

Impact of emotional intelligence on job performance and organizational commitment among bank managers

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Abstract

Nowadays, emotional intelligence (EI) has been considered as a topic of greatest interest. An increasing number of studies have been done on emotional intelligence, but there is no unifying work focused on the measurement of emotional intelligence of managers of banking sector. Emotional intelligence can be defined as the potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions (Ezzatabadi, et al. 2012). There are various factors in an organization that are affected by the employees' emotional intelligence. This study was carried out to find the relationship among emotional intelligence, organizational commitment, and job performance of managers of banking sector. Data was collected from 600 managers of banking sector using questionnaire method. Emotional intelligence and job performance scales developed by the researchers during the study and organizational commitment scale developed by Allen and Mayer (1990), were used as tools for data collection. Correlation, Linear Regression, and t-Test were used as statistical tool for data analysis. The result of t-test indicated that both public and private sector bank managers had no significant difference on emotional intelligence scale, whereas, the public sector bank managers had higher level of organizational commitment and job performance than managers of private sector bank. The results from the correlation test of the study revealed that there was a positive and significant relationship between emotional intelligence and the organizational commitment and between emotional intelligence and the job performance of bank managers. The impact of emotional intelligence on organizational commitment and job performance were found to be positive and statistically significant through regression analysis test.

Keywords: Emotional Intelligence, Organizational Commitment, Job Performance, Bank, Managers.

Introduction

In India, Banking is as old as the hills. The banking system flourished from the ancient Vedic times. Indian Banking is the lifeline of nation and its people. Banking has developed vital sectors of the economy and usher in a new dawn of progress on the Indian horizon. The sector has translated the hopes and aspirations of millions of people into reality

In contemporary competitive world, banks play an important role in attaining the objective of economic development through financing every sector of the economy and help for the smooth operation. In the recent decade a number of schemes have been launched by the government for public good as Pradhan Mantri Jana-Dhana Yojna (PMJDY), MAGANREGA-Account link, DBTL (PAHAL), Pradhan Mantri Mudra Yojna (PMMY), Pradhan Mantri Suraksha Beema Yojna (PMSBY), Sukanya Samridhi Khata Yojna (SSKY), and the most recent demonetization scheme to tackle black money in Indian economy. In the implementation of these schemes, bank employees have to face the burden of extra work load. In previous time, bank employees had to deal mostly with the financially educated customers, after launching of the above mentioned schemes, we noticed a drastic increase in number of the bank customers, which includes uneducated, less educated customers and financial uneducated customers also, and bank employees need to deal with them. All these changes in the working pattern of the banking industry demands the employees to be more emotionally intelligent, so that they can be more emotionally stable and can smoothly provide services to their customers. Emotional Intelligence is critical to the success of organizations including banking sectors. In fact, there is substantial evidence that emotional intelligence is more important than job specific (technical) skills and knowledge or IQ. Different jobs require employees of different level of emotional intelligence. So, nowadays, emotional intelligence (EI) has been evolved as a topic of greatest interest.

Emotional Intelligence has become increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behavior, in managing stress, job performance and organizational commitment.

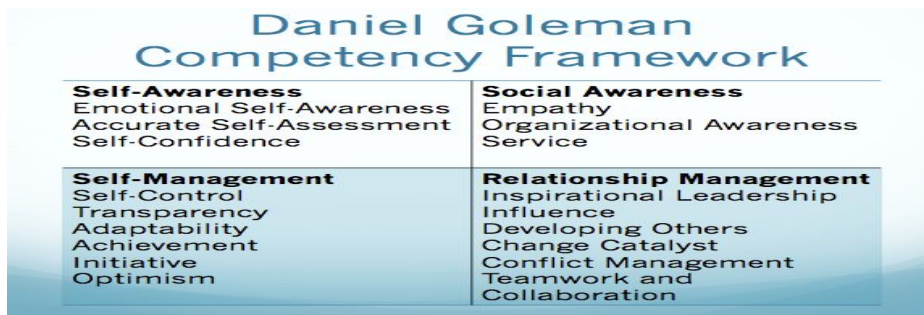
Emotional Intelligence gives a person a competitive edge. Even in certain renowned business establishments, where everyone is trained to be smart, the most valued and productive managers are those who have strong traits of emotional intelligence and not necessarily those with highest IQ. So, if we want to succeed, besides giving importance to technological development and modernization, we should direct our efforts towards using emotional intelligence in our day-to-day routine works. It would not only lead people to improve their own performance level and that of the organization but also of the whole nation.

