

Knowledge Workers' Job Performance: The roles of Emotional Intelligence and Affective Commitment¹

Dr. Ceren AYDOĐMUŐ²

Abstract

This study aims to propose and test an integrative model that considers the mediating effects of affective commitment on the positive relationship between emotional intelligence and job performance. Participants are 552 knowledge workers from 37 small and medium-sized companies in Information Technology sector. Job performance scores of the participants are obtained from their immediate supervisors. The results show a significant positive relationship between knowledge workers' affective commitment and their job performance levels. Hierarchical regression analyses reveal that the relationships between self-emotional appraisals, others' emotional appraisals, use of emotions and job performance of knowledge workers are partially mediated by their affective commitment to the organization. The findings indicate that organizations should focus more on fostering affective commitment of knowledge workers that is the underlying mechanism between their emotional intelligence and job performance.

Key words: Knowledge workers, Emotional Intelligence, Affective commitment, Job Performance

Introduction

As a result of the technological improvements all around the world, seeking to enhance the use of technology in the workplace has become a substantial issue in the twenty-first century. Expertise and specialized knowledge is increasingly important in today's organizations. Thus, management has turned to new occupations like project engineers, information technology analysts and computer technologists that have been emerged in response to the demands of modern organizations. Incumbents of such occupations are identified as knowledge workers who are high-level workers applying analytical and theoretical knowledge for the development of new products and services (Drucker, 1992; 96). In today's global world, it has become more important than ever in understanding individual work-related behaviors like job performance.

One of the most provocative ideas to emerge from recent discussions of management concerns the effects of employees' emotional intelligence on their job performance (Caruso & Salovey, 2004; Goleman, 1998). Emotional intelligence, as defined by Wong and Law (2002; 244) is a set of interrelated abilities possessed by individuals to deal with emotions. It is a competency that is expected to augment positive attitudes toward work and drive positive behaviors and better outcomes (Carmeli, 2003; 789). As well as being motivated by the rational exchange approach (Vroom, 1964), which remarks that employees are motivated to the extent that their behavior is expected to lead to desired outcomes, employees are also

¹ Bu makale 28-30 Nisan 2018 tarihleri arasında Antalya'da düzenlenen I. Uluslararası Sosyal Arařtırmalar ve Davranıř Bilimleri Sempozyumu'nda sunulan bildirinin geliştirilmiř halidir.

² Bilkent University, Faculty of Management, Department of Management

motivated by the extent to which they are connected emotionally to their work (Aydogmus, 2016; 1352). Despite the popular interest, there has been lack of research on the relationship between emotional intelligence competencies and job performance. The present study is conducted, therefore, to examine the underlying mechanisms of how knowledge workers' emotional intelligence influences their job performance levels.

The effects of affective commitment on job performance have also prompted much interest among researchers (Beck & Wilson, 2000; 114; Meyer et al., 1989; 155). Affective commitment is defined as "an affective or emotional attachment to the organization such that the strongly committed individual identifies with, is involved in, and enjoys membership in the organization" (Allen & Meyer, 1990; 2). Employees who have a strong feeling of affective commitment stay in the organization because they want to. Such employees value their jobs and seek to exert considerable effort on behalf of the organization, thus display high levels of job performance (Mowday, Porter & Steers, 1982). Thereby, the present study aims to propose and test an integrative model that considers both emotional intelligence and affective commitment of knowledge workers as predictors of their job performance. Such inquiry is important as it examines a mediated relationship that reflects a process of associating knowledge workers' emotional attitudes with their job related behaviors. In this study, knowledge workers' affective commitment is examined as the specific mediator for the reason that knowledge workers' emotional intelligence may increase their affective commitment and in turn enhance their job performance levels.

Theoretical Rationale for Hypotheses

Emotional Intelligence and Job Performance

Emotional intelligence, which is identified as the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions, is an emerging subject for educational, psychological, and management researchers and consultants (Salovey & Mayer, 1990; 189). Salovey and Mayer (1990) were among the earliest researchers who suggested the name "emotional intelligence" to signify the ability of individuals to deal with their emotions. Wong and Law (2002; 246) who adapted Mayer and Salovey (1997) definition of emotional intelligence (EI) categorized EI as composed of four distinct dimensions: (a) self-emotional appraisal (SEA) that is the ability to understand an individual's own deep feelings and be able to express these emotions naturally; (b) others' emotional appraisal (OEA) that is related to individuals' ability to perceive and understand the emotions of those people around them; (c) use of emotion (UOE) that is the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance; and (d) regulation of emotion (ROE) that is the ability of individuals to regulate their emotions that will enable a more rapid recovery from psychological distress. EI skills and competencies are considered necessary for job performance of employees in the workplace (Bar-On, 2006; 22).

