



RESEARCH PAPER

Emotional Intelligence, Leadership Qualities and Organizational Commitment of School Monitoring Staff

Dr. Umbreen khizar*¹ Tayyaba Naveed² Hira Khan³

1. Assistant Professor, The Department of Psychology, Institute of Southern Punjab, Multan, Punjab, Pakistan
2. Lecturer, Department of Applied psychology, University of Sahiwal, Punjab, Pakistan
3. Lecturer, Department of Applied Psychology, Women University, Multan, Punjab, Pakistan

PAPER INFO

Received:

August 08, 2021

Accepted:

November 10, 2021

Online:

November 12, 2021

Keywords:

Emotional Intelligence, Leadership Qualities, Organizational Commitment

***Corresponding Author**

umbreenkhizar@gmail.com

ABSTRACT

The research aimed to examine Emotional Intelligence, Leadership Qualities and Organizational Commitment of School Monitoring Staff in Dera Ghazi Khan District. The objectives of the study were on the way to identify the correlation flanked by emotional intelligence, leadership qualities and organizational commitment among school monitoring staff and to identify the "impact of leadership qualities on the organizational commitment" of school monitoring staff. The current research was based on Correlation survey research design. Sample of present study was Assistant Education Officers. The current study recruited 100 participants. Sample was drawn purposive sampling strategy. The outcome of the "study" showed so as to "Emotional Intelligence" and leadership skills contain positive co-relation with Organizational Commitment. Results of the "study indicated that there was a significant impact of Emotional Intelligence" as well as Leadership skills on Organizational Commitment.

Introduction

Organizational commitment, which is likewise, characterized as a conviction interiorize through individuals (Mathew and Shephard, 2002). The organizational commitment of representatives can be summed up in three pointers, for example, "believing in authoritative characteristics and sharing its focuses, advancing endeavors past wants for the affiliation and capacity to keep up enlistment of the affiliation" (Moewday, Steer & Portter, 1979).

Organizational commitment is how much a worker relates to an association and its features and wants to stay with the association (Robbins and Judge, 2012), considered along three measurements: full of feeling, continuation, and regularizing (Meyer and Allen, 1997). Crawford (2005) found that nurturing homes administrators'

rates higher in equally groundbreaking also worth based initiative works on, bracing the announcement by Avolio, Bass and Jung (1999) that groundbreaking authority expands esteem based authority. Executives with understanding based authority styles, demonstrate by groundbreaking administration attributes (Bas, 1985), and have been seemed to affect turnovers at its most negligible level (Donoghue and Casstle, 2009). Transformational leadership's practices have been appeared to course descending to others administrative, pioneer position, and profiting organizational execution all in all. Emotional Intelligence implies a capacity to see the repercussions of feeling and their affiliations, and to reason and issue fathom reliant on them. Excited information is connected with the ability to see feelings, adjust feeling related suppositions, comprehend the data of those assumptions, and regulate them (Mayer, Caruso and Salovey, 1999). Specialists began to move their thought from portraying and looking over social knowledge to indulgent the determination behind social lead also the activity it shows in feasible flexibility (Zirkal, 2000).

Saarni (2000) brings up that ability have a narration into western brain research seeing that alluding to one's authority of a quantity of aptitude yet one need not really play out expertise dependably on the grounds that exhibition relies vigorously upon conditions and motivators.

Studies have shown that energetic information influences a creator's capacity to be productive (Golmen, 1998). Hellgriegl (2006) characterize a chief as "an individual who plans, sorts out, coordinates, and controls the assignment of human, material, money related, and data assets in quest for the association's objectives". "Hellgriegl et al. (2006)" memorandum so as to headship includes affecting other en route for proceed towards the accomplishment of an objective as well as this depends lying on relational connections, not authoritative exercises and mandates.

Kochhan and Read (2005) express that just leadership expect people to receive a collective methodology that incorporates edifice a feeling of network through together inside as well as outside partners. As Benis (1994) focuses out, a leader centers around individuals also motivates faith though an administrator centers on frameworks and structures and relies to a great extent upon control measures to take care of business. A leader rocks the boat which the administrator acknowledges as "the exemplary great fighter" (Benis, 1994).

