

## ANALYSIS OF TEACHERS' EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT AT SECONDARY LEVEL

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### ABSTRACT

This study was conducted to explore the Teachers' Emotional Intelligence and Organizational Commitment at Secondary Level. It is well known that teacher is the major part of the education system and he is the responsible of the future of a nation as well. The objective of the study was to analyze the correlation between teachers' emotional intelligence and organizational commitment. The population of the study was the teachers of government schools in district Multan. A sample of the study was 351 teachers in which 183 male and 168 female teachers were selected as a respondent of the study as per the table format Kotrlik, & Higgins. The random sampling was used to conduct the research. A self-structured questionnaire was used to investigate the "Analysis of Teachers' Emotional Intelligence and Organizational Commitment at Secondary Level" i.e (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The validation of questionnaire based on pilot testing and expert opinion. Researcher used the survey method for the collection of data. Cronbach's alpha value of the tool was 0.896. Data was analysed through descriptive statistics such as mean, percentages, standard deviation and inferential statistics such as t-test, Pearson correlation by using SPSS. It was found that the mean values for the teacher's views about their perceived emotions ranged from 1.22 to 3.13. It was found that values of Standard Devia for all the items which are around 1.08. Recommendations based on the findings of the study, view of the majority of respondents that emotional intelligence influence on teacher's performance. It's recommended that teachers must enhance their emotional intelligence and organizational commitment, and such kind of research should be conducted at broad level.

**Keywords:** Emotional Intelligence, Organizational Commitment

### INTRODUCTION

Human thoughts take their direction from emotions and through these emotions they become formed. The use of emotional intelligence enables people to solve various personal and work-related challenges in a sensible manner by linking

heart to mind or connecting feelings with intellect. All organization members alongside individual staff members are directly influenced by collective emotional states and personal emotional states. Every organizational stage experiences emotional

influence which affects relationship quality and effectiveness at the institute (Nusair & Bae, 2012). Emotional intelligence lets people recognize their own emotional states as well as handle these emotions and understand the emotions felt by others according to Goleman (2001). Emotional intelligence exceeds intelligence alone because it delivers superior judgments and creates dynamic organizations and successful rewarding lives according to modern research findings. (Cooper & Swaf, 1997).

Given research by Dogan and Kilic (2008) Organizational Commitment serves to assess the strength of workforce ties to their employment organization. The definition of organizational commitment entails holding firm beliefs about organizational goals combined with having binding acceptance of the organization's core principles together with the commitment to give full effort on its behalf (Mowday et al., 1979). The method helps different stakeholders such as senior management and the general government achieve harmonized goals for their company.

A three-dimensional model developed by Meyer & Allen (1991) emerged as a result of their review on one-dimensional models within organizational commitment. Organizational commitment represents the mental state that causes an individual to stay bonded with their organization according to their definition. The described approach consists of three fundamental commitments which include affective desire and continuing need together with normative duty. The word "affective commitment" refers to a worker's emotional attachment to the business. Such organizational commitment exists when members are conscious about spending at their institution.

Educational staff who practice emotional intelligence demonstrate their ability to both identity and understand their personal emotions and student emotional states. The extent of faculty devotion toward their university persists as their organizational commitment. This article examines the relationship between secondary school teachers and their organizational commitment alongside emotional intelligence.

Strong emotional intelligence in teaching professionals enables them to fully recognize what their students need as well as their motivation and difficulties. Through this practice teachers can make suitable adjustments to their teaching

approaches for individual learning styles while providing needed guidance and develop positive student relationships. Teaching professionals who lack emotional intelligence will face difficulties building student relationships which affects their ability to establish positive learning settings.

Educational institutions depend heavily on their staff's level of organizational commitment for success. Commitment to an organization increases teacher job satisfaction along with better performance while strengthening their commitment to remain in their current educational position. When teachers lack organizational commitment they tend to develop burnout symptoms followed by workplace disinterest that leads to job abandonment. Multiple organization-related elements such as leadership beliefs and corporate cultures and work happiness attitudes emerge consistently in academic studies as factors that affect teacher organizational commitment. Research by Cho and Lee (2018) demonstrates that educators with positive organizational culture and encouraging leadership combined with high job happiness tend to stay with their organization.

Organizational commitment plus emotional intelligence emerge as essential elements that direct the performance trajectory of educational institutions specifically those working at the secondary level. Hot teachers recognize student needs better and build good learning conditions and devoted school employees stay longer. The emotional intelligence level of a school principal leads to better instructor organizational commitment. The human ability to detect personal emotions in addition to these within others combined with their capacity to differentiate such feelings then enables them to steer both their emotional responses and behavioral patterns. Multiple research reports demonstrate that leaders with advanced emotional intelligence capabilities use positive emotions to produce superior decision quality. The environment in an organization tends to become stronger as emotional intelligence levels within its workforce rise. (Chi, et al. 2007).

Abraham (2004) revealed that emotional intelligence produces positive effects on organizational commitment. The connection between emotional intelligence and organizational commitment was subject to research by Nikolaou and Tsaousis in 2002.

Nikolaou and Tsaousis (2002) conducted studies to research how emotional intelligence links with organizational commitment. Higher emotional intelligence levels among workers resulted in reduced pain along with greater respect which fostered stronger devotion toward their companies according to Nikolaou and Tsaousis (2005). The relationship between worker emotional intelligence and organizational engagement received additional study from Nikolaou and Tsaousis (2005). Employee organizations can help people develop greater knowledge along with self-assurance which in turn leads them to become more dedicated to their organizational mission. Co-curricular activities create an enhanced work environment which enables organizations to establish a strong sense of community between its members. Team activities beyond working hours help employees create closer interpersonal bonds which increases their organizational commitment level. The outcome of higher work satisfaction leads to greater employee commitment toward the organization.

#### STATEMENT OF THE PROBLEM

Emotional intelligence and organizational commitment at secondary schools received research focus for evaluation of their value in education institutions. Any society puts great significance on its education sector because institution education quality depends mainly on teaching staff emotional intelligence and organizational commitment. The quality of secondary school education has drawn increased attention regarding how teachers express their emotional intelligence together with their commitment to their organization.

The research examined the problem of evaluating teachers' emotional intelligence alongside their organizational commitment levels in secondary education institutions. The analysis of teacher emotional intelligence remains problematic because no standardized assessment tool exists. The four essential features of emotional intelligence include self-awareness together with self-regulation and social awareness and relationship management.

#### OBJECTIVES OF THE STUDY

This study was designed to achieve the following objectives:

1. To explore the teachers' perception regarding emotional intelligence.

2. To examine the teachers' perception regarding organizational commitment.

3. To find out the relationship between teachers' emotional intelligence and

4. To enhance the measures emotional intelligence and organizational commitment of stakeholders.

#### RESEARCH QUESTIONS

Following were the research questions of the study.

