

DOKUZ EYLÜL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS ADMINISTRATION PROGRAM
MASTER’S THESIS

**THE EFFECT OF EMOTIONAL INTELLIGENCE
ON THE ORGANIZATIONAL COMMITMENT**

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İZMİR - 2016

MASTER THESIS/PROJECT
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ABSTRACT

Master's Thesis

The Effect of Emotional Intelligence on Organizational Commitment

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The aim of this study is to examine the impact of Emotional Intelligence on the Organizational Commitment. Thus, the purpose of this non-experimental quantitative research is the interrelationship between emotional intelligence of subordinate and organizational commitment of employee in private and government organization in Kazakhstan. Data were collected from 282 employees who live in Kazakhstan through an online survey form. It was self-reported questioner. It was the self-report of questionnaires where employees assess the level of their commitment and their perception of emotional intelligence of their manager. For data collection, a questionnaire including the questions on emotional intelligence, based on model of Wong and Law and organizational commitment questions based on Allen and Mayer were used. Results showed a significant interrelationship between total emotional intelligence with its four dimensions and total organizational commitment with its three dimensions. According to finding, manager with high emotional intelligence can increase organizational commitment of employees.

Keywords: Emotional Intelligence, Organizational Commitment

ÖZET

Yüksek Lisans Tezi

Duygusal Zekanın Örgütsel Bağlılığa etkisi

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İngilizce İşletme Anabilim Dalı

İngilizce İşletme Yönetimi Programı

Bu çalışma, Duygusal Zekanın Örgütsel Bağlılığa etkisini incelemeyi amaçlamaktadır. Böylece, deneysel olmayan bu nicel araştırmanın amacı Kazakistan'daki kamu ve özel organizasyonlarda çalışanların duygusal zekası ve örgütsel bağlılığını incelemektir. Veriler bir online anket formu aracılığıyla Kazakistan'da yaşayan 282 çalışan tarafından toplandı. Anket çalışanların kendileri tarafından doldurulacak şekilde hazırlandı. Bu anket çalışanlar ve yöneticiler arasındaki bağlılık ve duygusal zekayı değerlendirmek için hazırlanmıştır. Veri toplamak için Wong ve Law ile birlikte Allen ve Mayer'in örgütsel bağlılık sorularının modeline dayalı duygusal zeka üzerine sorulardan oluşan bir anket kullanılmıştır. Sonuçlar duygusal zeka ve onun dört ölçüsü ve örgütsel bağlılık ve onun üç ölçüsü arasındaki mühim karşılıklı ilişkiyi göstermiştir. Sonuca göre, duygusal zekası yüksek yönetici çalışanların örgütsel bağlılığını geliştirebilir.

Anahtar kelimeler: Duygusal Zeka, Örgütsel Bağlılık

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ABBREVIATIONS

IQ	Intelligence Quotient
EQ	Emotional Quotient
EI	Emotional Intelligence
OC	Organizational Commitment



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INTRODUCTION

Managing a team of employees is one of the most important tasks in any organizations. Competent execution of the leader functions is to promote to increase efficiency and quality of work of his or her subordinates. That is why the main problem lies in leadership effectiveness. For ensuring the greatest efficiency of the activity along with formal administrative functions, the manager has to play a role of the motivator and the moral leader in order to increase interest and efficiency of the subordinates and also to support the optimum atmosphere in a collective. The latest researches in this area have shown that social and emotional needs of employees are no less significant for the efficiency of their work.

The majority of researches in this area indicate that emotionality is opposed to rationality. However researches of the last decade showed that contrary to the developed representations, emotions do not harm to decision-making process, and act as the “*advisers*” to bear in themselves the signals helping to make an optimum choice. In these circumstances, it becomes particularly relevant to study the role of emotional intelligence in organizational effectiveness. Nowadays, the human factor becomes very important, so the problem of effective usage of human labor as the main force plays important role for organization.

Every organization wants to have committed staff that put every effort to achieve the goals of the organization. The benefits of committed employees include “*increased job satisfaction, increased job performance, increased total return to shareholders, increased sales, decreased employee turnover, decreased intention to leave, and decreased absenteeism*” (Robinson et al., 2004). That is why committed employees represent a potential competitive advantage to employers.

Thus, the purpose of this non-experimental quantitative research is interrelationship between emotional intelligence of subordinate and organizational commitment of employee in private and government organization in Kazakhstan.

Model of research for emotional intelligence is the Wong and Law Emotional Intelligence Scale (Wong & Law, 2002; Law et al., 2004) and for organizational commitment is the Organizational Commitment Scale (Meyer & Allen, 1997).

So this study will explore the influence of each dimension of emotional intelligence (SEA, OEA, ROE, and UOE) to each dimension of organizational commitment (AC, CC, and NC).

This research consists of four chapters. The first chapter considers the definition of emotional intelligence, where also was examined the concepts of emotion and intelligence separately. As well as this chapter includes the models of emotional intelligence and its role in the workplace.

The second chapter considers the definition of organizational commitment, its major theories, factors affecting organizational commitment and its role in the workplace. Also, this chapter was examined the researches about the interrelationship between emotional intelligence and organizational commitment.

The third chapter includes the research methodology, where was considered the purpose and model of study, hypothesis, data collection, sampling and instrumentation of research.

The last fourth chapter involves of analysis and the results of this research.

CHAPTER 1

EMOTIONAL INTELLIGENCE

This chapter consists of five main sections. The first section describes the notion of emotions. The second section focuses on the notion of intelligence and describes alternative theories. The third section describes the concept of emotional intelligence. In the fourth section models of emotional intelligence are analyzed. The fifth section examines the role of emotional intelligence in the workplace.

1.1 CONCEPT OF EMOTION

There is a common saying: “*IQ gets you hired, EQ gets you promoted*” (Gibbs, 1995). Everyone knows that IQ is the intelligence quotient; i.e. level of intelligence. However, not everyone knows the meaning of EQ, which is the Emotional Intelligence. It is an emotional capacity that should be developed. To understand the concept of emotional intelligence, we must first understand the concept of emotion.

Emotions from a Latin word “*emovere*” mean an excitement, a shock. Thus, they are conditions of a person which are shown in experience of certain situations and events during life (Zinchenko & Mesheryakova, 1996). Despite the fact that scientists have been investigating the concept of emotions for a long time already, emotion has various definitions (Barker et al, 2002). Each researcher has defined it in his/her own way.

Salovey and Mayer (1990) defined emotions as an organized reaction including a physiological, cognitive, motivational and experimental system.

In turn, Ashforth and Humphrey (1995) consider emotions as a subjective condition of feeling and divides on basic emotion (e.g., joy, love, anger) and social emotion (e.g., shame, guilt, jealousy).

According to Feldman, emotion is feeling such as happiness, despair and sorrow, which include physiology and cognitive elements and that impact on behavior (Feldman, 1996).

Damasio (1999) defines emotions as positive and negative subconscious reactions to any situation. It could be the joy for being praised by the authorities, the pride of a loved one, or the fatigue after exercise, grief which comes after destruction, etc... According to Damasio, a person with good mental and cognitive abilities can have problems with elementary abilities of "*decision-making*". Emotions are necessary for logical thinking.

Goleman (2001) defines emotions as an impulse that pushes on certain movements and programs of survival.

Although the concept of emotion is diverse, Ekman and Friesen identified six main emotions: happiness, sadness, fear, disgust, anger and surprise (Cornelius, 2000; Kosslyn & Rosenberg, 2004; Paula & Lee, 2006).

Emotion cannot be considered as useless factors, they are a natural part of the relationship between people. In other words, emotions and common sense are interconnected. Emotional signals derived from experience teach and develop us. Thus, these emotional signals help to processes to become more understandable and help create the future based on the past. (Pitcher, 1999) Aristotle believed that emotions are a special kind of world cognition. People make most of their decisions in the emotional state, and these decisions depend on the emotional condition at this point. In a state of rage, the behavior of a person is affected by negative emotions and often is accompanied by senseless movements. Nevertheless, the emotional state and the collection mode of attention have a very close relationship. Negative emotions like fear, pain or anger increase the vigilance of a person, allow reacting to necessary information sharper, more than people in comfort. However, positive mood is helpful in solving easy problems and gives positive results (Konrad & Hendl, 2001). In addition, these emotions influence our memory. When we make mistakes or make wrong decisions negative emotions appear that prevent the repetition of mistakes in a similar situation. And when we make successful decisions, we strengthen our experience (Robbins, 2005).

From the above we can see that emotions have many definitions. It is also a broad concept, which plays an important role in human life, regardless of time and place (Paula & Lee, 2006). For example, in business world, it is common to believe that showing emotions in workplace is not allowed and people should hold them

back. However, humans cannot come to work and “*turn off*” all their emotions, and then after working for hours “*turn*” them “*on*”. We, people cannot “*turn off*” our feelings and experiences. Emotions accompany a person during all his life. Instead of disconnecting emotions, it would be better to understand and control them. It would help in making a powerful and constructive decision. Thus, interrelation of emotion and mind could lead to the most powerful skilled strategy (Topus, 2005).

Thus, emotions are connected with intelligence, we need to be able to understand and control them, and also they play important role at process of decision-making.

1.2 CONCEPT OF INTELLIGENCE

Another component of the concept of emotional intelligence is the concept of intelligence. Intelligence comes from the Latin word “*intellectus*” which means “*power of knowing*”. And general definition of it is “*the capacity to learn or understand*” (Humphrey, 2002).

The concept of intelligence plays an important role in psychology and it widely differs depending on various factors such as age and socio-cultural aspects. Through research of scientists, we can see the influence of age on the concept of intelligence. Group of seniors in comparison with young people connected intelligence with the function of knowledge and the ability of a reasoning. Children`s answers also differed from adults. Teenagers associated intelligence with academic skills whereas younger children associated intelligence with social skills (Stenberg, 1985; Yussen and Kane (1985). Also scientists noted an important role of culture in the formation of intelligence. Thus, people with different cultures can develop intelligence in different directions (Kosslyn & Rosenberg, 2004). For example, in traditional African cultures being a genius is considered being a good storyteller. And in the United State, it may mean being astute and resolute (Lefton & Brannon, 2002). The social parties of intelligence are more important in Asian and African cultures than in Western ones. For example, intelligence researches in Africa show that they place an emphasis on social responsibility, cooperation and obedience. Also

in Kenya, a responsible participation in societal and family life is considered one of important aspects for intelligence. (Sternberg, 2002)

Until today, scientists have been arguing about finding a precise definition of intelligence. They define the concept of intelligence in different ways, and in each way it has been given a new meaning.

Initially scientists define intelligence as the ability for training, solving complex problems, logical thinking, and correct and fast task performance. In other words, paid special attention to mental abilities and human`s processes of thinking. They also believed that the mind and rational thinking are not associated with emotions (Acar, 2001). Scientists developed several types of tests for measuring the level of intellectual development. The first and most popular is IQ test which measures the ability to think rationally, quickly and correctly solve problems, and logical thinking (Barker et al, 2002).

Nevertheless, the concept of intelligence, each time broadened, which is also influenced by the further research of a brain and it is functioning. Scientists have found that IQ test considers only the analytical intelligence and ignores other psychological aspects such as emotion, humanity and the public. Although they play an important role in life success. As well as people with modest IQ can have abilities to organize and motivate other people (Canbulat, 2007).

Today many researchers believe that intelligence and emotions can not be independent from each other. It is also testified by the works of Damasio (1999), that emotional awareness and understanding directly affect the ability of decision-making for a person.

According to Bar-on (1997) the present clever human is not only cognitively intelligent but also emotionally intelligent. According to his observations, cognitively intelligent people are not always successful. In addition, the understanding and control of emotions play an important role in success.

In such a way, we can say that active and productive people lost the chances to success, without having passed a traditional IQ test. Proceeding from these all

mindset, scientists began to develop alternative models of intelligence (Barker et al, 2002). In psychology several fields of researches of intelligence were formed.

1.2.1 Social Intelligence

The first expansion of the concept of intelligence was offered by Thorndike (1920) in his theory of social intelligence. He determined social intelligence as "*... the ability to understand and rule men and women, boys and girls to work wisely in human relations*". In concordance with him, the social intelligence included in the composition of the general intelligence also as the abstract (management and understanding of ideas) and mechanical intelligence (management and understanding of specific purposes). Social intelligence includes the ability to understand own behavior and motives, as well as other people. This will help to be able to adapt to the social situation and to act accordingly. In 1935, Edgar Doll issued the first measure's instrument to social competence behavior in children.

Gallup (1998) has developed a theory of social intelligence. According to him, successful people in a social situation better show empathy, thankfulness, deceit and pretending left, than others. Moreover, academic tests cannot detect these social attributes. Also, it would be worth noting that high IQ doesn't testify to rational thinking. They are not related (Barker et al, 2002). For example, there are people with a high IQ, but they are suffering from schizophrenia.

Thus, it is possible to say that social intelligence includes memory, sensitivity, perception and thinking. Therefore, it unites all processes of cognition reflecting social objects.

According to Goleman (2006) to fully understand social intelligence, we need to include "*non-cognitive*" ability. He divided social intelligence into two broad categories: social awareness (what we feeling about others) and social facility (what we then do with that awareness). Then, he with Boyatzis (2008) developed seven social intelligence qualities: empathy, attunement, organizational awareness, influence, developing others, inspiration, teamwork.

Social intelligence provides an understanding of people's actions, facial expressions, poses, gestures and speeches. Thus, the social intelligence acts as an important component of structure and it is an important professional skill for such professions like lawyers, psychologists, doctors, teachers, journalists etc.

1.2.2 Multiple Intelligence

Gardner (1983) considered that intelligence is not only a general cognitive ability which can include different types of intelligence. He developed his theory of multiple intelligence and expanded traditional views of general intelligence. In his theory, he assumed that there are many various mental abilities than the concept of IQ, which covers many aspects combining various cognitive aspects with elements of emotional intelligence.

Gardner (1999) initially developed seven independent intelligences:

1. Linguistic Intelligence (the aptitude to perceive sound, rhythm and meaning of the words well, as well as the sensitivity of the varied functions of language)
2. Musical Intelligence (the capability to create and understand music)
3. Logical-Mathematical Intelligence (the aptitude to think in the abstract and logical)
4. Spatial Intelligence (the aptitude to think and to hold forth about spatial relations)
5. Bodily-Kinesthetic Intelligence (the capability understand and monitor consistency of one's movement of body)
6. Interpersonal Intelligence (the aptitude to comprehend and socialize with people, to show them sensibility and capability to work in team)
7. Intrapersonal Intelligence (the ability to know personality's internal structure and to manage one's own emotions)

Then Gardner proposed other types of intelligence that can be added to the previous list. The first is naturalist intelligence, which includes the capability to recognize, observe and classify plants, animals and other objects in nature. In his

words, this type of intelligence deserves to be added to the list of the original seven intelligences. The second is existential intelligence, which includes sensitivity and capability to solve deep questions about human life. The third is spiritual intelligence include the capability comprehension of life and universe. However Gardner was not sure about the last type of intelligence (Smith, 2008). Nevertheless, this model is still at a stage of development.

These types of intelligences are interconnected and allow the person to become skilled in a narrow range of specific tasks. Each type of intelligence reveals itself by means of specific talents, skills and interests (Kosslyn & Rosenberg, 2004). But among them, we can emphasize two types: interpersonal and intrapersonal intelligence. It is possible to say that they play an important role among Gardner's other intelligence models in the process of behavioral and emotional connection between oneself and the environment. They are basic elements in the concept of emotional intelligence.

1.2.3 Practical Intelligence

Sternberg (1999) considered that traditional IQ tests estimate only academic intelligence and does not consider other important qualities of a person which are important for achieving success. He developed the theory of practical intelligence that underlies the acquisition and use of implicit knowledge. According to him, practical intelligence helps find practical solutions for real problems. In addition, a person with high practical intelligence can correctly use his experience, remember necessary information and easily adapt in any situation. These are abilities which characterize reasonable behavior in the day-to-day life.

Practical intelligence underlies the acquisition and use of implicit knowledge. This knowledge are gained from personal experience and constantly used in everyday affairs. They also help to adapt to the environment, they are important factors in the successful solution of professional and everyday tasks. Implicit knowledge arises without the help of other people or the media. Thus, practical intelligence and implicit knowledge create a concept that is very different from the

academic knowledge (Lievens & Chan, 2010). People who have good academic knowledge often do not attach importance to practical knowledge and vice versa. Therefore according to Sternberg (2000) for the best prediction of success it would be better to take into account both academic and practical knowledge.

Thus, the theory of practical intelligence, with abilities to adapt and influence achievements in practical life, directly is related to emotional intelligence.

Based on the above, it is possible to say that IQ tests carry a narrow direction and do not consider some aspects of intelligence. Scientists investigated a number of alternative theories of intelligence that include various abilities connected with emotions. These theories have sparked the formation of emotional intelligence.

1.3 DEFINITION OF EMOTIONAL INTELLIGENCE

At the end of the twentieth century, the concept of emotional intelligence became popular. It evolved based on scientific disciplines in the study of brain areas (Acar, 2001). As was said, scientists found that IQ is not an indicator of success in life. It defines only academic knowledge. In turn, emotional intelligence is the predictor of success in life.

The conception of emotional intelligence was first introduced by Salovey and Mayer in 1990. In their opinion, it is a type of social intelligence which includes the ability to understand one's own emotions and the emotions of other people to discriminate them and to use this information to manage one's actions and thinking (Mayer & Salovey, 1993). Thus, they single out emotions that represent the highest emotional and mental capacity. In turn, their particular attention was paid to three areas: appraisal and expression of emotion, regulation of emotion, and utilization of emotion

Emotional intelligence gained wider scope according to Goleman's works. He claimed that emotional intelligence is the best indicator of success in life and is an indispensable condition of leadership. In his opinion, this ability helps to distinguish one's own emotions and others, motivate one's self, and operate emotions in one's self and in human relationships. Emotional intelligence can be very important where

there is a lot of external interaction, contacts or communication. However, for the following professions, for example accountant, physicist, architect etc., where there is not enough relationship among people, it is also useful to understand oneself. Emotional intelligence is not only necessary for some concrete position, but also for the employees themselves. It will facilitate their lives (Goleman, 1998a).

The concept of emotional intelligence gained popularity very quickly in spite of the fact that it was still in its early development stage. On the one hand, fruitful theoretical and practical researches were conducted; on the other hand, emotional intelligence's ideas extended without empirical support (Graves, 2000). Accordingly, wrong ideas of the topic were spread. In *"Working with Emotional Intelligence"* Goleman (1998a) explains the limits of emotional intelligence as it is very important to understand emotional intelligence and to know its limits:

- Emotional intelligence does not mean that it is necessary to always be kind and polite but to show some character when it is necessary.
- To vent feelings in emotional intelligence does not mean to have them scattered. It means to operate feelings correctly and effectively so that people could work together and achieve goals.
- Emotional intelligence has no sexual distinction i.e. it is balanced. For example, some men could be more empathetic than women. On the contrary, some women have stronger characters than men.
- Emotional intelligence is not connected with genetics and can start developing at any age. Researches showed that emotional intelligence can improve with age; people can understand their emotions better time by time and develop sympathy, social skills and motivation.

Dulewicz and Higgs (2000), British pioneer researchers in emotional intelligence, said that emotional intelligence is a result of a combination of seven elements:

1. Self-awareness
2. Emotion resilience
3. Motivation

4. Interpersonal sensitivity
5. Influence
6. Decisiveness
7. Conscientiousness

Gill (2002), the director of Research Center of leadership studies in the UK, wrote an article about emotional intelligence and its role in organizational success. In the article, he defines emotional intelligence as a human ability to distinguish and control their feelings and requirements, as well as those of other people, and to react towards them constructively and smartly. According to the writer, emotional intelligence plays an important role in leadership. It helps people dissipate or control their negative emotions.

Robbins (2001) defines emotional intelligence as a range of non-cognitive skills and competencies that affect a person's ability to cope better with environmental requirements and pressure.

In such a way now, there are many definitions of emotional intelligence. In all these definitions it is considered as a constituent part of success in life and at work, a combination of social skills (empathy, good attitude, personal qualities), and an ability to self-checking, self-motivations and so on (Topus, 2005). There are different theories and methods of measurement. In this research five various models of emotional intelligence will be considered: Goleman (1998a), Cooper and Sawaf (1997), Bar-On (1997), Mayer and Salovey (1997), Wong and Law (2002).

