



The Impact of Job Satisfaction and Emotional Intelligence on Organizational Commitment of University Teachers of Pakistan

Syed Waqar Hussain Bukhari

Lecturer & Program Manager, Silver Oak Institute of Management Sciences and Information Technology

* Corresponding author: waqarbukhari44@gmail.com

Abstract

This research study was conducted to observe the association among the faculty members of the universities of Islamabad and Rawalpindi, their emotional intelligence, job satisfaction and organizational commitment. In the educational settings, the role of emotional intelligence is the most discussed and researched extensively in the realm of organizational behavior. Researchers have also argued the importance of emotional intelligence in academics. Moreover, little empirical research has been carried out to test the relationship among emotional intelligence, job satisfaction and organizational commitment, specifically the teachers of the universities of Pakistan. This study aimed not merely to ascertain empirical evidence to observe the relationship among EI, JS and OC in academics context, but also to recognize its theoretical and useful implications in the context of universities of Pakistan. The results of this study revealed that the correlation exists among job satisfaction, emotional intelligence and the components of organizational commitment: affective commitment, normative commitment and continuous commitment. Hierarchical regression analysis was applied to test the hypothesis, results indicated that job satisfaction positively predicts affective commitment, normative commitment and continuous commitment but emotional intelligence does not predicts affective commitment, normative commitment and continuous commitment. This study concluded that academic managers should make their teachers well satisfied and faithful to their organizations by defining their roles, clear organizational policies and procedures, finest provision of intrinsic and extrinsic incentives and creating sense of empowerment to their faculty members.

Keywords: Emotional Intelligence; Organizational Commitment; Job Satisfaction.

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INTRODUCTION

Developing countries like Pakistan, has a great need of providing best possible quality educational facilities to the students and to motivate teachers as well in order to perform their duties with devotion and honestly. Pakistan has been well instructed over the past decade by different local and International and donor agencies to improve its public teaching system and to provide professional development for teacher. In the life of a nation the importance of teachers cannot be ignored. The teachers inspire and influence the minds of the students. According to (Jones, 2001) teachers are mainly vibrant component when we acquire education as a system. Education is the process of building the nations by providing civilized members of society. A nation wants to go ahead must do so with the help of able teachers by providing them enough facilities and other opportunities so that they may contribute positively in the growth of a country. According to (Tok, 2012) a nation cannot afford to leave its future in the hands of incompetent teachers.

The idea about job satisfaction, emotional intelligence and organizational commitment are significant components regarding teaching profession which largely comprises of feelings and sensitivities. As we know today emotional intelligence is well known, Student's expectations of the teachers as source of knowledge and wisdom Learning and teaching involves emotions and learning itself is a game of intrinsic emotions (Claxton, 1999). Emotional intelligence may possibly central factor in the dominion of educational leadership. Principals might have extra tool to facilitate them achieve high point of

performance. To achieve different goals, self-knowing is major tool and dynamic element through which cognitive, communal, and behavioral dexterities are planned successfully (Baron, Mueller, & Wolfe, 2016; Halper & Vancouver, 2016). Teachers are responsible to assess their students and others colleagues, then obviously they need to diagnose emotional factor of the teaching learning interchange and to be able to work with it; in brief, teachers need to practice emotional intelligence.

Job satisfaction is job conduct that has been generally and worldwide studied. Over the large period of time, job satisfaction has engrossed investigators due to some projected effects on the worker's motivation, preservation and job presentation (Begley & Czajka, 1993). In the present study organizational commitment is viewed in the context of educational sector. Since the mainstream of research evidence of commitment have been done with technical and professional personnel other than education. It was important for the researcher to observe how the research of commitment could be relevant to the teaching profession. For instance, the difference between organizational commitment and occupational commitment requires particular interest to educators.

Several studies were conducted in last twenty years mainly in business settings, signify that emotional intelligence may help to recognize employers and their staff with emotional skills and inspiring others (Othman, Abdullah, & Ahmad, 2008; Rozell, Pettijohn, & Parker, 2006). Such findings heave questions whether or not the emotional intelligence construct may shift to the educational setting and facilitate which teachers or forthcoming applicant may be most



winning contacted student results and help them to achieve targets. Many researchers argued that teachers who pay less attention to their work or does not organize themselves, are less motivated and show poor performance in the classrooms (Ostroff, 1992). Research evidence confirms that several good trainers may flee their job within three years before time (Fraser, 1992). Evidently academic leaders need to uncover the problem and recommend solutions to retain teachers in the occupation and to keep them satisfied and pleased.

