Impact of Emotional Intelligence on Organizational Commitment among Teachers

Zoya Farooq Bhamani Ali[a], Dr. Raj Maham[b], Lata Lata[c], Muhammad Shahid Iqbal[d], Asadullah Lakho[e*]

[a]PhD Student, Department of Business Administration, Iqra University, Karachi, Pakistan. [b]Programme Lead, Department of Business Administration, Beaconhouse International College, Islamabad, Pakistan. [c,d]Assistant Professor, Faculty of Management Science, Ilma University Formerly-IBT, Karachi, Pakistan. [e]Senior Lecturer, Department of Business Admininstration, Iqra University, Karachi, Pakistan

[*]**Email:** asadullah.lakho@iqra.edu.pk

Abstract: In today's competitive environment, teaching profession has now become a challenging task. The concept of emotional intelligence is not new, has gained significance in various organizations. Emotional intelligence has been researched extensively before and according to the findings, it was concluded that emotional intelligence keeps the individuals more intact, motivated towards the goals that they want to achieve and high organizational commitment. Also, less research has been done in perspective of Pakistan. The researches intend is to analyze the association between Emotional Intelligence (EI) and the Organizational Commitment (OC) among teachers. The exploration aims at recognizing any distinction (if exists) in the Emotional Intelligence Quotient and level of Organizational commitment among both sexes. The target populace of the exploration is teachers, rendering their administrations at private and state funded schools, universities and colleges. The research started with the introduction chapter, followed by the literature review. The research methodology chapter stated the research design, sample size and theoretical framework. The data analysis affirms the positive association of the variables under consideration. Lastly, discussion, conclusion and recommendation were written to conclude the research. The insights of this research have certain profound implications on Human Resource Management as they can recruit, compensate and train their personnel after integrating a well-developed plan to incorporate EI and OC in their organizational operations and functions.

Keywords:

1. Introduction

Education is generally very important both for developed and developing countries and is considered as the backbone of a nation's progress. In order to have a good education system, it's very important to have skilled and good quality teachers. Teaching is not always easy and simple but nowadays it's rather challenging especially due advancement in technology and free access to information in fastest ways. The profession of teaching requires teachers to keep themselves updated therefore they remained busy all the time and consequently experience a lot of pressure and stress, this leads them being unhappy or dissatisfied from their job (Salim, Nasir, Arip & Mustafa, 2012). This in turn sometimes leads to less commitment towards the organization. Many studies in the developing countries have reported high job dissatisfaction

amongst teachers. For the organization to succeed, it is very important that teachers are satisfied with their job. Job satisfaction improves commitment towards the organization and the wellbeing of the teacher (Rue & Byars, 2005; George & Jones, 2008; Ghazzawi, 2008; Ghazzawi & Smith, 2009; Robbins & Judge, 2009; Oyewobi, Suleiman & Muhammad-Jamil, 2012; Akomolafe & Olatomide 2013). Job satisfaction leads to an effective, consistent and sustainable educational system. Job dissatisfaction may have very serious adverse impact on the teacher's personality and behaviors and can lead to absenteeism from the school or complete abandoning the profession and also shiver the existing education system. Apart from these factors some of the physical and economic reasons which also contributed to job satisfaction or dissatisfaction like salary, the students' attitude towards learning, the parent's attitude towards the teacher. However it was aimed to explore the effect of psychological factors like emotional intelligence (EI) on organizational commitment (OC).

Emotional intelligence is referred to as the capability to look over individual emotions as well as looking over the emotions of others. It is the ability to differentiate between various emotions and label them properly. EI shapes the thinking and behavior of a person. Emotional intelligence is becoming increasing important nowadays and is getting popularity amongst psychologists and other professionals. Previous research conducted on EI concluded that emotional intelligence keeps the individuals more intact towards the goals that they want to achieve, while IQ becomes less relevant in this regard as previously believed. Hence it was concluded that the in order to be committed towards the organization commitment, emotional intelligence is of great importance.

The individual's ability to commit to the cultural values of the organization shapes the behavior. The commitment towards the organization largely depends on the level to which the necessities and the aspirations are looked over in the organization in the particular time frame. This is only one of the reasons; other researchers have also suggested that the difference in commitment towards the organizations is due to the varying levels of emotional intelligence amongst the individuals.

Culturally, it is believed that emotional intelligence is greatly influenced by the gender. Usually it is observed that men tackle the emotional problems more strategically compare d to women, however some other confounding factors also predisposed to the outcomes that made the result ambiguous. Therefore, this research was aimed to identify any gender differentials (if exists) in the EI and the level of OC. The target population of the research is the teachers rendering their services at private or public schools, colleges and universities. A classroom is considered as an emotional place amidst diverse emotions. Teachers are required to be well equipped with skills to regulate their own emotions and to influence the emotions of their students. Statistics on the official website of UNESCO (Status of Teachers in Pakistan, 2013) reveal that the proportion of female trained teachers in Pakistan in Primary Education is higher (76 %) compare to male (only 24%). While in the Secondary education, the proportion of trained teachers is almost the same in female and male (51% vs. 40%) contrary to this, in the training and vocational institutes male teachers are dominating compare to female (68% vs. 32%).   The overall education sector is female dominating and comprises 55% of female vs. 45% male teachers. . Hence, the research was focused to find out how association of emotional intelligence and organizational commitment is differ among male and female teachers in Pakistan.

1.1 Problem Statement
This research aims to study the impact of EI on the level of OC among teachers. The exploration aims at recognizing any distinction (if exists) in the Emotional Intelligence Quotient and level of Organizational commitment among both sexes. The target populace of the exploration is teachers, currently rendering their administrations at private and state funded schools, universities and colleges.

1.2 Research Objectives
a)   To explore the association of EI on the level of OC among teachers.
b)   To identify any distinction (if exists) in the EI and level of OC among both sexes (male and female).

1.3 Hypothesis
H1: There is a significant positive relationship between the Emotional Intelligence Quotient and the level of

Organizational Commitment of teachers.

Secondary Hypothesis
H2: There is a significant positive relationship between the dimension of Emotional Intelligence-self-awareness and the level of Organizational commitment of teachers.
H3: There is a significant positive relationship between the dimension of Emotional Intelligence self-management and the level of Organizational Commitment of teachers.
H4: There is a significant positive relationship between the dimension of Emotional Intelligence- social-awareness and the level of Organizational Commitment of teachers.
H5: There is a significant positive relationship between the dimension of Emotional Intelligence- social-skills and the level of Organizational Commitment of teachers.
H6: There is a significant positive relationship between the dimension of Emotional Intelligence-motivation and the degree of Organizational Commitment of teachers.