Theoretical Background

Luthans (2007) expressed organizational commitment as "a demeanor mirroring workers' dependability to their association and is a progressing procedure through which organizational members express their anxiety for the association and it's proceeded with progress and prosperity". "Hankin and Marchori (2003) characterized organizational commitment" seeing that a sentiment of workers that induce them toward be there the portion of their association in addition to distinguish the objectives, qualities, standards plus ethical measures of an association. Shaw (2003) recognized three elements of organizational commitments: emotional, duration also standardizing commitments. Constructive, earnest and most extreme association of representative for its association is termed full of feeling commitments.

Duration commitments are able to get when person is submitted through the association in view of about particular advantages similar annuity, protection, clinical and other incidental advantages. Representatives' Commitments with the association in view of the moral guidelines or accepted practices is named regularizing commitments.

HR are essential for authoritative reasonability meanwhile it play an amazing effects on secondary hierarchical advantage over and done with gatherings of submitted laborers. Authoritative responsibility has gotten one of the most notable work points of view concentrated by specialists and experts (Meyret al., 1993; Moewday et al., 1982) owing to its noteworthy impacts on hierarchical outcome, for instance, works execution (Durani, 2009; Yusef, 2000).

Groundbreaking pioneer stimulates eagerness among partners, rouses a substitute perspective toward the work, delivers knowledge of the destinations of the affiliation, makes others to more raised degree of limit and convinces others to consider the interests of the social occasion over their own preferences. Along these lines, groundbreaking authority should be contained the going with four estimations: celebrated effect, elevating motivation, insightful impelling and individual idea (Bass & Avolio, 1994).

A developing assemblage of writing in the field of feelings proposes that feelings assume a huge job in intellectual procedures and conduct (Bower 1981) People who are in constructive states of mind are probably going to recollect constructive data, they are increasingly adaptable in their reasoning and accommodating to other people (Isen 1999).

Hypotheses

H1 There would be a correlation “between emotional intelligence, leadership qualities and organizational commitment” among school monitoring staff.

H2 There would be an “impact of leadership qualities on the organizational commitment” of school monitoring staff.

H3 There would be an impact of emotional intelligence on the organizational commitment of school monitoring staff.

H4 There would be difference in demographic variable (job experience) in terms of leadership qualities, emotional intelligence and organizational commitment.

Material and Methods

The survey method is the most common method of correlation studies. The current research was based on Correlation survey research design, because it involves the questionnaires centered on the subject of interests. Sample of present study was Assistant Education Officers. The current study recruited 100 participants. Sample was drawn purposive sampling strategy.

Instruments

“The Wong and Law Emotional Intelligence Scale (WLEIS) (WLEIS: Wong & Law, 2002)” is one of the most widely used measures of trait emotional intelligence. “Leadership Skills Questionnaire is (Adapted from Leadership, Theory and Practice by Peter G. Northouse”. “Organizational Commitment Questionnaire (OCQ) helps measure employee's organizational commitment”.

Procedure

First of all informed consents were taken from AEO's and asked them to give their responses for data collection for the purpose of study, and made sure them that their information will be confidential and will be used for only research

Results and Discussion

Table 1
Descriptive Statistics, Psychometrics Properties and Reliability of Study Variables

Variable	K	M	SD	α	
Emotional Intelligence	16	26.919	3.0023	.951	.34
Leadership Skills	18	13.975	1.8653	.870	.36
Organizational Commitment	15	14.360	1.8038	.863	.30

Note.^a Standard Error of Skewness=.374, K= number of items

Table 1 “shows standard deviation, mean, and psychometric properties” of emotional intelligence, leadership skills and organizational commitment. The consequences comprise point toward so as to everyone scale contain sufficient “alpha reliability coefficient and Skewness was in range of normal distribution”.

Table 2
Kolmogorov-Smirnov and Shapiro Tests of Normality

	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistics	Df	Sig.	Statistics	Df	Sig.
WLEIS	.121	100	.001	.966	100	.012
LSQ	.090	100	.044	.975	100	.056
OCQ	.079	100	.013	.978	100	.089

Note. WLEIS = Wong and Law Emotional Intelligence Scale, LSQ = Leadership Skills Questionnaire, OCQ = Organizational Commitment Questionnaire
P = 0.05

The normality of Emotional Intelligence, Organizational Commitment and Leadership Skills has been presented above. From the table shown, it is concluded that the normality of all variables was significant “(P = 0.05)”.

