

**EMOTIONAL INTELLIGENCE AND EMPLOYEE EMPOWERMENT AS  
PREDICTORS OF ORGANISATIONAL COMMITMENT AMONG NON-ACADEMIC  
STAFF OF FEDERAL UNIVERSITY OYE-EKITI.**

**BY**

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**BEING A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY,  
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**CERTIFICATION**

I certify that this study was carried out by AFOLABI BISOLA MARY (PSY\14\2016) of the Department of Psychology, Faculty of Social Sciences, Federal University, Oye Ekiti.



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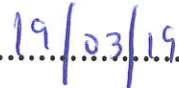


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## **DEDICATION**

This project work is dedicated to God Almighty, my Creator and Redeemer. In Him I have my total being. Without Him, I am nothing. I also dedicate this research work to my wonderful and darling parents, Mr. & Mrs. Afolabi.

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### ABSTRACT

This study investigated the influence of emotional intelligence and employee empowerment as predictors of organisational commitment among non-academic staff of Federal University Oye-Ekiti, Ekiti state. The study adopted an ex-post facto research design. A total of 240 non-academic staff were conveniently and purposefully sampled in the study. These participants were administered with questionnaire consisting the Assessing emotions scale, employee empowerment scale and organisational commitment scale together with demographic information. One hypothesis was tested using multiple regression and was confirmed while two hypotheses were tested in the study using independent sample t-test, which were both rejected. The result of the tested hypothesis showed that emotional intelligence and employee empowerment predict organisational commitment  $F(2, 239) = 40.379, p = .000, R^2 = .254$ . Gender did not have a significant influence on organisational commitment  $t = -1.039; df = 238; p = .300$ . Age did not have a significant influence on organisational commitment ( $t = 1.254; df = 238; p = .211$ ). Based on findings, it was concluded that emotional intelligence and employee empowerment independently and jointly predict organisational commitment. Gender has no influence on organisational commitment. The study findings revealed that emotional intelligence and empowerment predicted organisational commitment and Also that there were no significant difference in gender and age on organisational commitment.

**Keywords:** Emotional intelligence, employee empowerment, gender, age, non-academic, staff, Federal University Oye-Ekiti, Ekiti state.

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## INTRODUCTION

### 1.1. Background to the Study

Over the years, researchers have been interested in the influence of organisational support on employee behaviour in organisations. Organisational commitment, as shown by two decades of research, is considered an important predictor for some positive and negative outcome variables (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Commitment in the workplace or understanding how people become committed to an organization is multifaceted (Meyer & Allen, 1997) consisting of the elements, antecedents and consequences, and forms such as organizational (affective), job, career, team, and supervisory commitment. Organisations are often facing challenges about implementing human development strategies to enhance performance. It is true that effective human development strategies can increase organisation's performance.

Commitment is the differentiating factor between top performing companies and those of average performance (Katzenbach, 2000). Emotionally engaged employees are more productive and more customer-focused. High-levels of employee commitment are positively correlated with superior financial performance in organizations demonstrated by significant increases in operating and net profit margin (International Survey Research, 2001; Gallup, 2002; Watson Wyatt Global Consulting, 2003). Organisational commitment is described in an attitude and behaviour approach, as an attitude, it could be seen as "evaluative statements or judgments – either favourable or unfavourable, concerning a phenomenon" (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Organisational commitment as an attitude may reflect feelings such as attachment, identification and loyalty to the organisation as an object of commitment. However, as a behaviour, it is visible when organisational members are committed to the existing groups within an organisation.

According to Porter & Mowday (1999), organisational commitment is concerned with how a worker is willing to put a great deal of effort beyond the normal expectation in order to help the organisation to be successful. Although, in any organisation, whether public or private, a worker's commitment to his or her job may depend on how satisfied and motivated he or she is with his or her job.

Employees with strong affective commitment to the organisation perform better than those with lower levels of affective commitment (Wright & Bonnet, 2007). It is positively related with employees' motivation, job performance, and job satisfaction, and negatively related with absenteeism and turnover, as well as stress (Mathieu and Zajac, 2009). Meyer & Allen (2006) stated that commitment reflects the employee's relationship with the organisation and that it has implications for his or her membership in the organisation. Hence, committed employees are more likely to remain in an organisation than uncommitted employees. Lack of organisational commitment has detrimental effects such as increase in turnover rate and turnover intention; higher absenteeism and tardiness; poorer performance which are affecting organisational efficiency and effectiveness negatively. Recent studies also point to the importance of organisational culture in predicting organisational commitment (Shamian & Thomson, 2001; Lok & Crawford, 2001). Research consistently indicates that organisational commitment is a better predictor of actual turnover than job satisfaction (Tett & Meyer, 1993). A strong positive relationship between job satisfaction and organisational commitment has been reported in numerous studies (Lok & Crawford, 2001).

Emotional intelligence has been found to have a meaningful relationship with job outcomes such as job satisfaction and organisational commitment (Wong and Law, 2002). That is, employees who cannot appraise and regulate their emotions, as Abraham (2000) points out, have less organisational commitment. Also, Individuals with high emotional intelligence are more committed to their organisations (Nikolaou and Tsaousis, 2002), and

have high performance at work. Emotional intelligence affects a wide variety of work behaviours, including teamwork, development of talent, innovation, quality of service and customer loyalty (Zeidner, Matthews, & Roberts, 2004). It can also predict crucial work related outcomes such as job satisfaction (Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Abraham, 2000) and organisational commitment (Gardner, 2003). Salovey and Mayer (2006) define emotional intelligence as “the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action.” Human resources who have the ability to communicate with each other effectively can lead the organisation toward success and effectiveness. Therefore, individuals recruited in the organisations should be aware of and understand emotions of individuals while knowing that whoever they are, what they believe in, what they say, what they think, how they make decisions, how not to get angry, how to control one's emotions in different conditions, and how to act with others. In such a situation, they will be able to recognize and control emotions in others (Zhou & George, 2003).

Employees in turbulent environments are struggling to maintain high quality customer care with fewer resources (Laschinger, Finegan, & Shamian, 2001). Different studies have demonstrated that emotional intelligence is one of the virtues associated with success in life (Ranjbar, Bahrami, Hadizadeh, Arab, Nasiri & Amiresmali, 2012). Developing emotional intelligence among the staff can solve many problems in education, health and management (Miri, Kermani, Khoshbakht, & Moodi, 2013). There is a growing body of evidence regarding emotional aspects of work in an organisation. Although, few management researchers have accepted this concept, the concept of emotional intelligence has been used by the administrative authorities in many workplaces to explain issues related to the job satisfaction, performance, absenteeism, organisational commitment and leadership (Carmeli, 2003).

In the context of an emerging affective revolution in social and organisational psychology, emotional intelligence is has been proposed as an important predictor of key psychological outcomes including job satisfaction and employee commitment (Carmeli, 2003). However, two types of emotional intelligence measure have been highlighted as: ability and trait. The trait emotional intelligence theory distinguishes between the intrapersonal and interpersonal domains. Intrapersonally, use of emotions may lead to regulating stress and negative emotions so that one can perform better at work. Interpersonally, the ability to understand and respond appropriately to the motivations and feelings of other people may lead to the appraisal and regulation of emotions in others and achieving maximum performance (Nozaki & Koyasu, 2013).

Workplace empowerment has been hailed as the major new industrial tool against domestic and international threats (Mathes, 1992; Shipper & Manz, 1992). While the word “empowerment” is relatively new, the idea of granting work-related decision making authority to employees as a means of enhancing performance is not altogether new in the management literature. Employee empowerment is a complex tool of management. It is an important motivational technique which should be used in organisations because employees can play an important role in strategic decision making in organisations. Organisations that implement employee empowerment can motivate and retain their employees. Empowerment is actually the sharing of power from top management to low level management. It is concerned with decision making, motivation, job satisfaction and organisational commitment which lead to improve productivity. Empowering acts (such as delegation) leads to changes in employee perceptions about the workplace. Empowered employees are more motivated and more committed than those who go after the given lines. As this is a world of competition and every business wants to gain competitive advantage in every business wants to gain competitive advantage inequality products and services, quick response to rapid

environmental changes and innovation (Miri et al., 2013). For meeting these challenges employee empowerment is essential.

