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The Relationship between Emotional Intelligence and Organizational Commitment in Highly Competitive Work Environments: A Case of Agritex Department Head-Office

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ABSTRACT

The study was conducted to examine the Relationship between Emotional Intelligence and Organisational Commitment in Highly Competitive Work Environments in the Department of Agritex's Head-Office. Fifty employees were identified and recruited using stratified random sampling the major findings were (1) There is a weak positive relationship between emotional intelligence and organisational commitment in the Department. (2) There is a weak positive relationship between emotional intelligence and organisational commitment for females and a negative relationship for the variables in males. (3) There is a negative relationship in the supervisory category against management and operational staff that showed a weak positive relationship. (4). There is a weak relationship between Emotional Intelligence and Organizational Commitment between Levels of Education. (5). There is a relationship between Emotional Intelligence and Organisational Commitment for employees at Agritex amongst their various years of Service, however for those employed between one to two years the relationship is negative. (6) There are no statistical differences between females and males emotional intelligence. Major recommendations were that: Human resources departments should provide training to enhance emotional intelligence and ensure organizations put in place management systems and policies that foster an environment where employees feel empowered.

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Chapter One

Introduction

This present study aims to examine the relationship between emotional intelligence and organizational commitment in highly competitive and challenging work environments. This chapter will comprehensively give the background to the study, problem statement,

significance of the study, research questions, assumptions, purpose of the study, delimitations and limitations, definition of terms and summary of chapter.

1.1 Background of Study

Goleman (2000) in Colston (2008) describes emotional intelligence as the ability to identify our own feelings and others, to motivate own self and manage the emotion in self and then in the relationship with others. Researchers internationally suggest that emotions always work together with cognition and motivation to help the person act appropriately in relation to any social context. Recently, the use of Emotional Intelligence measures for career selection and placement purposes has begun to gather momentum in organisations in the Western world (Gowing, 2001). Thus, more and more companies are realising that Emotional Intelligence skills are a vital component of any organisation's management philosophy. The concept of Emotional Intelligence is thought to be useful when evaluating on-going functioning and the well-being of employees at critical stages of their careers i.e. selection, training, placement, and promotion.

Based on Cherniss and Goleman (2001) survey in the United States, of literature in Emotional Intelligence and the domain of leadership and management, the authors conclude that interventions targeted at Emotional Intelligence based competencies are effective and tend to enhance such desired outcomes as self-awareness and rapport. In the *Time* article which helped popularize Emotional Intelligence, Gibbs (1995; p. 59) wrote that "In the corporate world . . . IQ gets you hired but Emotional Intelligence gets you promoted. However, an employee who can identify and understand emotional interactions within an organization is better equipped to comprehend and utilize emotional information about the social relationships that occur in the organization".

Research in the Asian continent particularly in Japan strongly suggested that employee performance, job satisfaction, and organisational commitment are all influenced by relations within the organisation (Robbins, 2001). The literature review also showed that emotional intelligence of both the leader and the follower play integral roles in the workplace. Furthermore, the research concludes that Emotional intelligence is so important in the work environment because the ability to gauge oneself and one's co-workers emotionally fosters the necessary social skills to succeed in a professional context despite the pressure in the work environment (Dong & Howard, 2006).

Emotions have an effect on everything that employees do in the the work environment, pressure of work, stress, anxiety, agitation, irritability, depression are all related to different dimensions of emotional intelligence. Research in Saudi Arabia institutions of higher learning has also shown that emotions have an effect amongst employees. Emotions have been concluded to lead to an increased morale amongst employees in organisations, but can also be otherwise. Furthermore in this research Bagshaw (2000) in Hayward (2005) noted that if leaders lacked emotional intelligence it resulted in employee absenteeism and apathy caused by negative emotions such as fear, anxiety, anger and hostility, which in turn use up much of the employee's energy, and hence lower morale contributing to disturbed organisational commitment. However, as further cited in Hayward (2005), a research by Cooper (1997) also in the African context, shows that emotions, when managed properly, can have successful outcomes. Besides, when emotions are managed with care the result is trust, loyalty and commitment and also increase in productivity, innovation and accomplishment amongst employees. Further, Copper, (1997) postulates that a person that has emotional intelligence will by all means seek to understand and express his or her own feelings, in knowing others' feelings, to control the effect, and use those feelings to motivate appropriate behaviors.

Additionally, it is important to note that for one to be emotionally intelligent there needs to be understanding of how others feel and knowing exactly how to manage relationships makes one socially informed and allows one to forge long term relationships of commitment with their organisation. As every employee becomes emotionally aware of theirs and others' emotions it is assumed that they influence their actions so that they can be understood. Strydom, (1999) postulates that as employees understand emotions they will be able to manage conflict and resolve disagreements through negotiating, compromising and seeking the best alternatives that yield positive results to foster commitment.

Muchechetere, Ganesh and Karambwe (2014) undertook an investigation of the effect of emotional intelligence on empowerment of Business leaders in Zimbabwe. The study was motivated by the collapse of corporations in the financial, manufacturing and retail sectors. The researcher, according to Global Integrity report (2009), found the Anticorruption Commission to be highly inefficient and having very little authority to take steps to stop corruption in Zimbabwe. Hence, the researcher then is of the view that Emotional Intelligence can positively influence employees in Zimbabwe to become Change Agents in order to cope with the challenges in Zimbabwean organisations but however lacks clarity on

the effect of emotional intelligence on organisational commitment especially in highly competitive work environments characterized with pressure.

Competitive work environments may result in employees failing to manage or realise their emotions for example during interactions with clients or workmates. Due to that lack of realisation of one's emotional intelligence depending on individual employees some may decide to leave or to commit less to their organisation. Most of the influencing conditions might exceptionally well be caused by multiple stress factors such as anxiety, work overload which eventually jeopardize organisational commitment of employees. For instance, when team members are stressed, either by heavy work overload, by changes within the organization or by any other conditions present in their work environment, the efficient task achievement is further challenged.

Thus, the current research examines the emotional intelligence and its effect on organisational commitment in challenging work environments specifically in the Civil Service's Agritex Department. Agritex is a department in the Ministry of Agriculture that coordinates farmer training activities in the country. The Head-Office from which the research will be conducted is made up of decision making staff that influences all activities that are cascaded down to provinces for auctioning. The Head-Office manages a total establishment of 5 700 employees through its provinces and districts. Hence the Head-Office with its total establishment of 76 employees is expected to highly effectively work under various challenging conditions in order to perform. It therefore is imperative to examine the effect of emotional intelligence on organisational commitment in the department.

1.2 **Problem Statement**

The civil service working environment is responsible for higher levels of stress, anxiety, ambiguity, financial stress and pressure through work overload. Employees at Agritex' Head-Office/Ministry of Agriculture in Harare are no exception, the mentioned factors have influenced and affected employee effectiveness, organizational commitment and subsequently the overall performance of the Department and Government at large. Clients have reported poor service delivery and inadequate conduct from Head-Office personnel. Of concern have been cases of outbursts, temper tantrums, mood swings, over reaction, and hypersensitivity from Head-Office personnel. Little is known about emotional intelligence of Agritex H/O employees and its relationship with employee's organisational commitment in the Department. Emotional Intelligence is usually used to understand ourselves and others,

hence the study seeks to determine the relationship between Agritex H/O employees' knowledge of themselves and others (emotional intelligence) and organisational commitment in such a highly competitive work environment.

1.3 Significance of Study

The research will benefit the organization under study (particularly the H.R department) by providing insight on the relationship between emotional intelligence and employee commitment. The study will also benefit other Departments in the same problematic area of emotional intelligence and commitment giving them a baseline on how to deal with these problems in their challenging and stressful work environments. The Human Resources department will be able to identify different relationships in the workplace and how emotional intelligence can be applied to better organisational commitment and cope with intense work environments.

It will provide awareness to management about their employees and how they can be motivated to achieve organizational goals, objectives and achieve satisfactory service delivery. It will provide information on how management can improve employee productivity by addressing their problems.

The study will benefit members of the Department in a therapeutic way in their participative role as they contribute to the findings of the research. The research is also aimed at filling the void that is there in Zimbabwean literature particularly in the Civil Service on the issue of emotional intelligence and how it impacts organisational commitment in organisations where pressure has become normal.

1.4 Hypotheses

1.4.1   Emotional Intelligence is positively related to organisational commitment   among employees.

1.4.2   There are no relationships between emotional intelligence and organisational commitment for employees amongst variables like gender, tenure of service and level of education.

1.4.3   There is a significant difference in emotional intelligence between males and females.

1.5 Assumptions

1.5.1   The researcher assumed that participants would be willing to participate in the study.

1.5.2   Researcher also assumed that participants would be honest in giving their input for this research.

1.5.3   Data collected for the purpose the study would benefit Agritex.

1.6Purpose of Study

The purpose of the study is to examine the relationship between emotional intelligence and employee organizational commitment in challenging work environments in Zimbabwe's civil service organizations particularly in Agritex Department. Due to high uncertainty and fast changing work environments, keeping employees committed and managing relationships in the organizations is the biggest challenge for any organisation. Therefore, emotional intelligence plays a role in this matter by possibly bringing a working understanding of its effect among employees in these organisations. Specifically, in the Civil Service Department of Agritex.

1.7**Objectives of Study**

1.7.1   To ascertain if there is a relationship between emotional intelligence and organizational commitment.

1.7.2   To ascertain the level of emotional intelligence and organisational commitment for the employees and amongst different variables like gender, tenure of service and level of education.

1.7.3   To assess if there is a difference in the level of emotional intelligence between men and women in the Department of Agritex.

1.8 **Delimitations**

The study will not focus on all Agritex employees' country wide. The focus is on Head-Office employees in Harare.

1.9**Limitations**

1.9.1   There is no control during filling of self-report questionnaires by participants. Self- reported data is limited by the fact that it rarely can be independently verified. In other words data gathered from questionnaires, is at face value thus leaving potential sources of bias.

1.9.2   Data collection procedures and analysis may be subject to slight errors.

1.9.3   Instruments may not be fully exhaustive of the phenomenon under study.

1.10**Definition of Terms**

Emotional intelligence - the ability to monitor one's own and others' emotions, todiscriminate among them, and to use the information to guide one's thinking and actions.

Leader – a person in a supervisory position who supervises a minimum of five employees.

Intelligence – a construct that includes problem solving abilities.

Subordinate - an employee who reports to one of the leaders participating in the study.

Emotion – a strong feeling in which joy, sorrow, fear, hate can be experienced.

Organisation - an organized group of people with a particular purpose, such as a business or government department.

Organizational commitment - The strength of an individual's identification and involvement in a particular organization.

1.11**Chapter Summary**

This chapter introduced the research topic and outlined the background of emotional intelligence and its importance toward organizational commitment. The statement of the problem has been identified and is mainly compounded by higher levels of stress, anxiety, ambiguity and work overload which through the examination of emotional intelligence and organizational commitment is assumed to give results that rectify the problems being currently faced. Research hypotheses and objectives were formulated in order to guide the research. The purpose of the study was highlighted and how the ideas obtained may assist the Government, specifically the department under study and others experiencing the same problematic area. The researcher assumes that results of the study if taken into account may improve employee commitment. Finally, the limitations outlined in analyzing data will be addressed through the use of valid and reliable statistical packages

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Chapter Two

Relevant Literature Review

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2.0   **Introduction**

Literature review entails reading, analysing, evaluating, and summarizing scholarly materials about a specific topic. This chapter focuses on literature related to Emotional Intelligence, Organisational Commitment and Challenging/Competitive work environments. The researcher also explores the effect of emotional intelligence on commitment in the workplace. Leedy (1997) reiterated that the function of literature review is to look again at the literature, (the reports of what others have done) in a related area, areas not necessarily identical with but collateral to your own study. Leedy further alludes that literature review plays a crucial role in determining both the feasibility and credibility of research. They argued that it places the research in a wide-ranging framework that is the body of knowledge and provides a foundation and justification for further research. Neuman (2008) identifies a number of sources from which scholars publish their work, that is; journals, books, dissertations, research report. The chapter is composed of the conceptualization of Emotional Intelligence, Employee Commitment, Challenging work environments, previous empirical studies, theoretical framework and knowledge gap.

