



Emotional Intelligence and Emotional Labour as Determinants of Organisational Commitment

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ABSTRACT

The most essential factor of production is labour, the workforce. The workforce of any organization is the driving force to achieving organizational success. The workforce is responsible for the day-to-day activities and operations of any organization for the achievement of its goals and objectives. One of the elements that distinguishes the workforce from other factors of production is the psychological aspect which includes emotion and feelings, and the fact that it essentially controls other factors of production. One important aspect of a man's life is his emotional life, because it shapes behaviour and influences attitudes not just to work, but also to life entirely. Therefore, the workforce needs to be free of any psychological imbalance resulting from emotional ailment or instability which influences the level of individual's commitment and affection to work and the organization, consequently affecting productivity and quality of service. This paper examined emotional intelligence and emotional labour as determinants of organisational commitment.

Keywords: Emotional Intelligence, Emotional Labour, Determinants & Organisational Commitment

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1. INTRODUCTION

In developing countries of the world, the loss of qualified personnel has been varying across sectors, be it public or private organizations. Organizations have developed policies and organized training programmes aimed at enhancing effectiveness and efficacy of their workers. A lot of researches have been made on enhancing effectiveness and efficacy of workers. Despite these efforts, employees have been described as performing below the standards and not committed to their jobs and organizations. Emotional intelligence (EI) is a concept, which has been used and defined in the management literature since 1990. Different studies such as Bernard (2012) and Wong and Law (2004) have demonstrated that emotional intelligence is one of the virtues associated with success in life. Developing emotional intelligence among the staff can solve many problems in management. There is a growing body of evidence regarding the emotional aspects of work in an organization. In the context of the emerging 'affective revolution' in social and organizational psychology, emotional intelligence is proposed as an important predictor of key organizational outcomes including job commitment (Vakola, 2012). Emotional intelligence is considered to play a significant role in the work environment. It is a basic requirement in any profession that is based on human relations.

Emotional intelligence is an important forecaster of key organizational outcomes including job satisfaction, organizational commitment among civil servants. A person who is able to understand and is aware of his/her own feelings, and controls stress, negative emotions, and feeling of frustration, can certainly have better relationships with colleagues and supervisors, which tends to increase job satisfaction, organizational commitment and better job performance (Bernard, 2012). Ajayi (2011) defines emotional intelligence as the subset of social intelligence which involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Emotionally intelligent persons are those individuals who focus on resolution but not on reasoning, because they possess optimistic and positive traits which enable them to do so (Abraham, 1999).



It is believed that emotional intelligence can be learned and strengthened, while others believe it is an inborn trait. According to psychology, intelligence is a complex trait which can be influenced by many different genetic and environmental factors. Molecular biologist Robert Plomin says that heritability of intelligence is around 50 percent and rises to 75 percent by adolescence because 'family influences on cognition are deemed to diminish throughout development' (Plomin, 2003). Members of the American Psychological Association task force underscored in their 1995 report that "the heritable traits can depend on learning and they may be subject to other environmental effects as well. The value of heritability can change if the distribution of environments (or gene) in the population is substantially altered". Some emotional and social competencies are important in the workplace, which include; adjustment in the face of the problems, self-management, interpersonal effectiveness, discussion skills in the face of different opinions and disagreement. Emotional intelligence improves the performance of the organization, and has an important role in productivity and effectiveness of the organization; therefore, employees with high emotional intelligence are considered invaluable assets (Yagazie, 2010).

Emotional labour is a requirement of a job that employees display required emotions toward customers or others (Balogun & Olowodunoye, 2012). More specifically, emotional labour comes into play during communication between worker and citizen and between worker and worker. By Effective organizations can be differentiated from the ineffective ones on the basis of the quality of life and the commitment of the employees working there towards their organization. From the organizational perspective, the contribution of emotional intelligence towards efficiency can be viewed in terms of employment, retention, talent management, joint effort of team, employee commitment, self-esteem, health, innovation, efficiency and quality of service (Cherniss, 2011). It has been recognised that intelligence quotient (IQ) assists an individual to obtain an employment but it is the emotional quotient (EQ) that permits an individual to maintain the job and to grow adequately in their career (Kaluzniacky, 2014). One of the greatest contemporary challenge(s) facing organization(s) is engaging the services of committed staff that will support the attainment of organizational goals (Ajiboye, 2011).

