



EMOTIONAL INTELLIGENCE AS A PREDICTOR OF ORGANIZATIONAL COMMITMENT AMONG COLLEGE TEACHERS

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Abstract:

The present study was intended to investigate the Emotional intelligence as a predictor of organizational commitment among college teachers of Lahore, Punjab Pakistan. The populations for the present study were all the male and female college teachers of District Lahore. Random and convenient sampling technique was applied to select the sample for conducting this study because of the time constraint. Sample include of twenty (20) colleges which were selected. Ten male and ten female colleges were selected from location. The sample consists of 716 teachers (324 males and 392 females) who were recently teaching as regular teachers in different colleges of Lahore were selected. Data was collected by Self Report Emotional Intelligence Test, consist of 30 items, Job Satisfaction Scale consist of 16 items, Allen & Meyer, 1990 Scale of Turnover Intentions that consist of 08 items and Mowday, Stress and Porter Scale of Organization Commitment (1979) that consist of 15 items. Findings of the study show that there is a significant difference in emotional intelligence (EI) between male and female college teachers. Male teachers have a significantly higher emotional intelligence ($M=2.3059$, $SD=19.37687$) than females respondents ($M=2.2722$, $SD=2.3059$), not significant difference between all male and female college teachers of Dist. Lahore, and male teachers ($M=54.0062$, $SD=6.21194$) and females teachers ($M=54.2577$, $SD=5.90959$) have about same job satisfaction, no significant difference between all male and female college teacher. Females teachers ($M=27.8724$, $SD=3.81263$) have about same turnover intentions by gender, male college ($M=50.8519$, $SD=6.14855$) and female college teachers ($M=50.9158$, $SD=5.74528$) have about same Organizational Commitment (OC) by Gender. There was statistically significant difference, $t(716) = 138.430$, $p < .001$ between emotional intelligence ($M=96.0098$, $SD=7.88705$) and job satisfactions ($M=54.1439$, $SD=6.04530$). It means that job satisfaction has less to do with emotional intelligence to become predictor of organizational commitment, people with high emotional

intelligence retain less level of turnover intentions, job satisfaction contributes more to emotional intelligence as compared to turnover intentions, those who are committed to the organization also retain moderate level of job satisfaction, those who possess more organization commitment are less prone to turnover intentions and there was statistically significance difference $t(716) = 148.428, p < .001$ between emotional intelligence ($M = 54.0098, SD = 7.88705$) and organization commitment ($M = 50.8869, SD = 5.92704$). The result of study reveals that emotional intelligence contributes to organizational commitment moderately.

Keywords: Gender, Emotional Intelligence (EI), Job Satisfaction (JS), Turnover Intentions (TI), Organization Commitment (OC)

Introduction

For more than a decade, the concept of emotional intelligence has attained wide attention as a potentially productive factor in describing and forecasting one's job performance. This umbrella concept capitulates a wide array of individual predisposition and performance, conceived as soft, intrapersonal and interpersonal skills which exist outside the conventional scenario of parochial knowledge, general intelligence, organizational and technical skills (Kierstead, 1999). For successful adjustment and becoming a productive social being, the combination of conventional IQ and emotional intelligence (EI) must be attained. The aspects of cognitive aspects as general intelligence and problem solving skills and memory belong to the traditional epistemic foundation of academic and clinical psychology. It is because the radical work of some researchers who founded non-cognitive personality aspects also the strong determinants of individual performance (Kiani, 2003).

Schutte, Malouff, Bobik, Coston and Greeson (2001) mentioned the concept of social intelligence in the beginning of twentieth century. The work of these thinkers remained overlooked but started getting acclamation when Gardner in 1983 presented his work on "multiple intelligence". Gardner (as cited in Geiser, 2001) presented the idea that "interpersonal" or "intrapersonal" forms of intelligences are of same significance and importance as the form of intelligence which is measured in terms of IQ and other tests related to this. The theory of Gardner paved way for the emergence of emotional intelligence. After 1990 there was accumulation of enormous researches on the contribution of non-cognitive factors which are conducive to success in one's occupation and personal life.

