



## Emotional Intelligence, Work-Family Conflict as Determinants of Employee Commitment among Private Bank Managers

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### ABSTRACT

The present study intended to see the role of emotional intelligence and work-family conflict in employee commitment among private bank managers. The Convenience sample of branch managers, operation managers and credit managers of private banks (N=400; Men n=280 & Women n=120) with age ranged between 35-60 years, belonging to varied income groups, educational levels and job experience. Data collected through research measures (viz., Emotional Intelligence Scale, Work-Family Conflict and Employee Commitment Scale). Results indicated that all study variables had significant correlation with employee commitment. Step-wise regression analysis showed that emotional intelligence, work-family conflict and education appeared as significant predictors of employee commitment ( $R^2 = .69$ ). Demographic variables (Viz., gender, educational and monthly income) showed significant differences in term of study variables among bank managers. Findings had important implications for organizational psychologist working with bank managers, to provide insight about importance of emotional intelligence while balancing out the work family relation and enhancing their commitment towards job and organization.



### Introduction

Pakistan is one of the developing economies; Most Pakistani companies have high ownership, high competition and high performance (Ul Haq & Nosheen 2021). Especially in Pakistan, the banking sector, the organization and structure of banks are changing not only in Pakistan but all over the world. In particular, changes in new technologies and new business management and banking operations methods have negatively affected the working conditions and the work-life imbalance of bankers (Hussain & Iraqi, 2020).

Employees are considered as the organization's most valuable assets and their services are deemed essential for the organization to achieve its goals (Shuvro et al., 2020). At the same time, job satisfaction has become essential for business organizations to increase productivity or performance and business growth. In recent years, employees have played an important role in meeting all types of businesses in the competitive market and unique resource to meet market's competitors (Stefurak et al., 2020).

The success of business organizations is determined primarily by employee satisfaction, and job satisfaction leads to greater customer satisfaction. Therefore, the banking sector needs to support economic growth by providing better service to its customers, and this is only possible if bank employees enjoy their workplace. Satisfied employees are expected to contribute to organizational stability in a rapidly changing environment, and employee productivity and performance depend on job satisfaction (Culibrk et al., 2018).

Satisfied employees will be willing to work and work towards a cause. Job satisfaction can increase employee engagement and organizational commitment and influence business performance and growth. Moreover, employee satisfaction is essential for the business organization to achieve its goals. Therefore, the success of the bank entirely depends on employee satisfaction, and employee satisfaction has become an important concern for the survival and development of banks (Ali & Anwar, 2021).

Emotional intelligence is the ability to have better cognitive and thinking abilities (Jordan et al., 2002). Davies et al. (1998) explained four dimensions of emotional intelligence. Self-emotion appraisal; the ability to understand one's own emotions and express oneself. Other's emotions management; the ability to evaluate the emotions of others and to understand the thoughts and feelings of others through body language and gestures (Jasper, 1998). Using emotions is a skill that employees use to direct their emotions to performance (Gross and John, 2003). Regulating emotions is a skill that employees use to direct their emotions to performance (Gross and John, 2003). It also refers to the ability to control or manage emotions in specific situations to achieve heights when faced with challenges (Greenberg & Paivio, 2003).

Work-family conflict often occurs when there is a discrepancy between employees' expectations of work hours and the time they can take care of their homes. Work-family conflict (WFC) begins to impact family life and eventually becomes a problem when a person is unable to fulfill work commitments and performs poorly at work (Akintayo, 2010). Three dimensions of WFC were used: i) Strain-based conflict occurs when one person puts pressure on another (Frone et al., 1992). Time-based conflict occurs when one person's time demands limit another person's time (Frone et al., 1992). Behavioral conflict occurs when a particular behavior required by one task is inappropriate for the next task (Frone et al., 1992).

Employees with high emotional intelligence can effectively solve problems in the workplace (Cote & Miners, 2006; Lam et al., 2021). Employees experiencing work-family conflict are fully engaged at workplace and report low commitment (Lambert et al., 2020). Therefore, people with strong mental health and emotionally intelligent workers can maintain balance, solve family work problems, and meet the demands of work (Ong et al., 2006; Sarwar et al., 2021).

