

**ROLE OF EMOTIONAL INTELLIGENCE AND JOB SATISFACTION IN
ORGANIZATIONAL COMMITMENT AMONG SCHOOL TEACHERS**

A

Thesis submitted

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(Clinical & Counselling)



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OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

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May, 2019

CERTIFICATE

This is certify that the thesis entitled “**Role of emotional intelligence and job satisfaction in organizational commitment among school teachers** ” is being submitted in partial fulfillment of requirements for the award of degree of **Post Graduate Diploma in (clinical and counselling) Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar University, Patiala** is a bonafide work carried out under the supervision of **Dr. Sangeeta Yadav**, Lecturer, School of Humanities and Social Sciences, Thapar University, Patiala and that no part of this project has been submitted for the award of any other degree.


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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "**Role of emotional intelligence and job satisfaction in organizational commitment among school teachers**" in partial fulfillment of the requirement for the award of Degree of **Post Graduate Diploma in (clinical and counselling) Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar University, Patiala**, is an authentic record of my own work carried out under the supervision and guidance of **Dr. Sangeeta Yadav**, Lecturer, School of Humanities and Social Sciences, Thapar University, Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

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Abstract

The present study has been designed to investigate the role of emotional intelligence and job satisfaction in organizational commitment among school teachers. For this purpose, a sample of 200 teachers of the age range 21-55 years from the different private schools in Ludhiana, Punjab took part in this study. Schutte emotional intelligence Scale, Job Satisfaction Scale by Dubey, Uppal, Verma, Maini, and organizational commitment scale by Shawkat and Ansari were used to measure the above mentioned concepts. The data were analyzed using descriptive statistics, correlation, and regression. The results indicate that emotional intelligence and organizational commitment don't share a significant association with each other. Further, overall organizational commitment is not associated with job satisfaction. To understand the relation in more in depth manner, the relations between the sub-components of emotional intelligence and organizational commitment were explored and it was found that the emotional intelligence is not related with organizational commitment or any component of organizational commitment. Job satisfaction share a positive relationship with one of the sub-component of organizational commitment (Continuance aspect) .

Keywords: Emotional intelligence, job satisfaction, organizational commitment.

List of Abbreviations

EI_TT	Emotional Intelligence overall total score
JS_TT	Job Satisfaction overall total score
OC_TT	Organizational Commitment overall total score
OC_A_TT	OC_ Affective Commitment overall total score
OC_C_TT	OC_ Continuance Commitment overall total score
EI_POE	EI_ Perception of emotions
EI_MOWNE	EI_ Managing own emotions
EI_MOthe	EI_ Managing others emotions
EI_UOE	EI_ Utilizing others emotions

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Chapter 1

INTRODUCTION

1.1. Emotional Intelligence

Emotional intelligence has been characterized as relating and understanding others to others emotions while adjusting and adapting to surroundings so as to turn out to be increasingly fruitful in managing with environmental demands (BarOn,1997). Mayer and Salovey (1993) characterized emotional intelligence as the ability to screen one's own and others feelings and emotions to isolate among them, and to use this information to control ones thinking and action. Cooper and Swarf (1997) defined emotional intelligence as the ability to identify, fathom and effectively apply the power and intuition of emotions as a wellspring of human essentialness, information organizational and effect. Goleman"s (1995) clarified the fundamental idea of emotional intelligence. Emotional intelligence implies the limit of a person to manage and control his or her sentiments and have the ability to control the feelings of others moreover. In other words , they can affect the feelings of others people additionally. The capacity to think about, control and express one's sentiments and to manage social associations reasonably and sympathetically. Emotional intelligence is the ability to recognize and manage your very own emotions and sentiments of others. It is generally said to join three abilities: enthusiastic care , the ability to handle sentiments and apply them to endeavors like thinking and basic reasoning and the ability to manage emotions which fuses controlling your own sentiments and livening up or calm down different people. Goleman (1995) described the emotional intelligence (EI) as emotional literacy. It is the emotional intelligence by which an individual has an ability to relate with others companion Compassion have all around obtained social aptitudes and use this emotional awareness to coordinate their demonstrations and practices. Reuven Bar-On (1998) has set emotional intelligence with respect to character, prosperity and thriving. Daniel Goleman (1998) reformulated EI to the extent a speculation of organizatioal behaviour and job performance. EI has five noteworthy parts: care, self – guideline , motivation, empathy and social

