



Leadership Styles and Emotional Intelligence as Predictors of Job Commitment among Non-Teaching Staff of the University of Ibadan

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Abstract

One of the organizational behaviour issues that has been studied the most is job commitment, which is why it is seen to be a crucial component of a successful strategy to increase productivity among all members of a team. However, there are many factors responsible for job commitment such as leadership styles and emotional intelligence among others. On this high-sounding reasons this study investigated leadership styles and emotional intelligence as predictors of job commitment among non-teaching staff members of the University of Ibadan.

The study adopted a descriptive research design of correlational type with a random sample of 200 non-teaching staff of the University of Ibadan. Descriptive statistic was used for the demographic information of the participants while Pearson product moment correlation coefficient and multiple regression analysis was used to test three hypotheses at 0.05 significant level.

The result showed that there was a significant positive relationship between job commitment of non-teaching staff and leadership style $r(198)=.382$, $p<.05$ and emotional intelligence $r(198)=.169$, $p<0.05$. From the regression analysis, it was discovered that leadership style and emotional intelligence jointly predicted job commitment. The combination of these two factors explained 18.7% ($Adj.R^2=.187$) of the variance in predicting job commitment. More so, the most significant factor in predicting job commitment was identified as leadership style, with emotional intelligence coming in second at 30.8% and 5% respectively.

Among others it was recommended that Management and stakeholders of the University of Ibadan and other institutions should try as much as possible to have an improvement in their leadership style. Employees also, should learn how to manage their time effectively and be emotionally intelligent to be able to see the demands of their workplace and organization and be ready to fit in where necessary.

Key words: Job commitment, leadership style, emotional intelligence.

I. Introduction

Since job commitment is one of the organizational behaviour subjects that has been studied the most, it is seen to be a crucial component of any effective strategy to increase the output of every employee in an organization. The degree to which an employee identifies with the organization and desire to continue actively engaging in it is referred to as their job commitment. Job commitment is a crucial issue for any organization because, according to Chui (2015), having capable and dedicated human resources will not only reduce absenteeism, delays and displacements but also improve organizational performance, employee mental health and the achievement of both personal objectives and the organization's overarching goals. Many researchers (Akinola 2020; Karatepe and Olugbade, 2016) have discovered that the majority of Nigerian workers show poor levels of commitment. According to Abasilim, Gberevbie and Osibanjo (2019) the majority of Nigerian employees show little dedication to their organizations. According to Rane, Achari and Choudhary, (2023), management may



implement efficient procedures to increase employees' loyalty to the organization when they are aware of how they feel about it and its procedures. Judge and Kammeyer-Mueller (2012) supports this by arguing that attitude surveys can gather data on employee preferences, notify management of possible trouble spots, identify the root cause of specific issues and compare employee satisfaction, commitment and other metrics across various departments within the organization. Considering job commitment as a form of emotional attachment or a sense of loyalty to the organization is the most popular approach to handling it (Mowday, Porter and Steers, 2013).

The relationship that workers have with their organization is known as job commitment (Mahmood Aziz, Jabbar Othman, Gardi, Ali Ahmed, Sabir, Burhan and Anwar, 2021). Committed employees usually feel a sense of belonging, a connection to the organization and a knowledge of its goals. Such employees have the extra benefit of often being more committed to their work, productive, and proactive in providing help. There are a variety of attitudes that employees have about the work they do, and these attitudes may influence how they behave at work and also reveal how devoted they are to the organization as a whole. Nath and Agrawal (2011) stated that an employee's commitment is the extent to which they identify with an organization, are dedicated to its objectives, and want to continue being a part of that organization. Employee commitment refers to how much a worker identifies with an organization, how dedicated they are to achieving its objectives, and how much they want to stay on board.