Emotionally intelligent and strong people are often referred to as goal achievers because they are motivated to achieve their goals and follow the strategies needed to achieve those goals (Pinder, 2014). Research showed that intelligence, motivation, education, salary, age and marital status, and gender rejection had a positive relationship with employee's commitment (Salami, 2008). Vasudevan (2013) concluded that there was a significant connection between emotional intelligence, creativity and employee commitment. If employees lose their perspective, have work family imbalance and are poorly committed, their job performance will decrease (Ali and Baloch, 2009).

Ahmad (2008) believed that work-family conflict caused stress among employees and leads to low productivity. Previously, studies proclaimed a significant positive relationship between organizational commitment, emotional intelligence and performance of employees (Rangriz and Mehrabi, 2010; Vasudevan, 2013). Akintayo (2010) found that unmarried men were more committed to the organization than women and married workers whereas, married employee reported higher work family conflict. It also showed that employees with higher emotional intelligence are more likely to deal with work-family conflict than counterparts (Suliman and Al-Shaikh, 2007). Rehman and Waheed's (2012) showed that work-family conflict had a negative impact on employee engagement.

Organizational commitment is a state in which a person supports the organization and its goals and wants to be involved in the organization (Robbins & Judge, 2015). According to Sopiah (2008), the characteristics that affect organizational commitment are personal and organizational factors and are not internal to the organization. Similarly, studies by (Karimi & Karimi, 2016; Toyama & Mauno, 2017) showed that emotional intelligence is directly linked to worker performance and commitment. If employees have emotional intelligence, their commitment to work will increase.

Employee commitment refers to the commitment of employees to their organizations. However, one of the problems that affects employees' commitment to the organization is the poor balance between work and private life and this work-family conflicts negatively impacts both personal and professional life. Moorhead and Griffin (2013) suggest that work-life balance is an individual's ability to balance the demands of work with personal and family needs. Work-life balance helps increase employee engagement.

Recently, studies by (viz., Akter et al., 2019; Hutugalung et al., 2020; Oyewobi et al., 2020) proclaimed that work-life balance positively affects organizational commitment. Similarly, Shabir and Gani (2019) believed that when employees are happy in their families and work environments, they tend to avoid conflicts and have an impact on employee engagement and performance (Popola & Fagbola, 2020). Further, Mamoni (2017) asserted that the better the work-life balance of employees, the more employee engagement will increase.

Employees with high intelligence are able to understand and recognize their own emotions, manage stress, negative emotions and anxiety, and finally establish good relationships with senior leaders and colleagues, thus ensuring good work (Robbins & Judge, 2008). In their study, Srivedi et al. (2021) and Khalid et al. (2018) stated a positive relationship between emotional intelligence and organizational commitment. They asserted that if employees can better understand, control and use their emotions, a good working environment will be created and employees will feel comfortable at work. Similarly, different researches by (Krishna & Swarnalatha, 2016; Radha & Shree, 2017; Shafiq & Rana, 2016; Waweru et al., 2020) believe that if employees have good skills, their commitment will also be high.

As the theoretical perspective concerns, JD-R theory (Demerouti et al., 2001) and emotional intelligence theory by (Salovey & Mayer, 1990) was used while studying the inter relationships between the current variables of study. Emotional intelligence theory was originally framed to focus on how the emotional intelligence help individuals to handle their job demands and maintain work life balance. JD-R theory focused on antecedents and consequences of employee engagement and commitment that had not been studied in past with current variables. Therefore, present study tries to see how emotional intelligence and work family life (antecedent) impact employee commitment (consequence).

Recent literature provided evidence that in the modern world, maintaining work-life balance while working remotely has become very difficult. Employees require flexible working hours and many more facilities to maintain a healthy balance between work and personal life because work-life balance had significant impact on their commitment. Moreover, emotionally intelligent people are able to balance out this conflict than counterparts (Inge et al., 2020; Vijayakumar et al., 2015). Therefore, the purpose of this study is to combine work life balance with emotional intelligence to see their impact on employee's commitment.

In Pakistan, studies focusing on emotional intelligence, work-life balance and commitment have been conducted with teachers and health service providers (Naz et al., 2021; Shafiq & Rana, 2016), very few studies were conducted with banking sector in particular with bank managers. Moreover, literature is scarce on the combined role of emotional intelligence and work-life balance with employee's commitment in banking sector of Pakistan. This study tried to fill the gap in the literature by investigating the relationship between these variables.