Organizational commitment is important to organizational success, especially in the context of education sector where teacher's commitment to the organization is vital it will be benefited for the practitioner and policy makers to make education policy fairly on the basis of what teacher required from the organization and how to build emotional intelligence in order to work efficiently and effectively. This study will have implications for Institution managers by considering the role of job satisfaction and emotional intelligence for maintenance of organizational commitment.

Research Objectives

Followings are the research objectives of this study:

1. To study the existing theories of emotional intelligence, job satisfaction and organizational commitment.
2. To find out impact of emotional intelligence and job satisfaction on individual components of organizational commitment.
3. To explore theoretical and practical implications of the model proposed for university professionals.

LITERATURE REVIEW:

Variety of explanations have been put forth to explain organizational commitment. The idea of commitment in organization has taken from investigation in 1956 "The organization Man" on paper by Whyte. (Grusky, 1966) describe commitment its nature of association among members of the scheme. (Brown, 1969) organize commitment (a) comprise incredible idea of attachment; (b) it echo the recent place of the person; (c) it has a particular projecting growing, endow with anticipation relating to certain facet of performance, inspiration to job, natural contribution, and other allied results; and (d) importance of motivational aspects. (Hall, Schneider, & Nygren, 1970), the way in which aims of the institution as well as the person become more and more incorporated or matching" is called commitment. (Salancik, 1977) alleged that commitment is situation of a person in which an entity becomes leap by his/her deeds and during these actions to values that continue his/her own participation.

(Shedd & Bacharach, 1991) studied the 'tangled hierarchies' which define the working life of teachers and initiate that the 'professional and the 'bureaucratic' sometime refer organizational roles of teachers often compete against each other.

Hoy and Miskel in 1991 also studied the dynamic and often conflicting interaction between these two roles. New research taken by the colleagues of London Business School, Dan Cable illustrates that worker who believes greeting to state their reliable identities at work display top levels of organizational commitment, individual recital, and proclivity to facilitate others.

(Mowday, Steers, & Boulian, 1974) argued organizational commitment consisting of three aspects: a sturdy belief, recognition and organization's objectives, eagerness to exercise extensive exertion for the association and yearnings to maintain enrollment with the association. Commitment related behaviors relative power of persons' identification and participation in a certain institutions (Porter, Steers, Mowday, & Boulian, 1974).

John Meyer and Natalie Allen proposed the model of commitment and it published in HRMR in 1991. Affective commitment is generally affection for your job and it happens if you find great emotional associations to the job you have if one enjoys his/her work more likely to feel happy and contented with the job. It is an individual's cognitive, emotional bond and awareness in accordance with organizational goals and marks. It is outcome of individual's and organizational

compatibility, hence it is then obvious for the employee to be emotionally attached and have long lasting companionship with the organization, (March & Sinow 1958...1984).

In the similar way, lack of service choices also amplify the seeming overheads linked with exit institution moreover consequently augment continuance commitment of the workers to institution (Allen & Meyer, 1990). When a person has consciousness on expenses and intimidation associated to parting the organization, such types of commitment is measureable (Meyer & Allen 1997).

Organizational individuals are bounded to an organization standing on moral reason (Inversion & Buttigieg). The power and influence of normative commitment is overwhelm by targeted or accepted set of rules about correspondence obligations between organization and its employees, (Suliman & Iles). The corresponding commitment is based on social exchange theory which explains that the individual taking advantage becomes bound or him selves thinks bounded to pay back benefited to organization in some way, (McDonald & Makin, 2000).

Job satisfaction is believed to have a vital thought in organizational and occupational psychology. Job satisfaction explained as combination of physiological, environmental and psychological, situations that cause a person to express his/her satisfaction (Hoppock, 1935). Vroom explained job satisfaction spotlight on task of workers in the place of work. Hence he describe job satisfaction as touching directions on the part of persons headed for work functions which they are currently engaging (Vroom, 1964). Mainly quoted definitions on job satisfaction by Specter alleged that job satisfaction has to do with the means how person sense about their work and its diverse phases. It has to do with the scope to which group like or dislike their work. Job satisfaction is thoroughly linked to that person's behavior in office (Davis et al., 1985).

Doig and Beck in 2005, during study on scientific laboratory professionals, originated that wages was noteworthy to organizational commitment such as pay confers an extent of implication on receiver. (Gaylor, 2006), established that wages and reimbursement are less important to organizational commitment. In 2001 M.H Shann, explained that the variation between the significance and pleasure regarding the salary. Salary was not a matter for teachers in contrast with more imperative needs; they were amongst higher paid in the county.

From the literature it is concluded that higher the level of salary leads towards higher organizational commitment (Steers 1977; Yücel 2009). A worker with increased salary may think himself as additional worthy and significant. All types of organization either government, private or non-profit all the works are performing for a definite return. Therefore, it is argued that there is similar association between the salary of employee and their organizational commitment. In 2009 Yuceler's conducted a study on the organizational commitment of academicians and results showed that relation exist between academicians' salary and their organizational commitment.