2.1 Emotional Intelligence

Prior to the 1990s, emotional intelligence was not recognized intuitively through empirical research. Thorndike's (1921), research into social and multiple intelligences hinted at the importance of emotions to intellectual functioning, though the term Emotional Intelligence was only introduced into mainstream psychology in the 1990s. Emotions are an important part of any person's life which seriously affect all aspects of life. Each emotion has a motivating characteristic, a personal meaning, and an expression reflected in behaviours (Cecen, 2006). The term emotion encompasses an aspect identified as Emotional Intelligence (E.I) which is often measured as an Emotional Intelligence Quotient (EQ), the term (EQ) was coined by (Bar-On, 1988) and can be traced to early studies in the 1920s (Bar-On & Parker, 2000). The concept of 'social intelligence' was introduced by (Thorndike, 1920), who defined it, as the ability to understand and manage people to act wisely in human relations.

The concept of Emotional Intelligence developed from this particular definition, which influenced how it was then understood and conceptualized. In the 1980s, researchers began to systematically study the idea of Emotional intelligence and notably, (Gardner, 1983), a psychologist from Harvard University, developed the theory of multiple intelligences and postulated that intrapersonal and interpersonal intelligence were as important as the type of intelligence typically measured by the Intelligence Quotient (IQ) and related tests after that

(Salovey& Mayer, 1990) introduced the term Emotional Intelligence and concluded E.I as the ability to deal with emotions. The concept of E.I was then made popular by (Goleman, 1995) in his book Emotional Intelligence: Why It can matter More Than IQ. Goleman explained that IQ is considered to account for approximately 20% of the factors that determine life success, but further argued that Emotional Intelligence accounted for the remaining factors. The importance of emotional intelligence was emphasized because human relations in organizations are affected by emotional factors more than rational factors (Jung & Yoon, 2011).

According to Mayer and Geher, (1996) Goleman set out a framework of four emotional intelligence constructs that reflected how an individual's potential for mastering the skills of Self-Awareness and Self-Management were identified as personal competences, whilst Social Awareness and Relationship Management also being, identified as social competences that are all related to job success. The first component of emotional intelligence according to Goleman in Mayer and Geher, (1996) is Emotional Self-Awareness, which contains emotional self-awareness, accurate self-assessment, and self-confidence.It means, knowing what one feels, or knowing one's internal states, preferences, resources, and intuitions.

The second component Self-Management contains emotional self-control, transparency, adaptability, and achievement orientation. This construct reflects the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity, or managing one's internal states and resources.

The third Emotional Intelligence component is Social Awareness that means awareness of others' feelings, needs, and concerns, which encompasses the competency of empathy, also involves the amygdala. Davidson, Jackson and Kalin (2000) notably mention studies of patients with discrete lesions to the amygdala showing their impairment of the ability to read nonverbal cues for negative emotions, particularly anger and fear, and to judge the trustworthiness of other people. Organizational awareness and service orientation are also part of the social awareness component.

The fourth component is Relationship Management, also known as Social Skill. It poses a more complex picture, or proficiency at inducing desirable responses in others. In a fundamental sense, the effectiveness of our relationship skills hinges on our ability to tune ourselves to or influence the emotions of other people around us. This factor encompasses, developing others, inspirational leadership, change catalysts, Influence, conflict management, teamwork and collaboration (Mayer &Geher,1996). Conclusively Goleman posited that

Emotional Intelligence concerns the ability of a person to maintain self-control, enthusiasm, persistence and self-encouragement, as shown in five major dimensions: knowing one's emotions, managing emotions, motivating one's-self, recognizing and understanding other people's emotions, and managing relationships (Goleman, 2006).

However, parallel to Goleman's framework, Cote and Miners, (2006) divided emotional intelligence into emotion perception, emotion utilization, emotion understanding, and emotion control.Bar – On presented Emotional Intelligence as a form of mixed intelligence of cognitive abilities and personal aspects that are fused together. Bar – On used the term emotional – social intelligence to express the interaction between emotional intelligence and its basic element of social ability (Baron, 1997). Wong and Law (2002) have also argued that Emotional intelligence consists of four aspects which encompass others' emotional appraisal, use of emotion, self-emotion appraisal, and regulation of emotion to which this study will be inclined.

Summarizing, Emotional Intelligence is a manageable individual construct with a considerable number of positive aspects on both personal and inter – personal level. The above mentioned abilities positively influence leadership behaviour, interpersonal relationships within an organization and could facilitate self-motivating elements such as achievement, commitment, initiative and optimism.

2.2 Models of Emotional Intelligence

Berman, (2008) defines Emotional intelligence (E.I) as the capability to identify own and others feelings and utilizing this awareness. There are two main conceptualizations of Emotional Intelligence which are (i) the ''Ability Model'', which measures maximal performance (Petrides, Pita &Kokkinaki, 2007) and (ii) the ''Trait Model'', measuring typical performance (Mayer et al., 2000b).

2.2.1 Ability Model.

The ability model, perceives Emotional Intelligence as a form of pure intelligence that is, it concerns an individual's capacity to reason about emotions and to process emotional information to enhance cognitive processes and regulate behaviour (Petrides et al., 2007).

Salovey and Mayer were the first pioneers defining E. I. as a form of intelligence that involves "the ability to monitor one's own and others' feelings and emotions, to discriminate

among them and to use this information to guide one's thinking and actions" (Mayer, Salovey, Caruso &Sitarenios, 2003). Mayer and Salovey's ability model of Emotional Intelligence was used as one of the most refined and accepted model among researchers.This model is known as the Four Branch Ability Model and is described as follows:

1. The ability to perceive emotions is the ability to decipher and recognize emotions in faces, pictures, cultural artifacts, and self-awareness.

2. The ability to use emotions to facilitate thoughts and thinking is the ability to facilitate information processing, and decision-making through the use of emotions, self – control/ and self – management.

3. The ability to understand emotions represents the ability to distinguish among discrete emotions and assess their consequences over time and understand their outcomes.

4. The ability to manage emotions is the ability to change emotions in both one and others, involving the rest of personality based on self – knowledge and social awareness.

The four above mentioned abilities positively influence behaviour, interpersonal relationships within an organization and could facilitate self-motivating elements such as achievement orientation, commitment, initiative and optimism. The ability E.I model has been criticized in the research for lacking face and predictive validity in the workplace (Mayer, et al., 2003).

2.2.2 Theoratical Framework -The Trait Model.

Parallel to this study of Salovey and Mayer, Bar – On presented Emotional Intelligence as a form of mixed intelligence of cognitive abilities and personal aspects that are fused together (Bar-On & Parker, 2000). The trait model of Emotional Intelligence, or emotional self-efficacy, assesses an individual's belief in their emotional abilities (Mayer, Roberts, & Barsade, 2008). In the Bar – On model, the self-characterization is important in adapting to an individual's environment and enables one to be more successful in dealing with new organizational demands. This self-evaluation skill benefits the employee in their quest towards becoming more flexible despite the nature of environment work is being conducted. It therefore follows that chances of being easily accepted by any new environment are hence increased. The Bar – On model of emotional intelligence has a comprehensive structure, robust factor validity and moderate to high predictive validity associated with a wide variety of human responses (Bar-On & Parker, 2000). The definition of this model thus describes: Emotional Intelligence as an array of interrelated emotional and social competences and skills that determine how effectively individuals understand and express themselves, understand

others and relate with them, and cope with daily demands, challenges and pressures (Bar-On & Parker, 2000).

Bar-On, (1997) defined emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that those individuals with higher than average Emotional Quotients are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in Emotional Intelligence can mean a lack of success and the existence of emotional problems (Bar-On, 1997).

INTRAPERSONAL
Self-Regard
Emotional Self-Awareness
Assertiveness
Independence
Self-Actualisation

ADAPTABILITY

Reality Testing
Flexibility
Problem Solving

General
Mood
Optimism
Happiness

STRESS MANAGEMENT

Stress Tolerrance
Impulse control

INTERPERSONAL
Empathy
Social Responsibility
Inter-personal Relationship
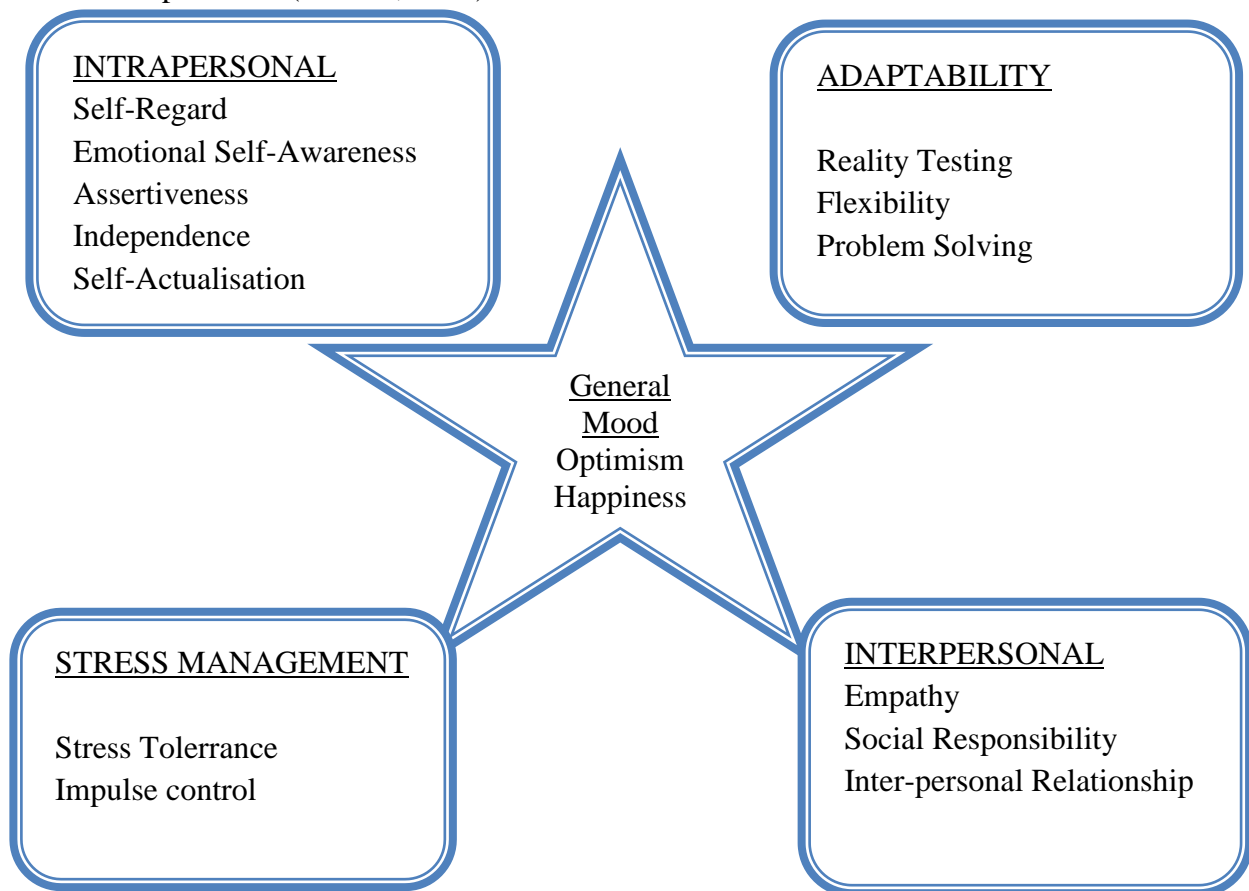
Emotional Intelligence Model Adapted from Bar-On (1997)-*The Emotional Quotient Inventory (EQ-i): a test of emotional intelligence.*

As shown in the illustration, Bar-On (1997) used 15 conceptual constructs in the operationalization of this model, and these all pertain to five specific dimensions of emotional and social intelligence. These are:

• Intrapersonal emotional intelligence – representing abilities, capabilities, competencies and skills pertaining to the inner self.

