

Relationship Organizational Commitment and Emotional Intelligence with Work Performance of Adult Students

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This study aims to see the relationship between organizational commitment and emotional intelligence with work performance among adult students. Organizational commitment aspect and emotional intelligence are important aspects in affecting the performance of adult students who may be affected by the burden of responsibility. The subjects were selected using the sampling method consisting of 167 students of Distance Learning at a local university. This study uses the four-part survey method that is part of respondent's demographic information, part of organizational commitment using organizational commitment questionnaire (OCQ), emotional intelligence division that uses the Wong and Law Emotional Intelligence Scale (WLEIS) to evaluate emotional intelligence of adult and final student once the section measures work performance using a work performance questionnaire modified by Fatimah Wati Halim and Iran Herman (1977). The findings showed that there were positive relationships and influence between organizational commitment and emotional intelligence on the performance of adult students. The results of this study can be a reference to the institution of study that manages the admission of adult students to make this aspect of emotional intelligence something that needs to be in the adult student and this study is hoped to help organizations where today's students work to improve the organizational commitment aspect among their workers.

Keywords: psychology; organizational commitment; emotional intelligence; adult students' performance

The level of education is a very important requirement for every individual. This can be seen in the present-day average of youths having at least a high level of education at the bachelor's level to enable them to earn a salary that is appropriate to their level of education in life. Therefore, this level of education becomes an important requirement in which graduates choose to continue their studies in order to achieve higher education levels. This has indirectly

led to the increment of highly educated graduates but with no working experience in which most job industries emphasize the level of education and work experience of a person in terms of hiring to work in their organization or company.

As such, the institutions of higher learning have taken these issues seriously which led to the idea of opening up opportunities for individuals who wanted continue studying

as well as working full-time by providing a program called Distance Studies where this program of study is specific to individuals who work full-time but at the same time undergo part-time study. There are many public and private institutions offering this distance learning program and one of them is a public learning institution, a local university where there is a center known as the Center for Educational Development which offers the Continuing Distance Learning Program in Malaysia.

The solution to the issues faced by individuals with a dilemma in studying or working beforehand has already been identified with the existence of institutions of higher learning offering a special Distance Learning Program that is dedicated to those who face the dilemma. However, other issues start to arise after taking into account the challenges faced by individuals who want to work full-time while studying or being recognized as adult learners in this study whose challenges will be huge. They will face the burden of doing two responsibilities at one time which is the responsibility of being a student and serving as an employee.

Therefore, the aspects in the present-day student should be nurtured to ensure their performance in performing these two responsibilities. Among the important internal aspects proposed in this study are organizational commitment and emotional intelligence in which this study aims to see whether this aspect impacts and assists in the performance of current student work.

Research problems

Issues often faced by graduates, especially graduate and diploma graduates are either to improve the level of study or to continue seeking employment. Both of these options are very important where when students

choose to improve the level of study then positions and salaries are offered higher but the weakness of this option is usually the company is quite afraid to take high-level students because they want to save costs while looking for employees with experience. If the student chooses to continue his work, the student will be prevented from exploring the knowledge and the level of non-convertible education to keep the student at the same level even though he has the skills and experience but does not have a recognized academic certificate. The issue of students with higher education who are not getting jobs because of the demands of organizations who want experience has been highly discussed. But there are also organizations that see high levels of education as the criteria for selecting workers. The most practical method proposed is to encourage students to find a job first and then part-time continuously studying part-time.

This method benefits both the employer and the workers whereby they can work for life and study at the same time to increase the level of education while on the part of their employers are guaranteed to have experienced employees and at the same time have a high level of education. Organizations also benefit from having employees who work besides having knowledge learned part-time and can continue to practice while working.