Pecking order of power refers to the attentiveness of managerial authority in performing tasks and duties (Jones, 2013). If the workers are permitted to make their own decisions when performing tasks, there is a small dependence on hierarchy of power; involvement in taking decisions pertains to the employee taking part in decisions in an organization Hage & Aiken (1967). Devolution is found to be connected to many work related attitudes and performance Subramaniam & Mia (2001). Authority is explained as a technique to help the employees to work out the measurement Bowen & Lawler (1992) and share their knowledge, ability and take accountability for their own measures and events Pastor (1996).

The initial model of emotional intelligence was given in 1990 by Daniel Goleman. Goleman (1998) describe emotional intelligence as the aptitude to recognize individual feelings and others in order to get ourselves motivated and to learn how to deal with one's emotions and others. Now a day, such models are recognized as "mixed models," they are the mixture of many traits different to intelligence, emotion, and emotional intelligence. The well-known model by (Goleman, 1998) contains more than twenty five distinctiveness of emotional intelligence the entire from emotional self-awareness or self-concept to such varied qualities like collaboration in cooperation and achievement



motivation. Traits like teamwork, partnership, initiative and accomplishment certainly are vital personality traits. (Goleman, 1998) observes that the competencies like as emotional intelligence, communal skills, social-awareness, empathy, self-management are some of job skills that can be cultured and are the source of change.

(Matthews, Roberts & Zeidner, 2004) suggested that the person that can interpret their emotions well and effectively are successful to convey their ideas, achieve goals and targets. Goleman argued social construct of EI relationship management and empathy while managing others and building teams the organizational leader having high emotional intelligence can affect workplace relationship. As a result, it can affect the relationship between EI and OC (Mayer & Salovey, 1997). Emotional intelligence would shape the skills of individual when they come across any work passion and it explicit the conduct at work environment. Emotional Intelligence may impact on personality other than intellectual intelligence. Some of the researchers observed in previous studies witness a positive association between emotional intelligence and organizational commitment.

(Irving, Coleman, & Cooper, 1997) worked to find out the affiliation between affective, continuance, and normative commitment with ending events of job satisfaction. Though, job satisfaction be associated to continuance commitment and indifferently correlated to three types of commitment and continuance commitment with turnover. Some of the researchers (Chiu-Yueh, 2000; Feinstein & Vondraek, 2006; Freund, 2005; Mannheim et al., 1997) argued that job satisfaction predicts organizational commitment and job satisfaction reflects direct emotional reactions towards the job. A study was conducted by (Malik, Nawab, Naeem, & Danish, 2010; Ahmad & Oranya, 2010; Suma & Lesha, 2013) found a significant and positive relationship between job satisfaction and organizational commitment.

RESEARCH METHODOLOGY:

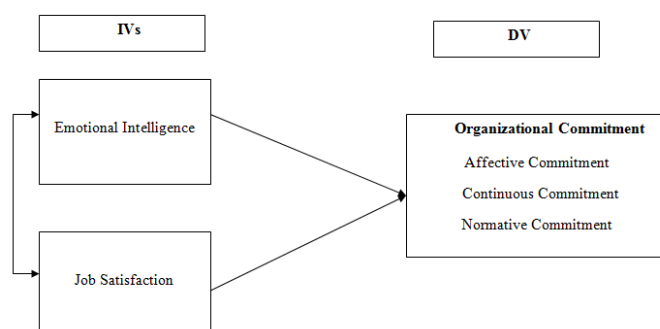
This study is dedicative approach was applied hypothesis was developed based on literature review and tested. This research was descriptive in its nature and done by using quantitative techniques via survey method. This study is concentrating on relationship among emotional intelligence, job satisfaction and organizational commitment. One variable is dependent (Organizational Commitment) and two variable are Independent (Job Satisfaction and Emotional Intelligence). There are 15 public and 06 private sector HEC recognized universities/DAIs in Islamabad and Rawalpindi. Population of this study is the permanent faculty members of (10) ten universities of Islamabad and Rawalpindi. The teachers were selected from various departments by using non-probability convenience sampling. There was a sample of 250 respondents (permanent faculty members). According to Pakistan Education Statistics, (PES) 2013-14, at the higher education level total teachers of universities are 77,557 in Pakistan. The sample graph given by Robert V.Krejcie and Daryle W.Morgan was used to determine the sample size from given population, (Appendix-C). According to this, the sample size of respective population would be 382. In 1975 Roscoe viewed that sample size bigger than 30 and less than 500 are suitable for nearly all research. 300 questionnaires were distributed equally among the permanent faculty members of the universities and confidentially were assured to all participants. Sampling frame, (Appendix-B). Total 300 questionnaires were distributed, 260 questionnaires were returned, 10 questionnaires were in completed and the response rate was 83%.