Self-awareness is crucial in enhancing employees' job performance as understanding one's own feelings result in higher performance (Goleman, 2001; 33). Employees with high SEA can recognize their own strengths and weaknesses thus know their abilities and limitations, value feedback and learn from their mistakes. They know where they need to improve and when to work with their colleagues who have complementary strengths, and in turn, show high job performance. Employees who are aware of others' emotions, concerns and needs are emphatic that is a critical competence for high job performance particularly whenever the scope is on interactions with other people (Friedman & DiMatteo, 1982). High OEA allows employees to read others accurately and avoid performance deficits (Steele, 1997). UOE is related to the absence of distress and disruptive feelings that enables employees to be unfazed in stressful conditions and deal with a hostile colleague without

lashing out in return. Research provides evidence that employees with high UOE can manage their own stress, stay unaffected and perform better than those of low UOE (Lusch & Serpkenci, 1990). Finally employees with high ROE can better regulate their emotions, thus have healthier relationship management compared to lower ones. Such employees can cope with interpersonal conflict in the workplace and experience a durable sense that they will succeed despite of the possible frustrations and setbacks. They can control their emotional outbursts or impulses and have effective relationships with their supervisors and colleagues. Additionally they can form a meaningful pattern of abilities that enhance their job performance (Nygren & Ukeritis, 1993). Therefore, employees high in these EI competencies tend to perform better in their jobs. However, there has been lack of research on the processes of how EI influences job performance.

Emotional Intelligence and Affective Commitment

The effects of emotional intelligence on organizational commitment have been reported in many studies (Naderi, 2012; 265; Nikolaou, & Tsaousis, 2002; 337; Petrides & Furnham, 2006; 562). It has been suggested that EI is a key factor in enhancing organizational commitment (Aghdasi, Kiamanesh & Ebrahim, 2011; 1973). Organizational commitment is identified as the relative strength of an employee's identification and involvement in a particular organization (Mowday, Porter & Steers, 1982). Affective commitment that is one of the dimensions of organizational commitment refers to the positive feelings of identification with, attachment to, and involvement in the organization (Meyer & Allen, 1984; 373). Research provides evidence that EI fosters affective commitment and attachment to organization (Abraham, 2000; Carmeli, 2003). Employees with less self-awareness, thus report low SEA scores are not able to cope with their feelings in the presence of difficult situations and have too much stress, which in turn, causes a negative influence on their affective commitment. Employees who are able to understand others' emotions and report high OEA scores can deal with interpersonal relationships and have good relations in the workplace. Thereby, they can experience positive involvement to the organization that will result in high affective commitment. Employees with high UOE know how to avoid dysfunctional feelings and use them in adaptive means in order to lessen emotional states of frustration. Such employees are optimistic that enables them to concentrate on the resolution rather than reasoning. Employees with high ROE adapt to place themselves in positive affective moods and handle negative states that may have destructive consequences (Salovey & Mayer, 1990). Employees who cannot appraise and regulate their emotions will have less affective commitment (Abraham, 1999). Therefore, it is plausible to expect positive relationships between EI competencies and affective commitment.

Affective Commitment and Job Performance

Organizational commitment has been considered as an important predictor for positive work outcomes such as job performance (Meyer et al., 2002; 20). Employees, who feel attached to and identify with their organization, work harder. Employees with strong affective commitment to the organization perform better compared to lower ones (Mathieu & Zajac, 1990). Research provides evidence that affective commitment correlates positively with both individual and group level indexes of performance (Meyer et al, 1989; Riketta, 2002). Employees with less affective commitment have low acceptance of organizational values and thus feel alienated from the organization and accordingly will perform less (Scarborough & Somers, 2006).

