uses a different methodology and its findings can help management of higher educational institutions to improve the organizational commitment and job performance of teachers, thus reducing the dissatisfaction leading to high tide of teacher's turnover in Pakistan's education sector.

2. Literature Review

An extensive survey of the literature about the involved variables and their relationship was carried out using the secondary data sources. A summary of the salient studies related with emotional intelligence, job performance and organizational commitment is given in the ensuing sub-sections.

2.1 Emotional Intelligence

Emotions constitute an integral part of human beings. They directly affect human motivations for practices and behavior, which in turn shape their perceptions of psychosomatic health. Emotions are synchronized sets of interconnected psychological processes that include motivational, physiological, cognitive and affective components (Izard, 2013). Emotions refer to the positive or negative psychological reactions pertaining to the incidents that are of concern to a person. Emotional states commonly experienced by an individual in the form of moods, sentiments and affect are: (i) Basic emotions like anger, love and joy (ii) social emotions like envy, jealousy, guilt and shame (Silvia, 2009).

Emotional intelligence, according to Mayer and Salovey (1997), encompasses interrelated skills of emotion management, self-motivation, self-awareness, relationship management, and empathy. They defined emotional intelligence as the human ability to: (i) accurately perceive, assess and express emotions, (ii) generate and/or access feelings when they lead to thought, (iii) understand emotional knowledge, and (iv) control emotions to support intellectual and emotional growth. As per this particular definition, there are four dimensions of the emotional intelligence construct: appraising and expressing one's own emotions, recognizing and evaluating others' emotions, managing self-emotions, and using emotions to improve task performance.

Wong and Law (2002) conceptualized emotional intelligence in agreement with the definition of Mayer and Salovey (1997). Thereafter, Law, Wong, & Song (2004) operationalized emotional intelligence by separating personality dimensions from it, and concluded that it could influence job performance. Newman and Joseph (2010), in contrast, contended that the literature is yet to determine what exactly self-report emotional intelligence is. They considered cognitive ability and personality dimensions as precursors of emotional intelligence, and deduced that each component has a different impact on job performance. These contradictory views suggest that the emotional intelligence literature is fragmented, and that further research is required to examine the effects of emotional intelligence.

2.2 Organizational Commitment

The concept of organizational commitment concept has received a great deal of theoretical and empirical attention in the areas of organizational/industrial psychology, human resource management, and organizational behavior (Klein et al., 2012). Organizational commitment is an employee's attitude that has been defined and measured in several different manners. In line with Narimawati (2007), organizational commitment is an employee's (i) desire to maintain membership in his organization, (ii) willingness to spare no effort in the best interests of the organization, and (iii) acceptance of and faith in the organizational values and goals. As per Noor and Noor (2006), there are a number of determinants of organizational commitment such as personal (e.g., tenure, age, and dispositions like external or internal control contribution and negative or positive affectivity) and organizational (e.g., supervisor's leadership style and job design) variables. Besides, non-organizational factors like availability of job alternatives can also considerably affect one's organizational commitment (Silva et al., 2010).

According to the conceptualization of organizational commitment proposed by Allen and Meyer (1990), there are certain components of organizational commitment: continuance, normative and affective commitment. Affective commitment is the extent to which an employee is involved in, identifies with, and is emotionally attached to his organization. When an employee's affective commitment is high, he continues to work in the organization just because he does not want to leave it. Continuance commitment is the

extent to which an employee is aware of the financial consequences associated with departing the organization. When an employee's continuance commitment is high, he continues to work in the organization just because he has no other viable option. Normative commitment is the extent to which an employee feels obligated to continue employment. With normative commitment, employees feel that they should remain a member of the organization (Allen & Meyer, 1990).

