

EMOTIONAL INTELLIGENCE AND WORK COMMITMENT OF PUBLIC SCHOOL ADMINISTRATORS

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ABSTRACT

Purpose: This study investigated the emotional intelligence and work commitment levels of public school administrators (elementary and secondary) in the districts of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG), Division of Bohol, for the School Year 2018 – 2019, with the end view of proposing recommendations.

Approach/Methodology/Design: Data from 49 participants on emotional intelligence and work commitment are extracted using Schutte Intelligence Scale or Assessing Emotions Scale and Meyer and Allen's Three Commitment Model (TCM) Questionnaire. It espoused a descriptive-correlational research design with the aid of standardized tools.

Findings: Results showed that females dominated among the respondents, wherein most of them obtained only a few Master's units. All dimensions of emotional intelligence were rated "Very High," and in general, they obtained "Very High" emotional intelligence level. The research participants have very high affective, continuance, and normative commitment levels. Overall, they possess a "Very High" commitment level. On the other hand, the respondents' demographic profile (as to age, sex, civil status, highest educational attainment, and length of service as administrator) did not correlate with their emotional intelligence and work commitment levels. Furthermore, a correlation exists between emotional intelligence and work commitment, which implies that emotional intelligence is a determinant of their work commitment. Provident recommendations were given to address the studied phenomenon.

Practical Implications: The study aimed to explore if emotional intelligence is a predictor of work commitment.

Originality/value: This study investigates the level of intelligence and work commitment of public school administrators.

INTRODUCTION

School administrators, such as principals, head teachers, and teachers-in-charge, are among the essential employees in the Department of Education. They play crucial roles in the improvement of school results by fostering a climate of positivity and motivating and empowering teachers. Hence, effective school leaders are valuable in attaining an efficient and effective educational system.

As implementers and front liners of the Department, school leaders are given various tasks, mandates, and targets that stretch them to their limits. They are much like the chief executive officer of a company since they impact schools in many ways. They supervise the teachers, develop school culture, implement, and enforce rules, guide instruction, and ensure that all students receive a quality education. RA 9155, or the Governance of Basic Education Act of 2001 emphasizes that from being an instructional leader, facility manager to community leader,

the scope of an administrator's duties seems limitless and even more challenging. They work under an increasing amount of stress that enervates them physically and emotionally.

Interestingly, various studies revealed that one of the influential factors which motivate school leaders to stay faithful in their jobs is work commitment. Work commitment is a construct that pertains to psychological attachment in one's career and has been recognized as a significant factor affecting organizational behavior and positive work outcomes (Meyer et al., 2002). Commitment is a critical attitude that propels them to persist in working despite various obstacles and discouragements arising from the nature of their work. Employees who are committed to performing better, work harder and stay in their jobs than those who lack commitment. Vance (2006) further strengthens the importance of work commitment of all employees by emphasizing its effect on the organization or companies, including higher productivity and lower employee turnover.

Mindful of the importance of school administrators' commitment to the Department of Education, it is imperative to study their level of work commitment as well as the other factors which have a bearing on their dedication as educational leaders. This study also aimed to explore if emotional intelligence is a predictor of work commitment. Furthermore, based on the researchers' knowledge on the topic being studied, there has never been a published study which investigates the mentioned variables, particularly in the province of Bohol. It is the research gap that the researcher would like to investigate.

LITERATURE REVIEW

Emotional Intelligence

Emotional Intelligence is the ability to identify and manage your own emotions and the emotions of others. It is said to include three skills: emotional awareness; capacity to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.

Emotion is derived from the word "emover" which means to move or excite. More recently, the term relates to any subjective experience. Emotions can relate to the expression of love, hate, attraction, aggression, and disappointment. "Emotions are internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness. Emotions arise in response to a person's changing relationships (Adams, 2011).

According to David Wechsler, intelligence can be defined as the aggregate of an individual to act with purpose and to deal effectively with the environment. Wechsler also postulated that non-intellective abilities were important predictors of success in one's life (Cherniss, 2000). The seeds of EQ have been embedded in what is known as social intelligence (SI) which was first proposed by Thorndike in 1920 (cited in Adams, 2011) and is defined as the ability to understand and manage men and women, boys, and girls.

Dalip Singh (2003) defines Emotional intelligence as "the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions—emotional competency, emotional maturity and emotional sensitivity—which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

Happiness, fear, anger, affection, shame, disgust, surprise, lust, sadness are emotions, which directly affect our day-to-day life. For long, it has been believed that success in the workplace depends on our level of Intelligence quotient (IQ) as reflected in our academic achievements,

exams passed, marks obtained, etc. But how bright we will be outside the classroom, faces with life's difficult moments? Here we need a different kind of resourcefulness, termed as Emotional Intelligence (EQ), which is a different way of being smart. Emotional Intelligence is what gives a person a competitive edge. Everyone is trained to be smart; the most valued and productive managers are those who have strong traits of Emotional Intelligence and are not necessarily those with the highest IQ.