Bar-On's Model of Emotional Intelligence

Bar-On was the pioneer to work on emotional intelligence in the context of subject well-being. He coined and founded the term Emotional Quotient (EQ). Bar-On (2000) explains emotional intelligence as an assortment of social and emotional knowledge and abilities that bring profound impact on our ability to manage according to environmental requirements. This assortment includes:

1. ability to be aware of, to assess and to articulate oneself,
2. the ability to be aware of, to assess and connect with others,
3. the ability to work on strong emotions and control one's inner drives and
4. the ability to develop adaptation for change and overcoming the personal and social problems,
5. adaptability, stress management, interpersonal and intrapersonal competencies and general mood (Bar-On 1997b).

Mayer and Salovey's Model of Emotional Intelligence

Mayer and Salovey (1995b) proposed that emotional intelligence is the ability to perceive, assess and generate emotions for the facilitation of thought. He broadened this definition in four domains:

Perceiving Emotions: It refers to develop ability to identify one's own feeling in correct way as well as the emotions of others.

Using Emotions: It refers to the ability to generate emotions, assimilate and harness one's feelings according to those of others

Understanding Emotions: It means the ability to identify the cause and source of emotions.

Managing Emotions: It means the ability to decipher and carry out effective tactics that help one to overcome feelings and attain a goal.

The Mayer and Salovey Model of emotional intelligence generated new dimensions of its assessment. Eventually, it explains an array of skills and competencies which are guideline to HR personnel, executives and managers with an all-embracing instrument that clearly explains measures and develops emotional skills (George, 2001). It was also suggested that several works which are related to consequences like job performance, job satisfaction, organizational commitment, performance components are strongly linked with emotional intelligence (Mayer, Salovey and Caruso, 2000).

Job Performance

Many employers and employees regard evaluation of job performance a significant and potential activity (Kotter and Schlesinger 1979). Job performance is one of the major components of behaviour that are closely linked with organizational goals in question. I/Q psychologists have much concern with enormous issues but the issue of job performance stands as the most important one.

Tischler, Biberman and McKeage (2002) find the bases of organizational settings to the classic theories of management. In fact, many strategies brought out in early assessment centres were based on the evaluation of non-cognitive skills similar to emotional intelligence such as communication, understanding others and social awareness. These abilities were regarded as predictors of efficient performance at managerial ranks in many organizations. Furthermore, over more than three decades of such types of assessments, the research works have justified the significance of considering social and emotional skills into consideration while attempts to forecast occupational effectiveness. In a research conducted by Kotter and Schlesinger (1979), they identified lot of personal capabilities including such socio-emotional skills as communication, optimism, relationship skills and need for achievement which are discriminating from less successful general managers. The set of social competencies such as self-esteem, positiveness and socialized power have appeared to be the predictor of future managerial success (Bayatzis, 1982).

Organizational Commitment

Most of the volume in organizational commitment has been conducted by industrial psychologists. However, no or least focus has been paid to this construct in educational settings. Organization commitment is one of the most desirable attitudes in industrial as well as in educational context. It is related to the employees 'emotional affiliation or identification or involvement with the organization' (Adeyemo, Ogyunyemi, 2004). Organization commitment might be linked with job satisfaction but reflects a stronger linkage between the organization and the employ (Porter, Steers, Mowday, and Boulian, 1982). These thinkers explained organization commitment as "the strength of individual's identification with an involvement in an organization" and proposed that organization commitment is preceded by three components: recognition and faith in organizational values and objectives; eagerness to harness personal for the welfare of organization; and willingness to retain membership of the organization. Several other researchers have explained organization commitment similarly as having three core

factors but have coined names for each factor: affective commitment, continuance commitment and normative commitment (Allen & Mayer, 1990). Workers having sufficient continuance commitment have ability to stay in organization for long span of time. It is because they are willing to, and those with high normative commitment stay because they think it moral obligation.

Steier (1989) suggested three antecedents of organization commitment. The first one is an array of personal characteristics of a worker such as education, age and his ambition for achievement. Second antecedent in the spectrum of organization commitment is linked with job features which refer to accept job challenges, opportunities for successful interaction and the nature of feedback from the organization. The third antecedent is work experience. It refers to employee's attitude towards organization and his dependability on the organization.

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Turnover Intention

Many researchers have reported Price (2001), that turnover is one of the most significant phenomena in organizational behaviour. The three components of organization commitment given by Allen and Mayer i.e. continuous commitment, affective commitment and normative commitment are negatively linked with the construct of turnover intention. By the term turnover intention we mean one's tendency to quit.