2.3 Emotional Intelligence and Job Performance

Research performed in organizational contexts, although limited, provides some empirical support to the positive effect that emotional intelligence has on job-based performance (Newman & MacCann, 2010). Harms & Credé (2010) opine that superior performance of a leader is by virtue of his/her emotional competence. Cavazotte et al. (2012) give a number of justifications to explain why work success is determined by an individual's emotional intelligence. O'Boyle et al. (2011) find that highly emotionally intelligent people are better able to solve difficult problems and successfully complete cognitive tasks compared to not-so emotionally intelligent people. Sears and Holmvall (2010) note that employees with high emotional intelligence get better ratings from their supervisors. Carmeli & Josman (2006) put forward that emotionally intelligent people are good at recognizing and understanding their emotions as well as at applying them to improve the relationships they have with others. The improved relationships can in turn improve the job performance of people. Emotional awareness helps people to successfully confront the environmental uncertainties, deal with workplace conflicts, and control personal feelings; all of which proven antecedents of performance improvement (Günzel & Açıköz, 2013). Hence, based on this explanation, the following is hypothesized:

H₁: Emotional intelligence of teachers positively affects their job performance

2.4 Emotional Intelligence and Organizational Commitment

All kinds of organizations around the world are increasingly accepting the immense importance of the skill of emotional intelligence. This skill is counted among the most dynamic and significant qualities that an employee must have to produce desirable organizational outcomes (Harms & Credé, 2010). Emotional intelligence emphasizes impulse control, optimism, stress tolerance, problem solving, reality testing, interpersonal relationship management, social responsibility, empathy, self-actualization, independence, assertiveness, emotional self-awareness and self-regard (Joseph & Newman, 2010). These constructive attributes facilitate a new hire to develop a cordial connection with the organization, and this consequently creates feelings of organizational commitment in him/her. On the contrary, emotional incompetence can restrain people from exploiting their full potential (O'Boyle et al., 2011). Researchers, such as Smigla and Pastoria (2000), have come to a conclusion that the need for being emotionally intelligent is proportional to the complexity of the job. Emotional intelligence makes people optimistic—a quality that allows them to concentrate on problem solving instead of on the reasoning. Hence, based on this description, the following is hypothesized:

H₂: Emotional intelligence of teachers positively affects their commitment to an organization

2.5 Organizational Commitment and Job Performance

The literature shows that those employees who are highly committed to their organization have strong faith in the organizational goals, and are ready to exert an extra effort in order to make the organization successful (Klein et al., 2012). Scholars, such as De Cuyper and De Witte (2011) suggest that to reciprocate for the advantageous treatment received from their employing organization, employees exhibit feelings of organizational commitment which strongly influences their productivity and performance at work. In addition, Jaramillo et al. (2005) state in their meta-analysis that the level of an employee's organizational commitment has profound effect on a range of individual and organizational outcomes, among which job performance is the most critical one. Westover et al. (2010) conclude that the key factor to enhance long-term worker performance and productivity is employees' organizational commitment. Similarly, Hunton and Norman (2010) report the existence of a direct relationship between employees' job performance and organizational commitment in teleworking arrangement. Hence, on account of this discussion, the following is hypothesized:

H₃: Organizational commitment of teachers positively affects their job performance