Dixit and Bhati (2012) believe that employees who are committed to their organization will bring about sustained productivity. Similarly, Ebiringa (2011) reports that committed employees are more likely to remain with the organization and strive towards the organization's mission, goals and objectives. Organisational commitment is considered an important forecaster for some positive and negative outcome variables. Employees with strong affective commitment to the organization perform better than those with lower levels of affective commitment (Jex and Britt, 2008; Meyer and Allen, 1997). It is positively related with employees' motivation, job performance, and job satisfaction, and negatively related with absenteeism and turnover, as well as stress. Uncommitted employees not only had the lowest level of acceptance of organizational values, but they also felt alienated from the organization (Chau, Dahling, Levy & Diefendorff, 2013).

Organizations need committed workers in order to face the worldwide economic competition. In fact, some researchers have found that organizational commitment is a function of several variables such as job satisfaction, motivation, decision making, organizational support, reward, communication and leadership styles (Alarape & Akinlabi, 2010, Salami & Omole 2010). Unfortunately, there is paucity of researches linking emotional intelligence and human relationship management characteristics of workers to organizational commitment. Instead, most researches focused on linking demographic and psychological factor to organizational commitment, emotional intelligence and job satisfaction to organizational commitment, job satisfaction, work environment and employee characteristics to organizational commitment (Salami, 2008; Adeyemo, 2010; Lok & Crawford, 2011).

Recently, there have been overwhelming complaints about the quantity and quality of services rendered by workers in ministries, parastatals and boards in Nigeria. These complaints centred on lack of commitment on part of employees. Therefore, improving on the quality of services require a committed worker or employee. Adeyemo (2010) reported that lack of organizational commitment is one of the reasons why employees leave their jobs. Employees with high emotional intelligence confront low occupational stress in their job environment, while employees with low emotional intelligence have less self-awareness, and as a result, in the face of difficult conditions, they are not able to cope with their feelings and have too much stress which, in turn, has a negative influence on their job satisfaction and commitment. Emotions provide people with valuable information about themselves and how they relate to others. In today's Nigeria, emotional intelligence is emerging with a huge impact in the society. It is a crucial factor in the workplace. Many people face many challenges in everyday life, so in order to be a well-rounded functioning individual, a person must possess skills to excel in life, such as to plan, motivate, manage feelings, and handle relationships.



By approaching life's tasks armed with emotional intelligence skills, an individual should be able to rise above obstacles and adapt to daily encounters appropriately relate to people with some measure and cordiality and be in a best position to work and align to team values and expectations. Therefore, it is the central concern of this study to examine emotional intelligence and emotional labour as determinants of organizational commitment.

2. EMOTIONAL INTELLIGENCE

According to Keefe (2013), emotions are responses to an event, either internal or external, that has a positively or negatively valence meaning for the individual. Emotions are states of feeling that convey information about relationships. According to Goleman (2011), emotions are impulses to act, the instant plans for handling life that evolution has instilled in us. There are seven emotions that are shared universally among people: anger, fear, happiness, love, surprise, disgust, and sadness. Marcus (2012) defined intelligence as a characterization of how well the cognitive sphere operates, how quickly someone can learn, how well they can judge and think, and so on. Intelligence is a set of abilities. It is how an individual gathers information, learns about that information, and reasons with the information (James & Gardner, 2011). The combination of these two definitions of emotions and intelligence is what led to the term 'emotional intelligence'. According to Claxton & Murrell (2007), emotional intelligence is the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Emotional intelligence (EI) is the constellation of skills and abilities that enable an individual to understand, regulate, and manage emotion in self and others (Salovey & Mayer, 2011). It involves the assimilation, expression, regulation, and management of emotional information for adaptive purposes. Cherniss (2011) viewed emotional intelligence as the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Sharifidaramadi (2008) has used emotional quotient instead of emotional intelligence and views emotional intelligence as an extensive set of traits such as self-awareness, self-actualization, independence, social responsibility, stress analysing, and happiness feeling. Based on this matter, he describes emotional intelligence as a set of capacities, abilities and non-cognitive skills raising one's capabilities in successful approach to situations and environmental strains.

Brotheridge and Grandey (2012) defined the term 'emotional intelligence' as a form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. Later, these authors revised their definition of the construct, as the ability to perceive emotion, integrate emotions to facilitate thought, understand emotions, and to regulate emotions to promote personal growth. Another prominent researcher of the emotional intelligence, Karim (2009) defined it as an aspect of intelligence concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. According to Fernandez, Berrocal, Extermera and Ramos (2006), an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman (2005) stated that emotional intelligence consists of five components: knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy) and handling relationships.

