

## The Relationship Between Emotional Intelligence and Organizational Commitment of Pakistani University Librarians

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Despite the growing literature advocating the significance and importance of emotional intelligence, empirical studies on the topic about Pakistani university librarians are unavailable. Drawing upon this gap, the article reports the findings of a study investigating emotional intelligence and organizational commitment among Pakistani university librarians. It used survey research method involving 225 randomly selected librarians from a population of 670 university librarians in Pakistan. The survey response rate was 82%. The results suggest that three dimensions of emotional intelligence, namely self-assessment, optimism and service orientation significantly predict organizational commitment. However, teamwork and collaboration, despite being correlated significantly with organizational commitment, was not a predictor of organizational commitment among Pakistani university librarians. The findings showed the importance and contributions of emotional intelligence towards organizational commitment.

**Keywords:** Emotional intelligence, Organizational commitment, Pakistani university librarians, University librarians of Pakistan.

### Introduction

Commitment is an individual's loyalty towards organization. A committed individual always intends to continue job with an organization and makes sincere efforts to attain its goals. On the contrary, an

uncommitted employee is not motivated towards the attainment of organizational goals (Kemp, 1967). Meyer and Allen (1991) reported three fundamental philosophies of commitment i.e. emotional and mental attachment (affective commitment), cost of leaving an organization (continuance commitment), and organizational value of employee or sense of responsibility (normative commitment). Alavi *et al.* (2013) defined organizational commitment (OC) as an employee's positive or negative attitude towards organization. Likewise, emotional intelligence (EI) is very important for an individual's success. Salovey and Mayer (1990) conceptualized EI as type of social intelligence enabling workers to control and discriminate their own emotions and that of others. Goleman (1998) defined EI as understanding of personal and others feelings, and further to employ them in the decision-making process. Salkojani *et al.* (2012) elaborated EI as non-cognitive competencies, making an individual stronger against all external and internal elements of pressure.

Numerous researchers have established the relationship of EI with OC such as Rathi and Rastogi, 2009; Moradi and Ardahaey (2011); Goleman (1998) and Alavi *et al.* (2013). Although, previous research studies explored relationship between EI and OC, but in the context of Pakistani university librarians, research on these two significant constructs is limited. Awan and Mahmood (2010) reported that there is scarcity of studies on OC among Pakistani university librarians. Thus rationale of the present research is to fill the gap by investigating the relationship between OC and EI.

### Literature Review

This section gives an overview of the key concepts and selected research studies. It appears that the area of EI has gained the attention of scholars from various fields. Nevertheless, Masrek and Sani (2012) reported

scarcity of literature on EI among librarians. Porter (2010) stated that emotional intelligence is significant for librarianship and needed to be researched.

#### **Organizational commitment**

A successful organization is dependent on committed employees (Guenzi & Pelloni, 2004). Workers' low level of commitment tends to display negative work behaviors (Nordin, 2012). OC is conceptualized as workers' positive or negative feelings about organization (Alavi *et al.*, 2013). A committed employee is loyal to organization and believes in organization as an identity. Three major components of organizational commitment are affective, continuance and normative (Dyne & Ang, 1998). *Affective commitment* indicates extent of identification and involvement of a worker in an organization (Meyer *et al.*, 2002). *Continuance commitment* is achieved when a worker thinks of consequences in terms of leaving an organization. In *normative commitment* an employee stays with organization due to feeling of moral obligations or sense of responsibilities. This kind of commitment is developed in workers through rewards, long term contract/hiring, trainings, etc. (Meyer & Allen, 1991).

#### **Emotional intelligence**

Goleman (1998) defined EI as understanding of one's own feelings and those of others, and to employ them in decision-making process. Salkojani *et al.* (2012) elaborated EI as non-cognitive competencies, making an individual stronger against all external and internal elements of pressure. FLICC (2011) model operationally defined emotional intelligence as competencies pertaining to conflict management, external awareness, flexibility, negotiation, interpersonal skills, self-management, teamwork and collaboration.