Every organization has some characteristic features which are common with any other organizations. Despite this, each organization has its unique set of characteristics and properties. Kefas, Cemal Nat and Iyiola (2024) proposed that job dedication is a significant factor in determining the performance of an organization. Various researches like Smith, Micich and McWilliams, (2016) and Ntisa, (2015) has indicated that a range of organizational outcomes, including improved work performance, decreased absenteeism and withdrawal cognitions, decreased turnover, and enhanced organizational citizenship conduct, may be predicted by job commitment. It has also been observed that the impact of downsizing has made it necessary for the few individuals who remain to stay devoted and faithful to their organizations; failing which, they will be led out (Mujtaba and Senathip, 2020). Organizational leaders are coming up with a number of tactics and plans to get workers more committed,

which will improve both their performance and value chain. This is because, within the fiercely competitive corporate landscape of today, employee commitment has emerged as a critical instrument that organizations utilise to maintain the success of all organizational outcomes. Therefore, each organization wants to hire more people who are dedicated to the organization and its objectives in order to achieve effective performance.

Numerous studies have examined the connection between gender and job commitment. Diverse findings were obtained by the researchers that examined the mentioned topic. Some were of the opinion that because males earn more money and have better jobs, they feel more committed to their jobs than women do (Williams, 2023). Some claim that women are more dedicated to their jobs (Epstein, 2022). According to a different group, organizational commitment is unaffected by gender (Stamouli and Gerbeth, 2021). The elements influencing organizational commitment are many that scholars and researchers classify these variables differently. According to Charles Schwenk, these elements included situational circumstances, organizational functional aspects, demographic characteristics and prior experiences (Khan, Saeed, Zada, Ali, Contreras-Barraza, Salazar-Sepúlveda and Vega-Muñoz, 2022).

Leadership style, which relates to the style used by the leader and the effect it has on the degree of commitment of the workforce for performance, has been one of the key factors responsible for employees' commitment. (Yasir, Imran, Irshad, Mohamad, and Khan, 2016). Leadership style plays an important role in employee creativity, feelings and satisfaction, also in organization strategy formulation and implementation. emotional commitment and transformational leadership style are positively correlated with employee satisfaction with their supervisor, which is said to have a major impact on the emotional and normative commitment of the workforce (Khan, Bashir, Nasim and Ahmad, 2021). In terms of followers' devotion to their jobs, transformational transactional leadership is more significant than transactional leadership (Ismail, Mohamad, Mohamed, Rafiuddin and Zhen, 2010). Affective commitment is negatively impacted by laissez-faire leadership (Robert and Vandenberghe, 2021).

Research by Gaudet and Tremblay (2017) and Yukl, (2008) supports the idea that leaders' actions have an impact on subordinates' loyalty to the organization. These theories include behaviour, cognition, and social interaction theories. Many questions about this relationship, nevertheless, are



still unanswered. For instance, certain leadership philosophies are more suited to increase worker commitment than others. Thus, one of the most successful and efficient ways for organizations to accomplish their goals and win over workers' loyalty is to adopt a leadership style that suits both the organization and its workforce.

Within organizational research, one of the most often studied constructs is emotional intelligence (EI). Different emotional intelligence levels are needed for different vocations. It has been discovered that a number of organizational outcomes, including work performance, job satisfaction, organizational citizenship conduct, and job commitment, are significantly predicted by emotional intelligence. In actuality, there is strong evidence that emotional intelligence (EI) trumps IQ or job-specific (technical) abilities and knowledge.

Goleman (1995) popularized the idea of emotional intelligence in his well-known book *Emotional Intelligence*. Why it may be more important than IQ. According to Daniel Goleman, Emotional Intelligence (EI) can explain the remaining factors that determine life success, with IQ accounting for about 20% of the total. It is described as the capacity to precisely perceive, evaluate, and communicate emotions, as well as to evaluate and/or produce feelings that fosters intellectual development. For businesses, especially those in the education sector, emotional intelligence is essential to success. Emotional intelligence is the ability to control one's feelings and communicate them in a way that allows others to collaborate in a positive and open way towards shared objectives. The concepts of emotional intelligence (EQ) offer a new framework for understanding and evaluating people's behaviour in relation to stress management (work performance) and job commitment. EQ has grown in importance in the fields of organizational development and human resource development (Kumari and Priya, 2017).