### **Objectives of Study**

Considering above-mentioned Literature review, current study tries to investigate the following objectives:

1. To see the correlation between emotional intelligence, work-family conflict and employee commitment among managers.
2. To measure the relative strength of emotional intelligence and work-family conflict in employee commitment among managers.
3. To see the gender differences in terms of emotional intelligence, work-family conflict and employee commitment among managers.
4. To see the impact of level of qualification in terms of study variables.
5. To see the impact of monthly income in terms of study variables.

### **Hypotheses of Study**

1. There would be significant correlation between emotional intelligence, work-family conflict and employee commitment.
2. Emotional intelligence and work-family conflict would be significant predictors of employee commitment.
3. Men and women managers would significantly differs in terms of study variables.
4. There would be significant differences due to qualifications in terms of emotional intelligence, work-family conflict and employee commitment.
5. There would be significant income differences in terms of emotional intelligence, work-family conflict and employee commitment.

### **Method**

In present study quantitative research design was employed by using survey correlational method and objective research measures to collect the data from managers.

### **Sample of Study**

The Convenience sample of branch managers, operation managers and credit managers of private banks (N=400; Men n=280 & Women n=120) with age ranged between 35-60 years belonged to diverse income groups, educational levels (graduation and post-graduation levels) and job experience were taken from Lahore District as participants of study.

## Measures

### **Demographic Sheet**

This sheet included participant's information regarding gender, age, educational level, job experience and income groups.

### **Emotional Intelligence Scale**

Wong et al. (2002) developed this self-report questionnaire for measuring emotional intelligence among general population. The scale comprised of 16 response items and consisted of four dimensions. The items are rated on a 5 point Likert scale from 1= strongly disagree to 5 = strongly agree. Scale showed good reliability value ( $\alpha = .93$ ) reported by (Samim et al., 2022).

### **Work-Family Conflict Scale**

Kopelman et al. (1983) developed this short scale for evaluating the work family conflict of individuals in different domains. The scale has six items and responses are recorded on a 5 point Likert type scoring. Scale had good internal consistency ( $\alpha = .89$ ) as found by (Manzoor et al. 2021).

### **Employee Commitment Scale**

The 8 items scale by Nadeem and Abbas (2009) was used to measure commitment among employees. The items based on 5-point Likert type response method and total scores are obtained by calculating all scores. Scale showed good internal consistency (Samim et al., 2022).

### **Analyses of Data**

Data was analyzed through descriptive and inferential statistics including Reliability, Correlation, Regression and MANOVA on SPSS Version 20.0 for finding out the results of study.

### **Procedure**

After the approval of topic, permission was taken from original authors of the research instruments and private banks for data collection. A convenient sampling was used to approach and collect the data from managers working in private banks. Participants were personally contacted and informed about the purpose of study by the researcher. The consent Form was signed before collection of information. Confidentiality and protection of data were ensured for the participants. Ethical considerations were followed throughout research. Initially, researcher distributed 450 forms, whereas fifty forms were found incomplete and discarded from the final analyses. Only 400 forms that were completed in all aspects used for data analyses.

## Results

**Table 1**

*Frequencies of Sample's Characteristics (N=400)*

| Source         |                           | F   | (%)   |
|----------------|---------------------------|-----|-------|
| Gender         | Men                       | 280 | 41.2% |
|                | Women                     | 120 | 58.8% |
| Age            | 35-45 Years               | 186 | 46.5% |
|                | 46-60 Years               | 214 | 53.5% |
| Education      | BS                        | 126 | 31.5% |
|                | MPhil                     | 226 | 56.5% |
|                | PHD                       | 48  | 12.0% |
| Job Experience | 1-5 years                 | 193 | 31.5% |
|                | 6-10 years                | 126 | 48.3% |
|                | 11-15 years               | 81  | 20.3% |
| Monthly Income | Equal to 100000 (Low)     | 190 | 47.5% |
|                | 101000-150000 (Middle)    | 124 | 31.5% |
|                | 151000 and above (Higher) | 84  | 21.0% |

Table 1 showed demographic details of participants of study including gender, age, education, job experience, and monthly income.

**Table 2**  
*Reliability Analysis of Study Scales (N=400)*

| Variable               | K  | M     | SD   | $\alpha$ | Range  |           |
|------------------------|----|-------|------|----------|--------|-----------|
|                        |    |       |      |          | Actual | Potential |
| Emotional Intelligence | 16 | 58.73 | 6.83 | .72      | 16-80  | 10-80     |
| Work-Family Conflict   | 6  | 18.21 | 3.48 | .68      | 6-30   | 8-32      |
| Employee Commitment    | 6  | 20.01 | 2.72 | .75      | 6-30   | 9-34      |

Table 2 showed that all research instruments had promising reliabilities.