2.6 Emotional Intelligence, Organizational Commitment and Job Performance Relationship

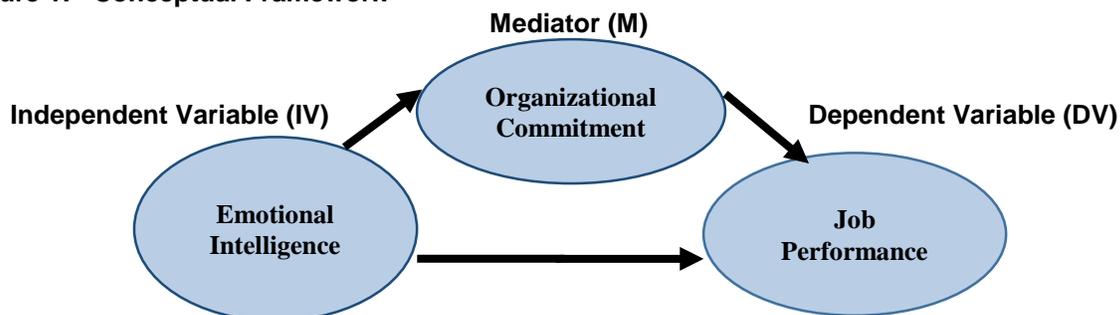
Several researchers emphasize that the linkage between employees’ emotional intelligence and job performance is actually not as straightforward as it appears to be (Mayer & Salovey, 1997; Newman et al., 2010; O’Boyle et al., 2011). The existing empirical research devoted to examine the mechanism of the effect of emotional intelligence on job-based performance is not only limited, but has also yielded inconclusive results. The social psychological perspective advocates that the feelings of individuals drive their behavior (Altman & Wohlwill, 2012), and in accordance with this perspective, it would not be wrong to consider organizational commitment as the driver of job performance. Salovey et al. (2008) postulate that higher levels of emotional intelligence in employees will improve their competencies and skills, and this can, in turn, lead to desirable individual behaviors and attitudes. Hence, in this regard, if the present study places organizational commitment as a linking process between emotional intelligence and job performance, then it would be able to explain the emotional intelligence—job performance relationship in a more reliable way. The mediating mechanism of organizational commitment in the emotional intelligence—job performance relationship is an emerging theme in the emotional intelligence literature, however specific studies that examine this mechanism are limited. Accordingly, the following hypothesis is proposed to narrow this gap in literature:

H₄: Organizational commitment mediates the positive affect of emotional intelligence on teachers’ job performance

3. Conceptual Framework

In light of the relationships established among the variables described by the past studies in literature review, a conceptual framework can be deduced as depicted in Figure 1 below:

Figure 1: Conceptual Framework



4. Methodology

Convenience sampling was conducted to draw a sample of teachers working in six reputed private sector universities of Islamabad. The teachers were from different academic departments of universities, including media studies, management sciences, engineering, and computer science. To collect data, around 250 lecturers, assistant professors, associate professors and professors were contacted through LinkedIn, Facebook, and universities’ faculty directory, and were requested to participate in the online survey. In addition, e-mails were sent to request the different departmental heads of each university to distribute the survey invitation email along with the survey site’s URL to their faculty members. Teachers who were willing to take part in the survey were told to access the survey website voluntarily at any convenient time and place. To strictly control survey participants’ eligibility and to ensure that valid responses are obtained, screening questions (such as age, job duty and work experience) were included. The online survey automatically ended when a participant did not meet the eligibility criteria. Out of the total 189 obtained responses, 23 were inappropriate, 9 were not complete and 7 were from the non-eligible participants. This left the researchers with exactly 150 responses that could be used in the final statistical analysis.

Of the 227 sample participants, males were 92 (61%) and females were 58 (39%). Most of them (95%) were only into teaching, while 7 (5%) held both administrative and faculty positions. Eighty-six (57%) participants were lecturers, 50 (33%) were assistant professors, and 14 (9%) were associate professors. In

terms of qualification, 124 (83%) participants had a Master's degree while only 26 (17%) were PhDs. The average age and tenure of participants was 33.54 (± 7.14) years and 4.08 (± 3.18) years respectively.

The variables of this study were quantitatively measured through a questionnaire based on four-point Likert scale, with options ranging from "strongly agree" (1) to "strongly disagree" (4). To assess emotional intelligence, nine items were adopted from Law et al.'s (2004) scale. The items aimed to determine the degree to which participants are able to recognize, understand and regulate their own and others' emotions. To assess organizational commitment, nine items from Mowday et al.'s (1979) scale were used. Participants had to indicate how well each item reflects their level of commitment to their university. Finally, to assess teachers' job performance, a six-item scale of Tseng and Huang (2011) was used. Each item signified a certain area of job performance, and participants had to tell their level of agreement with it.