Emotional intelligence, as the capacity to be aware of, control, express one's emotion and to be able to handle both intrapersonal and interpersonal relationships judiciously and empathetically (Akintayo and Osundiran, 2024). Employees that possess emotional intelligence demonstrate empathy for their organizations by demonstrating that they have responsibilities and maintain a positive emotional state even in the face of discrimination (Papoutsis, Drigas and Skianis, 2019, Velmurugan and Zafar, 2010). It's common knowledge that employees with strong emotional intelligence will be more dedicated to their jobs. Emotionally intelligent people are at a competitive advantage. Even at certain well-known companies, where all employees receive

extensive training, the most respected and effective managers are those who possess strong emotional intelligence qualities rather than those who have the highest cognitive quotient. Therefore, in addition to prioritising the development and modernisation of technology, we must focus our efforts on employees who use emotional intelligence in the course of their normal, day-to-day job if we are to succeed. People would not only raise their individual performance levels but also the organization's and the country's overall (Kumari and Priya, 2017).

The world is changing quickly, and as a result, universities and colleges are currently dealing with a variety of factors and challenges, including the need for more public responsibility, equality in the face of shrinking resources, and rising expectations for accessibility (Brint, 2019). Therefore, it is imperative that higher education institutions respond more to the requirements of individual students, social objectives and ambitions, and economic development given the pressures that are projected to come from both the internal and external environment. The University of Ibadan is no exception. Therefore, this research intends to investigate into leadership styles and emotional intelligence as predictors of job commitment among non-teaching staff of the University of Ibadan.

Objectives

The general objective of this study was to investigate leadership styles and emotional intelligence as predictors of job commitment among non-teaching staff of University of Ibadan.

Specifically, it examined;

- i. the mean difference in the job commitment of non-teaching staff of the University of Ibadan based on gender
- ii. the relationship that exists between leadership styles, emotional intelligence and job commitment of non-teaching staff of the University of Ibadan.
- iii. the joint and relative contributions of the independent variables (leadership styles and emotional intelligence) to the prediction of job commitment of non-teaching staff of the University of Ibadan.

Hypotheses

The following hypotheses were tested in this study at 0.05 level of significant.

H0₁: There is no significant difference in the mean score of male and female non-teaching staff commitment in the University of Ibadan.

H0₂: There is no significant relationship between leadership style, emotional intelligence and job



commitment of non-teaching staff members of the University of Ibadan.

H0₃: There is no joint and relative contributions of leadership styles and emotional intelligence to the prediction of job Commitment of non-teaching staff members of the University of Ibadan.

II. Methodology

For this study, a correlational descriptive research approach was used. Considering that the independent variables are not directly under the researcher's control, this is appropriate for this investigation. Without directly interacting with the dependent variable (work commitment), leadership styles and emotional intelligence are considered independent variables from which relationships between them can be inferred. The study's population consisted of all non-teaching staff members at the University of Ibadan who belonged to the Nonacademic Staff Union (NASU) and the Senior Staff Association of Nigeria Universities (SSANU). A simple random sampling method was employed to select two hundred (200) participants from the institution's non-teaching workforce.

The instrumentation used for data collection in this study was a structured questionnaire which was divided into two main Parts 1 (which consists of several items purposely developed by the researcher to measure certain socio-demographic characteristics of the respondents such as Gender, Age, Unit and Cadre) and 2 (with three sub-parts; A, B and C which are described below;

Section A: Job Commitment Scale

This scale was developed by Sonia, Abir and Hongyu (2018). The 9 items scale was developed and divided into three sub-dimensions of 3 items each to measure affective, continuance and normative commitment of employees. It has five (5) likert scale response format

ranging from strongly agree, agree, undecided, disagree, strongly disagree.