Frame work:

The theory that was given by Daniel Goleman, (1995), included four sub-dimensions of EI heightened in this study: self-awareness, self-management, motivation, empathy and relationship management. Job satisfaction was measured on multiple facets by many theorists like (Locke, 1976; Hackman & Oldham, 1980; Smith, Kendall, & Hulin, 1969). In this study job satisfaction was measured on these facets: Work itself, Authority, Policies & facilities, and Salary. Organizational commitment theory which was given by John Meyer and Natalie, included: affective commitment, normative commitment, and

continuous commitment. They developed and published this work in 1991 on "Human Resource Management Review".

Below the conceptual framework has presented the conceptual base to examine and ascertain the relationship of job satisfaction and emotional intelligence and its impact on organizational commitment shown in Figure 1.



Research Hypothesis

Followings are the Hypothesis of this study:

- H1: Teachers' Job Satisfaction positively predicts affective commitment
- H2: Teachers' Job Satisfaction positively predicts continuous commitment
- H3: Teachers' Job Satisfaction positively predicts normative commitment
- H4: Teachers' Emotional Intelligence positively predicts affective commitment
- H5: Teachers' Emotional Intelligence positively predicts continuous commitment
- H6: Teachers' Emotional Intelligence positively predicts normative commitment

RESULTS AND ANALYSIS:

Conbrach Alpha Reliability test was used to confirm reliability of the research instrument The closer the Alpha coefficient is to integral one, the more it is considered consistent and internally stable. (sekarana, 1992, p.p.173-287). (Cronbach's Alpha, 1946). The closer Alpha values to 1.0, higher the internal consistency reliability.

1. Reliability scores < 0.6 considered poor.
2. Reliability scores in the range of 0.70 considered acceptable.
3. Reliability scores > 0.8 considered good.
4. Reliability scores > 0.85 considered excellent.

Reliability analysis for organizational commitment was calculated through Conbrach Reliability method and the reliability scores for affective commitment ($\alpha=0.79$), Continuous commitment ($\alpha=0.81$) and Normative commitment ($\alpha=0.85$). It evidently explains that variables for measuring organizational commitment have internal stability to conduct the research study.

Table 4.1: Reliability of Organizational Commitment

Variables	Reliability
Affective Commitment	0.79
Continuous Commitment	0.81
Normative Commitment	0.85

Reliability analysis for Job Satisfaction was calculated through Conbrach Reliability method and the reliability scores for Work Itself ($\alpha=0.86$), Authority ($\alpha=0.76$), Policies & Procedures ($\alpha=0.90$), Salary ($\alpha=0.80$). It evidently explains that variables for measuring Job satisfaction have internal stability to accomplish research study.

Table 4.2: Reliability of Job Satisfaction

Variables	Reliability
Work Itself	0.86
Authority	0.76
Policies & Procedures	0.90
Salary	0.80

Reliability analysis for Emotional Intelligence was calculated through Conbrach Reliability method and the reliability scores for Self Awareness ($\alpha=0.87$), Self Management ($\alpha=0.80$), Empathy ($\alpha=0.90$), Motivation ($\alpha=0.78$), Relationship management ($\alpha=0.89$). It clearly explains that variables for measuring Emotional Intelligence have internal stability to conduct research study.

Table 4.3: Reliability of Emotional Intelligence

Variables	Reliability
Self-Awareness	0.87
Self-Management	0.80
Empathy	0.90
Motivation	0.78
Relationship management	0.89

Inter Scale Correlation of Organizational Commitment, Job Satisfaction and Emotional Intelligence with its Subscales

Correlation is used to explain the power of relationship between the variables, Inter-correlations coefficients (r) were computed. In order to measure Inter scale correlation, Pearson Correlation Coefficient of organizational commitment, Job Satisfaction and Emotional Intelligence with its subscales was computed. In 1971 Davis recommended the scale used to define the association between the dependent and independent variables, are as given below:

- Values 0.7 and above – very strong correlation
- Values between 0.50 to 0.69 – strong correlation
- Values between 0.30 to 0.49 – moderate correlation
- Values between 0.10 to 0.29 – low correlation
- Values between 0.01 to 0.09 – very low correlation
- If smaller than 0.05-Linear relationship

Table 4.4: Inter scale Correlation of Organizational Commitment, Job Satisfaction and Emotional Intelligence with its Subscales

Variables	1	2	3	4	5
Affective Commitment	1				
Continuous Commitment	0.08	1			
Normative Commitment	0.20	0.46	1		
Job Satisfaction	0.24	0.44	0.54	1	
Emotional Intelligence	0.31	0.08	0.26	0.00	1