The lack of Emotional Intelligence explains why people who, despite having a high IQ, have been such utter failures and disastrous in their personal and professional lives. In contrast, individuals high on Emotional Intelligence are poised, outgoing, committed to other people and worthy causes, sympathetic and caring, with a rich and fulfilling emotional life. They are comfortable with themselves, others, and the social universe they inhabit. It is often said that a high IQ may assure you a top position, but it may not make you a top person.

Work Commitment

Commitment defines as the connection of all affiliates with their organization. Employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. The auxiliary worth of such employees is that they tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support.

Work commitment is seen as a person's adherence to work ethic, commitment to a career/profession, job involvement, and organizational commitment. Individuals can feel committed to an organization, top management, supervisors, or a particular work group. Commitment has been examined about "career, union and profession" (Darolia, Darolia, & Kumari, 2010). Studies showing instances of high work commitment have also proven to highly relate to organizational performance. It is the second most studied job attitude in I/O psychology for this reason (PSUWC, 2013). It affects all organizations at some level and enables companies to evaluate issues like turnover during times of varying economic stability. All these attitudes interact to shape the conceptual framework of everyone's work commitment.

Work commitment is sometimes taken as synonymous organizational commitment which has been defined as an employee's valuing the organizational benefits more than their personal benefits (Özsoy et al., 2004). McDonald and Makin (2000) have defined organizational commitment as a psychological treaty signed between the person and the organization, while Valentine, Godkin, and Lucero (2002) have defined it as the inclination of employees' interests and commitments to the organization. Organizational commitment can also be defined as the adoption of the goals of the organization by the employees and their commitment to the organization to achieve these goals.

Emotional Intelligence and Commitment

A study conducted in selected five star hotels in Tehran, Iran explored the relationship between emotional intelligence and organizational commitment among their employees. The research utilized an applied, descriptive, survey-based, and correlational framework. The population of the study comprised 423 employees (N =423) of public 5- star hotels in Tehran including Esteghlal, Laleh, and Homa. The sample was randomly selected based on Kerjesi-Morgan table and included 142 (n=142) individuals. The data gathering instruments were two standard questionnaires measuring emotional intelligence and organizational commitment. To analyze the data, Pierson correlation, ANOVA, and Qi-square were employed, and results revealed that there was a significant relationship between the two main variables of the study, namely, emotional intelligence and organizational commitment and some of the components of these variables. This signifies the necessity of attracting and employing highly emotionally

intelligent individuals, training them in different levels and leading them towards the application of the skills required. Paving the ground for the development and continuation of emotional intelligence within managers and the staff of the hotels and residential centers are also inevitable factors to be followed (Mohamadkhani & Lalardi, 2012).

Aghdasi et al. (2011) in their study analyzed direct and indirect effects of emotional intelligence on occupational stress, job satisfaction, and organizational commitment. Based on previous studies, one exogenous variable (emotional intelligence) and three endogenous variables, i.e., occupational stress, job satisfaction, and organizational commitment were analyzed through Path Analysis method. The participants were 234 employees in an Iranian organization. They were chosen through proportional stratified sampling. The results of the study indicate that emotional intelligence does not have any direct and indirect effects on occupational stress, job satisfaction, and organizational commitment. Moreover, occupational stress not only has a direct negative effect on job satisfaction, it also has an indirect negative effect on organizational commitment. Job satisfaction has a strong direct positive effect on organizational commitment. The mediatory role of job satisfaction in the effect of occupational stress on organizational commitment is confirmed in the study.

Another study investigated the relationship between emotional intelligence and organizational commitment among college teachers in Pakistan. This study used descriptive correlational research design. Data were collected from 494 college teachers in Pakistan. Schutte's Assessing Emotions Scale and Allen & Mayer's three components of organizational commitment measures were used to collect the data. Pearson Product Moment Formula was applied to test the hypotheses. Regression Analysis was also used to determine the effect of emotional intelligence on organizational commitment. The findings of the research revealed a significant relationship between emotional intelligence and organizational commitment. EI also displayed significant positive relationships with three components of organizational commitment which are denoted by affective, continuance and normative commitment, respectively. Emotional intelligence reflects a reasonable power of predictability toward the organizational commitment of teachers. The study recommended emotional intelligence be included in the criteria for selection and recruitment of teachers, and that it be utilized as an intervention to enhance the level of organizational commitment of prospective and in-service teachers in Pakistani colleges. (Shafiq & Rana, 2016).