The roles of the today’s workplace are rapidly changing; a new yardstick is being used to judge people and organizations are interested in dealing with emotional intelligence. This is not merely in terms of how smart you are or what your expertise is, but also by how well you are able to handle yourself and other’s emotions.

EMOTIONAL INTELLIGENCE

Ezzatabadi, et al. (2012), defined emotional intelligence as the potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions.

Goleman (1998, p.317), who was responsible for the popularization of the concept, has defined Emotional Intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”. Goleman has given an emotional competence framework model, where emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work.



Mayer and Salovey (1997) defines Emotional Intelligence as “ the ability of an individual to perceive accurately, appraise and express emotions, the ability to access and/or generate feelings when they facilitate thoughts, the ability to understand emotion and emotional knowledge; the ability to regulate emotions to promote emotional and intellectual growth”.

Emotional Intelligence is the ability to skillfully do two things-

1. The high emotional intelligent person recognizes and deals with inner feelings and thoughts in an effective way.
2. Emotional Intelligence, means the ability to understand one’s own impact on others, how to deal with other people’s feelings. The leader who is high on his/her skills knows how to harness emotional reactions towards a positive goal she or he can inspire others.

Organizational commitment

Organizations are continuously upgrading their technology, process and systems to cope with competition and challenging environment. Organizational commitment is defined as an individual identification with and involvement in the organization characterized by strong beliefs in and acceptance of the organization.

While there is agreement among scholars that the concept of organizational commitment indicates the link of an employee to an organization, there has been a controversy over the nature of organizational commitment.

Commitment is the function of inherent sincerity of an individual, which develops the capacity to work hard and give good results even in poor and adverse circumstances. In the context of the present study, organizational commitment is regarded as an attitude, as it relates to individuals' mindsets about the organization (Allen & Meyer 1990). Organizational commitment has been used to refer three aspects of staff attitudes that indicate the extent to which the employees demonstrate a strong desire to remain the member of the organization, the degree of willingness to exert high level of efforts for organization and belief of acceptance of the measures, goals and value of the organization (Mowday et.al 1982). Organizational commitment refers to an employee's belief in the organization's goals and values, desire to remain a member of the organization and faithfulness to the organization (Mowday et al., 1982). Organizational commitment is an effective response to the whole organization and the degree of attachment or loyalty employees feel towards the organization. In fact affective, continuance and normative commitment represent psychological states that have implications on whether an employee remains with an organization. There is a need to understand a link between individuals and organizations in terms of conceptual framework of organizational commitment. Organizational commitment is widely described in the management and behavioral sciences literature as a key factor in the relationship between individuals and organizations.

Meyer and Allen (2007) divide organizational commitment into three dimensions: **affective, continuance, and normative commitment.**

(a) **Affective commitment** refers to employees' emotional attachment, identification with, and involvement in the organization. Employees with a strong affective commitment stay with the organization because they want to.

(b) **Continuance commitment** refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying. Employees who perceive that the costs of leaving the organization are greater than the costs of staying remain because they need to.

(c) **Normative commitment** refers to employees' feelings of obligation to the organization. Employees with high levels of normative commitment stay with the organization because they feel they ought to.

Job performance

An employee's performance can be identified by a scale known as job performance. When an employee gets the benefits such as bonuses and salary packages, he performs well. Motivation and any credit given by higher management to the employees in front of other is also a type of appraisal. There are some point from which a boss can judge the performance of employee and some points are for employee to know what organization expect or demand from them (Cascio, 2006). The employees can perform well when they are satisfied with the organizational environment and their working abilities.

Job performance is a commonly used, yet poorly defined concept in industrial and organizational psychology, the branch of psychology that deals with the workplace. It's also part of Human Resources Management. It most commonly refers to whether a person performs his job well. Despite the confusion over how it should be exactly defined, performance is an extremely important criterion that relates to organizational outcomes and success. Among the most commonly accepted theories of job performance comes from the work of John P. Campbell and colleagues (1993), coming from a psychological perspective, Campbell describes job performance as an individual level variable, that is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables.

Byars and Rue (2006) define performance as the extent to which an employee accomplishes the tasks that make up his or her job.

Williams (1998) defines performance as a record of outcomes produced during a specific job, over a specific time.

According to Borman and Motowidlo (1993) and Campbell, Gasser and Oswald (1996), it is widely agreed that job performance is a multidimensional construct.

Dessler (1983) suggests that work performance is a measure of how well an employee meets the standards that are required on a specific job.