5. Results

Confirmatory Factor Analysis (CFA) was run as the initial step to verify the pattern of observed variables and associated factors specified by the researchers. Hair et al. (2010) recommends that a factor loading value greater than .49 is required to ensure that an indicator item is significant, and that the construct has high convergent validity. Adherence to this recommendation necessitated the modification of the measurement scales through the deletion of two items (E4 and E9) in emotional intelligence scale, three items (OC1, OC5 and OC6) in organizational commitment scale, and one item (JP2) in job performance scale because of their low factor loadings. After the non-validated items were removed, the remaining items were revalidated by examining their item-to-total correlation, where each item had a value within Saxe and Weitz's (1982) recommended range of .35-.70. All items exhibited statistically significant factor loadings greater than .55 with t-values between 9.09 to 15.17 and $p < .001$. The findings derived from the CFA are reported in table 1.

As also exhibited in table 1, each of the constructs had a value of average variance extracted (AVE) between .51 and .64. AVE is the percentage of average variance a theoretical construct explains in its indicators, where high values establish that measurement scales have sound convergent validity. The constructs' composite reliabilities exceeded the .70 recommended threshold, with values of .92, .86 and .91. Also, the constructs' alpha coefficients were well-within the suggested range of .70–1.00. Such values confirmed adequate internal consistency of all the constructs of the hypothesized model. Besides, the discriminant validity of the three theoretical constructs was assessed by comparing each construct's AVE with the squared correlations (R^2) that it has with other constructs in the model. All constructs had fairly high AVE values in comparison to the R^2 values between any pair of research constructs, thereby providing evidence of discriminant validity in the model. In sum, the measurement scales used in the study were high on internal consistency, convergent validity and discriminant validity.

The sensitive, analytical technique of CFA also checked the theoretical fit of the data against the a priori hypothesized model. The unidimensional, seven-factor structure of emotional intelligence construct was confirmed by first-order CFA ($\chi^2=34.40$, $df=12$, $p<.00$, $\chi^2/df=2.86$, $RMSEA=.06$, $IFI=.98$, $CFI=.98$, $NFI=.97$, $GFI=.97$, $SRMR=.02$). Similarly, the outcomes of the first-order CFA exhibited that the collected data reasonably fitted the six-factor model of organizational commitment ($\chi^2=24.96$, $df=9$, $p<.00$, $\chi^2/df=2.77$, $RMSEA=.06$, $IFI=.97$, $CFI=.97$, $NFI=.96$, $GFI=.97$, $SRMR=.03$) and the five-factor structure of job performance ($\chi^2=13.74$, $df=4$, $p<.00$, $\chi^2/df=3.43$, $RMSEA=.07$, $IFI=.99$, $CFI=.99$, $NFI=.98$, $GFI=.98$, $SRMR=.01$). The overall fitness of the proposed measurement model was also assessed by CFA and the results demonstrated a satisfactory data–model fit ($\chi^2=342.33$, $df=129$, $p<.00$, $\chi^2/df=2.65$, $RMSEA=.06$, $IFI=.94$, $CFI=.94$, $NFI=.91$, $GFI=.91$, $SRMR=.04$).

Table No. 1: Results of Confirmatory Factor Analysis

Construct	Indicator	Std. Loading	Std. Error	Error Variance	t	α	CR	AVE
Emotional Intelligence	E1	.62	—	.39	—	.88	.92	.51
	E2	.62	.07	.33	12.75			
	E3	.70	.08	.28	12.75			
	E5	.61	.09	.42	10.40			
	E6	.77	.09	.24	12.32			
	E7	.82	.09	.17	12.88			