1.5 Justification of the Study
The aim of the examination is to measure the association of emotional intelligence on organizational commitment" among teachers, both male and females. The thought that the emotions are critical to learning, and taking care of our own and other individual's emotions is essential for achievement and satisfaction, commitment, far in both western and eastern rationality. Boosts in neuroscience and cerebrum imaging methods, researchers have possessed the capacity to recognize the enthusiastic focal point of the mind-which offers ascent to sentiments and feelings, which is in charge of intuition and thinking. The research will be beneficial and adds value to the society as less research is done in the perspective of Pakistan. It arise the need to conduct the research to "analyze the relationship of emotional intelligence, with the dimensions on organizational commitment". The research will be helpful for teachers, colleges, schools, universities, students and several educational bodies; it provides valuable data analyzing the result of emotional intelligence and organizational commitment. It will assist the stakeholders of the research to make good decisions, improve the ability of perceiving, managing and dealing the emotions of own and others, increase morale and commitment towards the organization.

1.6 EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT AS DEFINED BY THE RESEARCHER
EI refers to one's competence to tactfully control, express and conceive the emotions of one and others in order to make sound social connections.
Organizational Commitment is the tendency of an individual to adhere to an organization with the underlying sense of belonging and the motive of individual and organizational growth.

2.0 LITERATURE REVIEW
2.1 EMOTIONAL INTELLIGENCE AS DEFINED BY EXPERTS
Emotional intellect can be described as a capability to express and control personal emotional state, ability to comprehend, translate, and react to the emotions of others. Emotional intelligence is the propensity to recognize, control and assess the personal and others emotions. It is characterized as passionate sensitivities, the subcategory of social intelligence and includes the capability to screen individual and other's outlook, feelings, tell apart and to exploit the data to scrutinize the reasoning actions and activities (Mayer & Salovey, 1993).
Emotional intelligence is the ability of a person to stimulate thought process by picking and generating own emotions, with a view to regulate and reflect upon the emotions of others resulting in intellectual progress (Salovey & Mayer, 1990).

2.2 EVOLUTION OF EMOTIONAL INTELLIGENCE
Plato inscribed that all wisdom has an emotional pedestal. Since then, intellectuals have worked to prove or invalidate the weight of feelings. For about two millenniums, it was believed that emotions must be controlled and smothered as they were considered to be obstacles on the way of triumph. Immense research

was done on emotional intelligence in last three decades (Ulladulla Web Design, 2014).

Edward Lee Thorndike (1920) explained a concept social intelligence. It refers to the capability to comprehend, direct and manage people and how to respond astutely in social relationships. Afterwards, research was conducted on the phenomenon of social intelligence (Ulladulla Web Design, 2014).

Psychologist Harvard Gardner in 1983 developed a model of emotional intelligence, termed as the multiple intelligence models. He stated that people with shrewd emotional intelligence tends to have specific distinctiveness. It comprises of elements, as ability to recognize emotions, utilize feeling to support the thought development, to be aware and administer emotions. He stated that beyond emotional intelligence, there is also intellectual intelligence. Sub cortex, the emotional center of the brain and the neo cortex, the intellectual center of the brain. It is a fact that intellectual and emotional intelligence are harmonizing of each other, rather they are correlative (Ulladulla Web Design, 2014).

Peter Salovey and John D. Mayer instituted the phrase 'Emotional Intelligence' in 1990, depicting as per type of social intelligence, includes the capacity to perceive emotional position (personal and others), to differentiate and utilize the data to guide one's logic and commotion (Ulladulla Web Design, 2014).

Salovey and Mayer initiated an inspection task planned to create substantial measures of emotional intelligence and to investigate its magnitude. In a study, people who scored higher in emotional intelligence, means their capability to perceive was commendable, recovered quickly. In another study, individuals who had high score in emotional intelligence, able to comprehend and appraise others feelings were better to react adapt-ably to changes in the social setting and construct strong relationships (Golis, 2013).

Moreover, in 1990, Daniel Goleman in his book Emotional Intelligence contended that it was not cognitive insights that ensured business achievement but emotional intelligence. He stated the presence of specific characteristics among individuals that termed them emotional intelligent. It includes, people should understand their own emotions (self-awareness), they should be grand at dealing with their emotions (self-management), people should be considerate towards drives of other people (social awareness) and last, they should be swift at taking care of other individuals emotional state (social skills) (Golis, 2013).

The progress in arena of emotional intelligence shows immense attractiveness of the concept. Later, several researches were conducted to gauge the importance and its impact on various parameters of emotional intelligence.

2.3 EMOTIONAL INTELLIGENCE AMONG DIVERSE INDIVIDUALS

The emotional intelligence quotient is the capacity of the observer to control others and own emotions empathetically in their occupations. Emotional intelligence of employees and university graduates helps them reach their pursuits in career advancement. It assists in career verdicts varying in different situations with their superior and co-workers (Gati et al., 2010). The self-efficacy is the ability to achieve tasks, for example it relates to an individuals' preparation to work hard all semester to secure a distinction. Research on emotions for career regulation and counseling will lead to better relations. Emotional intelligence training programs as stated by Di Fabio, suggests that these help to condense the vacillation in career decision making in both genders. The emotional intelligence training programs allows both genders to take positive decisions regarding their careers choices. The effect of these training programs is the same on both the genders. A personality trait, self-esteem with apparent communal support and emotional intelligence leads them towards having higher career growth and salaries (Di Fabio & E. Kenny, 2011).

The most difficult things for the students are problem solving skills and most easy tasks are on self-evaluation and providing work information. As a person grows up their goals start to become realistic and they start planning more for their career success, self-evaluation allows them to know their strengths and weaknesses which they can enhance to bring a proficient change in themselves and their organization. The talent of managing emotional intelligence builds to exceptional presentation for individuals as well as teams (Martin, 2006). As explained by Puffer, Keith A. in 2011 that emotional intelligence helps in predicting the personality truthfulness, analytical, creative, communal, ingenious, and conformist identity in career endeavors. It is evident from these academic literatures that emotional intelligence can improve the quality of career path.