## **1.2. Statement of Problem**

The workplace of every person can be considered as their second home. This environment must meet the psychological and mental needs of individuals in order to expect better results of their work. If the basic needs of employees are not met, they would find fewer opportunities for addressing the needs of the higher levels and consequently they will be less able to do their duties fully and properly and eventually their innovation and productivity will reduce (Mathieu & Zajac, 2009).. Therefore, from the perspective of an organisation, 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, 2001). It has been recognised that intelligence quotient (IQ) assist an individual to obtain an employment but it is the emotional quotient (EQ) that permit an individual to maintain the job and to grow adequately in their career (Kaluzniacky, 2004).

According to Wright & Bonnet (2007) there are four groups of interpreters of organisational commitment i.e., personal, structural, job related characteristics and work experiences. Yet, the impact of personal characteristics i.e., emotional intelligence and psychological well being on organisational commitment are not much explored. Studies have shown that lack of organisational commitment is one of the reasons why employees leave their jobs. According to Baron & Parker (2000) employees with high emotional intelligence have more of occupation success and less of job insecurity, which leads to more affectivity, more prone to stressful events and improved coping strategies. Given the importance of organisational commitment, researchers have examined various determinants of

organisational commitment; still there is a necessity to identify various other predictors. Studies such as that of (Ranjbar et al., 2012), have demonstrated that emotional intelligence is one of the virtues associated with success in life. In a research by Carmeli (2003), the findings of the study demonstrated that emotional intelligence should be seen as an important predictor of key psychological outcomes including job satisfaction and employee commitment to their organisations.

Management styles that do not fit the aspirations of non-teaching staffs serve as demotivators and affect the commitment to organisational and institutional goals. The working environment is also another factor that affects organisational commitment among non-teaching staffs of tertiary institutions. One of the common working environmental conditions that may affect the organisational commitment of non-teaching staffs positively is partial ownership of a company. Ownership of any kind gives employees a sense of importance and they feel part of the decision-making process (Aghdasi, Kiamaneshb, Ebrahimb, & Spector; 2011). Also, the challenges of organisational commitment among non-teaching staffs of tertiary institutions are also influenced by favouritism and poor human relations on the part of the management of the institution which discourage their potentials for the best interest of the institution. Organisational commitment on the long run tends to lead to intent to leave and labour turnover.

This study will however look into the relationships which exist between emotional intelligence and employee empowerment in relations to the capacity for non-teaching staffs to be committed to their respective organisations or institutions will be evaluated in regards to the various factors that can motivate them intrinsically and extrinsically. This study therefore aims at improving the body of knowledge by examining certain issues pertaining to emotional intelligence and employee empowerment on organisational commitment among non-academic staff of Federal University Oye-Ekiti.

The research tends to answer the following questions:

- i Does emotional intelligence predict organisational commitment among non-academic staff of Federal University Oye-Ekiti?
- ii Does employees' empowerment predict organisational commitment among non-academic staff of Federal University Oye-Ekiti?
- iii Do emotional intelligence and employees' empowerment jointly predict organisational commitment among non-academic staff of Federal University Oye-Ekiti?

### **1.3. Objectives of Study**

The main objectives of the study are to examine the factors predicting organisational commitment among non-academic staff of Federal University Oye-Ekiti. However, the specific objectives are to;

- examine the extent to which emotional intelligence predict organisational commitment among non-academic staff of Federal University Oye-Ekiti;
- examine the extent to which employees' empowerment predict organisational commitment among non-academic staff of Federal University Oye-Ekiti; and
- determine the joint influence of emotional intelligence and employees' empowerment on organisational commitment among non-academic staff of Federal University Oye-Ekiti.

### **1.4. Significance of study**

In a novelty way, the outcome of this study is aimed at elaborating more on the existing body of knowledge in the literature on emotional intelligence and employee empowerment on organisational commitment. It will help organisations identify the needs of



their workers in providing better motivational remedies to promoting efficiency and effectiveness of workers. Also, organisations can also enhance proper team-work and communication among workers. Its usefulness to human resource managers will aid the selection and recruitment process more dependable as employees with the best emotional capability will be selected in the recruitment process. On the other hand, the study will also help human resource practitioners in implementation of the findings of this study and promote sound decision making and provide guidance to organisations.

The outcome of this study could also serve as an empirical basis that provide important insight for government, policy makers, business leaders and even workers themselves to become familiar with how emotional ability and capacity and the motivational tool adopted in an organisation influences their level of commitment to that organisation whether male or female. The result of this study will also provide assistance to institutions of learning to accept the importance of employee empowerment and implement empowerment for the success of the institutions goals. This study will also add value in understanding various approaches to commitment which will be of help to scholars and academia in addition to existing literature and be able to establish areas of further interests and source of referred materials and further add value to existing knowledge in the world of academia.

The study will also help institution make fundamental policy decisions on engagement and maintenance of highly skilled and motivated workforce committed to serving the organisation competitively. It will also provide suggestions and recommendations that will help the university managers to solve administrative issues on performance and address commitment related challenges. This research will therefore integrate the contribution of workers as the key human resources on the grounds that are entrusted with policy implementation.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter attempts to review previous works on emotional intelligence, employee empowerment and organisational commitment especially those that relate to the research topic.

#### **2.1.1. Concept of Emotional Intelligence**

The concept of emotional intelligence was introduced in 1990, when two articles were written by Salovey and Mayer. They proposed the definition as “the ability to monitor one’s own and other’s feelings and emotions, to discriminate between them, and to use the information to guide one’s thinking and actions”. Since then, EI has been used by many researchers in psychology and management. Today’s’ organizations are however continuously developing technologies and operational processes for excellence in increasing competition. To overcome early from the competitors, the biggest challenge for the organization is to face the changes. It is very important for the company to know about the changes that represent outside and inside the company so as to adapt according to the changes. Therefore, the organization needs to increase the level of their competitiveness of superiority and maximum of its achievement from the transformation of the changes that needed for them to face their competitors.

Abraham (2002) ascertained that individuals with emotional intelligence tend to be more proficient to accommodate their activities in daily life. They have a productive thinking and action, using “the subset of social intelligence that emphasizes the ability to observe the feeling and emotion of ourselves and others (Mayer and Salovey, 1993).

Emotional Intelligence is more than Intelligence Quotient (IQ) to achieve the successful in workplace (Goleman, 1995). Emotional Intelligence theories however presents five major dimensions or domains through which Emotional Quotient can be identified in relation to the

emotional intelligence level of individuals. These domains include:

- Perception of Emotion
- Managing Own Emotions
- Managing Others' Emotions
- Utilisation of Emotions

### **2.1.2. Concept of Employee Empowerment**

The concept of employee empowerment refers to giving employees a certain degree of autonomy and responsibility for decision-making regarding their specific organisation tasks. It allows decisions to be made at the lower levels of an organisation where employees have a unique view of the issues and problems facing the organisation at a certain level. The concept was further made more meaningful and explainable by Kanter (1993) structural empowerment theory where he linked the role of power with empowerment among employees. Kanter's theory of structural empowerment also focuses on the employees' perception of the actual conditions in the work environment, and not on how they interpret this information psychologically. This 'structural' empowerment has however been found to predict job satisfaction, organisational commitment, leadership roles and stress in the organisation.

With more organizations looking for employees who take the initiative and respond creatively to the challenges of the job, empowerment becomes important at both individual and organizational levels. Empowered employees are generally more satisfied with their work, committed and effective at work.

### **2.1.3. Concept of Organisational Commitment**

The concept of Organisational Commitment was introduced by Allen & Meyer in 1991. Meyer and Allen's (1991) three-component model of commitment has been created to argue that commitment has three different components that correspond with different

psychological states. Meyer and Allen created this model for two reasons: first "aid in the interpretation of existing research" and second "to serve as a framework for future research". Their study was based mainly around previous studies of organizational commitment.

In organizational behaviour and industrial and organizational psychology, organizational commitment is an individual's psychological attachment to the organization. Organizational commitment predicts work variables such as turnover, organizational citizenship behaviour, and job performance. Some of the factors such as role stress, empowerment, job insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense of organizational commitment.

Organisational commitment consists of three main types, such as;

- Affective Commitment

Affective Commitment is defined as the employee's positive emotional attachment to the organization. Meyer and Allen pegged AC as the "desire" component of organizational commitment. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". This commitment can be influenced by many different demographic characteristics: age, tenure, sex, and education but these influences are neither strong nor consistent.

- Continuance Commitment

Continuance commitment is the "need" component or the gains versus losses of working in an organization. "Side bets", or investments, are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership (cf. Becker's 1960 "side bet theory").

- Normative Commitment

In normative commitment, the individual commits to and remains with an organization because of feelings of obligation. This is the last component of organizational commitment. These feelings may derive from a strain on an individual before and after joining an organization. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization.