#### **Relationship between emotional intelligence and organizational commitment**

Many research studies have examined the relationship between EI and OC such as Alavi *et al.* (2013), Antony (2013), Asnawi *et al.* (2014), Ghorbani and Sani (2012), Mohamadkhani and Lalardi (2012), Rangriz and Mehrabi (2010), Khalili (2011), Seyal and Afzal, Nordin (2012), Taboli (2013); Sarboland (2012); Mollaabbasi *et al.* (2013); Gholami *et al.* (2013); Jeloudar & Goodarzi (2012); Hazrati *et al.* (2013); Mousavi (2012); Jorfi *et al.* (2012); Ronaghai *et al.* (2013) and Jeloudar and Goodarzi (2012). All these studies have established a positive relationship between EI and OC. However, there is scarcity of research in the context Pakistani university librarians. We did not find any studies that exclusively discuss relationship between EI and OC of Pakistani university librarians. Thus in this, it is unknown

whether this association would remain significant. The present study has designed its own research framework relating four dimensions of EI namely self-assessment, teamwork and collaboration, optimism and service orientation with OC. Further, this study formulated four hypotheses as discussed below.

#### **Self-assessment**

Goleman (1995) used self-assessment as a variable under self-awareness indicating EI. Self-assessment is an ability to know personal strengths and limitations (Bipath, 2007; Goleman, 1998). Sani *et al.* (2013) reported that self-assessment is the skill of assessment enabling a person to learn about owns and others potentials and limitations. It improves a person's level of learning prompting him/her to welcome constructive criticism and feedback. Goffin and Gellatly (2001) reported that commitment is affected mainly by observations or experiences of self-assessment rather than by systematic bias related to defensive response. Numerous researchers employed self-assessments tools as predictor of OC such as Meyer, Allen and Smith (1993) used self-assessment to examine organizational commitment. Thus, it is hypothesized as:

*H<sub>1</sub>: Self-assessment positively affects organizational commitment among Pakistani university librarians*

#### **Teamwork and collaboration**

Goleman (1995) used teamwork and collaboration as variable under relationship management indicating EI. Teamwork and collaboration is conceptualized as working with others towards shared goals (Bipath, 2007; Goleman, 1998). Sani *et al.* (2013) articulated that teamwork and collaboration implies creating group synergy to pursue collective or shared goals. Bipath (2007) urged that teamwork make a significant difference in performance of individuals. According to Greenberg *et al.* (2008), teamwork is generally associated with OC. Ghorbanhosseini (2012) stated that team work is positively related with organizational commitment. Thus, it is assumed that there may be an association between teamwork and collaboration and organizational commitment of Pakistani university librarians. Thus, it is hypothesized as:

*H<sub>2</sub>: Teamwork and collaboration positively affects organizational commitment of Pakistani university librarians*

#### **Optimism**

Goleman (1995) used optimism as variable under self-management indicating EI. Optimism is conceptualized as persistence in pursuing goals

despite obstacles and setbacks or mobilizing people to seize opportunities and allowing them to take setbacks and obstacles in their stride (Bipath, 2007; Goleman, 1998; Sani *et al.*, 2013). Goleman (1998) claimed that optimism is a motivational competency that illustrates workers' performance. Many researchers claimed that there is a link between optimism and OC such as Carver, Scheier and Segerstrom (2010); Medline and Green Jr. (2009) and Ashraf *et al.* (2012) Thus, it is hypothesized as:

*H<sub>3</sub>: Optimism positively affects organizational commitment of Pakistani university librarians*

#### **Service-orientation**

Goleman (1995) used service orientation as variable under social-awareness indicating emotional intelligence. According to Bipath (2007), service orientation is essential for those professions where interaction with customers exists. Gheysari *et al.* (2012) indicated service orientation as significant antecedent of performance. Kim, Leong and Lee (2005) and Lytle and Timmerman (2006) stated that service orientation is positively associated with organizational commitment of employees. As librarianship is a service oriented profession where librarians are required to exhibit diverse forms of personality traits to serve users, attract them towards library and to inculcate reading habits, thus it is assumed that there may be an association between service orientation and organizational commitment of Pakistani university librarians. Thus, it is hypothesized as:

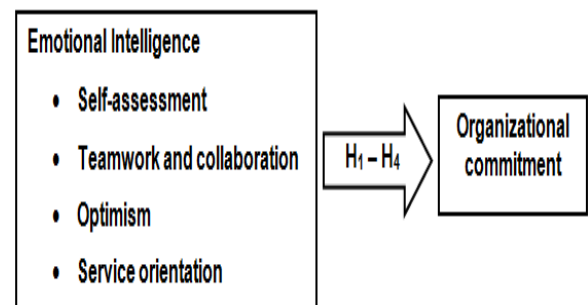
*H<sub>4</sub>: Service -orientation positively affects organizational commitment of Pakistani university librarians*

#### **Theoretical Framework**

Goleman (1995) model of emotional intelligence indicated self-assessment, teamwork and collaboration, optimism and service-orientation as indicators/dimensions of emotional intelligence. In the context of librarianship, FLICC (2011) competencies model also conceptualized librarians' emotional intelligence in terms of self-assessment, teamwork and collaboration, optimism and service-orientation as indicators of emotional intelligence. Thus, based on these models of emotional intelligence and competencies, the below research framework conceptualizes a relationship of these four dimensions of emotional intelligence with general organizational commitment of Pakistani university librarians. These two models were chosen for formulation of present research framework due to: *firstly*, Goleman's model of emotional intelligence is considered authority in the

measurement of emotional intelligence and has high reliability value; *secondly* FLICC (2011) model of competencies is considered as authority in librarianship and regarded as landmark in designing of competencies model globally. In the present research model, the four dimensions of emotional intelligence namely self-assessment, teamwork and collaboration, optimism and service-orientation as independent variables while organizational commitment is treated as dependent variables (Figure 1).

**Figure 1: Research Framework**



#### **Research Methodology**

Survey method was employed to conduct the study. A questionnaire was used as instrument to collect data on four dimensions of EI and OC from a sample of 225 Pakistani university librarians, randomly drawn from a population of 670. To measure emotional intelligence and its four dimensions namely self-assessment (five items), teamwork and collaboration (five items), optimism (five items) and service orientation (four items), this study adapted the Bipath (2007) and Goleman (1998) scales on measurement of EI. Bipath (2007) scale was used to measure self-assessment, teamwork and collaboration and optimism having Cronbach's alpha as 0.93. Goleman (1998) scale was used to measure service orientation having Cronbach's alpha as 0.80. A five-point Likert scale was used to measure emotional intelligence anchored as 1 for very low in competencies to 5 for very high in competencies. Similarly, for the measurement of general OC (five items), Allen and Meyer (1990) scale was adapted. This scale is highly reliable having alpha values as 0.82 (affective commitment), 0.76 (continuance commitment), 0.73 (normative commitment). Similarly for the measurement of OC all questions were assessed on a five-point Likert scale anchored as 1 for strongly disagree to 5 for strongly agree. Out of 300 surveys, only 252 questionnaires were returned. However, after initial data screening, only 245 questionnaires were found appropriate for further data analyses with 82% response rate.

## Findings

### Reliability analysis of instrument

The Cronbach's alpha values were calculated and have used for testing the reliability of survey instrument. Nunnally (1978) recommended at least 0.70 alpha coefficients for social sciences as acceptable. Under psychometric properties, internal reliability of overall scale was calculated and found all variables with high internal consistency and reliability in Pakistani context (Table 1).

**Table 1: Reliability analysis of study variables**

Constructs	Items	Cronbach's alpha
Self-assessment	5	.896
Teamwork and collaboration	5	.867
Optimism	5	.841
Service orientation	4	.820
Organizational commitment	5	.832

### Demographic profile

Table 2 shows the demographic profile of respondents. Out of 245 respondents, 152 (62%) were male while 93 (38%) were female. Regarding the age of respondents, 70 (28.6%) respondents were in the range of 21-29 years, 106 (43.3%) were in the range of 30-39 years, 55 (22.4%) respondents were in the range of 40-49 years and 44 (5.7%) were older than 49 years. In terms of qualification, 233 (95.1%) respondents were master degree holders in library and information science. However, 11 (4.5%) had MPhil degree, while only 1 (0.4%) respondent had PhD degree in library and information science. Further, profile distribution of respondents regarding type of university indicated 190 (77.6%) respondents as employees of public university libraries while 55 (22.4%) were serving as librarians in private sector universities of Pakistan.