2.4 VARIOUS MODELS OF EMOTIONAL INTELLIGENCE AND ITS KEY DIMENSIONS

2.4.1 Salovey and Mayer four branch emotional intelligence model

Salovey and Mayer, the most famous researchers on EI proposed a model that illustrated four components of emotional intelligence. It includes recognizing emotions, reasoning, understanding and managing emotions. Moreover, perceiving emotions is the initial phase in understanding emotional state. This also incorporates understanding nonverbal signs. Reasoning emotions includes make use of feelings and outlook to drive idea and cognitive responses. Understanding the emotions implies that there is meaning behind the emotional state. To know the elucidation of emotions is important, for example, in the event that somebody is communicating rage feelings, it is necessary to decipher the reason for their anger state. Where else, managing emotions refers to the capability of dealing, countering properly and reacting to the emotions of others, it is a paramount part of emotional intelligence (Mayer & Salovey, 1993). The four branches of their model are arranged from fundamental psychological progression to more complex processes. For example, the lowest level branch pertains to the (relatively) uncomplicated abilities of articulating emotion. In contrast, the reflective regulation of emotion is a part of the higher level division (Cherry, 2014).

2.4.2 Daniel Goleman's mixed model of emotional intelligence

EI mixed model given by Daniel Goleman (1998) revolves around the skill-set that leads to leadership enactment. It has five dimensions, self- awareness, motivation, self- regulation, social skill and empathy. Self-awareness means to recognize own emotions, qualities, shortcomings, determinations, morals and objectives and diagnose their effect on others and utilizing intuition to decide between alternatives. Self-regulation includes the monitoring or transmitting one's troublesome feelings and driving forces, adjusting to surfacing conditions. Social skills refer to dealing with the relations with individuals to channelize them in the evoked course. Empathy includes making an allowance for other's sentiments particularly when settling on a pronouncement. Last, motivation means to be determined to attain a purpose or a goal.

Daniel Goleman incorporates various sub-emotional abilities inside every dimension of EQ. Emotional capabilities are not inbuilt abilities, rather learned capacities that must be fragmented and created to accomplish exceptional leadership execution. Goleman states that individuals are born with emotional potential that establishes their learning aptitude. The association of the capabilities under the applied model is not unsystematic, it occurs in groups of emotional skills (Cherry, 2014).

2.4.3 Bar-on model of emotional intelligence

The Bar-on model given by Reuven Bar-On provides the theoretical idea to emotional intelligence, which was initially created to inspect different parts of the EQ dimensions and to inspect how it has been comprehended. As per this model, emotional intelligence is a set of unified emotional and social skills, aptitudes and facilitators. It decides upon the manner in which we adequately convey our emotions and adapt to the emotions of others. It measures emotional skills in five dimensions or scales, intrapersonal, adaptability, stress management, mood and interpersonal scales. It states that emotional intelligence is about being socially wise to viably relate well with others. Intrapersonal scale is based on one's intrapersonal faculty to be heedful of him, to comprehend one's qualities and shortcomings, and to convey one's contemplations. On the interpersonal level, being shrewd incorporates the capability to be mindful of others' feelings, outlook and desire, and to build valuable and fulfilling networks. Adaptability measures the crisis-management instincts, flexibility and decision making criteria. Stress management includes the rationale of stress, tolerance and its control. General mood considers the outlook such as happiness or cheerfulness. At last, being socially astute intends to adequately oversee individual, social and natural change by adapting to the circumstance and tackling issues (Bar-On, 2006).

2.5 ORGANIZATIONAL COMMITMENT

Commitment to the organization in organizational behavior means that the individual has an attachment towards the organization. This attachment is psychological. Many studies were conducted in order to look around the many ways about how the workers can feel more stanch towards their organization.

According to Meyer and Allan, organizational commitment can be characterized into three different components, these are:

2.5.1 Affective commitment

It states the individuals' emotional affection towards the organizational and how strongly he or she affirms to the values of the organization. According to Meyer and Allan, the individuals are part of the organization because they want to be a part of the organization; in other words they aren't being forced.

2.5.2 Continuance commitment
In this type of commitment the individual looks does the cost-benefit analysis to decide whether he leaves or stays in the organization. It is more of a necessity-based commitment towards the organization. The person may want to be part of the organization because he or she perceives greater losses in the case he/she leaves the organization.

2.5.3 Normative commitment
This type of commitment can also be called a persuasive one, where the individual is part of the organization because he/she feels they have a responsibility and an obligation to stay with the organization. This kind of attitude may be a reason of stress amongst the individuals.

2.6 IMPORTANCE OF ORGANIZATIONAL COMMITMENT
The management of individuals at work is a fundamental portion of every organization's practice. A well reputed association typically perceives worker as the basis of enhancement and eminence. The amount of investments made in the development of individuals is not considered profound as they regard them a key basis for change. A gripping association will verify that there is a feeling of duty and fulfillment inside the circle of its control. So as to make representatives fulfilled and focused on their employments, there is requirement for compact and compelling motivation at the different altitudes (Tella, Ayeni, & Popoola, 2007).

Organizational commitment is due to increased motivation and job satisfaction. Leaders in today's competitive world try it's hard to retain, motivate and satisfy employees. It leads to improving the performance of the organization (operational, financial and tactical). Employees are considered an asset for any organization. Furthermore, motivation is a fundamental psychological procedure. Alongside recognition, personality, mentality, and learning, motivation is a critical component of one's conduct. Also, motivation is not only the clarification of conduct but is the methodology of impacting the learning. Motivation and arousing both manage the human behavior. It is a process that stimulates and empowers performance. It fortifies individuals to accomplish a desired undertaking. One method for stimulating individuals is to utilize persuasive inspiration, which makes them more gratified and focus more on their professions. Particular employee personality identifying with occupation contentment and firm's dedication is of real enthusiasm in area of human resource administration. State of mind has immediate effect on occupation contentment. Firm's commitment then again, concentrates on their demeanor towards the whole association. In spite of the fact, that a solid relationship between job contentment and commitment exists, later studies are found to be oriented towards the idea that commitment causes contentment (Tella, Ayeni, & Popoola, 2007).

Occupation contentment is the most imperative and often examined disposition. Job satisfaction is an enthusiastic reaction to an occupation circumstance. In that capacity, it can't be seen, it must be interpreted. Work contentment is regularly dictated by how well the result meets or surpasses requests. If employees think that they are remunerated well and treated with respect, then it leads to have an inspirational state of mind towards the employment. Job gratification expresses to a few related approaches which is the most imperative attribute of an occupation about which individuals have viable reaction. It includes pay, leader, self- interest and environment. Work contentment of the employees characteristically relies upon the fiscal and social conditions. This issue puts the supervisor a long way from being fulfilled. Particularly the social facilities (transportation, administrations and environment) need to be adequate. Low wages and absence of position and administration ineffectiveness will sway away the motivation. Job satisfaction will influence the nature of services employees render (Thygesen, 2014).