## **2.2. Theoretical Framework**

The following theories were used in explaining the variables under investigation

### **2.2.1. Emotional Intelligence Theory**

Salovey & Mayer (1990) first introduced the concept of emotional intelligence as a type of social intelligence, separable from general intelligence. According to them, emotional intelligence is the ability to monitor one's own and others' emotions, to discriminate among them, and use the information to guide one's thinking and actions. In a later attempt, they expanded their model and defined emotional intelligence as the ability of an individual to perceive accurately, appraise and express emotion, the ability to access and generate feeling when they facilitate thought the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth. Research has shown that emotional intelligence is the common element that influences the different ways in which people develop in their lives, jobs, and social skills, handle frustration, control their emotions and get along with other people. It has been found that the difference between a simply brilliant person and a brilliant manager is due to a person's emotional intelligence. Ultimately, it is EI that dictates the way people deal with one another and understand emotions. Turner (2004) stated that EI is the softer component of total intelligence and that it

contributes to both professional and personal lives. Traditional IQ is the ability to learn, understand and reason. It is now thought to contribute only 20% to one's success, whereas emotional quotient (EQ), which is the ability to understand one and interact with people, contributes 80%.

Barling, Slater, & Kelloway (2000) noted that EI comprises five characteristics: understanding one's emotions, knowing how to manage them, emotional self-control, which includes the ability to delay gratification, understanding others' emotions or empathy, and managing relationships. Lubit (2004) divided EI into two major components: personal competence and social competence. Personal competence refers to self-awareness and the ability to manage those feelings effectively (self-management). Personal competence is the combination of self-awareness and self-management (i.e., the ability to manage effectively the identified feelings). The components of self-awareness are awareness of emotions and their impact and the awareness of strengths and weaknesses. The components of self-management are emotional self-control, adaptability (i.e. flexibility in adapting to changing situations and obstacles). Integrity, honesty, trustworthiness, drives to grow and achieve achievement orientation, continuous learning, willingness to take initiatives and optimism.

Social competence is comprised of social awareness (the ability to understand what others feel) and relationship management (having the skills to work effectively in teams). Social competence develops by paying attention to the emotions and behaviour of others, seeking to understand others' behaviour through reflection and discussions with third parties, thinking of various ways to deal with situations and observing the effects of one's actions. Social competence can be enhanced by observing others, thinking about why people behave and react as they do, and identify behaviour that seems helpful in critical situations (Lubit, 2004).

### **2.2.2. Herzberg's Motivation –Hygiene Theory (Two Factor Theory)**

To better understand workers' attitude, motivation and commitment to organization, Fredrick Herzberg performed studies to determine which factors in workers' work environment caused satisfaction or dissatisfaction. He published his findings in the 1959 book *The Motivation to Work*. The studies included interviews in which employee were asked what pleased them and displeased them about their work. Herzberg found out that factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. Two factor theory of job satisfaction/commitment was developed by Frederick Herzberg in 1966. His theory focuses on the effects of certain types of job facet on job commitment and attitude. He proposes that every worker has two sets (2 factors) of needs or requirements: motivation needs and hygiene needs. According to Herzberg, two kinds of needs affect motivation, and they do it in different ways:

- Hygiene factors. These are factors whose absence motivates, but whose presence has no perceived effect. They are things that when you take them away, people become dissatisfied and act to get them back. A very good example is heroin to a heroin addict. Long term addicts do not shoot up to get high; they shoot up to stop being sick to get normal. Other examples include decent working conditions, security, pay, benefits (like health insurance), company policies, interpersonal relationships. In general, these are extrinsic items low in the Maslow/Alderfer hierarchy.
- Motivators. These are factors whose presence motivates. Their absence does not cause any particular dissatisfaction, it just fails to motivate. Examples are all the things at the top of the Maslow hierarchy, and the intrinsic motivators.

So hygiene factors determine dissatisfaction, and motivators determine satisfaction. The two scales are independent, and you can be high on both. If you think back to the class discussion on power, we talked about a baseline point on the well-being scale. Power involved a threat to reduce your well-being, causing dissatisfaction. Hence, power basically

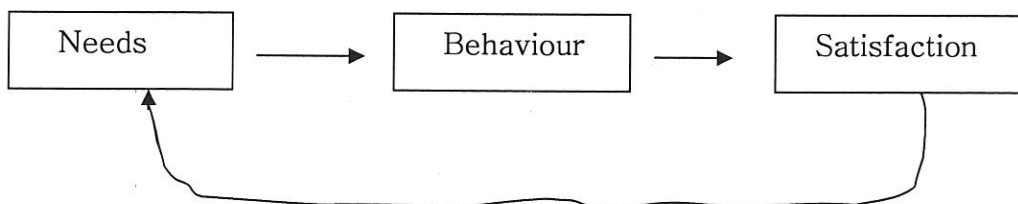
works by threatening to withhold hygiene factors. Influence was said to fundamentally be about promising improvements in well-being -- when you are influenced to do something, it is because you want to, not because you were threatened. Influence basically works by offering to provide motivators (in Herzberg's terms). The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction that can make employees be less or more committed to their organization. These are listed in the order of higher to lower importance.

Factors Affecting Job Attitudes.

Leading to dissatisfaction | Leading to satisfaction

Company policy	Achievement
Supervision	Recognition
Relationship with boss	Work itself
Work conditions	Responsibility
Salary	Advancement
Relationship with peers	Growth

At a simple level, it seems obvious that people do things, such as go to work, in order to get stuff they want and to avoid stuff they don't want. Why exactly they want what they do and don't want what they don't is still something a mystery. It's a black box and it hasn't been fully penetrated. Overall, the basic perspective on motivation looks something like this:



In other words, you have certain needs or wants (these terms will be used interchangeably), and this causes you to do certain things (behaviour), which satisfy those needs (satisfaction),



and this can then change which needs/wants are primary (either intensifying certain ones, or allowing you to move on to other ones). A variation on this model, particularly appropriate from an experimenter's or manager's point of view, would be to add a box labelled "reward" between "behaviour" and "satisfaction". So that subjects (or employees), who have certain needs do certain things (behaviour), which then get them rewards set up by the experimenter or manager (such as raises or bonuses), which satisfy the needs, and so on.

#### **2.2.4. Equity Theory**

Suppose employee A gets a 20% raise and employee B gets a 10% raise. Will both be motivated as a result? Will A be twice as motivated? Will B be negatively motivated? Equity theory says that it is not the actual reward that motivates, but the perception, and the perception is based not on the reward in isolation, but in comparison with the efforts that went into getting it, and the rewards and efforts of others. If everyone got a 5% raise, B is likely to feel quite pleased with her raise, even if she worked harder than everyone else. But if A got an even higher raise, B perceives that she worked just as hard as A, she will be unhappy. In other words, people's motivation results from a ratio of ratios: a person compares the ratio of reward to effort with the comparable ratio of reward to effort that they think others are getting. Of course, in terms of actually predicting how a person will react to a given motivator, this will get pretty complicated:

1. People do not have complete information about how others are rewarded. So they are going on perceptions, rumours, and inferences.
2. Some people are more sensitive to equity issues than others
3. Some people are willing to ignore short-term inequities as long as they expect things to work out in the long-term.

### **2.2.6. Kanter's Structural Empowerment Theory**

Kanter (1993) expresses the characteristics of a situation can either constrain or encourage optimal job performance, regardless of personal tendencies or predispositions. According to Kanter (1993) power is defined as the "ability to mobilize resources to get things done". Power is 'on' when employees have access to lines of information, support, resources, and opportunities to learn and grow. When these 'lines' or sources are unavailable, power is 'off' and effective work is impossible. These lines of power are sources of 'structural' empowerment within the organization (Greco, Laschinger, & Wong, 2006; Laschinger et al., 2001, 2004).

According to Kanter, these lines of power emanate from formal and informal systems within organizations. Jobs that are highly visible permit discretion or flexibility in how work is accomplished, and are central to the overall purpose of the organization; describe positions that are high in formal power. When positive relationships among superior, peers, and subordinates are encouraged, the resulting alliances confer informal power. High levels of formal and informal power facilitate access to the lines of power and opportunity that enable employees to accomplish their work in meaningful ways. Formal power is derived from specific job characteristics such as; flexibility, adaptability, creativity associated with discretionary decision-making, visibility, and centrality to organizational purpose and goals. Informal power is derived from social connections, and the development of communication and information channels with sponsors, peers, subordinates, and cross-functional groups (Kanter, 1993; Laschinger et al., 2001, 2004).