Although these models are different, they are all focused on the same goal of understanding of emotional intelligence and its importance in the modern society. Moreover, other more recent studies have taken the basis of these models

These five models of emotional intelligence are considered in more detail in the following chapter.

1.4 MODEL OF EMOTIONAL INTELLIGENCE

There are different models of Emotional Intelligence and in this section five various models will be examined. The first is model of Mayer and Salovey (1997), the second is model of Bar-On (1997), the third is model of Goleman (1998), the forth is model of Cooper and Sawaf (1997), and the fifth model is Wong and Law (2002).

1.4.1 The Model of John D. Mayer & Peter Salovey

The notion that emotions are a source of information has led to the recognition of the concept of emotional intelligence in 1990. The first researchers of emotional intelligence were two American psychologists Mayer and Salovey. Their research papers became the basis for other works in this area (Bennet, 2011). Initially, they invented a model, which only included the perception and regulation of emotions and without thinking about feelings (Salovey & Mayer, 1990).

Later in 1997, they have expanded the concept of emotional intelligence in their work “*What is Emotional Intelligence?*” (Mayer & Salovey, 1997). There was a shift from the definition of emotional intelligence in terms of individual abilities to a more comprehensive definition of abilities. In other words, emotional intelligence includes not only emotional understanding but also several emotional abilities. This revised definition is as follows:

“Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”.

In other words, emotional intelligence is the ability, which comprises the interchange of emotions and intellect. With these abilities, emotionally intelligent people can develop faster.

Mayer and Salovey model was called the "*ability model*". And this model consists of measurable abilities which help to define emotional intelligence of humans (Ford, 2010).

These abilities are classified in four branches:

1. Identifying emotions
2. Using emotions
3. Understanding emotions
4. Managing emotions

Each branch includes abilities that change from early developing abilities to more advanced abilities (Topus, 2005).

The first branch includes the perception, evaluation and expression of emotion. Emotional expression is important form of social communication. These skills begin to develop from a young age. Namely, how accurately people can identify and distinguish own emotions and others. In addition, the ability to express the emotions precisely and to express needs related to those feelings. It is worth noting the ability to feel deception, in other words to be able to distinguish between honest and dishonest expression of feelings (Mayer & Salovey, 1997).

The second branch includes the contribution of emotions to thinking. It is ability of emotions to promote thinking and send a person's attention to relevant information. Salovey and Mayer (1990) pointed out that people "*differ in their ability to harness their own emotions*". They also can use emotions to convey the idea more accurately. For this reason, we need to understand the emotions that have been experienced to remember and generate them at the right time. Emotions can be positive or negative. Experienced emotions can help in decision-making process and planning. Thus, emotions are an important source of information and judgment (Mayer et al., 2000).

The third branch involves understanding, analysis of emotion and use of emotional knowledge. The ability of emotions to inform us about our condition and express actions those are associated with these messages. For example, the anger

speaks of the desire to attack or harm others. It can be associated with certain sets of possible actions: peacemaking, attacking, retribution or revenge. Understanding emotional messages and the actions associated with those messages is an important aspect (Brackett and Salovey, 2006).

The fourth branch includes the ability to assess, control and regulate emotions in themselves and in others (Mayer et al., 2000). People need to understand emotions to convey information and control them. It means being open to all emotional experiences, both positive and negative. But it must be under voluntary control. A person can want to remain open to emotional experiences until they are not very painful, and block out those that are suppressing (Jones et.al, 2007). In other words to use a meta-experience which Mayer and Salovey (1997) divided into two types: a) meta-evaluation which includes attention to the emotions and the ability to understand how clearly acceptable, typical and powerful they are, b) meta-regulation includes the ability to improve your mood. Thus, meta-experience helps us to understand our own mood, what makes us happy, and to replenish a personal knowledge base. In addition, people can manage their mood because they know what to do to change it.

Thus, the first two branches are focused to represent experiential functioning and the last two branches together represent strategic functioning (Howard, 2008). And they think that, as intelligence, the model should represent capacities that can be measured to be able to define one's emotional intelligence. But if the tests developed in the ability model that involves intelligence, it can ignore individual creativity in emotional intelligence (Ford, 2010).

Based on these abilities empirical studies were conducted and have used a variety of methods of factor analysis. In 1997, Mayer and Salovey devised the Multifactor Emotional Intelligence Scale (MEIS) to assess the ability of the four branches based on their model. Nevertheless, this model had required improvement because it was not completely reliable. Along with Caruso, MEIS has been developed into the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) in 1999 (Mayer et al., 1999). But it is not widely available as a

measurement tool because its introduction is a big expenditure of time and the test is expensive

1.4.2 The Models of Bar-On

In the early 1980s he began work on the concept of emotional intelligence. Bar-On is an internationally acknowledged expert and pioneer in emotional intelligence. He created the Emotional Quotient Inventory (the EQ-i), which was published in 1997 (Jones, 2007). Working on his model, he wanted to know the reason why some people are able to succeed more than others.

Bar-on (2000) described emotional intelligence as *“an array of interrelated emotional, personal, and social abilities that influence our overall ability to actively and effectively cope with daily demands and pressures”*. In other words, the basis of emotional intelligence is personal, emotional, and social skills rather than cognitive dimensions of intelligence.

Bar-on`s model include five major components: intrapersonal, interpersonal, stress management, adaptability, general mood (Bar-On, 1997).

Bar-on has developed the Emotional Quotient Inventory (EQ-I). It is a measure of the emotional and social intelligent behavior which delivers its assessment. EQ-I was instrumental in developing this model and was the first commercially available test of emotional intelligence. (Jones et.al, 2007) The EQ-i has been translated into more than 30 languages. There have been numerous studies of validity and reliability of the EQ-I. In addition to his publications, Bar-on examined the ability of EQ-I to predict people`s performance in social interactions, schools and workplaces, as well as its impact on physical and psychological health, self-fulfillment and subjective well-being (Bar-On, 1997, 2001, 2003, 2004).

But the work of Bar-on did not stop there. EQ-I was the beginning of the development of emotional and social intelligence (ESI). In the end, the results of his study showed that ESI is a multifactorial range of interconnected emotional and social competencies, facilitators and capabilities. It also includes the ability to recognize, understand and manage emotions, this ability also helps to have a

relationship with others, to rationally cope with daily demands, problems and difficulties and to adapt and solve problems (Bennet, 2011). This is based on one's intrapersonal ability which associated with the inner world of individual. It is founded on the ability to recognize one's self, to understand their own strengths and weaknesses, as well as to discover and express a set of feelings and abilities in themselves. And also on interpersonal skills which includes the ability to be aware of others' feelings, emotions, mood, motivation, intention, etc. It helps to be sociable, to create and maintain mutually advantageous relationship (Bar-on, 2006).

The emotional and social competencies include five key components. These components contains several of closely related competencies, skills and facilitators which are described in the Table 1 (Bar-On, 1997).

Table1: Bar-on's five components of emotional intelligence

EQ-i SCALES	The EI Competencies
Intrapersonal	Emotional self-awareness Assertiveness Self-regard Self-actualization Independence
Interpersonal	Empathy Interpersonal relationships Social responsibility
Stress Management	Stress tolerance Impulse control
Adaptability	Problem solving Reality testing Flexibility

General Mood	Happiness Optimism
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So being emotionally and socially intelligent is an ability to effectively manage individual, environmental and social change by frankly and flexibly coping with the difficult situation and making decisions. And for that we must to manage emotions and to be sufficiently optimistic, positive and self-motivated (Bar-on, 2006). Mayer (2006) determined Bar-on's model as a "*mixed model*" and also added that it measures attributes not related to emotion or intelligence.

1.4.3 The Models of Goleman

As noted earlier, emotional intelligence has become more popular due to Goleman. In 1995, he published book "*Emotional Intelligence. Why it can matter more than IQ*", which was the best-selling psychology book. He (1998a) 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*".

Thus, Daniel Goleman's approach to emotional intelligence concentrates attention more on the emotional and social competencies that stimulate managerial performance and success. His model includes over 25 characteristics of emotional intelligence such as teamwork and collaboration, service orientation, initiative, and achievement motivation etc. These are important personality traits and individuals with these qualities have great advantage over others (Jones et.al, 2007).

In his books, "*Emotional Intelligence. Why it can matter more than IQ*" and "*Working with Emotional Intelligence*", Goleman (1995, 1998a), created a model of emotional intelligence, which includes five components:

1. self-awareness
2. self-regulation
3. motivation
4. empathy
5. social skills.

The first three components of emotional intelligence (self-awareness, self-control, and motivation) are related to the ability of human beings to control themselves. The last two (empathy and social skills) are associated with the art of managing relationships with other people.

These five components of emotional intelligence consist of more specific features that are presented in Table 2. So we see that these five components are interconnected and Goleman's model is a "*mixed model*" (Bennet, 2011). All these components allow actualizing emotional intelligence (Goleman, 1998b; Goleman et al., 2013).

Table 2. Daniel Goleman's five components of emotional intelligence

Components	Specific features	Major areas of skills
Self-awareness	The ability to identify own emotions and stay aware of them as they happen. This also includes one's awareness of the effects of his feelings on others. In addition, Self-awareness is measured by self-confidence, realistic self-assessment.	<ul style="list-style-type: none"> - self-assessment: know their needs, strengths and weaknesses - self-confidence: the belief in own ability to accomplish a task
Self-regulation	The ability to manage one's emotional states. This means to control emotions, to think before acting and to direct own behavior positively. Self-regulation is measured by self-control, transparency, conscientiousness, adaptability.	<ul style="list-style-type: none"> - self-control: control of his actions, deeds and states. - transparency: authenticity and ability to take tough, principled stands - conscientiousness: compliance with the direct commitments, caution and attention to detail

		<ul style="list-style-type: none"> - adaptability: flexibility and effective work within different situations and with various individuals and groups
Motivation	<p>The ability to use one's desire to move forward, to guide oneself toward own goals and to strive for success, despite the difficulties, setbacks and frustrations. To do this, a person must manage his/her emotions strongly. Moreover, it is measured by achievement orientation, optimism, initiative.</p>	<ul style="list-style-type: none"> - achievement orientation: a set of measurable goals and waiting of obstacles - optimism: the ability to see opportunities rather than threats and generally have positive expectations about others - initiative: manifestation of activeness in any business
Empathy	<p>The ability to understand the feelings of others, to respect their opinions and emotionally respond to their feelings.</p>	<ul style="list-style-type: none"> - service orientation: desire to help and be available for others - to have an intercultural sensitivity
Social skills	<p>The ability to recognize other's emotions and comprehend what is really going on, and manage them. Using these abilities to persuade, lead, negotiate and settle disputes, for cooperation and teamwork.</p> <p>Social skills are the culmination of all four components and it plays an important role in relationship</p>	<ul style="list-style-type: none"> - relationship management: the ability to find common ground and to manage relationships effectively - Influence: the ability to convince and impact on others to achieve their consent or support - teamwork and collaboration: to work cooperatively with others, to be part of a team and have common responsibility and rewards for

	management.	accomplishments - conflict management: to cope with tense situations diplomatically and not to avoid them
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Goleman's model is based on two measuring tools. The first measure is the Emotional Competency Inventory (ECI), which was developed in 1998. The second is Emotional and Social Competency Inventory (ESCI), which was created in 2007 (Harris, 2009).

1.4.4 The Model of Cooper and Sawaf

In 1997, Cooper and Sawaf, in their book *"Executive EQ: Emotional intelligence in leadership and organizations"* examined the role of emotional intelligence in the organization, and paid special attention to the issue of the relationship between emotional intelligence and leadership. According to them emotional intelligence helps an individual to achieve his goals, reveal his unique potentials and activates his/her innermost value and aspirations. Cooper and Sawaf defined emotions as an energy that consists of our past, every line and verse of every experience, deep understanding and relationships in our lives. Feelings give us the necessary information, which is the feedback from the heart. Due to it, we keep honest with ourselves, become geniuses, have trusting relationships; have an internal compass for our life and career, which lead us to unexpected opportunities and can help us avoid failure. However, it is not enough to have only feelings. Emotional intelligence necessitate that the person has learned to recognize and appreciate the feelings in himself/herself and other people, appropriately respond to them and effectively apply the information and energy of emotions in his/her daily life and work. A more accurate definition of emotional intelligence is shown below (Cooper & Sawaf, 1997):

"The ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence"

They also created their own model and divided it into 4 cornerstones (Williams, 2007):

1. Emotional literacy
2. Emotional fitness
3. Emotional depth
4. Emotional alchemy

The first cornerstone, emotional literacy, is based on the knowledge of their own emotions and the recognition of their causes. For this purpose, you need to have emotional honesty, awareness, responsibility, energy, feedback, connection and intuition.

The second cornerstone, Emotional fitness, is as necessary as physical fitness. It allows a person to develop flexibility and hardiness. In turn, they help expand the "*trust radius*", which is related to profitability and success. A person can expand his/her capabilities, especially the ability to forgive himself/herself or other people some mistakes. Emotional fitness furthers to inspiration, stability, a highly constructive "toughness" in problem solving process and changes. It also assists the emotional and mental capacity in handling problems more honestly and in an open way, which is hardiness.

The third cornerstone, Emotional depth, includes emotional strength and potential for growth. A person can identify his/her goals and unique opportunities, and experience a sense of responsibility and honesty. This cornerstone also includes the ability to influence people without any authority.

The fourth cornerstone, Emotional alchemy includes the ability to use emotion to provoke and extend creativity. In addition, it contributes to the ability of flowing with problems, pressure and creating confidence in own abilities which helps in the competition. Furthermore, it has the widest range of hidden solutions and emerging opportunities (Cooper & Sawaf, 1997).

In turn, these four cornerstones were further separated into four branches, which are shown in Table 3.

Table 3 Cooper and Sawaf`s four cornerstones of emotional intelligence.

Four cornerstones	
1. Emotional literacy	<ul style="list-style-type: none"> - Emotional honesty - Emotional energy - Emotional feedback - Practical intuition
2. Emotional fitness	<ul style="list-style-type: none"> - Authentic presence - Trust radius - Constructive discontent - Resilience and renewal
3. Emotional depth	<ul style="list-style-type: none"> - Unique potential - Commitment, accountability and conscience - Applied integrity - Influence without authority
4. Emotional alchemy	<ul style="list-style-type: none"> - Intuitive flow - Reflective time-shifting - Creating the future - Opportunity sensing

Cooper and Sawaf (1997) have developed their own method of measurement. It is EQ Map. The EQ Map permits individual to begin charting his relative strengths and weaknesses through a wide range of characteristics related to emotional intelligence. The EQ Map has been experimented on thousands of executive, managers and professionals.

1.4.5 The Model of Wong and Law

Wong and Law (2002) developed a model of emotional intelligence for use in organizational studies. Their approach was based on the study of several scientists such as Davies, Stankov, and Roberts (1998), Mayer and Salovey (1997). The model was developed on the basis of the Mayer and Salovey determination of emotional intelligence. Namely as a set of interrelated skills regarding “*the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth*” (Wong and Law, 2002).

As well as they used the Davies et al. (1998) four-dimensional determination of EI which was developed based on Mayer and Salovey's (1997) determination of EI. These four dimensions of The Wong and Law Emotional Intelligence Scale (WLEIS) are as follows:

1. Appraisal and expression of emotion in oneself.
2. Appraisal and recognition of emotion in others.
3. Regulation of emotion in oneself.
4. Use of emotion to facilitate performance.

The first dimension includes the ability of a person to understand the emotions deeply and to express them naturally. And people who are high in this abilities, will feel and know own emotions better than other people do.

The second dimension associates with the ability to recognize and understand the emotions of the people around them. People who possess well these abilities will be very sensitive to the emotions of other people and can predict others' emotional responses.

The third dimension involves the ability to regulate one's emotions. This ability will allow for faster recover after psychological stress. That is, a person can return quickly to normal psychological state after a joy or frustration. A person with such abilities will be hard to lose control of themselves.

The last dimension includes the ability to use one's emotions by directing them towards constructive activities and personal performance. People who have this

ability would be able to constantly stimulate themselves to better results. Moreover, they can send their emotions in positive and productive directions (Law et al., 2004).

The Wong and Law Emotional Intelligence Scale (WLEIS) include sixteen items, which contain the four dimensions of EI: self-emotions appraisal (SEA), others-emotions appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE). A seven point Likert-type scale was used, where totally disagree representing the number one (1) and totally agree representing the number seven (7) (Bennet, 2011).

In this way, they examined emotional intelligence as a separate concept of personality dimensions. They also investigated the newly developed emotional intelligence scale and established the effect of emotional intelligence on life satisfaction in the social and institutional spheres.

Then research in this area has been continued and has considered a possibility of training and development of emotional intelligence. In their study, they tried to prove the importance of life experiences in the development of EI. As the example they took students in a university Singapore and Hong Kong. And the result show that full-time parent positively related to the university students` EI. These results were cross-validated with a second example. Second example was of graduate students in Taiwan. Moreover in this study, age as a proxy for life experiences for these graduate students was found to be a significant predictor of EI (Wong et al., 2007).

The Wong and Law Emotional Intelligence Scale (WLEIS) is rather popular and was used in several researches (Johnson, 2013).

1.5 EMOTIONAL INTELLIGENCE IN WORKPLACE

Despite the development of technology, human resource is always a hot topic in the organization. Consequently, the organization faces not only with organizational, managerial, economic, but also psychological problems, the successful solution of which helps to increase the efficiency of its activity. In the organization, many social and psychological phenomena and processes are connected together: processes of group dynamics and leadership; phenomena of comfort,

interpersonal relations and intergroup interactions, group favoritism; ways of social knowledge and assessment of situations, etc. (Lipatov, 2012)

To be successful in the workplace intellectual knowledge should complement the ability to understand their emotions and the emotions of others, the ability to express and control them, empathize and be sociable (Kizil, 2014). Today it is important for the organization that the employee had not only professional skills, but also emotional. Emotional intelligence can influence the range of various working behaviors such as teamwork, talent development, employee commitment, work performance, innovation, service quality and loyalty of clients (Roberts et al., 2004). Thus, emotional intelligence plays an important role in the workplace life.

There have been many studies about the significant role of emotional intelligence in the workplace (Bennet, 2011). According to Cooper and Sawaf (1997), people who have high emotional intelligence are more successful in their personal lives and careers, manage more competently, and even they have fewer health problems than people who have low emotional intelligence.

The Bar-on (1997) considered that the emotional intelligence can be also useful to work in-group because generally teamwork depends on knowledge of strengths and weaknesses of each other and on the use of these strong features at the right time.

Goleman (1998a) argued that emotional intelligence is a predictor of a successful life. His work had a significant impact on the business world. In his book, *"Working with Emotional Intelligence"*, Goleman (1998a) wrote about the role of emotional intelligence in the workplace. He asserts that emotional intelligence is needed not only to managers and to directors of companies, but also for all workers in the organizational environment. Emotional intelligence as a mediator can unite the team and improve its performance. In a highly competitive environment, emotional intelligence helps companies move forward.

If the employee has high IQ, but can't build friendly or labor relations with people, it can damage the companies. Therefore, the ability to build friendships and work in a team is very important in the work environment. And these skills are closely related to emotional intelligence (Kızıl, 2014). Thus, in the modern approach

to management benefits and success of teamwork are important. Each employee in the organization has to communicate with colleagues, customers or partners. Moreover, if the organization has friendly atmosphere where employees can share their views, thoughts and can show initiative and allow the criticism, we can say that the organization operates on the basis of emotional intelligence (Akin, 2010).

According to Wong's research, (2004) people who have emotional intelligence do the work better than their colleagues do. That is the positive emotional condition of the employee leads to a positive commitment to the organizational environment. In such a way organizational commitment of the employee, appear due to positive feelings in relation to experience and desires to make positive results for the organization. People with high emotional intelligence as a rule have higher level of job satisfaction.

According to Zeidner et al. (2009), one of the basic factors of behavior and success at work, which affect the personal productivity, prosperity and social climate as well as affect the cognitive and motivational development at work which in turn affect objectives and social behavior and performance results are emotions.

