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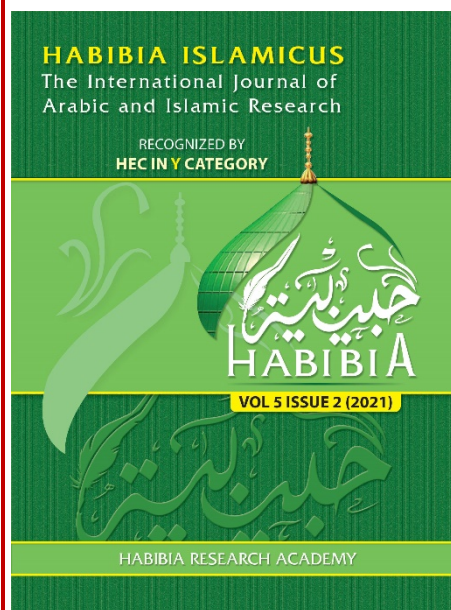
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#### TOPIC:

**STATISTICAL EVIDENCE OF ORGANIZATIONAL COMMITMENT AND EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHERS IN LASBELA: A CASE OF JOB SATISFACTION**

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## STATISTICAL EVIDENCE OF ORGANIZATIONAL COMMITMENT AND EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL TEACHERS IN LASBELA: A CASE OF JOB SATISFACTION

Muhammad Yousuf Sharjeel, Safia Niazi, Shahzad Haider.

### ABSTRACT

*This study examines the association between job satisfaction, organizational commitment and emotional intelligence of secondary school teachers of District Lasbela. The study adopted quantitative research methodology with survey method of research. A total of 150 respondents, selected through stratified random sampling participated in the study. Primary data were collected through three various constructs. The collected data were analysed using various techniques of SPSS (v22). The study finds a significant relationship between organizational commitment, emotional intelligence and job satisfaction of secondary school teachers in the district of Lasbela. The study, in the light of its findings, recommends that a proper system of reward and appreciation be mechanized to motivate teachers towards their professional commitments while they perform their professional duties. The study will contribute in formulation of incentive and reward system in public sector education as well as help educational management to understand the organizational behavior of secondary teachers in Lasbela.*

**KEYWORDS:** Organizational Commitment, Emotional Intelligence, Job Satisfaction, Secondary School Teachers.

**Introduction:** Human resources have been considered the most essential assets for any organization through the decades of human existence and associated values. Human resources are the affecting force of any society and organization and attaching their competences that will contribute greatly in getting about productivity and quality (Tindowen, 2019; Plohart & Moliterno, 2011). Because, individuals are dynamic in organizations, it is essential that senior administration treat them as the greatest priority. In educational venue, it is completely accurate (Secundo, Margherita, Elia, & Passiante, 2010). Secondary school teachers play a very vital role in sustainability and evolution of any organizational productivity and sustainability. (Wiesner & Yuniarti, 2018) Specifically, in transferring of quality education to the students (Calderon, Slavin, & Sanchez, 2011). Therefore, educational managers should understand that their teachers are contented to their job, devoted and loyal to the organization. It is a fact that, a significant number of works and readings had verified that workers who are contented on their professions obviously show loyalty to their organization (Gokce, 2013; Hoyt, 2012; Lim, 2010). It also is a fact that due to their interest and loyalty; they work well and perform better for their organization. Workers who are having high job contentment level are associated to a pro-social behaviour which means having a cooperative behaviour to clients, supervisors and co-workers for the assistance of the staff members and their organization (Fatimah, Amiraa, & Halim, 2011). In addition, discontented workers with harmful and undesirable behaviour lead to unfortunate provision, unhelpful rumours, and even burglary which is leading to workers' truancy and fast income (Malik, Nawab,