	E8	.80	.09	.21	12.62			
Organizational Commitment	OC2	.56	–	.44	–	.80	.86	.52
	OC3	.60	.11	.40	9.09			
	OC4	.66	.13	.47	9.63			
	OC7	.71	.11	.26	10.04			
	OC8	.62	.13	.50	9.29			
	OC9	.70	.11	.26	10.01			
Job Performance	JP1	.68	–	.52	–	.89	.91	.64
	JP3	.85	.07	.20	15.17			
	JP4	.84	.07	.21	15.00			
	JP5	.82	.07	.23	14.71			
	JP6	.80	.08	.32	13.27			

Note. Std: standardized, α : Cronbach's alpha, CR: composite reliability

Table No. 2: Goodness-of-Fit Analysis

	χ^2	df	p	χ^2/df	RMSEA	IFI	CFI	NFI	GFI	SRMR
Acceptable Limit	–	–	$\leq .05$	≤ 5	$\leq .10$	$\geq .90$	$\geq .90$	$\geq .90$	$\geq .90$	$\leq .08$
Emotional Intelligence	34.40	12	$< .00$	2.86	.06	.98	.98	.97	.97	.02
Organizational Commitment	24.96	9	$< .00$	2.77	.06	.97	.97	.96	.97	.03
Innovation Performance	13.74	4	$< .00$	3.43	.07	.99	.99	.98	.98	.01
Measurement Model	342.3	129	$< .00$	2.65	.06	.94	.94	.91	.91	.04

Note. ^a: source, Hair et al. (2010)

The analysis of correlation is reported in table 3 along with the means and standard deviations of the study variables. Emotional intelligence shared a significant positive association with both organizational commitment and job performance. Furthermore, organizational commitment exhibited significant positive correlation with job performance. However, surprisingly, none of the demographic attributes of participants had a significant relationship with any of the research constructs. This finding is somehow logical as an employee does not need to have a certain gender, age or qualification to be emotionally intelligent, organizationally committed or to perform well.

Table No. 3: Analysis of Correlation

	M	SD	1.	2.	3.	4.	5.	6.	7.
Gender	1.64	.15	–						
Age	33.54	7.14	.03	–					
Education	2.04	.25	-.03	-.03	–				
Tenure	4.08	3.18	.04	.48**	-.05	–			
Emotional Intelligence	4.13	.59	.06	-.07	.02	-.04	–		
Organizational Commitment	3.97	.58	.09	-.03	-.00	-.03	.65**	–	
Job Performance	3.91	.75	.07	-.07	-.00	-.02	.59**	.56**	–

Note. M: mean, SD: standard deviation

The technique of Structural Equation Modelling (SEM) was applied to estimate the proposed, three-construct model (Figure 2). The fit indices exhibited a satisfactory fitness level of the proposed model, where $\chi^2=342.33$, $df=129$, $p<.00$, $\chi^2/df=2.65$, $RMSEA=.06$, $IFI=.94$, $CFI=.94$, $NFI=.91$, $GFI=.91$, $SRMR=.04$. The SEM results, particularly the standardized coefficients with their t-statistics, are presented in figure 1 below. The illustration revealed that the effect of emotional intelligence on job performance was statistically significant ($\beta=.37$; $t=4.50$, $p<.00$), offering sufficient support to hypothesis 1. Furthermore, the standardized coefficients showed that the link between emotional intelligence and organizational commitment was positive and significant ($\beta=.76$; $t=10.16$, $p<.00$) and thus, hypothesis 2 was supported. Similarly, hypothesis 3 was also supported as the path estimates showed that organizational commitment is a critical determinant of employees' job performance ($\beta=.35$; $t=4.05$, $p<.00$).