1. What is the teachers' perception regarding emotional intelligence at secondary level?

2. What is the teachers' perception regarding organizational commitment at secondary level?

3. Is there any relationship between teachers' emotional intelligence and organizational commitment?

4. What are measures to enhance emotional intelligence and organizational commitment of stakeholders?

#### SIGNIFICANCE OF THE STUDY

This research evaluated organizational commitment together with emotional intelligence within the secondary school teaching profession. This study provides advantages to teachers and students in secondary school institutions. The study aims at better comprehending the relationship between the organizational commitment of secondary school educators and their emotional intelligence levels. The development of strategies to preserve and sustain organizational value is an asset that school administrators should establish. The research supplies institutions with potential strategies to maintain experienced instructors who demonstrate organizational abilities coupled with emotional intelligence. These findings can support better teacher retention practices which lead to increased academic success across the board. The knowledge gained about emotional intelligence and organizational commitment allows schools to identify their priority areas thus fostering a contented learning environment.

Research focused on teachers' emotional intelligence and their organizational commitment could help prevent teacher retirement along with managing burnout. When teachers lack emotional intelligence it becomes harder for them to manage their occupational duties thus leading to work

burnout and detachment. The dedication of educators to their organization produces a more stable learning environment because dedicated staff tends to perform better and stay within their present roles.

#### Review of Literature

The scientific investigation of emotional intelligence started during the early 1990s after researchers began to study this field. Some leading researchers contributed to the study of emotional intelligence through their important discoveries. Salovey and Mayer were among the first researchers to publish their work about emotional intelligence during 1990. Researchers defined emotional intelligence through its capacity to identify along with understanding and manage emotions whether they belong to oneself or others. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) stands as one of the most frequently used tests for measuring emotional intelligence which the researchers developed. Daniel Goleman stands as the most popular author who supports emotional intelligence theories. Goleman published "Emotional Intelligence: Why It Can Matter More Than IQ" in 1995 to explain why emotional intelligence defines workplace and life success.

Most academics position emotional intelligence as a significant educational marker for occupational and professional style areas. The usage of emotional intelligence by teachers results in a significant life experience because they learn how to apply this knowledge. Teachers need to recognize both cognitive and emotional intelligence differences to achieve academic greatness but it remains important to develop their students' emotional abilities because their assessment process will reveal their own emotional intelligence skills (Zeidner, Matthews, & Roberts, 2011). People who possess high emotional intelligence refuse to place fault on their organizations when experiencing feelings of unbalance and dissatisfaction because of encountered difficulties. People with Emotional Intelligence skills will dedicate themselves to learning methods to prevent experiencing negative emotional states. Through creative problem-solving that results from their emotional intelligence the teachers reduce imbalanced feelings to drive higher organization commitment while decreasing commitment based on job security. C. Abraham (2003).

Jude (2011) conducted research on how emotional intelligence influences work stress in secondary school teachers and uncovered significant discrepancies between teachers with low and high emotional intelligence. Teacher effectiveness and occupational stress levels among secondary school teachers showed opposite patterns based on emotional intelligence levels according to Kauts and Saroj (2010). Salami (2007) investigated how secondary school teachers in South Western Nigeria viewed work along with their emotional intelligence and self-efficacy characteristics. Self-efficacy together with emotional intelligence showed strong statistical relationships with job attitudes according to the study results.

#### Emotional Intelligence

The potential capability of individuals to recognize their emotions and those of others and to distinguish different emotions enables proper guidance of thinking and behavioral responses (Dumbravă, 2011). Research has defined emotional intelligence as the skill to detect and understand emotions together with developing emotions which allows one to control personal and other peoples' emotional responses (Bhalerao and Kumar 2016). Multiple researchers dedicated to developing EI knowledge base achieved substantial progress since the last few decades.

The authors of Pandey and Sharma (2016) argued emotional intelligence helps managers understand performance-related employee characteristics especially when tasks need completion. Pandey and Sharma indicate that emotional intelligence permits leaders to achieve three key goals including dual work-family balance while successfully practicing their profession and controlling stress as well as enabling them to motivate employees toward retention.

#### Organizational Commitment

Scientists have investigated organizational commitment links alongside its multiple related factors starting from the early 1900s similarly to the way they study intelligence. Researchers have created numerous definitions for organizational commitment in the studies reviewed. According to Mowday, Steers, and Porter (1979) organizational commitment represents the degree of employee enthusiasm toward their involvement with their organization. The concept of organizational commitment as emotional or



passionate interpersonal organization affiliation receives backing from modern researchers through Lyndon & Rawat (2015) and Newman & Butler (2014) and Pinho, Ana, & Dibb (2014) and Simosi & Xenikou (2010).

### DIFFERENCE BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

Organizational commitment stands distinct from emotional intelligence because researchers commonly use these concepts to analyze employment behaviors and workplace satisfaction. People with emotional intelligence possess skills that enable them to understand their emotions alongside the emotions of others. On the other side, organizational commitment describes a worker's degree of fidelity and devotion to their employer. Although they share some connections they establish different domains than each other. The ability to maintain focus represents a major difference between both organizational commitment and emotional intelligence. Individual-level emotional intelligence elements comprise two distinct areas: interpersonal relationship management skills as well as emotional control abilities.

The main emphasis in organizational commitment remains on employee dedication toward their organization combined with their decision to remain employed at that institution. Organizational commitment produces different effects than emotional intelligence and vice versa. Research demonstrates that emotional intelligence leads individuals to better work outcomes through improved mental health and job satisfaction although improving job performance. An individual's commitment to their organization generates three main benefits that include reducing employee departure rates alongside increased productivity and organizational citizenship quality.

That being said emotional intelligence exists as an individual construct which differs from organizational commitment even though both concepts can interact with one another. Workers with strong emotional intelligence demonstrate better capabilities to interact with others thus building stronger relationships at work and increasing dedication to their organization. Workers with substantial organizational dedication show higher probability to perform

emotionally intelligent tasks that include conflict resolution and teamwork. The understanding of employee conduct and job contentment requires differentiating between emotional intelligence and organizational pledge as two independent concepts. Despite their different objectives emotional intelligence and organizational commitment possess a number of meaningful connections.