Naeem, & Danish, 2010). Through these, administrative promise and job contentment's are measured essential part of the association for the purpose of maintaining sustainability, quality and development. Therefore, these two pointers should not be undervalued by educational supervisors and managers. In spite of several studies which are conducted and viewing into the administrative commitment and job contentment of educators in their organization, the consequences are unclear (Nagar, 2012; Yucel & Bektas, 2012). Studies on organizational commitment and job contentment of school teachers are inadequate and accessible on emerging countries (Moynihan & Pandey, 2007). In Pakistani setting however; Raza & Ahmed, (2017) found that the general level of job satisfaction of educators was at a very high level that expresses of their tough job commitment and the purpose of the mainstream to remain on their present job favours this statement. Whereas (Shah, Rehman, Akhtar, Zafar, & Riaz, 2012) debated that if the teachers are comfortable and satisfied, they are basically devoted to their jobs. The idea about organizational commitments, job satisfaction and emotional intelligence are significant mechanisms concerning teaching occupation which are mostly including the sensitivities and feelings (Bukhari, 2018). Emotional Intelligence plays a significant role towards job satisfaction of the employees as it is considered a determinant of employees' performance as well as it indicates and predicts employees' anxiety or satisfaction towards their jobs. (Kumar, 2018), emotional intelligence is an important interpreter of professional satisfaction (Givaki, Davoudi, Manzari, & Katigarie, 2017) emotional intelligence and professional satisfaction equally expressively affects organisational commitment (Williams, Ucho, & Tsaha, 2018). Professional satisfaction is not prejudiced by the description of worker, but has optimistic relationship with emotional intelligence (Ealias & George, 2012). Some of the developing nations like Pakistan, has an excessive requirement of providing greatest potential quality educational services to the learners and to encourage instructors as well for the purpose of performing their responsibilities with honestly and devotion. Pakistan has been well- trained over the ancient period by diverse international and local as well as supporter agencies to expand its community education system and to deliver proficient development for instructor. In the lifespan of a state, the status of instructors cannot be unnoticed. The instructors influence and inspire the thoughts of the learners. According to Hameed, Baig, and Cacheiro-González (2018), teachers are mostly exciting element when we attain teaching as a system. Education is the development of structuring the states by providing cultured associates of humanity. A country that requires develop and advance must do so with the assistance of talented instructors by providing them sufficient services and additional chances so that they might contribute absolutely in the progress of a nation. According to Tok and Becak (2013), a state cannot have enough money to leave its upcoming in the hands of useless instructors. The awareness about emotional intelligence, organizational commitment and professional satisfaction are important mechanisms concerning education profession which mostly includes sensitivities and feelings. Experts

in educational context recognize emotional intelligence as an integral component of personality development. Teaching and learning comprise sentiments and knowledge itself is a game of fundamental sentiments (Claxton, 1999). Emotional intelligence is probably the most essential reason in the domain of instructive management. Leaders might have additional instrument to assist them attain great opinion of performance. To attain diverse aims, self-knowing is main instrument and self-motivated component through which communal, cognitive and behavioural skills are deliberated effectively (Baron, Mueller, & Wolfe, 2016; Halper & Vancouver, 2016). Teachers are accountable to evaluate their learners and other co-workers, then apparently, they want to identify emotional issue of the instruction and knowledge exchange and to be competent to do effort with it. In short, instructors' necessity is to exercise emotional intelligence.

**Emotional Intelligence:** "Emotional Intelligence (EI) is the aptitude to think about feelings to validate perceptions and thoughts. It also requires consideration of the feelings, help to think and have access emotions, sense of awareness and understanding of emotions, feeling and to facilitate movement focusing on the development of logic (Mayer, Salovey, & Caruso, 2000). Emotional Intelligence (EI) has recently brought a lot of focus to educational research (Dev, Ismail, Omar-Fauzee, Abdullah, & Geok, 2012; Schutte, Malouff, & Bhullar, 2009; Goleman, 2005). Woolfork, Hughes, and Walkup, (2008) described EI as the capability of an efficient and accurate processing of emotional information. EI has also been recognized and defined as the one's skills to recognize his/her own emotions better than others. It is also considered as an instrument to motivate oneself and management of one's own feelings and associations (Goleman, 2005). Higgs, (2004) and Goleman, (1998) established that EI is about one's individual emotional state and to be proficient to deal these emotions; be able to inspire others to do things rightly done, be imaginative and execute at our superlative degree; being compassionate and be able to manage relations effectually

**Organizational Commitment:** Organizational commitment (OC) is the psychosomatic attachment of a worker to the institution (Meyer, Allen, & Smith, 1993). It is categorized as those persons who appear to do effort regular, safeguard administrative resources, share organizational objective, and continue with institution through both bad and good times. This is a three-dimensional phenomenon. These three dimensions are: 1) continuance commitment, 2) affective commitment and 3) normative commitment (Khan, Shah, Hassan, Khan, & Khan, 2013; Meyer, Stanley, & Parfyonova, 2012; Meyer, Allen, & Smith, 1993).