Mediating role of Knowledge Workers' Affective Commitment on the relationships between their Emotional Intelligence and Job Performance

Emotionally intelligent employees experience high affective commitment to organization (Carmeli, 2003; 794), and in turn have high job performance at work (Riketta, 2002; 257). The literature reviewed above showed the mediation conditions applied to this study: (a) EI competencies are valid predictors of job performance; (b) EI competencies are related to affective commitment; and (c) affective commitment is related to job performance. Thus it might be that knowledge workers' EI competencies of SEA, OEA, UOE and ROE are primarily related to their affective commitment and this strong sense of commitment might contribute to higher levels of job performance that are obtained from their immediate supervisors. Therefore, the following hypotheses are developed to be tested in the present study.

Hypothesis 1: Knowledge workers' affective commitment mediates the positive relationship between their self-emotional appraisals and job performance.

Hypothesis 2: Knowledge workers' affective commitment mediates the positive relationship between their emotional appraisals of others and job performance.

Hypothesis 3: Knowledge workers' affective commitment mediates the positive relationship between their use of emotions and job performance.

Hypothesis 4: Knowledge workers' affective commitment mediates the positive relationship between their regulation of emotions and job performance.

Method

Sample and Procedure

Cross-sectional multi-source data were gathered through questionnaires from a sample of 552 knowledge workers and from their immediate supervisors in 37 small and medium-sized companies that are located at Technology parks of five universities in Ankara, Turkey. All the data were collected and administered on site during work time. Questionnaires were distributed to knowledge workers and their immediate supervisors on convenience method. The purpose of the study was introduced, confidentiality and anonymity were assured, and informed consent was obtained from all participants. No incentives were offered in the present study. Out of the 800 questionnaires distributed, 552 questionnaires were returned, for a response rate of 69%. The sample consists of 321 men (58%) and 231 women (42%).

Measures

The survey for the study included measures of emotional intelligence, affective commitment and job performance. The responses to all of the following multi-item scales were averaged to form composite variables.

Emotional Intelligence Scale. The twenty-item Emotional Intelligence Scale developed by Wong and Law (2002) was used to assess knowledge workers' EI competencies. Respondents rated each item on a five-point scale ranging from "disagree strongly" (1) to "agree strongly" (5), based on how much each statement described them. Sample items are as follows: "I have good understanding of my own emotions" for *self-emotional appraisal*; "I am sensitive to the feelings and emotions of others" for *others' emotional appraisal*; "I would always encourage myself to try my best" for *use of emotion* and "I am quite capable of controlling my own emotions" for *regulation of emotion*. The Turkish adaptation of the scale was borrowed from

Güteryüz, Güney, Aydın and Aşan (2008). Alpha coefficients for each dimension were all at reasonable intervals, ranging from 0.75 to 0.84.

Affective Commitment Scale. Knowledge workers' affective commitment was assessed by using the six-item scale developed by Meyer and Allen (1984). Respondents rated each item on a five-point scale ranging from "disagree strongly" (1) to "agree strongly" (5) to express their emotions about the organizations they work for. Sample item is: "This organization has a great deal of personal meaning for me". The Turkish translation and adaptation of the scale was conducted by Wasti (2003). The Alpha coefficient of the scale was 0.71.

Job Performance Scale. Knowledge workers' job performance was measured by Podsakoff and MacKenzie's (1989) five-item scale for in-role job performance. Respondents' immediate supervisors indicated the extent to which they agreed or disagreed with the job performance of their subordinates with a five-point scale ranging from "disagree strongly" (1) to "agree strongly" (5). Sample item is: "This worker always completes the duties specified in his or her job description". The Turkish adaptation of the instrument was borrowed from Ünüvar (2006). The Alpha coefficient was 0.82.

Control variables: In the analyses gender and age were taken as control variables.

Results

Preliminary Factor Analyses

Two step procedure recommended by Anderson and Gerbing (1988) was used in the present study. First the measurement model was examined, and then the proposed hypotheses were tested. Thus a series of confirmatory factor analyses (CFA) were conducted to test the factor structure of the main study measures. Outliers and univariate distributions were scanned for skewness and kurtosis scores to test the normality assumptions. These were found to be within reasonable ranges (Skewness <2; Kurtosis values <2). Multivariate normality with Mardia's coefficient of the value for kurtosis was inspected and no violation was found in the data. In the study, all of the indexes were evaluated according to Byrne's (2010) recommendations.