Kinds of performance

Performance may be of two types depending on the use of resources:

1. **Effective Performance-** Completing the tasks entrusted on time and not taking more than the resources provided.
2. **Efficient Performance-** Completing the tasks entrusted utilizing less than the amount of resources including time.

Review of literature

Cote and Miners (2006) conducted study to examine how the emotional intelligence and cognitive intelligence were associated with job performance. They developed and tested a compensatory model that posited that as the cognitive intelligence decreased, the association between emotional intelligence and job performance increased.

Jackson and Rothmann (2006) conducted a study on organizational commitment. The findings of the study revealed that although organizational commitment had major effects on physical and psychological ill-health, it only moderated the effect of one occupational stressor, namely, job insecurity, on physical and psychological health of educators.

Rode et. al (2007) conducted a study to examine the moderating and direct effects of an ability based emotional intelligence measure on individual performance. The sample of the study included the business undergraduates. The results of the study revealed that emotional intelligence had direct effects on job performance than the indirect effects. So, it was concluded that the individuals that possess emotional intelligence must be motivated to use the intelligence.

Adeyemo (2007) examined the mediating effect of emotional intelligence on the relationship between organizational commitment and job satisfaction. A sample of two hundred and forty employees was drawn using simple random sampling from five parastatals in Oyo State. The questionnaire method was used as tool for the data collection. The data was analyzed using descriptive statistics, Pearson product moment correlation and hierarchical regression analysis. The findings of the study revealed that job satisfaction had a significant impact on organizational commitment, and, also the emotional intelligence mediated the relationship between job satisfaction and organizational commitment. So, it was concluded that emotional intelligence could be used to enhance the organizational commitment among employees.

Gubryuz, Guney, Aydn and Asan (2008) in their research work, "The Mediating Effect of Job Satisfaction Between Emotional Intelligence and Organizational Commitment of Nurses: A Questionnaire Survey", found that job satisfaction was a mediator between emotional intelligence and organizational commitment.

Hefferman et al (2008) aimed to explore the development of trust for relationships between staff and customers in the banking sector and also to investigate the possible links between financial performance or relationship manager and their levels of emotional intelligence and trust. Exploratory and confirmatory factor analysis and correlation were used as a tool for data analysis. The results of the study revealed that the trust comprised up of three components: knowledge, dependability, and expectations. Moreover, a significant correlation was found between trust and Emotional intelligence, when compared to the financial performance of a relationship manager.

Rastogi and Rathi (2009) explored the relationship among occupational self efficacy, emotional intelligence and organizational commitment. The data of the study was collected from 120 employees working in various organizations in India. The results of the study revealed that there was a positive and significant correlation between EI and occupational self- efficacy ($p < 0.01$), whereas a positive but insignificant relationship was observed between emotional intelligence and organizational commitment. Also, a low but positive association was found between occupational self- efficacy and organizational commitment. The findings of the study implied that emotional intelligence and occupational self-efficacy were related with a variety of organizationally desirable outcomes.

O'Boyle et al. (2010) conducted a meta-analysis to estimate the relationships among personality variables and for cognitive ability and job performance. Their meta-analysis was based on previous meta-analytical studies. The researchers used statistical procedures such as dominance analysis and testing for publication bias to perform tests for differences among streams of EI researches and their relationships with personality and cognitive intelligence. The three streams of EI (ability based model, self-report measures and mixed model) had corrected correlations ranging from 0.24 to 0.30 with the job performance. Dominance analysis demonstrated that all three streams of EI exhibited substantial relative importance in the presence of FFM (five factor model) and intelligence when predicting job performance. Publication bias had negligible influence on observed effect sizes. The results supported the overall validity of EI.

Ali, Garner and Magadley (2011) explored the relationship between emotional intelligence and job performance. A total of 310 police officers working within the Abu Dhabi Police were taken as a sample for the study. The results of the study revealed a significant correlation between EI and job performance among the police officers. Also, the study showed that after controlling for general mental abilities and personality traits, emotional intelligence explained additional incremental variance in predicting job performance among the police officers.

Sarboland (2012) aimed to assess the relationship between emotional intelligence and organizational commitment among officers of tax in Ardabil province. 320 questionnaires were distributed among officers selected using simple random sampling in order to collect the data. Pearson Correlation analysis was used to analyze the data using SPSS 18 software. The results of the study showed a significant relationship between emotional intelligence and organizational commitment. The intensity of relationship between different dimensions of emotional intelligence and organizational commitment was found to be different.