Research About Emotional Intelligence Delivers Its Current State of Understanding Psychologists together with organizational researchers have focused their attention on emotional intelligence since the 1970s. Research efforts about the construct and its measurement tools and organizational and individual effects have grown since its early definition. Scientific research about emotional intelligence has generated these essential discoveries during the current time period. The construct of emotional intelligence contains four skill areas principally involving personal perception of emotions and others' emotions and emotional-driven thinking and behavior and emotional understanding and analysis and emotional self-regulation together with emotional regulation of others. Studies now emphasize the need to study different aspects of emotional intelligence in order to determine their effects on people and organizational contexts. The level of emotional intelligence directly affects work performance among individuals.

Research studies validate that increased emotional intelligence produces better work outcomes. People benefit from their emotional intelligence capabilities when confronting challenging social interactions and when they need to communicate effectively with others and deal with emotional stressors. Leadership effectiveness follows directly from emotional intelligence levels since leaders with stronger emotional quotient perform better by motivating teams better and creating meaningful relationships while resolving disagreements and various other organizational challenges. New studies suggest that emotional intelligence develops through practice when experts analyze its nature as either natural talent or trainable ability.

Emotional intelligence generates positive effects for work success yet leads to unfavorable results during specific situations. The continuous exposure to stressful emotional situations leads high emotional intelligence individuals to

increased susceptibility towards burnout. Research about emotional intelligence in recent times has developed our comprehension of this intricate construct and its organizational and individual effects. Research on emotional intelligence together with its effects should continue because it helps identify improvement strategies for emotional intelligence skills which lead to greater job performance alongside superior leadership and higher well-being.

### Research Methodology

Describing the nature of research through

surveys formed the basis of this study.

Survey questionnaire served as the instrument for data collection.

### Population of the study

Teachers functioning in government secondary schools of Multan district served as the entire study population. The educational workforce of Multan district consisted of 3957 teachers who were distributed with 2067 males and 1890 females..

**Table 1: Distribution of population**

| Sr. | Tehsils           | No of Teachers        |        |
|-----|-------------------|-----------------------|--------|
|     |                   | Male                  | Female |
| 1   | Multan City       | 663                   | 1271   |
| 2   | Multan Sadar      | 677                   | 438    |
| 3   | Jalalpur Pir Wala | 278                   | 91     |
| 4   | Shujabad          | 449                   | 90     |
|     |                   | 2067                  | 1890   |
|     |                   | Total Teachers = 3957 |        |

Source: <https://sis.punjab.gov.pk/dashboard>

### SAMPLE OF THE STUDY

The sample is a true representative of the study. In this study, random sampling technique was used. The total population of the study was 3957 teachers of government schools of district Multan.

A sample of the study was 351 teachers in which 183 male and

168 female teachers were selected as respondents of the study as per the table format (Kotrlík, & Higgins). The researcher collected the data physically by visiting targeted sample schools.

**Table 2: Distribution of sample**

| Sr. | Tehsils           | Teachers             |        |       |
|-----|-------------------|----------------------|--------|-------|
|     |                   | Male                 | Female | Total |
| 1   | Multan City       | 59                   | 113    | 172   |
| 2   | Multan Sadar      | 60                   | 39     | 99    |
| 3   | Jalalpur Pir Wala | 28                   | 08     | 33    |
| 4   | Shujabad          | 39                   | 08     | 47    |
|     |                   | 183                  | 168    | 351   |
|     |                   | Total Teachers = 351 |        |       |

### RELIABILITY OF THE TOOL

The reliability of the data collection tool was

determined with the help of Cronbach alpha test.

The Cronbach alpha value found 0.896.

**Table 3**

Reliability of questionnaire

| No. | Category | No. of Items | Cronbach's Alpha Value |
|-----|----------|--------------|------------------------|
| 1   | Teachers | 20           | 0.896                  |

### ANALYSIS OF DATA

Primary data was analysed through descriptive statistics such as mean, percentages, standard deviation and inferential statistics such as t-test, Pearson correlation by using SPSS. The reliability and validity analysis are carried out to confirm the

quality of the instrument. The choice characteristics for data consistency given by George & Mallery (2013).

Data collected by questionnaires was coded for statistical analysis. The demographic information of teachers' data collection tool was coded as:

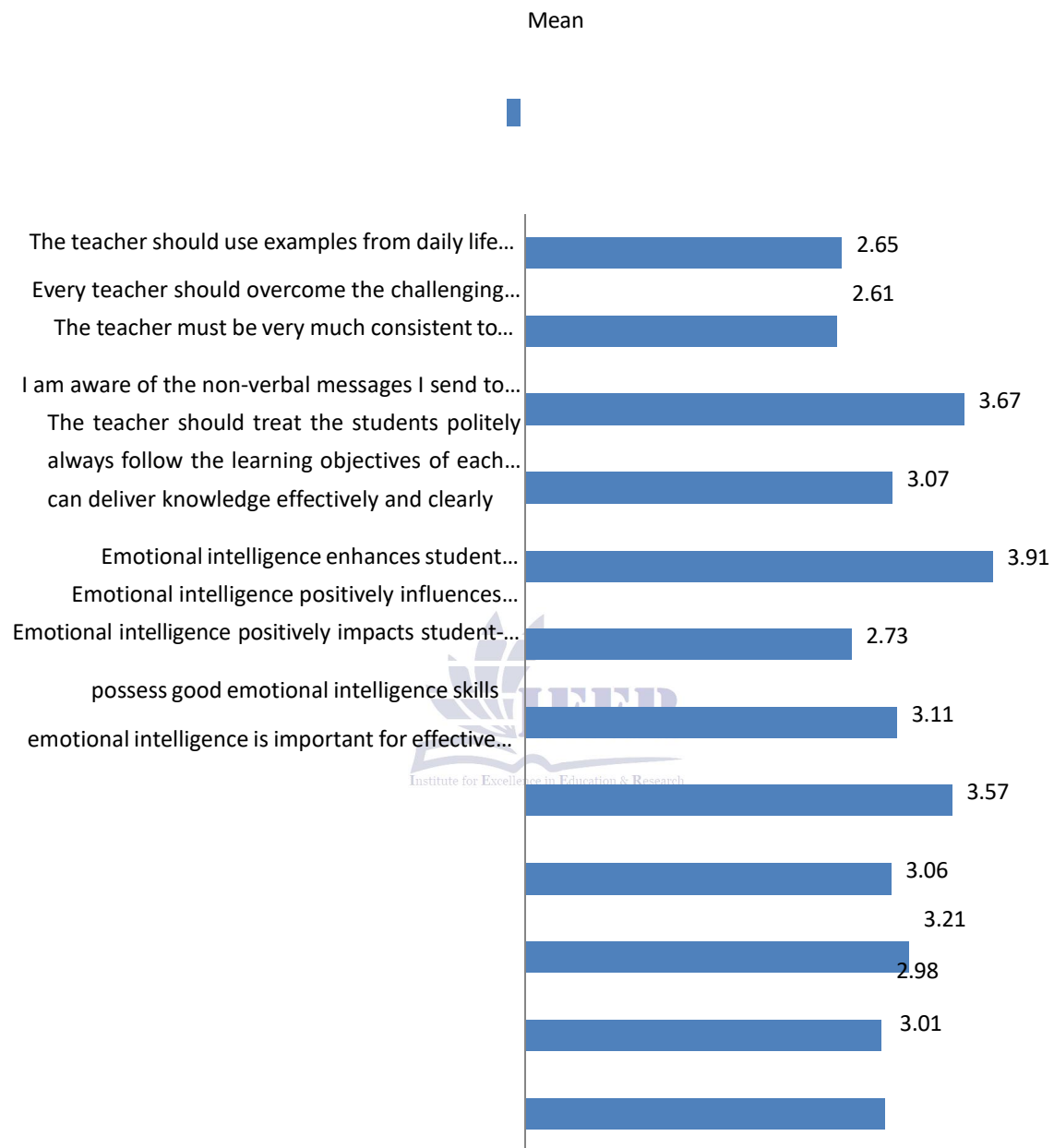
gender, Male = 1, Female = 2, academic qualification as, masters = 1, M.Phil/PhD = 2 All the items in teachers „questionnaire were positive and given the codes in a sequence as strongly agree = 1, agree = 2, neutral = 3, disagree = 4 and strongly disagree = 5. The analysis of data is the focus of this chapter, which is divided into five sections. In the first part, researcher examines the demographic data