• Interpersonal emotional intelligence – representing interpersonal skills and functioning.

• Adaptability emotional intelligence – representing how successfully one is able to cope with environmental demands by effectively sizing up and dealing with problematic situations.

• Stress management emotional intelligence – concerning the ability to manage and cope effectively with stress.

• General mood emotional intelligence – pertaining to the ability to enjoy life and to maintain a positive disposition (Gardener & Stough, 2002).

In general, Bar-On considered emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence. Hence, offering an indication of an individual's potential to succeed in life. However, very little doubts have been expressed about this model in the research literature particularly about the validity of self-reports as an index of emotional intelligence.

2.3 Gender Differences in Emotional Intelligence

Competing evidence exists surrounding whether or not males and females differ significantly in general levels of emotional intelligence. Daniel Goleman (1998) asserts that no gender differences in Emotional intelligence exist, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of E.I. are equivalent. However, studies by Mayer and Geher (1996), more recently Mandell and Pherwani (2003) have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings.

The discrepancy may be due to measurement choice. Lyons and Schneider, (2005) found that females scored higher than males on emotional intelligence when measured by a performance measure (the Mayer-Salovey-Caruso Emotional Intelligence Test). However, when using self-report measures such as the Bar-On Emotion Quotient Inventory (EQ-i) and the Self-Report Emotional Intelligence Test (SREIT), they found no evidence for gender differences. Perhaps gender differences exist in emotional intelligence only when one defines E.I. in a cognitive manner rather than through a mixed perspective. It could also be the case that gender differences do exist but measurement such as over-estimation of ability on the part of males are more likely to occur with self-report measures. More research is however required to determine whether or not gender differences do exist in emotional intelligence.

2.4 Emotional Intelligence in the workplace

In a time where the business environment is characterized by high dynamics and complex internal as well as external demands, both organizations and employees experience an

increasing strain. Emotional intelligence is claimed to affect a wide array of work behaviours, such as organisational commitment, teamwork, development of talent, innovation, quality of service, and customer loyalty. According to Cooper, (1997), research found that people with high levels of emotional intelligence lead more effectively, experience more career success, build stronger personal relationships, and enjoy better health than those with low emotional intelligence. Goleman, (1998) agrees by further postulating that emotional intelligence competencies of self-awareness, self-regulation, and motivation are essential in the workplace as they improve an individual's ability to recognize personal strengths and weaknesses. Abraham, (2006) adds further that emotional intelligence competences develop good self-esteem, maintain integrity, demonstrate flexibility, take responsibility for personal actions, take initiative, and strive for excellence.

Although the concept of the importance of emotional intelligence in the workplace has been popularized and widely accepted by many organizations, there is a criticism among some researchers that there is insufficient scientific evidence to support these claims (Zeidner, Matthews & Roberts, 2004). It is further suggested that, it seems as though empirical research on the validity of the importance of emotional intelligence in the workplace has yet to catch up to the popularized ideas about its importance in the work environment and that literature on this subject is substantiated with generalizations based upon unpublished or in-house research.

However, the concept of emotional intelligence and its importance in the workplace has been a vital addition to understanding factors that contribute to success in the work environment and though not much on employee commitment in particular.

2.5 **The Importance of Emotional Intelligence**

Emotions have an impact on everything that people do. On the one hand, emotions can lead to an increased morale amongst employees, but on the other hand, emotions can also prove to be destructive. Negative emotions, such as fear; anxiety; anger and hostility, use up much of the individual's energy resulting in lower morale, which in turn leads to absenteeism and apathy (Bagshaw, 2000). According to Cooper, (1997) an individual's emotional intelligence can be seen to dictate interpersonal relationships. Despite this, many managers in the workplace would rather steer away from dealing with emotional issues. Research by Cooper, (1997) shows that, emotions that are properly managed can, and do, have successful outcomes. Carefully managed emotions can drive trust, loyalty and commitment as well as increase productivity, innovation and accomplishment in the individual, team and

organisational sphere (Cooper, 1997). There has been an increase in the exploration of emotional intelligence and its potential benefits for both the individual and the organization. Downing (1997) points out that there has been a growth in interest in emotions and that this is due to the increasing volatility and change that happens in the organizational setting, and that these changes are frequently associated with emotions. It is for this reason that it is becoming increasingly important to explore emotions and emotional intelligence in the workplace.

2.6**Organisational Commitment.**

Organizational commitment has been researched for years, primarily from an organizational perspective. These explorations have assisted human resource professionals and organizational psychologists to better understand workplace behaviour. Research on organizational commitment began in the 1970's. Multiple and various definitions of organizational commitment are found in the literature. Sheldon defines commitment as being an effect of positive evaluation of the organization and the organizations goals (Sheldon, 1971). Buchanan defines commitment as being a bond between an individual (the employee) and the organization (the employer) share (Buchanan, 1974). Bateman and Strasser, (1984 p.95) state that organizational commitment has been operationally defined as multidimensional in nature, involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership.Meyer and Allen (1991) defined organizational commitment as "a psychological state that binds the individual to the organization". Elizur and Koslowsky (2001) describe organizational commitment as the attachment, emotionally and functionally to one's place of work that will influence their effectiveness and well-being.

2.7**The Three Component Model of Emotional Intelligence**

Organizational commitment can be classified into three sub-categories Affective Commitment, Continuance Commitment and Normative Commitment. Organisational commitment on a general level, describes the extent of personal belonging and involvement that members of an organization feel to and in the organization or parts of it (Huber, 2010).

Thus, commitment can be seen as a bond that strongly connects an employee with the organization or with his or her team or department.
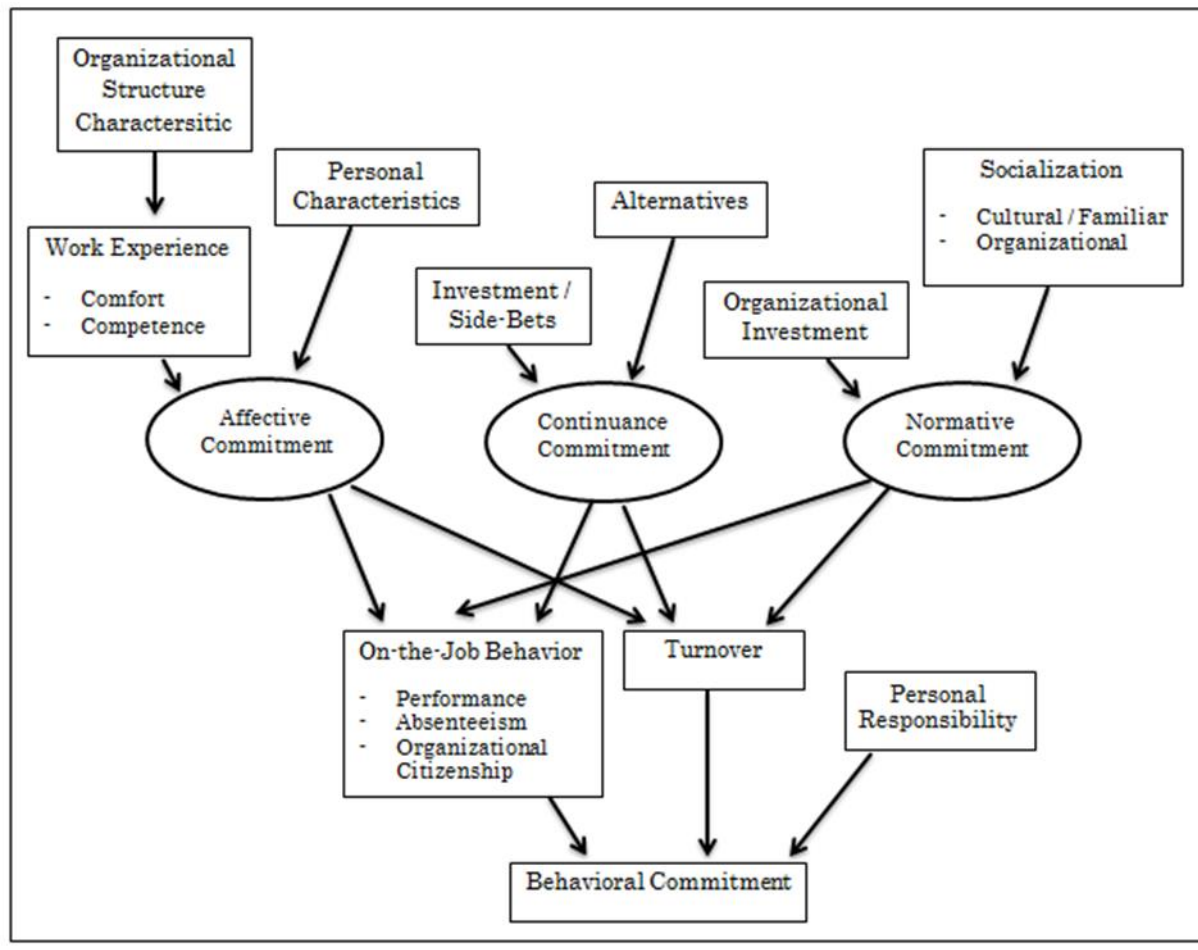
Figure 2: Three Component Model of Organizational Commitment, Adapted from Meyer, J.P., & Allen, N. (1991).

According to this model, commitment can be affective, normative, and connected to continuance (Meyer & Allen, 1991). Affective commitment is developed based on shared values and goals and an individual's perceived meaning. It can also be described as a strong emotional attachment of employee to their organization. An employee who is affectively committed to organization identifies with the goals of that organization and desires to remain as part of the organization. This employee commits to the organization because he/she "wants to". This commitment can be influenced by many different demographic characteristics such as: age, tenure, sex, and education but these influences are neither strong nor consistent. The result of affective commitment is assumed to be connectedness, loyalty, and both, pride and

joy because they want to work for their employer. Employees with strong affective commitment remain in organisations because they want (Meyer & Allen, 1991).

Continuance commitment develops mainly due to perceived costs that are associated with the termination of the current job or contract. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership. Things like economic costs such as pension accruals and social costs friendship ties with co-workers would be costs of losing organizational membership. Hence, employees remain with the organization merely due to a commitment that is continuation of an action. Employees with strong continuance commitment remain because they need to (Meyer & Allen, 1991). Meyer and Allen (1997) maintain that accrued investments and poor employment alternatives tend to force individuals to maintain their line of action and remain committed because they need to. This implies that individuals stay in the organization because they are lured by other accumulated investments which they could lose, such as pension plans, seniority or organizational specific skills as mentioned earlier.

Normative commitment refers to the committed actions employees ought to do on the basis of internally perceived moral and ethical obligations. These feelings may derive from an individual before and after joining an organization. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to repay the debt. It may also reflect an internalized norm, developed before the person joined the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to" do so (Allen & Meyer, 1991).

Hedstrom and Bearman, (2009) analysis of commitment suggests that depending on the degree to which each of the three components is developed within the individual, the corresponding psychological state is one of the main determinants for individual behaviour and employee engagement. This means that not only turnover is affected through employee commitment, but also on-the-job behaviour, such as performance, absenteeism or organizational citizenship behaviour, as the model illustrates (Meyer & Allen, 1991)

2.8 **Affective Commitment and Emotional Intelligence**

To begin with, employees rather tend to engage in extra-role behaviour or increase their performance-related efforts, if commitment is based on affection (affective commitment)

rather than continuance. When employees are, for instance, bound to the organization mainly on the basis of continuance commitment, the likelihood of them leaving the organisation, whenever presented with a more attractive alternative, is comparatively higher. Obviously, affective commitment establishes the strongest bond between employer and employee, as the person decides to stay with the company out of free will, and because he or she actually desires to do so. Meyer and Allen, (1991) notes that employee loyalty is not due to normative pressure, instead it is ensured on an emotional level by personal desire.