Figure 2: SEM Analysis

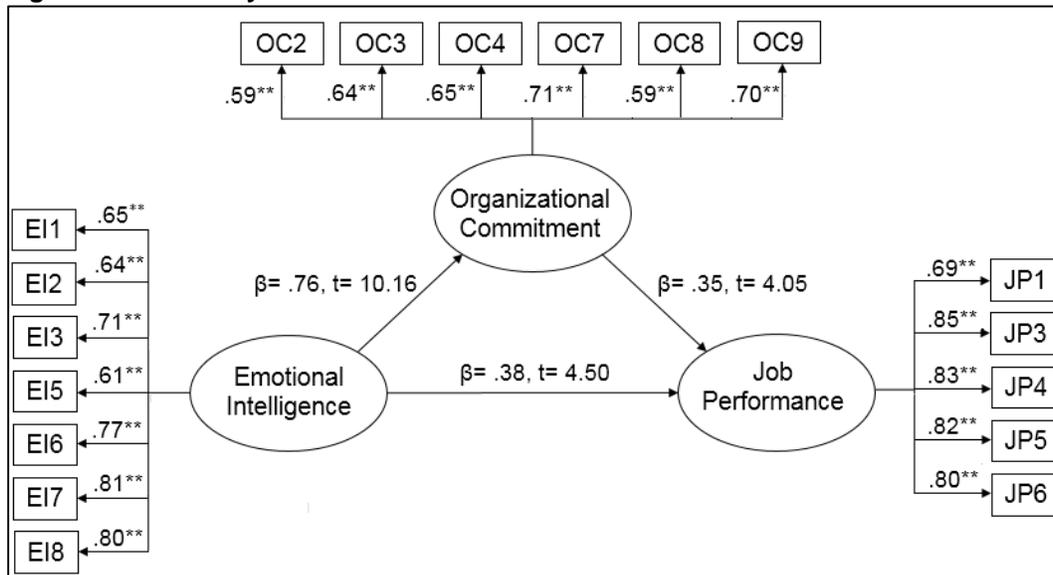
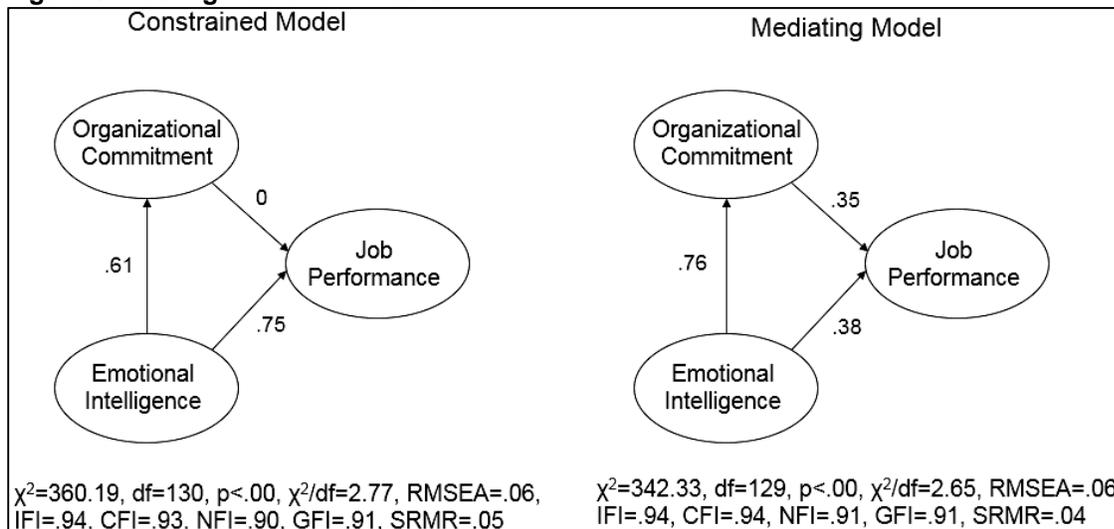