**Table 2: Demographic profile of respondents**

Variables	Items	Freq.	%
Gender of respondents	Male	152	62
	Female	93	38
Age of respondents	21-29	70	28.6
	30-39	106	43.3
	40-49	55	22.4
	> 49	44	5.7
Qualification of respondents	Master	233	95.1
	MS/MPhil	11	4.5
	PhD	1	0.4
Type of university	Public	190	77.6
	Private	55	22.4

### Correlation analysis

Following the Cohen's guidelines (1988) for calculating correlation effect size, correlation matrix (Table 3) indicated a significant and positive correlation between OC and four independent variables of EI at .01 alpha-level among Pakistani university librarians. The matrix illustrates the strength of relationship between study variables from 0.384 to 0.412. This range reports a medium effect size which is positive and statistically significant. The coefficient of determination was calculated to explore the variances shared by OC with independent variables (Pallant, 2007). These coefficients of determination indicated the highest variances (17%) explained by service orientation in respondents scores on OC. However, the lowest variance was explained by self-assessment and optimism (15%) in respondent scores on OC.

### Regression analysis

Table 5 shows only three correlates of EI that have predictive relationship with OC. Results of enter method analysis was significant at  $F(4, 240) = 20.682$ , where  $p = .000$ . Results indicated that linear combination of three predictor variables (EI) significantly predicted organizational commitment level for Pakistani university librarians. The correlation coefficient ( $R = .506$ ) indicated correlation of four independent variables with dependent variable and thus, the model has a moderate effect on organizational commitment prediction. The  $R^2 = .256$  signifies that approximately 26% of variance is explained in the model for organizational commitment using four predictors, while adjusted  $R^2 = .244$  only reduced the variance explained by 1.2%. Thus, results indicated that three hypotheses (H1, H3, and H4) are supported while one hypothesis (H2) is rejected. The coefficient of predictor variables are shown in Table 5 while results on hypotheses testing are provided in Table 8.

### Strongest predictors of organizational commitment

Out of four predictors, three turned out to be the most influential, namely service orientation ( $R = .412$ ,  $R^2 = .170$ ), self-assessment ( $R = .486$ ,  $R^2 = .236$ ) and optimism ( $R = .504$ ,  $R^2 = .254$ ). The scores showed that service orientation was the best predictor followed by self-assessment and optimism (Table 6). Hence, the final model to emerge from the step-wise regression analysis contains only three strongest predictors explaining 25.4% of variation in organizational commitment among Pakistani university librarians.

a. Predictors: (Constant), service orientation, b. Predictors: (Constant), service orientation, self-assessment, c. Predictors: (Constant), service orientation, self-assessment, optimism, d. Dependent Variable: Organizational Commitment.

**Table 3: Results of Pearson correlation analysis**

Variables	M	SD	1	2	3	4	5	r <sup>2</sup>
1-Organizational commitment	4.2	0.72	1					
2- Self-assessment	3.5	0.85	.384**	1				15%
3- Teamwork and collaboration	3.5	0.82	.395**	.610**	1			16%
4- Optimism	3.5	0.82	.391**	.498**	.635**	1		15%
5- Service orientation	3.7	0.82	.412**	.345**	.494**	.460**	1	17%

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4: Overall model summary**

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	F	F change	Sig. F change	Sig.
1	.506	.256	.244	20.682	20.682	.000	.000

**Table 5: Relationship of emotional intelligence with organizational commitment**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	$\beta$		
(Constant)	2.192	.223		9.817	.000
Self-assessment	.156	.060	.187	2.615	.009
Teamwork and collaboration	.060	.073	.069	0.831	.407
Optimism	.123	.066	.140	1.868	.063
Service orientation	.219	.058	.249	3.794	.000