Broadly speaking, according to Meyer and Allan's above view emotionally intelligent individuals can easier connect and relate to other people, given their characteristics of having a well-developed set of interpersonal competencies. In agreeing to this observation one would be inclined to say that also the process of bonding amongst employees would be enhanced, which constitutes a prerequisite for organizational commitment. Nevertheless, Meyer & Allen, (1991) make mention of the fact that bonding amongst employees does not imply that an emotional bond is immediately formed. Thus, emotional intelligence cannot be said to be a necessary prerequisite for commitment. Though, as Meyer and Allen's (1991) three-component model depicts, commitment can also develop simply out of habit and when commitment develops based on emotions, the resulting consequences will far exceed the effects of continuance or normative commitment.

2.9 Highly Competitive work Environments

A competitive work environment is characterized by demands for changes in working tactics influencing the goals of the organization and their employees at individual level. Eventually, these fast-changing demands might cause stress and work overload. Employees may fill the effect of this type of work environment but might get totally overwhelmed and be thus always under pressure to finalize their tasks and activities. It is therefore an important aspect to the organization to deal with employees who can manage pressure or who can learn how can they overcome stress and manage to get over the pressure in order to deliver their maximum on work floor. It is therefore important to realise different types of intelligence required to fulfill such a job.

According to Bar – On, (1997) this type of employee must hold particular assets such as: (1) the ability to be aware of, to understand and to express oneself. (2) The ability to be aware of, to understand and to relate to others. (3) The ability to deal with strong emotions and control

one's impulses and (4) the ability to adapt to change and to solve problems of a personal or a social nature.

A research by Boyatzis, showed that the Self-Management cluster of E.I abilities encompasses multiple competencies and that Emotional Self-Controlis the competence, which manifests largely as the absence of distress and disruptive feelings. Signs of this competence include being unfazed in stressful situations or dealing with a hostile person without lashing out in return. Among managers and executives, top performers are able to balance their drive and ambition with Emotional Self-Control, harnessing their personal needs in the service of the organization's goals (Boyatzis, 1982).

2.10 Previous Studies on Emotional Intelligence, Organisational Commitment and Competitive Work Environments.

Wong, Wong and Peng (2010) empirically investigated the potential effect of emotional intelligence, on teaching staff's commitment in Hong Kong. The results showed that school teachers believe that emotional intelligence is important for their success, and a large sample of teachers surveyed also indicated that emotional intelligence is positively related to affective commitment. The study indicates that the teaching profession requires both teachers and school leaders to have high levels of emotional intelligence. Practically, this implies that in selecting, training and developing teachers and school leaders, emotional intelligence should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the emotional intelligence of teachers and school leaders to enhance commitment.

Rego, Sousa, Cunha, Correia, and Saur (2007) examined the relationship between leaders' emotional intelligence and creativity of their teams. A sample of 138 top and middle managers from 66 organizations operating in the European Union was analysed, Emotional intelligence was assessed by a self-report scale consisting of six dimensions: understanding one's emotions, self-control against criticism, self-encouragement (use of emotions), emotional self-control (regulation of emotions), empathy and emotional contagion, understanding other people's emotions. The results revealed that emotionally intelligent employees behave in ways that stimulate the creativity of their teams and thus influence organisational commitment.

Kafetsios and Zampetakis (2008)tested for relationships between emotional intelligence, and organisational commitment. The results demonstrated that emotional intelligence is an important predictor of work affectivity and organisational commitment. The results also indicated that positive and negative affect at work substantially mediate the relationship between emotional intelligence and organisational commitment exerting a stronger influence. The results however showed that declining economies hugely affect the relationship between emotional intelligence and organisational commitment. Among the four emotional intelligence dimensions, use of emotion and emotional regulation were significant predictors of affect at work whereas perceiving others' emotions was uniquely associated with organisational commitment.

Sharma (2005)conducted a study on understanding the relationship between emotional intelligence and organizational commitment of the executives working in manufacturing and service sectors with at least 4 years of service. The findings state the fact that the employees who are emotionally intelligent are able to find themselves more concerned with the organization as their emotions gets pacified with the working environment, which makes them more committed. Emotional intelligent employees show their concern for the organizations by discharging their duties with responsibility and keep their spirits high even in the critical times.

Salami (2008) investigated the relationships of demographic factors such as age, marital status, gender, job tenure, and educational level, emotional intelligence, work-rolesalience, achievement motivation and job satisfaction to organizational commitmentof industrial workers. Participants gathered for the research were 320 employees being 170 males and 150 females randomly selected from 5 service and 5 manufacturing organizations in Oyo State, in Nigeria. The results showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly predicted organizational commitment of the workers.

Pesuric and Byham (1996) established that after supervisors in a manufacturing plant received training in emotional competencies, such as how to listen better and help employees resolve problems on their own, lost –time accidents were reduced from an average of 15 per year to 3 per year, and the plant exceeded productivity goals by $250,000 and heightened organisational commitment significantly.

Center for Creative Leadership (2003) reports that higher levels of emotionalintelligence are associated with better performance in following areas: participativemanagement, putting people at ease, self-awareness, balance between personal lifeand work, straightforwardness and composure, building and mending relations,decisiveness, confronting problem employees, change management, etc. However for females there is a weak correlation between marriage and organizational commitment nevertheless marriage relates to accounting commitmentdue to financial problems.

2.11 Knowledge Gap

There are various studies that have been conducted on Emotional intelligence and employee commitment but little have been done on the effects of emotional intelligence on organizational commitment in highly competitive workplaces. Literature review by scholars such as Burke (1994), Coleman (1994), Bar-On, (1997), (Mayer, Salovey, Caruso &Sitarenios, 2003), (Meyer & Allen, 1991) and (Thorndike, 1920), reveal and make debate on the importance of emotional intelligence in the work environment, its impact and effects on commitment. However this has taken much of the attention of the developed Eastern and Western countries. In Africa little research on the issue has been done especially in southern Africa. Few studies on emotional intelligence and employee commitment have been carried out scantly in Zimbabwe for example in the business sector (Muchechetere, Ganesh &Karambwe, 2014). However, the study did not do justice on emotional commitment and employee commitment. There is no clear explanation or establishment on relationship and effect of emotional intelligence and organizational commitment. It is therefore imperative to carry out research especially in the civil service to establish facts through findings that will bring a better picture that is much more practical to this part of Africa and enhance local literature.

2.12 Chapter Summary

Various literature has been used to find out and gather information about researches with regards to organisational commitment and emotional intelligence. The information was categorized into different sections which were presented as subtopics. Each subtopic was addressing a unique issue. The literature revealed issues which affect emotional intelligence as well as issues which have great potential of increasing organisational commitment even

with the background of challenging work environments. It is further noted that most of the literature addresses employees who are not engaged in highly competitive workplaces, which therefore justifies this research as it tries to fill the gap left by the researchers. Studies previously carried out by other researchers were also included in this chapter for comparison of the findings from researcher's current study. The next chapter will look at the research Methodology.

Chapter Three

Research Methodology

3.0 Introduction

Research methodology is a systematic way of collecting and analysing data for a study. Its components are research approach, research design, and population, sample size, sampling method, research instruments, data collection, data analysis and ethical considerations. Each component is discussed separately in this chapter.

3.1 Research Approach

Research paradigm is a perspective based on a set of assumptions, conceptions, and values that are held by a community or researchers. This study is framed within the positivist paradigm.Positivism is a philosophy of science based on the view that information from logical and mathematical treatments and reports of sensory experience is the exclusive source of all authoritative knowledge and there is valid truth only in scientific knowledge (Cohen & Crabtree, 2006). It is based on the assumption that there is a truth out there waiting to be discovered. Data from sensory experience is viewed as empirical evidence hence the reasons why the researcher chose the paradigm.

The positivist position is grounded in the theoretical belief that there is an objective reality that can be known to the researcher, if she or he uses the correct methods and applies those methods in a correct manner. It has been chosen because it is based on the belief that research is evaluated using three criteria which are validity, reliability and generalizability. Validity is the extent to which a measurement approach or procedure gives the correct answer. Reliability the extent to which a measurement approach or procedure give. Generalizability, the extent to which findings from a study can be applied externally or more broadly outside the study context. Intuitive knowledge is rejected. Cohen and Crabtree (2006) outline that the positivist paradigm presupposes that there is an objective reality, people can know this reality and symbols can accurately describe and explain this objective reality.

The independent variable contained within the Hypotheses is overly emotional intelligence (E.I) score and score within each E.I cluster (Self-Awareness, Self-Management, Social Awareness, and Relationship Management). The dependent variables are organizational commitment (OC) and highly challenging work environments (HCWE). A variety of other variables such as age, gender, length of service, education level, and type of position will also be examined.

3.2 Research Design

Research design refers to the format in which the researcher adopts in an effort to investigate the phenomenon of interest. In other words, research design is a blueprint or detailed plan for how a research study is to be completed(Nestor &Schutt, 2012). For the purpose of this research, a quantitative survey research design was adopted. The term survey also refers a procedure of collecting data using questionnaires which represents one of the most common types of quantitative social science research. It is significant because it facilitates the smooth operation of the various research operations thereby making the research as efficient as possible. In this survey research the researcher selected a sample of respondents from a population and administered a standardized questionnaire to them.

The researcher chose this method because it is deductive in nature in other words it tests theory. Advantages for using this research design in this study are that, the survey method is relatively inexpensive especially the self-administered survey used for this study and are useful in describing the characteristics of a large population. No other method of observation can provide this general capability. Consequently, very large samples are feasible, making the results statistically significant even when analyzing multiple variables. Many questions can be asked about a given topic giving considerable flexibility to analysis of research findings. There is flexibility at the creation phase of the survey in deciding how the questions will be administered either as group administered written or oral survey, or by electronic means or self-administered. Standardized questions make measurement more precise by enforcing uniform definitions upon the participants and standardization ensures that similar data can be collected from groups then interpreted comparatively. Usually, high reliability is easy to obtain by presenting all subjects with a standardized stimulus, observer subjectivity is greatly eliminated.

The researcher chose survey research method because of the advantages stated above. However, Maddocks (2004) skeptically notes that, although survey research method is praised for having all these advantages, the approach also has some few disadvantages. For this study the researcher noted that the methodology relying on standardization forces the researcher to develop questions general enough to be minimally appropriate for all respondents, possibly missing what is most appropriate to many respondents. Additionally, the researcher must ensure that a large number of the selected sample will reply and it may be difficult for participants to recall information or to tell the truth about controversial questions.

Decisively, the researcher here will make use of the survey research design in which there are self-reports which are assumed to indicate how emotional intelligence can affect organisational commitment in highly competitive and challenging work environments.

3.3 **Target Population.**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query (Nestor & Schutt, 2012). All individuals or objects within a certain population usually have a common, binding characteristic or trait (Nestor & Schutt, 2012).The population of this study involves both male and female employees who work in the department of Agritex Head-Office with a total of 76 members. The population is characterised by employees in top management, supervisory management and operational staff all from different sections and branches in the department.

3.4 **Sampling Procedure**

Whilst conducting research, researcher could not make direct observations of very individual in the population under study. Instead data was collected from a subset of individuals (a sample) and the observations were used to make inferences about the entire population.

The sample size was 64 participants drawn from the target population of 76 employees at Head-Office. The sample was calculated using a sample size calculator by Resolution Research, (2014) basing on a statistical rule thumbwhich applied a confidence level of 95% with a confidence interval (more commonly referred to as margin of error) of +/-5 points.

Stratified random and simple random sampling techniques were administered to ensure that subgroups and individuals were adequately represented and had equal chances of being selected to participate in the study. Stratified random sampling ensures that subgroups within the population, based on job category and section, are adequately represented in a sample (Nestor & Schutt, 2012).

