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**MODERATING EFFECTS OF ORGANIZATIONAL CULTURE ON
THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE,
WORK MOTIVATION AND WORK COMMITMENT**



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Abstrak

Sorotan literatur telah menunjukkan bahawa wujudnya pelbagai bentuk komitmen kerja dan para pekerja berkemungkinan mempunyai lebih daripada satu bentuk komitmen. Justeru itu, komitmen organisasi sahaja tidak dapat menerangkan se jelasnya komitmen kerja para pekerja. Walaupun banyak penyelidik telah menunjukkan adanya kaitan antara kecerdasan emosi, motivasi kerja, dan komitmen organisasi dalam pelbagai sektor pekerjaan, namun, masih terdapat kekurangan penyelidikan yang mengkaji pemboleh ubah ini dengan komitmen kerja serta budaya organisasi secara serentak. Maka, tujuan penyelidikan ini adalah untuk mengkaji hubungan antara budaya organisasi, kecerdasan emosi, motivasi kerja, dan komitmen kerja kakitangan akademik universiti di Pakistan. Kajian ini juga mengukur kesan penyesuaian dan jenis budaya organisasi (klan, adhokrasi, hierarki dan pasaran) terhadap hubungan di antara kecerdasan emosi, motivasi kerja, dan komitmen kerja. Di samping itu, perbezaan kecerdasan emosi, motivasi kerja dan komitmen kerja juga dianalisis berdasarkan pemboleh ubah demografi. Tiga ratus lima puluh satu orang staf akademik dipilih menggunakan teknik pensampelan rawak mudah dari sembilan universiti awam di negeri Punjab, Pakistan terlibat dalam kajian ini. Reka bentuk keratan rentas digunakan dan data dikumpulkan menggunakan soal selidik terpiawai yang disahkan. Model yang dihipotesiskan telah diuji dengan menggunakan pendekatan kuasa dua terkecil separa (PLS). Analisis menunjukkan bahawa budaya organisasi, kecerdasan emosi, dan motivasi kerja mempunyai hubungan yang signifikan secara positif dengan komitmen kerja. Walau bagaimanapun, didapati hanya hierarki dan pasaran budaya organisasi yang menyederhanakan hubungan di antara motivasi kerja dan komitmen kerja. Budaya organisasi umum dan adhokrasi menyederhana secara negatif hubungan antara kecerdasan emosi dan komitmen kerja. Di samping itu, terdapat perbezaan signifikan dalam motivasi kerja dan kecerdasan emosi dengan pemboleh ubah demografi seperti taraf kelayakan. Hasil dapatan kajian ini menyumbang kepada peningkatan pemahaman tentang model penyeragaman untuk komitmen kerja yang berkaitan dengan pemboleh ubah lain. Suruhanjaya pendidikan tinggi, pihak berkuasa universiti dan kerajaan di Pakistan perlu membangunkan budaya organisasi untuk meningkatkan kecerdasan emosi dan motivasi kerja dalam kalangan staf akademik yang seterusnya akan mempertingkatkan komitmen kerja mereka.

Kata kunci: Budaya organisasi, kecerdasan emosi, motivasi kerja, komitmen kerja, komitmen organisasi.

Abstract

Literature has established that multiple forms of work commitment exist and employees may be committed to more than one form of commitment. Hence, organizational commitment alone cannot adequately explain employees' work commitment. Although numerous scholars have established a link between emotional intelligence, work motivation, and organizational commitment in a variety of work sectors, yet, there is a paucity of research which investigates these variables with work commitment as well as organizational culture in unison. Thus, the purpose of this research was to examine the relationship between organizational culture, emotional intelligence, work motivation, and work commitment of university academic staff in Pakistan. The study also measured the moderating effects of organizational culture and its types (clan, adhocracy, hierarchy and market) on the relationship between emotional intelligence, work motivation, and work commitment. In addition, differences in emotional intelligence, work motivation and work commitment were also analyzed based on demographic variables. Three hundred and fifty-one academic staff, selected through simple random sampling technique from nine public universities in the state of Punjab, Pakistan, participated in the study. Cross-sectional design was employed, and the data was collected using standardized validated questionnaires. The hypothesized model was tested using Partial Least Squares (PLS) approach. The analysis revealed that organizational culture, emotional intelligence, and work motivation are significantly positively correlated with work commitment. However, only hierarchy and market organizational culture were found to moderate the relationship between work motivation and work commitment. General and adhocracy organizational culture negatively moderated the relationship between emotional intelligence and work commitment. Additionally, significant differences in work motivation and emotional intelligence were found on demographic variable such as qualification. The findings contribute towards an enhanced understanding of a unifying model for work commitment in relation with the other variables. Higher education commission, university authorities and government in Pakistan should capitalize on organizational culture to improve emotional intelligence and work motivation among academic staff which eventually will boost their work commitment.