**Table 6: Model summary of step-wise multiple regression between predictors and outcome**

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	F Change	df1	df2	Sig. F Change
1	.412 <sup>a</sup>	.170	.166	.65548	49.650	1	243	.000
2	.486 <sup>b</sup>	.236	.230	.62991	21.124	1	242	.000
3	.504 <sup>c</sup>	.254	.245	.62378	5.777	1	241	.017



**Table 7: ANOVA of step-wise regression between predictors and organizational commitment**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.332	1	21.332	49.650	.000 <sup>a</sup>
	Residual	104.405	243	.430		
	Total	125.736	244			
2	Regression	29.714	2	14.857	37.443	.000 <sup>b</sup>
	Residual	96.023	242	.397		
	Total	125.736	244			
3	Regression	31.962	3	10.654	27.380	.000 <sup>c</sup>
	Residual	93.775	241	.389		
	Total	125.736	244			

**Table 8: Summary of hypotheses testing**

Factors	Hypotheses	Status
Self-assessment	H1	Supported
Teamwork and collaboration	H2	Rejected
Optimism	H3	Supported
Service orientation	H4	supported

### Discussions

Results on H1 are consistent with previous research findings in which self-assessment skills were associated with OC (Goffin & Gellatly, 2001; McShan, Steen & Dupuis, 2012; Meyer, Allen & Smith, 1993). It implies that the higher is the level of self-assessment skills, the higher is the level of OC. We may state that a lower level of self-assessment skills may decrease OC among Pakistani university librarians.

Results on H2 indicate that teamwork and collaboration was not a predictor of OC among the respondents. These findings are inconsistent with previous research findings reporting teamwork and collaboration as positively associated with OC (Greenberg *et al.*, 2008; Ghorbanhosseini, 2012). Thus, teamwork and collaboration may neither increase nor decrease librarians level of OC. Thus, lower or higher levels of teamwork and collaboration may not affect librarians' level of OC.

Results on H3 indicate optimism as significant correlate and predictor of OC. These findings are consistent with previous research findings reporting optimism as associated with OC (Ashraf *et al.*, 2012; Shanawaz & Jafri, 2009). It implies that higher is the level of optimism, the higher would be the level of OC. We can assume that lower levels of optimism may decrease OC and vice versa. It is expected that optimistic attitude of Pakistani university librarians lead to OC. However, present results are not consistent with the findings of Saleem, Saba and Adnan (2013) who reported that optimism has no relationship with OC. Probable reason may be different population and different research context.

Results on H4 indicate service orientation as correlate and predictor of OC. The findings are consistent with previous research reporting service orientation has relationship with OC (Kim, Leong & Lee, 2005; Lytle & Timmerman, 2006). It implies that higher is the level of service orientation, the higher would be the level of OC. We can assume that lower levels of service orientation may decrease OC and vice versa.

It is deduced that emotionally intelligent employees are organizationally committed and thus confirmed EI as a significant determinant of OC (Rathi & Rastogi, 2009). Moradi and Ardahaey (2011) stated that managers should focus on their workers and should enhance their skills, knowledge and abilities such as EI to have organizationally committed workers. Similarly, Daneshfard and Ekvaniyan (2012) posited that OC brings congruence between workers' needs

and organizational goals. When workers realize that their needs are met by their organization, and if their skills are enhanced through training or professional development programs, they will become competent, committed and effective performers (Akintayo & Babalola, 2012). However, Antony (2013) suggested that EI at moderate level will be sufficient to attain OC. Mousavi *et al.*, (2013) stated that EI can be achieved or enhanced through training or professional development programs. Thus, authorities in Pakistani university libraries must be vigilant to these two constructs during the hiring process of librarians. Also they should realize that enhancement of EI may boost librarians' OC. It may motivate librarians towards utilization of their capabilities and may contribute in the accomplishment of organizational goals.