Also researchers found out that the emotional intelligence is a key factor in management of the organization (Singh, 2008). Friendly atmosphere in the organization and its effective work is largely dependent on correct and competent management. Socially qualified and emotionally competent manager must understand emotions, reason for their appearance and predict their consequences. He/she also needs to understand how to deal with them, to reduce their destructive power and, if necessary, to use it (Boivin, 2013). So the effective management mainly depends on ability of the leader to solve complex social problems which can arise in the organizations. A leader who recognizes and understands other people's emotions as well as his own knows how to motivate, to be sociable, to solve complex problems, to expand the rights and opportunities. Furthermore, in literature it was noted that the performance of work and organizational commitment of employee also depends on effective work of the head (Law & Wong 2004). The leader with the high level of emotional intelligence is able to explain and convey importance of work and employee's contribution, to achieve the loyalty of the employee to the organization,

is able to create the optimistic and trusting atmosphere in a working environment (Roberts al., 2004). According to researches, the leader who separates emotions from the management is less effective than the leader who uses emotions at work (Bennet, 2011).

Thus the person with high emotional intelligence has very high importance for providing a continuity of the organization`s activity (Akin, 2010).



CHAPTER 2

ORGANIZATIONAL COMMITMENT

This chapter consists of four main sections. The first section describes notion of commitment. In the second section are considered theories of organizational commitment. In the third section are described factors which influence organizational commitment. The fourth section examines the role of organizational commitment in the workplace.

2.1 CONCEPT OF ORGANIZATIONAL COMMITMENT

Today, in many companies, people became the most expensive and valuable resource. An experienced and skilled employee is one of the most important elements that help undertakings achieve their goals (Khalili, 2011). And the commitment and loyalty of such workers play an important role in the development of the undertaking. With an increase in tension between companies and their workers, the notion of commitment was applied in industry as an important factor for the continuous economic development (Singh al., 2008).

Commitment of subordinates can affect the performance and efficiency of the companies. Also, dedicated employees will make more efforts for efficiency of the organization and will not leave the undertaking. Employees who are punctual, show loyalty and acceptance of organizational goals were identified as committed subordinates. And for any organization such dedicated staff counted as a significant competitive advantage (Bennet, 2011).

For more than 60 years, the concept of organizational commitment has caused interest of scientists. Increasing interest in the subject was associated with the occurrence of factors such as job dissatisfaction, turnover and systematic absences. Thus the costs that are associated with these factors need to solve the problem (Seven, 2012). It is one of the most important problems studied in the field of human resource management and organizational behavior (Seyal & Afzaal, 2013). However,

in spite of this there is no definitive agreement on the meaning of the term organizational commitment. It can be defined as devotion of a person to a certain business, purposes etc. Researchers have given different definitions of this concept and explored the interrelation between an employee and the company with different perspectives.

Kelman (1958) related commitment to social roles and observed that people are likely to be influenced in three ways: a) compliance b) identification c) internalization. Compliance occurs when a person implements hoping to obtain a favor (honors or approbation) from another person or group. Identification happens when the person adopts impact to set up a satisfactory interrelation with another person or group. Internalization occurs when the value of the person and the organization are the same. Kelman's work provided the basis for the concept of organizational commitment.

March and Simon (1958) noted that the commitment is manifested as interchange relationships where people join the organization in return of remuneration or certain payments.

Becker (1960) defines organizational commitment as a desire to remain in the organization aware of the loss of "*side-bets*". In other words, the subordinate invests his effort and time in the undertaking to get skills and, establish friendly relationships, which reduce the attractiveness of the transition to another job. The employee assesses his losses of the investments and rights upon transition to another organization. For example, what the employee has in the organization (the usual business and personal communications with colleagues, supplementary pension, status, etc.) can be more important for him than what he can acquire from another job (Singh al., 2008). In addition, work in other organization will need new expenses and effort from the employee.

It should be noted that Becker has suggested some basic classification of side-bets, which are generalized cultural expectations about responsible behavior, self-presentation concerns, impersonal bureaucratic arrangements, individual adjustments to social positions, and non-work concerns.

The generalized cultural expectations are expectations of responsible behavior and mismatch of these expectations can cause real or imaginative negative consequences.

Self-presentation concerns represent attempt to present image or reputation of the relevant to society for which the person should behave in a corresponding way. Because the behavior that will not correspond to this image can blacken him.

Impersonal bureaucratic arrangements represents regulation and strategy, which is used by the company to support or award long-term employment.

Individual adjustments to social positions are the application of force for adaptation in a certain situation, but there is a probability to be less adapted to others.

And at last, non-working problems manifest themselves outside the undertaking. In other words, the worker can lose the gathered prestige if he / she has to leave and look for work in other place (Powell and Meyer, 2004).

Studies of Kanter (1968) were based on the investigation of social groups and the sway of the requisite conduct of the group members on their adherence to the group. He described organizational commitment as the desire of the social subject to show loyalty and makes an effort in the company, which is to develop attachment to the group. In the concept of commitment he considers a question of profit of the worker for further participation in the undertaking and his possible expenses when leaving (Bennet, 2011).

In turn, Buchanan (1974) describes organizational commitment as a strong commitment which includes a positive assessment of an employee's stay in the company, his intention to act for its benefit and purposes and to keep the membership in it. Also he divides organizational commitment into three components: identification, involvement, loyalty. Identification is when a staff member accepts the goals and values of the company as their own. Involvement it when a staff member is psychologically immersed and dissolved in his/her works. Loyalty is when a staff member is experiencing the love and devotion to the organization.

Steers (1977) divided organizational commitment into three groups: personal characteristics, job characteristics, and work experience. The category of personal characteristics includes variables that determine identity, such as age, education,

opportunities for achievement, role tension and central life interest. Job characteristics include job challenges, the amount of feedback provided for the job and opportunities for social interaction. Work experiences comprise organizational dependability, perceptions of personal investment, personal importance to an undertaking, group attitudes toward the organization and the realization of expectations. These three categories were associated with a commitment, but according to Steers commitment, it is largely dependent on experience (Gökçay, 2011).

Cook and Wall (1980) appointed organizational commitment as a sensation of love to the companies and its importance, and “*attachment to the organization for its own sake rather than for its strictly instrumental value*”.

Morrow (1983) also believes that the commitment entails a readiness to provide additional efforts for the benefit of the undertaking, and a strong aspiration to keep membership in the companies.

Proceeding from the aforesaid it is clear that the original commitment was considered as a one-dimensional structure with a focus on affective commitment. This is only reflects an emotional attachment to the undertaking. O'Reilly and Chatman (1986) were the first who developed the multidimensional design based on behavioral approach. It was contradictory to the previous concepts. According to them, one psychological bond can be seen in three different interrelationships within the undertaking. The explorers offered three forms of psychological affection: compliance, identification, and internalization.

By 90s, Allen and Meyer (1990) worked out the three-dimensional intention of organizational commitment, which is separated into three kinds: affective, normative and continuance commitment. They showed three different interrelationships and a stronger bond between the worker and the undertaking. Namely, the general emotional values, an assessment the cost of the losses connected with leaving the undertaking, and moral obligations to remain part of the undertaking. Later on Meyer and his colleague Herscovitch (2001) explained commitment as “*a force that binds an individual to a course of action of relevance to one or more targets*”. And also in

proportion to their statement, the commitment comprises “*behavioral terms*”. These terms describe the actions that commitment entails and can be separated in two kinds of behavior: focal and discretionary. Focal behaviors are considered an important part of the conception of a commitment to a specific purpose, such that all three types of commitment (affective, continuance and normative commitment) have to predict this behavior. It is the behavior “*to which an individual is bound by his or her commitment*”. In turn, in discretionary behavior there is some flexibility in specifying of behavioral terms of commitments.

On top of that Meyer, Stanley, Herscovich, and Topoinytsky (2002) conducted a meta-analysis of antecedents, correlates and consequences of commitment, and also evaluated interrelation among affective, continuance, and normative commitment to the enterprise. In this investigation it was taken into consideration a reasonableness and generalization of model. The result showed that the antecedents to the commitment, such as demographic variables play an insignificant role in the growth and development of organizational commitment. Also it was revealed that the circumstances of previous employment have interconnection with organizational commitment, especially with affective commitment.

As well Camilleri (2002) detected that the degree of organizational commitments depend on extent of official possession and also on the identity of the person, levels of the conflict, and overload role conditions. Vashishta and Mishra (2004) communicated that social support and professional stress can predict the level of organizational commitment.

As noted by Miller (2003) organizational commitment is “*a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization*”. That is it when the worker is interested in the purposes and values and therefore it is ready to support membership.

Pursuant to Cohen (2003), obligation connects person to a certain course of action, which relates to one or more objectives. He also notes the importance of studying organizational commitment that will help us understand the nature of the psychological process by which people define themselves goals in life.

Muthuveloo and Rose (2005) investigated influence of antecedents on organizational commitment and have estimated influence of organizational commitment on organizational result among Malaysian engineers. And according to the findings, a positive perception of the workers enhances organizational commitment that leads to positive organizational results.

It should be added that according to Meyer et.al (2006) commitment has affective and cognitive character. Cognitive component part is the basis of the commitments and behavioral conditions. The affective component part covers any feelings that encourages a certain way of thinking (for example, in case of NC, pride and/or fault).

Model of Meyer and Allen (1997) got great popularity and is wide in application. Despite this their model is subjected to some criticism, as for example in the work of Jaros (2007). His work is the analysis which criticizes organizational structure of commitment of Meyer and Allen, and also considers a validity of components of their commitment structure (affective, normative and continuance commitment). Stephen Jaros proposes improved the model of Meyer and Allen. According to his research, he has defined important matters which need to be solved for increase of preciseness and helpfulness of model, and also has proposed the relevant decisions.

Werner (2007) noted that organizational commitment as *“work-related attitude seems to be closely related to performance and turnover of employees”*. That is pursuant to him, it is the worker who shares the goals of the organization and devoted to the organization emotionally, cognitively and personally, by exceeding main requirements and expectations of the work.

Singh (2008) reviewed and analyzed the measurements and prospects of organizational commitment in the last sixty years. He wanted to determine how the organizational commitment should be considered in the undertaking to make the worker more dedicated to the company. He came to the conclusion that there is a need for further confirmatory studies in different cultures, as well as standardization of terminology which reflects the organizational commitment. In turn he has defined

organizational commitment as a psychological wedding between the workers and the company that is the worker continues to work in the same company throughout his labor life.

Thus, organizational commitment is defined as the reciprocal obligations of employees and employers in which the employee wishes to continue to be associated with the company. In other words, the management takes care of the employees and their welfare and satisfies their personal needs and desires, and in turn, the employees in response exert their loyalty and faithfulness (Smirnova, 2008). With the increase of organizational commitment, the probability of the worker leaving the undertaking decrease, job satisfaction (Shepherd-Osborne, 2009) and job performance increase (Johnson, 2013).

2.2 APPROACHES OF ORGANIZATIONAL COMMITMENT

Based on the above stated it is important to note that employee commitment can occur for various reasons. Thus commitment can be divided into two approaches, as behavioral and attitudinal commitment, which will be explained in the following section.

2.2.1 Behavioral approach

Behavioral commitment is considered as the desire of the subordinate to continue working in the company and maintain membership in the undertaking, which is caused by a specific situation and behavior in the workplace. Becker (1960) was one of the first researchers, who suggested in this approach the theory of side-bet to the organization. The worker puts into the company operating forces, time, forge friendships, gain skills, and this in turn reduces the attractiveness of the transition to another job. This happens due to the fact that more efforts are needed in order to achieve this status in the new company, that is present at the moment in this work, and which do not require additional effort. Also this approach can be combined with the notion of exchange. Loyalty is formed as a result of satisfaction of worker

benefits in the undertaking and that by this will have to sacrifice, if he leaves the undertaking.

Commitment affects the behavior of individuals in undertakings (Steers, 1977). The good behavior brings to company improvement and benefits. Good behavior it could mean work with same organization, do not be late, and exerting significant effort on behalf of the company. So, fine behavior and attitude to job of workers play important role for company growth and development.

Mowday, Porters, and Steers relate behavioral commitment to *“the process by which individuals become locked into a certain organization and how they deal with this problem”* (Mowday et al., 1982).

The conducted researches tried to find out more favorable conditions which influence behavior of the individual. As a result, there are several factors such as the amount of salary, tenure in the organization and taking on additional responsibilities. These factors were considered as independent variables, which manipulate the behavior of the individual to achieve the organization's objectives (Seven, 2012).

According to Naumann (1993) *“commitment is a force that guides individual behavior”*. Also in the field of behavioral commitment to consider the costs associated with the departure from the undertaking.

2.2.2 Attitudinal approach

Lately much attention is paid to attitudinal commitment than behavior. Where attitudinal commitment is considered as manifestation of feeling and emotion of the workers to the undertaking. The worker shows nervousness and care to colleagues and company in general and also feeling of trust and interrelation.

According to Mowday, Porters, and Steers (1982) attitudinal commitment *“focuses on the process by which people come to think about their relationship with the organization. In many ways it can be thought of as a mind set in which individuals consider the extent to which their own values and goals are congruent with those of the organization”*. And another word, this commitment is also reflected

in employee readiness to accept the purpose and values of the company as their own, to be loyal to the business, manifestations of high-level participation in projects related to the work (Seven, 2012).

Meyer and Allen (1991) suggest that attitudinal approach of commitment is *“the behavioral consequences of commitment are likely to have an influence on the conditions that contribute to stability or change in commitment”*. This approach related with psychological conditions such as need, desire, and obligation to maintain membership of the undertaking. It is also important to note that, according to Meyer and Allen, attitudinal commitment cannot be limited only to the relevant goals and values of the company and the worker. According to them expenditures associated with leaving the organization have a greater connection with the attitudinal approach than with behavioral.

2.3 LEVELS OF ORGANIZATIONAL COMMITMENT

Results of commitment can be negative or positive depending on commitment level. There are various levels of organizational commitment that are associated with the development of workers commitment. Thus level of organizational commitment can be divided into three levels, as lower, moderate and higher levels.

2.3.1 Lower level of organizational commitment

Lower level of organizational commitment is expressed when the employee of the company doesn't want to accept the purposes and values of the company. Respectively the worker doesn't wish to make efforts to remain and continue to work in the company. The worker with the low level of commitment is most likely disappointed about the company (Reichers, 1985). Accordingly, such a worker is working in the company because of lack of choice. And possibly at emergence of a certain option he can leave the company (Meyer & Allen, 1997). In such a way such staff member will show poor performance can be dangerous for the company.

2.3.2 Moderate level of organizational commitment

Moderate level of organizational commitment manifested when an employee has a wide experience of work in the enterprise, but the degree of commitment is not complete. In other words workers of this level partially accept the objectives and values of the company, and also try to observe all expectations of the company, but do not forget about individual requirements (Reichers, 1985). The desire to remain in the employee is caused by the moral obligation related to of normative commitment (Meyer & Allen, 1997). In such a way workers remain and continue to work for the company because of the sense of duty.

2.3.3 Higher level of organizational commitment

Higher level of organizational commitment is shown when the worker completely accepts all purposes and values of the company and makes all efforts to reach them. Miller (2003) noted that “*high organizational commitment means identifying with one’s employing organization*”. This level is more often associated with affective commitment because the worker remains with the company as desired. Worker with this level shows a strong commitment to the company and consequently high labor productivity and efficiency.

2.3 MAJOR THEORIES OF ORGANIZATIONAL COMMITMENT

There are different theories of Organizational Commitment and in this section five various theories will be regarded. The first is theory of Etzioni (1961), the second is theory of Mowday, Porter and Steer (1979), the third is theory of O'Reilly and Chatman (1986), the forth is theory of Balfour and Wechsler (1996), and the fifth is theory of Meyer and Allen (1997).

2.2.1 The Theory of Etzioni

Study of Etzioni is one of the first papers that divided the organizational commitment to the various classifications. According to him, rapprochement the employee with the organization can lead to increase in the power and influence of the organization over the employee (Akin, 2010).

Etzioni (1961) has assumed that organizational commitment can be based upon moral participation, economic rational calculation, and research ratio between certain people. Thus the organizational commitment of employee he divides into three types as the moral commitment, calculative commitment and alienative commitment.

The first is moral commitment, which based on the adoption of the authorities and assimilation of goals, values and norms. Hall (1970) considers this as a kind of the organizational identification. Also employees more attached to the organization when they are pursuing goals beneficial to society.

The second is a calculative commitment, which includes interrelation between the organization and the worker that is based on an exchange. In other words the worker expects any remunerations for the enclosed work in the company and in comparison with the moral commitment it represents less close mutual relations. Thus the level of this commitment will depend on the level of worker satisfaction.

The third is alienative commitment, which represents strict restrictions of behavior of the worker. It occurs when in the organizations the compulsory system of board prevails and the worker perceives it negatively. As well as alienative commitment worker not only isn't psychologically attached to the companies, he also continues to work because of hopelessness. Thus it is an attachment which is negative, and also represents low intention to execute the institutional requirements and to keep membership in the undertaking (Etzioni, 1961).

2.2.1 The Theory of Mowday, Porter and Steer

Porter and his colleagues (1974) proposed their own definition of organizational commitment. They defined it as “*the relative strength of an individual’s identification with and involvement in a particular organization*” (Mowday et al., 1979). That is, according to them, organizational commitment is big desire to work and remain being the worker of the organization, to accept its values and the purposes, and also readiness of the worker to put all his/her forces for the interests of the organization (Mowday et al., 1982). This theory sees the exchange as social interaction or psychological attachment.

Porter and his colleagues describe the organizational commitment of three factors:

- a strong faith and adoption of the company's purpose and principles
- a readiness to render great effort on behalf of the company
- a certain desire to maintain membership in organizations

However, in spite of these three factors, Porter and his colleagues (1974) examined organizational commitment as a one-dimensional structure, with an emphasis on affective commitment. Affective commitment is basically attitudinal in nature. The individual becomes emotionally attached to the organization and has the similar purposes and values with it (Salehi et al., 2011).

They noted that their study is focused on the attitudinal interrelationship between the worker and the undertaking. They even have equated the concept of organizational commitment and attitudinal commitment (Akin, 2010).

2.2.2 The Theory of O`Reilly and Chatman

In the 1980s, scientists developed a multidimensional behavioral construct that was contradictory to the one-dimensional structure. O`Reilly and Chatman expanded value of organizational commitment and developed a three-dimensional structure. In accordance therewith, organizational commitment is psychological attachment of the worker to the company. And bases of this a psychological attachment to the

organization are three various components: compliance, identification, and internalization (Bennett, 2011).

Compliance refers to the behavior that reflects the need to obtain a reward or benefit, and not because of belief in a common cause. In this case, the attitude in public and private sectors could be different.

Identification refers to the behavior that shows loyalty regardless of the discrepancy between personal and professional purposes and values. That is the person accepts influence to create and maintain a good relationship.

Internalization occurs when personal attitudes and behavior coincide with the organizational. That is influence happens when the purposes and worth of the employee and the undertaking are identical (O'Relly & Chatman, 1986).

Also, in their opinion, commitments of new workers can be associated with own benefits, but over time they can understand and accept the goals and values of the organization. This process can result from of a combination of clear role models, self-selection processes, social pressures, study and retrospective rationalization. That is, human attachment can vary and be differentially interrelated to the organizational attitudes and behavior. In the future, these three psychological attachments can develop (Singh al., 2008).

2.2.3 The Theory of Balfour and Wechsler

In 1996, Balfour and Wechsler examined organizational commitment based on the work of civil servants developed the model of organizational commitment in government sector (Moon, 2000). According to them, the organizational commitment includes three important types of attachment: identification, affiliation and exchange.

The identification obligation is associated with feeling of pleasure at the accession to the organization that valued and respected by the public, because it makes an essential contribution to the public benefit. That is, the person is proud to be the member of the organization and is glad for its achievements (Firhana & Santoso, 2013).

Also, Balfour and Wechsler expanded the concept of identification commitment, having included in it the individual's feelings about the organization's mission, purpose, and achievement.

Affiliation commitment occurs under psychological influence and associates the employee with the public relations that arose in the organization. That is, attachment happens when the employee feels care and belonging. As well as an important role is played by feeling of belonging and unity.

Exchange commitment is an important element of the commitments, which expressed a mutually beneficial interrelation between the subordinate and the company. This attachment also occurs when the organization cares and appreciates the work of employees, providing support and encouragement. In part, exchange commitment can be estimated as the ability advancement in organization, and to acquire personal knowledge from their present jobs. Exchange commitment is not associated with positive incentives to contribute to the organization, but also dissatisfaction with the exchange may affect the desire to leave the organization. That is, if a worker feels mistreatment to itself or that he/she is used and evaluated only in terms of their mistakes, the exchange of commitment weakens. Where these opportunities are present, exchange commitment should be increased (Balfour & Wechsler, 1996).