Johnson (2007) stated that emotional intelligence is emerging with a huge impact in our society as a crucial factor in the work place, in academic performance at school and at home. He further, observed that many people face several challenges in everyday life, and in order to be a well-rounded functioning individual, a person must possess emotional intelligence skills to excel in life. An individual armed with such skills will be able to plan well, motivate, manage feelings, and handle relationships, and should be able to rise above obstacles and adapt to daily encounters appropriately. Also, Zapf (2012) observed that in learning environment, many educators had become aware that students' emotional intelligence should be incorporated and embraced in the classroom, and when a student's emotional and social skills are addressed, his academic achievements and interpersonal relationships would be improved. Emotional intelligent persons are those individuals who focus on resolution but not on reasoning because they possess optimistic and positive traits which enable them to do so (Abraham, 1999). From the foregoing therefore, emotional intelligence is conceptualized as an aspect of intelligence that reflects one's ability to deal successfully with other people, and with one's feelings. Everyone needs this important skill to make it through the emotional challenges that people face in life, school, home and work place.



The four emotional intelligence dimensions according to Wong and Law (2004) are:

1. **Self-Emotional Appraisal (SEA):** Appraisal and expression of emotion in one's self relates to an individual's ability to understand his/her deep emotions and to be able to express emotions naturally. People who have good ability in this area will sense and acknowledge their emotions better than others will.
2. **Use of Emotions (UOE):** It relates to the ability of a person to make use of emotions by directing them towards constructive activities and personal performance. A person who is competent in this EI dimension would be able to encourage him/herself to do better continuously and to direct him/her emotions in positive and productive dimension.
3. **Other's Emotions Appraisal (OEA):** This refers to the appraisal and recognition of emotion in others which relates to an individual's ability to perceive and understand the emotions of the people around them. People who rate highly in this ability are very sensitive to the emotions of others as well as able to predict others' emotional responses.
4. **Regulation of Emotion (ROE):** Regulation of emotion is one's self relates to the ability of a person to regulate his/her emotions, enabling a more rapid recovery from psychological distress. A person with high ability in this area would be able to return quickly to normal psychological states after rejoicing or being upset.

3. EMOTIONAL LABOUR

Emotions have influence on the functioning of organizations as well as organizations have influence on emotions and, hence, the individuals engage in emotional labour. Emotional labour is the expression of organizationally desired emotions by service agents during service encounters (Brockner, 2013). It is the process of regulating both feelings and expressions for organizational goals. The first definition of emotional labour was created by *Hochschild* (1979) in Tisha (2016). Emotional labour is defined as the way of managing publicly perceptible emotional displays, that is, those mediated by physiognomies and body language. Hochschild had formulated his original definition of emotional labour in connection with jobs in which there are explicit expectations in place concerning the employees' emotional attitude, and employees are rewarded for their expressions of appropriate emotions. According to his definition, it is essential for emotional labour to occur when the employer exercises control over its employees' emotions, and that employees have direct interactions with, and generate emotions in clients (Tisha, 2016).

Emotional labour is a deliberate and conscious act of displaying, regulating or altering one's felt, original, or inner emotions for the purpose of complying with the interpersonal demands required for performing a job (Wong & Law, 2004). It involves the manipulation of one's inner feelings or outward behaviour in order to display the appropriate emotion in compliance with organizational rules or occupational norms (Oluwole, 2008). Emotional labour can be performed in three major ways: deep acting, surface acting, and genuine acting (Brotheridge & Lee, 2010; Oluwole, 2008). Employees who exhibit deep acting change or modify felt emotion to suit job-required emotion whereas in surface acting, the employee only alter their displayed emotions without modifying felt emotions (e.g. when an angry bank or health worker fakes a smile to satisfy the customer's or patient's service requirement of the job). Unlike the other two acting mechanisms, genuine acting requires little or no efforts as the felt emotion is already in line with the required emotion.