2.7 THE ASSOCIATION OF EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT
Emotional intelligence and organizational commitment carry immense substance for employees. Employees

who are working in apprehensive circumstances are trying hard to provide the most remarkable nature of thoughtfulness with skills they possess. A quantitative study by (Nikkheslat, Asgharian, Saleki, & Hojabr, 2012) contemplates on researching the relationship between emotional intelligence, job contentment and organizational commitment. Employment indulgence affects the zealous brainpower and organizational commitment. It is acknowledged that the three aforementioned ideas have an effect on the practicality and productivity of an organization. Statistical results reinforce that the most stirring and stimulating thoughts have originated because of the incidence of another sort of acumen which is related to mind-set (emotions) and is positively related with the organizational commitment.

A study by (Webb , 2011), looked into the emotional intelligence and investigated the ways that leaders adapt to influence the employee commitment. The consequence of employee's emotional intelligence on their activities and approach was examined, along with the organizational commitment. A quantitative study exhibits the impact of emotional intelligence and organizational commitment. Data was gathered by means of questionnaires, from more than 600 EMBA students with full-time work encounter diagonally over different commercial enterprises. Research result showed that there existed an optimistic relationship between emotional intelligence and organizational commitment. It suggests that leader's practices sway worker's responsibility. It highlighted the vitality of representative conscientiousness, both with their employment and association, rests in enhanced execution, employee maintenance, increased motivation, and decreased malingering and turnover. The representative depictions of leader's practices in their associations and levels of employee commitment are of significant importance. The outcomes of the research are required to have suggestions for leader's choice and preparing them to influence on the employee commitment. It suggested that leaders should work on the emotional intelligence dimensions to increase employee's commitment.

Moreover, a study by (Anari, 2012) analyzed the relationship between EI and OC of school teachers. Quantitative research explains fragment of differences between sex and age in emotional intelligence, work fulfillment and organizational commitment. Hence, members were chosen by corresponding stratified inspecting and random sampling. The statistical correlation results demonstrate that there is a noteworthy relationship between EI and OC and between job satisfaction and organizational development. The discoveries gave backing to sex contrasts, with females reporting higher emotional intelligence, but it demonstrated that there is no age contrasts amongst the members. The examination carries importance as it helped the teachers and administrations to modify the occupation fulfillment and organizational commitment, leading to high turnover in the education sector. (Guleryuz, Guney, Aydın, & Asan, 2008) examines the impact of EI on organizational dedication of nurses and the interceding influence of occupation contentment on firm's dedication. The research was quantitative in nature. A descriptive study was completed by collecting data through questionnaires (550) to investigate the relations between EI, job gratification and organizational dedication. The results of 45 component questionnaires which comprise of emotional intelligence, job gratification and organizational commitment were examined to know the associations between these variables. Certain fundamental socio-demographic studies were incorporated. Results concluded that emotional insight was decidedly associated with job satisfaction and firm's commitment. The positive connection between employment contentment and organizational commitment was additionally noteworthy. Work fulfillment was discovered to be connected with regulation of emotions and use of emotion, however not with different parameters of emotional intelligence. It was discovered that employment contentment is a arbitrator between emotional intelligence and firm's commitment.

A study by (Nikolaou & Tsaousis, 2002) explored the relationship between EI and fountains of stress for specialists in therapeutic organizations. The quantitative and descriptive study was completed by analyzing the results of 212 questionnaires with mechanisms of emotional intellect and workstation anxiety. The outcomes depicted that people who had good score in general EI endured a smaller amount of hassle. An encouraging connection was additionally established among emotional intelligence and organizational commitment as indicated by the ASSET model and is reflected as outcome of edginess, recommending another part for emotional intellect as a factor of devotion towards firms.

Furthermore, emotional intelligence has turned into a real point of interest towards groping areas and has gained popularity due to its implications. A research by (Furnham & Petrides, 2000) examines the emotional traits through scores on normal distribution with hundred points mean and fifteen points standard deviation.

The majority of the correlations of measured and assessed toward oneself scores were positively noteworthy and constructive, in this way showing that individuals have some understanding into their emotional intelligence. The result measured and evaluated that males had higher scores of emotional intelligence than females, and a regression analysis showed that gender was a noteworthy indicator of emotional intelligence. Additionally, emotional knowledge extends the ability to sense the emotions of others. Therefore, it is vital that everyone should comprehend the emotional intelligence. An individual should realize the vitality of intrinsic stimuli and know how the emotional insights serve to reassure other individuals and further helps to interpret the thoughts. Peter Salovey and John Mayer developed a study structure to gauge emotional insight. The research investigated the social knowledge, to inspect the spot of feeling in customary emotional acumen originations. A system for incorporating the examination of emotions related abilities was depicted. The research concluded that people with high EI are more stimulated, maintain good relationships with others and have the ability to perceive emotions of other people as well. (Salovey & Mayer, 1990)

2.8 CRITICISM TO EMOTIONAL INTELLIGENCE

The term emotional intelligence is not free from criticism. Few articles try to bring up issues that have emerged towards emotional intelligence. Researchers catalyze a dialog among every theory of emotional intelligence, to surface shrouded suspicions, uncover mixed impressions, and overview a scope of conclusions. The impact of emotional intelligence on contemporary culture has been prompt. While this has animated an astounding number or exploration activities over an extensive spaces inside the section of brain science, the quickness with which the idea of emotional intelligence has grown maybe unavoidably made transformation between what we know and what we have to know. Justifiably, it prompted a lot of discussion and open deliberation amongst analysts and professionals, willing to comprehend and relate the principles connected with emotional intellect. Such arguments are not confined only to emotional intellect, yet are characteristic piece of the methodology, hypothesis improvement and exploratory revelation in the field. However, research and criticisms on emotional intelligence has waxed over the historical milieu of brain science. The conduct enlivened by B. Skinner and the subsequent cognitive disorder saw emotional intelligence as a feeling genuinely undermined. Nevertheless, starting in the 1980s and till present, enthusiasm towards emotions has valued a vigorous revival over an extensive variety of sub disciplines of brain science, neuroscience, and the health sciences, particularly investing time and energy on positive brain science, prosperity, and psyche/body prescription. While such research keeps on growing our insight into emotions, key exploration stays in regards to emotional intelligence (Stys & Brown , 2004).