High levels of structural empowerment come from access to these structures (Kanter, 1993; Laschinger et al., 2001, 2004):

- Access to opportunity refers to the possibility for growth and movement within the organization as well as the opportunity to increase knowledge and skills.
- Access to resources refers to one's ability to acquire the financial means, materials, time, and supplies required to do the work.
- Access to information refers to having the formal and informal knowledge that is necessary to be effective in the workplace (technical knowledge and expertise required to accomplish the job and an understanding of organizational policies and decisions).
- Access to support involves receiving feedback and guidance from subordinates, peers, and superiors.

According to Kanter, the mandate of management should be creating conditions for work effectiveness by ensuring employees have access to the information, support, and resources necessary to accomplish work and that they are provided ongoing opportunities for development. Employees who believe their work environment provide access to these factors is empowered (Greco et al., 2006; Kanter, 1993; Mendoza-Sierra, Orgambídez-Ramos, León-Jariego, & Carrasco-García, 2013; Wong & Laschinger, 2013).

The focus of Kanter's theory is on the employees' perception of the actual conditions in the work environment, and not on how they interpret this information psychologically. This 'structural' empowerment has been found to predict job satisfaction (Lautizi, Laschinger, & Ravazzolo, 2009; Wong & Laschinger, 2013), organizational commitment (Smith, Andrusyszyn, & Laschinger, 2010), leadership practices (Davies, Wong, & Laschinger, 2011; Wong & Laschinger, 2013), and job stress and burnout (Laschinger, Wong, & Grau, 2013) on nurse staff.

### **2.2.8. Organisational Commitment Model**

Meyer and Allen's (1991) three-component model of commitment was created to argue that commitment has three different components that correspond with different psychological states. Meyer and Allen created this model for two reasons: first "aid in the interpretation of existing research" and second "to serve as a framework for future research". Their study was based mainly around previous studies of organizational commitment. Meyer and Allen's research indicated that there are three "mind sets" which can characterize an employee's commitment to the organization. Mercurio (2015) extended this model by reviewing the empirical and theoretical studies on organizational commitment. Mercurio posits that emotional or affective commitment is the core essence of organizational commitment.

- **Affective Commitment**

AC is defined as the employee's positive emotional attachment to the organization. Meyer and Allen pegged AC as the "desire" component of organizational commitment. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". This commitment can be influenced by many different demographic characteristics: age, tenure, sex, and education but these influences are neither strong nor consistent. The problem with these characteristics is that while they can be seen, they cannot be clearly defined. Meyer and Allen gave this example that "positive relationships between tenure and commitment maybe due to tenure-related differences in job status and quality". In developing this concept, Meyer and Allen drew largely on Mowday, Porter, and Steers's (2006) concept of commitment, which in turn drew on earlier work by Kanter (1968). Mercurio (2015) stated that..."affective commitment was found to be an enduring, demonstrably indispensable, and central characteristic of organizational commitment".

- **Continuance Commitment**

Continuance commitment is the "need" component or the gains versus losses of working in an organization. "Side bets", or investments, are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership (cf. Becker's 1960 "side bet theory". Things like economic costs (such as pension accruals) and social costs (friendship ties with co-workers) would be costs of losing organizational membership. But an individual doesn't see the positive costs as enough to stay with an organization they must also take into account the availability of alternatives (such as another organization), disrupt personal relationships, and other "side bets" that would be incurred from leaving their organization. The problem with this is that these "side bets" don't occur at once but that they "accumulate with age and tenure".

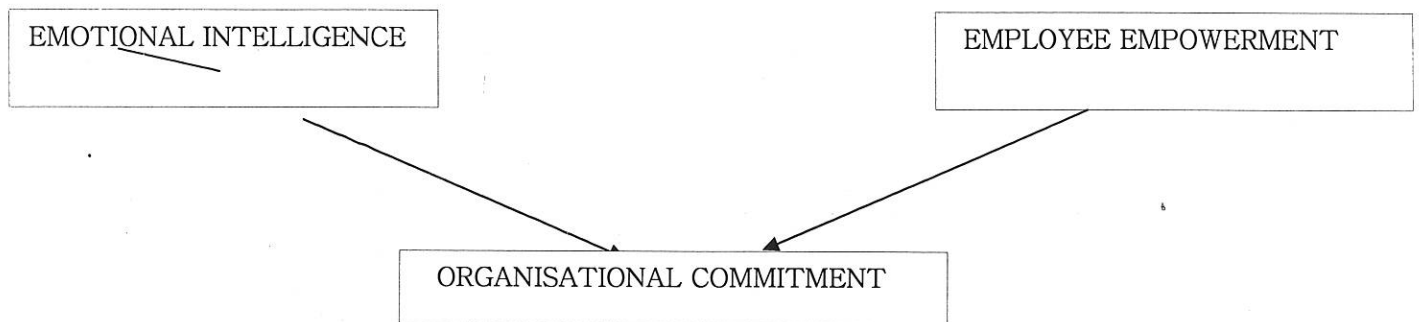
- **Normative Commitment**

The individual commits to and remains with an organization because of feelings of obligation, the last component of organizational commitment. These feelings may derive from a strain on an individual before and after joining an organization. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to". But generally if an individual invest a great deal they will receive "advanced rewards". Normative commitment is higher in organizations that value loyalty and systematically communicate the fact to employees with rewards, incentives and other strategies. Normative commitment in

employees is also high where employees regularly see visible examples of the employer being committed to employee well-being. An employee with greater organizational commitment has a greater chance of contributing to organizational success and will also experience higher levels of job satisfaction. High levels of job satisfaction, in turn, reduces employee turnover and increases the organization's ability to recruit and retain talent. Meyer and Allen based their research in this area more on theoretical evidence rather than empirical, which may explain the lack of depth in this section of their study compared to the others. They drew off Wiener's (2005) research for this commitment component.

However, certain factors have been assessed to affect organisational commitment among employees. This factor includes job-related outcomes such as turnover, absenteeism, job effort, job role and performance. Existence of employment opportunities can also affect organisational commitment. Personal characteristics such as age, years of service and gender is also a factor that affect organisational commitment. Also, organisational commitment may be affected by the working environment and work practices in relation to recruitment and selection, performance appraisal, promotions and management style (Allen & Meyer, 2002).

### 2.3. Theoretical Conceptualisation



**Fig.1** The above diagram shows that emotional intelligence and employee empowerment predicts organisational commitment.

### 2.4. Empirical Review of Literature

These related empirical studies include:

#### **2.4.1. Emotional Intelligence and Organisational Commitment**

Organisational commitment is identified as the psychological state or state of mind that binds an employee with its organisation (Meyer et al., 2002). It is comprised of the strongest emotional factor which embraces general interests, main beliefs, morals and goals (Tsai, Tsai, & Wang, 2011). Further, emotional tone being established by the organisation helps in determining its accomplishment and breakdown. Therefore, emotional intelligence can be conceptualised as collateral for developing organisational commitment within organisations. Employees with high emotional intelligence i.e., employee 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, 2002). That is, employees who cannot appraise and regulate their emotions, as Abraham (2000) points out, have less organisational commitment. 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, 2002). They are able to motivate, bring faith and assist other employees through their interpersonal relationships (George, 2000). 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 (Baron & Parker, 2000).

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, 2003). Different studies such as that of (Ranjbar et al., 2012), have demonstrated that emotional intelligence is one of the virtues

associated with success in life. In a research by Carmeli (2003), the findings of the study demonstrated that emotional intelligence should be seen as an important predictor of key psychological outcomes including job satisfaction and employee commitment. Thus, Carmeli in his research also found that affective commitment had positive relationship with emotional intelligence. In fact, employees with high emotional intelligence had higher levels of affective commitment and attachment to organisations. Furthermore, there was a negative relationship between emotional intelligence and continuance commitment, and continued commitment of a person with high emotional intelligence decreased. His study also emphasizes that emotional intelligence is related to issues such as job satisfaction, performance, absenteeism, organisational commitment and leadership. However, in a study by (Nikolaou and Tsaousis, 2002), it was concluded that individuals with high emotional intelligence are more committed to their organisations and have high performance at work. Another study by (Nikolaou and Tsaousis, 2002), showed a strong relationship between some components of emotional intelligence and organisational commitment. The results revealed that the use of emotions in emotional intelligence had strong links with organisational commitment in spite of the weak and average links between the control of emotions and understanding emotions with organisational commitment. Also, the researchers stated that emotional intelligence is a key factor in increasing organisational commitment.