Previous researches have revealed that the attitudes of organization commitment and job satisfaction are the antecedents to turnover intentions (Hinshaw, Smeltzer, Atwood, 1987). Blumberg and Pringle (1982) developed a model of organizational commitment that seeks to incorporate the entire range of individual and organizational

variables related to commitment to perform the job. This model comprises three components: capacity, opportunity and willingness to perform. Together, Opportunity (O), willingness (W) and capacity (C) contribute to yield observed work performance in the context of organizational commitment (OC). Capacity includes age, ability, knowledge, health and knowledge.

On the other side, willingness refers to job satisfaction, anxiety, motivation, job status, legitimacy of participation, perceived task, attitude, ego involvement, job involvement and the emotional intelligence of the employee. Opportunity refers to prevailing conditions, time and pay. The core assumption of the model is that the constructs in each of the components are additive. Of two individuals with same ability (a capacity variable), the one with higher energy would have greater organizational commitment.

Rooted by Goleman's (1995) hot selling works: Emotional Intelligence: why it can matter more than IQ, this concept has gained considerable fame. The plenty of researches on emotional intelligence (EI) has been conducted in the last decade (Abraham, 1999; Bar-On, 2000; Brown, 1999). It is described as one's ability to monitor his / her and others emotions and feelings, to discriminate these emotions and to employ this to guide our thoughts and actions (Mayer & Salovey, 1995a). The concept of emotional intelligence was coined by Mayer and Salovey (1995b) as successful reorganization, appraisal and assessment of emotions.

Interestingly, there is sufficient literature that is related to the role of emotions in organization and categorically emotional intelligence as predecessor to organizational commitment. Are individuals able to express their emotions? Can they identify their feelings? Are they able to understand their emotions related to their workplace? Are they committed to their organization?

Abraham (2000) analysed the relationship between EI and Job satisfaction and organizational commitment and proposed that increase EI results in increased fidelity of an employee towards his / her organization. EI has much to do with one's ability to interact with others. Accordingly, those who are emotionally intelligent might be more loyal to their organization. He worked on the sample of 79 professionals from four industries and revealed that the happiness level of the employees who were emotionally intelligent was high ($t = 2.8, p < .05$). He found that these workers were committed to their organization ($t = 2.58, p < .05$). Abraham revealed that aspect of social skill in emotional intelligence gives rise to stable interpersonal relationships, which in turn affect commitment of employees ($\beta = .645, p < .001$).

Emotional Intelligence and Job Satisfaction

The focus in the role of emotional intelligence in the organization has risen in last decade with much emphasis on the outcomes of understanding and development of emotions at workplace. Goleman (1995) argues that IQ determines mere 20 percent success in life while other factors are determinants to the remaining such as emotional intelligence. Same was held by Cadman and Brewer (2001) that those who attain high level of EI are more likely to attain success than those who, despite having satisfactory IQ possess lower emotional intelligence. They also evaluated the significance of IQ and personality traits in the prediction of job success among the school teachers. The core findings they drew were that IQ ($\beta = .19, p = .05$) along with the personality traits forecasted job satisfaction as ($\beta = .26, p = .001$). It was tested in personality whether the teacher is emotionally stable or not, warm hearted or not, undemonstrative or excitable, dominant or democratic, conscientious or not, bold or shy, hardliner or tender minded, reflective or not, self-assured or fearful, self-reliant or group dependant, controlled or not, anxious or relaxed. These factors are placed in Goleman's factors of emotional intelligence. According to some critics, EI provides the ground by which educational reform can finally attain its maximum potential, across primary, secondary and higher levels of schooling (Zeidner, Matthews & Roberts, 2004).

Goleman's Model of Emotional Intelligence

The model of emotional intelligence developed by Daniel Goleman is based on the continuity of ideas that range from Gardner's theory of multiple intelligences to Sternberg theory of triarchiac intelligence. Harnessing a wide deal of research, Goleman (1998) in his book "Working with Emotional Intelligence" yielded the framework which is based on five clusters that comprise twenty five skills. These clusters are named as self-awareness, self-regulation, motivation, empathy and social skills. The cluster of self-awareness comprises five skills of emotional awareness, self-confidence and self-assessment. The second cluster of self-regulation comprises five skills of self-control, trustworthiness, innovation, adaptability and conscientiousness. Third cluster named as motivation included competencies like optimism, initiative cooperation, commitment and achievement drive. Forth cluster of empathy included the forms of awareness like leveraging diversity, service orientation, and political awareness, developing and understanding others. Last and fifth cluster circumscribes eight skills of team capabilities, collaboration, building bonds, leadership, change catalyst, conflict management, communication and influence. The higher order of abilities related with