The fit indexes of EI scale did not suggest a good fit to the data initially [χ^2 ($df = 182$) = 817.28, GFI = 0.74, CFI = 0.70, TLI = 0.69 and RMSEA = 0.11] (Hair et al., 2006)³. Based on the modification indices, a path covariance was added between error terms of items 2 and 4 loadings on SEA scores. Next another path of covariance was added between error items of 1 and 3 loadings on ROE scores. Finally, the final model showed a better fit to the data [χ^2 ($df = 102$) = 212.74, GFI = 0.91, CFI = 0.90, TLI = 0.92 and RMSEA = 0.6] For each EI dimension, indexes were created by averaging the relevant items.

The fit indexes of PE did not suggest a good fit to the data initially [χ^2 ($df = 93$) = 390.61, GFI = 0.82, CFI = 0.79, TLI = 0.81 and RMSEA = 0.8]. Two items had insignificant loadings namely, item 5 ($t=1.81$, $p>0.05$) and item 9 ($t=1.15$, $p>0.05$). After those items were removed, CFA was conducted on the remaining items and the final model showed a better fit to the data [χ^2 ($df = 86$) = 194.36, GFI = 0.92, CFI = 0.93, TLI = 0.94 and RMSEA = 0.5].

One-factor solution for the job performance scale was validated with CFA. Examination of the fit-indexes for the one-factor model of job performance suggested a good fit to the data [χ^2 ($df = 59$) = 135.61, GFI = 0.92, CFI = 0.94, TLI = 0.95 and RMSEA = 0.05].

³ The criteria for a good fit: χ^2/df ratio <3, GFI = Goodness-of-Fit Index (GFI >0.90), CFI = Comparative Fit Index (CFI >0.90), TLI = Tucker Lewis Index (TLI >0.90), RMSEA = Root Mean Square Error Approximation (RMSEA <0.08).

Descriptive Statistics

Table 1 presents the means, standard deviations, alpha coefficients and inter-correlations among the study variables.

Table 1. Descriptive statistics, alpha coefficients and correlations among variables

Variable	Mean	S.D	1	2	3	4	5	6	7	8
1. Gender	-	-	-							
2. Age	30.7	4.8	.05	-						
3. SEA	3.83	.79	.01	.14*	(.83)					
4.OEA	4.12	.69	.17*	-.15	.29**	(.78)				
5. UOE	3.86	.72	.02	.13	.40**	.23*	(.75)			
6. ROE	3.77	.68	-.01	.09*	.35**	.16**	.32**	(.84)		
7. Affective Com	4.17	.59	-.16*	-.15	.15**	.27**	.22**	.04	(.81)	
8. Job Performance	3.83	.52	.01	.02	.28**	.29**	.37**	.18**	.29**	(.82)

Note: Gender is coded as 0 = female, 1 = male.

N = 552, * $p < .05$ ** $p < .01$.

Cronbach alpha coefficients are in parentheses in the diagonal.

SEA = Self-emotional appraisal, OEA = Others’ emotional appraisal, UOE = Use of emotion, ROE = Regulation of emotion.

As seen from Table 1, for the reliability tests, final reliability coefficients of the scales and subscales yielded high internal reliability coefficients (in a range between 0.75 and 0.84).

Hypotheses Testing

Mediated Regression Analysis

Mediated regression procedures were used to test the hypothesized models. Baron and Kenny (1986) suggested that three criteria need to be met to prove the mediational hypothesis. First the independent variable (self-emotional appraisal, others’ emotional appraisal, use of emotion, regulation of emotion) needs to be significantly related to the mediator (affective commitment). Second, the mediator (affective commitment) needs to be significantly related to the dependent variable (job performance). Third, EI competencies should significantly influence job performance. Finally, full mediation will occur, if the relationship between EI competencies and job performance disappears when affective commitment is introduced into the regression equation predicting job performance. If the coefficient between EI competencies and job performance after introducing affective commitment into the regression equation remains significant but is reduced, there is evidence for partial mediation. The results of the series of mediated regression analysis are presented in Table 2.