Like any labour, emotional labour is tiring, drawing energy from the performer, and carrying a potential to lead to emotional exhaustion in the long run. Excessive emotional labour may have a negative influence on one's behaviour as well as one's psychic and somatic well-being (Karim, 2009). According to Wright and Bonnet (2007), it is surface actors that have taken the harder way. It is because, owing to an undissolved emotional dissonance, surface acting will result in higher stress levels, and stress will actuate physiological processes acting to inhibit the emotion control process itself as well as the functioning of the immune system. Surface acting will lead to an impaired self-evaluation by surface actors, and depression in the long run, reducing motivation at work, while increasing the number of days on sickness-leave and the probability of a job change. A negative impact of emotional labour on multiple personal and job-related factors is corroborated by several studies (e.g. by Brotheridge and Grandey, 2012; Zapf, 2012). Deep actors are on an easier side. Employees who have adopted the strategy of deep acting in order to comply with such requirements as their organization may make on them with respect to their emotional displays, will, by replacing their inappropriate emotions with those acceptable to the organization, reduce the risk of dichotomy of emotions felt and emotions expected. Through assuming a desirable emotional state in a particular situation, if we suppose that coherent emotional expectations are in place, they will create an appropriate emotional atmosphere for the next interactions as well, and reduce the very necessity of emotional labour.



In consequence of the latter mechanism, deep acting often leads to self-estrangement or detachment from one's true self / emotions. A high activation level implies a further risk, which may lead to emotional exhaustion or burnout in the long run. Still, findings from investigations into the effects of deep acting on one's personality are ambiguous. Emotional labour has a predominantly negative influence on individuals, while it is mostly beneficial to the employer or organization. A uniform attitude shown by employees will enable an efficient execution of tasks, high-quality services, and regular clients, which will, in their turn, result in an increased turnover, increased number of regular satisfied clients, and better corporate reputation. Emotional labour improves the efficiency of work, reduces the need for direct control, and lessens interpersonal problems. For these to take place, however, it is necessary that the target persons perceive the outcome of emotional labour, that is. the behavioural output, as sincere and genuine (Brotheridge & Grandey, 2012).

Emotional labour is, however, difficult to estimate. Being unaware of the true emotions of the performer of emotional labour, an onlooker will not realize how much energy should be invested, or what emotions should be suppressed or concealed, by the performer of emotional labour to ensure that he attains a desirable target state. Estimating emotional labour as performed, the performer himself will take into account such true emotions as may act to hinder the desired emotional display and such other psychic factors as may interfere with the process of emotional labour, while estimation by onlookers (clients or leaders) will be confined to emotional displays actually completed (Tsai, Tsai & Wang, 2011). Therefore, any estimate formed of emotional displays will be rather biased, and still some control of emotional displays is an absolute necessity, otherwise insincere emotional displays would induce client reactions inconsistent with what the organization deems desirable.

What one perceives to be insincere or sincere is rather dependent upon one's personality. Contrary to a common misbelief, neither truth serum nor polygraphic tests can be used to find out whether a subject tells the truth or a lie (Singh, 2011), and even skilled assessors are incapable of telling an emotional display out of surface acting and one out of deep acting apart. Moreover, emotional displays adequate for a particular situation are culturally and situationally determined, and hence learnable. With all rules observed, surface acting will (or seem to) be as 'sincere' as deep acting. After all, if labour is 'well done', neither the client nor the organization will care much about how it has been done.

4. ORGANIZATIONAL COMMITMENT

Organizational commitment is identified as the psychological state or state of mind that binds an employee with its organisation (Ashraf & Khan, 2014). It is comprised of the strongest emotional factor which embraces general interests, main beliefs, morals and goals (Tsai, Tsai, & Wang, 2011). The concept of commitment includes the aspects of stability, loyalty and the feeling of being a part of the organisation (Russell, 2008). Organizational commitment has been conceptualized as a psychological state of mind set that binds individuals to a course of action relevant to one or more targets and a willingness to persist in a course of action (Karim, 2009). Aghayar (2008) defined commitment as a strong belief in and acceptance of the organization goals, willingness to exert considerable effort on behalf of the organization and a desire to maintain organization membership. As such commitment is different from motivation in that commitment influences behaviour independently of other motives and attitudes and may lead to persistence to a course of action even if this conflicts with motives (Zapf., 2012).

Organizational commitment refers to an employee's belief in the organization's goals and values, desire to remain a member of the organization and loyalty to the organization (Greenberg & Baron, 2013). Organization commitment is the relative strength of an individual's identifications with and involvement in a particular organisation (Russell, 2008). Thus, it is an important variable that has an influence on employees' attitude and affects the degree of loyalty to their organizations. The more loyalty an employee has to an organization, the more willing he/she wants to exhibit high organizational commitment (Azizian & Samadi, 2012). To better understand organizational commitment, Meyer and Allen (1991) proposed a three component model comprising affective, continuance and normative commitment. The components of organization commitment are characterized by different mind sets and are likely to have different implications for job behaviours. These three dimensions suggest that people stay with their organization because they want to (affective commitment); because they feel they ought to (normative commitment); and because they need to (continuance commitment).