Previously, researchers have identified a weak correlation between monetary compensation and organizational commitment (O'Reilly and Chatman, 1986), but Balfour and Wechsler approve the return and allocate this type of commitment.

According to Balfour and Wechsler, there is an important and unexpected effect that may be hidden. Therefore, their model considers the basis of the commitment (three measurements), and the results of their past. Therefore, their model considers the basis of the commitment (three measurements), its antecedents and its outcomes.

Usually antecedents of organizational commitment consist of three fundamental factors: personal characteristics, job characteristic and working experience. Personal characteristics include age, level of education, internal motivation. Job characteristic involves feedback mechanism, task identity, and opportunity to make social interaction in the organization. And working experience

includes behavior towards the organization, the level of dependence and trusteeship on the organization (Moon, 2000).

However, Balfour and Wechsler argue that personal characteristics not preceded by an organizational commitment in government organizations. They play an important role as a determinant of the outcome variables. Mostly job characteristic and working experience play an important role in government organizations.

Previously, an aspiration to continue working in the company was used in determining organizational commitment, the Balfour and Wechsler (1996) used it as outcome of organizational commitment. Desire to remain a member of the company is the direct outcome of the commitment of all three dimensions (identification, affiliation, and exchange).

People will have a great desire to remain in the company if their goals are the same with the organization will be satisfied with the terms of the company and will set a good social relation between people (Firhana & Santoso, 2013).

2.2.4 The Theory of Meyer & Allen

By the 1990's Meyer and Allen have developed a three-dimensional structure. In their opinion, the organizational commitment is a psychological connection between the workers and undertaking also that comprises the intention to continue a working and be member in the undertaking (Meyer & Allen, 1996). Tridimensional model of Meyer and Allen is divided into three types of commitment: affective, continuance, and normative.

The first component of tri-dimensional model is affective commitment, which is considered one of the most studied approaches to organizational commitment (Bennet, 2011). It shows psychological and emotional affection of the worker to the undertaking and implementation of membership in the undertaking. A worker who feels a sense of affective commitment, it is important to have the same objective, principles, ideals and values with the undertaking (Allen & Meyer 1990).

Sheldon (1971) also asserts this commitment as *“an orientation towards the organization, which links or attaches the identity of the person to the organization”*.

In turn, Morrow (1993) associates affective commitment with positive feelings to work in the enterprise.

As well as emotionally attached worker remains and continues to work, because he believes his personal labor relations are suitable to the objectives and values of the enterprise. According to them it comprises identification and internalization. A worker with a high emotional commitment usually wants to remain and work in the direction of the organization's success (Boivin, 2013). Also it matters in a question of overcoming of a working stress. According to Meyer and Herscovitch (2001), workers with a high level of commitment may experience stress as less threatening because of the commitment to provide a sense of stability and belonging.

The second component of tri-dimensional model is continuance commitment. Continuance commitment involves realizing the costs and potential losses that may be at dismissal (Meyer & Allen, 1991). These losses can be manifested in the form of loss of privileges, membership, security, wages, pensions, and friendships at work. Also, there are people who are afraid to lose power in the organization, aren't sure of their own level of skill in the market and, respectively, such people do not want to leave the company.

Beck & Wilson (2000) considered continuance commitment as an application tool to the company where the worker binds itself with the company on the basis of the economic benefits.

Thus, people with continuance commitment remain because of certain benefits or payments, and not because they want it. This distinguishes it from affective commitment (Lumley, 2011).

The third component of tri-dimensional model normative commitment. Normative commitment is considered as the ethical responsibility of the subordinate to the undertaking. These obligations may come from a sense of duties, honor, pride,

and especially responsibility. Sense of responsibility and commitment allows continued membership of the staff, which is appreciated by a certain organization (Allen & Meyer 1990). A worker who is normative committed to company remains and continues to work in the enterprise, regardless of the status of work or the working conditions (Iverson & Buttigieg, 1999). This can also be defined as a mutual commitment between the employee and company. That is, an employee who has benefited from the company will feel obligated to fulfill it (McDonald & Makin, 2000).

Also, employees may feel commitment due to of family and cultural ties. Thus, people with higher-level normative commitment will be motivated to behave appropriately for the growth of the company Meyer et al. (2002).

Meyer and Allen's model includes 18 points and seven-point. It is measured on Likert-type scale where the answers start from strongly disagree (1) to strongly agree (7). Each constituent of organizational commitment includes six items.

Further, Meyer et al. (2002) spent another study to evaluate the interrelationship between the three shapes of organizational commitment, as well as the interrelation between correlates, antecedents and consequences of commitment. All types of organizational commitment were negatively associated with withdrawal cognition, turnover intention, and turnover. They also determined which three components of organizational commitment correlate differently with some work behaviors (i.e., attendance, job performance, and organizational conduct of citizenship). Work behavior correlates positively with normative and affective commitment, and negatively related or unrelated with continued commitment.

Meyer and Allen (1997) also suggest that levels of a person's commitment develop over time. For instance, affective commitment is developed on the basis of work experiences that cause a feeling of personal satisfaction or realizing their potential. That is, they did not consider each dimension as a separate type of commitment and considered organizational commitment as a multi-dimensional model. So affective, continuance, and normative commitment are examined as components of the model rather than commitment types.

It would be worth noting that a common goal of these three components is to reduce leaving of workers from the undertaking. Eventually employees are attached to the organization for these reasons. That is, these three components affect the decision to stay or leave the undertaking (Akin, 2010). As added Meyer and Herscovitch (2001), organizational commitment is “*a force that binds*”.

Thus, the researchers determined that subordinates who demonstrate a high commitment to the company could be more happy in their work, to spend less time far from the workplaces and less likely to leave the undertaking (Adeoye & Torubelli, 2011).

2.3 FACTORS AFFECTING ORGANIZATIONAL COMMITMENT

A key point of any company is individuals who enter into an interrelationship with each other, and interact to perform the actions necessary to achieve common purpose. Organizational commitment of the worker is one of the momentous problems of interest to researchers of organizational and social behavior (Kızıl, 2014).

It would be worth noting that there are factors, which sway the organizational commitment of subordinate. Various investigations have been undertaking in this area. Explorers have identified a number of different classification factors influencing organizational commitment (Akin, 2010).

In accordance with Mowday, Porter and Steers (1982), the factors are divided into personal characteristic, role and job characteristics, structural characteristics, work experience.

Balfour and Wechsler (1996) identified factors such as, personal characteristics, job characteristic and working experience.

Iverson and Buttigieg (1999) classifies the factors on personal variables, job related variables, environmental variables. Thus, many factors affect organizational commitment. In this study, the factors will be divided into two groups: personal and organizational.

2.3.1 Personal Factors

Personal factors include age, gender, level of education and tenure in the organization (Pak, 2008). Initially, the influence of gender on organizational commitment was considered on the basis of men. Over time the number of women started increasing in the companies and interest of the explorers in women working in the undertakings and to their behavior started increasing too (Akın, 2010).

Some researchers assume that the woman has a low level of commitment than the men. The reason is that women have a different view than men and are attached to the family and home life. Although some people think otherwise, because a woman has to go through many obstacles to become a member of the company (Ghorbani & Sani, 2012). They will be more efforts to maintain membership in the company.

According to scientists, the interrelationship between age and organizational commitment is positive. It was found that older workers have a higher level of organizational commitment than younger workers (Meyer et al., 1993). Because, as a rule they are satisfied with their work and their position in the company. They have invested a lot in the organization. Also for older workers more difficult to find other work. They understand that they find it difficult to compete with the young and trying to hold on to their job.

Scientists have noted a negative correlation between education and organizational commitment. Thus, the higher the employee's education, the less his commitment to the company. Workers with higher levels of education have greater expectations and requirements of the undertaking. Highly educated people have more options and opportunities, and do not want to be committed to the position or undertaking (Pak, 2008).

According to research, there is a positive interrelationship between tenure and organizational commitment. Because the tenure is the investments or sunk costs in the company, which bind the employee. The employee's time which is spent in the undertaking, also increases psychological communication between them. It should be noted that for that operating time in the organization the employee gains experience,

privileges, the status, pension assignments that are strengthened commitment of the employee (Akin, 2010).

2.3.2 Organizational Factors

Organizational factors encompass factors as the size and structure of organization, organizational culture, pay satisfaction, supervision, organizational rewards, teamwork, and advancement (Pak, 2008).

Pay satisfaction is one of the important factors influencing organizational commitment. It represents the implicit contract where the employee puts the efforts in the organization in exchange for fair and equitable compensation. If an employee is satisfied with the implementation of the contract, his affection will increase. However, if the employee is dissatisfied, this feeling may weaken.

For most employees supervisor symbolizes the organization. Supervisor can create an atmosphere of trust among employees that the organization is a worthy enterprise. Supervision that increases freedom of action and a sense of responsibility for the outcome of the work can affect compliance and interrelation of the purposes and the employee's value with the organization (Balfourd & Wechsler, 1996). There is a lot of research on the concept of management and leadership style.

Rewards include such aspects as autonomy, co-worker and supervisory support, job security, promotional opportunities, distributive justice, management receptiveness and public appreciation. (Ghorbani & Sani, 2012) Rewards play an important role in the development of organizational commitment. If an employee is satisfied with the award and his organizational commitment will increase.

Teamwork has a positive interrelationship with organizational commitment. Decisions taken together with the group, strengthens the link between the worker and the undertaking. Employees also want to participate in decision-making, influencing their work and a role in the organization. Also important teamwork and friendly atmosphere to lead a bond between employees. To the employee who will be attached to the colleagues heavy to leave the organization as leaving from the company is meant also by separation from colleagues. The joint work of subordinates

can lead to good results and is positive affect organizational commitment. As the competitive atmosphere can cause motivation among employee to achieve personal objectives and to set the objects of the undertaking on the second plan (Kızıll, 2014).

Advancement is very important for the employee. In the beginning of the career people study, accumulate experience, and then they need to move on because the same work will become monotonous. For this reason, they need to develop, that is, they need more powers and obligations at work place. Opportunity in advance may cause employee to experience a feeling of motivation which will result in the employee putting more effort to achieve success. In advance system justice is also important. If an employee believes in equitable advancement system, he will try to show their performance. Thus, it is important to organize the development and promotion of an employee to the employee to have a desire to work on and be loyal to the undertaking (Akin, 2010).

2.4 ORGANIZATIONAL COMMITMENT IN WORKPLACE

Interrelationship of the subordinate with the company is one of the important problems, which interests explorers of organizational and social behavior. A necessary condition for the development of strong and friendly relations in the undertaking is organizational commitment to staff. (Smirnova, 2008)

The successes of a significant number of companies in developed countries are related to the development of advanced and innovative mechanisms of human resources management at the level of the undertaking, which is based on the formation of a comprehensive, strategic approach to the development of human capabilities. Flexible forms of use of labor, continuous improvement of quality of human resources, new approaches to the organization and work incentives, productivity and commitment of employees have become priorities in this area.

Commitment is very important factor in the undertaking as it allows increase in the labor indicators. Organizational commitment employees find themselves as a true part of an organization. Management of development of the personnel's

commitment admits to one of the most important spheres of life of the enterprise that capable repeatedly to increase its efficiency. Organizational commitment is an important factor that ties the worker to the undertaking. (Ghorbani & Sani, 2012)

Employee's commitment to organization plays important role in the contemplation of organizational behavior and organizational psychology, which in return predicts divers' results of undertaking and the efficiency of organizational conduct.

Over the past 30 years there have been conducted and published many works which highlight the importance of organizational commitment at work place (Khailili, 2011). It has a great impact on such factors as a decrease in turnover, reduced absenteeism, lateness and increase organizational citizenship behavior. Also were defined positive interrelation between organizational commitment and labor productivity (Bennet, 2011).

Pursuant to Meyer (2009), organizational commitment is a hot topic today, because it promotes organizational effectiveness and competitiveness.

Devotees and responsible employees are more disciplined, they tend to work a lot harder and usually put in more hours, as they plan to continue to work in the company, to contribute to the activities of the company, to exceed expectations and achieve superior results (Ghorbani & Sani, 2012). Low commitment in the company can lead to high intent of the worker to leave the undertaking. And if this desire extends, the problem of fluidity will influence productivity of the undertaking, new worker orientation and their training, necessary expenses and delays of productivity in connection with specification of new workers, reducing cohesion and discipline among workers. (Noor, 2014) In addition, it should be noted that importance of commitment in a question of information security. It can be considered as a commitment of worker to the interests and values of the undertaking and preservation of the existing professional corporate information.

Today, the problem of information security is very real. We can say that this is one of the main elements of stability, tranquility, wellbeing and competitiveness of the company and staff.

It is momentous to note the distinctive features of workers who are committed their company:

- professional reliability in the course of its activities;
- professional self-realization by means of active participation in activity of collective, the organization, the purposes facing collective;
- professional responsibility for the professional activity, work in collective.

At the same time, workers with unconditional organizational commitment can also develop the following features:

- participation in all events in the undertaking and in collective, development of a sense of responsibility for results of activity;
- adoption of organizational changes, and active contribute to the achievement of innovations;
- manifestation of a creative initiative;
- a high level of self-respect and respect for other subordinates;
- the desire to achieve the best results in professional activity
- aspiration to achievement of the best result in professional activity
- the ability to realize their professional skills, mobility and professional development;
- the confrontation of manipulation by guidance and certain subordinate.

As well as it is possible to mark out traits of employees with negative of organizational commitment (Smirnova, 2008):

- the development of professional destruction;
- reduced productivity of professional activity;
- Increased conflict, dissatisfaction professional environment, professional aggressiveness;
- social hypocrisy, rivalry between personnel;
- over control behavior of employees;
- professional dogmatism and rejection of organizational change, conservatism.

Thus, we can conclude that high organizational commitment of staff has indisputable advantages for the organization, as it promotes maintenance of its competitiveness.



CHAPTER 3

EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

This chapter consists of two main sections. The first section examines interaction between emotional intelligence and organizational commitment. In the second section hypothetical development of the interrelationship between emotional intelligence and organizational commitment is considered.

3.1 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

As it was noted in the previous heads, emotional intelligence gives many advantages at work and in daily life. There have been studies to examine the interrelationship between emotional intelligence and professional, personal, leadership effectiveness (Goleman 1995, 1998b) and professional success (Bar-On, 1997). The researchers found a positive correlation between emotional intelligence and job performance (Law et al., 2004; Lopez et al, 2006; Mayer et al., 2004; Sy et al, 2006). In addition, in the last years several studies were conducted in the field of emotional intelligence and organizational commitment. Taking into account the investigation in this area there is a significant interrelationship between emotional intelligence of managers and organizational commitment of subordinates. The commitment of the follower is a momentous measure for the success of any leader and can benefit him in any type of organizational performance (Boivin, 2012). Although several investigations have shown a positive interrelation between emotional intelligence and organizational commitment, several investigations cast doubt on this interrelation. Thus, there are various conclusions of scientists on this subject, which we will consider below.

Nikolaou and Tsaousis (2002) investigated the interrelationship between EI and professional stress, in relation to the organizational commitment, which was conducted among professional in mental health institution. Their research showed negative correlation between EI and a professional stress, but positive interrelation between EI and OC was noted. It means that employees with high emotional

intelligence have less stress and are more committed to the organization. In the matter of attraction, hiring and worker development, the investigation confirmed that if you can comprehend the emotional intelligence of a potential worker, you could find and get committed workers. Limitation of the investigation is limited work environment, namely only employees of mental health institution were investigated.

Interesting results were obtained for employees performing work that demands emotional labor. Wong and Law (2002) examine whether the emotional intelligence of heads and pursuivants could influence attitude and performance. They suggested that organizational factors, such as stress, satisfaction and commitment have a complicated interrelationship with emotional intelligence. Moreover, this interrelationship may vary depending on duties or functions of employee. Scilicet, Wong and Law detected that high-level emotional intelligence can have positive interrelationship withal organizational citizenship behavior and job satisfaction. However, interrelation between emotional intelligence and organizational commitment has not been found. In other words, people with high emotional intelligence can be dissatisfied with their work and condition because they are unable to use their skills. Thus, their commitment to the organization can be reduced, and may increase the number of leaving from the undertaking. Moreover, the authors noted that the sample of investigation is limited and it should explore the different samples.

But work of Carmeli (2003) showed positive result in this area. He conducted a study among 98 senior executives in the public sector in Israel and explored the interrelationship between emotional intelligence and work attitudes, behavior and outcomes. In his investigation, he noticed a positive relation between emotional intelligence and affective commitment but between emotional intelligence and continuance commitment was not detected. Thus, the level of interrelationship of emotional intelligence and normative commitment could not be identified.

There were held several investigations in support of the important role of emotional intelligence to enhance organizational commitment. One of which was an investigation by Humphrey et al. (2005), it was conducted among medical staff. As per their statements, emotional intelligence connects coping abilities and adherence.

In this exploration was discovered interconnection between emotional intelligence and emotional coping abilities, and organizational commitment. There are other researches, which support this interrelationship, for instance Adeyemo (2008) has examined whether the emotional intelligence can affect interrelationship of organizational commitment and job satisfaction. Exploration was held amid government subordinates of Nigeria. He noted the interdependence between EI and OC. He also predicted that emotional intelligence can influence the magnification of organizational commitment.

Also Stephens (2007) conducted qualitative and phenomenological study. Investigation has determined whether the heads' emotional intelligence impacts on workers' organizational commitment. Research sample is Human Resource professionals of United States companies (Stephens, 2007). Pursuant to the researchers, the undertaking should pay special attention to the development of emotional intelligence and to ensure a healthy working environment for its employees. Organizations need a competent leader, who will understand workers and influence their affective commitment. They also determine the measures that the leader should take, that is, emotional intelligence training, appropriate pay, creation of a conducive environment and culture. In a study conducted by Guleryuz et al. (2008) explored the intermediation effect of job satisfaction between emotional intelligence and organizational commitment of nurses. The result of his study revealed considerable interrelationship between emotional intelligence and organizational commitment.

Exploration of the Steward (2008), which was conducted among 110 supervisors of a food service chain in Michigan, can be one of negative examples of interrelationship between emotional intelligence and organizational commitment. He investigated whether the emotional intelligence could strengthen organizational commitment and job satisfaction. In his exploration relations between the general assessment of emotional intelligence and organizational commitment was not found. He assumed that the nature of the food service sector could affect an outcome the relation between emotional intelligence and organizational commitment. Often, the food service sector high turnover rate and the interrelationship between customers

and employees are very short. Thus these EI skills such as interpersonal and intrapersonal may not be much needed. Consequently the assumption that managers did not see career development in the work was added and therefore in his research EI played a lesser role.

The similar result was shown by the research of Ruestow (2008). The intention of his exploration was to appreciate the impact of manager's emotional intelligence on organizational commitment and job satisfaction of subordinate of service sector. In this exploration the interrelationship EI manager and OC worker is not probably significant, although the interrelationship between EI and job satisfaction was significant. The explorer believes that the reason for this result may be that the effect of leader's emotional intelligence on workers is less than influence of the red-tape environment of government service. Also, the reason may be that the civil service worker has a different type of organizational commitment of motive force.

In turn, the study of Howard (2008) has identified a positive interrelationship between EI and OC. He explored interrelation between emotional intelligence, organizational and professional commitment and job satisfaction among subordinate of services sector of the person. Thus according to investigation, workers of services industry of the person are inclined to choose the work on the basis of the revealed company purposes. It would be worth noting that the sampling technique used might not have been the most efficacious. The small sample size also adversely affected the research design.

As well, Shepherd-Osborne (2009) conducted research on the interrelationship between emotional intelligence and organizational commitment among children's caregivers. The study found that there was no positive interrelationship between children's caregivers of emotional intelligence with their organizational commitment. Moreover, the interrelationship between the manager's leadership traits and processes and children's caregivers' organizational commitment was not detected.

Research of Wallace and Trinka (2009) shows that interest of employees can reduce fluidity, increase productivity and satisfaction of clients, approximately for 20%. Exploration is shown, 19% of labor of the USA can actively disconnect and to lead to disability. Manifestations of leadership attention to worker can enhance

retention by 39%, worker satisfaction by 37.2% and organizational commitment at 29.4%, as well as increase the level of effort of the worker by 13.8%. Most of employees want to achieve success at work and to reach positive results. In turn, the managerial effectiveness and friendly interrelations with the management will help employees achieve their goals.

