

Factors Influencing Emotional Intelligence and Organizational Commitment among College Teachers; a Systematic Study

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Abstract

Emotional intelligence (EI) plays a significant role in shaping organizational commitment among college teachers. College faculty members often work in dynamic and demanding environments, where interpersonal relationships and effective communication are crucial. This heightened emotional awareness and regulation not only enhance their ability to establish positive working relationships but also contribute to a more positive and supportive work environment. When college teachers feel valued, understood, and supported, their commitment to the organization increases. They are more likely to align themselves with the institution's mission and goals, which, in turn, can result in greater job satisfaction and a willingness to invest in their long-term career with the college. In essence, emotional intelligence fosters a sense of belonging and attachment to the organization, which is a critical component of organizational commitment. Institutions that promote emotional intelligence and provide training and support in this area can foster a more engaged and committed faculty, ultimately benefiting both the teachers and the institution as a whole.

Keywords: *Emotional Intelligence and Organisational Commitment, Leadership and Management, Organizational Culture and Workload and Job Demands.*

Introduction

To achieve the goals of an educational institution, the profession of teaching involves complex interpersonal interactions, as well as the transmission of information and knowledge from educators to students [3]. The domain of education has seen

significant expansion and diversification. The professional obligations of instructors are increasing on a daily basis. Since a result of these inherent obligations, educators now exhibit a diminished degree of organisational dedication, since they encounter more difficulty in adapting to the professional milieu [9]. Educators have heightened emotional stress as a result of their engagements with students, colleagues, and their own families. Consequently, many encounter difficulties in effectively balancing the requirements of their profession with their familial responsibilities, school commitments, and personal connections [17]. The impact of organisational commitment on work performance, instructors' loyalty, job happiness, and drive to perform well within the institution is substantial. Hence, organisational commitment emerges as the primary determinant influencing instructional performance and individual skill development [5]. Teachers who exhibit organisational commitment are effectively fostering trust and confidence within the working environment. The establishment of stability contributes to the enhancement of teacher efficiency and institutional effectiveness. A strong degree of teacher dedication to their profession has the potential to reduce turnover and absence rates, hence enhancing the overall productivity of educational institutions [1]. Highly trained educators provide a substantial contribution to the institution since they play a pivotal role in realizing the school's mission. Educators that demonstrate genuine dedication to their profession exhibit contentment with the educational framework and efficiently impart knowledge for the betterment of their pupils.

Research Background

Primary school teachers now have to deal with a variety of intricate, ever-changing needs in their teaching and learning environments, which may lead to high stress levels and eventual burnout [4]. Being a teacher is an amazing career that requires a great deal of passion and weariness from the instructors themselves. Teachers have challenges from their emotions, which might manifest as severe workloads [6]. Emotionally intelligent instructors possess the ability to address certain issues that arise throughout the teaching and learning process [14]. Self-assurance, empathy, the will to achieve outcomes, continuous development, influence, and collaboration are examples of workplace abilities that can be developed that make up emotional intelligence [8]. Emotional intelligence in teachers has a significant influence on work-related behaviour including dedication, job performance, and job satisfaction. They have the emotional intelligence to overcome these types of circumstances with a positive outlook. Job satisfaction is another element that, in addition to emotional intelligence, may support organisational commitment. [17]. The joy and accomplishment that workers feel at work when they believe that their labour is worthwhile is known as job satisfaction. Although work satisfaction is widely used in scientific study and in daily life, there is currently no universally accepted definition of the term.

Previous notable Research

Iordanoglou (2007) [23] indicated that in order to guarantee that teachers perform at appropriate levels, selection criteria for educators should also include emotional competencies, even though cognitive skills and professional competence were to be taken into consideration. In an Indian setting, Sing, N., & Garg, A. (2014) [25] investigated the connection between organisational commitment and emotional intelligence. Finding out if educators with emotional intelligence were dedicated to the companies they worked for was the main goal of the research. Teachers work in an extremely demanding field that causes them great emotional strain and weariness. It tests teachers' abilities to deal with naughty kids and presents challenges in the form of hefty professional duties. Emotionally aware educators are more equipped to handle the strange scenarios that arise during the teaching and learning process. With a positive mindset, they can overcome these kinds of obstacles because they possess emotional intelligence. It is expected of them to know how to suppress strange emotions and control their emotions when confronted with unfamiliar circumstances. A small but growing body of research has shown strong positive associations between emotional intelligence and loyalty to one's organisation, both in the classroom and the workplace. [12]. Work satisfaction is any confluence of environmental, physiological, and psychological factors that leads an individual. This method maintains that work satisfaction is an internal concept that is related to an employee's feelings, even if it is influenced by a wide range of external circumstances.