Figure 3: Testing Mediation Effects



The critically acclaimed approach of Baron and Kenny (1986) was adopted to determine whether or not the mediator (i.e., organizational commitment) has an effect on the direct link between emotional intelligence and job performance. As per this approach, there are four conditions that should be met by a model in order to test a mediation effect. In the present study, through the results of hypotheses 1, 2 and 3, the first three conditions were successfully met which allowed the researchers to move towards testing the mediation hypothesis (i.e., H4). To examine the fourth condition, re-estimation of structural model was performed in which emotional intelligence's direct effect on job performance was constrained (set $\beta = 0$). Figure 3 demonstrates that after the inclusion of organizational commitment in the model, the strength of the association between emotional intelligence and job performance was reduced significantly (mediating model: $\beta=.29$; constrained model: $\beta=.75$), thus confirming the role of organizational commitment as a partial mediator. In addition, the 46-value difference between the mediating model ($\chi^2(129) =342.33$) and constrained model ($\chi^2(130) =360.19$) was statistically significant ($\Delta\chi^2=17.86, \Delta df=1$). In summary, hypothesis 4 accepted as the constrained model was weaker than the mediating model.

6. Discussion

Despite the abundance of literature on it, the emotional intelligence concept is still in the early stages of development. The primary purpose of this study was to analyze how emotional intelligence of teachers impacts two kinds of work outcomes—organizational commitment and job performance. The study made important contribution to the body of knowledge regarding the emotional intelligence concept and its significance at individual and organizational level. The study generated many interesting results through SEM analysis that provided full support to all its major hypotheses.

First, emotional intelligence was found to contribute significantly to the job performance of teachers. This particular finding is consistent with the arguments within education sector organizations that emotional intelligence is counted among the most critical determinants of work-related performance. People working in educational institutions have to, on a daily basis, deal with students with different wants, needs, attitudes, perceptions and behaviors—all of which constitute as sources of anger and stress. Slaski and Cartwright (2002) conclude that a person's response and capacity to effectively deal with organizational demands is shaped by his/her emotional competency. People with high emotional intelligence ability are good at comprehending emotions through cognitive reassessment, and employing strategies such as disclosure of feelings and social resources in stressful work conditions. This, as a results, helps them to be resilient and successfully adapt to demanding environments (King & Gardner, 2006).

Second, as predicted, an increase in teachers' emotional intelligence led to an increase in their reported organizational commitment. This finding is consistent with those achieved by Smigla and Pastoria (2000) and Harms and Credé (2010). As per Lee & Ok (2012), workers who are more competent at recognizing and expressing emotions, at understanding others' and their own emotions, at managing both negative and positive emotions in others and themselves, and at effectively controlling intense emotional conditions experienced at job are likely to be committed strongly with their organization in comparison to those workers who find these aspects of emotional intelligence difficult. Karim (2010) suggests that emotionally competent employees do not put the blame of the challenges and hardships they face on the organization. Instead, they look for ways to lessen the feelings of frustration and imbalance, which resultantly improves their commitment level to the organization.

Third, organizational commitment was established as a vital antecedent of job performance and this finding was perhaps not surprising at all. Theories on human psychology propose that individuals who are committed highly to their organization are more motivated, passionate, dedicated, involved, engaged, effective, creative and productive, and these such behaviors and attitudes are likely to lead to better job performance (Dawson & Abbott, 2011). Many earlier studies (e.g., Bowling, 2010) also prove that committed individuals exhibit a number of extra-role behaviors like relationship building, civic virtues, personal initiative, sportsmanship, championship and stewardship; all of which are assumed to improve job performance. Also, the empirical results of earlier works suggest that the tendency to perform according to organizational expectations and to work harder is way higher in committed employees in comparison to the less dedicated ones.