To ensure equal representation, major stratus were designed, these stratus are management, supervisors and operational staff. The major strati were created by default of organizational hierarchy. The target population is made up of 8 participants in management, 10 in supervisory and 58 operational staff in different sections and designations. Therefore to get a sample from each stratus the researcher divided the mean of each stratus by the mean of the target population (38), multiplying it by the sample (64) and the stratus were represented as follows Management 7 from 8 participants, Supervisory 8 participants from 10 and 49

participants from 58 Operational staff. The sample size is appropriate for this study as it represents more than three quarters of the study target population.

3.5 **Research Instruments**

Research instruments are tools used for collecting data and information needed to find solutions to the problem under study (de Vaus, 1994).The instruments used for the purpose of this research are questionnaires. Questionnaires enabled the researcher to contact large numbers of people quickly, easily and efficiently; they were easy to standardize e.g. every respondent was asked the same question in the same way, the researcher therefore is sure that every member in the sample answered exactly the same questions, which makes this a very reliable method of research. Questionnaires were be both anonymous and completed in privacy, this increased the chances of people answering questions honestly because they were not intimidated by the presence of the researcher. Somehow, questionnaires are limited in the sense that the form of the questionnaire design made it difficult for the researcher to examine complex issues and opinions.

The researcher adopted the Wong and Law testof Emotional Intelligencewhich was developed in 2002. It contains23 items.Thetest evaluates four different dimensions of Emotional Intelligence which are Self-emotion appraisal (SEA), Other's emotion appraisal (OEA), Use of emotion (UOE) and Regulation of emotion (ROE).Each of thesedimensionswastested by use of a 5Likert type responses from strongly agree to strongly disagree (Wong & Law, 2002). For Organisational commitment, the survey was conducted using the test of Meyer and Allen which comprises of three components identified as as affective commitment survey, normative commitment survey, and continuance commitment, (Meyer & Allen, 1990) only part 1/3 was taken for consideration in this study. The reversed keyed 6 items test of affective commitment with 13 questions containing statements about the perception of the employees about their relationship with the organization, which is of main interest for this study and their reason to stay and be committed to the organization.

Therefore, in this study the researcher has built up one test with 36 questions. The first part contains 23 questions, describing the Emotional Intelligence level of each individual and their capacity and attitude to use their emotion in different conditions. This test of Emotional Intelligence is loaded from Wong and Law, (Wong & Law, 2002).

The second part of this test is an evaluation of the affective commitment and attitudes toward organization. This test is uploaded from the work of Meyeret and co – workers, (Meyer, et al., 1993).The researcher added a part that contains the evaluation of employee attitudes towards the organization in highly challenging and competitive work environment. This is a small part developed by the researcher particularly to evaluate the impact brought by the component of highly competitive environment on the attitude and organisational commitment of employees.

The Emotional intelligence test made up of 23 items showed a reliability Cronbach's alpha of $\alpha = 0.809$. According to (Cronbach, 1951), this is the evidence that the results are quite satisfactory from a statistical point of view, with a considerable internal consistency. The test used for this research is made up of 36 items, which make up two major variables put together for these results. The second part of the test is related to affective commitment and had 13 items characterizing commitment behaviour and its relation to challenging environments. Statistics show $\alpha = 0.491$a reduced Cronbach's alpha, which is are statistically low value. The researcher therefore concludes that there is low commitment found in this data. Challenging Environments have not deeply disturbed the employees' behaviour and that they are committed to their task and duties.

3.6 Data Analysis Procedures

The Statistical Package for Social sciences (SPSS) version 20 for windows was used to analyse study data. Descriptive statistics such as frequencies and percentages were also used for demographic data while the Spearman's rank correlation coefficient assessed the relationship between the two variables. The findings are presented using tables. Descriptive statistics are used to clearly describe data sets for this study. Justify use of descriptive statistics in your study.

3.7 Ethical Considerations

Ethics are standards or rules of behaviour that guide moral choices on our behaviour and relationships with others. Among other ethical considerations the researcher mostly considered participant's informed consent, confidentiality and anonymity in the study.

3.7.1 Informed consent. The researcher sought permission first from the Director of Agritex to come into contact with respondents of the study. Upon administering the questionnaire, the researcher introduced self and gave a brief description of the research. The research

participants were informed of the purpose of the study and given an opportunity to make a choice of either participating or not hence high anonymity was guaranteed and assured. Participants had the right to refuse participation and this is a right the researcher respected additionally respecting participants right to withdraw any time.Cooper and Schindler (2003) notes that, securing informed consent from respondents is a matter of fully divulging the procedures of the research design before requesting permission to progress with the study.

3.7.2 Confidentiality and Anonymity. This principle implies that any information about and from any responded will be respected as private. Such privileged information would not be divulged except with the client's consent or used for any reason other than the original objective of the action. The researcher assured respondents anonymity and confidentiality. This is because many people, for the sake of scientific progress are prepared to divulge information of a very private nature on condition that their names are not mentioned. This was also ensured by the absence of a section where the respondents were not asked to state their names. Participants were advised and encouraged to confidentially complete their questionnaires at their own convenience within a stipulated time without comparing or sharing information. Respondents were assured that data collected will only be used for the stated purpose of the research and that no other person would have access to that data.

3.7.3 Privacy. All respondents have a right to privacy and researcher respected this right. Without the guarantee of privacy, most respondents will not answer some kinds of questions truthfully. In this study, the researcher ensured that under no circumstance was the research report presented in such a way that other anyone becomes aware of how a particular participant responded. Questionnaires from respondents were safely kept locked outside the work premise. The researcher reported the findings in a complete and honest way without misrepresenting the data that had been gathered to ensure reliability and validity.

The privacy guarantee is important not only to retain validity of the research but also to protect respondents (Cooper & Schindler, 2003).

3.8.4 Dissemination of Findings

The researcher produced copies of this study for Midlands State University Library to lend such copies for private, scholarly or scientific research purposes only. The researcher also provided copies for the Department of AGRITEX, with recommendations for relevant authorities such as the Civil Service Commission.

3.9 Chapter Summary

This chapter identified and outlined the research methodology. The research design that will be used by the researcher in carrying out the research, the population, sample, sampling procedure, data gathering instruments to be used in ensuring the success of the research were highlighted. Data presentation and analysis were also explained. The next chapter will look at data presentation and discussion.

Chapter 4

<center>**Data Presentation and Interpretation**</center>

4.1 Introduction

This chapter presents data collected from respondents who took the emotional intelligence and commitment questionnaire. The data is presented in the form of descriptive and inferential statistics. Tables and graphs are used to present the data while the t test and Spearman Correlation are used to analyse and interpret the data.64 questionnaires were issued out in the study, Eight 8 of the questionnaires were not fully completed and were deemed spoilt, the other Six 6 questionnaires were not returnedthereby bringing the total number of respondents to 50 whose results are presented herein.

4.1.1 Demographic Data

General explanations of the demography were made using descriptive statistics and the following data explains information about the participants in the study. 62% (n=31) of the participants were Female respondents, while 38% of the participants were Males (n=19). Administration Staff constituted 40% (n=20) of the respondents, while those in the Field Services constituted 60% (n=30). Three ranks were defined in the study with Management constituting 14% (n=7) while Supervisory had 10% (n=5) and those in Operations represented 76% (n=38). A significantly more number of respondents came from other ranks other than Supervisory. Highest level of education was recorded from tertiary education, Ordinary Level had 14% (n=7) and 86% (n=43) for tertiary respectively. Participants who had tertiary education were significantly more than those with just Ordinary Level. Respondents who joined the Department of Agritex in less than a year constituted 14% (n=7) whilst those who have been in the Department for 1-2years constituted 10% (n=5). Participants with 2-4 years (n=8) represented 16% of the respondents, with those in the range of 4-6 years (n=12) and 6+ years (n=18) constituted 24% and 36% respectively as illustrated in table 4.1 below.

Name of category		Frequency	Percentage (%)	Total
Sex	Male	19	38	50
	Female	31	62	
Name of Section	Administration	20	40	50
	Field	30	60	
Job Title	Management	7	14	50
	Supervisory	5	10	
	Operational	38	76	
Highest Level of Education	O Level	7	14	50
	Tertiary	43	86	
Period Working in Organization	Less than 1year	7	14	50
	1-2 years	5	10	
	2-4 years	8	16	
	4-6 years	12	24	
	6+ years	18	36	

Table 4.1

Shows the demographic data of respondents in the study clearly stating the frequency and percentages for each variable in the demographic data set

4.1.2**Correlation between Emotional Intelligence and Organisational Commitment.**

Table 4.2 and Fig 4.1 below analysed if there was a relationship between emotional Intelligence and Organisational Commitment. The results of the study, indicate that there is a weak positive relationship between Emotional Intelligence and Organizational Commitment (r =.188). The relationship was not found to be statistically significant at a significance level of 0.05, r (48) = 0.19, P < 0.190. A weak positive relationship is evident; therefore Hypotheses no. 1 is accepted.

4.1.2*Correlation for Emotional Intelligence and Commitment*

Correlations

		Emotional Intelligence	Commitment
Emotional Intelligence	Pearson Correlation	1	.188
	Sig. (2-tailed)		.190
	N	50	50
Commitment	Pearson Correlation	.188	1
	Sig. (2-tailed)	.190	
	N	50	50

*Correlation is significant at the 0.05 (sig. 2 tailed)

Table 4.2

Shows the pearson correlation between emotional intelligence and organisational commitment
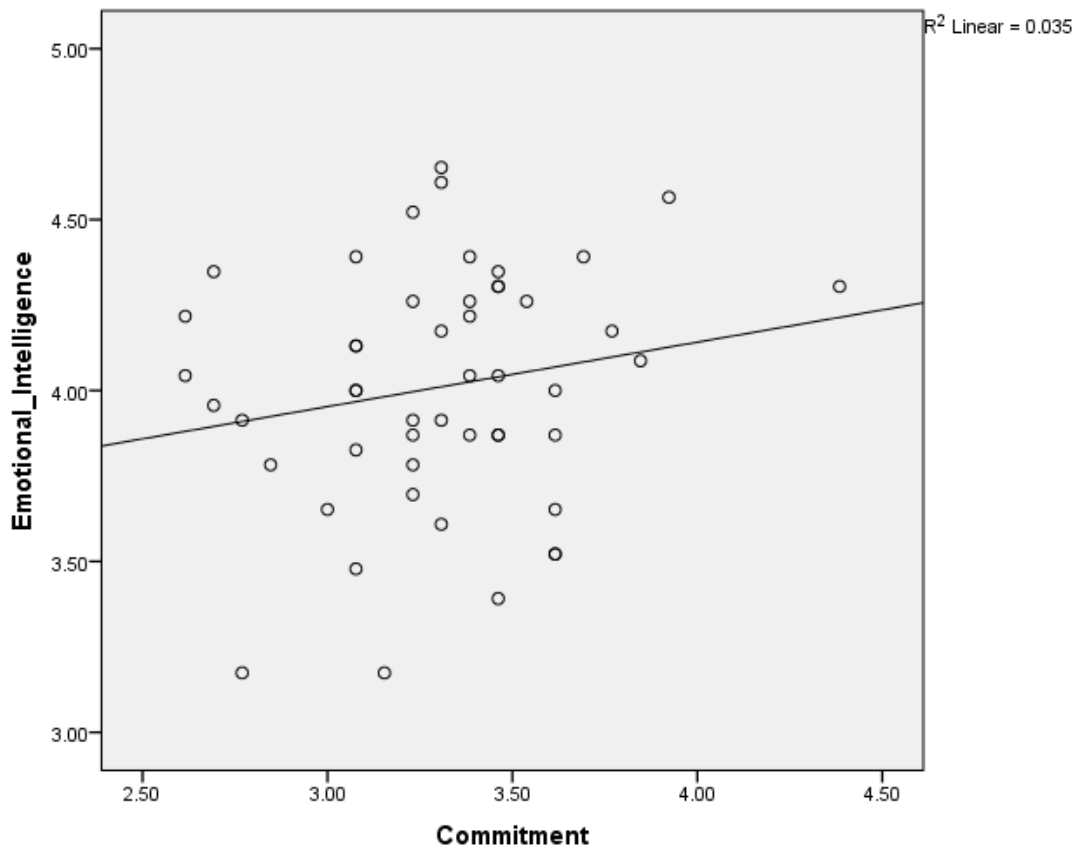
Fig 4.1

Shows a simple scatter plot between emotional intelligence and organisational commitment

4.1.3 **Correlation for Emotional Intelligence and Commitment in Gender**

Table 4.3 and Fig 4.2 below analysed if there was a relationship between emotional Intelligence and Organisational Commitment for both males and females as separate categories. The results of the females in the study, show a weak positive relationship between Emotional Intelligence and organizational commitment (r =.304). There was no statistical significant relationship found, at a significance level of 0.05, r (48) = 0.096, P < 0.304. However males category showed a negative relationship between emotional intelligence and commitment (r = -.1). No statistically significant relationship was found at significance level of 0.05, r (48) = -0.684 < P-0.1.