Rangriz and Mehrabi (2010) measured the interrelationship between emotional intelligence, organizational commitment and performance of workers. Data collection took place from 21 managers and 95 workers in Iranian Red Crescent Societies (IRCS). Pursuant to result of the exploration, there is a positive interrelationship between the emotional intelligence, organizational commitment and performance of workers. However, it also shows that emotional intelligence of manager does not affect organizational commitment of the workers and their performance.

In turn, the work of Akin (2010) showed an interesting result. She has conducted a study among 220 bank employees in Turkey. And she wanted to know whether there is influence of employee's emotional intelligence on his/her organizational commitment. The study examined the interaction not only between emotional intelligence and organizational commitment, but was considered the interrelationship between emotional intelligence and the three dimensions of organizational commitment (affective, normative and continuance). According to the results there is the influence of emotional intelligence on the organizational commitment, and also on the affective and continuance commitment. However, the effect of emotional intelligence on the normative commitment was not revealed. And as the author has noted, it would be worth conducting exploration of this kind in other sectors.

It would be worth noting the work of Bennet (2011), which explored the relationship between the EI of supervisors and the OC of their subordinates. Data for research were collected from 28 managers and 173 direct-report subordinates in an operations department of a Fortune 500 telecommunications company. And potential weakness in this study is limited sample and period of data collection which was limited to eight weeks. A positive and significant interrelationship between EI in

supervisors and OC in followers was detected. According to Bennet (2011), this relationship shows the importance of EI in an organizational setting. Also managers who build and develop emotional intelligence ability can solve the problem of declining OC among subordinates in the modern era.

Adeoye (2011) analyzed influence of human relations management and emotional intelligence on organizational commitment of government workers in Nigeria. In this exploration, both independent variables were positively and significantly interconnected from organizational commitment. However adding to all of this, the author has found emotional intelligence as a more powerful predictor of organizational commitment.

Aghasi et al. (2011) conducted an investigation to assess the direct or indirect sway of emotional intelligence on occupational stress, organizational commitment and job satisfaction in one of the big undertakings in Iran. Pursuant to his exploration, emotional intelligence does not have any direct or indirect influence of the effects of any of these variables. The study also Miller (2011) conducted in the same year shows a negative result. He examined the interrelationship of the emotional intelligence of manager with the job satisfaction, affective organizational commitment, and turnover intent of workers. And if we talk about the interrelationship between the emotional intelligence of supervisor and the affective commitment of their subordinates, the outcome is a negative.

Investigation of Sarboland (2012) is compatible with the investigation Guleryuz (2008) and Adeyemo (2008). It reviewed the interrelation emotional intelligence with organizational commitment of workers in the tax affairs offices in Ardabil province (Iran). The outcome of his investigation has shown a meaningful interrelationship of organizational commitment with emotional intelligence. Therefore, in his opinion, workers with good emotional intelligence will be more dedicated to the undertaking.

A similar result was achieved by the work of Anari (2012). She examined the interrelation of emotional intelligence with organizational commitment and job satisfaction, and also relation of commitment with job satisfaction. The investigation

was conducted in 84 high schools of Iran among English teachers. As a result, it was observed a positive and significant interrelationship of all three hypotheses.

Research Nordin (2012) shows a positive but moderate interrelationship of emotional intelligence with leadership behavior in the organizational commitment among teachers in institutions of higher education. Also in the educational sphere the qualitative and phenomenological research of Peterson (2012) was conducted. The aim of this study is to examine how professionals of human resources perceive, assume the impact of leader`s emotional intelligence on employee retention and commitment. This study examined four major subjects. First, why employees leave, where 80% participators reported various aspects of leadership, which can influence the decision of the employee to leave the organization. Second, the importances of the employee`s retention, where 100% participators believe that this issue is important for colleges or universities, as well as any other organizations. Third, perceived effects of leader emotional intelligence on employee retention, where participators stated that the emotional intelligence plays an important role in the leadership concerning preservation of employees` commitment and their retention. Fourth, importance of emotional intelligence training for leaders, where 74% participators reported that this issue is important for leaders and organization. So according to researchers, emotional intelligence is a significant factor in employee commitment and their work can help to show the full influence of having emotionally intelligent leaders, and also the impact on the employees` commitment and retention.

As well as Johnson (2013) investigated how subordinates perceive of managers` emotional intelligence and subordinate organizational commitment in army in United States. His study found a significant relationship between subordinates' understanding of managers' El, subordinate demographics, and those same subordinates' OC. This study showed that if leaders want to increase the organizational commitment of their subordinates, they must understand those same subordinates. Soldiers should have leaders which are self-aware, can manage their emotional responses and effectively cooperate with employees to help in social or personal problem-solving. Consequently, improving soldier`s performance. In this

work were investigated the relationship of EI and organizational commitment, models and management methods, and other tools that leaders can use to solve the problems of commitment in the military environment.

In turn, the exploration of Boivin (2013) was also revealed a negative result. He considered the interrelationship between emotional intelligence of head nurses and organizational commitment their pursuivants in the southwestern part of the United States. The population for this exploration includes 36 head nurses and 94 pursuivants at a level-one trauma hospital. In the exploration were exanimated three hypotheses. The first research question examines the interconnection between emotional intelligence of the head nurses with the organizational commitment of the pursuivants. The other two are exploring the length of time (LOT) in healthcare influenced the nurse manager' EI and the pursuivants' OC. All three hypotheses demonstrated negative results. According to the author not the equal number of return could affect such result. This means that from 53 questionnaires sent to the leader has returned 36, which is 68% of the sample size. And also from 728 sent questionnaires for followers has returned 94 which make 13% the sample size.

Arslan et al. (2013) researched the interrelation of organizational commitment with emotional intelligence among workers at the medical institutions included in central district of Usak. In the exploration were used The Schutte Self Report Emotional Intelligence Test (SSEIT) by Schutte et al. (1998) and Organizational Commitment Questionnaire (OCQ) by Allen and Meyer, 1990. They examined the research model measurements of emotional intelligence as an awareness of self emotions, awareness of others' emotions and expression of emotion, as well as measurements of organizational commitment as an affective commitment, normative commitment and continuance commitment. The researchers examined the interrelationship of each measurements both variables. The output shown that between emotional intelligence and normative commitment there is no significant interrelationship. Also, a negative interrelationship shown awareness of personal emotions and awareness of others emotions between affective commitment; awareness of personal emotions and expression of emotion between continuance commitment. A significant interrelationship was found only between the expression

of emotion and affective commitment, as well as between the awareness of others' emotions and continuance commitment.

For much better results revealed a study made by Kızıl (2014), in which it was studied interconnection of emotional intelligence with organizational commitment among teachers. Data for research were collected from 550 teachers, who work in Balıkesir in Turkey. As a result, a positive relationship was found between the level of emotional intelligence and organizational commitment of teachers. It was also found that emotional intelligence can be a significant predictor of organizational commitment among teachers. To complement it has determined that the level of emotional intelligence among teachers is high and has a significant difference according to the independent variables like gender, age, school level, branch, seniority, but dependence on the level of education was not found. With regard to the level of organizational commitment, it is also high. The difference has been determined in accordance with the independent variables like age, school level, education level, branch, seniority, except gender variable.

Today there is a lot of literature that relates to the design of emotional intelligence and organizational commitment, but comparatively little work that would study their interrelationship. Especially on studying of emotional intelligence of the manager and organizational commitment of subordinates. In this regard further investigations are necessary to understand how emotional intelligence can influence the behavior in the organization and commitment of employees and also to confirm or disprove the previous researches.

Thus shortage of researches and inconsistent results are quite allowed reason in additional research interrelationship of emotional intelligence of the manager and organizational commitment of subordinates. It should be added to all this that research will take place in both private and public institutions in Kazakhstan. And it gives more importance and usefulness to this work since such researches in Kazakhstan has not been conducted yet.

3.2 HYPOTHESIS DEVELOPMENT

In this section, we examined how the employees evaluate their own commitment to the organization and emotional intelligence of their leaders. And also we investigated the interrelationship between emotional intelligence of the supervisors and organizational commitment of the subordinates. For a more complete and detailed study we will consider the influence of the measurement of emotional intelligence (self-emotional appraisal, others` emotional appraisal, regulation of emotion, use of emotion) to measure organizational commitment (affective commitment, continence commitment, normative commitment). Thus, in this investigation, the independent variable is the emotional intelligence and the dependent variable is the organizational commitment.

3.2.1 Interrelationship between total Emotional Intelligence and total Organizational Commitment

Emotional Intelligence is a set of interrelated capabilities, which includes the capability to perceive, evaluate and express senses, to comprehend emotions and emotional knowledge, and to operate emotions to support emotional and intellectual development (Mayer & Salovey, 1997). Goleman (1995) described the EI, as the capability to comprehend and manage owns emotions and the emotions of other people. Pursuant to his statements, emotional intelligence has a great impact on the success of the people in their personal and professional life. People with more advanced EI can find more interesting and correct way to reach their purposes and can work in stressful work conditions. Also EI includes social skills which can be necessary to work in group; especially it is important for supervisors (Zeidner et al. 2004, Bar-On, 1997). Thus, management of people in the modern world also demands recognition of the emotions, ability to use them, and also to understand others.

Organizational commitment plays an important role in employment and thereby has aroused a lot of interest among the management explorers and the reason

for this is the achievements and outcomes. Satisfied employees perform better, which affects the improvement of the undertaking and its performance. Thus, the undertaking with highly committed employees has high productivity and fewer missed lateness and leaving the undertaking. It occupies an important place in the governance of the undertaking. (Sarboland, 2012)

Cooper and Sawaf (1997) noted that ability well to operate emotions can help to expand loyalty, trust and commitment of workers. The leader has to be able to support emotional balance among the employees to expand their opportunities and to create an environment which will maintain commitment of each employee. Wong and Law (2002) noted the importance of an enabling environment for the employee. This affects the positive attitude of personnel in their professional lives, which in turn affects the success of the organization. Thus, emotionally intellectual head can affect relationship in a working situation, create the atmosphere of trust where workers can openly communicate and work in the direction of the organizational purposes. Therefore, it is possible to assume that between supervisor emotional intelligence and subordinate organizational commitment is a positive interrelation.

H1: Subordinates' appreciation of supervisor's emotional intelligence elucidates the variance in organizational commitment of subordinate.

H0: Subordinates' appreciation of supervisor's emotional intelligence do not elucidates the variance in organizational commitment of subordinate.

The Figure 1 shows the measurement of emotional intelligence and organizational commitment and their interrelationship.

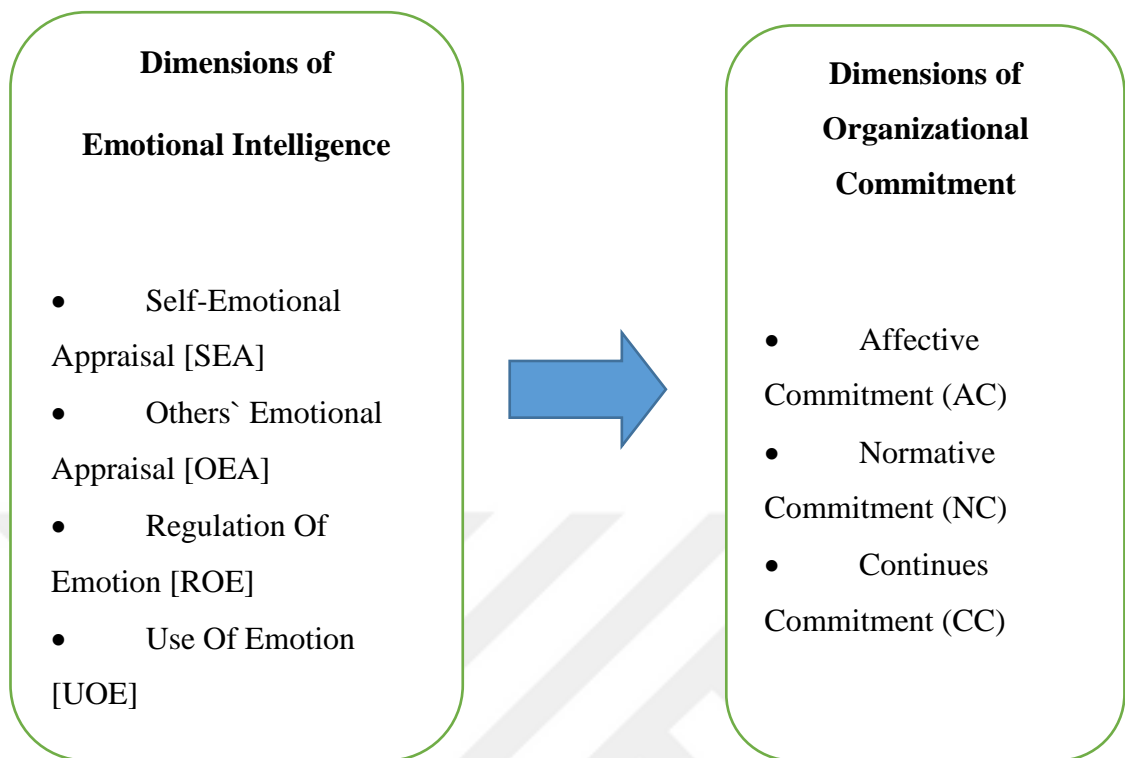


Figure 1. Interrelationship between total EI and total OC

3.2.2 Interrelationship between SEA and dimensions of Organizational Commitment

Many researchers wrote about the importance of emotional intelligence to live of people, and described it according to their own point of view. They also developed their emotional intelligence models and dimensions respectively, they were divided differently. But many scientists had dimensions, similar on sense, and one of them is self-emotional appraisal (SEA), the first measurement of WLEIS. It is the ability to assess and express emotions in oneself (Wong and Law, 2002; Law et al., 2004).

SEA plays an important role for leader because it is the first step for good management. It is important to be able to evaluate, understand and express emotions in oneself, because in the future it may help to understand other people. Also these abilities will help leader to regulate the self-criticism, the attitude towards success

and failures. Ability to understand and evaluate oneself helps to develop self-confidence. Self-confident people are willing to take responsibility for their actions and deeds, ready to solve complex problems, able to accept criticism, admit their mistakes and draw lessons from them. Self-confident leader who is able to understand and express the emotions, is well understands of own goals, principles and ideals. Respectively it will help him to increase the psychological relationship with the staff. The leader who knows his/her internal state of emotion will attract to himself/herself employees who share his/her views, that is emotionally attached employees. Therefore, the interrelation between SEA and AC is admissible and illustrated in Figure 2.

H2: Subordinates' appreciation of supervisor's SEA elucidates the variance in AC of subordinate.



Figure 2. Interrelationship between SEA and AC

The self-assured leader can convince the followers that work with him/her will be always stable and progressive. Thus with such a leader followers will increasingly feel safe and confident. Preceding from it in this research the interrelation between SEA and CC is admissible and illustrated in Figure 3.

H3: Subordinates' appreciation of supervisor's SEA elucidates the variance in CC of subordinate.



Figure 3. Interrelationship between SEA and CC

Accordingly, a leader with such skills may cause a sense of responsibility and commitment among followers. Therefore, in this study, the relationship between the SEA and NC is acceptable and illustrated in Figure 4.

H4: Subordinates' appreciation of supervisor's SEA elucidates the variance in NC of subordinate.



Figure 4. Interrelationship between SEA and NC

3.2.3 Interrelationship between OEA and dimensions of Organizational Commitment

Second dimension of emotional intelligence is appraisal and recognition of emotion in others or others' emotional appraisal (OEA). It is one of the fundamental people skills. Usually people show their feelings in a tone of voice, in the stimulation, in gestures and facial expressions and rarely in words about their feelings. Empathetic leader can read these cues and sympathize. When he/she make decision, he/she considers other` feelings and emotions. These help his/her working in teams, keeping talented employees and working with people from other cultures. In other words, leader knows when to praise, when to make a remark and how to motivate which would be all together sought to find the solutions of the problems. Moreover, such abilities will help the leader to psychologically attach the employee and to convince them to work for common goals. Thus, the interrelation between OEA and AC is admissible and illustrated in Figure 5.

H5: Subordinates' appreciation of supervisor's OEA elucidates the variance in AC of subordinate.



Figure 5. Interrelationship between OEA and AC

The leader with such capabilities can provide the right environment and conditions for the employee, which can positively affect his/her continuance commitment. The employee, who will receive all the desired privileges, safety, wages, stability, and etc., will not want to lose it and will be continue to be

committed. Therefore, in this study, the relationship between the OEA and CC is acceptable and illustrated in Figure 6.

H6: Subordinates' appreciation of supervisor's OEA elucidates the variance in CC of subordinate.



Figure 6. Interrelationship between OEA and CC

The leader, who understands emotions of the followers, can find correct approach of communication with the followers. Accordingly, leader with such qualities can know how to provoke a moral obligation, such as a sense of responsibility and commitment among their followers. In this way between OEA and CC interrelation is admissible and illustrated in Figure 7.

H7: Subordinates' appreciation of supervisor's OEA elucidates the variance in NC of subordinate.



Figure 7. Interrelationship between OEA and NC

3.2.4 Interrelationship between UOE and dimensions of Organizational Commitment

Third dimension of emotional intelligence is use of emotion to facilitate performance or use of emotion (UOE). The leader, who can use their emotions directing them towards constructive activities and performance, can continuously stimulate or motivate oneself to better results. The leader who has such abilities can also motivate their followers to work in full force and effect, and it is one of the most

important tasks of the manager. Because, highly motivated people have goal-oriented behaviors. Motivation is the emotional process or the driving force that affects a person's behavior. Accordingly, the leader can motivate employees to share common ideals, goals, principles and work for the benefit of the organization. In other words, emotionally or psychologically attach employee to oneself. Thus, between UOE and AC is admissible interrelation and illustrated in Figure 8.

H8: Subordinates' appreciation of supervisor's UOE elucidates the variance in AC of subordinate.



Figure 8. Interrelationship between UOE and AC

When the manager suffers failure in affairs, for him it is important to remain optimistic, accept failure, learn from it and continue acting, and inspiring others to do the same. In other words, motivate ourselves to be the best. In this case, employees will feel secure and will follow their leader. Employees will see more benefit in working with the leader having such abilities and it can cause the development of continuance commitment from employees. Therefore, it is possible to assume interrelation between UOE and CC and it is illustrated in Figure 9.

H9: Subordinates' appreciation of supervisor's UOE elucidates the variance in CC of subordinate.



Figure 9. Interrelationship between UOE and CC

If the manager is able to correctly use his/her emotions for overall performance, he/she can stimulate himself/herself on the best results. Such managerial skills can motivate an employee to follow his/her example, and cause a sense of pride and responsibility. The employee morally becomes attached to the manager who inspires and stimulates his/her. Thus, these qualities of manager may

be the reason for the normative commitment to the employee. Preceding from it, in this research the interrelation between UOE and NC is allowed and illustrated in Figure 10.

H10: Subordinates' appreciation of supervisor's UOE elucidates the variance in NC of subordinate.



Figure 10. Interrelationship between UOE and NC

3.2.5 Interrelationship between SEA and dimensions of Organizational Commitment

Fourth dimension of emotional intelligence is regulation of emotion in the self or regulation of emotion (ROE) play important role for leader. The leaders, who can regulate emotion in the self, control their impulses and can keep away from anger, gloom and disquiet. Stress makes people stupid because it prevents them from making quick and correct decisions. Impulsivity is especially dangerous for leaders, who abuse their power on others. That is why self-control is important. It is the strength of character which helps suppress superfluous emotions to control senses and get rid of complexes. Respectively, if the leader can regulate and control the emotions, it will promote reduction of a stress in the workplace and help employees focus on the success of the organization. Consequently interrelation between ROE and AC is admissible and illustrated in Figure 11.

H11: Subordinates' appreciation of supervisor's ROE elucidates the variance in AC of subordinate.



Figure 11. Interrelationship between ROE and AC

The leader, who can correctly use all his emotional power, words, gestures and mimicry will make an impression of the self-assured person and inspires confidence

in followers. Employees will see a secure and stable future with even-tempered and self-assured leader. Based on this, relationship between the ROE and CC can be assumed and it's illustrated in Figure 12.

H12: Subordinates' appreciation of supervisor's ROE elucidates the variance in CC of subordinate.



Figure 12. Interrelationship between ROE and CC

Ability of the leader to control his emotions, feelings and character can arouse a pride in followers and motivate them to behave respectfully. Moreover, employees can manifest attachment and sense of loyalty to the leader. That leads to normative commitment. Therefore, the relationship between ROE and NC is possible and illustrated in Figure 13.