Fourth, it emerged in this study that if teachers have emotional intelligence capability but are not committed to their employing institution, their overall work performance is not going to improve significantly. Simply put, the effect on emotional intelligence, without the feeling organizational commitment, is insufficient. The SEM analysis of the study's model visually established that emotional intelligence's direct effect on job performance was lesser in magnitude than the indirect of organizational commitment. This particular finding is the most important contribution of this study to the literature. Though research examining emotional intelligence and its association with work-based outcomes is abundant, few studies in education literature have looked into these associations from the organizational commitment perspective. Educationalists daily deal with their own emotions and those of others, so emotional intelligence is an essential component of academic work, and resultantly, becomes a topic requiring great attention and inquiry. By taking the emotional nature of teachers' work into consideration, this study extended the existing literature and broadened the theoretical perspectives on teachers' job performance.

6.1 Implications

The present study emphasizes that the unsatisfactory performance of knowledgeable and talented teachers has become a major reason of worry for all kinds of educational institutions. Accordingly, the study's findings suggest that educational institutions should follow the growing employment trend of using psychological-based tests to screen job candidates for their emotional intelligence. This strategy might have a positive effect on the degree to which the institutions can be successful in retaining their valued workforce.

It is an established fact that emotionally intelligent teachers have a better ability to minimize their work-related conflicts by balancing work with organizational demands. Therefore, the educational institutions should use personnel psychologists and counseling to develop or improve emotional intelligence ability in teachers. Employing institutions are obligated to provide conducive and attractive work environments to teachers that will motivate them and improve their satisfaction and commitment to their organizations and career.

Based on its findings, the study has some important implications and recommendations for both researchers and managers. The administration of educational institutions needs to understand that teachers' interaction with their superiors and colleagues affects their emotional intelligence, which in turn, critically influences their work outcomes. Administrators need to first understand how they can manage their own emotional intelligence and then try to develop this capability in their subordinates. Besides, the work-related conflicts that educators face quite often have a strong tendency to negatively affect their enthusiasm to contribute to work. The conflict-stricken teachers may continue to participate, but choose not to produce, create and/or innovate. The conflicts can be reduced if educational institutions recognize the significance of the emotional intelligence concept, and try to spread its awareness among their teachers. Only in this way can the organizational commitment and other work outcomes of teachers be enhanced.

6.2 Limitations and Future Research Recommendations

The application and interpretation of this study's findings are constrained by certain limitations that need consideration. One, since the study's participants came from only private universities in Islamabad, the applicability of findings to other cultures or settings is limited. In future, this study should be replicated in different contexts or cross-cultural data should be used to improve the findings' generalizability. Two, causal relationships could not be tested in this study due to the cross-sectional research design. Future studies should make causal inferences by tracking how variables change over time. Besides, future studies should also verify the direction of the causal linkages among variables. Three, social desirability bias is a major concern of this study as self-reported perceptual measures were the only source of data. Future works should alleviate this bias by obtaining less biased and more objective measures of the research constructs. Four, since the study relied on universities' departmental heads to distribute the survey site's URL to the teachers, non-response bias or selection bias might have occurred. To ensure that the data collection methods do not undermine the study's findings, future researchers should collect data personally from the sample.

7. Conclusion

It should be noted that unless the interrelationship among the concepts of emotional intelligence, organizational commitment and job performance is comprehensively understood, interventions done to improve teachers' job performance cannot yield the expected outcomes. The present study investigated this interrelationship due to its important effects on Pakistan's educational system. Significant positive affect of emotional intelligence was found on both organizational commitment and job performance. Organizational commitment also influenced teacher's job performance considerably. Furthermore, organizational commitment was confirmed as mediator in the emotional intelligence–job performance relationship.

The study's results emphasize the complex role played by emotional intelligence in affecting job performance. While the study has made some progress towards understanding why teachers often underperform and what factors are important to job performance, there still remains much more to be learned. The remaining important factors are poor leadership, heavy workloads, poor performance management, inadequate resources, perceived discrimination, depleting health conditions, and ego clashes. Administration of educational institutions needs to make sure that teachers are not only emotionally

competent and well-trained, but are also given supportive supervision and adequate resources so that their job performance can be optimized.

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