Table 2. Results of the mediated regression analyses

Equation	Independent Variable	Dependent Variable	b	S.E.	β	R ²	F
1a	SEA	Affective Commitment	.11	.03	.15**	.02	13.36**
1b	Affective Commitment	Job Performance	.25	.03	.29**	.08	57.12**
1c	SEA	Job Performance	.18	.02	.28**	.08	54.05**
1d	Affective Commitment	Job Performance	.22	.03	.26**	-	-
2a	SEA	Affective Commitment	.16	.02	.17**	.14	51.93**
2b	OEA	Affective Commitment	.32	.25	.28**	.07	51.55**
2c	Affective Commitment	Job Performance	.25	.03	.29**	.08	57.12**
2d	OEA	Job Performance	.39	.05	.30**	.09	59.91**
3a	Affective Commitment	Job Performance	.24	.01	.21**	-	-
3b	OEA	Job Performance	.31	.05	.19**	.12	45.39**
3c	UOE	Affective Commitment	.17	.03	.22**	.05	30.44**
3d	Affective Commitment	Job Performance	.25	.03	.29**	.08	57.12**
4a	UOE	Job Performance	.27	.03	.37**	.14	89.45**
4b	Affective Commitment	Job Performance	.19	.03	.22**	-	-
4c	UOE	Job Performance	.24	.02	.23**	.18	71.49**
4d	ROE	Affective Commitment	.03	.03	.05 n.s.	.01	1.36 n.s.
4e	Affective Commitment	Job Performance	.25	.03	.29**	.08	57.12**
4f	ROE	Job Performance	.11	.02	.17**	.03	19.87**
4g	Affective Commitment	Job Performance	.25	.03	.28**	-	-
4h	ROE	Job Performance	.09	.02	.16**	.11	38.59**

Control variables = Gender and age.

n.s. = non-significant, * $p < .05$, ** $p < .01$.

SEA = Self-emotional appraisal, OEA = Others' emotional appraisal, UOE = Use of emotion, ROE = Regulation of emotion.

As shown in equations from 1a to 1d in Table 2, the three mediation conditions were confirmed. Equation 1a showed that SEA was positively related to affective commitment ($\beta = 0.15$; $p < 0.01$), while the equation 1b displayed the positive relationship between affective commitment and job performance ($\beta = 0.29$; $p < 0.01$). In equations 1c and 1d, SEA was positively related to job performance, but this relationship was weakened (decreased from 0.28 to 0.17) when affective commitment was added into the regression model. Sobel test (1982) was used to test whether the indirect effect of SEA on job performance via affective commitment (mediator) was significantly different from zero using the relevant parameter estimates and standard errors (Baron & Kenny, 1986). Sobel test was significant ($z = 4.76$, $p < 0.01$) indicating that knowledge workers' affective commitment partially mediated the

positive relationship between their self-emotional appraisals and job performance. Thus, Hypothesis 1 was supported.

Equation 2a showed that OEA was positively related to affective commitment ($\beta = 0.28$; $p < 0.01$), while the equation 2b displayed the positive relationship between affective commitment and job performance ($\beta = 0.29$; $p < 0.01$). In equations 2c and 2d, OEA was positively related to job performance, but this relationship was weakened (decreased from 0.30 to 0.19) when affective commitment was added into the regression model. Sobel test was significant ($z = 3.89$, $p < 0.01$) showing that knowledge workers' affective commitment partially mediated the positive relationship between their others' emotional appraisals and job performance levels. Therefore Hypothesis 2 was supported.

Equations from 3a to 3d displayed that the three mediation conditions were confirmed. In equation 4a, UOE was positively related to affective commitment ($\beta = 0.22$; $p < 0.01$). From the equations 3b to 3d, it can be understood that both UOE and affective commitment were positively related to job performance, but the relationship between UOE and job performance was weakened (from 0.37 to 0.23) when affective commitment was included into the model. Sobel test was significant ($z = 4.13$, $p < 0.01$) displaying that knowledge workers' affective commitment partially mediated the positive relationship between their use of emotions and job performance. Therefore Hypothesis 3 was supported.

As seen from the equations from 4a to 4d in Table 2, all of the three mediation conditions were not confirmed because of the non-significant relationship between ROE and affective commitment ($\beta = 0.05$; $p > 0.01$) even if there was a significant positive relationship between ROE and job performance ($\beta = 0.17$; $p < 0.01$). In other words, knowledge workers' affective commitment did not mediate the positive relationship between their regulation of emotions and job performance. Therefore Hypothesis 4 was rejected.