However, to ensure the effectiveness of current student performance is rather difficult. This is because today's students face some of the challenges and problems that can put pressure on them as well as interfere with their work performance. There are 5 challenges and problems faced by adult students studied by Sahari et al. (2013) which is a challenge in adapting to work and learning, responsibilities and great task load,

challenges in managing time, boredom and uncomfortable workplace and conflict between workers and employers. Therefore, the challenges and problems faced by these working and study workers need to be addressed so that this will not stress them and affect their work performance. According to Dharma (1998; in Baharuddin et al., 2013), the performance of work here means the outcome of the effort and contribution by the individual to the place of employment. Work performance is assessed from work based on the competence, determination, time and experience of a person in performing the task (Hasibuan 2001; in Baharuddin et al. 1313).

One of the things that an organization needs to improve in a worker is the organization's commitment in which adult students face many problems and challenges. Therefore, to strengthen their morale continue to work and maintain their performance is to encourage their commitment to the organization. If one feels bound and loves the organization, then the challenges or problems can be resolved well and quickly. Hence, organizational commitment can also be used as a method for improving and ensuring employee performance.

Next, one of the characteristics of a quality employee is an individual that has high level of emotional intelligence where this aspect is important because individuals with this aspect tend to be able to realize and control their emotions so as not to affect other things. For example, in the context of adult learners, they face problems in time management. Therefore, today's students need to apply the emotional intelligence aspect in order to control their emotions where they feel depressed and time-consuming, they need to calm down and undergo the two best-held responsibilities.

Overall, this study is relevant to be carried out because the aspect of organizational commitment and emotional intelligence is an aspect that can improve the individual's performance in the case. Furthermore, there are not many studies that study this study by focusing on adult learners who are working while studying. Today's students can benefit many organizations because they can devote themselves to new knowledge to be practiced while working.

Research objective

1. Identify the relationship between organizational commitment and emotional intelligence on the adult students' work performance
2. Identify the effect of organizational commitment and emotional intelligence to the adult students' work performance

Challenges faced by working and studying workers such as managing time and boredom and uncomfortable workplace environment and culture can be overcome if there is a commitment to the organization. One of the studies showed that staff need to have a high commitment in the organization to enhance the effectiveness and performance of the organization. Even organizational commitment and high organizational citizenship behavior will prevent academic staff from migrating intentions to other universities that have less workload (Wan Shahrazad, Muhamad Ariff & Sukanthi, 2013).

One study that examines organizational commitment and work performance is a study by Wan Shahrazad et al. (2013) where this study was conducted on academic staff at a higher learning institution. This study aims to see the relationship between organizational commitment and organizational citizenship behavior toward work performance. The findings showed that

there was a significant positive relationship between organizational commitment and work performance. This showed that organizational commitment is an important aspect that every employee should have in achieving organizational goals. Individuals with high organizational commitment are unlikely to be willing to switch to another workplace and therefore they will strive to maintain and improve their performance to remain in the organization.

Furthermore, a study by researchers Md Hassan and Tshering (2013), which aimed to see the differences in organizational commitment aspects among permanent working people and contract workers. This study was conducted on permanent employees and contracts serving at Royal College of Bhutan. The findings showed that regular employees have low organizational commitment compared to contract workers and due to differences in the commitment aspect between the two working groups, they have different effects on their work performance results. This difference is likely due to different expectations from the perspectives of these two groups. For contract workers, they have the desire to give good work, out of which this good achievement can be achieved through the commitment to the organization and the task is done. While the expectations of permanent workers are that they are unwilling to continue their work in the organization encouraging them to lack the organizational commitment. The findings also show that organizational commitment also affects the performance of the work where the employee is more committed to the organization, the higher the performance of their work. Workers who have this organizational commitment will work best for the organization to achieve the goals set. A study by Kappagoda (2013) researchers studying non-managerial non-bank

employees in Sri Lanka. The purpose of this study was to look at the relationship of organizational commitment with work performance and job involvement as mediator for both variables. The results show that there is a significant positive relationship between organizational commitment and work performance. The study also noted that non-management employees are committed to banks where they work not only to remain in the organization but also to work hard for the

organization and to complete well-respected work whose performance is seen better than unprofitable workers.