Some researchers might contend that emotional intelligence can't effectively guide our beliefs and activities unless it interminably evaluates not just our cognitive capacities, but other's unequivocal drives and plans. Discriminating inference gives the vital connection between intelligence and feelings, in the shrewd individual. The up-shot of the argument is that it is the main conceivable vehicle or method for which a person brings brainpower to tolerate upon the enthusiastic life. Also, some researchers argue that thinking alone empowers to take dynamic command of our contemplations, as well as our emotions, feelings role is imperfect. Moreover, emotional intelligence helps to evaluate and update our capability to judge well. It empowers us to go practically and to evaluate the rationale of whatever is occurring in that circumstance. It gives an approach to us to gain from new encounters through the procedure of continual evaluation toward oneself (Stys & Brown , 2004).

At the point when perceiving for fixing fundamental principles for theories, it is critical not to think slight on emotional intelligence phenomenon. Hence the emotion measurement is a vital condition and ingredient of astounding critical thinking. Each malformation in feelings and drives makes an imperfection in thoughts and reasons. Brainpower in this perspective then obliges feeling measurements of brain. In short, critics say that the genuinely smart individual is not an immaterial intelligence working in a passionate manner, yet a profoundly dedicated careful individual, packed with energy and high values, occupied with triumphant emotional thinking, sense of judgment, and observant behavior (Stys & Brown , 2004).

3.0 RESEARCH METHODOLOGY
3.1 THE METHOD OF DATA COLLECTION FOR THE STUDY

Primary data: Data was collected with the help of questionnaires from the target respondents. Questions

were close ended, Likert scale measured the variables. The researcher visited the organizations and carried questionnaires based survey to collect the information.

Secondary data: Articles, journals, book, web pages, reports, magazines, newspapers, etc. were used to collect the data for literature review, to gain insights into theoretical framework, hypothesis, aims and objectives.

3.2 THE SAMPLING TECHNIQUE APPLIED FOR DATA COLLECTION
The random sampling technique was used to bring together the statistics from the respondents. It provided the ease to collect the data in limited time period. It facilitated by picking individuals in light of the receipt of their volunteerism or on the basis of their ease of access. The preferences of this sort of examination were due to ease of access and the alacrity with which information was gathered.

3.3 THE SAMPLE SIZE
This cross sectional research study was conducted on a sample size of 281 respondents, selected from 40 different educational organizations situated in Karachi to explore the relationship of EI and OC.

3.4 THE INSTRUMENT OF DATA COLLECTION
A self administered questionnaire (Appendix 1) was developed for data collection. As the analysis was done on SPSS software version 20, questionnaire coding provided the best method to run the correlation and hypothesis testing results. The selected instrument benefitted us as reactions were assembled in an established manner and surveys tend to be more goal oriented. Generally, it was less speedy to gather data utilizing a survey because of the hesitation and lack of responsiveness of the potential respondents.

3.5 THE TYPE OF INVESTIGATION
The research was quantitative and descriptive in nature. Data was collected through a close ended questionnaire. The results were analyzed through SPSS software version 20; correlation; hypothesis testing was directed to interpret the findings.

3.6 VALIDITY
Validity implies that results are accurate, dimensions and constructs are measured correctly. The main thing hereby needed to solicit is validity from what? Legitimacy in exploration suggests that the vast majority thinks about investigation parts. In order to ensure the validity of the research, theoretical framework and questionnaire was taken from authentic peer reviewed research journals. The questionnaire measured the constructs and dimensions. Aims and objectives of the study were analyzed through questionnaire analysis. Hence, it is imperative to recall that simply in light of the fact that if a study is substantial in one occurrence it doesn't imply that it is legitimate for measuring something else.

3.7 RELIABILITY
Reliability means an estimation technique of the research that is steady or consistent, ought to deliver the same (or almost the same) results if the same people and conditions are utilized. The reliability of the research was ensured through Cronbach alpha, it was greater than 0.6.

3.8 STATISTICAL TECHNIQUE APPLIED IN THE LIGHT OF FORMER STUDIES
Measurable studies permit researchers to gauge key parameters. Statistics examines substantial information set to guarantee reliable results. Getting the measure of observations required to infer a productive and fair-minded evaluation of structures can frequently end up being a troublesome assignment if tests were chosen wrong. Relapse results stay sensitive to model determination. The best statistical tools for the chosen topic were Chi-square tests for the comparison of age levels and qualification levels of respondents on the basis of gender. Pearson Correlation and Partial Correlation coefficients for hypothesis test; for questionnaire validity test, Cron-bach's Alpha Index was used. The decision to take the mentioned tests was based on the past researches. The data was first put through descriptive analysis in order to get an insight into the details of the confounders. After the process of frequency count, Chi-square test was applied in order to compare and determine any differences (if exist) between the age category and qualification levels of the respondents.

The descriptive analysis was followed by the recoding of responses into simplified variables so that the mean of each variant could have been taken which was later used for computing correlation and its analysis. Finally, correlation analysis was segregated into two parts. First, Pearson correlation was applied on individual variants i.e. Self-management (A1), Social-awareness (A2), Self-awareness (A3), Social-skills (A4) and Motivation (A5); in association with the components of exposure variable i.e. Affective commitment (B1), Continuance commitment (B2) and Normative commitment (B3). Pearson correlation was also applied on overall mean scores of EI and OC. Since, this correlation was the crude analysis, therefore, Partial correlation of variants and exposure variable was carried out in a similar sequence as done in the Pearson correlation. Partial correlation was used to regress the responses of the individuals on the basis of the confounders. Since the outcome variables were mean scores in continuous form, therefore Partial correlation were computed that is synonymous to Linear Regression Analysis.

3.9 THE RESEARCH MODEL DEVELOPED

Various literary works examined the development of emotional intelligence can foresee work related practices and exhibitions at the working environment. The idea of emotional intelligence is expressed to be focused around far reaching experimental and examination, advanced passionate judgment in the business domain by portraying its vitality as an element for effective business abilities and commitment. Individuals with high emotions regulation capacities likewise reported getting more social support, being more dedicated and fulfilled by correspondence. Despite the fact that there are plentiful techniques used to anticipate modest measures of changeability in commitment, researchers have gotten to be watchful that there is a need to study an all-embracing scope of indicators (Asnawi, Yunus, & Razak, 2014).