Section B: Leadership Behaviour Description Questionnaire (LBDQ)

The leadership questionnaire used is based on the Leadership Behaviour Description Questionnaire (LBDQ – form XII 1962). The 20 items scale was adopted from the work of Kampen (2011). It is designed to measure employees' rate of describing the behaviour of their superior. Typical examples of the items are: "my director acts without consulting the group," " he refuses to explain his/her actions" among others. The responses are scored on a Likert scale with the following values: 1 = never 2 = seldom 3 = occasionally 4 = often 5 = always, with a reliability coefficient of 0.89.

Section C: Emotional Intelligence Scale

Singh (2004) developed the emotional intelligence scale. The scale was intended to assess each person's emotional intelligence. There are twenty items in all, with five (5) likert scale response format ranging from Strongly Disagree to Strongly Agree. The following two statements serve as examples: " When I contribute to group discussions I believe my contributions are as valuable as those of other" and "When I face a problem I focus on what I can do to solve it." A cronbach alpha reliability coefficient of $\alpha=0.83$ was reported by the developer.

III. Results

Research Hypothesis one: There is no significant difference in the mean score of male and female non-teaching staff commitment in the University of Ibadan

The above research hypothesis was tested using T-test for independent samples. It is presented in the table below:

Table 1: Result of t-test showing the significant difference between the mean score of non-teaching staff based on gender.

Variable	Gender	N	Mean	Std. Dev.	t	df	sig	P	η^2
Job Commitment	Male	84	59.98	6.34	1.98	198	.049	<.05	0.010
	Female	116	58.08	6.94					

Source: field survey

Table 1 presented the gender-based differences in the job commitment of non-teaching staff. The results showed no statistically significant difference in the job commitment of male and female non-teaching staff; $t(198) = 1.98, p<0.05, \eta^2= 0.01$). For this reason, the hypothesis is rejected.

Research Hypothesis two: There is no significant relationship between leadership style, emotional intelligence and job commitment of non-teaching staff members of the University of Ibadan



The above research hypothesis was tested using Pearson product moment correlation (PPMC) as it is presented in the table below:

Table 2: Zero Order Correlation showing the relationship between leadership style, emotional intelligence and job commitment.

Variable	N	Mean	St-Dev	Df	r	P
Job Commitment	200	58.88	6.744	198		
Leadership Style		79.82	12.67		.382**	<.05
Emotional Intelligence		86.74	11.17		.169**	<.05

Source: field survey

Table 1 revealed the pattern of relationship between leadership style, emotional intelligence and job commitment; job commitment reveals a significant positive relationship with leadership style $r(198) = 0.382$, $p < 0.05$ and emotional intelligence $r(198) = .169$, $p < 0.05$. Therefore, this indicates that there is a significant positive relationship between job commitment and leadership style as well as between job commitment and emotional intelligence of non-

teaching staff members of the University of Ibadan. The stated hypothesis is also rejected.

Research Hypothesis three: There is no joint and relative contributions of leadership styles and emotional intelligence to the prediction of job Commitment of non-teaching staff members of the University of Ibadan.

Research hypothesis 3 above was tested using multiple regression analysis and it is as presented in the table below:

Table 3: Summary of regression for the joint and relative contributions of leadership style and emotional intelligence to the prediction of job commitment of non-teaching staff members of the University of Ibadan.

R =.451^a R Square =.204 Adjusted R square =.187 Std. Error =6.08011						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1843.166	2	921.583	25.185	.000 ^b
	Residual	7208.709	197	36.592		
	Total	9051.875	199			
Models		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1.	(Constant)	31.464	4.545		6.923	.000
	Leadership Style	.164	.044	.308	3.759	.000
	Emotional Intelligence	.003	.042	.050	.079	.000

Source: field survey

Table 3 revealed significant joint and relative contributions of leadership styles and

emotional intelligence on job commitment. When combined, the outcome produced multiple R-square



values of 0.204 and multiple regressions coefficient of $R = 0.451$. This adjusted R square (Adj.R²=0.187) value indicates that the combined effect of the two factors explained 18.7% variation in the prediction of work commitment. The additional elements that contribute to the residual variation are outside the purview of this investigation. The ANOVA result of the regression analysis indicates that emotional intelligence and leadership styles had a significant impact on the job commitment of University of Ibadan non-teaching staff members, $F(2, 199) = 25.185, P < 0.05$.