capacities (Goleman; (1998) self – mindfulness may be portrayed as the limit of a person to see his sentiments, quality, worth and limits and self-rules is the ability to control emotional interactions and to think before completing the conduct. Compassion is the quality of a person to see the others estimations. This may help him with acting so those feelings may fulfill viably. For the improvement and creation of good working relationship social aptitudes are required. All of these models however share a normal focal point of key thoughts including mindfulness, self-administration, social-mindfulness and relationship the executives. Mayer, Salovey and Causo (2000) and Afolabi (2004) contended that emotional intelligence is absolutely not a singular quality or limit anyway it is a composite of various emotions and thinking limits. Ciarrochi, Forgas and Mayer (2011) concentrated on that the ability to appreciate, see and express sentiments in an appropriate ay can refract whether an individual is productive or not as a laborer in a vocation. Lopes, Salovey, Cote, and Lagers (2005) in their research found that emotional intelligence is connected with noteworthy outcomes, for instance an incredible social associations. Emotional intelligence may add to work execution by engaging people to help constructive associations at work, work suitably upon the assistance and direction and different resources as given by Sibert, Kraimer and Liden (2001). The ability to regulate emotions can enable people to support advantageous result, abstain from being overwhelmed by contrary effect, and adjust to weight (Afolabi, 2004). Other enthusiastic capacities, for instance perceiving and understanding results, in addition contribute by suggestion to the idea of enthusiastic experience by helping people to perceive and interpret prompts that illuminate self authoritative movement.

1.2. Job satisfaction

„Job“ satisfaction is a mix of two words job and satisfaction. The term „Job“ incorporates word related movement performed by an individual in return for a financial reward while satisfaction is a word which isn't anything but difficult to characterize. Job satisfaction has its pertinence with respect to boosting up to resolve the representatives. It builds the effectiveness and the work introduction of the representatives. A proper measure of work fulfillment adds to the accomplishments of the organization. Job satisfaction diminishes the non- appearance in the organization and carries with it an assortment of positive outcomes both for the individual and the organization. It contributes a great deal to the craving to keep up enrollment in the organization. An individual activity is something other than the conspicuous routine exercises of rearranging papers, sitting tight for clients or driving a truck. Job requires connection with associates and seniors, following authoritative guidelines and strategy, satisfying execution guidelines, living with working conditions that are regularly not exactly perfect the extent to which an individual experience, wants and assumptions regarding the work the person is occupied who are satisfied. A sentiment of satisfaction or delight that an individual derives from their job. Job satisfaction was characterized as people groups full of feeling connection to their work job and a component of the apparent connection between what they needed from the job and what they saw it was putting forth.(Syptak, Marsland, Ulmer,1999). Job satisfaction assumes an essential job in deciding ones personal satisfaction and job responsibility towards their activity. It will support ones spirit and seek to rise further throughout everyday life and constantly dedicated with their work and organization likewise makes an individual increasingly certain and secure future. If an individual isn't content with their work they experience the evil impacts of difficulties and varieties from the standard occur in their own and work life. Job satisfaction is a chief crisis for all association, paying little heed to whether open or private association or working in exceedingly created or immature nations (Rehman 2013). Job satisfaction is noted as a person's estimation of his or her activity and work circumstance. It is further, we can

delineate what one feels emphatically and negatively about the inborn just as extraneous part of ones occupation. In simple words, it is about how workers feel about various aspects of job (Bashir and Ramay, 2008). Hoppock (1935) job satisfaction as any blend of mental, physiological and biological conditions that reason an individual sincerely to state I am content with my activity. Vroom (1964) in his definition on job satisfaction focuses around the employment of the delegate in the workplace. Accordingly he characterized job satisfaction as loaded with inclination acquaintances with deference with individuals toward maintain sources of income which they are eventually having. Job satisfaction is the key fixing that prompts affirmation, pay, progression and the achievement of various targets that lead to a conclusion of fulfillment (Kaliski, 2007).Spector (1997) says that a move has occurred over the most recent 30 years of research from job satisfaction as needd to job satisfaction as an altitudinal variable. For instance workers can have a frame of mind of being locked in with or disassociated from their association. Job satisfaction as a mental develop is characterized by Daws (2004) as having two parts: an intellectual segment (observation that one needs are being satisfied), and an emotional segment (the inclination that goes with the discredment). Mc Namara (1999) characterizes job satisfaction as : ones feelings or viewpoint regarding the possibility of their work. Job satisfaction can be affcted by a grouping of elemnets, for instance the idea of ones association with their manager, the nature of the physical condition in which they work, level of satisfaction of their work.

1.3. Organizational Commitment

Like job satisfaction “organisational commitment” recently turned into the field of study in the board which has attracted interest. (Meyer & Herscovitch 2001, p.301) suggest that commitment is a power that attaches an individual to a strategy of essentialness to at least one core interests. In other words (Mowday, Steers and Concierge 1982) portrayed organizational commitment is the nature of a people recognizing verification and commitment in a particular association as depicted by a strong trust in and affirmation of the association targets and characteristics (regard obligation) close by an availability to apply broad effort in light of a legitimate concern for the association and to remain a section. Organisational commitment is viewed as significant component of instructive establishments (Dark colored & Sargeant, 2007). From the teachers point of view organisational commitment is the commitment to the school. This responsibility incorporates a mental contract which comprises of open and inert promises among instructors and the school. This agreement demonstrates the dimension of physiological connection among instructors and the school. As a societal esteem, commitment diminishes advantage. There are few elements influencing organisational commitment however it is convincible to characterize these individual, organizational and non organizational (ecological) factors. Singular factors frequently incorporate occupation desires, physiological contracts and individual qualities. In the present period organizational commitment is all around satisfactory wonder and favorable environment of the organization attracts employees commitment increment connection with the work. Connection of representative with his or her work and the organization has received a significant consideration in the executives and organization behaviour approaches and subsequently the phenomenon like connection, distinguishing proof, devotion to the organisation and has unmistakably risen as the most perceived research build. Organisational commitment has been characterized as a mental express that describes a employee’s relationship with an organization and has suggestions for the choice to proceed with