Guleryuz et al. (2008) found too that emotional intelligence does not have significant direct path on organisational commitment. But job satisfaction was a mediator between emotional intelligence and organisational commitment. However, according to Daus & Ashkanasy, (2005) emotional intelligence is an important predictor of key organisational outcomes including job satisfaction.

#### **2.4.2. Employee Empowerment and Organisational Commitment**



Liden, Wayne, & Sparrowe (2000) claimed that empowerment is accompanied with commitment and personnel who are more empowered are more loyal. According to Liden & Tewksbury (1995) empowerment is an important construct because it offers the potential to positively influence outcomes that benefit both individuals and organisations. Besides Quinn and Spreitzer (1999) mention that there is a growing consensus that employee empowerment can be a source of competitive advantage for contemporary organisations. The concept of empowerment is defined in a variety of ways, by a number of researchers. Vacharakiat (2008) indicated the positive relationship between empowerment and organizational commitment in his studies. Rawat (2011) carried a research to examine the relationship between empowerment and organization commitment. Sample consisted of 133 working professionals from the Service Industry covering Information Technology (IT); Information Technology enabled services and Financial Services (Banks and Insurance). The sample consisted of 102 male and 31 female respondents. The study showed that empowerment significantly influenced all three forms of commitment.

In a study by Liu, Fellows and Chiu (2006), they found that increase in the perception of work empowerment; will lead to the increase in organizational commitment. According to a study by Durai, P. (2010) they revealed that employee empowerment enable the employees of an organisation to take independent decisions about the different aspects of their jobs. Previous research of Jun et al. (2006) and Spreitzer et al. (1997) showed that empowerment has a significant influence on job satisfaction. The first research showed results in Maquiladoras in Mexico, locations for off shoring manufacturing. And the research of Spreitzer et al. showed results in a manufacturing and a service organization sample. (Laschinger, Wong, & Grau, 2013) on nurse staff. Studies have also demonstrated a strong relationship between structural empowerment and job satisfaction (Lautizi et al., 2009; Wong & Laschinger, 2013). Wong & Laschinger (2013) observed that the more nurses perceive

they have access to workplace empowerment structures, are more satisfied with their work, and report higher performance. Access to opportunities to learn and grow in the job is particularly important to job satisfaction (Lautizi et al., 2009). An employee can be satisfied with the basic content of the job, but may be frustrated if it does not allow one to grow or move in to roles in others areas of the organization. Access to opportunity to learn and grow is an important component of structural empowerment (Laschinger et al., 2004; Lautizi et al., 2009).

Research on workplace empowerment has also been linked to stress and burnout, specifically among nurses (Greco et al., 2006; Laschinger et al., 2013). Greco et al. (2006) examined the impact of empowerment on person-fit and work engagement/burnout among staff nurses. The study showed that empowering leaders could enhance person-job fit and prevent burnout. Manojlovich (2007) expresses that powerless nurses are ineffective, less satisfied with their jobs and more susceptible to burnout and depersonalization.

## **2.5. Statement of Hypothesis**

- I. Emotional intelligence and employee empowerment will independently and jointly predict organisational commitment among non-academic staff of Federal University Oye-Ekiti.
- II. There will be a significant difference in gender on organisational commitment among non-academic staff of Federal University Oye-Ekiti.
- III. Age will have a significant influence on organisational commitment among non-academic staff of Federal University Oye-Ekiti.

## **2.6. Operational definition of terms**

**Emotional Intelligence:** The ability of regulating one's own emotion and that of others and applying them to tasks like thinking and problem solving. As measured using the Assessing Emotions Scale (AES) developed by Schutte, Mallouf &

Bhullar (2007). High scores indicate high emotional intelligence, while low scores indicate low emotional intelligence.

Employee empowerment: The sharing of power from top management to low level management employees of an organisation towards decision making, motivation, and job satisfaction leading to improved productivity in an organisational setting. As measured using the Employee Empowerment Scale (Spreitzer, 1995). High scores indicate high employee empowerment, while low scores indicate low employee empowerment.

Organisational commitment: The psychological state or state of mind that binds an employee with its organisation. It is the strength of an individual's identification with an involvement in a particular organisation. As measured using the Organisational Commitment Questionnaire (OCQ) by Porter & Smith (1970). High scores indicate high organisational commitment, while low scores indicate low organisational commitment.

Non-teaching: The act of not being involved in any academic activities in an educational setting.

Affective commitment: The emotional attachment, identification and involvement that an employee has with its organisation and goals. As measured using the Organisational Commitment Questionnaire (OCQ) by Porter & Smith (1970).

Continuance commitment: The willingness to remain a part of the organisation because employees have investment in it in the form retirement, relationships with other employees and things that are special to the organisation. As measured using the Organisational Commitment Questionnaire (OCQ) by Porter & Smith (1970).

Normative commitment: The commitment that a person believes that they have to the organization or their feeling of obligation to their workplace. As measured

using the Organisational Commitment Questionnaire (OCQ) by Porter & Smith (1970).

Gender: Being a male or female.

## CHAPTER THREE

### METHOD

This chapter represents the methodology and procedures employed in the collection of necessary data and relevant information pertinent to the study.

#### 3.1. Research Design

The research was a survey of non-academic staffs in Federal University Oye-Ekiti, Ekiti state. This study adopted an Ex-post facto design to examine the after-the-fact clarification to understand how emotional intelligence and employee empowerment predicts organisational commitment. In the study, the variable characteristics were described as they naturally occur and no participant was manipulated.

#### 3.2. Setting

The study was carried out in Federal University Oye-Ekiti, Ekiti State, which is located at Oye-Ekiti Local Government Area. The town Oye-Ekiti is a Local Government Area in Ekiti State. It is however situated at the Northern part of the state.

#### 3.3. Study Sample

The sample size of this research work consists of 240 non-teaching staffs drawn from among the various departments and units in Federal University Oye-Ekiti. Of the 240 non-teaching staffs, male and female staffs accounted for 55.6% and 43.3%, respectively (Table 4.1). 72.1% staffs were Christians, 24.2% were Islam, and 3.8% were Traditional worshippers. The distribution also shows that Yoruba's accounted for 68.8% of the samples, Igbo's are 17.9%; Hausa's are 9.6% while those from other minority tribes are 3.8%. However, the tenure in office of each staffs revealed that 45% have used 1-5 years, 32.9% used 6-10 years in office, 10% used 11-15 years, while 12.1% only used 16 years and above in office.

The sampling design adopted was a Convenience and a Purposive sampling. Convenience sampling was used as the researcher was interested in having an in-depth knowledge and idea of the phenomenon of interest and to get an inexpensive approximation of the true tendency of the research phenomenon. Purposive sampling was used because the researcher was interested in typical cases of the study population and that will be satisfactory in relation to the researcher's need. This was achieved as the group of respondents had been identified and what the researcher do was to select all members of the group by giving them questionnaires to complete.

The validated psychological instrument was however administered to two hundred and forty (240) participants selected from among non-teaching staffs of the university studied.

### **3.4. Instruments**

Data for the study was collected using validated psychological instrument to collect information from the participants of the study. The questionnaire consisted of three separate instruments which included the socio-demographic information of the participants of the study. The instrument consists of four sections namely A, B, C and D.

#### **3.4.1. Section A: Demographic Variables**

This consists of items measuring socio-demographic information of the participants, such as gender, age, religion, tenure in office of staffs, Gender was reported as (male = 1 and female = 2); actual age was given by participants; religious affiliation was reported as Christianity, Islam and Traditional; tenure in office was highlighted as 1 – 5 years, 6 – 10 years, 11 – 15 years and 16 years and above.

#### **3.4.2. Section B: Assessing Emotions Scale.**

The Assessing Emotions Scale (AES) developed by Schutte, Malouf & Bhullar (2007) was applied to measure emotional intelligence. This scale is a self-reported measure of emotional intelligence. The AES consists of 33 items structured on a Likert scale with five point options ranging from Strongly Disagree = 1 to Strongly Agree = 5. The scale comprises of four subscales which are perception of emotions, managing emotions in the self, social skills or managing others' emotions, and utilising emotions. The items comprising the subscales based on these factors (Ciarrochi, 2001) are as follows: Perception of Emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33), Managing Own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31), Managing Others' Emotions (items 1, 4, 11, 13, 16, 24, 26, 30), and Utilisation of Emotion (items 6, 7, 8, 17, 20, 27).