Impact of Emotional Intelligence on Organisational Loyalty

Athar Hussain (2014) [6] conducted research on the correlation between three elements related to secondary school educators. EI and work happiness. The findings are based on an ex post facto study design that uses a standardized questionnaire to collect data from educators. The study's conclusions showed that the factors under investigation, such as organisational commitment and job satisfaction, exhibited a significant positive relationship. Additionally, there was no discernible difference in the factors under analysis between teachers of different age groups and genders. Mafuzah Mohamad and Juraifa Jais (2015)[26] identified a gap in the research by examining how emotional intelligence affects teachers' ability to do their jobs. Awang et al. (2017)[7] determined the organisational commitment and emotional intelligence of vocational college instructors. Using a questionnaire as an instrument, a survey technique of the quantitative approach was used to gather data from 170 instructors that was required for the research. The study's conclusions showed a strong, positive correlation between instructors' organisational commitment and emotional intelligence. The study's conclusions also help companies and educators improve the work happiness and organisational commitment of educators.

Research Approaches, Objectives and Methodology

The primary focus of this study is to establish clear research objectives that will guide the investigation and analysis of the chosen topic [3]. The objective of this study is to ascertain the existence of a statistically significant correlation between emotional intelligence (EI) and organisational commitment (OC) among college educators. The objective of this study is to examine the correlation between turnover intention and work satisfaction among college professors. For this investigation, a quantitative research strategy was the most appropriate Hayward, B. A. (2005) [25]. researchers should use quantitative research methods to describe a particular topic of study in a useful way, characterize general features of a particular measure, and determine the likelihood that a particular outcome is not just the result of chance. The researcher pointed out that data obtained via the quantitative research method might be used to evaluate theories about the correlations between two or more variables. The study is also attempting to analyze factors influence by the respondents while using Emotional Intelligence from 200 respondents by using random sampling technique.

Analysis. Results and Findings

12 factors which identified from the previous studies are asked from the respondents. In order to categories the problems, the data reduction technique is applied using factor analysis. The reliability of the data is checked with the data observed from the respondents using 5 point Likert scale relating to their problems. The result is given below.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
KMO		.878
Bartlett's Test of Sphericity	Approx. Chi-Square	937.882
	df	66
	Sig.	.000

The above table shows that the result from the KMO of Sampling Adequacy (KMO test) is significant (0.878). The result of the BT of Sphericity is also significant as the calculated Chi-Square value (937.882 for the df – 66) is more than the expected value. The significance is found at 1% level (p-0.000). Hence, the reliability of the data is fond and carried forwards to apply factor analysis. The following table shows the communalities of the statements used in the study.

Table 2: Communalities

	Problems	Initial	Extraction
1.	Leadership and Management	1.000	.750
2.	Organizational Culture	1.000	.862
3.	Workload and Job Demands	1.000	.756
4.	Professional Development Opportunities	1.000	.700
5.	Peer Relationships	1.000	.752
6.	Recognition and Rewards	1.000	.687
7.	Job Satisfaction	1.000	.772
8.	Communication and Feedback	1.000	.853
9.	Job Security	1.000	.761
10.	Personal Factors	1.000	.868
11.	Organizational Support	1.000	.784
12.	Alignment with Institutional Mission and Values	1.000	.848
	Extraction Method: CA.		

The result of the PCA reveals that the extraction values for all the statements relating to the factors are more than 0.600. It varies from 0.687 to 0.868. Hence, finally, all the 12 statement are taken for the analyze. The leadership style of college administrators can play a critical role in shaping teachers' emotional intelligence and commitment. Supportive and transformational leadership can foster a positive emotional climate and a strong sense of commitment. The organizational culture of the college can affect emotional intelligence and commitment. A culture that values collaboration, respect, and open communication can enhance emotional intelligence and commitment among teachers. High workloads, excessive job demands, and time pressure can lead to stress and burnout, negatively affecting emotional intelligence and commitment. A manageable workload and a healthy work-life balance are essential for teacher well-being. Access to professional development, training, and opportunities for skill enhancement can positively impact emotional intelligence and commitment. Teachers who feel they are growing and advancing in their careers are more likely to remain committed to their organizations. Positive relationships with colleagues can contribute to emotional intelligence and commitment. Supportive peers, collaboration, and a sense of belonging can enhance emotional well-being and attachment to the organization. Effective communication channels and constructive feedback mechanisms are crucial for emotional intelligence and commitment. Teachers need to feel heard and valued by their institution. Job security and the perception of long-term employment can influence commitment. Personal factors, such as individual resilience and coping mechanisms, can also influence emotional intelligence and commitment.