Keywords: Organizational culture, emotional intelligence, work motivation, work commitment, organizational commitment.

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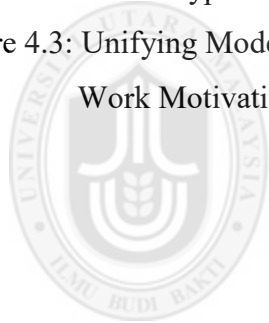
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the field of organizational psychology, the notion of commitment is fundamental and it is explained as an inclination to persevere with a certain approach (Morrow, 1993). The concept of multiple work commitment has been the focus of attention previously (Cohen, 2003, 2006; Redman & Snape, 2005; Becker, Billings, Eveleth, & Gilbert, 1996; Meyer & Allen, 1997; Meyer, Allen & Smith, 1993; Becker, 1992). There have been two developments so far that focus mainly on work and organizational commitment. First, commitment which is complex and comprises of multidimensional conceptual elements, can be viewed from multiple facets. Secondly, the boundary of commitment studies has been expanded. There are a variety of areas to which an individual's commitment can be directed. For example, employees not only commit to the organization but also to workgroups, administration, and managers. In addition, commitment has been analyzed in relation to career, union and occupation (Darolia, Kumari, & Darolia, 2010; Meyer & Herscovitch, 2001; Meyer et al., 1993).

According to Morrow (1993), work commitment is based on elements such as job involvement, organizational commitment, career commitment and work ethic endorsement. Individual's work commitment is formed with these attributes. Numerous forms of commitment influence workplace behavior. Therefore, an individual's commitment is of great significance since it influences the processes involved to fulfill the targeted objectives. It is generally accepted that employees' commitment towards their job has a direct connection to the performance in the organization such as high commitment level will lead to enhanced organizational performance (Akintayo, 2010;

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Appendix A

Informed Consent Form

Title of Project: Moderating effects of organizational culture on the relationship between emotional intelligence, work motivation and work commitment.

Principal Investigator: Saira Irfan (+92 0345 7424232, sairairfan2005@gmail.com)

You are being asked to participate in a research study. Before you give your consent to volunteer, it is important that you read the following information to be sure you understand what you will be asked to do.

Purpose of The Study

This research study is designed to examine factors that might influence work commitment by looking into existing organizational culture and by observing the emotional intelligence and work motivation of university academic staff in Pakistan.

Procedures

Data will be gathered through questionnaire, which consists of questions about work commitment, emotional intelligence, work motivation and organizational culture. It will take approximately 20 minutes to complete.

Discomforts and Risks

Your participation in this research project is completely voluntary and you may refuse to participate at any time. There are no known risks to participation beyond those encountered in everyday life. Some of the questions are personal and might cause discomfort.

Confidentiality

Your participation in this research is confidential. The data collection methods do not ask for any information that would identify who the responses belong to. In the event

of any publication or presentation resulting from the research, no personally identifiable information will be shared because your name is in no way linked to your responses.

Voluntary Participation

Your decision to be in this research is voluntary. If you agree to participate in this project, please answer the questions on the questionnaire as best you can.

Benefits of Your Participation in the Study

Although you may not directly benefit from taking part in this study, however the outcomes of this study could assist management and practitioners in the educational setting, in designing and implementing relevant measures to better understand the importance of work commitment and improve work commitment among academic staff.

Participant:

Name of Participant Signature Date

Researcher:

Name of Researcher Signature Date



Appendix B Instruments



Dear Participant,

This project is being conducted by Mrs. Saira Irfan as part of a Doctor of Philosophy program at University Utara Malaysia under the supervision of Prof. Dr. Najib B Hj Ahmad Marzuki from the School of Applied Psychology, Social Work and Policy, University Utara Malaysia, Malaysia. By giving twenty minutes of your valuable time, you are providing information that is pertinent to the study. Your answers are very important to the accuracy of the study. To this end, please find enclosed the Informed Consent Form, Personal Data Sheet and Survey Questionnaire for your attention and further action.