Sex			Emotional Intelligence	Commitment
Female	Emotional Intelligence	Pearson Correlation	1	.304
		Sig. (2-tailed)		.096
		N	31	31
	Commitment	Pearson Correlation	.304	1
		Sig. (2-tailed)	.096	
		N	31	31
Male	Emotional Intelligence	Pearson Correlation	1	-.100
		Sig. (2-tailed)		.684
		N	19	19
	Commitment	Pearson Correlation	-.100	1
		Sig. (2-tailed)	.684	
		N	19	19

*Correlation is significant at the 0.05 (sig. 2 tailed)

Table 4.3

Shows the correlation of E.I and O.C for both females and males in separate categories
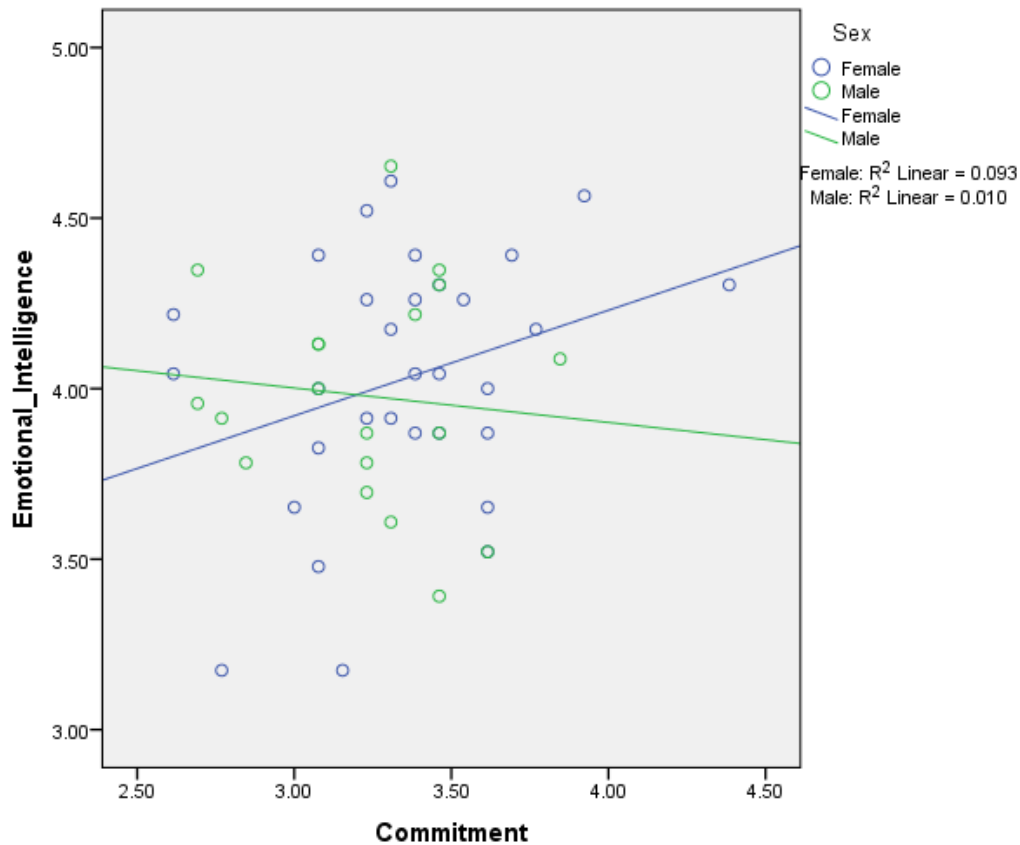
Fig 4.2

Shows a simple scatter plot for emotional intelligence and Organisational commitment gender correlation

4.1.4 **Correlation for Emotional Intelligence and Commitment amongst Job Titles**

Table 4.4 and Fig 4.3 below analysed if there is a relationshipbetween Emotional Intelligence and Organizational Commitment amongst Job Titles. There was no statistical significant relationship found in Management (r =.160), at a significance level of 0.05, r (48) = 0.733, P < 0.160. Further the Supervisory category showed a very negative relationship between emotional intelligence and commitment (r = -.186). No statistical significant relationship was found at significance level of 0.05, r (48) = -0.765 < P -0.186. Also, there was no statistically significant relationship found in Operational Staff (r=.202), at a significance level of 0.05, r (48) = 0.223, P < 0.202.

Job Title			Emotional Intelligence	Commitment
Management	Emotional Intelligence	Pearson Correlation	1	.160
		Sig. (2-tailed)	■	.733
		N	7	7
	Commitment	Pearson Correlation	.160	1
		Sig. (2-tailed)	.733	■
		N	7	7
Supervisory	Emotional Intelligence	Pearson Correlation	1	-.186
		Sig. (2-tailed)	■	.765
		N	5	5
	Commitment	Pearson Correlation	-.186	1
		Sig. (2-tailed)	.765	■
		N	5	5
Operational	Emotional Intelligence	Pearson Correlation	1	.202
		Sig. (2-tailed)	■	.223
		N	38	38
	Commitment	Pearson Correlation	.202	1
		Sig. (2-tailed)	.223	■
		N	38	38

*Correlation is significant at the 0.05 (sig. 2 tailed)

Table 4.4 *Correlation for emotional intelligence and commitment amongst job titles*
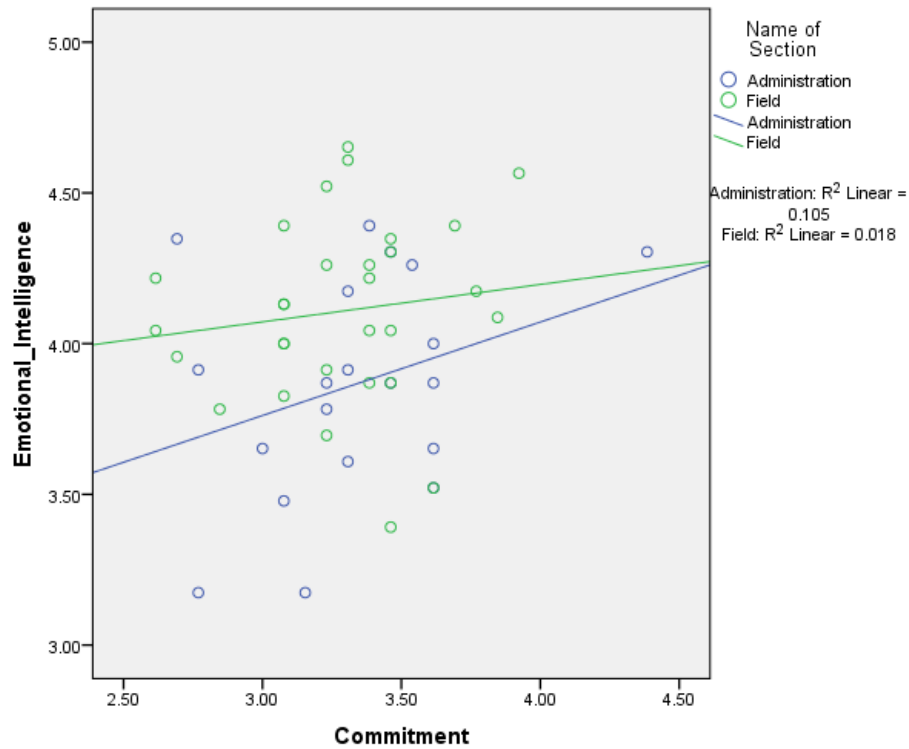
Fig 4.3
A scatter plot for emotional intelligence and commitment amongst job titles

4.1.5 **Correlation for Emotional Intelligence and Commitment amongst Educational Levels**

Table 4.5 and Fig 4.43 below analysed if there is a relationship between Emotional Intelligence and Organizational Commitment between Levels of Education. There is a positive though weak relationship in Ordinary Levels (r= .257), at a significance level of 0.05, r (48) = 0.579, P < 0.257. The Tertiary category showed also a positive but weak relationship between emotional intelligence and commitment (r = .245). No statistically significant relationship was found at significance level of 0.05, r (48) = -0.113 P <0.245.

Highest Level of Education			Emotional Intelligence	Commitment
O level	Emotional Intelligence	Pearson Correlation	1	.257
		Sig. (2-tailed)		.579
		N	7	7
	Commitment	Pearson Correlation	.257	1
		Sig. (2-tailed)	.579	
		N	7	7
Tertiary	Emotional Intelligence	Pearson Correlation	1	.245
		Sig. (2-tailed)		.113
		N	43	43
	Commitment	Pearson Correlation	.245	1
		Sig. (2-tailed)	.113	
		N	43	43

*Correlation is significant at the 0.05 (sig. 2 tailed).

Table 4.5

Shows correlation between emotional intelligence and organisational commitment amongst levels of education
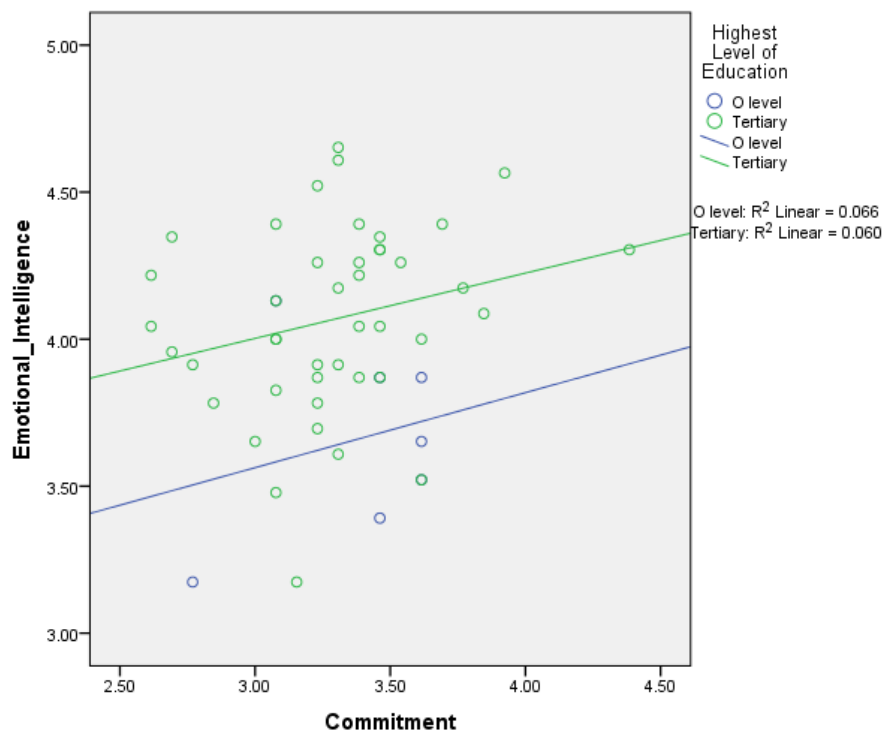
Fig 4.4

Shows a simple scatter plot of emotional intelligence and organizational commitment amongst educational levels

4.1.6 Correlation for Emotional Intelligence and Commitment amongst tenure of service

Table 4.6 and Fig 4.5 below analysed if there was a relationship between emotional Intelligence and Organisational Commitment for employees at Agritex amongst their various years of Service. The results, show a weak relationship between Emotional Intelligence and Organizational Commitment (r =.256) for respondents with less than a year in service. There was no statistically significant relationship found, at a significance level of 0.05, r (48) = 0.579, P < 0.256. For respondents between 1-2 years there was also a very week relationship between Emotional Intelligence and Commitment (r= -.820) which shows no statistically significant relationship at a significance level of 0.05, r(48) = .089, P < -.820.