Shooshtarian, Ameli and Lari (2012) conducted a study to determine the effect of labor's emotional intelligence on job performance, job satisfaction and commitment among the employees in Fars Province industries in Iran. The data from a total of 289 filled questionnaires was used for the analysis. Questionnaire method was used as the tool to gather information about employees' emotional intelligence, job satisfaction and organizational commitment. The results of the study revealed that employees' emotional intelligence was positively correlated with their job satisfaction; also, there was a significant relationship between labors' emotional intelligence and their job performance. However, no relationship was found between labor's emotional intelligence and their commitment.

Seyal and Afzaal (2013) conducted a pioneer study among the 90 academic staff of a technical university in Brunei Darussalam. The study used survey method that aimed not only to establish empirical evidence of examining academics' relationship between emotional intelligence and organizational commitment but also to find out their level of job satisfaction. The findings of the study suggested that EI and job satisfaction would be recognized as an important factor in understanding and predicting the academic job satisfaction. The productivity of the institution could also be increased, if this ideal combination would be taken into consideration, also it would foster the staff turnover and satisfaction which is a necessary tool to deal with the issue of under staffing in the newly established technical university.

Shamsuddin and Rahman (2014) in their study attempted to investigate the relationship between emotional intelligence and job performance among 118 agents of two call centers located at Kuala Lumpur. Emotional intelligence scale developed by Wong and Law (2002) and Job performance scale developed by Srinivas and Sijun (2009), were used as tool for data collection. The results from the correlation analysis revealed a significant relationship between emotional intelligence and job performance. Also, the findings revealed that regulation appraisal emotion (RAE) and use of emotions (UOE), two EI dimensions contributed to job performance. Moreover, from the analysis of the moderator variable, it was found that the gender did not affect the relationship between emotional intelligence (IV) and job performance (DV).

Fard and Khan (2014) aimed to investigate the relationship between emotional intelligence and the organizational commitment of the employees of municipality. The elements of emotional intelligence were self-awareness, self-control, self-motivation, social consciousness and social skills. The research was descriptive. Simple random method of sampling was used to select a sample of 287 people from the list of municipality

employees. Questionnaire method was used to collect the data. The Spearman correlation coefficient was used to analyze the collected data. The results of the study confirmed the relationship between the components of emotional intelligence and organizational commitment.

Alikhani et al. (2015) examined the relationship between emotional intelligence with organizational commitment and job satisfaction among managers. The study had descriptive correlational design. The sample of 50 managers of different organizations of Samrom was selected using relative random method. Questionnaire method was used to gather the data. To analyze the data Pearson's correlation coefficient was used. The results of the study showed that a significant relationship existed between organizational commitment and emotional intelligence among the managers. Amongst the dimensions of organizational commitment, continuous organizational commitment had a positive significant relationship with emotional intelligence ($r = 0.137$). Organizational commitment and its components (affective commitment and normative commitment) had positive relationship with job satisfaction and its dimensions (nature of work, recognition, success and responsibility) and were significant at the level of 0.01. Therefore, it was concluded that individuals with high emotional intelligence had the ability to manage the pleasant mood, mental state and stress control. They also had high motivation and hope to achieve their aims at the failure.

Yoke and Panatik (2015) aimed to examine the relationship between emotional intelligence and job performance among school teachers. A total of 192 school teachers from the primary and secondary schools of Peninsular Malaysia were taken as a sample for the study. The Wong and Law Emotional Intelligence scale (2002) and Williams and Anderson in-role job performance scale (2002) were used as a tool for collection of the data. The results of the study showed that emotional intelligence as well as its all four dimensions were significantly correlated with the job performance. Shafiq and Rana (2016) aimed to investigate the relationship between emotional intelligence and organizational commitment of college teachers in the Pakistani context. The data was collected from 494 college teachers in Pakistan using questionnaire method. The Pearson Product Moment, regression analysis were used as tool for data analysis. The findings of the study revealed a significant relationship of emotional intelligence to organizational commitment. Emotional intelligence showed significant positive relationships with three components of organizational commitment (affective, continuance and normative commitment).

Yoke and Panatik (2016) in their study aimed to assess the mediatory effect of job satisfaction on relation between emotional intelligence and perceived job performance. A total of 640 Teachers of 12 primary and secondary schools in Peninsular Malaysia constituted the sample of the study. Questionnaire method was used for the collection of the primary data. To test the mediation effect of job satisfaction bootstrapping approach was used. The results of the study revealed that the intrinsic factor of job satisfaction were significant in the relationship between all dimensions of emotional intelligence (others' emotional appraisal, use of emotions and regulation of emotions) and perceived job performance, except self emotional appraisal dimension. And the extrinsic factors of job satisfaction did not mediate the direct effect of all dimensions of emotional intelligence on perceived job performance.