The AES has displayed high internal consistency as reported by Schutte et al. (1998). Cronbach's Alpha=0.90. Internal consistency for the various subscales includes: Perception of Emotion, .76, .80; Managing Own Emotions, .63, .78; Managing Others' Emotions, .66, .66 and Utilisation of Emotions .55. The scale reported a two-week test-retest reliability of .78 for total scale scores. Theoretically interrelated psychological constructs including Alexithymia, mood repair, optimism, and impulse control also proved to have significant relationships with this measure of emotional intelligence. The Assessing Emotions Scales is a widely used research instrument in various organisational studies in many countries with different cultures, but it is found to be a reliable and reusable research tool.

**SCORING:** Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence.

### **3.4.3. Section C: Employee Empowerment Scale**

The Employee Empowerment Scale (Spreitzer, 1995) was used in measuring employee empowerment and is also a 12-item scale. The scale includes four dimensions of three items each, with a response rate on a 7-point Likert scale ranging from 1 (Strongly disagree) to 7 (Strongly agree). The four scale sub-dimension include: meaning (Items 1, 2 and 3), competence (Items 4, 5 and 6), self-determination (Items 7, 8 and 9) and impact (Items 10, 11 and 12). The reliability analysis of the scale showed high Cronbach's Alpha for the different dimensions; meaningfulness = .87, competence = .87, autonomy or self-determination = .86 and impact = .91. The test-retest reliability has been shown to be strong and validity estimates for the dimensions are typically around .80. The validity of the instrument is however good.

**SCORING:** The scale is scored by using the subdimensions individually (taking the mean of the 3 items measuring one dimension) or take the mean of the 4 subdimension means to create an overall empowerment score.

#### **3.4.4. Section D: Organisational Commitment Questionnaire**

The Organisational Commitment Questionnaire (OCQ) by Porter & Smith (1970) is an instrument used to examine the commitment level of workers in their organisation. It was however validated by Uwe, P. Kanning & Anka Hill (2017). It is a 15 item questionnaire of which 6 are negatively poled. The reliability of the OCQ is well documented. The Cronbach's Alpha values lie between .82 and .93. In addition, Lam (1998) was able to show a retest reliability of .59 over a period of 10 weeks. Examinations of validity also show a generally positive result. For instance, positive associations were found with job satisfaction and with the readiness to remain in the organisation, and negative correlations were found with the intention to leave the organisation.



The scale has two subscales and based on factor analysis: *value commitment* (alpha = .89) which includes Items 1, 2, 4, 5, 6, 8, 10, 13 and 14; and *commitment to stay* (alpha = .72), which includes 3, 7, 9, 11, and 15; which appear to differentiate between the respondents' commitment to support the goals of the organisation and their commitment to retain their organisational membership. All items for measuring the OCQ were dealt with on a five-point Likert scale (1 = "totally disagree" to 5 = "totally agree"). However, all items on the commitment to stay subscale were all reversed scored. The value commitment subscales include items connoting pride in association with the organisation.

**SCORING:** Items 3, 7, 9, 11, 12 and 15 are reversed scored. A high score on all items signifies a high organisational commitment and low score a low organisational commitment.

### **3.5. Procedures**

The researcher began the research process by seeking an approval from her supervisor and letter of approval from the Head of the Department to be introduced to validate the request and adoption of staffs of Federal University Oye-Ekiti where data is to be collected for the research work. After the approval, the researcher proceeded to begin the data collection process. The letter of approval was showed to the school management authorities, Heads of the Department of various departments having non-academic staffs and also other Heads of various units of the university. However, after the necessary approval, questionnaires were distributed to all concerned persons to obtain their opinions concerning the nature of the questionnaire.

### **3.6. Statistical methods**

Data obtained in the research work will be analysed using the Statistical Packaged for the Social Sciences (SPSS) and software package version 20. Descriptive statistics such as frequency, mean, percentages, standard deviation, will be conducted to describe the socio

demographic information of the respondents. Hypothesis stated will be tested using inferential statistics, more specifically Regression Analysis. Hypothesis one and two will be analysed using Linear Regression to achieve the independent prediction of the hypothesis, while hypothesis three will be analysed using Multiple Regression to achieve the joint prediction of the hypothetical statement. The p-value of 0.05 will be used for test of statistical significance.

## CHAPTER FOUR RESULTS

### Hypothesis One

Hypothesis one stated that emotional intelligence will independently and jointly predict organisational commitment among non-academic staff of Federal University Oye-Ekiti. The hypothesis was tested using multiple regressions. The result is presented in Table 4.1

**Table 4.1: Multiple Regression Table showing independent and joint prediction of emotional intelligence and employee empowerment from organisational commitment.**

Predictor	$\beta$	T	P	R	Adj R <sup>2</sup>	F	P
Emotional Intelligence	.114	3.16	.002	.504	.248	40.379	.000
Employee empowerment	.239	4.80	.000				

A multiple regression was run to predict organisational commitment from emotional intelligence and employee empowerment. It was revealed that emotional intelligence ( $\beta = .114$ ,  $t = 3.16$ ,  $p = .002$ ) and employee empowerment ( $\beta = .239$ ,  $t = 4.80$ ,  $p = .000$ ) independently predict organisational commitment. These variables statistically jointly predicted organisational commitment. [ $F(2, 239) = 40.379$ ,  $P = .000$ ] accounted for 24.8% ( $Adj R^2 = .248$ ) variation in the study variable. This suggests emotional intelligence and employee empowerment could only explain 24.8% of organisational commitment among the participants. Other variables not investigated in this study accounted for 75.2% of the criterion variable. We therefore accept hypothesis one and conclude emotional intelligence and employee empowerment jointly predicts organisational commitment.

## Hypothesis Two

Hypothesis two stated that there will be a gender difference in organisational commitment among non-academic staff of Federal University Oye-Ekiti. The hypothesis was tested using t-test for independent samples. The result is presented in Table 4.2

**Table 4.2:- The summary of Independent Sample T-test of the influence of gender on organisational commitment.**

Gender		N	Mean	SD	Df	T	P
Organisational Commitment	Male	133	53.26	6.79	238	-1.04	P > .05
	Female	107	54.16	6.40			

An independent sample t-test (table 4.2) showed that the difference in organisational commitment scores between male ( $M = 53.26$ ,  $SD = 6.79$ ) and female non-academic staffs ( $M = 54.16$ ,  $SD = 6.40$ ) were not statistically significant. This means that female non-academic staffs were in no way better in organisational commitment than their male counterparts. The results also indicate that gender has no significant influence on organisational commitment. ( $t = -1.039$ ;  $df = 238$ ;  $p = .300$ ). Therefore, hypothesis two is rejected.

## Hypothesis Three

Hypothesis three stated that Age will have a significant influence on organisational commitment among non-academic staff of Federal University Oye-Ekiti. The hypothesis was tested using t-test for independent samples. The result is presented in Table 4.3

**Table 4.3:- The summary of Independent Sample T-test of the influence of age on organisational commitment.**

Age		N	Mean	SD	Df	T	P
Organisational Commitment	Older	119	54.28	6.26	238	1.25	P > .05
	Younger	101	53.19	6.80			

An independent sample t-test (table 4.3) showed that the difference in organisational commitment scores between older non-academic staffs (M = 54.28, SD = 6.26) and female non-academic staffs (M = 53.19, SD = 6.80) were not statistically significant. This means that older non-academic staffs were in no way better in organisational commitment than the younger non-academic staffs. The results also indicate that age has no significant influence on organisational commitment ( $t = 1.254$ ;  $df = 238$ ;  $p = .211$ ). Therefore, hypothesis three is rejected.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study investigated emotional intelligence and employee empowerment on organisational commitment. The researcher's purpose was to explain the role of emotional intelligence and employee empowerment on organisational commitment among non-academic staff of Federal University Oye-Ekiti, Ekiti state. The study findings revealed that emotional intelligence and employee empowerment predicts organisational commitment, and also that there were no significant difference in gender and age on organisational commitment. However, results in the study are discussed successively.

#### 5.1 DISCUSSION

The investigation of the study results revealed that emotional intelligence and employee empowerment independently and jointly predicts organisational commitment. This finding were supported by the works of Nikolaou and Tsaousis (2002) where it was concluded that individuals with high emotional intelligence are more committed to their organisations and have high performance at work. Another study by Nikolaou and Tsaousis (2002) showed a strong relationship between some components of emotional intelligence and organisational commitment. Their study results revealed that the use of emotions in emotional intelligence had strong links with organisational commitment in spite of the weak and average links between the control of emotions and understanding emotions with organisational commitment. However, the researchers stated that emotional intelligence is a key factor in increasing organisational commitment. Further works especially those of Guleryuz et al. (2008) contradicted the study findings where they concluded from their research study that emotional intelligence does not have significant direct path on organisational commitment, but job satisfaction was a mediator between emotional intelligence and organisational commitment.