Table 3
Pearson Product- Moment Correlations of the Emotional Intelligence, Organizational Commitment and Leadership Skills Scales

Scale	WLEIS	LSQ	OCQ
OCQ	.572**	.830**	----

Note. WLEIS = Wong and Law Emotional Intelligence Scale, LSQ = Leadership Skills Questionnaire, OCQ = Organizational Commitment Questionnaire. *p< .05, **p< .01

Table 3 comprises of Pearson product- moment correlations of the emotional intelligence, organizational commitment and leadership skills scales. Findings indicated that there was a significant positive association of “Emotional Intelligence and leadership” skillfulness with Organizational Commitment. The hypotheses proposed that emotional intelligence and leadership skills are likely to have positive relationship with organizational commitment. “Pearson product moment correlation was used to analyze the proposed relationship”.

Table 4
Regression Analysis Summary for Emotional Intelligence, Organizational Commitment and Leadership Skills

Variables	Organizational Commitment				
	B	SE β	B	t	P
WLEIS	.036	.042	.063	.852	.396
LSQ	.781	.073	.789	10.672	.000

Note. WLEIS = Wong and Law Emotional Intelligence Scale, LSQ = Leadership Skills Questionnaire, OCQ = Organizational Commitment Questionnaire

Results of the multiple regression indicated that there was a “significant impact of Emotional Intelligence on Organizational Commitment”. Results also revealed so as to there was a significant impact of Leadership Skills resting on “Organizational Commitment”. The value of R Square showed that “Emotional Intelligence” and Leadership Skills explained 69% variance in Organizational Commitment. Assumptions of regression including independent of error, homoscedasticity were also tested. A postulation of sovereignty of observation be checkered throughout “Durbin-Watson”. For the subsequent outcome “Durbin-Watson values were in adequate ranges of 1 to 3. The value of VIF was less than 10 and tolerance were more than” .02 therefore, it be able to be determined to facilitate the assumptions of regression was fulfilled.

Table 5
Independent sample t- tests (N=100)

Variable	Job		t	95% CI	
	Job Experience(less than 1 year)	Experience(more than 1 year)		LL	UL
	(n = 49)	(n = 51)			
Emotional Intelligence	M (SD)	M (SD)			
	60.3 (13.8)	85.6 (17.2)	8.086	19.0	31.5
Leadership Qualities	60.2 (9.9)	71.0(10.6)	5.222	6.69	14.8
Organizational Commitment	48.4(9.01)	61.0(10.2)	6.542	8.78	16.4

Table 5 shows comparison of School monitoring staff job experience (more than 1 year) and job experience (less than 1 year) in terms of emotional intelligence, leadership qualities and organizational commitment. Result shows that Emotional Intelligence was high (M= 85.6) in job experience (more than 1 year) respondents as compared to job experience (less than 1 year) respondents as well as t-score was (t= 8.086) shows difference between job experience (more than 1 year) and job experience (less than 1 year). Meanwhile Leadership Qualities was high (M= 71.0) in job experience (more than 1 year) as compared to job experience (less than 1 year) respondents as well as t-score was (t= 6.69) shows difference between mono-dug and poly-drug users. Further, Organizational Commitment was high (M= 61.0) in job experience (more than 1 year) as compared to job experience (less than 1 year) respondents as well as t-score was (t= 8.78) shows difference between School monitoring staff job experience (more than 1 year) and job experience (less than 1 year).

Conclusion

Consequences of the present revision point out to facilitate there was a great impact of "Emotional Intelligence on Organizational Commitment". Fallout of the "multiple regression analysis" point toward that there be an important impact of "Emotional Intelligence" along with Leadership Skills on Organizational Commitment of AEO's and emotional intelligence and leadership skills were significantly and positively correlated with organizational commitment.

Our first hypothesis was that there would be a correlation between emotional intelligence, leadership qualities and organizational commitment among school monitoring staff is accepted and supported by the previous studies. Cumming et al. "(2010)" articulated so as to leadership so as to be troubled uniquely "with the yield of the laborers and couldn't care less about their emotions neglected to accomplish best endeavors of the staff". The examination proposed so as to "transformational leadership ought to be received to improve laborers fulfillment, choice, and workplace and to maintain a strategic distance from representative turnover". Miles and Mangold (2002) announced so as to activity accomplishment be optimistic through "leaders" exhibition in addition to successful administrative association by means of legislature. Leader's ability toward make a distinction moreover figures out the disputation of workers decided the representatives' recognition concerning influential presentation.