Questions regarding the survey, or the doctoral research, can be directed to the researcher: Saira Irfan (+92 0345 7424232, sairairfan2005@gmail.com).

Thank you for your cooperation in this important endeavor.

Regards

Saira Irfan

Section A: Demographic Information

For each question check the response option that best describe you or write your response as appropriate:

1) Gender:

- Male Female

2) Age:

- Less than 25 years 25 to 34 years 35-44 years
 45-55 years 55 and above

3) Educational Level:

- M.Phil. PhD Post-Doctorate

4) Work Position:

- Lecturer Assistance Professor Associate Professor
 Professor

5) Work experience:

- 5 years and below 6 to 10 years 11 to 15 years
 16 to 20 years 20 to 25 years 26 to 30 years

6) Salary

- Less than 40,000 40,000 – 79,999 80,000 – 99,999
 More than 100,000

7) University Name

Section B: Work Commitment:

For each of the following statements, please indicate the extent of your agreement or disagreement by circling a number from 1 to 6 using the scale below:

1 = Strongly Disagree

2= Moderately Disagree

3= Slightly Disagree

4= Slightly Agree

5= Moderately Agree

6= Strongly Agree

ITEMS							
1	If I could, I would go into a different Job.	1	2	3	4	5	6
2	I can see myself in my present occupation for many years.						
3	My occupation choice is a good decision.						
4	If I had a choice, I would not have chosen my present occupation.						
5	I would still continue in my occupation, if I didn't need the money.						
6	I am sometimes dissatisfied with my occupation.						
7	I like my occupation too well to give it up.						
8	My education/training is not related to my occupation.						
9	My occupation is in line with my values.						
10	I wish I had chosen a different occupation.						
11	I am disappointed that I entered my present occupation.						
12	The most important things in my life involve my job.						
13	My job is only small part of myself.						
14	I live, eat, and breathe my job.						
15	Most of my interests are centered around my job.						

		1	2	3	4	5	6
16	Most of my personal life goals are job-oriented.						
17	My job is very central to my existence.						
18	I like to be absorbed in job most of time.						
19	I believe hard work makes self a better person.						
20	I believe wasting time as bad as wasting money.						
21	I believe a person's worth depends upon how well he does his work.						
22	I think it's better to have more responsible work.						
23	I think people should get involved in work.						
24	I believe work should be central to life.						
25	I believe one's life goals should be work-oriented.						
26	I do not feel a strong sense of belonging to my organization.						
27	I am not emotionally attached to organization.						
28	The organization has personal meaning for me.						
29	I do not feel like part of organization.						
30	I would be glad to spend rest of days with this organization.						
31	The organization's problems are mine too.						

Section C: Emotional Intelligence:

This section consists of statements that provide you with an opportunity to describe yourself by indicating the degree to which each statement is true of the way you feel, think, or act most of the time and in most situations. There are five possible responses to each sentence.

1= Very seldom or not true of me

2= Seldom true of me

3= Sometimes true of me

4= Often true of me

5= Very often true of me or true of me

ITEMS						
		1	2	3	4	5
1	I am a fairly cheerful person.					
2	I like helping other.					
3	I am unable to express my ideas to others.					
4	It is a problem controlling my anger.					
5	My approach to overcoming difficulties is to move step by step.					
6	I don't do anything bad in my life.					
7	I feel sure of myself in most situations.					
8	I am unable to understand the way other people feel.					
9	I prefer others to make decision for me.					
10	My impulsiveness creates problem.					
11	I try to see things as they really are.					
12	Nothing disturbs me.					
13	I believe I can stay on top of tough situations.					
14	I am good at understanding the way other people feel.					
15	It is hard for me to understand the way I feel.					
16	I feel that it is hard for me to control my anxiety.					

		1	2	3	4	5
17	When faced with a difficult situation, I like to collect all the information about it that I can.					
18	I have not told a lie in my life.					
19	I am optimistic about most things I do.					
20	My friends can tell me intimate things about themselves.					
21	In the past few years, I have accomplished little.					
22	I tend to explode with anger easily.					
23	I like to get an overview of a problem before trying to solve it.					
24	I have not broken a law of any kind.					
25	I care what happens to other people.					
26	It is hard for me to enjoy life.					
27	It is hard for me to make decision on my own.					
28	I have strong impulses that are hard to control.					
29	When facing a problem, the first thing I do is stop and think.					
30	I don't have bad days.					
31	I am satisfied with my life.					
32	My close relationship means a lot to me and to my friends.					
33	I am more of a follower than a leader.					
34	It is hard to express my intimate feelings.					
35	I am impulsive.					
36	When trying to solve a problem, I look at each possibility and then decide on the best way.					
37	I have not been embarrassed for anything that I have done.					
38	I get depressed.					