Table 3: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.416	53.465	53.465	6.416	53.465	53.465	4.613	38.438	38.438
2	2.196	18.300	71.764	2.196	18.300	71.764	3.243	27.024	65.462

3	0.781	6.511	78.275	0.781	6.511	78.275	1.538	12.813	78.275
4	0.581	4.844	83.119						
5	0.481	4.010	87.129						
6	0.351	2.921	90.050						
7	0.325	2.709	92.759						
8	0.258	2.154	94.913						
9	0.182	1.519	96.431						
10	0.158	1.313	97.744						
11	0.148	1.234	98.978						
12	0.123	1.022	100.000						
Extraction Method: Principal Component Analysis.									

The 12 statements are extracted into 3 components which is explained 78.25% of total variance (>50%). The 3 components have the Eigenvalue more than 1 and other components' values are less than 1. Cumulatively the total variance extracted from the model is 78 %. The problems from the 3 components are identified by using the VKN.

Table 4: RCM

Factor 8	.878		
Factor 7	.841		
Factor 5	.835		
Factor 3	.828		
Factor 4		.924	
Factor 6		.873	
Factor 1		.820	
Factor 10		.817	
Factor 12			.683
Factor 9			.776
Factor 11			.636
Factor 2			.849

The above table from the rotated component matrix shows that 12 statements of factors have been grouped into 3 components based on their uniqueness. Teachers with high emotional intelligence are better equipped to handle stress and adversity, while personal values and goals can impact commitment. The level of support provided by the organization, including resources, policies, and benefits, can impact teachers' emotional well-being and commitment. Teachers who feel aligned with the mission and values of the college are more likely to exhibit commitment. When they see a clear connection between their work and the institution's goals, their commitment is strengthened.

Discussion

Organisational commitment refers to the degree of instructors' interest and engagement in their job [12]. Teachers who possess higher levels of emotional intelligence and have a strong dedication to their work within the school setting are more likely to experience a greater degree of job satisfaction [5]. The impacts of organisational commitment among instructors are influenced by factors such as age and educational degree. The multitude of issues that our higher education system now confronts is almost

unsurpassed. The duality of population demographics necessitates the necessity for strategic adjustments within the education system to effectively equip and enhance the capabilities of the substantial labour force. The exponential pace of transformation in information and communication technologies, evolving expectations from employers, fluctuating values, altering demographics, the globalized nature of our society, and economic constraints within the realm of education are highly complex and challenging to fully grasp [3]. The pace of change experienced by our educational institutions has rapidly escalated beyond even minor adjustments. The researcher expresses optimism over the forthcoming education policy, since it is expected to provide the necessary focus on the concept of emotional intelligence in relation to organisational commitment, a focus that has been lacking so far. Berkovich & Eyal, O. (2017) [9] discussed that the correlation between the involvement of volunteer board and committee members in private clubs and their levels. This classification was determined by comparing each respondent's total EI score to the median score. Statistical comparisons were conducted to assess the differences in three characteristics of organisational commitment, namely emotional, continuing, and normative commitment, between high and low EI groups [7]. The findings revealed a statistically significant disparity in emotional commitment levels among volunteer leaders in private clubs when comparing groups with high and low emotional intelligence (EI).

Conclusion

The primary aim of the study was to examine the influence of emotional intelligence on the organisational commitment of faculty members [9]. The achievement of this task included the process of deconstructing emotional intelligence into four discrete variables [5]. The results indicated a positive association between heightened employee dedication and emotional intelligence, as assessed via the four distinct components. A comprehensive strategy that takes into account these characteristics may lead to a teaching staff that is more positive and dedicated [16]. The overarching findings of the research indicate that men educators exhibit a notably greater level of emotional intelligence in comparison to their female counterparts [12]. There is no significant difference in work satisfaction, turnover intentions, and organisational commitment between male and female instructors. A statistically significant difference exists between emotional intelligence and work satisfaction [17]. This implies that emotional intelligence has a diminished role in predicting organisational commitment, hence reducing its influence on work satisfaction [9]. Thus, it may be inferred that individuals with higher levels of emotional intelligence have lower levels of turnover intentions. The findings indicate that work satisfaction has a greater impact on emotional intelligence than turnover intentions [6]. A statistically significant difference exists between organisational commitment and work satisfaction. The findings indicate that individuals who demonstrate a high degree of commitment to the organisation also tend to maintain a reasonable level of work satisfaction.

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