participation of the organization (Meyer and Alley 1991). Walk and Simon (1958) interpreted that real commitment replace relationship in which workers join themselves to the organization in lieu of rewards outcomes. The workers who are really dedicated to the objectives and goals of an organization are bound to take part on organizational activities. Sheldon (1971) characterized commitment a mood or a presentation towards the association which interfaces or affixed the recognizable evidence of the person to the association. Organization commitment is an useful asset that can be connected as aid accomplished more elevated amount of execution and to created and keep up order in an organization . The construct has been observed to be identified with numerous significant result factors for eg performance absenteeism employees , turnover lateness etc. Absence of commitment towards the work and the organization can be added to the serious issues experienced by organization like high cost of production and poor administrations (Sherwin, 1972) Blau and Boal(1987) characterized organizational commitment a state where a flimsier personalities with a particular association and its goals and wishes to keep up enlistment in the association. Sharma and Singh (1991) argued organisational commitment is the result of two independent sets of variables viz: individual and organizational, where all organisation commitment work in each organization. Mill operator and Lee (2001) stated that organizational commitment is a state of being, in which organization people are bound by their activities and feelings that help their activities and their own consideration in the association. Maume (2006) characterizes organizational commitment readiness to strive to improve their organisation. Measurements of organisational commitment Meyer and Alley (1997) proposed the three aspects to comprehend the organizational commitment to be specific, affective, continuance and normative commitments. The brief descriptions of these dimensions are presented as:

Affective Commitment: Meyer and Alley characterized full of feeling responsibility as the employee's enthusiastic connection to, recognizable proof with and contribution organisation. organization people, who are focussed on an organizational responsibility on a full of feeling predisposition, continue working for the association since they have to (Meyer and

Alley,1991). Workers who are committed on a full of feeling level stay with the association since they comprehended their own business relationship as predictable to the destinations and estimations of the association. (Beck and Wilson,2000)

Continuance Commitment: According to Meyer and Alley (1997) stated that normative commitment as a thoughtfulness regarding the costs related with leaving the association. It is calculative in nature in light of the fact that, the people perception or weighting of costs and risks related with elaving the present association . Meyer and Alley (1991) further pointed that worker whose basics associate with the association relies upon continuation responsibility in light of the fact that the need to do as such. This demonstrated the refinement among continuance and affective commitment in the association.

Normative Commitment: Meyer and Alley (1997) stated that normative commitment as a nostalgic of duty to continue with work. Disguised normative beliefs of duty and commitment make individuals obliged to proceed with participation in the organization.(Allen and Meyer,1990. As indicated by Meyer and Back road (1991) point of worker with normative commitment feels that they should remain with the association.

Chapter 2

REVIEW OF LITERATURE

2.1. Emotional Intelligence and Organizational commitment

Abraham (2000) researched the connection between emotional intelligence and organizational commitment and found that emotional intelligence positively impacts organizational commitment. Nikolaou and Tsaousis (2002) investigated the kind of relationship the emotional intelligence shares with organizational commitment. They inferred that workers with increasingly higher measure of emotional intelligence felt regarded, and progressively esteemed in their situations in the association with less pain , bringing about expanded sentiments loyalty and commitment to their association . Nikolaou and Tsaousis (2005) further explored the positive connection between emotional intelligence and organizational commitment of workers . There was huge connection between's utilization of emotions and commitment of workers to the association . Jordan, Ashkansay and Hartel (2002) found that organizational commitment was intervened by emotional intelligence. In this way high affective commitment was shown by individuals with higher emotional intelligence while standing up to weight and insecurity. Gardner (2003) found that people who score high in emotional intelligence are progressively dedicated to their association . Adeyemu (2007) examined the relationship of job satisfaction with organizational commitment, while emotional intelligence was considered as directing variable. It was discovered that emotional intelligence had a significant influence on organizational commitment. Petrides and Furnham (2006) found the association between the trait or emotional intelligence and organizational commitment. In their examination, they inspected the association between the characteristic of emotional intelligence and related factors, including various organizational commitment. Higher emotional intelligence was related with lower degrees of stress and higher degrees of various organizational commitment.Iranian

workers were studied concerning relationship of their emotional intelligence with organizational commitment. The results of the study revealed an association between emotional intelligence of the workers and their organizational commitment. Iordanoglou (2007) led an examination to help the relationship among emotional intelligence, authority, job satisfaction and commitment of primary teachers in Greece with the expectation that teachers are coordinators in class. Findings of his study revealed that emotional intelligence had a positive influence on leadership effectiveness and was also found strong connection to job satisfaction and organizational commitment of teachers.