Another researcher (Ashworth, 2013) investigated the relationship between secondary public school principals' emotional intelligence and school performance using correlational-explanatory sequential mixed methods model. It was found out that principal's awareness of his/her emotions as well as other's emotions and how to deal with them are vital to relationship building and positive leadership. The practical implications of the study are to develop, strengthen, and enhance principals' emotional intelligence skills to become more effective administrators. As recommended, EI can be taught and developed to aspiring principals by enrolling in the advanced studies. Emotional intelligence skills can also be developed, strengthened, and enhanced through professional development opportunities like continuing education classes, staff development, and workshops.

Naderi (2012) reported a significant correlation between emotional intelligence and organizational commitment. He found out that there was no significant difference among high-school English teachers of different genders and ages concerning their organizational commitment. Regarding emotional intelligence, the findings of this study provide support for gender differences wherein females reported higher emotional intelligence. The results also show no age differences among the respondents. Additionally, Ponterotto et al. (2011) reported that various research conducted in the past found out that gender impacts upon Emotional Intelligence.

Chang et al (2015) investigated on the relations between principals' perceived autonomy support from superintendents, affective commitment to their school districts, and job satisfaction. Data were collected from K-12 public school principals in the United States (N = 1,501) who completed an online survey. Data were analyzed using hierarchical regression analyses. The results indicate that principals are more likely to be affectively committed to their school districts and more satisfied with their jobs when they perceive their superintendents as more autonomy supportive. In addition, they found a significant interaction between perceived autonomy support and years of employment by current school districts indicating that the relation between autonomy support and affective commitment is particularly important for principals with fewer years of experience in their current school districts. The results of the present study suggest that superintendents should work to ensure that principals perceive a sense of encouragement, understanding, and decision-making support, especially principals with less experience in the school district.

A study conducted among secondary school teachers in Ekiti State, Nigeria explored the relationship of emotional intelligence and organizational commitment. The study randomly selected 210 teachers from 11 secondary schools in Ekiti State, Nigeria. The data collected were analyzed using Multiple Regression Analysis. The researchers revealed that job satisfaction and emotional intelligence significantly predicted organizational commitment of secondary school teachers. It was recommended that job satisfaction and emotional intelligence of teachers should be enhanced to improve their organizational commitment (Akomolafe and Olatomide, 2013).

It was reported that employees' commitment is essential to a university as their commitment may be directed towards several entities, such as the work of teaching and research, to students' success, to specific programs or the universities as the organization. A low level of commitment tends to demonstrate negative work behaviors. The study also investigated the impact of emotional intelligence and commitment to leadership behavior among the academic staffs. A total of 169 academic staff selected based on stage and cluster sampling participated in this study. The result showed a significant correlation between emotional intelligence and leadership behavior on organizational commitment (Nordin, 2012)

Lastly, another study by Brunetto et al (2012) examined the effect of emotional intelligence of police officers in explaining their organizational commitment and turnover intentions. Survey responses from 193 police officers in Australia were analyzed using partial least squares path modeling. As predicted, emotional intelligence leads to job satisfaction and well-being, with positive path relationships leading to employee engagement and organizational commitment, thereby affecting turnover intentions. Organizational commitment was found to partially mediate the causal relationship between employee engagement and turnover intentions.

METHODOLOGY AND PROCEDURES

This study made use of a descriptive-correlational research design utilizing standardized questionnaires to measure the main variables of this study, namely: emotional intelligence and work commitment. The Emotional Intelligence was measured using the Schutte Emotional Intelligence Scale or Assessing Emotions Scale (ASS), which anchors from Mayer & Salovey's (1990) Ability Model Theory. The second variable, which is work commitment, is measured using Meyer & Allen's (1991) Three Commitment Model (TCM) Questionnaire.

The respondents of this study will be the twenty-nine (29) full-fledged public elementary school administrators and twenty (20) full-fledged public secondary school administrators from the districts of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG), Division of Bohol.

Table 1. Distribution of Respondents(N=49)

District	Population		Total	Percentage
	Secondary	Elementary		
Candijay	5	6	11	23%
Alicia	4	6	10	20%
Mabini	5	6	11	23%
Anda	3	5	8	16%
Guindulman	3	6	9	18%
Total	20	29	49	100%

This study adapted three standardized tools to measure its main variables. The research employed a made up of three parts. The first part captures the respondents' demographic profile as to age, sex, civil status, highest educational attainment, length of service as administrator and position. The second part utilized the Schutte Emotional Intelligence Scale or the Assessing Emotions Scale (SAS), which anchors from Salovey & Mayer's Ability Model of Emotional Intelligence. The third and last part adapted the Three Commitment Model (TCM) Questionnaire of Meyer & Allen's (1991), one of the leading instruments for empirical research measuring employee's commitment to an organization in the following dimensions: affective, normative, and continuance.