Discussion and Conclusion

The purpose of this research was to enhance the understanding of the link between emotional intelligence and job performance by focusing on knowledge workers' affective commitment. The results generally supported the predictions. The participants of the study were specifically chosen as knowledge workers because of their importance for the companies in our global world. Through a literature review, causal relationships among emotional intelligence, affective commitment and job performance were examined.

The first theoretical contribution of this research, consistent with previous studies (Cote & Miners, 2006; Lopes et al., 2006; O'Boyle et al., 2011) is the positive relationship between emotional intelligence and job performance. The findings suggest that knowledge workers who are high in self-emotional appraisal, others' emotional appraisal, use of emotions and regulation of emotions have a tendency to have high levels of job performance. The originality of the present study is that it extends the prior literature by providing knowledge workers' affective commitment into their emotional intelligence and job performance relationship. Thus the second theoretical contribution supporting previous research (Meyer et al., 1989; Vandenberghe, Bentein & Stinglhamber, 2004) is the positive relationship between knowledge workers' affective commitment and job performance levels. When commitment involves an identification with and involvement in the organization, management may benefit in terms of superior job performance.

The third theoretical contribution of the study is the positive relationships between knowledge workers' SEA, OEA and UOE with their affective commitment. Findings suggest that these particular EI competencies of knowledge workers positively influence their affective commitment to the organization they work for.

The final contribution is that this study provides encouraging evidence that knowledge workers with certain EI competencies are more vulnerable to feel affective commitment that increase their job performance assessed by their immediate supervisors. The effects of knowledge workers' SEA, OEA and UOE on their job performance are partially mediated by their affective commitment to the organization.

Practical Implications

This study is the first to investigate knowledge workers' emotional characteristics and their effects on their affective commitment and job performance in Turkey. In this study, the mediation effects of affective commitment on the relationship between knowledge workers' emotional characteristics and their job performance have several practical implications for both managers and organizations. First of all, EI should be a major focus both in training and development of knowledge workers considering its crucial role in enhancing job performance of employees. Employees who have developed skills related to EI can understand and express their own emotions, recognize emotions in others, regulate and use moods and emotions to motivate adaptive behaviors (Salovey & Mayer, 1990; 190). Training programs can be organized in order to create a sense of self-awareness among the employees that will result in taking the responsibility of their actions by controlling their emotions. When employees approach job tasks with EI, they will also have an advantage for solving problems adaptively as such skills are included within EI constructs.

Second, findings suggest that it is important for both managers and organizations to examine the policies they implement to increase knowledge workers' affective commitment. Employees who intrinsically value their association with the organization are more likely not only to remain with the organization but to perform better in their jobs (Meyer et al., 1989; 152). Particular attention should be given to the nature of the work experiences associated with affective commitment like organizational dependability, confirmed expectation, role clarity and job challenge (Mowday, Porter & Steers, 1982). Therefore organizations should manage such work experiences carefully in order to foster long-term affective commitment of their employees.

Limitations and Future Research

This study is not without limitations. The first limitation of the study concerns the country that may limit the generalizability of the results for knowledge workers. Hence future research can be conducted in different countries to compare the study findings with unlike organizational environments in diverse cultures. Second limitation of the study is the cross-sectional design that does not allow for and assessment of causality. Therefore future research with longitudinal designs may confirm the causality of the hypothesized relationships. Finally, another avenue for future research concerns the examination of other mediating variables such as psychological empowerment and team work effectiveness that may have an influence on emotional intelligence and job performance relationship.

References

- Abraham, R. (1999). Emotional intelligence in organizations: a conceptualization. *Genetic, Social, and General Psychology Monographs*, 125(2), 209-224.
- Abraham, R. (2000). The role of job control as a moderator of emotional dissonance and emotional intelligence outcome relationships. *The Journal of Psychology*, 134(2), 169-184.