- ✓ Affective Commitment – This denotes to the workers' emotive liking, love and affection, identification with, and involvement in the organization. This means that how a worker feels to be identified with the organization and how an individual involves within the organization.

- ✓ Continuance Commitment – This states to the workers' assessment of whether the price of employee departure from organization is greater than the price of staying and continuing at the same organization. In this type of commitment, an employee weighs his worth and value in the organization
- ✓ Normative Commitment- This mentions to the employees' impression of initiating, responsibility and commitment to the institute and organization.

**Job Satisfaction:** Scholars (Nguni, Slegers, & Denessen, 2006; Bogler, 2002; Evans, 2001) defined and described job satisfaction requires positive strategies and behaviours that a worker has towards his or her workplace. It stems from the knowledge that the role of a worker ultimately offers what he or she believes in the conditions of work. Crossman and Harris, (2006) argued that among the numerous literature available on teachers' job satisfaction, especially in educational settings, the following were considered important aspects of job satisfaction. These are: working relationships; reward and salary, school and physical setting (Collie, Shapka, & Perry, 2012), organizational support and policies (Duffy & Lent, 2009) and general administration (Santhapparaj & Alam, 2005).

**Statement of the Problem:** Every organization faces multi-dimensional problems, but employees' commitment towards their organization and their satisfaction about their jobs are the most common problem that every organization faces. These two are the most essential job-related approaches. Contented workers are devoted to their organizations, contented and dedicated employees show an optimistic attitude towards their job, less non-appearance, less income, superior performance / efficiency at work, and even over-performance beyond usual expectations (Robbins & Coulter, 2012). Nevertheless, both these issues are influenced by the emotional intelligence. It also plays an essential role in the progress of both these characters among workers. In Pakistani context, especially in education sector, there are limited researches available that explore or examine the association between job satisfaction of employees, their commitment towards their organizations and their emotional intelligence. The field of education usually and principally in Pakistan needs dedicated teachers to bring out decent citizens, which is very essential for the economic growth of Pakistan. This research tried to discover the impacts of emotional intelligence (EI) on organizational commitment (OC) and job satisfaction (JS) of secondary school teachers in district Lasbela, Baluchistan.

**Research Objectives:** The aim of this research is to determine the relationship between teachers' organizational commitment, emotional intelligence and job satisfaction.

**Research Questions:** On the basis of the research objectives, the research questions are as follow:

1. What is the impact of Emotional Intelligence on teachers' job satisfaction and their organizational commitment?
2. Is there any relationship between emotional intelligence, teachers' job satisfaction and organizational commitment?



**Research Hypotheses**

1. There is no correlation between emotional intelligence and teachers' job satisfaction.
2. There is no correlation between emotional intelligence and teachers' organizational commitment.
3. There is no correlation between teachers' job satisfaction and organizational commitment.

**Research Methodology:** This research is descriptive in nature which employed quantitative methodology of research. In this paradigm, a survey research method was used. The secondary school teachers formed the population for this study. The sample size for this research was n= 120 public secondary school teachers n= 30 private secondary school teachers. Stratified random sampling technique was utilized to select the participants so every unit of the population within the strata could have equal opportunity of selection. This research used three different instruments adopted from different sources.

**Emotional Intelligence Scale:** For this research, Wong and Law Emotional Intelligence Scale (WLEIS) was used to examine and measure emotional intelligence (EI) of teachers. This construct was developed in 2002 by Wong & Law. It comprises 16 items. There are four dimensions of emotional intelligence i.e., "self-emotion appraisal (SEA), others-emotion appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE)." This construct is based on 5-item Likert Scale technique. The scale ranges from 1 (Strongly disagree) to 5 (Strongly agree).