The researcher conducted the study in the chosen locale guided by a memorandum released by the Superintendent. After the issuance of the said memorandum urging all personnel to support the researcher, the survey-tools were then distributed to the respondents. The research gave the respondents enough time to answer the survey before it was retrieved. The responses were then tallied and collated in tables and then subjected to statistical treatment for hypothesis testing. The findings and results of the study became the bases for conclusions and recommendations for proposed enhancement measures.

To avoid copyright infringement, the researcher asked permission from the authors to utilize their survey tool through e-mail correspondence. The researcher pursued the data gathering through a memorandum released by the Schools Division Office. In the conduct of answering the questionnaire, logical instructions were provided.

The treatment of data will be carried out through assigning codes to the different groups of respondents. This procedure is by the requirements of research ethics. In the course of conducting the research, there was no attempt to reveal the identity of the subjects.

The respondents' profile and frequency of answers reflected in the questionnaire were determined through percentage. To determine the emotional intelligence and work commitment levels of the respondents, it used the weighted mean. In determining the relationship among variables, Pearson-Product coefficient moment correlation, and chi-square were utilized.

RESULTS AND DISCUSSION

The findings of the study served as a basis in the formulation of the recommendations to address the phenomenon studied.

Table 2. Profile of the Respondents(N = 49)

Items		F	%	Rank
Age (in years)				
Below 30		0	0	6
	30-38	3	6.12	4
	39-46	8	16.33	3
	47-54	26	53.06	1

	55-62	11	22.45	2
	63-65	1	2.04	5
Sex				
	Male	16	32.65	2
	Female	33	67.35	1
Civil Status				
	Single	4	8.16	2
	Married	44	89.80	1
	Widowed/Widower	1	2.04	3
Highest Educational Attainment				
	With MA Units	31	63.27	1
	MA Graduate	6	12.24	3
	With Ph.D. Units	7	14.29	2
	Ph.D. Graduate	5	10.20	4
Length in Service as a School Administrators				
	1 to 5	14	28.57	2.5
	6 to 10	15	30.61	1
	11 to 14	6	12.24	4
	15-above	14	28.57	2.5

Table 2 reveals that majority of the respondents are in the middle adulthood stage. The youngest age among the age group is 30 years old. Females dominated the population with a frequency of 33 or 67.35%. With regards to civil status, majority of the respondents are married with a frequency of 44 or 89.80%. In terms of highest educational attainment, majority of the respondents obtained MA units with a frequency of 31 or 63.27%, implying that there is a need for the school administrators to finish their advanced studies. In terms of working experience, the most significant chunk of respondents with a frequency of 15 or 30.61% accumulated 6 to 10 years of experience as a school administrator.

Table 3. Respondents' Level of Emotional Intelligence

	WM	Interpretation	Rank
Ability to Appraise Emotion	3.51	Very High	4
Ability to Regulate Own Emotion	3.56	Very High	2
Ability to Manage Other's Emotion	3.52	Very High	3
Ability to Utilize Own Emotion	3.62	Very High	1
Grand Mean	3.55	Very High	

Emotional intelligence has the following dimensions: to appraise, to regulate own emotion, to manage other's emotion, and ability to utilize own emotion. The result shows that their ability to utilize their own emotion obtained the highest rating of 3.62 (Very High). It is followed by the ability to regulate their own emotion with a weighted mean of 3.56 (Very High). Ranked third is the ability to manage other's emotion with a weighted mean of 3.52 (Very High). Ranked lowest is their ability to appraise emotion with a weighted mean of 3.51, interpreted as "Very High." Overall, they obtained a grand mean of 3.55 with an interpretation of "Very High."

Table 4. Respondents' Level of Work Commitment

Dimensions	WM	Interpretation	Rank
Affective Component	3.54	Highly Committed	1
Continuance Component	3.34	Moderately Committed	3
Normative Component	3.46	Highly Committed	2
Grand Mean	3.45	Highly Committed	

All dimensions were rated "Highly Committed". They obtained the highest rating of 3.54 (Highly Committed) in the affective component. This is followed by the normative component with a weighted mean of 3.46 (Highly Committed). Ranked lowest is the continuance component with a weighted mean of 3.34 (Very High). Overall, they obtained a grand mean of 3.45, interpreted as "Highly Committed" work commitment level.