Nevertheless, researchers have a tendency to view emotional intelligence as a variable which can possibly help more inspiring attitude, practices and conclusions. Case in point, individuals with high EI abilities are more credible than less passionate emotional individuals, to increase achievement in the work environment (Nordin, 2012). Past researches show a critical relationship between emotional intelligence and firm's commitment. Subsequently, it was found that emotional intelligence can foresee outside and inside employment fulfillment and dedication. Prove likewise demonstrates that emotional insights may have immediate impact on work conduct, authority and performance (Asnawi, Yunus, & Razak, 2014).

Figure: 1 Conceptual frame work of EI and OC
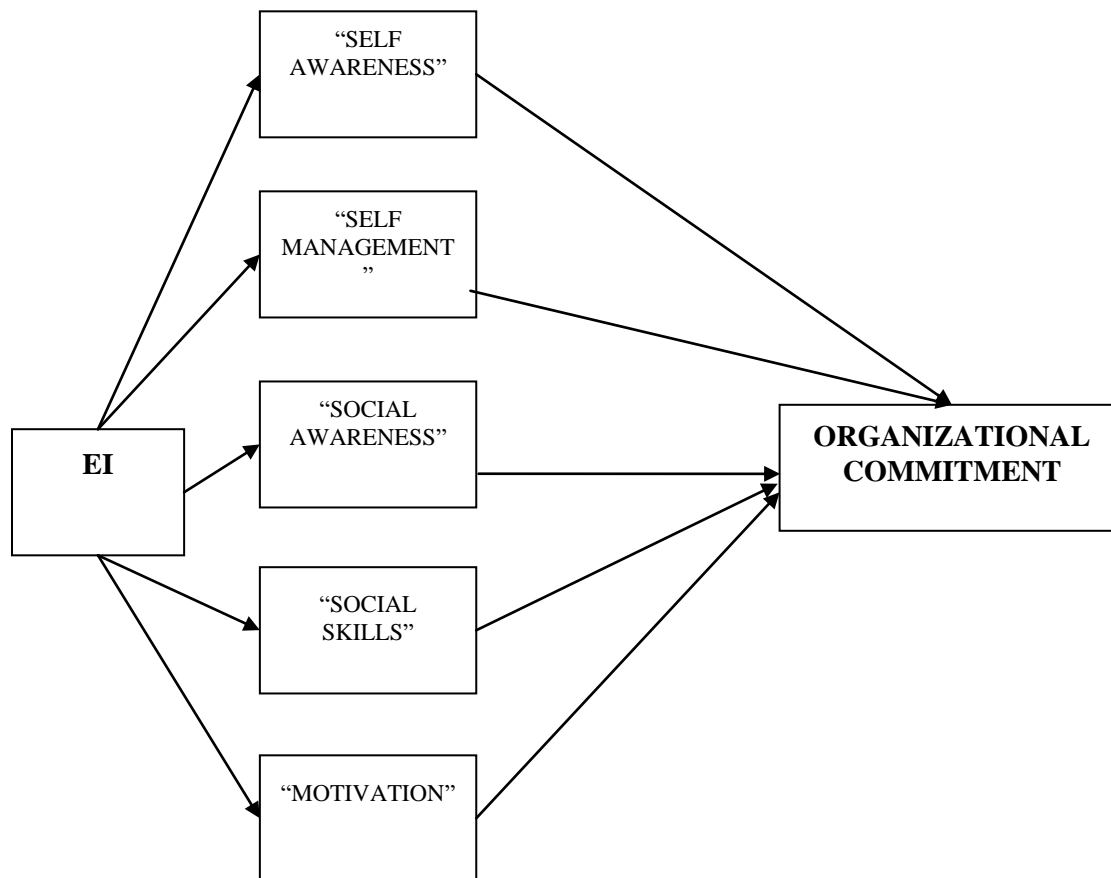
Source: Nordin, 2012; Asnawi, Yunus, & Razak, 2014.

Emotional intelligence is an independent variable. Self-management, self- awareness, social skills, social awareness and motivation are intervening variables. Where else, organizational commitment is dependent variable in the above theoretical framework.

3.10 ETHICAL ISSUES

Ethical issues undertake an important part to achieve the concerns of an examination. Investigation consider the moral issues through taking the free consent from the teachers (Appendix 1), illuminating them the reason of the exploration, its criticalness, privacy and security issues. Most importantly, ethics press on the purposes of assessment, for example, knowledge, certainty, and avoidance of error. Since examination will regularly incorporate coordination among various different people, moral standards move forward the ideals that are key to collective work, for example, belief, compulsion, conveyed appreciation, and susceptibility. Additionally, various good guidelines in examination were considered, for instance, standards data collection procedures, planned to secure the given data by the respondents. Third, a critical number of the ethical norms helped to assure that professionals could be viewed as attentive to broad society. Research promoted a mixture of other vital great and social qualities, for instance, social binder, human privileges, singular interests, endurance with the law, and safety and sanctuary, etc.

3.11 THE RESEARCH PROCESS

The quantitative examination was directed in the following way:
1.   After the approval of the thesis topic, extensive research was done to make the research proposal.

2.   A discretionary investigation was directed to layout most noteworthy examination articles and was used to write literature review, finalize theoretical framework and refine the aims and objectives of the study.

3.   Introduction and literature review chapters were written in detail.

4.   Upon approval from the thesis advisor, questionnaire was finalized and data was accumulated from target respondents.

5.   The information was embedded in SPSS to run the measurable tests. Information was examined through graphical representation.

6.   Data analysis, discussion, conclusion and recommendation chapters were written.

7.   Report was submitted.

8.   Presentation   of   the   report   in   front   of   panel.

9.

4.0 DATA ANALYSIS
4.1 THE DEMOGRAPHIC ANALYSIS AND DESCRIPTIVES OF THE DATA

Table 1. Demographic characteristics of study participants (n=281).

Characteristics	All n=281	Males n=77 (27.4%)	Females n=204 (72.6%)	*p value
Age category (years)				0.331
18-40 n (%)	141(50.2)	35(12.5)	6(37.7)	
>40 n (%)	140(49.8)	42(14.9)	98(34.9)	
Level of education				<0.05
Undergraduate n (%)	44(15.7)	6(2.1)	38(13.5)	
Graduate n (%)	237(84.3)	71(25.3)	166(59.1)	
Educational institute				<0.05
Private n (%)	232(82.6)	51(18.1)	81(64.4)	
Public n (%)	49(17.4)	26(9.3)	23(8.2)	

*p-values relate to gender differences, Chi-squared test for nominal variables was applied.