collected from the participants and provides a descriptive analysis. The second part of the report examines how people rate their emotional quotient. The third portion also depicts an investigation of how much the teaching sector is loyal towards their organization. The fourth segment examines how one's self-assessed level of emotional intelligence correlates with their level of dedication to their organization.

**Table 4: Descriptive Analysis for teacher's perceptions regarding emotional intelligence**

| S.# | Statement  |   | SA    | A    | N     | DA    | SDA   | Total | Mean      | SD    |
|-----|--|---|-------|------|-------|-------|-------|-------|-----------|-------|
| 1   | I believe emotional intelligence is important for effective teaching.                        | F | 104   | 112  | 16    | 62    | 52    | 351   | 3.01      | 0.89  |
|     |  | % | 29.6  | 31.9 | 4.6   | 17.7  | 16.9  | 100   |           |       |
|     | I think I possess good emotional intelligence skills.  | F | 85    | 132  | 11    | 80    | 43    | 351   | 0.12      | 1.23  |
| 2   |  | % | 24.2  | 37.6 | 3.1   | 22.8  | 12.3  | 100   | 5         |       |
|     | Emotional intelligence positively impacts student-teacher relationships.                     | F | 68    | 115  | 22    | 64    | 82    | 351   | 3.21      | 1.301 |
| 3   |  | % | 19.4  | 32.8 | 6.3   | 18.2  | 23.4  | 100   |           |       |
|     | Emotional intelligence positively influences classroom management.                           | F | 74    | 127  | 30    | 67    | 53    | 351   | 3.06      | 1.760 |
| 4   |  | % | 21.1  | 36.2 | 8.5   | 19.1  | 15.1  | 100   |           |       |
|     | Emotional intelligence enhances student engagement and learning.                             | F | 111   | 121  | 19    | 62    | 38    | 351   | 3.57      | 0.610 |
| 5   |  | % | 31.6  | 34.5 | 5.4   | 17.7  | 10.8  | 100   |           |       |
|     | I can deliver knowledge effectively and clearly.   | F | 125   | 116  | 10    | 60    | 40    | 351   | 3.11      | 1.98  |
| 6   |  | % | 24.2  | 37.6 | 3.1   | 22.8  | 12.3  | 100   |           |       |
|     | I always follow the learning objectives of each lesson and work to achieve those objectives. | F | 111   | 96   | 18    | 79    | 47    | 351   | 0.63      | 0.83  |
| 7   |  | % | 31.6  | 27.4 | 22.5  | 55.1  | 13.4  | 100   | 6         |       |
|     | The teacher should treat the students politely.  | F | 82    | 175  | 19    | 32    | 43    | 351   | 3.91      | 1.082 |
| 8   |  | % | 23.4  | 49.9 | 5.4   | 9.1   | 12.3  | 100   |           |       |
|     | I am aware of the non-verbal messages I send to others.                                      | F | 57    | 66   | 37    | 116   | 75    | 351   | 3.07      | 1.571 |
| 9   |  | % | 16.2  | 18.8 | 10.5  | 33    | 21.4  | 100   |           |       |
|     | The teacher must be very much consistent to his/her behavior.                                | F | 70    | 157  | 45    | 52    | 37    | 351   | 3.67      | 1.432 |
| 10  |  | % | 19.9  | 44.7 | 10    | 14.8  | 10.5  | 100   |           |       |
|     | Every teacher should overcome the challenging situation                                      | F | 88    | 137  | 40    | 52    | 34    | 351   | 2.61      | 0.91  |
| 11  |  | % | 2.51  | 39   | 11.4  | 14.8  | 9.7   | 100   |           |       |
|     | The teacher should use examples from daily life for the better understanding of students     | F | 116   | 104  | 21    | 52    | 58    | 351   | 2.65      | 1.062 |
| 12  |  | % | 33    | 29.6 | 6     | 14.8  | 16.5  | 100   |           |       |
|     |  | F | 90    | 121  | 24    | 65    | 50    | 351   |           |       |
|     | Average  | % |       |      |       |       |       |       | 3.131.221 |       |
|     |  |   | 23.05 | 35   | 10.78 | 18.94 | 14.55 | 100   |           |       |

### Descriptive Analysis for teacher's perceptions regarding emotional intelligence



The results revealed that (116) 61.5% of the respondents agreed to the statement, (114) 34.6% disagreed, while (16) 4.6% of the teachers remained neutral to statement that they believe emotional intelligence is important for effective teaching. However, the mean value and the std. deviation  $M=3.01$ , and  $SD=0.89$  respectively depict the significance of the statement. The results revealed that (217) 61.8% of the respondents agreed to the statement,

(123) 35.1% disagreed, while (11) 3.1% of the teachers remained neutral to statement that I think I possess good emotional intelligence skills. However, the mean value and the std. deviation;  $M= 2.98$ , and  $SD=1.23$  respectively depict the significance of the statement.

The results revealed that (173) 52.2% of the respondents agreed to the statement, (146) 41.6% disagreed, while (22) 6.3% of the teachers remained neutral to statement that Emotional



intelligence positively impacts student- teacher relationships. However, the mean value and the std. deviation;  $M= 3.06$ , and  $SD= 1.301$  respectively depict the significance of the statement.