**Organizational Commitment Scale:** The organizational commitment (OC) of teachers was measured by utilizing the Organizational Commitment. Questionnaire which was established and adapted by Meyer and Allen, (1991). The said survey questionnaire has become the central model for study of workplace commitment in the world (Meyer, Becker, & Van-Dick, 2006). The said tool consists of 18 items and is based on 5-item Likert Scale. The scale ranges from 1 (Strongly disagree) to 5 (Strongly agree).

**Job Satisfaction Questionnaire:** The job satisfaction of instructors was examined by using the Minnesota Satisfaction Questionnaire (MSQ) short version. In 1967, Weiss, Dawis, England, and Lofquist, (1967) developed the short version of the Minnesota Satisfaction Questionnaire. Short version of MSQ has 20 items which are developed on a 5-item Likert Scale.

**Data Analysis**

The various statistical techniques were used to analyse the primary data. To derive the objective of the study, descriptive analysis, correlation analysis and multiple regression analysis were employed on the data set.

**Ordinary Least Square Models:** The study employed ordinary least square model. The first multiple regression model has Job Satisfaction (JS) as dependent variable and emotional intelligence (EI) and Organizational Commitment (OC) as independent

variables. The second equation of the model is provided with job satisfaction as dependent variable while the independent variables include, Self-emotions appraisal (SEA), Regulation of Emotions (RE), Use of Emotion (UE), Others-Emotion Appraisal (OEA), Affective Commitment (AE), Continuance Commitment (CC) and Normative Commitment (NC).

$$JS_i = \beta_0 + \beta_1 EI_i + \beta_2 OC_i + \varepsilon_i \dots\dots\dots (1)$$

$$JS_i = \beta_0 + \beta_1 SEA_i + \beta_2 RE_i + \beta_3 UE_i + \beta_4 OEA_i + \beta_5 AE_i + \beta_6 CC_i + \beta_7 NC_i + \beta_8 OC_i + \varepsilon_i \dots\dots\dots (2)$$

Where  $i=1, 2, \dots, 150$ .

$\varepsilon_i$  = Residual Term

**Results:** The Cronbach's Alpha for overall data set is 0.864 which is more than the threshold value of 0.7. The Cronbach's Alpha for the scale used to collect the data on emotional intelligence, job satisfaction and organizational commitment were 0.897, 0.812 and 0.886 respectively. The reliability statistic showed that the scales adopted to measure the study variables were reliable.

**Table 1: Descriptive Statistics (n=150)**

	Minimum	Maximum	Mean	Std. Deviation
<b>Job Satisfaction</b>	3	4	3.7063	.23717
Self-emotions appraisal	3	5	4.0583	.42214
Regulation of Emotions	3	5	4.0583	.42511
Use of Emotion	3	5	4.1583	.35992
Others-Emotion Appraisal	3	5	3.9700	.43439
Total	4	5	4.0613	.20371
Affective Commitment Scale Items	2	4	2.9100	.37424
Continuance Commitment	3	5	4.0522	.35402
Normative Commitment	2	4	3.5178	.37400
Total	3	4	3.4933	0.21722

The majority of participants was male (73%) 79.7 while majority of the participants was the youngsters (41% participants aged between 31-35 years). The majority of participants had spent 6-10 years in teaching. There were 71% of participants who had reported themselves as public school teachers.

**Table 2: Bivariate Correlation**

	Job Satisfaction	Emotional Intelligence	Organizational Commitment
Gender	0.057	0.069	-0.086

Age	-0.014	-0.031	-0.007
Experience	0.051	-0.025	0.067
School Type	0.042	-0.059	-0.089
Job Satisfaction		-0.002	0.406**
Emotional Intelligence			0.390**

(\* and \*\* indicate the coefficient is statistically significant at 5% and 1% level of significance)

The results of table indicated that there is no relationship between gender of the participants and job satisfaction as the correlation coefficient is statistically insignificant. The Pearson correlation coefficient between gender of the participants and emotional intelligence is 0.069 and the coefficient is statistically insignificant which might be interpreted as the women participants have higher emotional intelligence level relative to the male. There is negative and statistically insignificant association between participant's gender and organizational commitment. The female participants have lesser organizational commitment as compared to the male participants. There is negative and statistically insignificant association between participant's age and job satisfaction. The senior categories of age have lower level of satisfaction from their job. The increasing age reduced the emotional intelligence and the association between age and emotional intelligence is statistically insignificant. There is negative and statistically insignificant association between participant's age and organizational commitment.