emotional intelligence facilitates one's satisfaction and performance at the workplace (Cherniss, 2000). In 1988, Bar-On coined the term emotional quotient. According to Bar-On, in the context of social life, high level of IQ does not guarantee success. To examine emotional intelligence is to measure individual's capability to overcome daily life situations and to get along in this world (Bar-On, 1988). Bar-On was the first who attempted to assess emotional intelligence in the context of subjective well-being. He defines emotional intelligence as being the construct which is concerned with identifying self and others, relating to others and adaptation and overcoming the immediate and challenging situations with social demands (Bar-On, 1997a).

Mediators between EI and Organizational Commitment

There are several job related behaviours that significantly mediate between emotional intelligence and organization commitment. In this study, job satisfaction and turnover intentions have been taken as mediators between emotional intelligence and organization commitment.

Job Satisfaction

Job satisfaction is the most acclaimed attitude in the studies of organizational behaviour which represents one's evaluation of his / her job and job context. It is overall appraisal of job characteristics, working conditions and perceived emotional experiences that occur at a work place. Based on observations and emotional experiences, employees tend to evaluate their jobs (McClelland 1998). Employees can be satisfied with some job elements as well as dissatisfied with some other elements. The most conventional notion in the business world is that "a happy worker is a productive worker". This notion again portrays the role of emotions. Earlier evidence revealed a moderate relationship between job satisfaction and organization commitment (Carnell, 1986).

According to the findings of this research conducted by Cohen & Hudacek (1998), that emotional intelligence has a direct impact on organizational commitment. However, that impact is shown only through job satisfaction. To explain the issue differently it can be asserted that his research supported the idea that a potential relationship between emotional intelligence and organisational commitment existed. Furthermore, in accordance with the suggested framework, it has also been discovered in that research that job satisfaction is mediator between emotional intelligence and organisational commitment.

A study reflected that emotional intelligence influences wide range of behaviours at workplace such as innovation, service quality, team work, talent development and customer loyalty (Zeidner et al., 2004). Another study revealed that the key tasks concerning emotional intelligence and worker's commitment are including job satisfaction (Prati et al., 2003; Abraham, 2000) and organisational commitment (Gardner, 2003).

According to Sy et al. (2006) employees who acquire high level of emotional intelligence are expected to retain higher level of job satisfaction due to the fact that they are more expert at assessing, interpreting and adjusting their own emotions than employees with low level of emotional intelligence. Emotional intelligence has more powerful link with organizational commitment compared to job satisfaction (Abraham, 2000).

Job satisfaction influences the organizational commitment deeply (Yang & Chang, 2007). Other researchers believe that organizational commitment is the antecedent and determining factor of job satisfaction (Curry et al., 1986). The results of some studies indicate that job satisfaction and organizational commitment is mutually related (Schwepker, 2001), so there is a significant positive relationship between them. Organizational commitment and job satisfaction are considered as independent variables. According to Martin & Bennett (1996) satisfaction and commitment are accidentally independent and not related.

Rabindra, Pradhan & Soumi (2005) concludes the role of emotional intelligence in organisational commitment and conflict management. The study was conducted on randomly selected 66 executives from various department of reputed private organization. The results showed that emotional intelligence was very poorly correlated and moderately contributed to organisational commitment and conflict management strategies.

Sharna (2005) conducted a study on establishing the relationship between emotional intelligence and organizational commitment of the executives working in manufacturing and service sectors with the service of at least ten years. The findings stated the fact that the employees who were emotionally intelligent were able to have more concern with the organisations; their emotions get pacified with the working environment making them more committed. Emotional intelligent employees showed their concern for the organizations by discharging their duties with responsibility and keep their spirits high even in the critical times.

Adeyemo (2007) worked on the mediating effect of emotional intelligence on the relationship between job satisfaction and organizational commitment, Two hundred and forty employees randomly drawn from five public organisations in Oyo State

constituted the study's sample. The findings of the study revealed significant impact of job satisfaction on organizational commitment and that emotional intelligence mediated the relationship between job satisfaction and organizational commitment. On these findings, it was revealed that emotional intelligence could be brought about as an intervention to increase organizational commitment.