2.2. Job satisfaction and Organizational commitment

Mohamad (2012) found that job satisfaction is positively related to affective commitment, continuance commitment and normative commitment. Daneshfard and Ekvaniyan (2012) found that organizational commitment increases job satisfaction increases. A decrement in organizational commitment (affective, normative commitment) lead to decrease in job satisfaction diminishes. Eslami and Gharakhnai (2012) found that job satisfaction have positive and huge impact on organizational commitment. Studies by Angle and Perry (1981) and Mowday (1979) have shown that job satisfaction is positively and significantly related to organizational commitment. Research has revealed a significant relationship between organizational commitment and job satisfaction. Currivan (1993) however reported that job satisfaction and organizational commitment have a false relationship because of basic determinants. Paulin, Ferguson and Bergeron (2006) suggested that job satisfaction impacts organizational commitment. Kim, Leong and Lee, (2005) believed that workers with more job satisfaction are more dedicated to their association than workers with lesser job dissatisfaction. Mobley (1997) states that if disappointment of workers with their work increases, they have desire to leave the association for better job conditions. Some studies (for instance Deconinck, 2009, Rutherford, Boles and Hamwi, Madupalli, Rutherford, 2009) showed that a few of parts of job satisfaction (for instance satisfaction with supervision, overall job with policy and support, satisfaction with pay) were immediate pointer of organizational commitment. A few studies (for instance Deconinck 2009, Rutherford et al. 2009, Sweeny and Quirin, 2009, Guleryuz et al, 2008, Kim et al. 2005) explored that job satisfaction affects organizational commitment. However, few studies (For instance MorBarak, Levin, Nissly and Path, 2006, Wu and Norman, 2006) suggest that there is a reciprocal and positive connection between organizational commitment and job satisfaction. Results showed that job satisfaction has a negative relationship with organizational commitment.

2.3. Research Gap

From the above review of literature, we can see that there is a dearth of studies that directly deal with the role of emotional intelligence and job satisfaction in organizational commitment. Especially if we search for such studies in Indian context, I have not come across such research on this topic. Hence, I decided to explore the role of job satisfaction and emotional intelligence in organizational commitment of school teachers.

Chapter 3

MOTIVATION, OBJECTIVES, RATIONALE AND HYPOTHESES AND SIGNIFICANCE OF THE STUDY

3.1. Motivation of the Study

The purpose of this study is to explore how organizational commitment and its sub components are being influenced by emotional intelligence and job satisfaction. Most of the studies related to organizational commitment, emotional intelligence and job satisfaction are either done individually or with two of these variables together. According to best of my knowledge, none of those studies have explored the relationship of various sub-components of organizational commitment with emotional intelligence and job satisfaction.

3.2. Objectives

1. To study the role of emotional intelligence in organizational commitment of private school teachers.
2. To investigate the role of job satisfaction in organizational commitment of private school teachers.

3.3. Rationale and Hypotheses

Organizational commitment is a term alluded as a solid acknowledgment of the association esteems and ability to apply endeavors to stay with the association. Job satisfaction is a sentiment of satisfaction or delight that an individual gets from their activity. Emotional intelligence alludes to the limit of a person to manage and control his or her emotions and have the ability to control the sentiments of others as well. The present review was led to survey the role of emotional intelligence, job satisfaction in organizational commitment in school teachers. In light of the above mentioned and related literacy works, the accompanying speculations were defined:

Abraham (2000) explored the connection between emotional intelligence and organizational commitment and found that emotional intelligence positively impacts organizational commitment. Nikolaou and Tsaousis (2002) investigated the type of relationship the emotional intelligence shares with organizational commitment. They inferred that workers with increasingly higher measure of emotional intelligence felt regarded, and progressively esteemed in their situations in the organization with less pain , bringing about expanded sentiments loyalty and commitment to their organization .

Hypothesis 1: Emotional Intelligence is positively correlated with organizational commitment in private school teachers.

Eslami and Gharakhnai (2012) found that job satisfaction have positive and significant effect on organizational commitment. Mohamad (2012) found that job satisfaction is positively related with affective commitment, continuation commitment and normative commitment. Daneshfard and Ekvaniyan (2012) found that organizational commitment increases job satisfaction increases. A decrement in organizational commitment (affective,normative responsibility) lead to reduction in job satisfaction decreases .

Hypothesis 2: Job satisfaction is positively correlated with organisational commitment in private school teachers

3.3. Significance of the study

The present study focuses on exploring the role of emotional intelligence and job satisfaction in organizational commitment of private school teachers of Ludhiana, Punjab. The study findings will give us an indepth understanding of what role emotional intelligence, its sub-components and job satisfaction play in organizational commitment and its sub- components of school teachers in Indian context.

Chapter 4

METHOD

4.1. Sample

Total of two hundred female teachers voluntarily participated in the study. Participants age ranged between 21 to 55 years and they belonged to different private schools of Ludhiana Punjab, India i.e (KVM, DAV, DPS). The data was collected by using purposive sampling method. The participants teach the students of class 9th to 12th .

4.2. Design

Independent variable: Emotional Intelligence, Job satisfaction

Dependent variable: Organizational Commitment

4.3. Procedure

Before starting the set of the questionnaires, an informed consent was taken from the participants. Participants were informed that all their answers would remain strictly anonymous and they had the right to withdraw from participation at any point of time.