Hamdan et. al, (2017) conducted a study on the EI ability of the Jordanian nurses. For this, descriptive, cross-sectional, correlation design was used. A sample from 6- hospitals from Jordanian was included. A total of 250 questionnaires were distributed but only 194 full-filled questionnaires were collected showing a response rate of 78%. The findings of the study revealed a significant and positive relationship between emotional intelligence and job performance, confirming the correlation between nurse EI ability and clinical performance.

Research objectives and hypotheses

Objectives:

1. To measure the difference between public sector bank managers and private sector bank managers on emotional intelligence scale.
2. To estimate the difference between public and private sector bank managers on organizational commitment scale.
3. To measure the difference between public and private sector bank managers on job performance scale.
4. To determine the impact of emotional intelligence on organizational commitment among bank managers.
5. To assess the impact of emotional intelligence on job performance among bank managers.

Hypotheses:

Ho1: There is no significant difference between emotional intelligence of managers in Public Sector and Private Sector banks.

Ho2: There is no significant difference between organizational commitment of managers in Public Sector and Private Sector banks.

Ho3: There is no significant difference between job performance of managers in Public Sector and Private Sector banks.

Ho4: There is no impact of emotional intelligence on organizational commitment among bank managers.

Ho5: There is no impact of emotional intelligence on job performance among bank managers.

Research methodology

The sample:

The respondents for the present study were selected from public and private sector banks located in five cities of Uttar Pradesh (Kanpur, Ghaziabad, Allahabad, Agra, Lucknow).

The sample consists of 600 managers.

The demographic profile of respondents is depicted in table 1.

Table.1. Demographic profile of the respondents:

	Characteristics	Frequency	Percentage
Sector	Public	300	50
	Private	300	50
Gender	Male	470	78.3
	Female	130	21.7
Age	Below-30 Yrs	184	30.7
	31-40 Yrs	187	31.2
	41-50 Yrs	120	20.0
	51- Above Yrs	109	18.2
Marital Status	Single	162	27.0
	Married	438	73.0
Designation	Lower level	240	40
	Middle level	240	40
	Top level	120	20
Experience	Below- 10yrs	266	44.3
	11-20yrs	157	26.2
	21-30yrs	114	19.0
	31yrs-Above	63	13.3
Educational Qualification	Graduation	219	36.5
	Post-Graduation	369	61.5
	Diploma	12	2

Table 1 above presents the demographic profile of the respondents. Out of 600 respondents who have participated in the study, 470 or 78.3% of them are males while the remaining are females (21.7%). The public and private sector banks selected for the study, have equal number of respondents i.e. 300 (50%) each. In terms of age, the highest percentage is from age between 31-40 years (31.2%), followed by below- 30 years (30.7%), 41-50 years (20.0%) and 51-above years (18.2%). As far the marital status is concerned, the highest percentage is for married which is 438 (73.0%) followed by single by 162 (27.0%). The highest academic qualification is a post-graduation degree with 369 (61.5%) respondents followed by a graduate degree with 219 respondents (36.5%) and diploma with only 12 (2%) respondents. Majority of respondents working in the selected banks are having below-10 years work experience (44.3%) followed by 11-20 years (26.2%), 21-30 years (19.0%) and 31-above years (13.3%). In terms of designation, the sample includes respondents of different managerial levels which comprises of lower level managers 252 (39.8%), middle level managers 257(40.6%) and top level managers 124 (19.65%).

Sampling Method

As the population from which sample had been drawn did not consist of a homogeneous group, so stratified random sampling technique was used for selecting the sample for the study. A sample of 600 bank employees had been taken which comprised of 300 managers from public sector and 300 managers from private sector banks. Further, both public and private sector bank managers were divided into three different strata: top level managers (60), middle level managers (120) and lower level managers (120) each.

Tools used for data Collection:

Emotional Intelligence and Job Performance scales developed by the researchers have been used for the data collection. The Emotional Intelligence scale consists of 23 items and Job Performance scale consists of 12 items. To attain the responses related to the Organizational Commitment, a scale developed by Meyer, Allen and Smith (1993) was used.

The reliability of all three scales has been estimated with the help of Cronbach's alpha and values of reliability are presented in table.2.

Table.2. Reliability Analysis

Variables	No. of items	Cronbach's alpha
Emotional intelligence	23	0.923
Organizational Commitment	18	0.904
Job performance	12	0.905

The Cronbach's values for the scales emotional intelligence, organizational commitment, and job performance were 0.925, 0.904, and 0.905 respectively.