The results revealed that (201) 57.3% of the respondents agreed to the statement, (120) 34.2% disagreed, while (30) 8.5% of the teachers remained neutral to statement that Emotional intelligence positively influences classroom management. However, the mean value and the std. deviation;  $M= 3.06$ , and  $SD=1.760$  respectively depict the significance of the statement.

The results revealed that (232) 66.1% of the respondents agreed to the statement, (100) 28.5% disagreed, while (19) 5.4% of the teachers remained neutral to statement that Emotional intelligence enhances student engagement and learning. However, the mean value and the std. deviation;  $M=3.57$ , and  $SD=0.610$  respectively depict the significance of the statement.

The results revealed that (236) 61.3% of the respondents agreed to the statement, (100) 35.1% disagreed, while (10) 3.1% of the teachers remained neutral to statement that they can deliver knowledge effectively and clearly. However, the mean value and the std. deviation;  $M= 3.11$ , and  $SD=1.98$  respectively depict the significance of the statement.

The results revealed that (207) 59% of the respondents agreed to the statement, (126) 35.9% disagreed, while ( ) % of the teachers remained neutral to statement that they always follow the learning objectives of each lesson and work to achieve those objectives. However, the mean value and the std. deviation;  $M= 2.73$ , and  $SD=0.83$  respectively depict the significance of the statement.

The results revealed that (255) 73.3% of the respondents agreed to the statement, (75) 21.4% disagreed, while (19) 5.4% of the teachers remained neutral to statement that The teacher should understand show tolerance towards

students „behavioral and disciplinary problems. However, the mean value and the std. deviation;  $M= 3.91$ , and  $SD=1.082$  respectively depict the significance of the statement.

The results revealed that (123) 35% of the respondents agreed to the statement, (191) 54.4% disagreed, while (37) 10.5% of the teachers remained neutral to statement that the teacher should treat the students politely. However, the mean value and the std. deviation;  $M= 3.07$ , and  $SD=1.571$  respectively depict the significance of the statement.

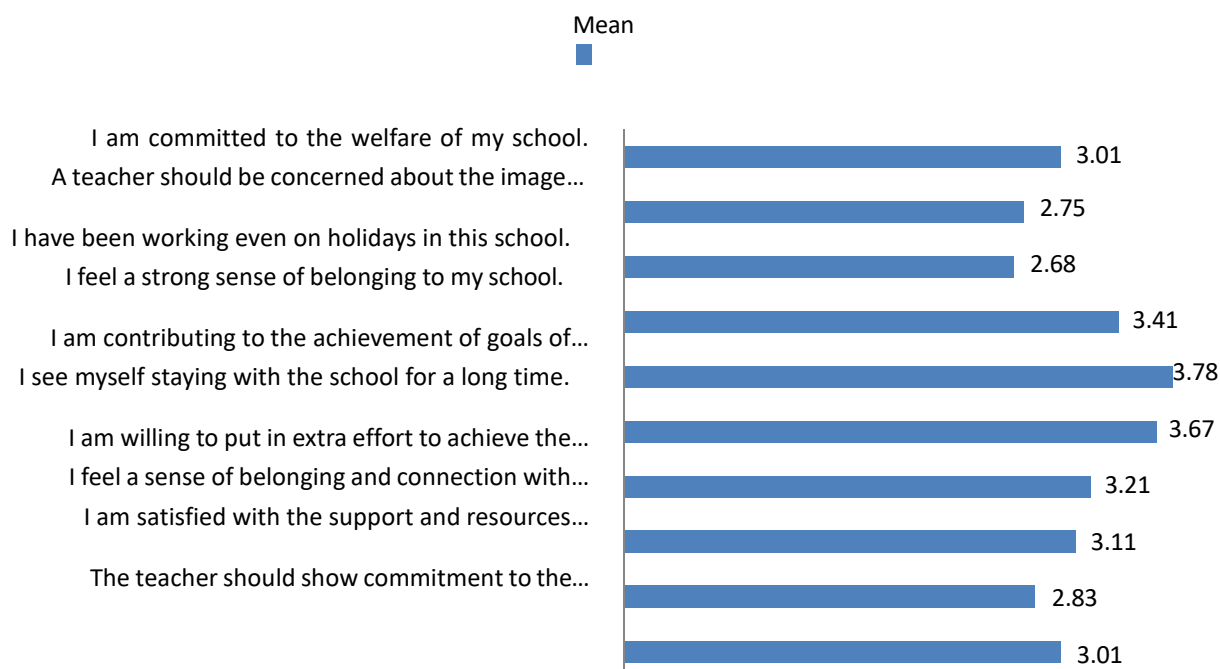
The results revealed that (127) 64.6% of the respondents agreed to the statement, (89) 25.3% disagreed, while (45) 10% of the teachers remained neutral to statement that they were aware of the non-verbal messages I send to others. However, the mean value and the std. deviation;  $M= 3.67$ , and  $SD=1.432$  respectively depict the significance of the statement. The results revealed that (225) 41.5% of the respondents agreed to the statement, (86) 24.5% disagreed, while (40) 11.4% of the teachers remained neutral to statement that the teacher must be very much consistent to his/her behavior. However, the mean value and the std. deviation;  $M= 2.61$ , and  $SD= 0.91$  respectively depict the significance of the statement.

The results revealed that (225) 41.5% of the respondents agreed to the statement, (86) 24.5% disagreed, while (40) 11.4% the teachers remained neutral to statement that every teacher should overcome the challenging situation. However, the mean value and the std. deviation;  $M= 2.61$ , and  $SD=0.91$  respectively depict the significance of the statement. The results revealed that (120) 63% of the respondents agreed to the statement, (110) 31.3% disagreed, while (21) 6% of the teachers remained neutral to statement that the teacher should use examples from daily life for the better understanding of students. However, the mean value and the std. deviation;  $M= 2.65$ , and  $SD= 1.062$  respectively depict the significance of the statement.