During the data collection initially the demographics were noted down. Afterword the emotional intelligence scale and job satisfaction scale were given . Finally they were presented with organizational commitment scale that represent possible feelings individuals might have about the organization for which they work.

4.4. Tools used

Emotional Intelligence Scale(EI): This is a method for measuring general emotional intelligence (EI), utilizing four sub-scales: perception of emotions, managing own emotions, managing others emotions, and utilizing emotions. The SSEIT is organized off of the EI model by Salovey and Mayer (1990). The SSEIT model is intently connected with the EQ-I model of Emotional Intelligence. The SSEIT incorporates a 33-thing self-report utilizing a 1 (strongly agree) to 5 (strongly disagree) scale for responses. Each sub-test score is graded and after that additional together to give the absolute score for the participant. The total score range from 33 to 165 and the person have to choose one which best describes her to identify the emotional intelligence. Schutte report a reliability of 0.90 .

Job Satisfaction scale (JS): This scale developed by Dubey, Uppal, Verma, Maini (1989). It is a four point scale comprises twenty items. The rating ranges from strongly agree (1) to strongly disagree (4). Total 0 to 100 per subject. Reliability: test retest= 0.64, split half reliability coefficient=0.72

Hierarchical duty Scale (OC): This scale was developed by Shawkat and Ansari (2001) . It is a seven point scale comprised with fifteen items. The minimum and maximum score of this scale ranges between 15 to 105. Higher score indicates the higher commitment of the employees. The split-half reliability coefficient of the present scale was found to be $r=0.80$ and congruent validity was found to be $r =0.76$ respectively.

4.5. Statistical Analysis

Statistical Package for Social Science (SPSS-20) was used to analyze the data. Mean, Standard Deviation, Correlation, Linear Regression were used to analyze the data.

Chapter 5

RESULTS

Table 1: Mean and standard deviation for females for emotional intelligence, job satisfaction and organizational commitment

N	Variables	Mean	Std. Deviation
	Emotional intelligence (Total scores)	87.77	16.818
	Emotional intelligence (Perception of emotions)	31.84	6.407
	Emotional intelligence (managing own emotions) MOwnE	29.59	6.998
	Emotional intelligence (managing others" emotions) MothE	26.02	4.956
200	Emotional intelligence (utilizing emotions)UOE	17.86	3.925
	Job satisfaction	49.47	7.517

Organizational commitment (Total scores)	68.67	32.289
Organizational commitment(OC_A)	25.34	8.819
Organizational commitment (OC_C)	27.30	12.425
Organizational commitment(OC_N)	27.79	5.451

The mean of emotional intelligence for females came out to be 87.77 and standard deviation came out to be 16.818. The mean of job satisfaction for females came out to be 49.47 and standard deviation came out to be 7.517. The mean of organizational commitment for females came out to be 68.67 and standard deviation came out to be 32.289.

Table 2: Correlation between emotional intelligence, job satisfaction and organizational commitment

	EI_T T	EI_PO E	EI_Mow nE	EI_Mot hE	EI_UO E	JS	OC	OC_ A	OC_ C	OC_ N
EI	1									
EI_POE	.91 ^{**}	1								
EI_Mown e	.84 ^{**}	.87 ^{**}	1							
EI_Mot hE	.96 ^{**}	.84 ^{**}	.80 ^{**}	1						
EI_UOE	.93 ^{**}	.90 ^{**}	.78 ^{**}	.79 ^{**}	1					
JS	.04	.02	.02	.06	.01	1				
OC	-.02	-.01	-.02	-.04	.01	-.04	1			
OC_A	.08	.07	.08	.09	.06	-.02	.22 [*]	1		
OC_C	.19	.03	.02	.03	.003	.15	.50 [*]	-.11	1	
OC_N	-.02	.01	-.02	-.04	.01	.12	.60 [*]	.11	.06	1

* $p < .05$; ** $p < .01$

EI- emotional intelligence (overall score), POE – perception of emotions, MOwn- managing own emotions, Month- managing others emotions, P – Perception of emotions, Job satisfaction, organizational commitment (overall score), A - Affective, C - continuance, N- normative

Table 2 indicates the correlation among Correlation between emotional intelligence and its sub-scales, Job satisfaction and organizational and its sub-scales. It can be seen that emotional intelligence (overall score) is not associated with organizational commitment or any of the component of organizational commitment. Thus, our first hypothesis, i.e, emotional intelligence positively contributes to the organizational commitment has been rejected. From the table 2, it is apparent that job satisfaction positively correlates with organizational commitment . It only correlates with just one of the sub- component of organizational commitment (Continuance aspect)

Table 3: Linear regression analysis of emotional intelligence, job satisfaction and organizational commitment