**Table 3**  
*Inter-Correlational among Study Variables (N= 400)*

| Variable                  | 1      | 2     | 3     | 4     | 5     | 6      | 7      | 8 |
|---------------------------|--------|-------|-------|-------|-------|--------|--------|---|
| 1. Gender                 | -      |       |       |       |       |        |        |   |
| 2. Age                    | .18**  | -     |       |       |       |        |        |   |
| 3. Education              | .03    | .23** | -     |       |       |        |        |   |
| 4. Job Experience         | .06    | .37** | .32** | -     |       |        |        |   |
| 5. Income                 | .09    | .31** | .42** | .27** | -     |        |        |   |
| 6. Emotional Intelligence | -.16** | .10*  | .18** | .11*  | .08   | -      |        |   |
| 7. Work-Family Conflict   | .08    | .02   | .03   | .01   | .08   | -.38** | -      |   |
| 8. Employee Commitment    | -.17** | .12*  | .17** | .06   | .13** | .81**  | -.47** | - |

\* $p < .05$ , \*\* $p < .01$ .

Table 3 indicated the Pearson's product-moment coefficient of correlations among study variables. Age and education had significant positive correlations with employee commitment ( $r = .12^*$ ) and ( $r = .17^{**}$ ). Emotional Intelligence had significant negative correlation with work family conflict ( $r = -.38^{**}$ ) whereas, it has positive correlation with employee commitment ( $r = .81^{**}$ ). Work-family conflict had significant negative correlation with employee commitment ( $r = -.47^{**}$ ).

**Table 4**  
*Stepwise Regression Analysis for Predicting of Commitment among Bank Managers (N=400)*

| Predictor              | B    | SE  | $\beta$ | T     | P    |
|------------------------|------|-----|---------|-------|------|
| Step 1                 |      |     |         |       |      |
| Emotional Intelligence | 3.02 | .11 | .81     | 27.16 | .001 |
| Step 2                 |      |     |         |       |      |
| Emotional Intelligence | 2.74 | .11 | .73     | 23.79 | .001 |
| Work-Family Conflict   | .91  | .15 | -.19    | 6.22  | .001 |
| Step 3                 |      |     |         |       |      |
| Emotional Intelligence | 2.71 | .12 | .72     | 23.53 | .001 |
| Work-Family Conflict   | .92  | .15 | -.19    | 6.29  | .001 |
| Education              | 1.74 | .64 | .07     | 2.70  | .01  |

Note: \* $p < .05$ , \*\* $p < .01$ ; \*\*\* $p < .001$

Table 4 shows that in step 1 emotional intelligence has appeared as salient predictor of employee commitment accounting for 65 percent of the variance  $R^2 = .65$ ,  $\Delta R^2 = .649$ ,  $F(1,396) = 737.87$ ,  $p < .001$ ,  $\beta = .76$ , having positive association with commitment. In Step 2 work family conflict has appeared as

significant predictor of employee commitment accounting for 68 percent of the variance  $R^2=.68$   $\Delta R^2 = .679$ ,  $F(2,397) = 423.29$ ,  $p < .001$ ,  $\beta = -.19$ , having negative association with commitment. In step 3, Education appeared third significant predictors of commitment among employees accounting for extra 1% of variance and total variance reach up to 69 percent;  $R^2 = .69$ ,  $\Delta R^2 = .689$ ,  $F(3, 396) = 289.11$ ,  $p = .01$ , having positive association with commitment which means that highly educated employees reported higher commitment.

**Table 5**

*One-Way MANOVA for Gender Differences on Study Variables (N=400)*

| Source | DVs                    | SS         | df  | MS      | F     | p    | $\eta^2$ | Power |
|--------|------------------------|------------|-----|---------|-------|------|----------|-------|
| Gender | Emotional Intelligence | 146.99     | 1   | 146.99  | 10.17 | .01  | .03      | .88   |
|        | Work-Family Conflict   | 26.73      | 1   | 26.73   | 2.96  | .08  | .01      | .40   |
|        | Employee Commitment    | 2378.67    | 1   | 2378.67 | 11.80 | .001 | .03      | .92   |
| Error  | Emotional Intelligence | 5749.79    | 398 | 14.44   |       |      |          |       |
|        | Work-Family Conflict   | 3584.44    | 398 | 9.00    |       |      |          |       |
|        | Employee Commitment    | 80202.29   | 398 | 201.1   |       |      |          |       |
| Total  | Emotional Intelligence | 187458.00  | 400 |         |       |      |          |       |
|        | Work-Family Conflict   | 196025.00  | 400 |         |       |      |          |       |
|        | Employee Commitment    | 9896077.00 | 400 |         |       |      |          |       |