Furthermore, studies from Kawiana et al. (2018) which examined the influence of organizational culture, employee satisfaction, organizational commitment to work performance. This study was conducted to 135 workers in the People's Credit Bank of Bali. The findings showed that organizational commitment has a significant positive relationship in influencing job performance. The findings of this study indicate that every increment in one unit of organizational commitment will result in an increase of 0.663 scores for work performance.

Emotional Intelligence and Work Performance

The difficulty of doing more than two things at one time causes the individual to be overwhelmed and feeling tired at the same time causing the individual to tend to face stress and cause the individual unable to control the emotions and release the fatigue faced by looking for problems with colleagues, unable to accept the suggestion or command of the chairman which causes work performance to be disturbed due to emotional instability experienced. Great

individuals are those who have a strong maturity and personality where this attitude is related to aspects of emotional intelligence (Mangkunegara and Puspitasari, 2015).

According to Mayer and Salovey (1989; in Carson and Birkenmeier, 2016) emotional intelligence is the ability of an individual to identify, differentiate and control emotions and feelings of oneself as well as others to think and act. According to Bar-On (2002; in Karimi et al., 2014), some studies showed that individuals with high emotional intelligence are more successful in addressing the demanding work demands.

One of the study conducted by researchers Zakieh et al. (2013) which examined the relationship between emotional intelligence with job satisfaction, work performance and commitment to 350 respondents in Iran. The findings showed that there was a significant relationship between emotional intelligence and job satisfaction and work performance because individuals with intelligence and emotional control skills have job satisfaction and desire to improve their performance because they were aware of their emotional effects.

Furthermore, a study conducted in India by Davar and Narender (2014) whose studied banking and insurance sector employees. Thier study aimed to prove the aspect of emotional intelligence is an important aspect that can measure work performance and can be used in employee planning and development. This study was a result of the competition between the banking and insurance sectors of the private and public sectors which have begun to provide a variety of services that can lead to high levels of stress and increase the number of employees who have quit their jobs in the sector. Hence, the quality of the worker is

indispensable for the service sector for customers whose emotional intelligence is one of the quality aspects that needs to be emphasized. Therefore, regression analysis was conducted to deepen the importance of emotional intelligence aspect to work performance by looking at the influence of this aspect after knowing emotional intelligence has a significant and direct relationship with work performance. The findings of the study showed that employees' emotional intelligence involved as respondents in this study showed an influence of 36.3 percent on work performance. This study also supported that emotional intelligence is an important aspect of a particular industry such as in the service sector that requires employees to interact with customers. The head responsible for guiding and supervising employees should have a high emotional intelligence to help employees retain positive emotions while serving customers. In addition, studies conducted by Humaira et al. (2017) which conducted studies aimed at seeing whether emotional intelligence can be a predictor of work performance among female teachers. This study involved a total of 210 female teachers as respondents. The results show that emotional intelligence has a significant positive relationship between emotional intelligence and work performance. The study also noted that teachers with high emotional intelligence tend to assess themselves as good educators who demonstrate that these teachers are aware of the need to be good educators as well as they will prepare themselves to improve their job performance as a good educator.

The study by Vratskikh et al. (2016) analyzes the effect of emotional intelligence on work performance. This study was conducted on 354 employees from the University of Jordan. The findings show that aspects of emotional intelligence directly

affect the performance of the work. The findings also explain that individuals with high emotional intelligence have the ability to better regulate their emotions and to work effectively when they are in a state of depression or faced with changes in the organization.