**Table 5: Descriptive Analysis for Teacher's perceptions regarding organizational commitment**

| S.# | Statement  |   | SA    | A     | N    | DA    | SDA   | Total | Mean | Sd    |
|-----|--|---|-------|-------|------|-------|-------|-------|------|-------|
| 1   | The teacher should show commitment to the success and development of the school. | F | 89    | 128   | 12   | 84    | 38    | 351   | 3.01 | .011  |
|     |  | % | 25.4  | 36.5  | 3.4  | 23.9  | 10.8  | 100   |      |       |
| 2   | I am satisfied with the support and resources provided by the school.            | F | 93    | 120   | 26   | 76    | 36    | 351   | 2.83 | 1.013 |
|     |  | % | 26.5  | 34.2  | 7.4  | 21.7  | 10.3  | 100   |      |       |
| 3   | I feel a sense of belonging and connection with the school.                      | F | 71    | 121   | 30   | 60    | 69    | 351   | 3.11 | 0.68  |
|     |  | % | 20.2  | 34.5  | 8.5  | 17.1  | 19.7  | 100   |      |       |
| 4   | I am willing to put in extra effort to achieve the goals of the school.          | F | 79    | 121   | 30   | 62    | 59    | 351   | 3.21 | 1.301 |
|     |  | % | 22.5  | 34.5  | 8.5  | 17.7  | 16.8  | 100   |      |       |
| 5   | I see myself staying with the school for a long time.                            | F | 124   | 110   | 14   | 63    | 40    | 351   | 3.67 | 1.434 |
|     |  | % | 35.3  | 31.3  | 4    | 17.9  | 11.4  | 100   |      |       |
| 6   | I am contributing to the achievement of goals of this school                     | F | 135   | 118   | 10   | 51    | 37    | 351   | 3.78 | 1.890 |
|     |  | % | 38.5  | 33.6  | 2.8  | 14.5  | 10.5  | 100   |      |       |
| 7   | I feel a strong sense of belonging to my school.                                 | F | 130   | 96    | 15   | 85    | 25    | 351   | 3.41 | 1.341 |
|     |  | % | 37    | 27.4  | 4.3  | 24.2  | 7.1   | 100   |      |       |
| 8   | I have been working even on holidays in this school.                             | F | 125   | 102   | 21   | 59    | 44    | 351   | 2.68 | 1.82  |
|     |  | % | 35.6  | 29.1  | 6    | 16.8  | 12.5  | 100   |      |       |
| 9   | A teacher should be concerned about the image of his/her school.                 | F | 149   | 50    | 20   | 67    | 65    | 351   | 2.75 | .212  |
|     |  | % | 42.5  | 14.2  | 5.7  | 19.1  | 18.5  | 100   |      |       |
| 10  | I am committed to the welfare of my school.                                      | F | 82    | 156   | 24   | 47    | 42    | 351   | 3.01 | 1.098 |
|     |  | % | 23.4  | 44.4  | 6.8  | 13.4  | 12    | 100   |      |       |
|     |  | F |       |       |      |       |       |       |      |       |
|     | Average  |   | 107.7 | 112.2 | 20.2 | 65.4  | 45.5  | 351   | 3.14 | 1.08  |
|     |  | % | 30.69 | 31.97 | 5.74 | 18.63 | 12.96 | 100   |      |       |

### Teacher's perceptions regarding organizational commitment



The results revealed that (217) 61.9% of the respondents agreed to the statement, (122) 34.7% disagreed, while (12) 3.4% of the teachers remained neutral to statement that the teacher should show commitment to the success and development of the school. However, the mean value and the std. deviation;  $M= 3.01$ , and  $SD=0.011$  respectively depict the significance of the statement. The results revealed that (213) 60.7% of the respondents agreed to the statement, (112) 32% disagreed, while (30) 8.5% of the teachers remained neutral to statement that I am satisfied with the support and resources provided by the school. However, the mean value and the std. deviation;  $M= 2.83$ , and  $SD= 1.013$  respectively depict the significance of the statement.

The results revealed that (192) 54.7% of the respondents agreed to the statement, (129) 36.8% disagreed, while (30) 8.5% of the teachers remained neutral to statement that I feel a sense of belonging and connection with the school. However, the mean value and the std. deviation;  $M= 3.11$ , and  $SD= 0.68$  respectively depict the significance of the statement. The results revealed that (200) 67% of the respondents agreed to the statement, (121) 34.5% disagreed, while (30) 8.5% of the teachers remained neutral to statement that I am willing to put in extra

effort to achieve the goals of the school. However, the mean value and the std. deviation;  $M=3.21$ , and  $SD=1.301$  respectively depict the significance of the statement.

The results revealed that (235) 66.6% of the respondents agreed to the statement, (103) 29.3% disagreed, while (14) 4% of the teachers remained neutral to statement that I see myself staying with the school for a long time. However, the mean value and the std. deviation;  $M=3.67$ , and  $SD=1.434$  respectively depict the significance of the statement. The results revealed that (253) 72.1% of the respondents agreed to the statement, (118) 25% disagreed, while (10) 2.8% of the teachers remained neutral to statement that I am contributing to the achievement of goals of this school. However, the mean value and the std. deviation;  $M=3.78$ , and  $SD=1.890$  respectively depict the significance of the statement.

The results revealed that (206) 64.4% of the respondents agreed to the statement, (110) 31.3% disagreed, while (15) 4.3% of the teachers remained neutral to statement that I feel a strong sense of belonging to my school. However, the mean value and the std. deviation;  $M=3.41$ , and  $SD=1.341$  respectively depict the significance of the statement. The results revealed that (227) 64.7% of the respondents agreed to the

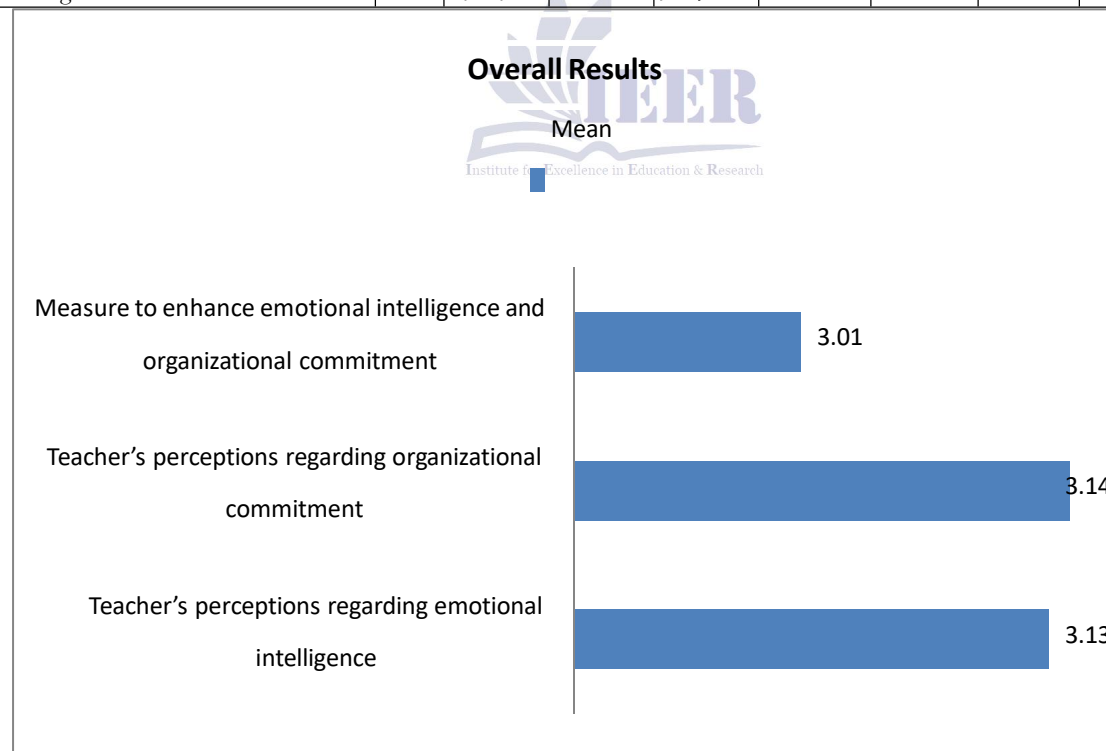
statement, (103) 29.3% disagreed, while (21) 6% of the teachers remained neutral to statement that I have been working even on holidays in this school. However, the mean value and the std. deviation; M=2.68, and SD=1.82 respectively depict the significance of the statement.