It is evident from results that the relationship between job satisfaction and emotional intelligence did not exist because the correlation coefficient ( $r = -.002$ ) is statistically insignificant. The results also suggest that the correlation coefficient between job satisfaction and organizational commitment is negative and statistically highly significant. It might be interpreted that the increase in organizational commitment is associated with the increase in job satisfaction. The correlation coefficient between emotional intelligence and organizational commitment is 0.390 and statistically highly significant. The increase in emotional intelligence is correlated with the increase in organizational commitment.

**Table 3: Partial Correlation**

Control Variables	Organizational Commitment	Job Satisfaction	Emotional Intelligence
None	Organizational Commitment	0.406**	0.309**
	Job Satisfaction		-0.002
Emotional Intelligence	Organizational Commitment	0.442**	



(\* and \*\* indicate that the coefficient is statistically significant at 5% and 1% level of significance)

The results indicate that there is positive and statistically highly significant association between organizational commitment and emotional intelligence ( $r=0.309$ ,  $p=0.000$ ). A moderate, positive and statistically significant association is found between organizational commitment and job satisfaction ( $r=0.442$ ,  $p=0.000$ ) while controlling for emotional intelligence. The Pearson's product-moment correlation or zero order correlation between organizational commitment and job satisfaction without controlling for Emotional Intelligence ( $r=0.406$ ,  $p=0.000$ ) is moderate, positive and statistically significant. It can be concluded that the emotional intelligence has little influence in controlling for the relationship between organizational commitment and job satisfaction.

**Table 4: Regression Model**

Variable	Model 1	Model 2
Emotional Intelligence	-0.220* (0.094) [-0.405    -0.035]	
Organizational Commitment	0.523** (0.088) [0.350    0.690]	
Self-emotions appraisal		-0.160* (0.076) [-0.311    -0.009]
Regulation of Emotions		-0.086 (0.045) [-0.175    0.003]
Use of Emotion		-0.037 (0.053) [-0.141    0.067]
Others-Emotion Appraisal		-0.010 (0.043) [-0.095    -0.074]
Affective Commitment		0.162** (0.049) [0.065    0.259]

Continuance Commitment		0.289** (0.096) [0.100    0.478]
Normative Commitment		0.158** (0.052) [0.055    0.261]
(Constant)	2.772 (0.385) [2.012    3.532]	2.699 (0.400) [1.908    3.491]
R	442	.460
R <sup>2</sup>	0.295	0.492
F-statistics	17.804**	5.450**
Durbin Watson	1.427	1.382

(\* and \*\* indicate the coefficient is statistically significant at 5% and 1% level of significance, Small and large parenthesis contains standard error and 95% confidence interval)

The F-statistics of first models shows that the model is statistically highly significant. The value of R<sup>2</sup> is 0.295 which means that 29.5% of the variation in job satisfaction is explained by the emotional intelligence and organizational commitment. The study provides the result of the first model with job satisfaction as a dependent variable and the independent variables include emotional intelligence and organizational commitment. It can be seen that emotional intelligence is negatively correlated with the job satisfaction and relationship between job satisfaction and emotional intelligence is statistically significant. It might be interpreted as the unit increase in emotional intelligence will lower the level of job satisfaction by 0.220 scores keeping organizational commitment as constant. The relationship between job satisfaction and organizational commitment is positive and statistically highly significant. A unit increase in organizational commitment is correlated with increase of 0.523 scores in job satisfaction keeping emotional intelligence constant. It means that the emotionally intelligent employees may not get good level of job satisfaction, but the behaviour of organizational commitment can contribute to job satisfaction positively. The second model in the above table has job satisfaction as dependent variable while self-emotions appraisal, regulation of emotions, use of emotion, others-emotion appraisal, affective commitment, continuance commitment and normative commitment are the independent variables. The F-statistics (5.450) indicates that the model is statistically highly significant. The value of coefficient of determination is 0.492 which means that the proportion of variation in job satisfaction explained with help of independent variables is