In addition, according to a study from Nigeria by Gunu and Oladepo (2014) researchers studying the effects of emotional intelligence on individual work performance in flour mill. This study used survey method by distributing questionnaires to 206 people but the questionnaire returned only 102 questionnaires. This study found that there was a significant relationship between employee emotional intelligence and their work performance. Regression analysis was also conducted to see the existence of the influence between emotional intelligence and work performance. The results of the regression analysis showed that emotional intelligence gives 27.9 percent of the influence on work performance. The results of this study showed that employees who are able to understand their emotions cause them to be compatible with their colleagues, capable of examining their emotions that make them enjoy working and completing their work on time.

Research from Baksh Baloch et al. (2014) is done to examine the effects of emotional intelligence on job performance. This study was conducted on 2 groups of employees from organizations in institutions where the results showed emotional intelligence had a great impact on work performance. The worker was not directly involved in conflict within the organization which enabled them to work together to provide good service and work to the organization.

Based on the findings from local researchers, Jugindar and Hasnaa (2017)

have been conducting a study on external workers working in the ICT sector in Malaysia where the study was conducted to identify the relationship of emotional intelligence with work performance among migrant workers and cultural adaptation as mediator between both the variables. This study used a survey method where questionnaires have been distributed to 301 migrant workers. The Pearson correlation is carried out to identify the relationship between emotional intelligence and work performance. The results of the analysis showed that there was a significant positive relationship between the two variables showing emotional intelligence has a strong relationship with work performance. These results show that the higher the emotional intelligence aspect of migrant workers, the higher their performance. The correlation between the relationship of emotional intelligence and work performance is high compared to the correlation of cultural adaptation that acts as the mediator in this study with work performance. This shows that emotional intelligence has a strong relationship with work performance rather than cultural adaptation which clearly demonstrates aspects of emotional intelligence play an important role in the performance of these migrant workers. In addition, this study also examines the influence of emotional intelligence on work performance. The results of the regression analysis show that aspects of emotional intelligence can affect 52 percent work achievement which clearly showed that emotional intelligence is an aspect that can affect work performance.

Furthermore, NurHafizah et al (2017) also examined the relationship of emotional intelligence with work performance among workers in the services sector. This study uses quantitative methods for data collection where questionnaires have been distributed

to a total of 330 employees in the services sector in Malaysia. This study also used a WLEIS questionnaire to test employees' emotional intelligence. The findings showed that there was a strong and significant correlation between emotional intelligence and worker performance. Overall, the findings conclude that the higher the emotional intelligence of workers, the higher their performance. In addition, this study also examines the existence of the influence of emotional intelligence on work performance. The result of the regression analysis found that emotional intelligence gave 37 percent influence on work performance variance. The influence of the dimensions of emotional intelligence on work performance is also tested in which emotional control contributed to the work performance scores over other dimensions. Then the second dimension that contributes to work performance is the dimension of emotional use, followed by the dimension of the emotional assessment of others. The dimension of self-assessment of emotions is found to be not contributing to the worker's performance score.

Method

The study involved a total of 167 respondents consisting of distance learning students from a local university, taking into consideration all the years of study from 1 to 4 years. The sample selection was because these respondents met the criteria required in this study, individuals who work full-time and at the same time continue their studies part-time. The research instrument used was incorporated in a set of questionnaires before being distributed to respondents. This set of questionnaires has four main sections, namely respondents' demographic information, organizational commitment questionnaire, emotional intelligence scale and work performance.

Results

Hypothesis 1: There is a Positive Relationship Between Organizational Commitments With Adult Student Work Performance.

This first hypothesis was designed to see the existence of relationships between organizational commitment variables and the performance of adult students. The results of the Pearson correlation analysis found that the relationship between organizational commitment and work performance was moderately strong at $r = .397$. In conclusion, organizational commitment variables have a positive and significant relationship with the performance of adult students ($r = .397, p < 0.01$). So with this the first hypothesis was successfully accepted.

Hypothesis 2: There is a Positive Relationship Between Emotional Intelligence With Adult Student Performance.