Table no 4.4 shows Inter scale correlation of organizational commitment, job satisfaction and emotional intelligence with its subscales. Detail correlation table given in (Appendix-A). There is noteworthy positive association among organizational commitment, job satisfaction and emotional intelligence. The correlation coefficient ranges from 0.00 to 0.54**. Teachers' job satisfaction positively correlated to affective commitment ($r=0.24$) partially predict. Teachers' job satisfaction is positively association to normative commitment ($r=0.54$) partially predict. Teachers' job satisfaction positively correlated to continuous commitment ($r=0.44$), partially predict. Teachers' emotional intelligence positively associated to affective commitment ($r=0.31$) partially predict. Teachers' emotional intelligence positively associated to normative commitment ($r=0.26$) partially predict and Teachers' emotional intelligence positively correlated to continuous commitment ($r=0.08$) partially predict.

Table 4.5: Descriptive Analysis of OC, JS and EI

Variables	N	Mean		Std. Deviation	Variance
	Statistic	Statistic	Std. Error	Statistic	Statistic
Affective Commitment	250	18.6600	.34338	5.42939	29.478
Continuous Commitment	250	19.0680	.26790	4.23594	17.943
Normative Commitment	250	20.1640	.24538	3.87986	15.053
Work Itself	250	17.8320	.39014	6.16863	38.052
Authority	250	30.2240	.46076	7.28520	53.074
Policies & Procedures	250	30.0840	.37503	5.92972	35.162
Self Awareness	250	18.5320	.48641	7.69088	59.150
Self Management	250	16.8560	.82904	13.10826	171.827
Motivation	250	18.4280	.38165	6.03444	36.414
Empathy	250	17.2200	.21430	3.38844	11.482
Relationship management	250	18.1520	.22843	3.61180	13.045

Table no 4.5 shows descriptive scores of organizational commitment, job satisfaction and Emotional Intelligence. The mean scores for affective commitment is 18.66 while the mean scores for continuous commitment is 19.06. The mean scores of normative commitment is 20.16 and the mean scores for work itself is 17.83. The mean scores for authority is 30.22 while mean scores for policies & procedures is 35.16. The mean scores for salary is 13.43 while the mean scores for self awareness is 18.53. The mean scores for self management is 16.85 and the mean scores for Empathy is 17.22. The mean scores for motivation is 18.42 and the mean scores for relationship management is 18.15.

Normality Analysis of Organizational Commitment, Job satisfaction and Emotional Intelligence

In order to seek out the normality analysis of organizational commitment, job satisfaction and emotional intelligence of teaching staff in public and private sector universities. Kolmogorov-Smirnov Normality test was computed:

Table 4.6: Normality Analysis of OC, JS and EI

	Kolmogrov-Smirov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Organizational Commitment	.199	249	0.36	.543	249	0.08
Job Satisfaction	.381	249	0.18	.323	249	0.33
Emotional intelligence	.219	249	0.06	.425	249	0.12

The Kolmogorov-Smirnov test explains that scores of Organizational Commitment, Job Satisfaction are generally distributed as the (P values 0.36, 0.18, 0.06, 0.08, 0.33, 0.12) significance is more than 0.05 which evidently specifies normality of data, (bell-shaped).

Multicollinearity in Organizational Commitment, Job Satisfaction and Emotional Intelligence

The common method used to assess the multicollinearity is by investigative the correlation coefficients, Tolerance Level and the variance inflation factor (VIF). Table no contains the correlation coefficients and table no contains VIF values for research study. Fritz

and Morris (2012) illustrated that a Correlation <.50 shows weak association, Correlation <.70 shows medium association, and Correlation > .50 shows large association. The independent variables of research study Job Satisfaction and Emotional Intelligence explains only medium and large correlation and within adequate limits for research study. Likewise, the VIF scores are very close to 1.0 showing that almost no multicorrelation exists between the independent variables. The "tolerance" is a sign of percent of variance in the analyst that may not be accounted for by the other predictors, thus small values specifies that a predictor is superfluous, and values that are less than .10 may merit further inquiry. As we can see from table that none of independent variables used in study have Tolerance level $\leq .10$ and all VIF scores are below 10 which clearly indicates that measure selected for accessing independent variables don't have multicollinearity. Table shows that tolerance level greater or equal to .10; and all VIF values are well below 10. So the measures selected for reviewing independent variables in this study, do not make multicollinearity.

Multivariate Data Analysis of Organizational Commitment, Job Satisfaction and Emotional Intelligence

The first element Affective Commitment explains 55% variation of total variation. Second element defines 25.20% variation of total variation explained by continuous commitment. The third element normative commitment explains 10.28% variation in total variation while job satisfaction explains 0.28% variation. Lastly, emotional interaction explained 9.12% in the total variation.