Independent Variable	Dependent Variable	B	Std. Error	Beta	t-value	Adjusted R ²
Emotional intelligence	Organizational commitment	-.041	.136	-.021	-.301 ^{NS}	.005
Job satisfaction	(overall)	.158	.305	-.037	-.519 ^{NS}	.004
<hr/>						
EI_POE		-.046	.358	-.009	-.130 ^{NS}	.005
EI_MOwne	Organizational commitment (overall)	-.087	.328	-.019	-.266 ^{NS}	.005
EI_MOthe		-.282	.463	-.043	-.609 ^{NS}	.003
EI_UOE		.072	.585	.009	.124 ^{NS}	.005

EI_POE		.102	.098	.074	1.046 ^{NS}	.000
EI_MOwne		.094	.089	.75	1.05 ^{NS}	.001
EI_Mothe		.152	.126	.085	1.207 ^{NS}	.002
	OC (Affective)					
EI_UOE		.133	.159	.059	.832 ^{NS}	.002
Emotional intellignce		.041	.037	.078	1.100 ^{NS}	.001
EI_POE		.048	.138	.025	.346 ^{NS}	.004
EI_MOwne	OC	.030	.126	.017	.241 ^{NS}	.005
	(Continuance)					
EI_Mothe		.075	.178	.030	.424 ^{NS}	.004
EI_UOE		.009	.225	.003	.041 ^{NS}	.005
Emotional Intelligence		.014	.052	.019	.269 ^{NS}	.005

Independent Variable	Dependent Variable	B	Std. Error	Beta	t-value	Adjusted R ²
EI_POE		.005	.060	.006	.078 ^{NS}	.005
EI_MOwne		.018	.055	-.023	-.323 ^{NS}	.005
EI_Mothe	OC(Normative)	-.038	.078	.035	-.488 ^{NS}	.004
EI_UOE		.010	.009	.007	.097 ^{NS}	.005
Emotional Intelligence		.006	.023	.017	-.242 ^{NS}	.005
Job satisfaction						
	OC_A_TT	-.018	.083	-.016	2.21	.005
	OC_C_TT	.251	.116	.152	2.162*	.018
	OC_N_TT	.089	.051	.123	1.747 ^{NS}	.010

Table 3 shows linear regression analysis of emotional intelligence , job satisfaction and organizational commitment.

In the above table, adjusted R square for emotional intelligence in organizational commitment .005, therefore 0.5% of the variation in the levels of organizational commitment. The B value in the above table indicates that one unit increase in emotional intelligence will lead to .041 unit decrease in the level of organizational commitment. From the same table it is evident that 0.4% variation in the levels of organizational commitment. The B value in the above table indicates that one unit increase in job satisfaction will lead to .158 unit increase in the level of organizational commitment. From the same table it is evident that 0.5% variation in the levels of Organizational commitment. The B value in the above table indicates that one unit increase in perception of emotions will lead to .046 unit decrease in the level of organizational commitment. 0.5% variation in the levels of Organizational commitment. The B value in the above table indicates that one unit increase in managing own emotions will lead to 0.87 unit decrease in the level of organizational commitment. 0.3% variation in the levels of Organizational commitment. The B value in the above table indicates that one unit increase in managing others emotions will lead to .282 unit decrease in the level of organizational commitment. 0.5% variation in the levels of Organizational commitment. The B value in the above table indicates that one unit increase in utilizing of emotions will lead to .072 unit increase in the level of organizational commitment. 0.1% variation in the levels of organizational commitment (Affective). The B value in the above table indicates that one unit increase in managing own emotions will lead to .094 unit increase in the level of organizational commitment (Affective) 0.2% variation in the levels of organizational commitment (Affective) . The B value in the above table indicates that one unit increase in managing others emotions will lead to .152 unit increase in the level of organizational commitment (Affective). 0.2% variation in the levels of organizational commitment (Affective). The B value in the above table indicates that one unit increase in

utilizing of emotions will lead to .133 unit increase in the level of organizational commitment (Affective). 0.1% variation in the levels of organizational commitment (Affective) . The B value in the above table indicates that one unit increase in emotional intelligence will lead to .041 unit increase in the level of organizational commitment (Affective) .From the table it is evident that there is 0.4% of variation in the levels of organizational commitment (Continuance). The B value in the above table indicates that one unit increase in perception of emotions will lead to .048 unit increase in the level of organizational commitment (Continuance). 0.5% variation in the levels of organizational commitment (Continuance) . The B value in the above table indicates that one unit increase in managing own emotions will lead to .030 unit increase in the level of organizational commitment (Continuance) . 0.4% variation in the levels of organizational commitment (Continuance) . The B value in the above table indicates that one unit increase in managing others emotions will lead to .075 unit increase in the level of organizational commitment (Continuance) . 0.5% variation in the levels of organizational commitment (Continuance) . The B value in the above table indicates that one unit increase in utilizing of emotions will lead to .009 unit increase in the level of organizational commitment (Continuance) . From the same table it is evident that 0.5% variation in the levels of organizational commitment (Continuance). The B value in the above table indicates that one unit increase in emotional intelligence will lead to .014 unit increase in the levels of organizational commitment (Continuance) .0.5% of variation in the levels of organizational commitment(normative). The B value in the above table indicates that one unit increase in perception of emotions will lead to .005 unit increase in the level of organizational commitment(normative) . 0.5% variation in the levels of organizational commitment(normative).The B value in the above table indicates that one unit increase in managing own emotions will lead to .018 unit increase in the level of organizational commitment(normative). 0.4% variation in the levels of organizational commitment(normative). The B value in the above table indicates that one unit increase in managing others will lead to .038 unit decrease in the level of organizational