Also, the study findings also indicated that from the work of Vacharakiat (2008) that there is a positive relationship between empowerment and organizational commitment. More studies approved of the study result where it was discovered by Liu, Fellows and Chiu (2006) that increase in the perception of work empowerment will lead to the increase in organizational commitment. The work of Rawat (2011) on a sample of 133 working professionals from the Service Industry covering Information Technology (IT); Information Technology enabled services and Financial Services (Banks and Insurance) revealed that empowerment significantly influenced all three forms of commitment.

Further assessment of the influence of gender on organisational commitment reveals that male and female non-academic staffs were not different from each other on organisational commitment. This finding contradicts the works of Aven et al. (1993) and Eren (2004) where it was disclosed that males have stronger organisational commitment than females. They conclude from their study that females think that the source of their commitment and identity is their family roles. Also, Alvi & Ahmed (1987) emphasises that females have higher level of commitment than males. However, Mowday, Steers & Porter (1979) found that there was a coherent relationship between organisational commitment and gender. They also added that females have higher level of commitment than males, because they try to do a lot for their job status.

## **5.2. CONCLUSION**

Based on the findings of this study, the following conclusions are given:

- Emotional intelligence and employee empowerment independently and jointly predict organisational commitment.
- Male non-academic staffs do not report more on organisational commitment than those who are females.

### 5.3. IMPLICATIONS AND RECOMMENDATIONS

Understandings of the roles of emotional intelligence and empowerment of employees have been able to understand the reasons why organisations either have a setback or success in their goals. Proper adherence to recruiting of workers with a very high emotionality goes a long way in promoting the effectiveness and efficiency of the organisation. Most developed and advanced companies who seek to improve their level of productivity need to attach to this key variables. However, negligence of this major factors might warrant resulting into a low production rate and turn over intent of workers.

Based on the findings and drawn conclusion of the study, the following recommendations were given.

- Educational administrators could help individuals in organisations to improve their commitment by taking into consideration the request, need, and expectation of different genders.
- Efforts should be made towards improving the emotionality of employees by their respective organisations through emotion enhancement techniques to increase their level of relationship with others and perceptions of their own self to better achieve organisational goals.
- Ensuring the proper empowerment of workers by reinforcing them with various rewards to further boost employees' morale towards their jobs in other to increase organisational outputs.
- Improving the level of job satisfaction among workers by promoting a conducive and enabling environment with well built structures to sharpen or broaden their ability to become attached to the organisational aims and objectives.



#### **5.4. LIMITATIONS OF STUDY**

The study findings are limited in certain context. Firstly, the seemingly low sample size of non-academic staffs was too low and not able to generalise to others sectors or institutions where they also exists. Respondents also represented a specific geographical area (i.e., Northern part) of Ekiti state. This was exemplified in the adoption of only a Federal University non-academic staff without considering that of other schools (Private and State) limit the generalizability of study findings. The study used an expo-facto design. Therefore, no proven causal inferences can be made concerning the directionality of relations between predictors (i.e., emotional intelligence, employee empowerment, and gender) and the associated criterion measures of organisational commitment.

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**QUESTIONNAIRE**  
**FEDERAL UNIVERSITY OYE-EKITI, EKITI STATE**  
**FACULTY OF SOCIAL SCIENCES**  
**DEPARTMENT OF PSYCHOLOGY**

**Dear respondent,**

This research work is being conducted by AFOLABI BISOLA MARY, an undergraduate student in the department of psychology, Federal University Oye-Ekiti. Please note that your answers will be confidential and NOT released to anyone else. Your honest answers will be highly appreciated.

Thanks for your co-operation

**SECTION A**

**Age:** .....

**Gender:** Male ( ) Female ( )

**Ethnic group:** Yoruba ( ) Igbo ( ) Hausa ( ) others ( )

**Religious Affiliations:** Christianity ( ) Islam ( ) Traditional ( )

**Tenure in Office:** 1 – 5 years ( ) 6 – 10 years ( ) 11 – 15 years ( ) 16 years and above ( )

## SECTION B

**INSTRUCTION:** Here are a number of questions that may or may not apply to you. Please kindly indicate the extent to which each item applies to you

STATEMENTS	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
I know when to speak about my personal problems to others.					
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
I expect that I will do well on most things I try.					
Other people find it easy to confide in me.					
I find it hard to understand the nonverbal messages of other people.					
Some of the major events of my life have led me to re-evaluate what is important and not important					
When my mood changes, I see new possibilities.					
Emotions are some of the things that make my life worth living.					
I am aware of my emotions as I experience them.					
I expect good things to happen.					
I like to share my emotions with others.					
When I experience a positive emotion, I know how to make it last.					
I arrange events others enjoy.					
I seek out activities that make me happy.					
I am aware of the nonverbal messages I send to others.					
I present myself in a way that makes a good impression on others.					
When I am in a positive mood, solving problems is easy for me.					
By looking at their facial expressions, I recognize the emotions people are experiencing.					
I know why my emotions change					
When I am in a positive mood, I am able to come up with new ideas.					

### SECTION C

**INSTRUCTION:** This part includes a number of statements about how well you are being motivated at your work. Kindly, tick where applicable your degree of agreement or disagreement with each statements.

ITEMS	Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
The work I do is very important to me.							
My job activities are personally meaningful to me.							
The work I do is meaningful to me.							
I am confident about my ability to do my job.							
I am self-assured about my capabilities to perform my work activities.							
I have mastered the skills necessary for my job.							
I have significant autonomy in determining how I do my work.							
I can decide on my own how to go about doing my work.							
I have considerable opportunity for independence and freedom in how I do my job.							
0 My impact on what happens in my organisation is large.							
1 I have a great deal of control over what happens in my organisation.							
2 I have significant influence over what happens in my organisation.							

### SECTION D

**INSTRUCTION:** Here are a number of questions concerning your work. Please, kindly tick in each box where applicable to your extent of acceptance to each statement.

ITEMS	Totally disagree	Disagree	Neutral	Agree	Totally agree
I am willing to put in a great deal of effort beyond that normally expected in order to help this company be successful.					
I talk up this organisation to my friends as a great company to work for.					
I feel very little loyalty to this organisation.					
I would accept almost any type of job assignment in order to keep working for this company.					
I find that my values and the company's values are very similar.					
I am proud to tell others that I am part of this company.					
I could just as well be working for a different company as long as the type of work was similar.					
This company really inspires the very best in me in the way of job performance.					
It would take very little change in my present circumstances to cause me to leave this company.					
I am extremely glad that I choose this company to work for over others I was considering at the time I joined.					
There's not too much to be gained by sticking with this organisation indefinitely.					
Often, I find it difficult to agree with this company's policies on important matters relating to its employees.					
I really care about the fate of this company.					
For me this is the best of all possible companies for which to work.					
Deciding to work for this organisation was a definite mistake on my part.					

I have control over my emotions.					
I easily recognize my emotions as I experience them.					
I motivate myself by imagining a good outcome to tasks I take on.					
I compliment others when they have done something well					
I am aware of the nonverbal messages other people send.					
When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.					
When I feel a change in emotions, I tend to come up with new ideas.					
When I am faced with a challenge, I give up because I believe I will fail.					
I know what other people are feeling just by looking at them.					
I help other people feel better when they are down					
I use good moods to help myself keep trying in the face of obstacles.					
I can tell how people are feeling by listening to the tone of their voice					
It is difficult for me to understand why people feel the way they do.					