Relatively, the table 3 also revealed that the two (leadership style emotional intelligence) factors are potent predictors of job commitment. The most potent factor was leadership style ($\beta = 0.308, t = 3.759, P < 0.01$) and followed by emotional intelligence ($\beta = 0.050, t = .079, P < 0.05$). This implies that leadership style and emotional intelligence increased the tendency of job commitment of non-teaching staff by 30.8% and 5% respectively, the stated hypothesis is also rejected.

IV. Discussion of the Findings

The first study hypothesis looked at the difference between the University of Ibadan's male and female non-teaching staff commitment mean scores. With a value of $t(198) = 1.98, p < 0.05$, the results showed that there is no significant difference in the level of job commitment between male and female non-teaching staff. This result supports a research by Stamouli and Gerbeth (2021) that found organizational commitment is not affected by gender. Conversely, this conclusion refutes the findings of a Williams (2023) study who found that because males earn more money and have better jobs, they feel more committed to their jobs than women do. It also negates the findings of Epstein (2022) who also claimed that women are more dedicated to their jobs. The implications of the findings of this study is that gender does not in any way determine whether members of an organization will be committed or not, other factors could come into play.

The second research hypothesis examined the relationship between leadership behaviour, emotional intelligence and job commitment. The result revealed that job commitment is positively correlated with leadership style with a coefficient of $r = 0.382, p < 0.05$ which implies that an improvement in leadership style will create a resultant increase in the job commitment of staff. This result supports a study by Malik, Javed and Hassan (2017) that discovered a positive correlation between affective commitment and transformational leadership style on employee satisfaction with their supervisor, which is

said to have a major impact on employees' normative and affective commitment. Osborne and Hammoud (2017) also found that a leadership style that encourages employee engagement can help satisfy workers' needs for empowerment and a dedication to the organization's objectives. Additionally, they clarified how a more adaptable and interactive leadership style may significantly and favourably raise organizational commitment. On the contrary, Dunn *et al.* (2012) caused a stir when they discovered a correlation between employee engagement and the transformational leadership approach of inspiring the vision for US workers; however, in Israel, they found that workers' commitment to their jobs is not determined by the style of leadership. The implications of the findings of this study is that an improvement in leadership styles of various directors of units, department and even parastatal will further enhance the level of job commitment employees.

The result also revealed that job commitment is positively correlated with emotional intelligence. The result ($r = 0.169, P < 0.05$) revealed that there is a significant positive relationship between emotional intelligence and job commitment. The findings further revealed that an increase in the emotional intelligence of non-teaching staff will create a resultant increase in their job commitment. Aulia (2016) study, which discovered a direct relationship between emotional intelligence and job dedication, supports this conclusion. But only work satisfaction demonstrates that influence. To put it another way, the research provided evidence in favour of the hypothesis that there could be a connection between emotional intelligence and organizational commitment. The results also supported those of Ramli and Novariani (2020), who studied the association between organizational commitment and emotional intelligence who had worked for at least 10 years in the industrial and service industries. According to the findings, emotionally savvy personnel were able to show greater care for their organizations; their work environment helped to calm their emotions, which increased their commitment. Employees with emotional intelligence demonstrated their care for the companies by carrying out their responsibilities responsibly and maintaining a positive attitude even during trying circumstances. It also corroborated the study carried out by Adeyemo (2007) who investigated the mediating effect of emotional intelligence on the relationship between job satisfaction and job commitment, his study revealed that there is a substantial correlation between job satisfaction and job commitment, and this link is mediated by emotional intelligence. Based on these



results, it was discovered that enhancing job commitment might be achieved through the use of emotional intelligence interventions. Although a study by Wallace (2018) found that there was just a very weak correlation and a moderate contribution of emotional intelligence to conflict resolution techniques and organizational commitment, it still substantiates the fact that emotional intelligence of workers increases their job commitment.