commitment(normative). 0.5% variation in the levels of organizational commitment(normative). The B value in the above table indicates that one unit increase in utilizing of emotions will lead to .010 unit increase in the level of organizational commitment(normative). From the same table it is evident that 0.5% variation in the levels of organizational commitment(normative) . The B value in the above table indicates that one unit increase in emotional intelligence will lead to .006 unit increase in the levels of organizational commitment(normative) .In the above table, adjusted r square for job satisfaction in organizational commitment(Affective) .005, therefore 0.5% of the variation in the levels of organizational commitment(Affective). The B value in the above table indicates that one unit increase in job satisfaction will lead to .018 unit decrease in the level of organizational commitment(Affective). 18% variation in the levels of organizational commitment(Continuance). The B value in the above table indicates that one unit increase in job satisfaction will lead to .251 unit increase in the levels of organizational commitment(Continuance). 0.10% variation in the levels of organizational commitment(Normative). The B value in the above table indicates that one unit increase in job satisfaction will lead to .089 unit increase in the levels of organizational commitment(Normative) .

Chapter 6

DISCUSSION

The present research was designed to determine how emotional intelligence and job satisfaction influence organizational commitment of private school teachers of Patiala, Punjab. For this, I hypothesized that emotional intelligence and its sub-components are positively related with organizational commitment among private school teachers. Adeyemu (2007) examined the relationship of job satisfaction with organizational commitment, while emotional intelligence was considered as directing variable. It was found that emotional intelligence had a significant influence on organizational commitment. Petrides and Furnham (2006) found the association between the trait or emotional intelligence and organizational commitment. In their investigation, they examined the association between the characteristic of emotional intelligence and four job related factors, including various organizational commitment. Higher emotional intelligence was related with lower degrees of stress and higher degrees of various organizational commitment. Iordanoglou (2007) led an examination to help the relationship among emotional intelligence, authority, job satisfaction and commitment of primary teachers in Greece with the expectation that teachers are coordinators in class. Findings of his study revealed that emotional intelligence had a positive influence on leadership effectiveness and was also found strong connection to job satisfaction and organizational commitment of teachers. The findings show that emotional intelligence is not related with organizational commitment or any component of organizational commitment hence my first hypothesis i.e emotional intelligence and its sub-components positively correlates with organizational commitment has been rejected.

Another hypothesis in the study was that job satisfaction positively relates to the organizational commitment. The findings of the current study show that job satisfaction, out of all the sub-components of organizational commitment, is only associated with organizational commitment (Continuance aspect). Paulin, Ferguson and Bergeron (2006)

suggested that job satisfaction impacts organizational commitment . Kim. Leong and Lee, (2005) believed that workers with more job satisfaction are more dedicated to their association than workers with lesser job dissatisfaction. Mobley (1997) states that if disappointment of workers with their work increases,they have desire to leave the association for better job conditions . Some studies (for instance Deconinck , 2009, Rutherford ,Boles and Hamwi, Madupalli, Rutherford, 2009) showed that a few of parts of job satisfaction (for instance satisfaction with supervision, overall job with policy and support ,satisfaction with pay) were immediate pointer of organizational commitment. A few studies (for instance Deconinck 2009 , Rutherford et al.2009 , Sweeny and Quirin, 2009 , Guleryuz et al ,2008, Kim et al .2005) explored that job satisfaction affects organizational commitment. However , few studies (For instance MorBarak, Levin, Nissly and Path ,2006 , Wu and Norman, 2006) suggest that there is a reciprocal and positive connection between organizational commitment and job satisfaction.

6.2. Conclusion

The main goal of the present study was to explore the role of emotional intelligence and job satisfaction in organizational commitment among school teachers . The present study findings indicate that the emotional intelligence is not related with organizational commitment or any component of organizational commitment. Job satisfaction share a positive relationship with one of the sub-component of organizational commitment (Continuance aspect) .

6.3. Implications

This research has implications for mental health professionals, as it would help in making them aware about the role of emotional intelligence, job satisfaction in organizational commitment while they work with school teachers with issues concerning to life satisfaction and affective response.

6.4. Limitations

The present study is self-report study so there might be a possibility that the participants might have not given the correct responses. Another limitation is that the study has tried to know about one commitment towards their organization. So , again there might be a possibility that participants have not given this information accurately. Finally, the sampling technique was purposive sampling which limits the generalizability of the findings.

6.5. Scope for Future Research

In light of the review discoveries and the impediments plot work, various future research headings are proposed. Firstly there is need to study on how gender differences may play a role in the emotional intelligence and job satisfaction in organizational commitment in school teachers. The study could shed light on the sample to be taken in future work, because the current study did not take much of the sample which does not give the accurate desired results. In the present study relationship between emotional intelligence , job satisfaction in organizational commitment are being studied, We can conduct similar studies with more variables like age , marital status, interests etc. We can conduct cross cultural studies and longitudinal study to review the role of emotional intelligence , job satisfaction in organizational commitment.