Data analysis and interpretation**Table.3. Comparison of Emotional Intelligence between the Public Sector Bank Managers and Private Sector Bank Managers.**

Variable	Public sector (N=300)		Private sector (N=300)		t-value
	Mean	SD	Mean	SD	
Emotional intelligence	4.0459	0.61872	3.9837	0.45058	1.406 NS

NS – Not significant.

Table 3 represents the comparison of the emotional intelligence between public and private sector bank managers. The mean score of emotional intelligence was found to be higher for public sector bank managers than that of the private sector, but the difference was found to be insignificant.

TABLE 4. Comparison of Organizational Commitment between the Public and Private Sector Bank Managers.

Variable	Public sector (N=300)		Private sector (N=300)		t-value
	Mean	SD	Mean	SD	
Organizational Commitment	3.7072	0.61582	3.4406	0.63823	5.208**

**_ significant.at 0.01level.

Table 4 depicts the comparison of the organizational commitment between public and private sector bank managers. The mean score for organizational commitment was found to be higher for public sector bank managers than that of the private sector bank managers, and the difference was found to be significant at 0.01level.

Table.5. Comparison of Job Performance between the Public Sector Bank Managers and Private Sector Bank Managers.

Variable	Public sector (N=300)		Private sector (N=300)		t-value
	Mean	SD	Mean	SD	
Job Performance	4.0978	0.66360	3.9897	0.61582	2.284*

*_ Significant at 0.05 level.

Table 5 depicts the comparison of the job performance between the managers of the public and private sector bank .The mean score for job performance was found to be higher for public sector bank managers than that of the private sector bank managers, and the difference was found to be significant at 0.05 level.

Table.6. Coefficient of Correlation between Emotional Intelligence and Organizational Commitment of Bank Managers.

		Emotional Intelligence	Organizational Commitment
Emotional Intelligence	Pearson Correlation	1	0.580**
	Sig. (2-tailed)		0.000
	N	600	600
Organizational Commitment	Pearson Correlation	0.580**	1
	Sig. (2-tailed)	0.000	
	N	600	600

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

The above table reveals significant and positive correlation between emotional intelligence and organizational commitment ($r=0.580$, $p<0.01$).

Table.7. Coefficient of Correlation between Emotional Intelligence and Job Performance

		Emotional Intelligence	Job Performance
Emotional Intelligence	Pearson Correlation	1	0.707**
	Sig. (2-tailed)		0.000
	N	600	600
Job Performance	Pearson Correlation	0.707**	1
	Sig. (2-tailed)	0.000	
	N	600	600

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

The above table shows significant and positive correlation between emotional intelligence and job performance ($r=0.707$, $p<0.01$).

LINEAR REGRESSION: Emotional Intelligence and Organizational Commitment

(Total, N=600)

To determine the impact of Emotional Intelligence on Organizational Commitment of Bank Managers (Total, N=600) the linear regression analysis was performed. Emotional Intelligence served as an independent variable and Organizational Commitment as a dependent variable.

TABLE 8.1 Regression Model: Emotional Intelligence and Organizational Commitment
(Total, N=600)

Table 8.1 shows the model summary of regression analysis of emotional intelligence and organizational commitment in bank managers. The

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.580 ^a	0.336	0.335	0.52254

a. Predictors: (Constant), Emotional Intelligence

adjusted R square value indicates the percentage of the variance in the organizational commitment explained by emotional intelligence. Adjusted R square value is 0.335 which indicates that the emotional intelligence accounts for 33.5% of the variance in the organizational commitment.

TABLE 8.2. ANOVA: Emotional Intelligence and Organizational Commitment
(Total, N=600)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82.573	1	82.573	302.417	.000 ^b
	Residual	163.281	598	0.273		
	Total	245.854	599			

a. Dependent Variable: Organizational Commitment
b. Predictors: (Constant), Emotional Intelligence

Table 8.2 shows the results of ANOVA. Since F =302.417, p = 0.000 < 0.005, it shows that model is significant.

TABLE 8.3. Regression Coefficients: Emotional Intelligence and Organizational Commitment (Total, N=600)

Table 8.3 shows the results of regression coefficient of the regression analysis carried out between emotional intelligence (independent variable)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.822	0.160		5.144	0.000
	Emotional Intelligence	0.686	0.039	0.580	17.390	0.000

a. Dependent Variable: Organizational Commitment

and organizational commitment (dependent variable).