Cichy et al., (2007) examined the relationship between organizational commitment and emotional intelligence among private club board and committee volunteer members. The top three items, ranked by mean scores, of each of three emotional intelligence dimensions - in, out, and relationships were discussed. A sample of 57 volunteer leaders further was split into high EI and low EI groups, based on respondents' overall emotional intelligence median score. Statistical differences between high and low EI groups in three aspects of organizational commitment - affective, continuance and non-native commitment - were presented. A t-test result showed that the difference between high and low EI groups in affective commitment among private club volunteer leaders was statistically significant.

Samuel (2007) revealed that the extent to which secondary school teachers' emotional intelligence and self- efficacy are linked with their work attitudes such as organisational commitment, work- family conflict and career commitment from five states in South-western Nigeria. Results of the study indicated that emotional intelligence and self- efficacy are related in significant relationship with work attitudes. Results of this study also revealed that emotional intelligence was negatively and significantly related to the conflicts of work- family. It was recommended that emotional intelligence and self- efficacy of the teachers should be made increased to improve work attitudes.

The research conducted by Salami (2008) investigated the relationships of demographic factors (age, marital status, gender, job tenure, and educational level), emotional intelligence, work-role salience, achievement, motivation and job satisfaction to organisational commitment of industrial workers. The results showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly associated with organisational commitment of the workers.

Carol Y et al., (2009) brought about a research study to validate a model exploring the relationship among emotionally intelligent leadership attitude, workplace empowerment and commitment. A predictive, non-experimental design was used to validate the model in a random sample of 300 emergency staff nurses working in Ontario hospital. The results revealed that perceived emotional intelligent leadership

attitude had a significant direct impact on structural empowerment which in turn had a strong direct impact on organizational commitment.

Neerpal & Renu (2009) conducted a study to investigate the relationship among emotional intelligence, organisational commitment and occupational self-efficacy of 120 employees working in various Indian organizations. A positive and significant correlation was observed between emotional intelligence and occupational self-efficacy. Similarly, a positive relationship was observed between emotional intelligence and organisational commitment. Moreover, a low positive association is found between organisational commitment and occupational self-efficacy. The research implied that emotional intelligence and occupational self-efficacy were related to various organisationally desirable results.

In most of the investigator as Anton & Schlechterand (2010) validated a model within a team milieu that consisted of transformational leadership behaviour, team-leader emotional intelligence, trust (both in the team leader and in the team members) and team commitment. It was conducted within six manufacturing plants, and 25 teams participated. The model was tested using structural equation modelling (SEM); an acceptable level of model fit was found. Significant positive relationships were further found among all the constructs. The study revealed that transformational leadership and leader emotional intelligence were positively associated to team commitment and trust further emphasized the magnitude of effective leadership behaviour in team dynamics and performance.

Many researchers like Junk & Mokpo (2010) conducted a study to conceptualize the effects of emotional intelligence on job outcomes, examined the relation of emotional intelligence on employee-related constructs such as job satisfaction, organizational commitment, organizational performance and turnover intention and identified the conceptual framework which underlined emotional intelligence among foodservice managers. The four emotional intelligence dimensions correlated significantly with age. The correlations among the four emotional intelligence factors were significant with job satisfaction, organisational commitment, organisational performance and turnover intention. The test of hypothesis using structural equation modelling found that emotional intelligence produced positive effects on job attitude and job performance. Emotional intelligence enhanced organizational commitment, and in turn, managers' attitude produced positive effects on organisational performance; emotional intelligence also had a direct impact on organisational performance.

Ming et al., (2011) conducted a study to analyse the impacts among the emotional intelligence and leadership style, self-efficacy and organisational commitment of employees by means of a quantitative research method in the Taiwan

banking industry. This study has found that a supervisor's emotional intelligence has a significant positive influence on his/her personal leadership style, that a supervisor with high emotional intelligence is able to perform excellent leading skills to uplift the employee self-efficacy, and that employees self-efficacy eventually leads to a significant positive influence on organisational commitment.