Table 4.7: Total Variance Explained by AC, CC, NC, JS and EI

Variables	Initial Eigen Values			Extractions Sum of Squared Loading		
	Total	% Variance	Cumulative %	Total	% Variance	Cumulative %
1	3.89	55.12	55.12	3.97	59.12	59.12
2	1.25	25.20	80.32	1.54	10.23	69.45
3	0.98	10.28	90.6			
4	0.86	0.28	90.88			
5	0.75	9.12	100.0			

Regression Analysis of Organizational Commitment, Job Satisfaction and Emotional Intelligence

Regression analysis was performed to find out the relationship on the emotional intelligence, job satisfaction and organizational commitment. In order to examine the impact of emotional intelligence, job satisfaction and organizational commitment, hierarchical regression analysis was carried out with dependent variable organizational commitment (AC,CC,NC) and independent variables as job satisfaction and emotional intelligence. Correlation coefficient was computed to seek out the association of OC,JS and EI. In order to determine whether predictor variables (normative commitment, continuous commitment and affective commitment) can be used to predict the criterion variables (Job satisfaction, Emotional Intelligence), following regression was done.

Table: 4.8 Variables Entered by AC, EI and JS

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Years of Service Gender Age	.	Enter
2	Emotional Intelligence Job Satisfaction	.	Enter

a. Dependent Variable: Affective commitment overall average
b. All requested variables entered.

Table: 4.9 Model Summary of Affective Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1 df2	Sig. F Change
1	.134a	.018	.006	.70999	.018	1.498	3 246	.216
2	.274b	.075	.056	.69188	.057	7.523	2 244	.001

a. Predictors: (Constant), Years of service, Male, Female, Age of Teachers
b. Predictors: (Constant), Years of service, Male, Female, Age of Teachers, EI overall average, JS overall average

Table above shows that variability percent in the dependent variable that may be accounted for by all the predictors mutually. Demographic variables accounts 1% of the variation in emotional intelligence adding job satisfaction to regression model explained an additional 7% of the variation in organizational commitment. R square for first block was 0.01 and for second block was 0.07 and the change in R square (0.01-0.07) was 0.06, this mean that second block explains 6% variance in the model.

Table 4.10: Hierarchical Regression Analysis on Affective Organizational Commitment Data

Model	Coefficients ^a				Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients		Sig.	Tolerance VIF
	B	Std. Error	Beta	T		
(Constant)	2.672	.270		9.882	.000	
1 Gender	.163	.099	.106	1.652	.100	.974
1 Age	.004	.007	.035	.499	.618	.804
1 Years of service	.010	.009	.078	1.118	.265	.814
(Constant)	2.155	.339		6.348	.000	
2 Gender	.092	.100	.059	.915	.361	.898
2 Age	.003	.007	.032	.465	.642	.790
2 Years of service	.006	.009	.045	.656	.512	.800
EI	-.090	.060	-.098	-1.483	.139	.876
JS	.284	.074	.258	3.856	.000	.847

a. Dependent Variable: Affective Organizational Commitment

Table 4.11: Variable Entered by CC, EI and JS

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Years of service Gender Age	.	Enter
2	Emotional Intelligence Job Satisfaction	.	Enter

a. Dependent Variable: Continuous Commitment overall average
b. All requested variables entered.

Table 4.12: Model Summary of Continuous Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1 df2	Sig. F Change
1	.289 ^a	.083	.072	.68004	.083	7.456	3 246	.000
2	.485 ^b	.235	.220	.62365	.152	24.246	2 244	.000

a. Predictors: (Constant), Years of service, Male, Female, Age of Teachers
b. Predictors: (Constant), Years of service, Male, Female, Age of Teachers, EI overall average, JS overall average

Table above shows that variability percent in the dependent variable that may be accounted for by all the predictors mutually. Demographic variables accounts 8% of the variation in emotional intelligence adding job satisfaction to regression model explained an

additional 23% of the variation in organizational commitment. R square for first block was 0.08 and for second block was 0.23 and the change in R square (0.08-0.23) was 0.15, this mean that second block explains 15% variance in the model.