39	I am able to respect others.	1	2	3	4	5
40	I have got a bad temper.					
41	In handling situations that arise, I try to think of as many approaches as I can.					
42	I generally expect things will turn out all right, despite setbacks from time to time.					
43	I am sensitive to the feelings of others.					
44	Others think that I lack assertiveness.					
45	I am impatient.					
46	I believe in my ability to handle most upsetting problems.					
47	I have good relations with others.					
48	It is hard for me to describe my feelings.					
49	Before beginning something new, I usually feel that I will fail.					
50	It is difficult for me to stand up for my rights.					
51	People think that I am sociable.					

Section D: Work Motivation:

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work.

1= Does not correspond at all

2= correspond a little

3= Moderately correspond

4= Corresponds a lot

5 = Corresponds exactly

ITEMS						
		1	2	3	4	5
1	Because this is the type of work I chose to do to attain a certain lifestyle.					
2	For the income it provides me.					
3	I ask myself this question, I don't seem to be able to manage the important tasks related to this work.					
4	Because I derive much pleasure from learning new things.					
5	Because it has become a fundamental part of who I am.					
6	Because I want to succeed at this job, if not I would be very ashamed of myself.					
7	Because I chose this type of work to attain my career goals.					
8	For the satisfaction I experience from taking on interesting challenges					
9	Because it allows me to earn money.					
10	Because it is part of the way in which I have chosen to live my life.					
11	Because I want to be very good at this work, otherwise I would be very disappointed.					
12	I don't know why, we are provided with unrealistic working conditions.					
13	Because I want to be a "winner" in life.					

14	Because it is the type of work I have chosen to attain certain important objectives.	1	2	3	4	5
15	For the satisfaction I experience when I am successful at doing difficult tasks.					
16	Because this type of work provides me with security.					
17	I don't know, too much is expected of us.					
18	Because this job is a part of my life.					



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Section E: Organizational Culture:

In this section we ask you to assess six key dimensions of your university’s culture. You will be providing a picture of how your university operates and the values that characterize it. No right or wrong answers, just as there is no right or wrong culture. Every university will most likely produce a different set of responses. Therefore, be as accurate in response. Please circle a number from 1 to 5 using the scale below:

- 1 = Strongly Disagree**
- 2 = Disagree**
- 3 = Neutral**
- 4 = Agree**
- 5 = Strongly Agree**

ITEMS						
		1	2	3	4	5
1	The university is a very personal place. It is like an extended family. People seem to share a lot of themselves.					
2	The university is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.					
3	The university is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.					
4	The university is a very controlled and structured place. Formal procedures generally govern what people do.					
5	The leadership in the university is generally considered to exemplify mentoring, facilitating, or nurturing.					
6	The leadership in the university is generally considered to exemplify entrepreneurship, innovating, or risk taking.					
7	The leadership in the university is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.					
8	The leadership in the university is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.					

9	The management style in the university is characterized by teamwork, consensus, and participation.	1	2	3	4	5
10	The management style in the university is characterized by individual risk-taking, innovation, freedom, and uniqueness.					
11	The management style in the university is characterized by hard-driving competitiveness, high demands, and achievement.					
12	The management style in the university is characterized by security of employment, conformity, predictability, and stability in relationships.					
13	The glue that holds the university together is loyalty and mutual trust. Commitment to this university runs high.					
14	The glue that holds the university together is commitment to innovation and development. There is an emphasis on being on the cutting edge					
15	The glue that holds the university together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.					
16	The glue that holds the university together is formal rules and policies. Maintaining a smooth-running bank is important.					
17	The university emphasizes human development. High trust, openness, and participation persist.					
18	The university emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.					
19	The university emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.					
20	The university emphasizes permanence and stability. Efficiency, control and smooth operations are important.					
21	The university defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people	1	2	3	4	5

22	The university defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	1	2	3	4	5
23	The university defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.					
24	The university defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.					



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