The results revealed that (199) 56.7% of the respondents agreed to the statement, (132) 37.6% disagreed, while (20) 5.7% of the teachers remained neutral to statement that a teacher should be concerned about the image of

his/her school. However, the mean value and the std. deviation; M= 2.75, and SD=.212 respectively depict the significance of the statement. The results revealed that (218) 67.8% of the respondents agreed to the statement, (89) 25.4% disagreed, while (24) 6.8% of the teachers remained neutral to statement that A teacher should be concerned about the image of his/her school. However, the mean value and the std. deviation; M=3.01, and SD=1.098 respectively depict the significance of the statement.

**Table 6: Overall Results**

| S.# | Statement   |   | SA    | A     | N     | DA    | SDA   | Total | Mean  | Sd    |
|-----|---|---|-------|-------|-------|-------|-------|-------|-------|-------|
| 1   | Teacher's perceptions regarding emotional intelligence.                 | F | 90    | 121   | 24    | 65    | 50    | 351   | 3.13  | 1.221 |
|     |   |   | 23.05 | 35    | 10.78 | 18.94 | 14.55 | 100   |       |       |
| 2   | Teacher's perceptions regarding organizational commitment.              | F | 107   | 112   | 20    | 66    | 45    | 351   | 3.14  | 1.08  |
|     |   |   |       |       |       |       |       |       |       |       |
| 3   | Measure to enhance emotional intelligence and organizational commitment | F | 10    | 113   | 25    | 71    | 39    | 351   | 3.03  | 1.238 |
|     |   |   | 28.96 | 32.21 | 7.3   | 20.21 | 11.25 | 100   |       |       |
|     |   | F | 56    | 112   | 26    | 45    | 138   | 351   | 3.10  |       |
|     | Average   |   | 27.57 | 33.06 | 7.94  | 19.26 | 12.92 | 100   | 1.179 |       |



The results revealed that (211) 58.8 % of the respondents agreed to the statement, (115) 33.4% disagreed, while (24) 10.78 % of the teachers remained neutral to statement that Teacher's perceptions regarding emotional intelligence. However, the mean value and the std. deviation; M= 3.13, and SD=1.221

respectively depict the significance of the statement. The results revealed that (219) 62.6% of the respondents agreed to the statement, (111) 64.5% disagreed, while (20) 5.74% of the teachers remained neutral to statement that Teacher's perceptions regarding organizational commitment. However, the mean

value and the std. deviation;  $M=3.14$ , and  $SD=1.08$  respectively depict the significance of the statement.

The results revealed that (123) 61.2% of the respondents agreed to the statement, (110) 31.5% disagreed, while (25) 7.3% of the teachers remained neutral to statement that Measure to enhance emotional intelligence and organizational commitment. However, the mean value and the std. deviation;  $M=3.03$ , and  $SD=1.238$  respectively depict the significance of the statement.

### CORRELATIONAL ANALYSIS

The statistical technique used to investigate the

existence of a potential linear connection between two continuous variables is known as correlation. It is straightforward, both in terms of calculation and interpretation. It is possible for its values to range from -1 to

1. A perfect negative correlation, also known as an inverse correlation, is described by a correlation coefficient of -1. This type of correlation sees values in one series increase as those in the other series decrease, and vice versa. A perfect positive correlation, often known as a direct link, is represented by a coefficient value of 1. When the correlation coefficient is 0, it indicates that there is no linear relationship between the two variables.

**Table 7**

Descriptive Statistics for between emotional intelligence and organizational commitment

| Mean                      | Std. Deviation | N   |
|---------------------------|----------------|-----|
| Emotional Intelligence    | 15.76          | 351 |
| Organizational Commitment | 16.99          | 351 |

The above table represents the mean values and standard deviation of both variables i.e emotional intelligence and organizational commitment. It can be seen that mean values and standard

deviation for EI are;  $M= 15.76$  and  $SD=5.445$  while mean values and standard deviation for OC are;  $M= 16.99$  and  $SD=4.934$ .

**Table 8: Correlations between emotional intelligence and organizational commitment EI OC**

|                           |                     |        |        |
|---------------------------|---------------------|--------|--------|
| Emotional Intelligence    | Pearson Correlation | 1      | .730** |
|                           | Sig. (2-tailed)     |        | .000   |
|                           | N                   | 351    | 351    |
| Organizational Commitment | Pearson Correlation | .730** | 1      |
|                           | Sig. (2-tailed)     | .000   |        |
|                           | N                   | 351    | 351    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Correlations between emotional intelligence and organizational commitment

The results of the statistical analysis are presented in Table 4.7, which shows that the sig value (2-tailed) is 0.000. The data show that there is a statistically significant connection between emotional intelligence (EI) and organizational commitment (OC), at the  $p0.05$  level of significance. The study also demonstrates that emotional intelligence (EI) can be used as a reference to predict the outcome.

### FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS FINDINGS

All standard deviation values for the items measured between 1.2 and 2.1. The participating teachers demonstrate strong agreement through these measurement values. Participating teachers exhibited high consensus in believing that they have all emotional traits included in the first sub-scale of emotional intelligence. The participating teachers demonstrated they had an awareness of their emotional intelligence attributes which appear in the first sub-scale of emotional intelligence.

The mean values obtained through descriptive analysis of teacher organizational commitment reached between 2.68 and 3.78 across all ten items.

The lowest average score (2.68) appeared in the eighth rating question of the scale.