H13: Subordinates' appreciation of supervisor's ROE elucidates the variance in NC of subordinate.



Figure 13. Interrelationship between ROE and NC

CHAPTER 4

METHODOLOGY

This chapter consists five main sections. The first section considered as the purpose of the investigation. The second section describes instrumentations of the study. The third section examines the data collection. The fourth section examines the sample of the study. The fifth section considered the model of the study.

4.1 PURPOSE OF THE STUDY

The purpose of this investigation is to determine the effect of supervisor`s emotional intelligence on the organizational commitment of employee. In other words the question of research in this study is what interrelation between employees` perception of emotional intelligence of the leader and organizational commitment of the same employees in private and public institutions of Kazakhstan. To considerate of this question in more detail, this investigations will examine the effect of each dimension of emotional intelligence (self-emotional appraisal, others` emotional appraisal, regulation of emotion, and use of emotion) for each measuring organizational commitment (affective, continuance, and normative commitment).

4.2 INSTRUMENTATION

In this study, we used two valid and reliable survey instruments. The first is the Wong and Law Emotional Intelligence Scale (WLEIS) (Law et al., 2004; Wong & Law, 2002) and the second is the Organizational Commitment Scale (Meyer & Allen, 1997).

Wong and Law Emotional Intelligence Scale (WLEIS).

WLEIS includes 16 points, which is divided into four items. Each item includes four dimensions: self-emotions appraisal, others-emotions appraisal, use of emotion, and regulation of emotion. The questions were used a seven point Likert-type scale, which was obtain responses of number one (1) representing strongly

disagree and number seven (7) representing strongly agree (Wong & Law, 2002). Sample questions for the section of the EI is given in Appendix A.

In this research, the changed WLEIS version was used. A modified version was used to collect information on the subordinates' evaluation of emotional intelligence of their managers. For example, assertion such as "*I have good understanding of my own emotions*" were rewritten to say, "*I believe my manager has a good understanding of his/her own emotions*". These option questionnaires were used in the study Bennet (2011) and Johnson (2013).

WLEIS is on internal and content validity. To it testifies the conducted researches on WLEIS. In a study of Wong and Law conducted a factor analysis, which led to a 16-point scale, and showed a clear four-factor model. According to the results, an internal consistency reliability of the four EI dimensions ranged from .83 to .90 and total EI of .84 (Law et al., 2004; Wong et al., 2007). Also, Law and his colleagues using the WLEIS presented proof of convergent, discriminant, and construct validity of the EI concept. Investigation of Foo et al. (2004), which examined the interrelationship between emotional intelligence and negotiations, used WLEIS. The outcome of this study revealed .83 for internal consistency reliability. Also Sy et al. (2006) examined the interrelationship of worker and manager EI to job satisfaction and performance and where they used WLEIS. As a result, the reliability coefficient was found for these four factors beginning from .76 to .89.

Organizational Commitment Scale (OCS).

Meyer and Allen's model includes 18 points and seven-point is measured on Likert-type scale where 1 is strongly disagreeing and 7 are strongly agreed. The OCS includes three components: affective commitment, continuance commitment, and normative commitment. Each component of organizational commitment includes six items (Boivin, 2013). Sample questions for the section of the OC are presented in Annex B.

Meyer & Allen (1997) conducted a study that shows reliability and factor structure for their OCS. To determine the internal consistency for each scale (affective, continuant, and normative) was used coefficient alpha. Thus, the

reliability alpha median for all three scales was respectively 0.85, 0.79 and 0.73. This measure was utilized with many studies over a considerable period and was observed as a reliable and valid measure. Also, studies have been conducted, which confirmed that OC and its component (affective, continuant, and normative) are distinguishable constructs able to measure job satisfaction, career and work values.

Tayyeb and Riaz (2004) investigated the legality of a three-component model of OC in Pakistan. They conducted confirmatory factor analysis and the results showed a satisfactory reliability and validity for all OS scales (affective, continuant, and normative). According to the Gellatly et al., (2006), internal consistency reliability for all three scales respectively were .89, .79, and .77. Also in the research Bagraim & Sader (2007), OCS was used. The study was to investigate the relationship between the family-friendly personnel policies and practices (FFHRPs) and OC. The study used the Statistical Package for the Social Sciences (SPSS), to determine the Cronbach alpha coefficients. Results showed that the Cronbach alpha coefficients exceeded 0.7 criteria, which indicates suitable reliability.

OCS (Meyer & Allen, 1997) is a very popular measurement of organizational commitment (Bennet, 2011). Also it was substantiated by researches within 10 years (Meyer & Allen, 1997; Meyer et al, 2002; Sturges et al, 2005; Luchak & Gellatly, 2007; Becker et al, 2009).

4.3 DATA COLLECTION

The study was conducted in Republic of Kazakhstan. In total, in Kazakhstan 354 266 organizations are registered in 01.04.2016. 27,673 of these, are public, 308 273 are private, 989 are semi private and parastatal, 18,320 are foreign organizations. Data were collected among the employees of government and private organizations of Kazakhstan. As it was difficult to interrogate all organizations, it was conducted a random sample survey. There were 400 surveys sent to the employees by e-mail, and 282 responses were received. The study was conducted between July and November 2015. 27 responses were unusable for research and therefore in research 256th responses of employees were used.

Employees filled in the self-report of questionnaires of WLEIS to estimate their perception of emotional intelligence of the manager, and also the self-report of questionnaires of OC to estimate the level of the commitment. The questionnaire included the demographic-variable data, such as age, gender, educational level, and experience in the organization. Sample questions for the section about EI are given in Appendix 1.

Republic of Kazakhstan became independent in 1991. For a long time the country had been as a part of the USSR and it considerably affected the system of government, laws, the population and language of the state. Thus, according to the law of the Republic of Kazakhstan the Kazakh is the state language, as well as Russian language is used equally with the Kazakh language in all government and private organizations. Therefore, in this study, the questionnaire was translated into Kazakh and Russian languages. Pilot interrogation was conducted to identify errors and incomprehensible questions. Questionnaires were sent to the address of acquaintances of the researcher with a request to response and give criticism concerning complexity and literacy of questions. The resulting criticism and recommendation have been taken into account and corrected.

4.4 SAMPLING

Descriptive statistic for demographic data of subordinate is present in Table 1. The table contains several categories such as age, gender, level of education, working experience, and type of organization. In the category of gender indicated that female participants (147; 57.4%) in the research a little more than male participants (109; 42.6%). The age period of participants was divided into four indicators: under 30, 31-40, 41-50, 50 and above. Based on the results it is evident that participant under 30 (148; 57.8%) more than other age category. The category of education was divided into the Bachelor of Science (BSc), Master of Science (MSc), Doctor of Philosophy (PhD). And the highest figure reveals the BSc (160; 62.5%) than the MSc (71; 27.7%) and PhD (25; 9.8%). The category of work experience was split into four indicators: under 5 year, 5-10 years, 10-15 years, 15 years and above. In this study, the majority of participants indicated that they work less than five years

(153; 59.8%). Also in this research, two types of the organization were considered: public and private. Most of participants indicated that they work in private organizations (160; 62.5%).

Table 4 Descriptive statistic for demographic data of subordinate

Age			Gender		
	Frequency	Percent (%)		Frequency	Percent (%)
< 30	148	57.8	Male	109	42.6
31-40	83	32.4	Female	147	57.4
41-50	15	5.9			
> 50	10	3.9			
TOTAL	256	100	TOTAL	256	100
Level of education			Working experience		
	Frequency	Percent (%)		Frequency	Percent (%)
BSc	160	62.5	< 5	153	59.8
MSc	71	27.7	5-10	68	26.6
PhD	25	9.8	10-15	19	7.4
			> 15	16	6.2
TOTAL	256	100	TOTAL	256	100
Type of Organization					
	Frequency		Percent (%)		
Private Organization	160		62.5		
Public Organization	96		37.5		
TOTAL	256		100		

4.5 MODEL OF RESEARCH

Today, there are many definitions and models of emotional intelligence. Emotional intelligence divided into two categories as an ability model and mixed model (Landau & Meirovich, 2011). This study has been allocated five different models: Goleman (1995), Mayer and Salovey (1997), Cooper and Sawaf (1997), Bar-On (1997), and Wong and Law (2002, 2004). Two of them are the ability model, and three of them mixed model.

Mixed model has a broad definition, which views emotional intelligence as a construct including a blend of personality, dispositions, traits, skills, competencies, and characteristics. Proponents of mixed models are Goleman (1995), Cooper and Sawaf (1997), and Bar-On (1997). According to many researchers, the mixed model includes too many traits, skills and concepts, and has also resulted to confusion and abuse of the design. It is a measure of self-image, not the actual ability of emotional intelligence. Also, according to Mayer (2006), this model measures the features are not related to emotions or intelligence. Therefore, it cannot give a concrete opportunity to check emotional intelligence in a scientific manner (Ford, 2010).

While the mixed models are considered as flawed in conception and operationalization, the model of ability are carried out in the high interrelation among the academic community. In contrast to the broader definition of a mixed model, the ability model focuses solely on of a mental ability in which emotions and intelligence function together in meaningful ways, and does not include personality traits (Bennet, 2011). Supporters of the ability model suggest that emotional intelligence and personality are conceptually different. Model of Mayer and Salovey (1997) is the most convincing method of measurement because it evaluates the effectiveness, not the self-report data. However, MSCEIT takes a long time (45 minutes) and is costly, making it impractical for many research projects, especially in the organizational sphere. Therefore, in this study will be used as a model Wong and Law (WLEIS; 2002, 2004), which uses the four-dimensional definition of emotional intelligence, suggested by Davis, Stankov and Roberts (1998), which was developed on the basis of Mayer and Salovey for 1997. However, they have developed a shorter scale of emotional intelligence for use in organizational research.

In the area of organizational commitment more popular and widely used measures of recent studies are Mowday et al. (1979) OCQ and Meyer and Allen (1997) OCS. Nevertheless, today, most scientists give preference to multi-dimensional structures. Model of Meyer and Allen (1997) is the richest integrative conceptual work and has been used in many studies (Jaros, 2009). Thus, organizational commitment scale (OCS) (Allen & Meyer, 1991; Meyer and Allen, 1997) is the most widely accepted model of OC. Therefore in this study will be using OCS.



CHAPTER 5

RESULTS

This chapter consists of two main sections. The first section considered data processing of the investigation. In the second section findings and an interpretation of the result are described.

5.1 DATA PROCESSING

In this study Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), correlation, and multiple regression analyses were used . Research tools are WLEIS and OCS surveys. Exploratory factor analysis and Confirmatory Factor Analysis were used in this study to measure how data fits this model. Correlation and multiple regression analysis were also assessed in SPSS, to answer the research question. To show the relationship between EI and its dimensions and OC and its components, Pearson correlation was used. The Pearson product-moment correlation coefficient assesses the degree of linear interaction between two variables when the data is composed of ratio scale of measurement or numerical scores from an interval. The correlation coefficient (r) fluctuates from -1.0 to +1.0 that means the strength and directing of the interrelationship between two variables. (Gravetter and Wallnau, 2008)

Regression analysis investigates the influence of independent variables on the dependent variable. Based on previous studies, in this study also multiple regression analysis was used , which investigated impact of two or more independent variables on a singular dependent variable (Chatterjee and Hadi, 2012). In this study independent variables is emotional intelligence (X) and dependent variables is organizational commitment (Y). Total EI (X), SEA (X1), OEA (X2), ROE (X3), and UOE (X4) as independent variables were estimated in SPSS. And for equalization, OC (Y), AC (Y1), CC (Y2), and NC (Y3) were included as dependent variables. Model of aggregate statistics comprises coefficient of determination (R^2 value), the coefficients of partial regression (β_1 , β_2 , β_3 , and β_4), and an F-statistic (Chatterjee

and Hadi, 2012). For this study significance levels of $p < .05$ (or less) were regarded as significant namely the null hypothesis (no relationship) is rejected.

5.2 FINDINGS AND DATA INTERPRETATION

Results of research will be presented in this section. The first performed analysis is the Exploratory Factor Analysis, the second is The Confirmatory factor analysis and the latest analyses are the Correlation and Regression Analysis.

5.2.1 The Exploratory Factor Analysis

In this exploration, The Exploratory factor analysis was used to establish the overall measuring of emotional intelligence and organizational commitment, which take in the questionnaire of sector B and C. The factorial analysis and the resulting factorial score will be convenient to use further in the correlation and regression analysis to explain the hypothesis tests. The obtained data of each sector are considered in tables. Tables 5 shows Exploratory factor analysis of Emotional Intelligence measurement and table 6 shows exploratory factor analysis of Organizational Commitment measurement.

In concordance with the analysis of emotional intelligence, Bartlett's Test of Sphericity (BTS) = .000 is significant, that confirms normal distribution of factors. As well as high levels of Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) = .945 means that the data can be used for factor analysis.

The outputs of the factorial analysis in obedience to the theory showed four dimensions of emotional intelligence. In concordance with outcomes of the analysis, 16 questions of emotional intelligence were apportioned on four factors, which also there correspond theories. The first factor of emotional intelligence is self-emotional appraisal (SEA), which includes from the first to the fourth questions. The second factor of emotional intelligence is others' emotional appraisal (OEA), which includes from the fifth on the eighth questions. The third factor of emotional intelligence is use of emotion (UOE), which includes from the ninth to the twelfth questions. The

fourth factor of emotional intelligence is regulation of emotion (ROE), which includes from the thirteenth to the sixteenth questions.

Table 5 Exploratory factor analysis of Emotional Intelligence measurement

	ROE	UOE	OEA	SEA
question number 11	.912			
question number 10	.811			
question number 12	.805			
question number 9	.789			
question number 14		.949		
question number 16		.926		
question number 15		.921		
question number 13	.349	.523		
question number 7			-.884	
question number 8			-.875	
question number 5			-.754	
question number 6			-.696	
question number 3				.827
question number 1				.773
question number 4				.751
question number 2				.642

Common Cronbach Alpha coefficient of emotional intelligence is .920, Cronbach Alpha coefficient of self-emotional appraisal (SEA) is .892, Cronbach Alpha coefficient of others' emotional appraisal (OEA) is .888, Cronbach Alpha coefficient of use of emotion (UOE) is .892, and Cronbach Alpha coefficient of regulation of emotion (ROE) is .911. This reveals reliability of the measurement.

Pursuant to outcomes of the analysis of organizational commitment, Bartlett's Test of Sphericity (BTS) = .000 is significant that confirms normal distribution of factors. As well as high levels of Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) = .944 means that the data can be used for factor analysis.

The outcomes of the factor analysis in accordance with the theory revealed three measurements of organizational commitment. In concordance with results of the analysis, 18 questions of organizational commitment have been apportioned on factors, which also correspond to the theory. The first factor of organizational commitment is affective commitment (AC), which includes from the first to the sixth questions. The second factor of organizational commitment is continuance commitment (CC), which includes from the seventh to the twelfth questions.

The third factor of organizational commitment is normative commitment (NC), which includes from the thirteenth to the eighteenth questions.

Table 6 Exploratory factor analysis of Organizational Commitment measurement

	AC	NC	CC
question number 3	.964		
question number 6	.936		
question number 4	.909		
question number 5	.847		
question number 2	.814		
question number 1	.748		
question number 10		.929	
question number 8		.899	
question number 7		.897	
question number 12		.886	
question number 9		.874	
question number 11		.857	
question number 17			-.921
question number 15			-.913
question number 14			-.893
question number 13			-.871
question number 18			-.866
question number 16			-.865

Common Cronbach Alpha coefficient of organizational commitment is .810, Cronbach Alpha coefficient of affective commitment (AC) is .740, Cronbach Alpha coefficient of continuance commitment (CC) is .814, and Cronbach Alpha coefficient of normative commitment (NC) is .656. This testifies to reliability of measurement.

5.2.2 The Confirmatory Factor Analysis

In this study, The Confirmatory factor analysis was used to appreciate the quantity of factors and loading of the measured variables to what was expected, based on the theory. There were several indicators used in appreciating the model: (a) the chi-square statistic; (b) The relative chi-square (χ^2/df ratio); (c) the Tucker Lewis Index (TLI); (d) the comparative fit index (CFI); (e) root mean square residual (RMSEA).

The purpose of Chi-square test is defined whether there is a considerable difference between the anticipated frequencies and observable frequencies in various categories. Acceptance criterion fluctuates from less than 2 to less than 5 (Schumacker & Lomax, 2004). Accordingly, in this analysis for Emotional intelligence measurement Chi-square test is acceptable ($\chi^2/df = 3.39$). The comparative fit index (CFI) dissects the fit model. Commonly CFI value is .90 or larger. In this analysis, CFI of Emotional intelligence measurement is .944 and that is why it could be acceptable. The root means square error of approximation (RMSEA) contributes to avoid problems with the size of the sample through analyzing the disparity betwixt the expected model that optimally selected with parameters assessment and the covariance matrix of the people. The RMSEA fluctuates from .5 to .10 and the smaller value means better suitable model (Brown, 2015). The result of RMSEA in this analysis is mediocre (RMSEA = .093) (Table 7).

Table 7 Results of Confirmatory Factor Analysis (CFA) of Emotional intelligence measurement

Model	χ^2	df	χ^2/df	CFI	TLI	RMSEA
Four- factor Model	332.482	98	3.39	.944	.932	.093

Thus, Chi-square test for Organizational Commitment measurement in this analysis is acceptable ($\chi^2/df = 2.661$). CFI of Organizational Commitment measurement is .956 and that is why it could be acceptable. The result of RMSEA is corresponding (RMSEA = .080) (Table 8).

Table 8 Results of Confirmatory Factor Analysis (CFA) of Organizational Commitment measurement

Model	χ^2	df	χ^2/df	CFI	TLI	RMSEA
Four- factor Model	351,253	132	2.66	.956	.949	.080

5.2.3 Correlation and Regression Analysis

The purpose of research is to understand the degree of interrelationship between managers EI and subordinate OC. In present study, this interrelationship between EI and OC was considered by evaluating subordinates' perceptions of managers' EI interrelated to the subordinates' OC. In table 9 bivariate Pearson correlations for each variable is reflected.

Research hypothesis H_1 presumes interrelationship between manager EI and subordinate OC. In accordance with Table 9, there is a strong correlation ($r = .502$, $p < 0.1$) between the manager's total EI and subordinate's total OC. In addition, it

shows positive and statistically significant ($p < .01$) Pearson correlation coefficients (.500, .478, .337, and .488) between the four dimensions of manager EI (SEA, OEA, ROE, and UOE) and subordinate total OC.

Table 9 Person`s correlations among variables (N=256)

	SEA	OEA	ROE	UOE	Total EI	AC	CC	NC	Total OC
SEA	1	.766**	.697**	.791**	.905**	.292**	.475**	.452**	.500**
OEA	.766**	1	.743**	.766*	.913**	.316**	.385**	.473**	.478**
ROE	.697**	.743**	1	.692**	.872**	.210**	.283**	.333*	.337**
UOE	.791**	.766**	.692**	1	.903**	.329**	.414**	.456**	.488**
Total EI	.905**	.913**	.872**	.903**	1	.319**	.433*	.477*	.502**
AC	.292**	.316**	.210**	.329**	.319**	1	.300**	.552**	.728**
CC	.475**	.385**	.283**	.414**	.433**	.300**	1	.682**	.824**
NC	.452**	.473**	.333**	.456**	.477**	.552**	.682**	1	.910**
Total OC	.500**	.478**	.337**	.488**	.502**	.728**	.824**	.910**	1

* $p < .05$, ** $p < .01$, *** $p < .001$

Multivariate regression model was used in order to further investigate the interaction between manager's EI and subordinate's OC as well. For this the four dimensions of manager EI were used as independent variables and total subordinate OC was used as the dependent variable (Table 10). The model obtained adjusted $R^2 = .283$, $R^2 = .294$, $F = 26.159$, and was statistically significant ($p = .000$). About

24.9% of the variance in total subordinate OC was interpreted by the four dimensions of manager EI.

Based on the results of the correlation analysis there is a significant correlation between manager EI (total EI and 4 dimensions of EI) and subordinate total OC. The F-test from the multivariate regression model represents a p-value of .000 that was below the level decisive value of p set at .05.