Anari & Nahid (2012) conducted a study to investigate the relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment among high school English teachers. Moreover, the study aimed to examine the role of gender and age in emotional intelligence, job satisfaction and organizational commitment. The results of the study indicated that there was a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment. The results also revealed that there was no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction and organizational commitment. However, with reference to emotional intelligence, the findings in this study provided support for gender differences, with females reporting higher emotional intelligence, but the results showed no age differences among the participants.

In a study, Cheok & Eleanor (2012) investigated the interrelated influences of managers' emotional intelligence, leadership styles and employee outcomes. Categorically, the study aimed to find the potential mediating effects of managers' transformational leadership style on the relationships between managers' emotional intelligence and employee outcomes of employee performance, job satisfaction, organisational commitment and job stress. The results showed that managers' transformational leadership style fully mediated the relationship between managers' emotional intelligence and employee job satisfaction. However, no mediating effect of managers' transformational leadership style was found on the relationship between managers' emotional intelligence and employee performance, organisational commitment and job stress. The results of this study contribute to current underpinnings about the interrelationships on managers' emotional intelligence, leadership style and employee outcomes. This all showed that the power of managers' emotional intelligence on job satisfaction must be expressed through a third mediating variable, transformational leadership.

Venkatesh & Balaji (2012) examined the worth of using some predilection of emotional intelligence to identify high potential and career commitment among the managers who enhanced continuous learning. Independence, assertiveness, flexibility,

optimism and social responsibility emerged as "hidden" high-potential identification criteria that separated high potentials and regular managers. All subscales of the EQ -i, except for those in the adaptability scale were significantly associated with the career commitment. In addition to this, high potentials showed higher levels of job performance and, evidently, lesser boundaries less career attitudes. Additionally, the significance of fostering positive emotions at work was spelled out in relation to high-potential identification and development policies and retention management resulting in career commitment and job performance.

This literature review asserts that emotional intelligence is strongly associated with successful practical and working life, especially the working attitude of an employee. It is significantly manifested that emotional intelligence positively contributes to workers' performance. A number of empirical studies validated the association of emotional intelligence against measured performance in terms of job satisfaction, organizational commitment and job satisfaction.

Research Objectives

1. To determine a significant relationship between EI and OC among the college teachers.
2. To determine the significant relationship between the level of OC and job satisfaction among the college teachers.
3. To determine the significant relationship between the level of turnover intention and job satisfaction among the college teachers.

Research Questions

1. Does any relationship between EI and OC among the post graduate teachers exist?
2. Is there positive relationship between EI and OC among the post graduate teachers?
3. Are job satisfaction and turnover intention in significant relationship with EI?
4. To which extent is the OC predicted by EI?

Delimitations of the Study

The short version of Bar on emotional quotient inventory will not be used. The study will be delimited to the college teachers in the district of Lahore. The teachers belonging

to the private colleges do not fall in the scope of this study. Only public sector colleges are the focus in this study.

Research Methodology

Population and Sample of the study

The populations for this study were all the male and female teachers of Public colleges of Lahore city. In this study, all the participants were selected through random sampling from public sector colleges in Lahore. Seven hundred and sixteen (716) participants were included in this research who was recently teaching as regular teachers in different colleges of Lahore. Among them 324 male teachers belonged to the colleges of public sector specific and 392 female teachers belonged to the female government colleges were selected as sample.

Development of the Instrument

It is multi-dimensional as well as innovative concept to measure emotional intelligence. Meyer & Allen (1991) scale of organizational commitment has been selected to use in this study. Four Internationally Standardized versions were adopted to make the smooth analysis of data. Among them 1st was the *Self Report Emotional Intelligence* that consist of 30 items, Job Satisfaction Scale which consist of 16 items, *Allen & Meyer, 1990 Scale of Turnover Intentions scale* that consist of 8 items and *Mowday, Stress and Porter Scale of Organization Commitment (1979)* that consist of 15 items to find the Emotional Intelligence (EI) as predictor of Organizational Commitment of College Teachers.

Data Collection

Data was personally collected by the researcher. Permissions were obtain from the principals of the sampled colleges after which the researchers were administered the questionnaires on the participants. Heads of departments were also contacted and requested for data collection along with request with the principals. Informed consent of the participants was also sought before the administration of the questionnaire. After the permission granted from both principals and heads of departments, the contact with the teachers was established for their opinion on these scales. Although the time needed for these questionnaires to be completed was 40-45 minutes but some of the teachers asked for more time to finish these questionnaires. Cooperation of teachers was praiseworthy. All the filled questionnaires were return in specific period of time to the researcher on his visits according to the schedule decided with mutual understanding. Student were given sufficient time to respond to the items in the questionnaire.