- Aghdasi, S., Kiamanesh, A. R., & Ebrahim, A. N. (2011). Emotional Intelligence and organizational commitment: testing the mediatory role of occupational stress and job satisfaction. *Procedia-Social and Behavioral Sciences*, 29, 1965-1976.
- Allen, N.J., & Meyer, J.P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103(3), 411-423.
- Aydogmus, C. (2016). How to satisfy Generation Y? The roles of personality and emotional intelligence. *International Review of Management and Business Research*, 5(4), 1342-1358.
- Beck, K., & Wilson, C. (2000). Development of affective organizational commitment: A cross sequential examination of change with tenure. *Journal of Vocational Behavior*, 56(1), 114–136.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, 13-25.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Byrne, B. M. (2010). *Structural Equation Modeling with AMOS: Basic Concepts, Applications, and Programming*. New York, NY: Routledge.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, 18(8), 788- 813.
- Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. John Wiley & Sons.
- Cote, S., & Miners, C. T. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, 51(1), 1-28.
- Drucker, P. (1992). The new society of organizations. *Harvard Business Review*, 95–104.
- Friedman, H., & DiMatteo, R. (1982). *Interpersonal issues in health care*. New York: Academic Press.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam.
- Goleman, D. (2001). An EI-based theory of performance. *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*, 1, 27-44.
- Güteryüz, G., Güney, S., Aydın, E. M. & Aşan, Ö. (2008).The mediating effect of job satisfaction between emotional intelligence and organizational commitment of nurses: A questionnaire survey. *International Journal of Nursing Studies*, 45(11), 1625-1635.
- Hair, J., Black, B., Babin, B., Anderson, R., & Tatham, R. (2006). *Multivariate Data Analysis* (6th Ed.). Upper Saddle River, NJ: Prentice-Hall.
- Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2006). Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema*, 18, 132-138.

- Lusch, R. F., & Serpkenci, R. R. (1990). Personal differences, job tension, job outcomes, and store performance: A study of retail store managers. *The Journal of Marketing*, 85-101.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171–194.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey, & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–34). New York: Basic Books.
- Meyer, J. P., & Allen, N. J. (1984). Testing the "side-bet theory" of organizational commitment: Some methodological considerations. *Journal of applied psychology*, 69(3), 372-378.
- Meyer, J. P., Paunonen, S. V., Gellatly, I. R., Goffin, R. D., & Jackson, D. N. (1989). Organizational commitment and job performance: It's the nature of the commitment that counts. *Journal of applied Psychology*, 74(1), 152-156.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates and consequences. *Journal of Vocational Behavior*, 61, 20–52.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee-organization linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic Press.
- Naderi A., N. (2012). Teachers: emotional intelligence, job satisfaction, and organizational commitment. *Journal of Workplace Learning*, 24(4), 256-269.
- Nikolaou, I., & Tsaousis, I. (2002). Emotional intelligence in the workplace: Exploring its effects on occupational stress and organizational commitment. *The International Journal of Organizational Analysis*, 10(4), 327-342.
- Nygren, D. J., & Ukeritis, M. D. (1993). *The future of religious orders in the United States*. Westport, CT: Praeger.
- O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818.
- Petrides, K. V., & Furnham, A. (2006). The role of trait emotional intelligence in a gender-specific model of organizational variables. *Journal of Applied Social Psychology*, 36(2), 552-569.
- Podsakoff, P. M., & MacKenzie, S. B. (1989). *A second generation measure of organizational citizenship behavior* (Indiana University Working Paper). Bloomington: Indiana University.
- Riketta, M. (2002). Attitudinal organizational commitment and job performance: a meta-analysis. *Journal of Organizational Behavior*, 23(3), 257-266.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
- Scarborough, D., & Somers, M. J. (2006). *Neural networks in organizational research: Applying pattern recognition to the analysis of organizational behavior*. American Psychological Association.
- Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equation models. In Leinhardt (Ed.). *Sociological Methodology* (pp. 290-312). Washington, DC: American Sociological Association.
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613–629.

- Ünüvar, T. H. (2006). *An integrative model of job characteristics, job satisfaction, organizational commitment and organizational citizenship behavior*. Unpublished Doctoral Dissertation. Middle East Technical University, Ankara, Turkey.
- Vandenberghe, C., Bentein, K., & Stinglhamber, F. (2004). Affective commitment to the organization, supervisor, and work group: Antecedents and outcomes. *Journal of Vocational Behavior*, 64(1), 47-71.
- Vroom, V. (1964). *Work and Motivation*. Wiley, New York, NY.
- Wasti, S. A. (2003). Organizational commitment, turnover intentions and the influence of cultural values. *Journal of Occupational and Organizational Psychology*, 76(3), 303-321.
- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243-274.