Table 5 indicates that there are significant gender differences on emotional intelligence,  $F(1, 398) = 10.17$ ,  $p = .01$ ,  $\eta^2 = .03$ , and employee commitment  $F(1,398) = 11.80$ ,  $p = .01$ ,  $\eta^2 = .03$ . Mean difference indicates that men scored are higher on emotional intelligence ( $M = 22.43$ ,  $SD = 3.27$ ) than women ( $M = 20.98$ ,  $SD = 3.93$ ) whereas, women scored higher on employee commitment ( $M = 161.61$ ,  $SD = 13.88$ ) than men ( $M = 155.32$ ,  $SD = 14.28$ ).

**Table 6**

*One-Way MANOVA for Educational Comparison on Study Variables (N=400)*

| Source    | DVs                    | SS         | df  | MS      | F    | P    | $\eta^2$ | Power |
|-----------|------------------------|------------|-----|---------|------|------|----------|-------|
| Education | Emotional Intelligence | 132.93     | 2   | 66.46   | 4.57 | .01  | .03      | .77   |
|           | Work-Family Conflict   | 23.23      | 2   | 11.61   | 1.28 | .27  | .01      | .27   |
|           | Employee Commitment    | 3226.44    | 2   | 1613.22 | 8.07 | .001 | .04      | .95   |
| Error     | Emotional Intelligence | 5763.85    | 397 | 14.51   |      |      |          |       |
|           | Work-Family Conflict   | 3587.94    | 397 | 9.03    |      |      |          |       |
|           | Employee Commitment    | 79354.53   | 397 | 199.88  |      |      |          |       |
| Total     | Emotional Intelligence | 187458.00  | 400 |         |      |      |          |       |
|           | Work-Family Conflict   | 196025.00  | 400 |         |      |      |          |       |
|           | Employee Commitment    | 9896077.00 | 400 |         |      |      |          |       |

Table 6 indicates that there are significant educational differences on emotional intelligence,  $F(2, 397) = 4.57$ ,  $p = .01$ ,  $\eta^2 = .03$ , and employee commitment  $F(2,397) = 8.07$ ,  $p = .01$ ,  $\eta^2 = .04$ . Mean difference indicates that managers with post-graduation qualification scored higher on emotional intelligence ( $M = 22.85$ ,  $SD = 3.89$ ) than graduated employees ( $M = 20.99$ ,  $SD = 3.42$ ). Similarly, post graduated bank managers scored higher on employee commitment ( $M = 164.08$ ,  $SD = 15.33$ ) than graduated employees ( $M = 154.61$ ,  $SD = 11.10$ ).

**Table 7***One-Way MANOVA for Income Differences on Study Variables (N=400)*

| Source | DVs                 | SS         | df  | MS     | F    | P   | $\eta^2$ | Power |
|--------|---------------------|------------|-----|--------|------|-----|----------|-------|
| Income | Employee Commitment | 1659.90    | 2   | 829.95 | 4.07 | .02 | .02      | .73   |
| Error  | Employee Commitment | 80921.06   | 397 | 203.83 |      |     |          |       |
|        | Employee Commitment | 9996077.00 | 400 |        |      |     |          |       |

Table 7 indicates that monthly income caused significant differences in terms of emotional intelligence,  $F(2, 397) = 4.07$ ,  $p = .02$ ,  $\eta^2 = .02$ . Mean difference indicates that managers with higher monthly income scored higher on emotional intelligence ( $M = 160.51$ ,  $SD = 16.72$ ) than low income ( $M = 155.24$ ,  $SD = 10.85$ ).