This second hypothesis was designed to see the existence of relationships between emotional intelligence variables and the performance of adult students. The results of the Pearson correlation analysis found that the relationship between emotional intelligence and work performance was moderately strong at the value of $r = .485$. In conclusion, emotional intelligence has a positive and significant relationship with the performance of adult students ($r = .485, p < 0.01$). Thus, the second hypothesis was successfully accepted.

Hypothesis 3: There is an Influence of Organizational Commitments to Adult Student Work Performance.

The third hypothesis is to identify whether the organizational commitment variable affects work performance. Based on the

regression analysis performed on these variables, it was found that there was a significant effect of organizational commitment on work performance ($R = .397$, $R^2 = .158$, $p < 0.01$). Based on the value of R squared indicates that the organizational commitment has an influence on the performance of 15.8 per cent on the variance of performance. This shows that the third hypothesis was also successfully accepted. Next, there are three domains of organizational commitment that contribute to the performance of the work. The first domain of Identification affects as much as 10.4 per cent, the Involvement domain has an effect of 14.3 per cent while the loyalty domain has had an impact on performance of 6.6 per cent. Hence, it can be concluded that based on the regression analysis performed on the domain of organizational commitment showed that the domain of engagement gives greater influence than two domain of other organizational commitment ie identification and loyalty domains. The regression coefficient of .807 indicated that every addition of an organizational commitment can improve the performance of .807. Therefore, it is clear that organizational commitment has an influence on work performance.

Hypothesis 4: There is an Influence of Emotional Intelligence on Job Performance.

The fourth hypothesis was designed to identify whether the variable of emotional intelligence affects the performance of the work. Based on the regression analysis performed, there was significant effect of emotional intelligence on work performance ($R = .485$, $R^2 = .236$, $p < 0.01$). Based on the value of R squared indicates that emotional intelligence affects the performance variance of 48.5 percent. This showed that the fourth hypothesis is accepted.

Emotional intelligence has four domains to which all these domains also contributed to the impact on work performance. The first domain of emotionally self-assessment affects work performance of 16.8 per cent, for emotional domain ratings of other people is 6.9 per cent, emotional domain of 22.3 per cent while the last domain of emotional use affects work performance of 14.6 per cent.

This means that the domain of emotional intelligence that has a big impact on work performance was the domain of emotion control and self-assessment of emotions followed by the domain of emotional use while the domain that contributes the least is the emotional assessment of others.

The regression coefficient of .471 refers to each addition of an emotional intelligence will improve the performance of .471. Obviously, emotional intelligence also affects work performance.

Discussion

The findings of this study indicated that organizational commitment has a positive and significant relationship with the wiring of adult student work. The higher the organizational commitment of an individual then their work performance will also increase.

This is in line with the findings of research by Kawiana et al. (2018) in which this study was conducted on the employees of Bank Perkreditan Rakyat in Bali. The findings of this study show that there were positive and significant relationships between organizational commitment and work performance of the workers.

The findings of this study support research from Humaira et al. (2017) where this study involves female teachers in a secondary school. This study examined the

organization's commitment to work performance. The results of the study were the relationship between organizational commitment and the performance of the teachers whose performance was based on the scores obtained by the students during the examination.

In addition, research from Wan Shahrazad et al. (2013) which studies the academic staff at local universities. The findings showed that there is a significant positive relationship between organizational commitment and work performance. The study also noted that academic staff with high organizational commitment will not change to other institutions of study. Therefore, if an employee wishes to keep his or her duties in the organization, then the individual must perform good work performance among the members of the organization.

The results from the Pearson correlation analysis show that emotional intelligence has a positive and significant relationship with the performance of the adult student. This shows that the higher the emotional intelligence of the individual then the higher the performance of their work. This study was in line with the results of the study from previous researcher Singh and Mahmood (2017) which this study was conducted on immigrant workers in the ICT sector in Malaysia.