Among the ten scale items teacher views about contributing to school goals stands as the highest with a mean value of 3.78.

It was found that mean values for the remaining eight items i.e. the teacher should show commitment to the success and development of the school (3.01), I am satisfied with the support and resources provided by the school. (2.83), I feel a sense of belonging and connection with the school (3.11), I am willing to put in extra effort to achieve the goals of the school (3.21), I see myself staying with the school for a long time (3.67), I feel a strong sense of belonging to my school. (3.41), a teacher should be concerned about the image of his/her school (2.75) and I am committed to the welfare of my school (3.01).

The values of standard deviation measured 1.08 for each item. These values of standard deviation show high level of consensus among the organizational commitment of teacher.

The ten items which measure teacher's organizational commitment perceptions had mean values spread from 2.68 to 3.78 according to descriptive analysis.

Scale item number 1st received the lowest mean value of 2.54 and scale item number three had the highest mean value (3.49) among the six items included in this subscale. Data analysis results reveal that the remaining four items of the study show these mean values. The educator needs to display tolerance toward student behavioral and disciplinary problems according to the respondents (3.21). Additionally they stated that emotional intelligence enhances school commitment (3.06). And teachers with superior emotional intelligence express stronger school commitment (3.06). The participants also agreed that emotional intelligence affects school commitment levels (3.06). Moreover they acknowledged that training emotional intelligence leads to increased organizational commitment (2.87).

Results demonstrated that participant responses exceeded the midpoint value for all the six assessment items (3.03). Statistical analysis indicates the sample participants mainly agreed with the existence of a positive relationship between emotional intelligence and organizational commitment while showing strong approval toward managing others' emotions. The assessment result with a final mean value of 3.03 confirms that "Analysis for measure to enhance

emotional intelligence and organizational commitment".

The table above demonstrates statistical data for both variables" emotional intelligence and organizational commitment including mean scores and standard deviations. Table data shows  $M = 15.76$  and  $SD = 5.445$  for emotional intelligence with  $M = 16.99$  and  $SD = 4.934$  for OC.

A 2-tailed sig value equaled 0.000 according to the statistical outcome. The collected data indicate a meaningful relationship between emotional intelligence and organizational commitment with  $p < 0.05$  statistically significant value. Emotional intelligence acts as a predictive reference to forecast outcomes based on the study findings.

### Discussion

The research investigation focused on studying how emotional intelligence influences teacher organizational commitment within secondary education. The research data shows emotional intelligence while coupled with organizational commitment delivers positive results for teachers' performance. The research data proved that educators with better emotional intelligence showed stronger organizational dedication. A research by Camgoz and Karatepe (2010) revealed that emotional intelligence exhibited positive connections to organizational commitment among Turkish teaching staff. Multiple studies have established how emotional intelligence affects different organizational commitment subdimensions. Emotional intelligence demonstrates a positive relationship with affective and normative commitment according to Martín-Santana et al.'s (2016) research on Spanish teaching staff. According to the research conducted by Aycan and Eskin (2005) teachers in Turkey demonstrated better organizational commitment when they displayed higher emotional intelligence competencies.

### Conclusion

The overall mean value of 3.10 demonstrates survey respondents have favorable attitudes toward the emotional management strategies within the second sub-scale of emotional intelligence.

The participants demonstrated strong agreement regarding teacher practices of polite treatment

towards students.

The research participants indicated strong agreement that their efforts help advance the goals of this school organization.

All participants agreed that emotional intelligence produces a positive effect on organizational commitment according to a strong consensus.

The respondents demonstrated a positive outlook towards emotional intelligence and organizational commitment as indicated by the mean value of 3.10.

Teachers believe that their emotional intelligence is highly effective and share this view with strong agreement regarding organizational commitment.

The study reports that emotional intelligence levels have  $M=16.99$  combined with  $SD=4.934$ .

The study established that there is a significant statistical difference between the perceptions of male and female subjects regarding both emotional intelligence and organizational commitment but it did not find any meaningful statistical difference in their mean score ratings ( $t=0.88$ ,  $p=0.378$  and  $t=0.44$ ,  $p=0.661$ ).

It was concluded that when comparing the perceived mean scores of Master and M.Phil teachers, the results demonstrate no statistically significant difference ( $t=0.25$ ,  $p=0.800$  for emotional intelligence and  $t=0.19$ ,  $p=0.850$  for organizational commitment).

### Recommendations

Based on the findings of the study, the majority of respondents are of the view that emotional intelligence influence on teacher's performance. It's recommended that teacher must enhance their emotional intelligence and organizational commitment. It's highly recommended that there should be trainings for teachers to enhance their emotional intelligence capabilities. It is highly recommended that teacher should utilize their hidden emotional intelligence skills. Implement emotional intelligence training programs for teachers at the secondary level. These programs can help educators develop their emotional intelligence skills, including self-awareness, self-regulation, empathy, and social skills.

Foster a leadership culture that promotes emotional intelligence among school administrators and principals. Supportive leaders who demonstrate emotional intelligence can positively influence the organizational commitment of teachers. Develop and implement

well-being initiatives that focus on teachers' emotional health and job satisfaction. Encourage teachers to engage in self-care practices and stress management techniques. Establish mentorship programs and peer support networks within schools. These programs can create a sense of belonging and emotional support among teachers, which may enhance their commitment to the organization.

Recognize and reward teachers for their dedication and commitment to the school. Acknowledging their efforts can strengthen their emotional attachment to the organization. Promote open and transparent communication between school leadership and teachers. Encourage regular feedback mechanisms that allow teachers to voice their concerns and suggestions. Invest in ongoing professional development opportunities for teachers. Providing avenues for skill enhancement and career advancement can increase their commitment to the organization. Advocate for a healthy work-life balance by implementing policies that support flexible work arrangements, reasonable workloads, and time for personal life outside of school hours. Create an inclusive and diverse school culture where teachers feel valued and respected regardless of their background or characteristics. Inclusive environments tend to promote higher levels of commitment. Remember that the specific recommendations may vary based on your study's findings and the context in which you conducted the research. It's important to tailor your recommendations to the unique needs and challenges faced by secondary school teachers in your area or school district. Additionally, involving teachers and school administrators in the development and implementation of these recommendations can increase their effectiveness and acceptance within the educational community.

### RECOMMENDATION FOR FUTURE RESEARCH

There should have been larger-scale studies in the future, particularly involving the entire province or country as a population. Qualitative approaches, such as interviews, can complement the quantitative findings in the study. Teachers and students' perspectives can all be taken into consideration in the following studies.

This research can be conduct at university level.

Emotional Intelligence is a hot topic that should be studied at vast level. As per my perception that there is a lot of space in this field of research.

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