5. INFLUENCE OF EMOTIONAL INTELLIGENCE AND EMOTIONAL LABOUR ON ORGANIZATIONAL COMMITMENT

Emotions have influence on the functioning of organizations as well as organizations have influence on emotions and, hence, the individuals engaged in emotional labour. The connections of organizational commitment and emotional labour to turnover intention may be affected by emotional intelligence (EI). Emotionally intelligent employees are assertive, optimistic, tolerant, flexible, and immune to stress because they are adept at putting themselves in a positive state of mind (Bar-On, 2005; Griffeth, 2000). Emotional intelligence can be conceptualised as collateral for developing organizational commitment within organizations. Employees with high emotional intelligence, employees who find it easy to manage and control their emotions possess meaningful relationship with their co-workers and feel satisfied with their job and also perform good at work (Wong & Law, 2004). Indeed, employees with high emotional intelligence have higher levels of emotional connection with their organisation.

They are more contented, execute better at workplace and attain greater success (Gardner & Stough, 2012). They are able to motivate, bring faith and assist other employees through their interpersonal relationships. Moreover, literature also disclosed that employees with high emotional intelligence have more of occupation success and less of job insecurity, which leads to more affectivity, more malleable to stressful events and improved coping strategies. The literature has also revealed that employees who are extremely committed toward the organisation display enormous enthusiasm and readiness to craft the job necessary for the organisation to flourish (Greenberg & Baron, 2013).

Literature suggests that emotionally intelligent employees experience high level of psychological well-being and low level of emotional deficit than the employees who have low emotional intelligence (Salovey and Mayer, 2011). Emotionally intelligent persons are expected to sustain positive mental state due to their capability to successfully supervise their emotions by identifying and understanding them (Mayer and Salovey, 2011). Further, emotional intelligence has positive consequence on perceived job control (Petrides and Furnham, 2014). They also renowned that emotionally intelligent employees undergo low job stress and high psychological well-being. Management of emotions is important for health and psychological adaptation. Individuals with high emotional intelligent have better social competence, wealthier communal networks and effectual managing schemes that enhance their sense of psychological well-being (Singh, 2011). Emotional intelligence provides information about one's relationship with the internal and the external environment and it can also express action and consideration that augment or preserve psychological well-being (Ravichandran, et al., 2011). Employees with high emotional intelligence have a lesser tendency to experience negative emotions and a higher tendency to feel positive about their work roles and perform better; it also contributes to better off the sense of psychological well-being among the employees (Ngirande & Timothy, 2014).

Emotional intelligence and emotional labour are recognized as an aspect that minimise the negative outcomes of emotional labour and on the other hand enhances employee's psychological well-being (Tsai, Tsai & Wang, 2011). Reason being that employees who possess strong emotional understanding are more capable of recognising how to act properly in contradictory conditions. Higher level of emotional intelligence can result in enhanced level of psychological well-being through the development of aptitude to conquer the sprain linked with emotional labour (Petrides & Furnham, 2014). In general, it is being approved by the previous research that higher emotional intelligence is associated with improved psychological functioning (Wright & Bonnet, 2007). Further, employees possessing high emotional intelligence are less affected from emotional labour consequently, experience lesser job stress and sequentially go through enhanced psychological well-being. Emotional intelligence has been found to be predictive of human behaviour.

It is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and others (Russell, 2008). In this regard, Cherniss (2011) reported that emotionally intelligent people display cooperation, commitment and creativity which are important for organizational effectiveness. Emotional intelligence (EI) has been linked to job performance and emotional labour (Azizian, & Samadi, 2012). Understanding and regulation of one's emotions as well as understanding other's emotions are factors that affect intrapersonal well-being and interpersonal relations which also affect workers.