### Conclusion

The results of the present study on relationship of EI with OC indicated that there is a positive and significant relationship between four variables of EI with overall OC of Pakistani university librarians. Equally, it is established that three dimensions of EI predicted OC. Thus, enhancement in EI of Pakistani university librarians may promote OC. Hence, librarians with high EI are highly committed and effective performers leading them to the attainment of university objectives. These emotionally intelligent librarians will be suitably competent to understand emotions. Since present study explored a moderate level of correlation of EI with OC, it is suggested that librarians' emotional intelligence may be enhanced through training and professional development programs.

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**APPENDIX: SURVEY QUESTIONNAIRE**

Scale: Emotional intelligence: To assess yourself using this questionnaire, encircle the number corresponding to your level of acquired competence (as indicated on the 5 point- Likert scale below) in the appropriate column next to competencies listed.

①	②	③	④	⑤				
Very low in Competencies	Low in competencies	Moderate in Competencies	High in Competencies	Very high in competencies				
①	Extremely little level of abilities in the described competencies area to practice this function regularly							
②	Little abilities in the prescribed level of competencies area to practice this function regularly							
③	Adequate abilities in the proposed competencies area to perform this function regularly							
④	Beyond the required level of abilities in the narrated competencies area to perform this function regularly							
⑤	Extremely high level of abilities in the described competencies area to practice this function							
<b>EMOTIONAL INTELLIGENCE:</b> Managing feelings so that they are expressed appropriately and effectively and therefore enabling people to work together smoothly toward their common goals								
<b>1. Self-Assessment- Knowing own strengths and limits</b>								
<b>Items</b>				<b>Competencies</b>				
1	Ability to be open to new perspectives			1	2	3	4	5
2	Ability to know own capabilities and potential			1	2	3	4	5
3	Ability to be open to feedback for self-development			1	2	3	4	5
4	Ability to use capabilities and potential for own success			1	2	3	4	5
<b>2. Team work and Collaboration-Working with others towards shared goals</b>								
5	Ability to balance focus on task with attention to relationship			1	2	3	4	5
6	Ability to collaborate, sharing plans, information and resources			1	2	3	4	5
7	Ability to establish and maintain close relationship at work			1	2	3	4	5
8	Ability to defend team and share recognition within the group			1	2	3	4	5
<b>3. Adaptability- Flexibility in handling change</b>								
9	Ability to adapt own responses and tactics to fit the changing conditions			1	2	3	4	5

10	Ability to reallocate own tasks and responsibilities to fit the situation	1	2	3	4	5
11	Ability to apply standard procedures of flexibility	1	2	3	4	5
12	Ability of easily changing to another approach if one is not working	1	2	3	4	5
<b>4. Optimism-Persistence in pursuing goals despite obstacles and setbacks</b>						
13	Ability to see setbacks as manageable circumstances rather than personal flaws	1	2	3	4	5
14	Ability to operate from hope of success rather than fear of failure	1	2	3	4	5
15	Ability to be persistence in seeking goals despite obstacles and setbacks	1	2	3	4	5
16	Ability to face a difficult task, and try to solve it properly	1	2	3	4	5
<b>5. Service Orientation- Anticipating, recognizing and meeting customers' needs</b>						
17	Ability to figure out what a user's needs are	1	2	3	4	5
18	Ability to offer the services that are best suited to user's needs	1	2	3	4	5
19	Ability to seek ways to increase user's satisfaction and loyalty	1	2	3	4	5
20	Ability to gladly offer appropriate services	1	2	3	4	5

Scale: Section B: Organizational commitment: To assess yourself using this questionnaire, encircle the number corresponding to your level of job commitment (as indicated on the 5 point- Likert scale below) in the appropriate column next to each competency listed.

1	2	3	4	5		
Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree		
<b>ORGANIZATIONAL COMMITMENT</b> -refers to the involvement with and concern in one's occupation or loyalty						
21	I would accept any kind of job assignment in order to keep myself involved in the organization/ university	1	2	3	4	5
22	I am willing to put in extra effort, more than my usual share, to ensure the success of this organization/ university	1	2	3	4	5
23	I would definitely like to see this library improve far more than it is at the moment	1	2	3	4	5
24	I am happy I chose to become a member of this organization/ university	1	2	3	4	5
25	My work really inspires the best of me in the way of achieving high performance	1	2	3	4	5