The b value indicates the contribution of the emotional intelligence in organizational commitment in bank managers. The unstandardized regression coefficients, b in a regression model indicate the strength of the extent of impact of the independent variable on the dependent variable.

A linear regression equation between a dependent variable and an independent variable is as follows:-

$$\hat{y} = a + bX$$

\hat{y} = predicted value of the dependant variable

X= independent variable

a= the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$OC = a + b (EI) \dots\dots\dots (1)$$

Where,

OC=Organizational Commitment

EI= Emotional Intelligence

The resulting regression equation is:

$$OC = 0.822 + 0.686 (EI) \dots\dots\dots (2)$$

The equation (2) indicates that if emotional intelligence changes by one unit, there will be 0.686 units change in the organizational commitment. It also shows the direction of the relationship. The coefficient is positive, which indicates direct impact of emotional intelligence on organizational commitment in bank managers.

The t-value for each individual regression coefficient in the model is reported to assess whether the emotional intelligence is a significant predictor of the organizational commitment. Since $t = 17.390$, $p = 0.000 < 0.05$, it can be inferred that emotional intelligence is significant predictor of organizational commitment of bank managers.

A significant model emerged ($F_{1,598} = 302.417$, $p < 0.0001$, Adjusted R square = 0.335). It can be inferred that emotional intelligence has a significant impact on organizational commitment of bank managers.

LINEAR REGRESSION: Emotional Intelligence and Job Performance (Total, N=600)

To determine the impact of Emotional Intelligence on Job Performance of Bank Managers (Total, N=600) the linear regression analysis was performed. Emotional Intelligence served as an independent variable and Job Performance as a dependent variable.

TABLE 9.1. Regression Model: Emotional Intelligence and Job Performance (Total, N=600)

Table 9.1 shows the model summary of regression analysis of emotional intelligence and job performance of bank managers. The

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.707 ^a	0.500	0.499	0.41134
a. Predictors: (Constant), Emotional Intelligence				

adjusted R square value indicates the percentage of the variance in the job performance explained by emotional intelligence. Adjusted R square value is 0.499 which indicates that the emotional intelligence accounts for 49.9% of the variance in the job performance.

TABLE 9.2. ANOVA: Emotional Intelligent and Job Performance (Total, N=600)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100.925	1	100.925	596.470	.000 ^b
	Residual	101.015	598	0.169		
	Total	201.940	599			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Emotional Intelligence						

Table 9.2 shows the results of ANOVA. Since $F = 596.470$, $p = 0.000 < 0.005$, it shows that model is significant.

TABLE 9.3. Regression Coefficients: Emotional Intelligence and Job Performance (Total, N=600)

Table 9.3 shows the results of regression coefficient of the regression analysis between emotional intelligence (independent variable)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.001	0.126		7.957	0.000
	Emotional Intelligence	0.758	0.031	0.707	24.423	0.000
a. Dependent Variable: Job Performance						

and job performance (dependent variable) of bank managers. The b value indicates the contribution of the emotional intelligence in job performance of bank managers. The unstandardized regression coefficients, b in a regression model indicate the strength of the extent of impact of the independent variable on the dependent variable.

A linear regression equation between an independent and dependent variable is as follows:-

$$\hat{y} = a + bX$$

\hat{y} = predicted value of the dependant variable

X = independent variable

a = the y-intercepts, the value of y when the predictor variable is 0.

b = the coefficients of the independent variable

The regression equation has the following form:

$$JP = a + b(EI) \dots\dots\dots (3)$$

Where,

JP=Job Performance

EI= Emotional Intelligence

The resulting regression equation is:

$$JP= 1.001 + 0.758 (EI) \dots\dots\dots (4)$$

The equation (4) indicates that if emotional intelligence changes by one unit, there will be 0.758 units change in the job performance. It also shows the direction of the relationship. The coefficient is positive, which indicates direct impact of emotional intelligence on job performance in bank managers.

The t-value for each individual regression coefficient in the model is reported to assess whether the emotional intelligence is a significant predictor of the job performance. Since $t = 24.423$, $p = 0.000 < 0.05$, it can be inferred that emotional intelligence is significant predictor of job performance of bank managers.

A significant model emerged ($F_{1,598} = 596.470$, $p < 0.0001$, Adjusted R square=0.499). It can be inferred that emotional intelligence has a significant impact on job performance of bank managers.

Discussion and conclusion

This study has been conducted to find the relationship of emotional intelligence with organizational commitment, and job performance among the bank employees. Keeping in view the objectives of the research, the study added the relevant literature related to the concept of emotional intelligence, organizational commitment, and job performance.