As Cork (2010) highlighted, a committed employee is the one who stays with the organization through thick and thin, attends work regularly, puts in a full day and protects a company's assets, share company goals, and so on. Because of that, the sign of change gives employees an emotional charge and has taken seriously in managing the change. In another major study, Gardner and Stough (2012) found the relationship between emotional intelligence and commitment to change has been widely investigated. It would help employees to identify own abilities in social and managing the emotions at workplace. This view was supported by Greenberg and Baron (2013) when they pointed out that there was a positive relationship between emotional intelligence and commitment to change which contributed to the job performance. Furthermore, Petrides and Furnham (2014) mentioned that employees who have a good level of emotional intelligence were committed to the changes. Moreover, there is a positive and statistically significant relationship between emotional intelligence and commitment to change.

In essence, Balogun and Olowodunoye (2012) asserted that organizational change can be successful if employees are committed to its work. They claimed that commitment is best when it is based upon a belief in the value of the initiative and employees wanting to see it succeed. The concept of organizational commitment emerged from studies exploring employees- organization linkages. Whereas, Ajiboye (2011) provided empirical support that organizational commitment is a multidimensional concept that provides a complete insight into the link between employees and work related performance. There were beliefs that employees can experience all three forms of commitment to varying degrees. Literatures point out that organizational commitment and involvement is one of the important elements that have an impact on organizational change. For example employees high in affective commitment, for example, demonstrate emotional affection and identification with their involvement in the organization. This would explain why these employees are less likely to engage in leaving behaviour and are more willing to accept change.

Aborisade and Obihoa (2009) argued that a highly committed employee is more willing to agree to organizational change if it is perceived to be beneficial. Similarly, Ebiringa (2001) suggests that organizational commitment will outcome in a willingness to accept organizational change. In sum, a greater degree of organizational commitment should lead to successful organizational readiness for a change process. Therefore, having much said about work related attitude and their effect on organizational change, this study suggests that a positive relationship exists between commitment and emotional intelligence on organizational readiness for change. Ogungbamila, Balogun, Ogungbamila and Oladele (2014) investigated the extent to which job stress, emotional labour, and emotional intelligence predict turnover intention among bank and health workers. Results of the hierarchical multiple regression revealed that job stress did not predict turnover intention. However, emotional labour increased employees' turnover intention. Emotional intelligence led to a reduction in employees' level of turnover intention. Bank workers reported higher level of turnover intention than health workers. In order to reduce turnover intention among employees in service occupations, emotional demands placed on them should be reduced while their level of emotional intelligence should be enhanced.

Tisha (2016) explored the direct and indirect effect of emotional intelligence on organizational commitment through psychological well-being. Further, moderating role of work life balance on psychological well-being and organizational commitment was also explored. Data were collected from 209 teachers working in Special schools and NGOs of Delhi, working for differently-abled children, on the bases of convenient sampling. Statistical techniques like confirmatory factor analyses, structure equation model (SEM) and hierarchical regression were employed to analyze the data. Further, reliability and validity tests were also performed. The study found that emotional intelligence leads to organizational commitment through the partial mediation of psychological well-being. It is also verified that work-life balance moderates the association between psychological well-being and organizational commitment. Emotional intelligence has been found to correlate positively with positive organizational constructs such as organizational commitment, organizational citizenship behaviour. Alavi et al. (2013) examined 100 employees from Ramin Thermal power plant in Iran and the result showed a significant positive relationship between employees' emotional intelligence and their organizational commitment. Yunus et al. (2010) investigated the influence of emotional intelligence factors on organizational citizenship behaviour. The sample of the study was 200 supervisors and subordinates from financial institutions situated in Klang Valley in Malaysia. The findings showed that use of emotions, others' emotions appraisal, and regulation of emotions are factors of emotional intelligence that predict employee's organizational citizenship behaviour. Ngirande and Timothy (2014) chose 92 individuals from Eskom electric power industry in South Africa to examine the effect of leader's emotional intelligence on employee's job satisfaction. The result clarifies a significant positive relationship between leader's emotional intelligence and employee's job satisfaction. Onuoha and Segun-Martins (2013) selected 258 female employees and found that higher emotional intelligence employees have more job satisfaction.