The partial regression coefficients for UOE was negative (-.514) and not statistically significant. But the reason for this is multicollinearity between the independent variables. Norusis (2006) noticed that when there is multicollinearity between independent variables, you can find wrong sign coefficients or individual variables can be not significant, even when the regression model as a whole is significant. Multicollinearity was assessed by examining the variance inflation factors (VIFs) produced as part of the regression output. VIFs quantify the degree to which multicollinearity increases the instability of regression coefficients (Freund & Littell, 2000). Myint et al. (2010) suggested VIFs as low as 2.5 are a concern for models with low coefficients of determination (R^2). Thus in this analysis the VIFs for SEA, OEA, ROE, and UOE were 3.32, 3.36, 2.52, and 3.29, respectively. Therefore, considering that the R^2 value in this regression equation was the relatively low (.294) and VIF factors for all independent variables (in excess of 2.5) indicate that multicollinearity exists within this regression model.

Regardless of the multicollinearity between the independent variables, the multiple regression model between the four dimensions of manager's EI and subordinate's OC was statistically significant ($p = .000$). Moreover the bivariate correlations between the four dimensions of manager EI and subordinate OC were significant ($p < .05$). In this way, there are reasonable grounds to accept the alternative hypothesis H_1 and reject the null hypothesis H_0 (no relationship). Hence it proves the relationship between the manager's EI and subordinate's OC.

Table 10 Multiple Regression of Manager SEA, OEA, ROE, and UOE with Subordinate OC.

Independent Variables	B	SE	β	t	p
Constant	43.339	3.464		12.510	.000
SEA	.794*	.282	.272	2.816	.005
OEA	.669*	.274	.237	2.441	.015
ROE	.632*	.284	.214	2.224	.027
UOE	-.514	.245	-.177	-2.101	.037

$R^2 = .294$, Adjusted $R^2 = .283$, $SE = 17.47782$, $F = 26.159$, $p = .000$. * $p < .05$.

Research hypothesis H_2 presumes interconnection between the manager SEA and subordinate AC. In accordance with Table 11, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .292$) between the manager's SEA and subordinate's AC.

Thus, regression model was used in order to further investigate the interrelationship between manager's SEA and subordinate's AC. For this as independent variables were used manager's SEA and as the dependent variable was used subordinate's AC (Table 11). The model obtained adjusted $R^2 = .082$, $R^2 = .085$, $F = 23.723$, and was statistically significant ($p = .000$). About 8.2% of the variance in subordinate AC was interpreted by manager SEA.

On the grounds of the results of the correlation analysis there is a significant correlation between manager's SEA and subordinate's AC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value

of p set at .05. So there are sufficient grounds to accept the alternative hypothesis H_2 and reject the null hypothesis H_0 .

Table 11 Regression of Manager SEA with Subordinate AC.

Independent Variables	B	SE	β	t	p
Constant	19.922	1.301		15.313	.000
SEA	.317*	.065	.292	4.871	.000

$R^2 = .085$, Adjusted $R^2 = .082$, $SE = 7.34438$, $F = 23.723$, $p = .000$. * $p < .05$.

Research hypothesis H_3 presumes interrelationship between the manager OEA and subordinate AC. In accordance with Table 12, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .316$) between the manager's OEA and subordinate's AC.

In this way, regression model was used in order to further investigate the interrelationship between manager's OEA and subordinate's AC. For this as independent variables were used manager's OEA and as the dependent variable was used subordinate's AC (Table 12). The model obtained adjusted $R^2 = .097$, $R^2 = .10$, $F = 28.265$, and was statistically significant ($p = .000$). About 9.7 % of the variance in subordinate AC was interpreted by manager OEA.

In accordance with the results of the correlation analysis, there is a significant correlation between manager's OEA and subordinate's AC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. Thereby, there are reasonable grounds to accept the alternative hypothesis H_3 and reject the null hypothesis H_0 .

Table 12 Regression of Manager OEA with Subordinate AC.

Independent Variables	B	SE	β	t	p
Constant	19.987	1.193		16.749	.000
OEA	.331*	.062	.316	5.317	.000

$R^2 = .10$, Adjusted $R^2 = .097$, $SE = 7.28505$, $F = 28.265$, $p = .000$. * $p < .05$.

Research hypothesis H_4 presumes interrelationship between the manager ROE and subordinate AC. In accordance with Table 13, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .210$) between the manager's OEA and subordinate's AC.

Hereby regression model was used in order to further investigate the interrelationship between manager's ROE and subordinate's AC. For this as independent variables were used manager's ROE and as the dependent variable was used subordinate's AC (Table 13). The model obtained adjusted $R^2 = .040$, $R^2 = .044$, $F = 11.750$, and was statistically significant ($p = .000$). About 4 % of the variance in subordinate AC was interpreted by manager OEA.

Table 13 Regression of Manager ROE with Subordinate AC.

Independent Variables	B	SE	β	t	p
Constant	21.736	1.289		16.863	.000
ROE	.227*	.066	.210	3.428	.001

$R^2 = .044$, Adjusted $R^2 = .040$, $SE = 7.50801$, $F = 11.750$, $p = .001$. * $p < .05$.

Based on the results of the correlation analysis, there is a significant correlation between manager's ROE and subordinate's AC. The F-test from the regression

model represents a p-value of .001 that was below the level decisive value of p set at .05. In this connection, there are good reasons to accept the alternative hypothesis H_4 and reject the null hypothesis H_0 .

Research hypothesis H_5 presumes interrelationship between the manager UOE and subordinate AC. In accordance with Table 14, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .329$) between the manager`s UOE and subordinate`s AC.

Thus, regression model was used in order to further investigate the interrelationship between manager`s UOE and subordinate`s AC. For this as independent variables were used manager`s UOE and as the dependent variable was used subordinate`s AC (Table 14). The model obtained adjusted $R^2 = .105$, $R^2 = .108$, $F = 30.785$, and was statistically significant ($p = .000$). About 10.5 % of the variance in subordinate AC was interpreted by manager UOE.

Table 14 Regression of Manager UOE with Subordinate AC.

Independent Variables	B	SE	β	t	p
Constant	18.612	1.381		13.473	.000
UOE	.361*	.065	.329	5.548	.000

$R^2 = .108$, Adjusted $R^2 = .105$, $SE = 7.25275$, $F = 30.785$, $p = .000$. * $p < .05$.

According to the results of the correlation analysis, there is a significant correlation between manager`s UOE and subordinate`s AC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. In this way, there are good reasons to accept the alternative hypothesis H_5 and reject the null hypothesis H_0 .

Research hypothesis H_6 presumes interrelationship between the manager SEA and subordinate CC. In accordance with Table 15, there is positive and statistically

significant ($p < .01$) Pearson correlation coefficients ($r = .475$) between the manager's SEA and subordinate's CC.

So regression model was used in order to further investigate the interrelationship between manager's SEA and subordinate CC. For this as independent variables were used manager's SEA and as the dependent variable was used subordinate's CC (Table 15). The model obtained adjusted $R^2 = .223$, $R^2 = .226$, $F = 74.150$, and was statistically significant ($p = .000$). About 22.3 % of the variance in subordinate CC was interpreted by manager SEA.

Table 15 Regression of Manager SEA with Subordinate CC.

Independent Variables	B	SE	β	t	p
Constant	12.076	1.392		8.677	.000
SEA	.599*	.070	.475	8.611	.000

$R^2 = .226$, Adjusted $R^2 = .223$, $SE = 7.85606$, $F = 74.150$, $p = .000$. * $p < .05$.

Based on the results of the correlation analysis, there is a significant correlation between manager's SEA and subordinate's CC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. In this way, there are reasonable grounds to accept the alternative hypothesis H_6 and reject the null hypothesis H_0 .

Research hypothesis H_7 presumes interrelationship between the manager OEA and subordinate CC. In accordance with Table 16, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .385$) between the manager's UOE and subordinate's CC.

Thus, regression model was used in order to further investigate the interrelationship between manager's OEA and subordinate CC. For this as independent variables were used manager's OEA and as the dependent variable was used subordinate's CC (Table 16). The model obtained adjusted $R^2 = .145$, $R^2 = .148$,

F = 44.286, and was statistically significant ($p = .000$). About 14.5 % of the variance in subordinate CC was interpreted by manager OEA.

Table 16 Regression of Manager OEA with Subordinate CC.

Independent Variables	B	SE	β	t	p
Constant	14.986	1.350		11.103	.000
OEA	.469*	.070	.385	6.655	.000

$R^2 = .148$, Adjusted $R^2 = .145$, SE = 8.23994, F = 44.286, $p = .000$. * $p < .05$.

In obedience to the results of the correlation analysis there is a significant correlation between manager's OEA and subordinate's CC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. In this way, there are reasonable grounds to accept the alternative hypothesis H_7 and reject the null hypothesis H_0 .

Research hypothesis H_8 presumes interrelationship between the manager ROE and subordinate CC. In accordance with Table 17, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .283$) between the manager's ROE and subordinate's CC.

Such regression model was used in order to further investigate the interrelationship between manager's ROE and subordinate CC. For this as independent variables were used manager's ROE and as the dependent variable was used subordinate's CC (Table 17). The model obtained adjusted $R^2 = .076$, $R^2 = .080$, F = 22.101, and was statistically significant ($p = .000$). About 7.6 % of the variance in subordinate CC was interpreted by manager ROE.

Table 17 Regression of Manager ROE with Subordinate CC.

Independent Variables	B	SE	β	t	p
Constant	16.851	1.470		11.460	.000
ROE	.355*	.076	.283	4.701	.000

$R^2 = .080$, Adjusted $R^2 = .076$, $SE = 8.56458$, $F = 22.101$, $p = .000$. * $p < .05$.

Based on the results of the correlation analysis, there is a significant correlation between manager's ROE and subordinate's CC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. Ipso facto, there are reasonable grounds to accept the alternative hypothesis H_8 and reject the null hypothesis H_0 .

Research hypothesis H_9 presumes interrelationship between the manager UOE and subordinate CC. In accordance with Table 18, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .414$) between the manager's UOE and subordinate's CC.

Like this, regression model was used in order to further investigate the interrelationship between manager's UOE and subordinate CC. For this as independent variables were used manager's UOE and as the dependent variable was used subordinate's CC (Table 18). The model obtained adjusted $R^2 = .168$, $R^2 = .171$, $F = 52.567$, and was statistically significant ($p = .000$). About 16.8 % of the variance in subordinate CC was interpreted by manager UOE.

In accordance with the results of the correlation analysis, there is a significant correlation between manager's UOE and subordinate's CC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. Thereby, there are sufficient grounds to accept the alternative hypothesis H_9 and reject the null hypothesis H_0 .

Table 18 Regression of Manager UOE with Subordinate CC.

Independent Variables	B	SE	β	t	p
Constant	12.687	1.548		8.195	.000
UOE	.528*	.073	.414	7.250	.000

$R^2 = .171$, Adjusted $R^2 = .168$, $SE = 8.12789$, $F = 52.567$, $p = .000$. * $p < .05$.

Research hypothesis H_{10} presumes interrelationship between the manager SEA and subordinate NC. In accordance with Table 19, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .452$) between the manager's SEA and subordinate's NC.

So regression model was used in order to further investigate the interrelationship between manager's SEA and subordinate NC. For this as independent variables were used manager's SEA and as the dependent variable was used subordinate's NC (Table 19). The model obtained adjusted $R^2 = .201$, $R^2 = .205$, $F = 65.322$, and was statistically significant ($p = .000$). About 20.1 % of the variance in subordinate NC was interpreted by manager SEA.

Based on the results of the correlation analysis there is a significant correlation between manager's SEA and subordinate's NC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. In this way, there are reasonable grounds to accept the alternative hypothesis H_{10} and reject the null hypothesis H_0 .

Table 19 Regression of Manager SEA with Subordinate NC.

Independent Variables	B	SE	β	t	p
Constant	14.113	1.343		10.508	.000
SEA	.543*	.067	.452	8.082	.000

$R^2 = .205$, Adjusted $R^2 = .201$, $SE = 7.58151$, $F = 65.322$, $p = .000$. * $p < .05$.

Research hypothesis H_{11} presumes interrelationship between the manager OEA and subordinate NC. In accordance with Table 20, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .473$) between the manager's OEA and subordinate's NC.

In that way, regression model was used in order to further investigate the interrelationship between manager's OEA and subordinate NC. For this as independent variables were used manager's OEA and as the dependent variable was used subordinate's NC (Table 20). The model obtained adjusted $R^2 = .220$, $R^2 = .223$, $F = 73.019$, and was statistically significant ($p = .000$). About 22 % of the variance in subordinate NC was interpreted by manager OEA.

Under the results of the correlation analysis there is a significant correlation between manager's OEA and subordinate's NC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. In this way, there are reasonable grounds to accept the alternative hypothesis H_{11} and reject the null hypothesis H_0 .

Table 20 Regression of Manager OEA with Subordinate NC.

Independent Variables	B	SE	β	t	p
Constant	14.113	1.277		11.878	.000
Total EI	.547*	.064	.473	8.545	.000

$R^2 = .223$, Adjusted $R^2 = .220$, $SE = 7.49175$, $F = 73.019$, $p = .000$. * $p < .05$.

Research hypothesis H_{12} presumes interrelationship between the manager ROE and subordinate NC. In accordance with Table 21, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .333$) between the manager's ROE and subordinate's NC.

Thus, regression model was used in order to further investigate the interrelationship between manager's ROE and subordinate NC. For this manager's ROE were used as independent variables and subordinate's NC was used as the dependent variable (Table 21). The model obtained adjusted $R^2 = .220$, $R^2 = .223$, $F = 73.019$, and was statistically significant ($p = .000$). About 22 % of the variance in subordinate NC was interpreted by manager ROE.

Pursuant to the results of the correlation analysis there is a significant correlation between manager's ROE and subordinate's NC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. In this way, there are reasonable grounds to accept the alternative hypothesis H_{12} and reject the null hypothesis H_0 .

Table 21 Regression of Manager ROE with Subordinate NC.

Independent Variables	B	SE	β	t	p
Constant	17.052	1.376		12.392	.000
Total EI	.398*	.071	.333	5.632	.000

$R^2 = .111$, Adjusted $R^2 = .108$, $SE = 8.01494$, $F = 31.719$, $p = .000$. * $p < .05$.

Research hypothesis H_{13} presumes interrelationship between the manager UOE and subordinate NC. In accordance with Table 22, there is positive and statistically significant ($p < .01$) Pearson correlation coefficients ($r = .456$) between the manager's UOE and subordinate's NC.

Thus, regression model was used in order to further investigate the interrelationship between manager's UOE and subordinate NC. For this manager's UOE were used as independent variables and subordinate's NC was used as the dependent variable (Table 22). The model obtained adjusted $R^2 = .205$, $R^2 = .208$, $F = 66.673$, and was statistically significant ($p = .000$). About 20.5 % of the variance in subordinate NC was interpreted by manager UOE.

Accordingly the results of the correlation analysis there is a significant correlation between manager's UOE and subordinate's NC. The F-test from the regression model represents a p-value of .000 that was below the level decisive value of p set at .05. In this way, there are reasonable grounds to accept the alternative hypothesis H_{13} and reject the null hypothesis H_0 .

Table 22 Regression of Manager UOE with Subordinate NC.

Independent Variables	B	SE	β	t	p
Constant	13.155	1.441		9.130	.000
UOE	.554*	.068	.456	8.165	.000

$R^2 = .208$, Adjusted $R^2 = .205$, $SE = 7.56552$, $F = 66.673$, $p = .000$. * $p < .05$.



DISCUSSION

The concept of emotional intelligence as an alternative of traditional intelligence became widely known in popular psychology recent decades. The emotional intelligence promotes effective transfer of vision of the organization's future together with its goal. Emotionally competent manager can spot and appreciate the feelings of subordinates, influence the emotions of employees so that they become more receptive to organizational goals and values. The organization, which seeks to achieve a high level of organizational commitment on the part of staff workers, should take all necessary measures to ensure that the management team also had a high level of emotional intelligence. It depends on leaders, attempting to provide of favorable conditions for the formation of a high level of commitment of staff.

Based on the above it seems necessary to develop the scientific study of emotional intelligence, in particular, determine the definition of its relationship with organizational commitment. The theory of emotional intelligence, quite widely extended subject, as well as the theory of organizational commitment. Also, scientists have conducted several studies on the interrelationship between EI and organizational commitment. The results are different and contradictory. Proceeding from these contradictions in researches of this area, this work can contribute to the scientific sphere.

Thus, the purpose of the current research is concentrated on studying of influence of leader`s emotional intelligence on employee`s organizational commitment.

Depending on this, the main purpose of research in this study covers interrelation between employees` perception of emotional intelligence of the leader and organizational commitment of the same employees in private and public institutions of Kazakhstan.

Kazakhstan has not been chosen incidentally as the object of research. Republic of Kazakhstan is a young country that needs a quick development of works in undertakings, both in private and in government sectors. Currently one of the major problems for the Kazakhstan's companies is to create a personnel management

system that will ensure the production of competitive products and increase organizational commitment. It is also worthwhile to note that the research on this subject has not been performed in Kazakhstan.

Along with it, the role of a man power and its great value in Kazakhstan were designated by the head of state in the Strategic document *“Kazakhstan — 2050”*. The state sets the task to *“create a fundamentally new model of labor relations, combining entrepreneurship support taking into account the interests of employees”*.

On this basis, the investigation of the interaction between emotional intelligence and organizational commitment can be considered as an important subject for Kazakhstan.

Respectively, in the current study the private and public organizations in Kazakhstan are considered. Data were collected among the employees of public and government organizations in Kazakhstan. It was difficult to interrogate all organizations and that is reason why it was taken as a random sample survey. 282 responses were received. It was the self-report of questionnaires where employees assessed the level of their commitment and their perception of emotional intelligence of their manager. Measurement of study for EI was WLEIS (Law et al., 2004) and one of the reasons for choosing this model is the similarity of culture. The country that was surveyed by Wong and Law was Asian, such as Kazakhstan. And also Wong and Law's model is a simplified form of Mayer and Salovey's (1997) model. They have developed a shorter scale of emotional intelligence for use in organizational research. Measurement of study for OC was OCS (Meyer & Allen, 1997), because it is the wealthiest integrative conceptual effort and the most widely used model of OC.

The model of Wong and Law consists of four measurements: self-emotional appraisal (SEA), others' emotional appraisal (OEA), regulation of emotion (ROE), and use of emotion (UOE). Contradictory, the model of Meyer and Allen has three measurements: affective commitment (AC), continuance commitment (CC), and normative commitment (NC).

In this study is considered the impact of total EI to total OC, also the influence each measurements of EI (SEA, OEA, ROE, and UOE) on each measurements OC (AC, CC and NC).

Research hypothesis H_1 presumed interrelationship between the four dimensions of manager EI and subordinate total OC. Correlation and multiple regression analysis was statistically significant and was accepted as an alternative hypothesis.

Research hypothesis H_2 assumed interrelationship between the manager SEA and subordinate AC. Correlation and regression analysis was statistically significant and was accepted as an alternative hypothesis. Thus the leader, who knows his/her internal state of emotion and expresses it, can to regulate the self-criticism, the attitude towards success and failures. These abilities of the leader will attract employees who want to share his/her goals, principles and ideals.

Research hypothesis H_3 supposed to be an interrelationship between the manager OEA and subordinate AC. Correlation and regression analysis was statistically significant and was accepted as the alternative hypothesis. Appraisal and recognition of emotion in others helps leader works in teams, keeps talented employees and works with people from other cultures. Moreover, such abilities will help the leader psychologically to attach the employee and to convince to work for common goals.

Research hypothesis H_4 is surmised as interrelationship between the manager ROE and subordinate AC. Correlation and regression analysis was statistically significant and was accepted as the alternative hypothesis. Regulation of emotion in the self is important for manager because he/she can control his/her impulses and can keep away from anger, gloom and disquiet. Self-control is important because of impulsivity is especially dangerous for manager, and can abuse of power over others. Correspondingly, this ability of manager will promote reduction of a stress in the workplace and help employees focus on the success of the organization.

Research hypothesis H_5 is presumed as interrelationship between the manager UOE and subordinate AC. Correlation and regression analysis was statistically significant and was accepted as the alternative hypothesis. In this way, the leader, who can use their emotions directing them towards constructive activities and performance, can continuously stimulate or motivate yourself to better results. These

abilities of manager can effect to employees and motivate them. Highly motivated people have goal-oriented behaviors. Correspondingly, the leader can motivate employees to share common ideals, goals, principles and work for the benefit of the organization.