However the 2-4 years category showed a positive relationship between emotional intelligence and commitment (r = .862). A statistically significant relationship was found at significance level of 0.05, r (48) = 0.682, P < .062. Again, results, show a weak relationship between Emotional Intelligence and Organizational Commitment (r =.343) for respondents between 4-6 years in service. There was no statistically significant relationship, at a significance level of 0.05, r (48) = 0.275, P < 0.343. Finally results indicate a very weak relationship for those in the 6+ category with (r = -.265) no statistically significant relationship, at a significance level of 0.05, r (48) = 0.287, P < -.265).

Period Working in Organisation			Emotional Intelligence	Commitment
less than 1year	Emotional Intelligence	Pearson Correlation	1	.256
		Sig. (2-tailed)		.579
		N	7	7
	Commitment	Pearson Correlation	.256	1
		Sig. (2-tailed)	.579	
		N	7	7
1-2 years	Emotional Intelligence	Pearson Correlation	1	-.820
		Sig. (2-tailed)		.089
		N	5	5
	Commitment	Pearson Correlation	-.820	1
		Sig. (2-tailed)	.089	
		N	5	5
2-4 years	Emotional Intelligence	Pearson Correlation	1	.682
		Sig. (2-tailed)		.062
		N	8	8
	Commitment	Pearson Correlation	.682	1
		Sig. (2-tailed)	.062	
		N	8	8
4-6 years	Emotional Intelligence	Pearson Correlation	1	.343
		Sig. (2-tailed)		.275
		N	12	12
	Commitment	Pearson Correlation	.343	1
		Sig. (2-tailed)	.275	
		N	12	12
6+ years	Emotional Intelligence	Pearson Correlation	1	-.265
		Sig. (2-tailed)		.287
		N	18	18
	Commitment	Pearson Correlation	-.265	1
		Sig. (2-tailed)	.287	
		N	18	18

*Correlation is significant at the 0.05 (sig. 2 tailed).

Table 4.6

shows correlations of emotional intelligence and commitment amongst various tenures of service
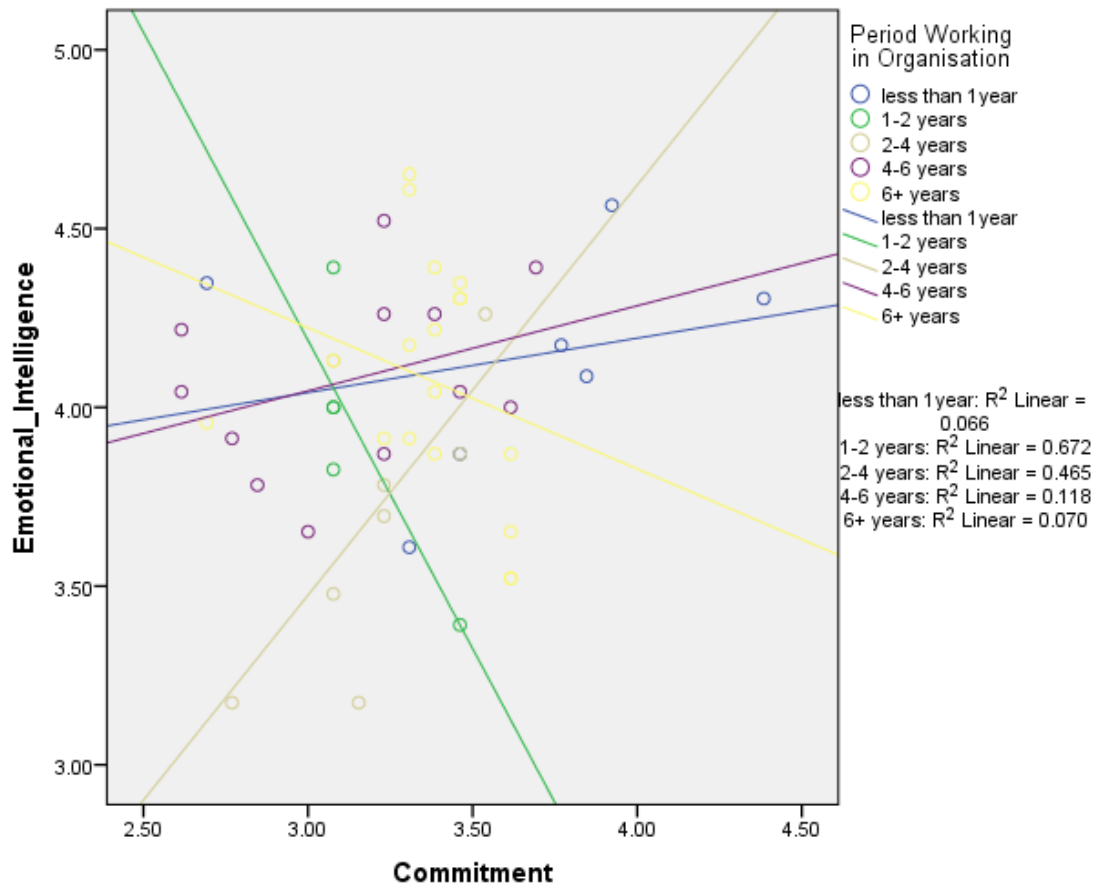
Fig 4.5

Shows correlation for emotional intelligence and commitment in various tenures of service

4.1.7 T **Test Independent Samples Test for Emotional Intelligence**

Table 4.6 below shows results from a T-Test which revealed that females (4.0) and males (4.0) in the present study were not statistically different from each other on their levels of emotional intelligence at Agritex, $t(48) = 0.475$, $P = 0.637$.

	Mean	Std. Deviation	t	df	Sig. (2 tailed)
Female	4.03	.3699	.475	48	.637
Male	4.0	.3183			

Table 4.7

shows t test independent samples test for emotional intelligence between females and males

4.2.**Chapter Summary**

This chapter presented data gathered from the research instrument and the responses as provided by respondents in the Department of Agritex. Further discussions, conclusions and recommendations from these presented results follow in the next chapter.

Chapter 5

Discussion, Conclusion and Recommendations

5. Introduction

In this chapter, the researcher discusses, concludes, makes recommendations, and summarizes major findings of the study.

5.1 Discussion of Findings.

Hypothesis 1. Resultsshow a low positive correlation between Emotional Intelligence and Organisational Commitment for employees in the department of Agritex Head-Office. The relationship was not found to be statistically significant though, this means that emotional intelligence for employees at Head-Office in the Department does not influence commitment to the organization. A weak positive relationship is evident $r(48) = 0.19$, $P < 0.190$. The positive relationship found between emotional intelligence outcomes and organisational commitment highlights the social dimensions of the expression of emotion. Although the relationship was weak it is evident that emotional intelligence to some extend plays a role in fostering organisational commitment. Therefore, it is accepted that there is a significant relationship between emotional intelligence and commitment of personnel.

How can one explain these unexpected findings? A possible explanation may lie in the details of the work environment. Employees' negativeemotional and attitudinal reactions towards the organisation may have been a consequence of the prevailing struggling economic environment in Zimbabwe. It has been argued that declining economies indeed affect employees' emotional intelligence skills (Kafetsios& Zampetakis, 2008). Findings from this study are consistent with the argument by Kafetsios and Zampetakis their results demonstrated that emotional intelligence is an important predictor of work affectivity and organisational commitment. Additionally indicating that positive and negative affect at work substantially mediate the relationship between emotional intelligence and organisational commitment thus exerting a stronger influence. The results however emphasized that declining economies hugely affect the relationship between emotional intelligence and organisational commitment in work environments. Among the four emotional intelligence dimensions, use of emotion and emotional regulation were significant predictors of affect at work whereas perceiving others' emotions was uniquely associated with organisational

commitment. Hence, employees' were found to struggle relating consistently in fostering relations that showed commitment to their organisation.

Considering the main hypothesis indicating that there is a relation between emotional intelligence and organizational commitment of personnel in Agritex, these results concur with Rezaieean and Keshtegar's (2009), study at Salehieen Finance and Credit Institute in Iran. As shown by the result of correlative coefficienttest, the value of correlative coefficient between the two variables was equal to 0.429. It can be noted however at Agritex that the relationship is weak though positive thus indicating low levels of emotional intelligence and organisational commitment. Results from this study are consistent with Torshizan, (2010) who notes that low Emotional Intelligence is any manager's worst nightmare because unhealthy levels of emotional intelligence in the workplace usually produce poor listeners and right-fighters (people who cannot possibly be wrong).People with low emotional intelligence are self-centered and petty. They take everything personally and have low tolerance for frustration, which leads to short-fuse behaviour, and if they happen to be in management they will use every opportunity to power-trip. Power-tripping is an attempt to elevate one's own low self-esteem and feelings of powerlessness by putting others down. Bullies and gossipers suffer from extreme low self-esteem. According to the study's finding and Torshizan's view, this explains why clients experience poor service delivery at Agritex, outbursts, temper tantrums, mood swings, over reaction and hypersensitivity. A further extension is provided by the way the two variables seem to appear on the scatter plot which does not show much of anything happening in the relationship between emotional intelligence and organisational commitment since the correlation is very close to zero.

Emotional intelligence helps us build strong relationships, succeed at work, and achieve our goals. Generally, it is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict(Morrow, 1993). Emotional intelligence impacts many different aspects of daily lives, from how employees behave to the way they interact with others. When this variable is weak it definitely affects organisational commitment and characterises lack of neither acceptance of organisational goals and values nor the willingness to exert effort to remain with the organisation (Reichers, 1985).Employees with a low level of organisational commitment tend to be unproductive and some become loafers at work

Hypothesis 2. The study shows a relationship between emotional Intelligence and Organisational Commitment for both males and females as separate categories. The results of the females in the study, show a weak positive relationship between Emotional Intelligence and organizational commitment (r =.304). However males presented a negative relationship between emotional intelligence and commitment (r = -.1). The results show that the relationship of emotional intelligence and organizational commitment is positive and stronger for females than for males. For the male category this can possibly be explained by Hackman et al. (1987) person fit-environment theory which revolves around the fact that person-environment fit can take two different forms. On the one hand, there are the demands of the environment and the abilities of the person to meet those demands and, on the other hand, there is the person with its needs and values and the opportunities given by the environment to meet the very same. (Hackman et al., 1987). Nevertheless, compounding the two with each other is rather hard to achieve. According to the theoretical frame work, the Trait Model it could also be the case that the male category according Bar-On (1997) deficiency in Emotional Intelligence can mean a lack of success and the existence of emotional problems .

Generally in the African context men are breadwinners for their households. Considering the prevailing economic situation in Zimbabwe the results best assume the level of frustration that the males' experience hence reflecting such low levels in emotional intelligence and commitment to their organisations.The research findings are consistent with an argument by behaviorist's assumptions concerning stimulus and response. This argument portrays human behaviour as controlled by certain stimuli and external reinforcers somewhat pessimistic and mechanistic. The behaviorist's emphasis on environmental influences in the shaping of personality is as deterministic as the psychoanalyst's approach on unconscious, unobservable factors which may create the idea that people are quite helpless and not in control of what happens (Pervin, 1996).

Moreover, in terms of a multilevel analyses such as Bandura in his social cognitive theory behaviors that reflect the results in this study can be concluded to be very much a part of the person-situation environment controversy (Bandura, 2001) that is how the person or personality, situations and behaviour unilaterally influence each other in combination contributing to consistency of a behaviour. Females however seem to have a positive combination of both variables implying perhaps a greater overlap in emotional sensitivity to prevailing situations and contributing to stability enhancing commitment more powerfully in women than in men. Center for Creative Leadership, (2003) highlights a weak correlation

between marriage and organizational commitment and that marriage relates to accounting commitment due to financial problems for females which may best explain the positive relationship in the results. Additionally, women are more committed to the organisation than men, although the difference is trivial reason being that women should pass through many obstacles to apply for membership in an organisation thus they stay committed.