The third research hypothesis examined the joint and relative contributions of leadership styles and emotional intelligence to the prediction of Job Commitment of non-teaching staff members of University of Ibadan. The outcome demonstrated that the independent factors had a substantial combined influence on the dependent variable. It suggests that the two independent combined accounted for 18.7% ($\text{Adj.R}^2 = .187$) variation in the prediction of job commitment. This implies that leadership styles and emotional intelligence determines the non-teaching staff level of commitment to their job and institution. This result supports the findings of the study carried out by Ladebo and Awotunde (2007), they examined the effects of work stress and self-efficacy on emotional intelligence and job commitment of extension personnel in Southwest Nigeria. Results indicated a significant interaction among work stress, emotional intelligence and efficacy beliefs was found positively associated with job commitment. At the same time, the interaction between efficacy beliefs and work stress was found unrelated to emotional intelligence and job commitment. Likewise, Salami's (2008) study examined the relationships between industrial workers' organizational commitment and their demographic characteristics (age, marital status, gender, job tenure, and educational attainment), emotional intelligence, work-role salience, achievement motivation, and job satisfaction. The findings demonstrated a substantial relationship between employees' organizational commitment and their emotional intelligence, work-role salience, success motivation, job happiness, and all demographic characteristics excluding gender.

In respect of the relative contribution of leadership styles and emotional intelligence to the prediction of Job Commitment of non-teaching staff of the University of Ibadan. The result shows that the two predictive factors (leadership style and emotional intelligence) are potent predictors of job commitment. The most potent factor was leadership style ($\beta = 0.308$, $t = 3.759$, $P < 0.05$) and followed by emotional intelligence ($\beta = 0.050$, $t = .079$, $P < 0.05$). The implication is that leadership style and emotional intelligence increased the tendency and also improve the workers' level of job commitment. This result

corroborates Bharadwaj (2020) who carried out a study to look at the connection between 120 workers' occupational stress, organizational commitment, and emotional intelligence across diverse Indian organizations. Emotional intelligence and occupational self-efficacy were found to positively and significantly correlate. Likewise, a correlation was discovered between emotional intelligence and organizational commitment that was favourable. Additionally, there is a weak positive correlation between occupational self-efficacy and organizational commitment. According to the research, a number of outcomes that are desirable for an organization are associated with emotional intelligence and occupational self-efficacy.

V. Conclusion

This study investigated leadership styles and emotional intelligence as predictors of job commitment among non-teaching staff of the University of Ibadan. From the study it was discovered that there was no significant difference in the job commitment of male and female non-teaching staff, Pearson's correlation also showed that leadership styles and emotional intelligence are positive significant correlates of job commitment among non-teaching staff. This implies that an improvement in the leadership style, as well as high emotional intelligence would lead to the tendency of workers increasing their level of job commitment in no time. The two independent variables under study jointly predicted job commitment of non-teaching staff of the University of Ibadan, accounting for 18.7% ($\text{Adj.R}^2 = .187$) variance in the prediction of staff job commitment. It was further discovered that both leadership style and emotional intelligence were potent factors in the prediction of job commitment.

VI. Recommendations

The recommendations that follow were made in light of the current findings:

1. Management and stakeholders of the University of Ibadan and other institutions should try as much as possible to have an improvement in their leadership style to that which will make their employees and subordinates to feel sense of belongingness to the organization/institution and administration
2. Employees should also try to be emotionally intelligent to be able to see the demands of their workplace and organization and be ready to fit in where necessary without necessarily being enforced to carry out what is expected of them.
3. Human resource managers should also consider efforts in gathering information on factors



that can influence job commitment among employees.

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