### Discussion

The findings of the present study indicated that emotional intelligence had a significant negative correlation with work family conflict, whereas it had a positive association with employee commitment. The results are consistent with studies by (Khalid et al., 2018; Radha & Shree, 2017; Srivedi et al., 2021) proclaimed significant positive correlation between emotional intelligence and organizational commitment. Findings showed that emotionally intelligent employees were more commitment and better able to manage their work and family life. Similarly, studies by (Shafiq & Rana, 2016; Waweru et al., 2020) showed that emotional intelligence significantly associated with employee commitment. Ahmad (2008) asserted that work-family conflict resulted in higher stress and poor commitment to work among employees.

Current findings also indicated that work-family conflict had significant negative correlation with employee commitment. Present findings coincide with previous studies by (viz., Mamoni, 2017; Oyewobi et al., 2020) proclaimed that poor work-life balance negatively affected employees' commitment. Similarly, studies by (Hutugalung et al., 2020; Shabir et al., 2019) asserted that employees had a higher work-family conflicts were less likely to engage and perform well. Further, (Akter et al., 2019; Popola & Fagbola, 2020) proclaimed that work-life balance of employees made them more productive, commitment and engaged at workplace.

Step-wise regression analysis revealed that emotional intelligence, work family conflict and education appeared as salient predictors of employee commitment among bank managers. Present findings are coincide with previous studies like (Krishna & Swarnalatha, 2016; Sarwar et al., 2021) work-family conflicts negatively impacted commitment of employees at job. Present finding are supported with previous researchers by (Lambert et al., 2020; Lam et al., 2021) asserted that emotional intelligence and work family conflicts are significant predictors of employee commitment. In terms of education, as salient predictor of employee commitment previous study supported the present findings as Salami (2008) found that emotional intelligence and education had a vital role in employee's commitment.

As gender differences are concerned, the present findings indicated that men and women significantly differs in terms of emotional intelligence and employee commitment. Mean differences indicated that men scored higher on emotional intelligence than women. Current findings are in line with previous studies like Salami (2008) showed that men reported higher scores on emotionally intelligence than women. Similary, Lambert et al. (2020) also reported that men were higher on emotional intelligence than their counterparts. Moreover, the present results indicated that women scored higher on employee commitment than men. These results coincide with previous literature (Shabir et al., 2019; Salami, 2008) that women showed more commitment to their work and organizations compared to men.

In terms of educational differences, managers with post-graduation qualification scored higher on emotional intelligence and employee commitment. Results coincide with previous studies by Sugiono et al. (2021) asserted that educated employees were more emotionally competent and committed to their work. Further, training and education help employee to deal efficiently with daily hassles. Employees with higher education reported higher commitment to the job as they scored higher on emotional intelligence and were better able to handle job demands (Salami, 2008). As monthly income differences are concerned, managers with higher monthly income scored higher on emotional intelligence. The present findings are aligned with previous studies by (Radha & Shree, 2017; Sugiono et al., 2021) proclaimed that employees with higher income status were highly committed to their jobs and served their organization for many years then lower income group. Moreover, highly paid employees reported lower turnover than low income employees

(Salami, 2008).

### **Limitations and Suggestions**

The data collection was limited to the Lahore District. Future researchers should collect data from other cities as well to conduct a comparative analysis. Data is collected from manager working in private organization whereas, study could also be done with managers working in government banks as well. In present research correlational research design and no cause and effect relationship is checked which should be conducted in future. Present study is purely quantitative in nature, so qualitative studies are recommended for in-depth analysis of data from participants through semi structured interviews.

### **Conclusion**

In light of current findings, we are in a position to conclude that emotional intelligence, work family conflict and education were significantly predicted employee commitment among managers working in private banking sector. Emotional intelligence is beneficial in enhancing employee commitment. Moreover, men scored higher on emotional intelligence, whereas women scored higher on employee commitment, which are consistent to previous findings. Furthermore, managers with post-graduation qualifications and higher income scored higher on emotional intelligence and employee commitment.

### **Implications**

Findings had important implications for organizational psychologist and clinicians working with bank managers, to provide insight about importance of emotional intelligence while balancing out the work family conflicts and enhancing employee's commitment towards job and organization. The present study is helpful for counselors dealing with managers who experience work family spillover effect on personal and organizational commitment, by providing a flexible environment employees can experience lower stress and enhance their commitment. Moreover, different programs that provide training, stress management techniques and workshops should be commenced by organizations that enable bank managers to become emotionally intelligent so they can easily manage work family conflict and report higher commitment. It has wide implications in the field of organizational psychology because it opens a new door for future studies by studying the role of work family conflict on commitment among bank managers, which has been studied less in Pakistan.

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