49.2%. The relationship between job satisfaction and self-emotions appraisal is statistically significant. A unit increase in self-emotions appraisal will decrease the level of job satisfaction by 0.160 scores. There is negative, but statistically insignificant relationship between job satisfaction and regulation of emotions. There is also a negative and statistically insignificant association among job satisfaction and use of emotion. The job satisfaction is negatively and insignificantly associated with others-emotion appraisal. The results show that the indicators of organizational commitment are positively and statistically associated with job satisfaction. There is positive and significant relationship between job satisfaction and affective commitment. It yields that the unit increase in affective commitment of the participants will increase their level of job satisfaction by 0.162 scores taking other things constant. The continuance commitment of the employees positively affects the level of job satisfaction and the relationship is statically highly significant. The level of job satisfaction will increase by 0.289 scores due to a unit increase in employee's continuance commitment keeping other factors constant. There is positive and statistically highly significant association between job satisfaction and normative commitment which can be interpreted as a unit increase in normative commitment of employees will raise the level of job satisfaction by 0.159 scores keeping other factors constant.

**Findings and Discussions:** The results of the study revealed that gender has no significant effect on job satisfaction of the teachers as both male and female secondary school teachers have same level of job satisfaction. These results support the findings of Hassan, (2016) ; Iqbal and Akhtar, (2012) who found no correlation between gender of teachers and their job satisfaction. The results of this study show a significant difference of EI among secondary school teachers as male teachers tend to have higher level of EI as compared to the female teachers. These results are similar to the findings of Hassan, (2016) who found significant difference in EI of teachers, but at the same time, the results of his study found male teachers having higher EI while the results of this study are contrary to this finding of his as this study finds female teachers with higher level of EI. In terms of organizational commitment, the study results show significant difference among male and female teachers as male teachers are more committed towards their organizations than female teachers. The results also show that both organizational commitment and emotional intelligence have a significant and positive correlation. These results are in agreement with the findings of Bukhari, (2018); Givaki, Davoudi , Manzari, & Katigarie, (2017) and Shafiq & Rana, (2016) who found a significant correlation among these variables. The findings of this study show that the relationship between job satisfaction and organizational commitment is positive and statistically highly significant. These findings support the findings of (Mendoza, 2019; Chang, 2014; Anari, 2012) who found that job satisfaction and organizational commitment has a positive correlation. Results of regression model of this research show a positive association between components of organizational commitment

and emotional intelligence. These results are in line with the findings of Bukhari, (2016). The study concluded that teachers with a higher level of emotional intelligence are more committed to their organizations and are more satisfied with their jobs as well. Teachers with higher degree of emotional intelligence tend to be more hard-working, cooperative and open-minded.

**Conclusion and Recommendations:** On the basis of the findings and results of this study, it is concluded that emotional intelligence and organizational commitment have a positive correlation with job satisfaction of the secondary school teachers of District Lasbela. Hence, the results of this study can help authorities to find out the emotional intelligence skills and the level of teachers' commitment towards their organizations. This study found a significant correlation between job satisfaction and organizational commitment. These results lead towards the necessity of development and enhancement of teachers' motivation. Educational institutions must devise a plan of action to motivate teachers towards their jobs. This can be done by developing proper awareness, devising a reward system, arranging workshops and seminars, arranging training workshops as suggested by Bukhari (2016). Such measures, if taken, are likely to boost the level of job satisfaction, awareness, self-management, motivation, empathy and cooperation among teachers that will ultimately result in better commitment of teachers towards their organizations.

**Limitations of the Study:** The limitation of the study was that it was a short-scale study with a limited population and sample size. The results of this study cannot be generalized beyond its limited scope. The respondents were limited in terms of their response time and preferences to select the items on the instrument. The language of the instrument may have caused some unwanted responses too. Therefore, the study is likely to remain narrowed down to the local conditions that prevail in the district of Lasbela. Further researches with different settings and different research methods may produce better results.

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