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APPENDIX A: Schuttle Emotional Intelligence scale

Instructions

We would like to ask you some questions about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please rate yourself on each item on a scale from the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you ,and the “5” if you strongly agree that this is like you.

Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

S.NO	STATEMENT	SD	D	NA/ND	A	SA
1	I know when to speak about my personal problems to others					
2	When I faced with obstacles, I remember times I faced similar obstacles and overcame them					
3	I expect that I will do well on most things I try					
4	Other people find it easy to confide in me					
5	I find I hard to understand the non-verbal messages of other people*					
6	Some of the major events of my life have led me to re-evaluate what is important and not important					
7	When my mood changes, I see new possibilities					

8	Emotions are one of the things that make my life worth living					
9	I am aware of my emotions as I experienced them					
10	I expect good things to happen					
11	I like to share my emotions with others					
12	When I experienced a positive emotions, I know how to make it last					
13	I arrange events others enjoy					
14	I seek out activities that make me happy					
15	I am aware of the non-verbal messages I send to others					
16	I present myself in a way that makes a good impression on others					
17	When I am in a positive mood, solving problems is easy for me					
18	By looking at their facial expressions, I recognize my emotions as I experience them					
19	I know why my emotions change					
20	When I am in a positive mood, I am able to come up with new ideas					
21	I have control over my emotions					
22	I easily recognize my emotions as I experience them					
23	I motivate myself by imagining a good outcome to tasks I take on					
24	I compliment others when they have done something well					
25	I am aware of the non-verbal messages other people send					

26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself					
27	When I feel a change in emotions, I tend to come up with new ideas					
28	When I am faced with a challenge, I give up because I believe I will fail*					
29	I know what other people are feeling just by looking at them					
30	I help other people feel better when they are down					
31	I use good moods to help myself keep trying in the face of obstacles					
32	I can tell how people are feeling by listening to the tone of their voice					
33	It is difficult for me to understand why people feel the way they do					

APPENDIX B: Job satisfaction Scale by Dubbey, Uppal, Verma, Maini

Instructions

In the following containing 20 statements regarding different factors that are related to your job. Please answer using the number in the column that comes closest to reflecting your level of agreement or disagreement.

1= Strongly Agree 2= Agree 3= Un-decided 4= Strongly disagree

S.NO	STATEMENTS	SA	A	UN- Decided	SD
1	I have been getting promotion as per my qualification and experience				
2	I have full confidence in the management of this organisation				
3	Favouritism does not have any role to play in my organisation				
4	On the whole, I am satisfied with the general supervision in my department				
5	Working conditions in this organization are satisfactory				
6	My organization treats its employees better than any other organisation				
7	I have good opportunity to present my problems and views to the management				
8	My present job is as per my ability/qualification and experience				
9	I have satisfactory relations with my supervisor				
10	I am proud of my organization				

11	Compared to the salary for similar jobs in other organizations, my pay is better				
12	My supervisor takes into account my wishes and my performance				
13	My job has helped me to learn more skills				
14	My job is reasonably secure as long as I do good work				
15	Promotions are made on merit in this organization				
16	I usually feel fresh at the end of the day's work				
17	My pay is enough for providing necessary things in my life				
18	There is high team spirit in the work group				
19	I am satisfied with welfare facilities (medical) provided by the organization				
20	I have good prospects of advancement in my job				

APPENDIX C: Shawkat and Ansari Organizational Commitment Scale

Instructions

Listed below are 15 statements that represent possible feelings individuals might have about the organization for which they work. With respect to your own feelings about the organization in which you currently work, please indicate the level of your agreement or disagreement with each statement by circling 1,2 or 3,4,5,6,7 to what extent you used it in the situation.

Strongly disagree	1	Slightly disagree	5
Moderately disagree	2	Moderately agree	6
Slightly disagree	3	Strongly agree	7
Neutral	4		

S.NO	STATEMENT	SD	MD	SL- DA	N	SL-A	MA	SA
1	I am willing to put a great deal of effort beyond what is normally expected in order to help this organization be successful							
2	I talk up this organization to my friends as a great organisation to work for							
3	I feel very little loyalty to this organization							
4	I would accept almost any type of job assignment in order to keep working for this organization							
5	I find my values and the organisation's values are very similar							

6	I am proud to tell others I am part of this organization							
7	I could just as well be working for a different organisation as long as the type of work was similar							
8	This organization really inspires my best job performance							
9	It would take very little change in my present circumstances to cause me to leave this organisation							
10	I am extremely glad I chose this organization to work for over others I was considering at the time I joined							
11	There is not too much to be gained by sticking with the organization indefinitely							
12	Often I find it difficult to agree with this organization's policies on important matters relating to its employees							
13	I really care about the fate of this organisation							
14	For me, this is the best of all possible organizations for which to work							
15	Decision to work for this organization was a definite mistake on my part							