The results of this study showed that the significant relationship between emotional intelligence and work performance refers to a strong correlation between emotional intelligence and the work performance of the immigrant workers. This clearly showed that the higher the emotional intelligence the higher the work performance of the immigrant workers.

Furthermore, this study also supported the study of Humaira et al. (2017) conducting a study on female teachers in a secondary school found that emotional intelligence has a significant positive relationship between emotional intelligence and work performance. The study also noted that teachers with high emotional intelligence tend to assess themselves as good educators who demonstrate that these teachers are aware of the need to be good educators as well as they will prepare themselves to improve their job performance as a good educator.

Furthermore, this study was also in line with the study of Vratskikh et al. (2016) who also studied the relationship between emotional intelligence and work performance among employees at the University of Jordan. The findings also explain that individuals with high emotional intelligence have the ability to better regulate their emotions and to work effectively when they are in a state of depression or faced with changes in the organization.

The findings show that there was a significant influence from the organizational commitment to work performance, however, this organizational commitment has a very low effect of 15.8 percent. Nevertheless, the results of this study clearly accepted the hypotheses proposed by the researcher whose organizational commitment is still influential and can be the predictor of the performance of adult student work.

The findings of this study support the study of Kawiana et al. (2018) which examines the influence of employee organizational commitment from the People's Credit Bank in Bali. The findings of this study show the results of the regression analysis that the organization's commitment to influence 66.3 percent. Clearly, the results of this analysis

explain that each increase in organizational commitment scores will add as much as 66.3 units to employee performance.

In addition, the findings were also in line with the study by Salim and Azmi (2017) who also conducted studies on the influence of organizational commitment on work performance among workers in a public organization in Oman. This study examines the dimensions of organizational commitment which may influence the performance of the work where the findings show that the three dimensions in organizational commitment are positively correlated with work performance. This suggests that these three components of organizational commitment are contributing factors and play an important role in improving work performance.

This study supported the study of Adeola et al. (2017) regarding the influence of personality trait and work commitment towards performance among teachers in secondary school in Oyo South. The results from the chi-square analysis found that there was a significant influence between the teachers' work commitment and their work performance. The post-hoc schedule also shows that there is a difference in the influence of teacher work commitment on the influence of high teacher commitment to work performance. In summary, the findings concluded that the high commitment of work will influence job performance compared with low work commitment

The findings from the regression analysis performed on emotional intelligence variables on work performance indicate that there is a significant influence in which emotional intelligence affects 48.5 per cent of the work performance. This decision is in line with the study conducted by Davar and Singh (2014) researchers among private and

public banking sector employees and insurance companies in India whose findings show that emotional intelligence has significant influence with work performance. The emotional intelligence of the employees involved as respondents in this study shows the influence of 36.3 per cent on the work performance. The study also supported that emotional intelligence is an important aspect of a particular industry such as in the service sector that requires employees to interact with customers. The responsible head of supervising and supervising employees should have a high emotional intelligence to help employees maintain positive emotions while serving customers. In addition, this study also supports the findings of the researcher Mishra (2016) that hypothesize that emotional intelligence has a positive influence on work performance. Hypotheses from this study are accepted where the results of the regression analysis have shown that emotional intelligence affects 75.4 per cent of work performance.

According to a study from Nigeria by Gunu and Oladepo (2014) researchers studying the effects of emotional intelligence on the individual work performance of the flour mill. Regression analysis is also conducted to see the existence of the influence between emotional intelligence and work performance. The results of the regression analysis showed that emotional intelligence gives 27.9 percent of the influence on work performance. The results of this study show that employees who are able to understand their emotions cause them to be compatible with their colleagues, capable of examining their emotions that make them enjoy working and completing their work on time.

The findings of this study also support the study of researcher Singh and Mahmood (2017) who study the immigrant workers in

the ICT sector in Malaysia. The result of the regression analysis shows that emotional intelligence has a significant influence of 52.1 percent affecting the performance of work. The results of coordinated coefficients

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