## Frequencies

### Statistics

		GENDER	ETHIC	RELIGIOUS	TENURE
N	Valid	240	240	240	240
	Missing	0	0	0	0

## Frequency Table

### GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	136	56.7	56.7	56.7
	Female	104	43.3	43.3	100.0
	Total	240	100.0	100.0	

### ETHIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yoruba	165	68.8	68.8	68.8
	Igbo	43	17.9	17.9	86.7
	Hausa	23	9.6	9.6	96.3
	Others	9	3.8	3.8	100.0
	Total	240	100.0	100.0	

### RELIGIOUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	173	72.1	72.1	72.1
	Islam	58	24.2	24.2	96.3
	Traditional	9	3.8	3.8	100.0
	Total	240	100.0	100.0	

### TENURE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	108	45.0	45.0	45.0
	6-10 years	79	32.9	32.9	77.9
	11-15 years	24	10.0	10.0	87.9
	16 years and above	29	12.1	12.1	100.0
	Total	240	100.0	100.0	

## Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	240	21	65	38.18	8.000
Valid N (listwise)	240				

## Reliability for Emotional Intelligence Scale

### Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	238	99.2
	Excluded <sup>a</sup>	2	.8
	Total	240	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.833	33

Item Statistics

	Mean	Std. Deviation	N
EMO1	4.15	.914	238
EMO2	4.15	.770	238
EMO3	4.21	.881	238
EMO4	3.87	1.032	238
EMO5	3.12	1.200	238
EMO6	3.91	.926	238
EMO7	3.77	1.040	238
EMO8	3.76	1.013	238
EMO9	3.99	.883	238
EMO10	4.39	.771	238
EMO11	3.47	1.135	238
EMO12	3.91	.983	238
EMO13	3.92	.971	238
EMO14	4.12	.980	238

EMO15	3.88	.993	238
EMO16	4.17	.922	238
EMO17	4.22	.935	238
EMO18	4.03	.961	238
EMO19	3.69	1.028	238
EMO20	4.14	.969	238
EMO21	3.79	1.050	238
EMO22	4.00	.822	238
EMO23	4.28	.805	238
EMO24	4.32	.762	238
EMO25	3.84	1.031	238
EMO26	3.93	.859	238
EMO27	3.91	1.027	238
EMO28	2.42	1.481	238
EMO29	3.74	1.094	238
EMO30	4.13	.795	238
EMO31	4.13	.902	238
EMO32	3.94	.919	238
EMO33	3.08	1.349	238

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EMO1	124.25	161.194	.231	.831
EMO2	124.25	157.892	.460	.826
EMO3	124.18	160.337	.281	.830
EMO4	124.53	157.491	.341	.828
EMO5	125.28	165.357	.019	.840
EMO6	124.49	156.850	.417	.826
EMO7	124.63	152.757	.527	.822
EMO8	124.64	159.354	.274	.830
EMO9	124.41	157.737	.399	.827
EMO10	124.00	160.730	.310	.829
EMO11	124.92	159.564	.228	.832
EMO12	124.49	157.871	.346	.828
EMO13	124.48	158.040	.344	.828
EMO14	124.28	157.686	.355	.828
EMO15	124.52	156.386	.403	.826
EMO16	124.23	158.533	.345	.828
EMO17	124.18	156.424	.431	.826
EMO18	124.37	155.238	.469	.824

EMO19	124.71	159.989	.243	.831
EMO20	124.26	156.556	.408	.826
EMO21	124.61	156.965	.354	.828
EMO22	124.40	157.254	.459	.825
EMO23	124.12	160.158	.323	.829
EMO24	124.08	159.238	.393	.827
EMO25	124.56	153.758	.491	.823
EMO26	124.47	157.862	.407	.827
EMO27	124.49	155.753	.412	.826
EMO28	125.98	163.278	.050	.843
EMO29	124.66	155.804	.380	.827
EMO30	124.26	159.951	.338	.829
EMO31	124.27	155.759	.480	.824
EMO32	124.46	156.039	.457	.825
EMO33	125.32	163.180	.069	.840

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
128.40	167.380	12.938	33

### Reliability for Employee Empowerment Scale

#### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	236	98.3
	Excluded <sup>a</sup>	4	1.7
	Total	240	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.847	12

#### Item Statistics

	Mean	Std. Deviation	N
MOT1	6.34	1.208	236
MOT2	6.17	1.187	236
MOT3	6.32	1.026	236
MOT4	6.25	.949	236

MOT5	6.23	.994	236
MOT6	6.00	1.101	236
MOT7	5.90	1.129	236
MOT8	5.94	1.258	236
MOT9	5.74	1.349	236
MOT10	5.64	1.494	236
MOT11	5.34	1.657	236
MOT12	5.36	1.721	236

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MOT1	64.88	74.616	.568	.832
MOT2	65.05	77.078	.453	.840
MOT3	64.90	78.310	.472	.839
MOT4	64.97	76.970	.604	.832
MOT5	64.99	75.085	.689	.827
MOT6	65.22	75.455	.589	.831
MOT7	65.32	78.398	.413	.842
MOT8	65.28	75.608	.491	.837
MOT9	65.48	70.140	.707	.821
MOT10	65.58	72.508	.518	.836
MOT11	65.88	72.176	.462	.842
MOT12	65.86	72.640	.420	.847

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
71.22	87.934	9.377	12

## Reliability for Organisational Commitment

### Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	239	99.6
	Excluded <sup>a</sup>	1	.4
	Total	240	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.635	15

**Item Statistics**

	Mean	Std. Deviation	N
EEF1	4.40	.782	239
EFF2	4.14	.759	239
EFF3	2.79	1.276	239
EFF4	3.46	1.218	239
EFF5	3.61	1.067	239
EFF6	4.20	.890	239
EFF7	3.54	1.083	239
EFF8	3.98	.939	239
EFF9	3.29	1.144	239
EFF10	3.81	1.015	239
EFF11	3.19	1.292	239
EFF12	3.29	1.232	239
EFF13	3.98	.974	239
EFF14	3.77	1.124	239
EFF15	2.22	1.358	239

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EEF1	49.27	40.627	.269	.619
EFF2	49.53	41.149	.225	.624
EFF3	50.88	39.507	.173	.634
EFF4	50.22	37.104	.359	.601
EFF5	50.07	37.382	.414	.595
EFF6	49.47	39.813	.295	.615
EFF7	50.13	39.427	.244	.621
EFF8	49.69	39.668	.285	.616
EFF9	50.38	39.027	.251	.620
EFF10	49.87	38.285	.367	.603
EFF11	50.48	39.259	.185	.633
EFF12	50.38	40.321	.133	.640
EFF13	49.69	39.139	.314	.611
EFF14	49.91	37.723	.357	.603
EFF15	51.46	40.375	.099	.649

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
53.67	43.918	6.627	15

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
AGE	38.18	8.000	240
TENURE	1.89	1.013	240
EmotionalIntelligence	128.3375	12.94754	240
EmployeeEmpowerment	71.1125	9.34239	240
OrganizationalCommitment	53.6458	6.62722	240

Correlations

		AGE	TENURE	EmotionalIntelligence	EmployeeEmpowerment	OrganizationalCommitment
AGE	Pearson Correlation	1	.574**	.087	.110	.033
	Sig. (2-tailed)		.000	.182	.089	.610
	N	240	240	240	240	240
TENURE	Pearson Correlation	.574**	1	-.001	.153*	.068
	Sig. (2-tailed)	.000		.987	.017	.295
	N	240	240	240	240	240
EmotionalIntelligence	Pearson Correlation	.087	-.001	1	.604**	.426**
	Sig. (2-tailed)	.182	.987		.000	.000
	N	240	240	240	240	240
EmployeeEmpowerment	Pearson Correlation	.110	.153*	.604**	1	.472**
	Sig. (2-tailed)	.089	.017	.000		.000

Organizational Commitment	N	240	240	
	Pearson Correlation	.033	.068	
	Sig. (2-tailed)	.610	.295	.000
	N	240	240	240

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

\* Correlation is significant at the 0.05 level (2-tailed).

### Regression for Hypothesis One

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Employee Empowerment, Emotional Intelligence <sup>b</sup>		Enter

a. Dependent Variable: Organizational Commitment

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504 <sup>a</sup>	.254	.248	5.74754

a. Predictors: (Constant), Employee Empowerment, Emotional Intelligence

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2667.775	2	1333.887	40.379	.000 <sup>b</sup>
	Residual	7829.121	237	33.034		
	Total	10496.896	239			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Employee Empowerment, Emotional Intelligence



Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22.006	3.780		5.821	.000
EmotionalIntelligence	.114	.036	.222	3.160	.002
EmployeeEmpowerment	.239	.050	.338	4.795	.000

a. Dependent Variable: OrganizationalCommitment

### T-Test for Hypothesis Two

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
OrganizationalCommitment	Male	136	53.2574	6.79433	.58261
	Female	104	54.1538	6.39898	.62747

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Organizational Commitment	.012	.912	1.039	238	.300	-.89649	.86314	2.59686	.80387
			1.047	227.910	.296	-.89649	.85624	2.58366	.79067

### T-Test for Hypothesis Three

	AGE	N	Mean	Std. Deviation	Std. Error Mean
OrganizationalCommitment	Older	100	54.2800	6.36290	.63629
	Younger	140	53.1929	6.79600	.57437

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
OrganizationalCommitment	Equal variances assumed	.362	.548	1.254	238	.211	1.08714	.86667	.62018	2.79446
	Equal variances not assumed			1.268	221.380	.206	1.08714	.85718	.60214	2.77642