Research hypothesis H_6 is supposed as interrelationship between the manager SEA and subordinate CC. Correlation and regression analysis was statistically significant and was adopted as the alternative hypothesis. Thus the leader, who knows his/her internal state of emotion and express it, can convince the followers that work with him/her will be always stable and progressive. Employees will feel safe and confident working with such of leader.

Research hypothesis H_7 is presumed as interrelationship between the manager OEA and subordinate CC. Correlation and regression analysis was statistically significant and was received the alternative hypothesis. Others emotional appraisal is one of the fundamental issues of people capacity. The leader can provide the good work environment and conditions of work. It helps employees to apprehend organizational standards. The employee, who will receive all the desired privileges, safety, wages, stability, etc., will not want to lose it and will be continuance committed.

Research hypothesis H_8 is assumed as interrelationship between the manager ROE and subordinate CC. Correlation and regression analysis was statistically significant and was adopted the alternative hypothesis. The skill of manager regulates emotion in the self to create an impression of the self-assured person and inspires confidence in followers. Employees will see a secure and stable future with even-tempered and self-assured manager.

Research hypothesis H_9 is surmised as interrelationship between the manager UOE and subordinate CC. Correlation and regression analysis was statistically significant and was adopted the alternative hypothesis. Ability to use of emotion to facilitate performance is important for manager. In difficult and bad situations manager must remain the optimist, accept failure, learn from it and continue acting,

and inspiring others to do the same. In that case, employees will feel safe and will follow their leader.

Research hypothesis H_{10} is supposed to be as interrelationship between the manager SEA and subordinate NC. Correlation and regression analysis was statistically significant and was received the alternative hypothesis. Self-emotional appraisal (SEA) it is the ability assesses and expresses emotions in one. These abilities will help leader to regulate the self-criticism and develop self-confidence. Self-confident leader is willing to take responsibility for their actions and deeds, ready to solve complex problems, admit their mistakes and draw lessons from them. Accordingly, a leader with such skills may cause a sense of responsibility and commitment among followers.

Research hypothesis H_{11} is assumed as interrelationship between the manager OEA and subordinate NC. Correlation and regression analysis was statistically significant and was accepted the alternative hypothesis. The manager, who understands emotions of his/her employees, can find correct approach of communication with the employees. Confrontable, manager with such qualities can know how to provoke a moral obligation, such as a sense of responsibility and commitment among their employees.

Research hypothesis H_{12} is surmised as interrelationship between the manager ROE and subordinate NC. Correlation and regression analysis was statistically significant and was accepted the alternative hypothesis. Capacity of the manager to control his emotions, feelings and character can arouse a pride in followers and motivate them to behave respectively. Moreover, employees can manifest attachment and sense of loyalty to the manager.

Research hypothesis H_{13} is supposed to be as interrelationship between the manager UOE and subordinate NC. Correlation and regression analysis was statistically significant and was accepted the alternative hypothesis. Manager, who can correctly to use his/her emotions for overall performance, he/she can stimulate himself/herself on the best results. Such managerial skills can motivate employees to

follow him/her, and cause a sense of pride and responsibility. The employee morally becomes attached to the manager who inspires and stimulates his/her.

Thus, this study shows that emotional intelligence of manager is an important factor for increasing organizational commitment of subordinates. Therefore, if the leader is focused on creating and saving emotional intelligence abilities, he/she can increase commitment among employees. In other words, the subordinate must have a manager who has the self-awareness, self-control, interpersonal skills, and help promote employee productivity and facilitate the solution of social or personal problems.

Research can also help the Kazakhstan`s human resources professionals and experts in the field of development of management with development of leadership and also selection and hiring of personnel. This study illuminated the development of tools to enhance supervisor`s emotional intelligence of organization in Kazakhstan to help increase employee commitment.

In addition to all this, this work makes the contribution to limited and inconsistent researches about importance of emotional intelligence of the leader and organizational commitment of the employee, and their relationship.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

There are several limitations of this study. The first limitation is data collection. The questionnaires were collected with the self-report method. And self-report ratings of emotional intelligence can be overestimated because respondents could assess themselves with improbably high levels of emotional intelligence. Thus, there could be issues concerning the truthfulness of responses. Particularly, during the completing of questionnaires, people are not always true or not objectively assess their abilities and results. Based on this, in future researches it would be appropriate to collect data not only from the respondents but also from their colleagues, friends and people who are close to him.

The second limitation is sampling. Sample size in this research not relatively big, because there was a time limit and there were difficulties in collecting of questionnaires because of research was conducted in Kazakhstan. In this study was considered only public and private organizations. It was possible to consider issues more detailed by dividing the samples by different scope of activity (for example: medicine, transportation, construction, services, industry and manufacturing companies, etc.).

For future research would be quite good to consider the issues with a larger target population and in different spheres of activity. Lack of research in Kazakhstan, concerning the interrelationship between emotional intelligence and organizational commitment suggests is a promising area for future research. This research can be used in the field of training, recruitment, selection, placement and assessment of supervisors. Thus it is suggested pay more attention to the evaluation and developing of emotional intelligence among the leaders, as it can directly affect the employee's commitment.

As well as using the model of Wong and Law it can be profitable to take research in different countries. Therefore, for more expansion and specific understand with these matters it would be nice to consider this model of study in a different scope of activity. It is possible to help the head managers to create a tool for the development of emotional intelligence skills.

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APPENDIX 1: The Emotional Intelligence and Organizational Commitment Survey; Russian version

Целью данного исследования является изучение эмоционального интеллекта руководителя и как оно влияет на приверженность и преданность сотрудника компании.

В данной анкете у вас спросят о вашем восприятии эмоционального интеллекта вашего руководителя, а также спросят о вашем отношении и приверженности к организации. Анкета займет немного вашего времени и ответы будут строго конфиденциальны. Пожалуйста, отметьте только один ящик каждого вопроса, который лучше всего подходит для вашего ответа, и ответьте на все вопросы.

Спасибо за ваше участие и потраченное время.

Раздел А. Личная Информация

Пожалуйста, отметьте подходящий варианты

1. Возраст

- ☐ а) < 30 лет
- ☐ б) 30-40 лет
- ☐ в) 41-50 лет
- ☐ г) >50 лет

2. Пол

- ☐ а) Мужской
- ☐ б) Женский

3. Уровень образования

- ☐ а) Степень бакалавра
- ☐ б) Степень магистра
- ☐ в) Степень доктора

☐ d) Другое (укажите пожалуйста)

4. Опыт работы в вашей организации

☐ a) < 5 лет

☐ b) 5-10 лет

☐ c) 11-15 лет

☐ d) >15 лет

5. Какого вида учреждением является ваша организация

☐ a) Частная организация

☐ b) Государственная организация

6. Сколько времени вы работаете с действующим руководителем (ваш начальник)

☐ a) < 5 лет

☐ b) 5-10 лет

☐ c) 11-15 лет

☐ d) >15 лет

Раздел Б. Эмоциональный интеллект

Для следующих вопросов отметьте число, которое лучше всего описывает Ваш уровень полностью согласен или полностью не согласен с представленным заявлением:

		полностью не согласен						полностью согласен
		1	2	3	4	5	6	7
1	Я считаю, что мой руководитель в большинстве случаев хорошо осознает почему у него/нее возникают							

	определенные чувства.							
2	Я считаю, что мой руководитель хорошо понимает свои эмоции.							
3	Я считаю, что мой руководитель действительно понимает то, что он/она чувствует.							
4	Я считаю, что мой руководитель всегда знает, счастлив ли он/она или нет							
5	Я считаю, что мой руководитель может определить эмоции других людей по их поведением.							
6	Я считаю, что мой руководитель является хорошим наблюдателем эмоций других людей.							
7	Я считаю, что мой руководитель тонко ощущает чувства и эмоции других людей.							
8	Я считаю, что мой руководитель хорошо понимает эмоции людей, окружающих							

	его/ее.							
9	Я считаю, что мой руководитель всегда ставит для себя цели и затем старается изо всех сил достигать их.							
10	Я полагаю, что мой руководитель всегда считает себя компетентной личностью.							
11	Я считаю, что мой руководитель является целеустремленным человеком.							
12	Я считаю, что мой руководитель всегда мотивирует себя, чтобы стараться изо всех сил.							
13	Я считаю, что мой руководитель в состоянии контролировать себя и рационально справляться с трудностями.							
14	Я считаю, что мой руководитель вполне способен контролировать свои эмоции.							
15	Я считаю, что мой руководитель всегда может быстро							

	успокоиться, когда он/она очень сердится.							
16	Я считаю, что мой руководитель хорошо контролирует свои эмоции.							

Раздел В. Организационная приверженность

Для следующих вопросов отметьте число, которое лучше всего описывает Ваш уровень ответа *полностью согласен* или *полностью не согласен* с представленным заявлением:

		полностью не согласен						полностью согласен
		1	2	3	4	5	6	7
1	Я был бы очень рад провести остаток своей карьеры с этой организацией							
2	Я действительно чувствую, как будто проблемы этой организации являются моими собственными.							
3	Я не чувствую себя подобно «части семьи» в своей организации							
4	Я не чувствую себя «эмоционально привязанным» к данной организации.							
5	У этой организации есть большое личное							

	значение для меня.							
6	Я не чувствую «сильного» чувства принадлежности к своей организации.							
7	Покинуть свою организацию прямо сейчас для меня было бы очень трудно, даже если бы я захотел.							
8	Слишком многое в моей жизни было бы разрушено, если бы я решил покинуть свою организацию сейчас.							
9	Сейчас пребывание в моей организации является, как и необходимостью так и желанием.							
10	Я считаю, что у меня слишком мало вариантов, чтобы рассмотреть уход от этой организации.							
11	Один из немногих отрицательных последствий при уходе от этой организации будет дефицит доступных альтернатив.							
12	Если бы я уже не вложил столько себя в эту организацию, я мог бы рассмотреть возможность работы в другом месте.							

13	Я не чувствую никаких обязательств, чтобы остаться с моим нынешним работодателем.							
14	Даже если бы это было в мою пользу, я не думаю, что было бы правильно оставить организацию в настоящее время.							
15	Я буду чувствовать себя виноватым, если я оставлю свою организацию сейчас.							
16	Организация заслуживает моей преданности.							
17	Я не покинул бы свою организацию прямо сейчас, потому что у меня есть чувство долга перед людьми работающими в ней.							
18	Я должен многое своей организации.							

Спасибо за сотрудничество!

APPENDIX 2: The Emotional Intelligence and Organizational Commitment Survey; Kazakh version

Бұл зерттеудің мақсаты басшының эмоциялық интелектің компаниядағы қызметкердің адалдығы мен міндеттемелеріне қалай әсер ететінін бақылау болып табылады.

Бұл сауалнамада басшыңыздың эмоциялық интелектін қалай қабылдайтыныңыз, сонымен қатар сіздің өзіңіздің ұйымыңызға деген көзқарасыңыз бен міндеттемеліріңіз туралы сұралады. Сауалнама көп уақытыңызды алмайды және де барлық жауаптарыңыз жасырын түрде қалады. Жауаптардың ішінен сізге ең жақын келген бір жауапты таңдауыңызды сұраймыз.

Осы сауалнамаға қатысқаныңыз үшін және уақытыңызды бөлгеніңіз үшін алғысымызды білдіреміз.

А бөлімі. Жеке ақпарат

Дұрыс нұсқаны таңдаңыз

1. Жас

- ☐ а) < 30 жас
- ☐ б) 30-40 жас
- ☐ с) 41-50 жас
- ☐ d) >50 жас

2. Жынысыңыз

- ☐ а) ер
- ☐ б) әйел

3. Білім деңгейіңіз

- ☐ а) Бакалавр

- ☐ b) Магистр
- ☐ c) Доктор PhD
- ☐ d) Басқа жауап (атап өтіңіз)

4. Ұйымыңыздағы жұмыс тәжірибеңіз

- ☐ a) < 5 жыл
- ☐ b) 5-10 жыл
- ☐ c) 11-15 жыл
- ☐ d) >15 жыл

5. Сіздің ұйымыңыз қандай мекеме болып табылады?

- ☐ a) Жеке мекеме
- ☐ b) Мемлекеттік мекеме

6. Қазіргі басшыңызбен қанша уақыттан бері жұмыс істеп келе жатырсыз?

- ☐ a) < 5 жыл
- ☐ b) 5-10 жыл
- ☐ c) 11-15 жыл
- ☐ d) >15 жыл

Ә бөлімі. Эмоциялық интеллект

Келесі сұрақтарға толықтай келісемін немесе толықтай келіспеймін жауаптарының ішінен сізді ең жақын сипаттайтын санды таңдаңыз

		Толықтай келісемін						Толықтай келіспей мін
		1	2	3	4	5	6	7
1	Менің ойымша менің басшым көп жағдайда белгілі бір сезімдердің не							

	себепті пайда болғанын жақсы түсінеді							
2	Менің ойымша басшым өз эмоцияларын жақсы түсінеді							
3	Менің ойымша менің басшым өзінің не сезінетінін шын мәнінде жақсы түсінеді							
4	Менің ойымша басшым өзінің бақытты ма немесе бақытты емес екендігін әрқашан жақсы түсінеді							
5	Менің ойымша басшым басқа адамдардың мінез- құлығынан олардың эмоцияларын анықтай алады							
6	Менің ойымша басшым басқа адамдардың эмоцияларын жақсы бақылайды							
7	Менің ойымша басшым басқа адамдардың сезімдері мен эмоцияларын жақсы сезеді							

8	Менің ойымша басшым өзін қоршаған адамдардың эмоцияларын жақсы түсінеді							
9	Менің ойымша менің басшым алдымен өзіне мақсат қойып, кейін соны жүзеге асыру үшін қолынан келгенін істейді							
10	Менің ойымша басшым өзін әрқашан білікті тұлға ретінде көреді							
11	Менің ойымша басшым өз мақсаттарына ұмтылатын тұлға болып табылады.							
12	Менің ойымша басшым қолынан келгенін жасау үшін өзін әрқашан ынталандырады							
13	Менің ойымша басшым өзін бақылай алады және қиындықтарды ұтымды түрде жеңе алады							
14	Менің ойымша басшым өз эмоцияларын толығымен бақылай							

	алады							
15	Менің ойымша басшым ашуланған кезде өзін тез қолына алып сабыр сақтай алады							
16	Менің ойымша басшым өз эмоцияларын жақсы бақылай алады							

Б бөлімі. Ұйымдастырушылық бейімділік

Келесі сұрақтарға толықтай келісемін немесе толықтай келіспеймін жауаптарының ішінен сізді ең жақын сипаттайтын санды таңдаңыз

		Толықтай келісемін						Толықтай келіспеймін
		1	2	3	4	5	6	7
1	Мансабымды осы ұйыммен жалғастырғым келеді							
2	Ұйымда орын алған мәселелерді мен шын мәнінде өз проблемаларым ретінде қабылдаймын							
3	Өз ұйымымда өзімді шын мәнінде осы «отбасының»							

	мүшесі ретінде сезінбеймін							
4	Өзімді бұл ұйымға эмоцияналды түрде бауыр басып кеттім деп сезінбеймін							
5	Бұл ұйымның мен үшін жеке мәні зор							
6	Менде осы ұйымның құрамындамын деген «күшті» сезім жоқ							
7	Қазіргі таңда қаласам да бұл ұйымнан шығу мен үшін қиынға соқпақ							
8	Қазір осы ұйымнан кетуге шешім қабылдасам өмірімдегі көп нәрсе бүлінетін еді (талқандалатын еді)							
9	Қазіргі таңда бұл ұйымда қажеттілік және қалауым болған соң қызмет атқарып жатырмын							

10	Бұл ұйымнан кетуді талқалау үшін басқа жерде мүмкіндіктерім аз деп ойлаймын							
11	Басқа жерде мүмкіндіктердің тапшылығы осы ұйымнан кетуімдегі жағымсыз себептерден бірі болып табылады							
12	Осы ұйымға осыншама күшімді бермеген кезде басқа жерге ауысу мүмкіндігін қарастыратын едім							
13	Қазіргі жұмыс берушіммен қызметімді жалғастыру үшін ешқандай себебім жоқ деп ойлаймын							
14	Егер бұл менің пайдама шешілетін болса да ұйымнан қазір кетуім дұрыс емес деп ойлаймын							
15	Ұйымнан қазір кетсем өзімді кінәлі сезінетін боламын							

16	Бұл ұйым менің адал болуыма лайықты							
17	Қазіргі таңда ұйымнан кете аламын деп ойламаймын, себебі ол жерде қызмет көрсетіп жатырған адамдардың алдында міндеттерімді атқаруым қажет							
18	Бұл ұйым мені көп нәрсеге үйретті							

Ат салысып сауалнамаға қатысқаныңыз үшін алғысымызды білдіреміз!

APPENDIX 3: The Emotional Intelligence and Organizational Commitment Survey; English version

The aim of this study is to investigate emotional intelligence of the leader and how it affects commitment and devotion of the employee to the companies.

In this questionnaire you will ask about your perception of emotional intelligence of your head, and also will ask about your attitude and commitment to the organization. The questionnaire won't take a lot of your time and answers will be strictly confidential. Please tick only one box for each question, which is best suited for your answer, and answer all questions.

Thank you for your participation and your time.

Section A: Personal Information

Please tick in appropriate variants

1. Age

- ☐ a) < 30 years
- ☐ b) 30-40 years
- ☐ c) 41-50 years
- ☐ d) >50 years

2. Gender

- ☐ a) Male
- ☐ b) Female

3. Level of education

- ☐ a) BSc
- ☐ b) MSc
- ☐ c) PhD
- ☐ d) Other (Please state).....

4. Working experience

- ☐ a) < 5 years
- ☐ b) 5-10 years
- ☐ c) 11-15 years
- ☐ d) >15 years

5. What kind of establishment is your organization?

- ☐ a) Private Organization
- ☐ b) Governmental Organization

6. How much time you work with the current manager

- ☐ a) < 5 years
- ☐ b) 5-10 years
- ☐ c) 11-15 years
- ☐ d) >15 years

Section B: Emotional Intelligence

For the following questions, mark the number that best describes your level of strongly agreement or strongly disagreement with the statement presented:

		Strongly Disagree						Strongly Agree
		1	2	3	4	5	6	7
1	I believe my manager has a good sense of why he/she has certain feelings most of the time.							
2	I believe my manager has a good understanding of his/her own emotions.							
3	I believe my manager really understands what he/she feels.							

4	I believe my manager always knows whether or not he/she is happy.							
5	I believe my manager can determine others' emotions from observing their behavior.							
6	I believe my manager is a good observer of others' emotions.							
7	I believe my manager is sensitive to the feelings and emotions of others.							
8	I believe my manager has a good understanding of the emotions of people around him/her.							
9	I believe my manager always sets goals then tries his/her best to achieve them.							
10	I believe my manager always considers himself/herself to be a competent person.							
11	I believe my manager is a self-motivating person.							
12	I believe my manager is always self-motivated to do his/her best.							
13	I believe, my manager is able to control his/her temper and handle difficulties rationally.							
14	I believe my manager is quite capable of controlling his/her emotions.							
15	I believe my manager can always calm down quickly							

	when he/she is very angry.							
16	I believe my manager has good control of his/her own emotions.							

Section C: Organizational commitment

For the following questions, mark the number that best describes your level of strongly agreement or strongly disagreement with the statement presented:

		Strongly Disagree						Strongly Agree
		1	2	3	4	5	6	7
1	I would be very happy to spend the rest of my career in this organization.							
2	I really feel as if this organization's problems are my own.							
3	I do not feel like "part of the family" at my organization.							
4	I do not feel "emotionally attached" to this organization.							
5	This organization has a great deal of personal meaning for me.							

6	I do not feel a strong sense of belonging to my organization.							
7	It would be very hard for me to leave my organization right now, even if I wanted to.							
8	Too much of my life would be disrupted if I decided to leave my organization right now.							
9	Right now, staying with my organization is a matter of necessity as much as desire.							
10	I believe that I have too few options to consider leaving this organization.							
11	One of few negative consequences of leaving this organization would be the scarcity of available alternatives.							
12	If I had not already put so much of myself							

	into this organization, I might consider working elsewhere.							
13	I do not feel any obligation to remain with my current employer.							
14	Even if it were to my advantage, I do not feel it would be right to leave organization now.							
15	I would feel guilty if I left my organization now.							
16	The organization deserves my loyalty.							
17	I would not leave my organization right now because I have a sense of obligation to the people in it.							
18	I owe a great deal to my organization.							

Thank you for the cooperation!