Rosete and Ciarrochi (2005) chose a sample from a large Australian public service organization. It consists of 41 senior executives who completed emotional intelligence test and 140 leader's subordinates and direct managers who evaluated leadership effectiveness through completing 360 assessment. The results showed that the high emotional intelligence leaders have more leadership effectiveness. Rosete and Ciarrochi (2005) surveyed 41 senior executives and found a significant positive relationship between their emotional intelligence and their leadership effectiveness. Further, emotional intelligence reduces workplace bullying and stress. Ashraf and Khan (2014) collected information from 242 doctors working in five hospitals and six clinics in Islamabad and Rawalpindi and found that emotional intelligence alleviates workplace bullying that affects job performance negatively. Karimi, Leggat, Donohue, Farrell & Couper (2014) conducted a study over 312 nurses from Australia and found that emotional intelligence correlate positively with well-being and it reduces job-stress. Various studies investigated the effects of emotional intelligence dimensions on positive organizational constructs. For example, Azizian and Samadi (2012) aimed to explore the relationship between employee's emotional intelligence and their self-efficacy of Hamedan branch of Islamic Azad University. The results indicated a significant positive relationship between emotional intelligence dimensions namely self-awareness, self-control, intimacy, social skills, self-motivation and self-efficacy. Another study by Singh (2011) surveyed Indian business organizations and the result indicated a significant positive relationship between emotional intelligence dimensions namely self-awareness, interpersonal connectivity, emotional regulation and ethics at the workplace which leads to effective performance and employee's satisfaction. Fu (2014) investigated 507 employees from three state-owned Chinese firms and found that regulation of one's emotions which is a facet of emotional intelligence influences ethical behaviour significantly.

Johar, Shah and Bakar (2012) examined if leaders' emotional intelligence mediates the relationship between leaders' personality and employees' self-esteem. The sample consists of 285 individuals from local authority in Malaysia. Results indicated the importance of emotional intelligence in mediating the association between leaders' personality and employees' self-esteem. There are some studies that examined emotional intelligence in relation to employee engagement. For example, Ravichandran et al. (2011) investigated 119 individuals working in information technology services in Chennai in India. Self-report inventory developed by Schutte and colleagues in 1998 was used to measure emotional intelligence, and Utrecht work engagement scale developed by Schaufeli and colleagues in 2006 was used to measure employee engagement. The results indicated an association between emotional intelligence and employee engagement.

Schutte and Loi (2014) investigated 319 employees from United States and Australia and found that highly emotional intelligent employees have more mental health, more satisfied and engaged at work, and have more social support. Robertson-Schule (2014) surveyed 107 community college students in Texas and found that individuals' emotional intelligence predicts their engagement. Chau, Dahling, Levy and Diefendorff (2009) reported that employees who were forced to engage in surface acting of emotional labour exhibited higher tendency to quit their job than those who engaged in deep acting. Adeyemo and Afolabi (2007) reported that emotionally intelligent workers experience low level of withdrawal cognition. Ajay (2009) reported that emotional intelligence predicted turnover intention. Specifically, emotional intelligence had a negative relationship with turnover intention (Wong & Law, 2004). This may be because emotional intelligence affects intrapersonal well-being and interpersonal relations, which also affect workers' attitudes to their colleagues, their bosses and their job (Salami, 2008). Bhatnagar (2007) who found that investments in learning and capability development enhance the psychological empowerment that further enhance the well-being of an individual, which leads to organisational commitments.



6. CONCLUSION

Emotional labour is closely related with emotional Intelligence. Emotional intelligence and emotional labour are two important variables in organizational behavioural studies, and are key factors in promoting the efficiency of organizations. This study has shown that emotional labour and emotional intelligence are strong factors in job commitment among workers. This study has also established that by having a better understanding of emotional intelligence at the workplace, there is high tendency that the employees can adapt to any kind of change situation. The ability to manage own and others emotions makes an individual to think positively and react to the changes. Moreover, employees encourage giving high commitment to the change process. It influences the employees' job behaviour to enhance the level of commitment towards the organisation. Conclusively, based on the findings of the study, it was concluded that there is a significant influence of Self-Emotions Appraisal (SEA), Use of Emotions (UOE), Others' Emotions Appraisal (OEA) and Regulation of Emotion (ROE) on organizational commitment.

7. RECOMMENDATIONS

Based on the findings of this study, the researcher wishes to make the following recommendations:

1. In order to reduce turnover intention among employees, emotional demands placed on them should be reduced while their level of emotional intelligence should be enhanced.
2. Management should consider emotional intelligence level in recruitment process and hold some training workshops to foster employees' emotional intelligence.
3. Managers should be aware of the importance of raising employees' ability to understand their own emotions, use and regulate them in order to deal appropriately with different tasks allocated to them.
4. Further, consultants should consider employees' emotional intelligence as a strategy to alleviate stress and conflicts in an organization.



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