Data Analysis

All the responded questionnaires were scrutinized to identify mistakes. In support to the data analysis, SPSS Version 16 was recommended. To make the smooth progress of results and investigation, whole the data were coded five (5) point Likert type survey questionnaire developed by Conole, Thorpe & Edmunds (2012), according to the given rule: Gender (Male=0, Female=1), Strongly Agree=5, Agree=4, Undecided=3, Disagree=2 and Strongly Disagree=1. All the feedbacks of the teachers were entered in SPSS. Mean and standard deviation from the data was calculated. Furthermore, Descriptive statistics, Chi-square and Cramer’s V statistics were use in the study to analyse the data to find the results.

Data Analysis and Its Interpretation

The following section implies the analysis of Emotional Intelligence (EI) as predictor of Organizational Commitment of College Teachers by gender (Male & Female). There were 66 Likert type statements in questionnaire that were used to obtain data regarding gender. Data was analysed and Mean, Std. Deviation and t-test were used to explore the significance difference in the opinion by gender.

Table 01: Emotional Intelligence (EI) by Gender

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Male	324	98.2346	7.36660	7.095	.000
Female	392	94.1709	7.83780		

The table reflects that there is a significant difference in emotional intelligence (EI) between male and female college teachers, $t(716) = 7.095$, $p < .001$. It concluded that male teachers have a significantly higher emotional intelligence ($M=98.2346$, $SD=7.36660$) than females respondents ($M=94.1709$, $SD=7.83780$).

Table 02: Job Satisfaction by Gender

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Male	324	54.0062	6.21194	-.554	.582
Female	392	54.2577	5.90959		

The table reflects that $t(716) = -.554$, was not significant at $p > 0.05$ for all male and female college teachers of Dist. Lahore. The above analysis concludes that male teachers ($M=54.0062$, $SD=6.21194$) and females teachers ($M=54.2577$, $SD=5.90959$) have about same job satisfaction.

Table 03: Turnover Intentions by Gender

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Male	324	27.4938	4.59135	-1.206	.237
Female	392	27.8724	3.81263		

The table reflects that $t(716) = -1.206$, was not significant at $p > 0.05$ for all male and female college teachers of Dist. Lahore. The exceeding analysis concludes that male ($M=27.4938$, $SD=4.59135$) and females teachers ($M=27.8724$, $SD=3.81263$) have about same turnover intentions by gender.

Table 04: Organizational Commitment (OC) by Gender

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Male	324	50.8519	6.14855	-.144	.886
Female	392	50.9158	5.74528		

The interpretation of above table reveals that there is no statistically significance difference $t(716) = -.144$, was not significant at $p > 0.05$ for all male and female college teachers of Dist. Lahore. The analysis shows that male college ($M=50.8519$, $SD=6.14855$) and female college teachers ($M=50.9158$, $SD=5.74528$) have about same Organizational Commitment (OC) by Gender

Table 05: Relationship between emotional intelligence and job satisfactions

	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Emotional Intelligence	716	50.8869	7.88705	138.430	.000
Job satisfaction	716	54.1439	6.04530		

The interpretation of table reflects that there is a statistically significant difference, $t(716) = 138.430$, $p < .001$ between emotional intelligence ($M=96.0098$, $SD= 7.88705$) and job satisfactions ($M=54.1439$, $SD= 6.04530$). It means that job satisfaction has less to do with emotional intelligence to become predictor of organizational commitment.

Table 06: Relationship between emotional intelligence and turn over intentions

	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Emotional Intelligence	716	96.0098	7.88705	209.175	.000
Turn over Intentions	716	27.7011	4.18423		

The explanation of table reflects that there is a statistically significance difference $t (716) = 209.175$, $p < .001$ between emotional intelligence ($M=96.0098$, $SD= 7.88705$) and turn over intentions ($M=27.7011$, $SD= 4.18423$). It concludes that people with high emotional intelligence retain less level of turnover intentions.