Interpretation

The Table-1 reveals the proportions of participants based on gender where male respondents are considerably less than female respondents in the sample. Moreover, we can see that there is no significant difference in the ages and qualification levels of male and female teachers. However, the findings and analysis showed that the proportion of male teachers working in private and public institutions is significantly different than the female teachers working in private and public institutions.

4.2 OUTCOME VARIABLE ANALYSIS
4.2.1 Self-management

Table 2.1: Crude and adjusted correlation coefficients of EI-Self management and OC-B1, B2 and B3 (n=281).

Self-management(A1)	Crude*		Adjusted**	
	r	*p* value	r	*p* value
Affective commitment(B1)	0.239	<0.001	0.212	<0.001

Continuance Commitment(B2)	0.243	<0.001	0.236	<0.001
Normative Commitment(B3)	0.160	0.07	0.159	0.008

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level*

A strong correlation was regarded as a coefficient greater than 0.8, moderately strong between 0.5 to 0.8, fair between 0.3 to 0.5, and poor at less than 0.3.

Interpretation

The findings in the above table summarize that there is a significant correlation between A1 and B1 on a weaker side, A1 and B2 also show significant but weak correlation. However, A1 and B3 show non-significant and poor correlation.

4.2.2 Social awareness:

Table 2.2: Crude and adjusted correlation coefficients of EI-Social awareness and OC-B1, B2 and B3 (n=281).

Social awareness(A2)	Crude*		Adjusted**	
	r	*p* value	r	*p* value
Affective commitment(B1)	0.329	<0.001	0.288	<0.001
Continuance Commitment(B2)	0.200	0.001	0.180	0.003
Normative Commitment(B3)	0.131	0.028	0.108	0.073

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level*

Interpretation

The findings reveal a fair and significant relation between A2 and B1. However, B2 and B3 are showing non-significant and poor correlation.

4.2.3 Self awareness:

Table 2.3: Crude and adjusted correlation coefficients of EI-Self awareness and OC- B1, B2 and B3 (n=281).

Self awareness(A3)	Crude*		Adjusted**	
	r	*p* value	r	*p* value
Affective commitment(B1)	0.296	<0.001	0.287	<0.001
Continuance Commitment(B2)	0.187	0.002	0.167	0.005
Normative Commitment(B3)	0.148	0.013	0.148	0.014

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level*

Interpretation

There exists a significant and fair correlation between A3 and B1. However, A3 and B2 and A3 and B3 show non-significant and poor correlation.

4.2.4 Social skills

Table 2.4: Crude and adjusted correlation coefficients of EI-Social skills and OC-B1, B2 and B3 (n=281).

Social skills(A4)	Crude*		Adjusted**	
	r	*p* value	r	*p* value
Affective commitment(B1)	0.329	<0.001	0.391	<0.001
Continuance Commitment(B2)	0.200	0.001	0.204	0.001
Normative Commitment(B3)	0.131	0.028	0.329	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level*

Interpretation

There exists a significant and fair correlation between A4 and B1 and A4 and B3.however, B2 and A4 are poorly and non-significantly correlated.

4.2.5 Motivation:

Table 2.5: Crude and adjusted correlation coefficients of EI-motivation and OC- B1, B2 and B3 (n=281).

Motivation (A5)	Crude*		Adjusted**	
	r	*p* value	r	*p* value
Affective commitment(B1)	0.329	<0.001	0.293	<0.001
Continuance Commitment(B2)	0.200	0.001	0.289	<0.001
Normative Commitment(B3)	0.131	0.028	0.321	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level*

Interpretation

There exists a significant and fair correlation between A5 and B1, A5 and B2 and A5 and B3.

4.2.6 Aggregate Correlation of EI and OC:

Table 2.6: Crude and adjusted correlation coefficients of EI-Self management, Social awareness, Self awareness, Social skills, Motivation and OC- B1, B2 and B3 (n=281).

Emotional intelligence(A)	Crude*		Adjusted**	
	r	*p* value	R	*p* value
Organizational commitment(B)	0.464	<0.001	0.447	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and*

education level

Interpretation

The aggregate results of correlation of EI and OC reveal that there exists a significant and fair correlation between EI and our exposure variable OC.

Table2.6.1: Crude and adjusted correlation coefficients of EI-Self management and OC (n=281).

Self-management(A1)	Crude*		Adjusted**	
	r	*p value*	R	*p value*
Organizational commitment(B)	0.423	<0.001	0.409	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level

Interpretation

There exists a significant and fair correlation between A1 and B.

Table 2.6.2: Crude and adjusted correlation coefficients of EI-Social awareness and OC (n=281).

Self-management(A1)	Crude*		Adjusted**	
	r	*p value*	R	*p value*
Organizational commitment(B)	0.390	<0.001	0.369	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level

Interpretation

There exists a significant and fair correlation between A2 and B.

Table 2.6.3: Crude and adjusted correlation coefficients of EI-Self awareness and OC (n=281).

Self-management(A1)	Crude*		Adjusted**	
	r	*p* value	R	*p* value
Organizational commitment(B)	0.366	<0.001	0.368	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level

Interpretation

There exists a significant and fair correlation between A3 and B.

Table 2.6.4: Crude and adjusted correlation coefficients of EI-Social skills and OC (n=281).

Self-management(A1)	Crude*	Adjusted**

	r	*p* value	R	*p* value
Organizational commitment(B)	0.462	<0.001	0.462	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level

Interpretation

There exists a significant and fair correlation between A4 and B.

Table 2.6.5: Crude and adjusted correlation coefficients of EI-Motivation and OC (n=281).

Self-management(A1)	Crude*		Adjusted**	
	r	*p* value	R	*p* value
Organizational commitment(B)	0.528	<0.001	0.531	<0.001

*Pearson correlation; **Partial correlation coefficients adjusted for gender, age and education level

Interpretation

There exists a significant and good correlation between A5 and B.

4.3 RELIABILITY TEST

In order to analyze the data, it is necessary that the data is reliable enough. The reliability test shows the Cornbrash's alpha greater than 0.6, which means that data is reliable to conduct tests. The table below shows the reliability data.