Contrary to these findings Salami, (2008) investigated the relationships of demographic factors such as age, maritalstatus, gender, job tenure, and educational level, emotional intelligence, work-role salience, achievement motivation and job satisfaction to organizational commitment of industrial workers.The results showed all demographic factors except gender significantly predicted organizational commitment of the workers which in this case has only predicted for the female category.

Job Titles.There is a positive but weak relationship between emotional intelligence and organisational commitment in occupational status with the exception of supervisory staff which presented a negative relationship. According toSuper, (1970) Career Development and stages the gradual decline in supervisory category can be explained by the model's Establishment phase. The Establishment phase posits that between the ages of 25 to 30 years is a trial phase in career development with Stabilisation following from 31 to 44 years. Therefore from the results the researcher notes that the supervisory role falls within this career development stage. Similarly, the correlation between emotional intelligence and commitment at this stage can be extremely low because it happens to be the time employees skip and change jobs comparatively looking for a stable job satisfactory income, lifestyles and assuming idealised societal roles. Jowell (2003) asserts that in current times of continuous change, this period is the most difficult time for young adults because of the many changes to which they must answer and adapt in order to define themselves and realise their dreams hence perhaps the low or rather weak relationship found.

Education. The study shows positive but weak correlations of members with O-level and Tertiary qualifications in the relationship between emotional intelligence and organisational commitment. Therefore the hypothesis that there is no relationship cannot be accepted. According to the theoretical framework by Bar-On, (1997)the trait model of Emotional Intelligence, or emotional self-efficacy, assesses an individual's belief in their emotional abilities, this then enables an individual to be more flexible in their environment without the use of academics being a basic determinant. According to this model's, emotional

intelligence is merely concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. This view conclusively seals disregarding academics as a causative hence the relationship found.

Tenure of Service. Positive but weak relationships show amongst other years of service with the exception of the respondents between 1-2 years. This could be best described by working experience, during the first years employees go through experimental learning techniques which can be based on the experimental learning theory by Kolb. This theory suggests that learning is a cyclical process consisting of four phases, from experience, to reflection, to conceptualizing, to action and then further experience (Kolb, 1984). During this period employees are learning to trust their employer and slowly committing themselves to the organisation while doing their best to emotionally stabilize in the working environment. Relating to results of the study the theory concurs with the results as it shows a much more positive relationship in the next tenure of 2-4 years. At this stage employees are assumed tohave gained more experience which increases their organisational commitment andemotional stability in the work environment hence the relationship though weak appears between the variables. The null hypothesis that there is no relationship between emotional intelligence and organisational commitment in tenure of service is therefore rejected.

Hypothesis 3. Considering the t-test results in this study the hypothesis that there is a significant difference in emotional intelligence between males and females is rejected. The test shows that there is no difference in the levels of emotional intelligence between the two gender groups categorically separated. These results are however in contrast withstudies conducted by Mayer and Geher (1996), more recently Mandell and Pherwani (2003) who have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings. In contrast though and similar to the results of this study is Daniel Goleman (1998) who asserts that no gender differences in Emotional intelligence exist, admitting that while men and women may have different profiles of strengths and weaknesses in different areas of emotional intelligence, their overall levels of E.I. are equivalent. This assertion arguably reinforces rejection of the third hypothesis in this study though these findings cannot be generalized to other target populations.

5.2 **Conclusion.**

The purpose of the study was to examine the relationship between emotional intelligence and organizational commitment amongst several variables. Accordingto the research findings, there were positive relationships between the variables of the study The results showed that there is a weak positive link between the two variables as discussed above. Conclusively there was no significant difference between the level of emotional intelligence between the males and females in the study.

5.3 **Recommendations**

Role of Management and Employees. Based on these findings, it is recommended that management at Agritex H/O should include organisational training programs in order to enhance emotional intelligence based on organisational commitment. Such programs will assist the every employee in developing better empathic and interpersonal relations with their peers, administrators, understanding clients unique needs and hence in better management of their duties and responsibilities. Such programs should provide instruction for employees and management too so as to increase their understanding and knowledge of emotional intelligence, methods, and programsthat might be employed in in enhancing effectiveness.

Role of Supervisors. Supervision is an organisational role, the effective enactment of which entails the ability to meet the needs and goals of group members with task or work requirements. Thus, supervisors at Agritex H/O should serve a function of interactive skills, such as administrative coordination, task-related technical knowledge and human relations in enhancing their own emotional intelligence. Understanding, maintaining and enhancing organisational commitment is critical hence supervisorsshould emphasize on their ability to build a committed workforce.

In sum, in regard to the problem statement Agritex Head-Office can benefit by pursuing high-commitment practices, such as on-the-job training and development activities that enhance emotional intelligence. This kind of information could be used to develop strategies to improve both the effectiveness of front employees and the organisation at large.

Recommendations for future research

There is a need for an empirical study to further determine the correlation of these two variables and other determinants such as employee engagement, stress in the work place and

organisational citizenship behaviourResults of this study cannot be generalised since the research was conducted at Agritex Head-Office with a small sample size hence the researcher recommends that future studies extend the study to bigger populations. Further research can look at the variables through either qualitative studies to find out exactly what employees have to say or mixed methodologies to critically analyse research findings.

5.4 **Chapter Summary**

The end result from the study is that there indeed is a relationship between emotional intelligence and organisational commitment. In this chapter the data from the study was discussed and concluded, recommendations for the Department of Agritex in relation to the problem statement were made and further recommendations for future studies were also stated.

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<u>Appendix A: Questionnaire</u>

Introduction:

My name is Happy Ryan Chipangura and I am pursuing a BSc. Psychology Honours Degree at Midlands State University**.** I am carrying out a study on the Relationship between Emotional Intelligence and Organisational Commitment in highly competitive and challenging work environments.
Please kindly spare some of your valuable time to respond to the following questions. The research has purposely selected you to participate in this study. The information that you provide will be treated with all the confidentiality it deserves and will be used for the purpose of this research only.

Thank you

Please read each statement carefully and be as honest and objective *(where applicable please circle.)*

<u>Background Information</u>

1. Job title: _____

2. Sex: F   M

3. Name of your section   _____

4. Highest level of education_____

5. How long have you worked in this position

1. Less than one year

2. 1-2 years

3. 2-4 years

4. 4-6 years

5. 6+

EMOTIONAL INTELLIGENCE

Instructions: Please indicate the extent to which you agree with the statements by circling the number that best represents your opinion. Please use the following scale

I strongly disagree	Disagree	Not sure	I agree	I Strongly agree
1	**2**	**3**	**4**	**5**

Self-emotion appraisal (SEA)

1.	I have a good sense of why I have certain feelings most of the time.	**1**	**2**	**3**	**4**	**5**
2.	I have good understanding of my own emotions.	**1**	**2**	**3**	**4**	**5**
3.	I really understand what I feel.	**1**	**2**	**3**	**4**	**5**
4.	I always know whether or not I am happy.	**1**	**2**	**3**	**4**	**5**

Other's emotion appraisal (OEA)

5.	I always know my friends' emotions from their behaviour.	**1**	**2**	**3**	**4**	**5**
6.	I am a good observer of others' emotions.	**1**	**2**	**3**	**4**	**5**
7.	I am sensitive to the feelings and emotions of others.	**1**	**2**	**3**	**4**	**5**
8.	I have a good understanding of the emotions of people around me.	**1**	**2**	**3**	**4**	**5**

Use of emotion (UOE)

9.	I always set goals for myself and then try my best to achieve them.	**1**	**2**	**3**	**4**	**5**
10.	I always tell I am a competent person.	**1**	**2**	**3**	**4**	**5**
11.	I am a self-motivated person.	**1**	**2**	**3**	**4**	**5**
12.	I always encourage myself to try my best.	**1**	**2**	**3**	**4**	**5**

Regulation of emotion (ROE)

13.	I am able to control my temper and handle difficulties rationally.	**1**	**2**	**3**	**4**	**5**
14.	I am quite capable of controlling my own emotions.	**1**	**2**	**3**	**4**	**5**

15.	I can always calm down quickly when I am very angry.	1	2	3	4	5
16.	I have good control of my own emotions.	1	2	3	4	5
17.	I can always calm down quickly when I am very angry.	1	2	3	4	5
18.	I have a good control of my own emotions.	1	2	3	4	5
19.	I spend most of my work time interacting with people	1	2	3	4	5
20.	I spend a lot of time with every person whom I work with.	1	2	3	4	5
21.	I hide my actual feelings when acting and speaking with people.	1	2	3	4	5
22.	I am considerate and think from the point of view of others.	1	2	3	4	5
23.	I hide my negative feelings (e.g., anger and depression).	1	2	3	4	5

ORGANISATIONAL COMMITMENT QUESTIONNAIRE

AFFECTIVE COMMITMENT.

Revised Version (Meyer, et al., 1993) Please use the following scale:

I strongly disagree	Disagree	Not sure	I agree	I Strongly agree
1	**2**	**3**	**4**	**5**

Affective Commitment					
1.	I would be very happy to spend the rest of my career with this organization.	**1**	**2**	**3**	**4**	**5**
2.	I really feel as if this organization's problems are my own.	**1**	**2**	**3**	**4**	**5**
3.	I do not feel a strong sense of "belonging" to my organization. R)	**1**	**2**	**3**	**4**	**5**
4.	I do not feel "emotionally attached" to this organization. (R)	**1**	**2**	**3**	**4**	**5**
5.	I do not feel like "part of the family" at my organization. (R)	**1**	**2**	**3**	**4**	**5**
6.	This organization has a great deal of personal meaning for me	**1**	**2**	**3**	**4**	**5**
7.	I have a good control of my own feelings in stressful moments and when faced with high external pressure.	**1**	**2**	**3**	**4**	**5**
8.	I have to do it right for this organization even during stressful moments.	**1**	**2**	**3**	**4**	**5**
9.	I have to adapt quickly and smoothly to all changes in my work environment.	**1**	**2**	**3**	**4**	**5**
10.	I do not act as part of the organization when the demands for change are very high.	**1**	**2**	**3**	**4**	**5**
11.	I have difficulties to focus while activating in a high ambiguity and stressful work environment	**1**	**2**	**3**	**4**	**5**
12.	I discuss my tasks with my other colleagues when they are stressed.	**1**	**2**	**3**	**4**	**5**
13.	I am part of the group when the communication is broken during high-pressure moments.	**1**	**2**	**3**	**4**	**5**

Audit Sheet

DATE	ACTIVITY	SUPERVISOR'S COMMENT	SUPERVISOR'S SIGNATURE	STUDENT'S SIGNATURE
21/04/14	PROPOSAL	Rework	*LMaunganidze*	
05/05/14	PROPOSAL	Proceed	*LMaunganidze*	
19/05/14	CHAPTER 1	Rework	*LMaunganidze*	
02/06/14	CHAPTER 1	Proceed	*LMaunganidze*	
16/06/14	CHAPTER 2	Rework	*LMaunganidze*	
30/06/14	CHAPTER 2	Proceed	*LMaunganidze*	
14/07/14	CHAPTER 3	Rework	*LMaunganidze*	
28/07/14	CHAPTER 3	Proceed	*LMaunganidze*	
18/08/14	CHAPTER 4	Rework	*LMaunganidze*	
25/08/14	CHAPTER 4	Proceed	*LMaunganidze*	
01/09/14	CHAPTER 5	Rework	*LMaunganidze*	
08/09/14	CHAPTER 5	Proceed	*LMaunganidze*	
30/09/14	FIRST DRAFT	Rework	*LMaunganidze*	
20/10/14	FINAL DRAFT	Submit	*LMaunganidze*	