Table 4.13: Hierarchical Regression Analysis on Continuous Organizational Commitment Data

		Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics
	B	Std. Error	Beta	Tolerance			VIF
1	(Constant)	2.207	.259		8.523	.000	
	Gender	.329	.094	.216	3.489	.001	.974
	Age	.014	.007	.137	2.007	.046	.804
	Years of service	.017	.008	.134	1.977	.049	.814
2	(Constant)	1.211	.306		3.958	.000	
	Gender	.194	.090	.127	2.156	.032	.898
	Age	.013	.006	.123	1.949	.052	.790
	Years of service	.010	.008	.078	1.244	.215	.800
	EI	-.086	.054	-.095	-1.585	.114	.876
	JS	.462	.066	.423	6.954	.000	.847

a. Dependent Variable: Continuous Organizational Commitment

Table 4.14: Variable Entered by NC, EI and JS Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Years of service, Gender	.	Enter
2	Emotional Intelligence, Job Satisfaction	.	Enter

a. Dependent Variable: Normative Commitment overall average

b. All requested variables entered.

Table 4.15: Model Summary of Normative Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. F Change
1	.355	.126	.115	.60820	.126	11.824	3	246	.000
2	.592	.351	.338	.52631	.225	42.252	2	244	.000

a. Predictors: (Constant), Years of service, Male, Female, Age of Teachers

b. Predictors: (Constant), Years of service, Male, Female, Age of Teachers, EI overall average, JS overall average

Table above shows that variability percent in the dependent variable that may be accounted for by all the predictors mutually. Demographic variables accounts 12% of the variation in emotional intelligence adding job satisfaction to regression model explained an additional 35% of the variation in organizational commitment. R square for first block was .12 and for second block was .35 and the change in R square (0.12-0.35) was 0.23, this mean that second block explains 23% variance in the model.

Table 4.16: Hierarchical Regression Analysis on Normative Organizational Commitment data

Organizational Commitment Data						
Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics
	B	Std. Error	Beta			Tolerance
(Constant)	2.403	.232		10.374	.000	
1 Gender	.487	.084	.348	5.763	.000	.974
Age	.008	.006	.090	1.360	.175	.804
Years of service	.009	.007	.080	1.208	.228	.814
2 (Constant)	1.001	.258		3.878	.000	

Gender	.301	.076	.216	3.963	.000	.898	1.113
Age	.005	.005	.050	.860	.391	.790	1.265
Years of service	.002	.007	.014	.236	.813	.800	1.250
EI	.062	.046	.074	1.350	.178	.876	1.142
JS	.469	.056	.468	8.356	.000	.847	1.181

a. Dependent Variable: Normative Organizational Commitment

Summary of Hierarchical Regression Results/Hypothesis Testing

Hierarchical linear regression was applied for assessment of organizational commitment, job Satisfaction and emotional Intelligence. In model 1, independent variable job satisfaction and emotional intelligence was regressed on dependent variable affective organizational commitment (OC). In model 2, independent variable job satisfaction and emotional intelligence was regressed on continuous organizational commitment. In model 3, both independent emotional intelligence and Job satisfaction were regressed on dependent variable normative organizational commitment (OC). The results were reported in table 4.10, 4.13 and 4.16. The results shows that job satisfaction significantly predict organizational commitment, (AC, CC, NC) but emotional intelligence does not predict on three components of organizational commitment. Followings were the results of Hypothesis testing:

H1: Teachers' job satisfaction positively predicts affective commitment; job satisfaction was significant with significance value of 0.001 (accepted)

H2: Teachers' job satisfaction positively predicts continuous commitment; job satisfaction was significant with significance value of 0.001 (accepted)

H3: Teachers' job satisfaction positively predicts normative commitment; job satisfaction was significant with significance value of 0.001 (accepted)

H4: Teachers' emotional intelligence positively predicts affective commitment; emotional intelligence was insignificant with significance value of .13 (rejected)

H5: Teachers' emotional intelligence positively predicts continuous commitment; emotional intelligence was insignificant with significance value of .11 (rejected)

H6: Teachers' emotional intelligence positively predicts normative commitment; emotional intelligence is insignificant with significance value of .17 (rejected)

FINDINGS AND DISCUSSIONS

H1- Teachers' job satisfaction positively predicts affective commitment. The correlation coefficient ranges from 0.00 to 0.54**. To explore the relationship between teacher's job satisfaction and affective commitment, pearson correlation coefficient was computed. Teachers' job satisfaction was positively correlated to affective commitment ($r=0.24$) which shows low relationship and the regression significant value (0.001) which accept this hypothesis. The result is steady with the previous research witness the association. It means that higher the job satisfaction level leads to affective, emotional attachment to the organizational. We may conclude that lower the level of job satisfactions may lessen affective commitment among university teachers.

H2- Teachers' job satisfaction positively predicts normative commitment. Teachers' job satisfaction positively associated to normative commitment ($r=0.54$) which demonstrate strong relationship and regression significant value (0.001) confirm this hypothesis. This result is regular with the previous research findings. It means that higher the job satisfaction may create sense of obligation to continue with the organization. We may conclude that a low level of job satisfactions may decline normative commitment among university teachers.