Table 07: Relationship between job satisfaction and turn over intentions

	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Job satisfaction	716	54.1311	6.05073	161.338	.000
Turn over Intentions	716	27.6876	4.19697		

The explanation of above table reveals that there is a statistically significance difference $t (716) = 161.338$, $p < .001$ between job satisfaction ($M=54.1311$, $SD= 6.05073$) and turn over intentions ($M=27.6876$, $SD= 4.19697$). The result of above table shows that job satisfaction contributes more to emotional intelligence as compared to turnover intentions.

Table 08: Relationship between organization commitment and job satisfaction

	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Organization Commitment	716	50.8869	5.92704	2.089	.000
Job satisfaction	716	54.1439	6.04530		

A close look at the above reveal that there is a statistically significance difference $t (716) = 2.0890$, $p < .001$ between organization commitment ($M=50.8869$, $SD= 5.92704$) and job satisfaction ($M=54.1439$, $SD= 6.04530$). The result of above table shows that those who are committed to the organization also retain moderate level of job satisfaction.

Table 09: Relationship between organization commitment and turn over intentions

	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Organization Commitment	716	50.8869	5.92704	133.515	.000
Turn over Intentions	716	27.7011	4.18423		

A close look at the above table reflects that there is a statistically significance difference $t (716) = 133.515$, $p < .001$ between organization commitment ($M=50.8869$, $SD= 5.92704$) and turn over intentions ($M=27.7011$, $SD= 4.18423$). The result of above table shows that those who possess more organization commitment are less prone to turnover intentions.

Table 10: Relationship between emotional intelligence and organization commitment

	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Emotional Intelligence	716	54.0098	7.88705	148.428	.000
Organization Commitment	716	50.8869	5.92704		

A close look at the above reflects that there is a statistically significance difference $t(716) = 148.428, p < .001$ between emotional intelligence ($M=54.0098, SD= 7.88705$) and organization commitment ($M=50.8869, SD= 5.92704$). The result of above table shows that emotional intelligence contributes to organizational commitment moderately.

Summary

It presents that EI is a significant predictor of organizational commitment. The results of the study revealed that male teachers are more emotionally intelligent than females. It is also found that there is no significance difference between male and females in terms of job satisfaction and turnover intentions. Job satisfaction and turnover intentions mediate to develop relationship between EI and OC. However, there is significant difference between JS and TI. The emotional intelligence of teachers assists in avoiding emotional conflict and thus helps in overcoming stress and improving one's performance (Brayfield & Crockett, 1995).

Conclusions

The overall study concluded that male teachers have a significantly higher emotional intelligence than female respondents. Male teachers and females teachers have about same job satisfaction, same turnover intentions and have same Organizational Commitment. There is a statistically significance difference between emotional intelligence and job satisfactions. It means that job satisfaction has less to do with emotional intelligence to become predictor of organizational commitment. There is a statistically significance difference between emotional intelligence and turn over intentions. It is therefore, concluded that people with high emotional intelligence retain less level of turnover intentions. There is a statistically significance difference between job satisfaction and turn over intentions. The result is that job satisfaction contributes more to emotional intelligence as compared to turnover intentions. There is a statistically significance difference between organization commitment and job satisfaction. The conclusion is that those who are committed to the organization also retain moderate level of job satisfaction. There is a statistically significance difference between organization commitment and turn over intentions. The result is that those

who possess more organization commitment are less prone to turnover intentions. There is a statistically significance difference between emotional intelligence and organization commitment. The result found was that emotional intelligence contributes to organizational commitment moderately.

Discussion

The findings of this research in terms of gender difference in EI have revealed consistency, thus no discrepancies have appeared in this regard. Many other researchers have showed no considerable gender difference in EI when investigated in personal and organizational contexts (Mayer & Geher, 1996; Mayer, Caruso & Salovey 1999; Mandell & Pherwani, 2003). The findings of this study are different than those of Goleman (1998) who asserted that there are no significant differences between genders in terms of emotional intelligence. He argued that despite having enormous difference in abilities and capabilities, both men and women have same level of EI. Accordingly, this discrepancy might have occurred due to the choice of measurement. Brackett and Mayer (2003) have shown that higher scores are attained by the females on EI while being evaluated on OC measure. In this study, based on these results, the researcher of this study strongly purports and recommends a well-equipped EI program for the teachers to uplift their personal, professional as well as methodological effectiveness and thus, subsequently, assist students to tackle negative personality emotions for improved academic performance.

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