Our second hypothesis that there would be an impact of leadership qualities on the organizational commitment of school monitoring staff is accepted and supported by the previous studies. the same as point out through "Tella et al. (2007)"

Organizational commitment be the most grounded helper that profoundly influences people's goals to perform well, builds his proficiency, and improves his aptitudes. Organizational commitment is significant for associations since it is a decent indicator of organizational objectives moreover destinations, profitability, truancy as well as proceeds. "Relationship between transformational leadership and workers' activity satisfaction although there are various leadership styles which could affect representatives' activity fulfillment and their organizational commitment however we are mostly worried about transformational leadership".

Our third hypothesis that there would be an impact of "emotional intelligence on the organizational commitment" of school monitoring staff is accepted and supported by the preceding revise. Previous investigation indicated so as to here be a noteworthy connection between school educators' "emotional intelligence and their organizational commitment". The educators who had more elevated levels of emotional intelligence showed higher degrees of organizational commitment to the school where they were instructing, in this manner the invalid speculation that there is no noteworthy connection between school instructors' emotional intelligence and organizational commitment was dismissed.

Good leaders are made not natural born. If someone have wish, willpower and great commitment then he can become an effective leader which can lead and produce high results. School monitoring officers should have leadership quality in order to .best leaders are made through never ending process of self-analyses, education training and experience (Jago, 1982). Good leadership quality qualities with highly emotional indulgency enables school inspection staff to bring educational reforms with required quality standards. The attributes like job commitment, leadership qualities and emotional intelligent enables the Aeo to accomplish the departmental objectives and directs the organization (schools) to achieve higher level of education quality. While leadership is learned through experiences having in fields (visiting and understanding schools staff), the skillfulness furthermore facts procedure through the "leader" be capable of be predisposed through his or her characteristic such as ethics, believes, morals, character and experience. Information skills and emotional intelligent provide honestly toward the procedure of leadership and makes him or her unique. This thing can arise their potential of work.

Our fourth hypothesis that there would be difference in demographic variable (job experience) in terms of leadership qualities, emotional intelligence and organizational commitment is also accepted and supported by previous studies. The positive and measurably huge relationship of emotional intelligence and leadership to

organizational commitment demonstrates. Goleman places that leaders high in emotional intelligence are critical to organizational accomplishment and leaders must encompass the capability toward identify worker's emotion on their administrative center; near intercede as soon as problem come out, headed for transaction by their personal position so as toward pick up the belief of representatives plus to figure out the "political and social shows" within an association (Goleman, 2001).

References

- Bennis, W.G. (1994). *On becoming a leader*. Massachusetts: Perseus.
- Cummings, G. G., Macgregor, T., Davey, M., Lee, H., Wong, C. A., Lo, E., Muise, M., & Stafford, E. (2010). Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review. *International Journal of Nursing Studies*, 47, 363-385.
- Goleman, D. (2001) An EI – Based Theory of Performance. In Cherniss, C, & Goleman, D, (Eds). *The Emotionally Intelligent Workplace*. p:27 – 45. San Francisco, Jossey – Bass.
- Meyer, J.P., Allen, N.J. (1997). *Commitment in the Workplace: Theory, Research, and Application*. Thousand Oaks: Sage.
- Mathews, Brian P. ve Jeryl L. Shepherd (2002), “Dimensionality of Cook and Wall’s (1980) British Organizational Commitment Scale Revisited”, *Journal of Occupational and Organizational Psychology*, 75, pp. 369-375.
- Mowday, R.T., Steers, R.M., Porter, L.W. (1979), The measurement of organizational commitment. *Journal of Vocational Behavior*, 14(2), 224-247.
- Robbins, S. P., & Judge, T. A. (2007). *Organizational Behavior*. New Jersey: Prentice Hall
- Saarni, C. (2000). Emotional competence: A developmental perspective. In: Bar-On R & Parke JD A (eds). *The handbook of emotional intelligence*. San Francisco: JosseyBass.
- Tella, A., Ayeni, C. O., & Popoola, S. O. (2007). *Work motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries in Oyo State, Nigeria*. Library Philosophy and Practice, 1-16.