H3- Teachers' job satisfaction positively predicts continuous commitment. Teachers' job satisfaction positively correlated to continuous commitment ($r=0.44$), which explain very moderate



relationship and regression significant value (0.001) affirm this hypothesis. The result of this study steady with previous findings. We may conclude that lower level of job satisfactions may reduce continuous commitment among university teachers.

H4- Teachers' emotional intelligence positively predicts affective commitment. Teachers' emotional intelligence significantly associated to affective commitment($r=0.31$), which shows moderate relationship with regression insignificant value (.13), does not affirm this hypothesis. The result of this study was steady with the findings of some previous research studies.

H5- Teachers' emotional intelligence positively predicts continuous commitment. Teachers' emotional intelligence positively predict continuous commitment($r=0.08$) shows very low relationship with regression insignificant value (.11), reject this hypothesis, but regression results of this study do not predict this relationship.

H6- Teachers' emotional intelligence positively predicts normative commitment. Teachers' emotional intelligence positively predict normative commitment($r=0.26$) which shows low relationship with regression insignificant value (.17), hypothesis rejected.

The results of this study are parallel with the studies of (Lok & Crawford, 2001; Malik et al.; 2010; Jofriet et al.; 2011; Daneshfard & Ekvaniyan, 2012), found that job satisfaction is closely related to the commitment. Those who continue their jobs just as the job is their need (Meyer et al., 1993) not for the reason that they are contented. Most of the employees are stayed at Higher Educational Institutions as they are scared that if they change their organization, might be they will lose what they obtained in the current organization like retirement benefits, reward, other benefits and authority. In contrast, our findings related to emotional intelligence with the affective, continuance and normative commitment does not support the prediction of emotional intelligence with organizational commitment.

(Wong & Law, 2002; Guleryuz, 2008) stated that emotional intelligence have insignificant relationship with organizational commitment, do not have direct effect on organizational commitment, but job satisfaction was acting as a mediator between emotional intelligence and organizational commitment. Whereas the studies of (Carmeli, 2003; Naderi & Sodani, 2010) had supported that emotional intelligence significantly associated with organizational commitment.

Correlation results of this research elucidate positive and statistically significant association of emotional intelligence to the components of organizational commitment, but the results of regression of this study does not predict this direct relationship. This can be explained in the context of culture and environment of the organization which was examined in this study that emotional intelligence does not have essential role in institution with low job satisfaction and organizational commitment. Another probable reason about the low level of emotional intelligence may augment working stress, shrink employees' job satisfaction and organizational commitment.

This is stated that the teachers, who own a superior degree of emotional intelligence would be more committed, develop good working relations, are open-minded when facing emotional pressure and can handle such situations bravely. Therefore, we need to develop the emotional intelligence skills among teaching faculty members of private and public sector universities of Pakistan to increase their organizational. Many other studies also discover that amongst the three components of organizational commitment, there has strong association. (Gellatly, 2008) views that those employee who are associated expressively and emotionally to their organizations are probably because of benefits that they would get after the retirement. This demonstrates that to various employees, it is about the belongings with the organization.

Conclusion

Based on correlation analysis, emotional intelligence and job satisfaction have positive statistical significant relationship with organizational commitment. In the regression analysis job satisfaction predicts affective, continuous and normative commitment but emotional intelligence does not predict affective, continuous and

normative commitment of university teachers of Rawalpindi and Islamabad. Thus, higher educational institutions may use these findings to determining the workers' emotional skills, satisfaction to organization.

Besides, the results of this study can also assist institutions in preparation and developing the objectives and the desired strategies to increase the commitment to the organizations. This is vital to maintain the survival of the educational institutions nationally and internationally. It has been concluded from the findings that job satisfaction has momentous impact on organizational commitment of university teachers. It is important for the universities especially emerging universities to develop strong HR system to enhance their teacher's motivation by using effective reward system, arrange proper awareness workshops, lectures and seminars for their faculty members to increase job satisfaction level that is the significantly to increase organizational commitment. All such measures aim to impart self awareness, self management, motivation, empathy and relationship management among teaching faculty.

Research Limitations

The first limitation of this study was that the teachers answered these seventy two items/questionnaires in a short time. The questionnaire included seventy two items all together may made them tired. Desirous results in data collection might not be achieved as expected. Another limitation was that some items of the questionnaires were related to their institutions, contemporaries and managers thus, the teachers might respond conventionally. Further studies may be conducted in different settings and comparative studies of public and private sector universities may be taken and results can be compared in this study. Furthermore, in this context personality traits can be used as a mediator and moderator variables. Finally, future researches may be conducted such studies by using different research design. This study is conducted at the universities of Islamabad and Rawalpindi; results might not be generalized to other universities and professions.

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