The t-test, correlation analysis, and regression analysis have been used as statistical tools to analyze the data.

The results from the t-value in table 3, have been found to be insignificant at both 0.01 and 0.05 level of significance. So, it can be interpreted that on emotional intelligence scale there is no difference between the managers of public and private sector banks, so the hypothesis (Ho1) has been accepted. The results are consistent with the study of Deshwal (2015). The results of his study clearly indicated that there was no significant difference in emotional intelligence between the government sector and private sector employees. Organizational commitment is very important to researchers and organizations because of the desire of the organization to retain strong workforce. On the basis of the mean scores and t-value presented in independent sample t-test analysis table 4, second hypothesis has been rejected. So, it can be inferred that the public sector bank managers are more committed. The present study is supported by the research conducted by Bhardwaj et al. (2014) who revealed that the engineers in the government organization were more committed than the private sector engineers; this happened because of the fact that due to varied roles, qualification and manifestation the engineers perceived organization differently. But, on job performance scale, the managers of public sector banks score more than that of private sector banks, so third hypothesis (Ho3) has been rejected. The correlation values of emotional intelligence with organizational commitment has been found to be positive and significant at 0.01 level. The results of regression analysis (table 8.1) reveal that emotional intelligence has direct and significant impact on organizational commitment. So our fourth hypothesis (Ho4): Emotional Intelligence has no impact on organizational commitment among bank managers, has been rejected. On the basis of our findings it can be said that emotional intelligence has positive and significant impact on organizational commitment. So, higher the level of emotional intelligence of an employee, higher will be her/his commitment towards the organization. The result is supported by the studies conducted by Adeyemo (2007) ; Rezaeian and Koshtehgar (2008) ; Rastogi and Rathi (2009); Mohamadkhani and Lalardi (2012); Nikkheslat et al. (2012); Alikhani et al. (2015), who found a positive and significant relationship between emotional intelligence and organizational commitment.

In line with the expectation, the findings of the study provide that emotional intelligence is positively related with the job performance, and have positive and statistically significant impact on job performance, so our fifth hypothesis has been rejected. Our result is consistent with the studies conducted by the majority of previous researchers (e.g. Lopes, et al., 2006; Cote and Miners, 2006; Shamsuddin and Rahman, 2014; Yoke and Patanik, 2015; Mohamad and Jais, 2016). Emotional Intelligence is a very important aspect for the proper fulfillment of the job assignments. Emotional intelligence is considered as an important attribute which is intangible in nature but controls an individual (employee). So, higher the emotional intelligence of the bank employees, higher is their job performance. These results seem to reveal that the emotional intelligence variable is more strongly related to job performance.

From the above findings and discussion, it can be concluded that there is positive and significant relationship between emotional intelligence and the organizational commitment and between emotional intelligence and job performance of the bank managers. Emotional intelligence also has positive and significant impact on organizational commitment and the job performance.

Implication for future research and limitation of the study

The success of any organization is largely affected by the commitment among the employees towards their organization and the job performance level of the employees determines the future of any organization. Hence, organization must seriously think about adopting major measures to increase organizational commitment among the employees and the job performance level of the employees. The findings of the study would be

interest of the managers of the banking sector. The study helps to find the relationship of emotional intelligence with organizational commitment and the job performance and would try to understand the importance of emotional intelligence that directly relates to better organizational commitment and the job performance, and ultimately to the profit of the organization. So by using different measures the emotional intelligence of the managers can be increased as we know that emotional intelligence is not innate, it can be learned. Hence, it is suggested that the banks' human resource department should try to provide different training programs, organize various workshops, as well as create positive environment to motivate their managers to attend such programs and workshops that lead to the development of the managers and management of their emotions. If the managers would be able to know the importance of the emotional intelligence, they would be more interested to attend such training programs and the workshops. After attending such training programs and workshops they may become more energized and possess high emotional intelligence that would be helpful for them in increasing their commitment towards the organization. Consequently the organizational performance will be increased and that will lead to the organizational profitability, and contribute to the economy of the country.

The study has been conducted only in banking sector and includes three variables i.e. emotional intelligence, organizational commitment and job performance and no demographic variables were taken into consideration in the present investigation. Future researchers may conduct investigation on emotional intelligence in relation to important demographic variables. Further, generalizing the results, the future research should be replicated in other sectors/industries as well. Also, various other factors (e.g. job satisfaction) affecting organizational commitment, job performance and emotional intelligence should be taken into consideration in future researches.

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