Table 3 Reliability Statistics of entire data

Cronbach's Alpha
.88

4.4 RESULT SUMMARY:

HYPOTHESES	**INFERENCES**
H1	ACCEPTED

H2	ACCEPTED
H3	ACCEPTED
H4	ACCEPTED
H5	ACCEPTED
H6	ACCEPTED

5.0 DISCUSSION OF THE DATA ANALYSIS

The research and findings brought into limelight few essential insights. The number of young teachers and old teacher was found to be balanced (p value = 0.331, Table 1) which means that there was a balanced combination of energy and experience. Moreover, there were lapses found between the qualification levels of male teachers as compared to female teachers (p value=0.026, Table 1). It implies that male and female teachers currently serving in their respective institutes have same level of qualifications or their respective jobs. Forty four (16%) teachers were identified as undergraduates. Rests of the teachers were graduates or more qualified. This lead to a perception that there has been an increase in the awareness of importance of higher education and more people have accessed to higher education recently. The findings also suggested an increased competition among educational and academic institutes by virtue of which the organizations strive to have better equipped personnel to outweigh others. It suggested the likelihood of increased quality of education.

Moreover, the organizations were split into two categories (private and government institutes) in order to analyze the distribution of teachers among private and government institutes, 232 teachers out of 281 were found to be associated to private institutes. The finding hence identified the preference of teachers to work with private organizations. Furthermore, 81 female teachers were found to be serving in private institutions while 23 female teachers worked for government institutes. In contrast, the proportions of male teachers were distinctive; 51 male teachers were found to be associated with private academic institutes while half of them (n=26) were found to be serving in government institutes. The findings suggested several propositions:

- Male teachers were more comfortable working with government institutes than female teachers

- Female teachers preferred to work for private institutes.
- Government institutes preferred to recruit more male teachers.
- Private institutes preferred to recruit female teachers.

The descriptive analysis was followed by correlation. Both Pearson and Partial correlation were applied to each confounder and variant. They were analyzed individually as well as in aggregate terms to have more dimensions and comparisons for better analysis.

The correlation analysis highlighted significant correlation of the variant Self Management (A1) with the exposure variables; affective commitment (B1) and Continuance Commitment (B2). The finding implied that teachers who were better at self management were likely to associate more closely to their organization. The results also suggested that teachers with better self management instincts tended to work with organizations which offered more job security and benefits. These results complied with the findings analyzed by (Mohammadkhani.K & Lalardi, 2012).

The second variant Social awareness (A2) showed fair correlation with B1.hence, it could be stated that teachers who are more aware socially tended to be more empathetic towards their organization's pursuits.

Furthermore, the findings illustrated that tactful teachers who were well-equipped with social skills demonstrate greater deal of organizational commitment. Since they had a grip on social complexity, they connect to their counterparts swiftly, hence showing greater deal of enthusiasm for their organization. These findings complied with the findings of (Cichy, Cha, Kim, & Singerling, 2015)

The fifth variant Motivation (A5) was significantly correlated with B1, B2 and B3. Motivation has an underlying direction behind it. The direction of motive is closely associated to circumstances of an individual. Hence it was deduced that motives like job security and financial stability compelled the teachers to attach to one organization baring the aspects of job satisfaction. However, if the motive was growth and recognition, then the teachers remained devoted to their respective organizations for their personal and collective pursuits. Therefore, the teacher might have a profound set of feelings for organization.

5.1 STRENGTHS

The data was collected from 40 diversified institution situated in different zones in Karachi. Thus the data collected was a true representative of the target population of Karachi.

The sample size was taken to be 281 which were sufficient enough for reliable results.

The research methodology and statistical analysis included Pearson Correlation and Partial Correlation to eradicate and even out the unbalanced proportions of gender in the data. Hence, the estimates that were found were adjusted to the proportions.

The significant confounders of the study, i.e. age, gender and qualification were analyzed individually as well as aggregates to find out their impact (if any) on the variants of the research.

5.2 LIMITATIONS

There was a tendency of the existence of respondent bias. This was because of the subjectivity of the respondents and the questionnaire was self administered.

There was a likelihood of the existence of selection bias. This was because of more active response of females than males due to insecurity about confidentiality issues. Hence, selection bias had a potential to be introduced due to above mentioned constrain.

The method of data collection was decided to be random sampling to get a comprehensive and diversified set of responses. However, the organizations refrained from revealing some information. Hence, convenient sampling was also done to gather the sufficient responses. Hence, the research design first needs to be enhanced because the results had a weak tendency to be generalized to the country population.

6.0 CONCLUSION

The research finally approached to the conclusion that there is a fair, significant and positive correlation between the variants of EI i.e. Self management, Social awareness, Self awareness, Social skills and Motivation and the exposure variable OC i.e. affective commitment, Continuance commitment and Normative Commitment. However, the gender and age of individuals do not have any significant impact on the EI and OC of the teachers. However, the aggregate results show significant impact of Education on the EI and OC of the teachers. Therefore, the Human Resource Management of academic institutes got an essential implication of the findings of this research. The HR management of academic institutes can play a profound role in enhancing the individual and collective performances of their staff by focusing on

designing timely trainings and educational workshops for their staff with a view to influence their EI to get a better retention rate of employees, less frequent resignations and progressive performances.

6.1 RECOMMENDATIONS

Since EI proved to be associated with OC in a positive manner, the academic institutes are required to incorporate such elements in their recruitment procedures that are oriented towards analyzing and keeping a track of EI of candidates in order to gage with their degree of OC.

Education and training of teachers need to be periodically planned and executed in continuous fashion in order to enhance their social skills and social awareness so that they may adapt a tactful approach towards their tasks.

Succession planning should be done on the basis of the insights of EI and OC of the staff in order to avoid any negative or unwanted consequences of negligence in future.

The warehouse of the skill-set of an institute should be periodically upgraded by integrating EI, OC into training designs and educational pursuits of teachers.

6.2 AREAS OF FURTHER RESEARCH

The following are the areas in which research can be conducted:

A qualitative research on the association of emotional intelligence and organizational commitment and the components of each of the variables can be further segregated for a more comprehensive insight.

There can be an analysis of the relationship between emotional intelligence and organizational commitment among the primary school teachers in Karachi integrated with the study on their compensation fabric particularly in Pakistan.

An exploratory study of university professors on emotional intelligence and motivation can also be conducted with a view to make adjustments in their job structure.

A quantitative study on emotional intelligence and job satisfaction is also recommended to be conducted in order to have a contrast of qualitative and quantitative insights that may be achieved as a result of the research.

A quantitative study on contrast of the emotional intelligence of the primary and secondary school teachers in Karachi is desperately needed in order to take necessary majors with a view to improve the overall quality of impartation of knowledge.

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