Table 4. Test of Relationship Between the Respondents' Profile and their Level of Emotional Intelligence (N = 49)

Profile	χ^2	df	p-value	Remarks
Age	1.94	4	0.746	Not Significant
Sex	0.029	1	0.866	Not Significant
Civil Status	2.201	2	0.366	Not Significant
Highest Educational Attainment	9.23	3	0.098	Not Significant
Years in Service	1.73	3	0.631	Not Significant

**Correlation is significant at the 0.05 level (2-tailed)* Table 5.1 elaborated that there is no significant degree of relationship between the respondents' profile and the emotional level. It further implies that the respondents' profile is not a determinant of their emotional intelligence level. It suggests that Emotional Intelligence can be taught and strengthened to aspiring principals by enrolling in advanced studies, and to maximize the full potential of a person's emotional intelligence, continuous personal and professional development is required (Ashworth, 2013).

Table 6. Test of Relationship Between the Respondents' Profile and Their Level of Work Commitment (N = 49)

Profile	χ^2	Df	p-value	Remarks
Age	4.495	4	0.343	Not Significant
Sex	3.007	1	0.083	Not Significant
Civil Status	2.23	2	0.328	Not Significant
Highest Educational Attainment	0.345	3	0.951	Not Significant
Years in Service	4.22	3	0.238	Not Significant

**Correlation is significant at the 0.05 level (2-tailed)*

Table 5.2 expounded that there is no significant degree of relationship between the respondents' profile and the work commitment level. It further implies that the respondents' profile is not a determinant of their work commitment level. It elaborates that those higher-ups should work to guarantee that school administrators recognize a sense of inspiration, compassionate, and administrative support, especially principals with less experience in the schools (Chang et al., 2015).

Table 6. Test of Relationship Between the Respondents' Level of Emotional Intelligence and Work Commitment (N = 49)

Emotional Intelligence and	r	Interpretation	Sig.	Remarks
Work Commitment	0.801	Strong Relationship	<0.001	Significant

**Correlation is significant at the 0.05 level (2-tailed)*

Correlation between Emotional Intelligence and Work Commitment. Table 6 presents the test of the relationship between the school administrators' level of emotional intelligence and their level of work commitment. It means that there is a significant correlation between the level of emotional intelligence and work commitment of the school administrators since the computed r-value of 0.801 with the significant value of <0.001 which is lesser than 0.05 level of significance, thus, the null hypothesis is rejected. There is a significant relationship between the respondents' emotional intelligence and work commitment. It denotes that if the school administrators' level of emotional intelligence is high, then their level of work commitment is

also high. It also indicates that a low level of commitment tends to demonstrate negative work behaviors (Nordin, 2012). It depicts further that emotional intelligence is a determinant of their work commitment.

CONCLUSION

Based on the summary of findings, the following conclusions were drawn out; (1) Female school administrators dominate most of the respondents. In terms of educational attainment, most of them obtained only a few Master's units; (2) All dimensions of emotional intelligence were rated "Very High." In general, they obtained "Very High" emotional intelligence level; (3) The respondents have very high affective, continuance, and normative commitment levels. Overall, they possess "Highly" commitment level; (4) The respondents' profile (as to age, sex, civil status, highest educational attainment, and length of service as administrator) did not correlate with the respondents' emotional intelligence and work commitment levels; (5) Emotional Intelligence correlated with the respondents' work commitment.

From the given findings, there is an imperative need to recommend the following; (1) The Schools Division office through the public school district supervisors may encourage male teachers to take the principal's test and pursue advanced studies for professional and career development; (2) To maintain or optimize the respondents' emotional intelligence level, the Schools Division office through the public school district supervisors may conduct personality development seminars and team building activities; (3) To maintain their level of work commitment, DepED Schools Division of Bohol may conduct values enhancement or people management seminar; (4) Encourage the school principals to attend capability building seminars and continuing professional development workshops to enhance emotional intelligence level and consequently boost their work commitment.; (5) DepED should conduct a training program which will focus on values formation, school stewardship, and people management to develop the school heads' sense of ownership on the different concerns, issues, gaps and problems in school; (6) To lift the negative feeling of school heads to leave the school/ organization, DepED will facilitate the possible salary increase; (7) The Department of Education will conduct team-building activities to promote camaraderie and friendship among school heads.

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CONFLICT OF INTEREST

I, DR. KIMBERLY S. MURING, understands that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgement in evaluating, conducting, or reporting research. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research paper

and may be returned to me if found out that there is conflict of interest during the initial screening.

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