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Effect of Emotional Intelligence On Organizational Commitment With The Mediating Role Of Job Satisfaction: A Case On Primary School Teachers

By

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EFFECT OF EMOTIONAL INTELLIGENCE ON ORGANIZATIONAL COMMITMENT WITH THE MEDIATING ROLE OF JOB SATISFACTION: A CASE ON PRIMARY SCHOOL TEACHERS

By

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Declaration

I, the undersigned, declare that this study entitled "the effect of emotional intelligence on organizational commitment with the mediating role of job satisfaction: the case of primary school teachers" is my original work and has not been presented for a degree in any other university, and that all sources of material used for the study have been duly acknowledged.

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Name   Signature

 St. Mary's University, Addis Ababa

Endorsement

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

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Advisor   Signature

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Acknowledgments

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List of Acronyms

EI/EQ   Emotional Intelligence

JS   Job Satisfaction

OC   Organizational Commitment

AES   Assessing Emotions Scale

JSS   Job Satisfaction Survey

OCQ   Organizational Commitment Questionnaire

SD   Standard Deviation

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Abstract

This research aimed to understand the effect of emotional intelligence on organizational commitment with the mediating role of job satisfaction on primary school teachers of N/S/Lafto sub city in Addis Ababa, Ethiopia. The study had an explanatory research design and a quantitative research approach. The sampling technique involved multiple layers with random sampling being used in the final sampling. The sample size used after eliminating the non-responses was 379 primary school teachers employed in N/S/Lafto private schools. Both primary and secondary data sources were used. Primary data were collected through questionnaires adapted from different sources and secondary data were collected through the schools, N/S/Lafto teachers association and Ministry of Education. Descriptive statistics, correlation and regression analysis were used to analyze the data. Findings of the research were diverse in nature. Regarding direct effect of emotional intelligence on job satisfaction and organizational commitment, statistical significance was not shown. Job satisfaction on emotional intelligence showed a statistically significant effect with an r=0.363 (p<0.01). A multivariate regression of emotional intelligence and job satisfaction on organizational commitment gave a statistically significant effect with an R =0.377 (p=0.035 and p<0.01 respectively) The mediation analysis was not accepted on the basis of emotional intelligence not showing a statistically significant effect on job satisfaction. Therefore, it was recommended that schools should try and create an atmosphere for a good job satisfaction so that the teachers would feel the need and want to stay in the organization they are working on.

Key Words: Emotional intelligence, Job satisfaction, Organizational commitment

1. Introduction

This chapter will be discussing the background of the study, the problem statement, basic research questions, general and specific objectives, the significance of the study, the scope and limitations of the study, organization of the research and operational definitions.

1.1.   Background of the Study

Job is central to most people's identities. Most adults, who haven't retired, spend more than half of their wakeful hours at work and related activities. So there is a need for them to be at least partly satisfied for their mental wellbeing.

Job satisfaction is a subject that has been studied considerably but has been eluding to researchers because what satisfies one may not be it for another. One subject that has been studied along with job satisfaction is emotional intelligence. Emotional intelligence is the capacity to reason about emotions, and of emotions to enhance thinking (Mayer, *et al.*, 2000). It is the ability of an individual to know and control one's emotion and understand and tackle others emotions as well as know how to use that information in the best way. Human resources that have the ability to communicate with others effectively can lead the organization to success and effectiveness (Aghdasi, *et al.*, 2011). To achieve a good relationship with an employee, a manager should be able to create a good work environment in the workplace. A manager should be able to sense his/her employees' feelings and intervene when the employees are feeling discouraged or dissatisfied. They should be emotionally intelligent (Cherniss & Goleman, 2001).

Employers are always seeking ways to improve their organizations performance, success and effectiveness. In the old days, organization efficiency was improved by adding machinery or using a substantial amount of employees with cheap labor. Nowadays, in addition to these methods, employers are trying to motivate employees so that they can do their jobs to the best of their capabilities. Organizations are trying to keep their employees committed and content with their organization.

Many researches have been done on the significant role teachers' play in the social and emotional development of their students (Birch & Ladd, 1998; Hamre & Pianta, 2001, 2006) that has a lasting effect on their lives (Pederson, Fatcher, & Eaton, 1978). Teachers must ensure that students acquire socially and culturally useful skills and habits in addition to their job of imparting information (Latif *et al.,* 2017). Successful teaching is critical to students' progress, and teachers' mental

wellbeing plays a critical role in this regard. Teachers inspire students not only by how and what they teach, but also by how they transmit, connect, and model (Latif *et al.,* 2017).

Teachers are the main players in the education system because they are the ones with the direct contact with the students. They are responsible for carrying out reforms in the classroom (Barent, 2005). Reese (2008) suggested teachers with better interpersonal skills (good emotional intelligence) were happier in their jobs and wanted to stay in their schools for longer periods and put maximum efforts to improve their class results.

1.2.   Statement of the Problem

Teachers are an indispensable and highly important part of society. They are role models to students especially when the kids are in primary schools. However, in my experience in Ethiopia, after the matric exam of grade 12, many students do not get the chance to get the career of their choices as students are given their career choice priorities based on their grades. Hence, most people who join fields are not there by choice but by mandate if they want to learn and they can't afford private schools. This will not help with their satisfaction in their jobs.

Teachers play a significant role in their student's social and emotional development (Birch & Ladd, 1998; Hamre & Pianta, 2001, 2006) that has a long lasting effect on their lives (Pederson, Fatcher, & Eaton, 1978). They also have the responsibility to ensure that students acquire socially and culturally useful skills and habits in addition to their jobs of imparting information to their students (Latif *et al.,* 2017). Successful teaching is critical to students' progress, and teachers' mental wellbeing plays a critical role in this regard. Teachers inspire students not only by how and what they teach, but also by how they transmit, connect, and model (Latif *et al.,* 2017). These reasons make it a risky idea to place students in the teaching field when it's not their choice. Their full attention and interest in their field and in their organization and their students is a requirement and this where job satisfaction and organizational commitment take effect. Nurturing organizational commitment among the education system is necessary because of the favorable effects associated with a high level of commitment; like long adherence to the organization, better performance and higher job satisfaction.

For teachers to play these significant roles of social and emotional development of their students, they have to be able to sense student's feelings and assist them. They need to be active in their roles towards their students and they have to be active in perceptions, managing and utilization of emotions to have a comfortable stay in their organizations and its rules, managers and coworkers.

To do this, they have to be emotional intelligent.

Therefore, the current study was conducted to observe how being emotional intelligent in primary school teachers to play the important role of social and emotional development of students helps in their job satisfaction and organizational commitment. It was also conducted to fill the gap of what effect it can have if teachers are emotional intelligent. If the teachers being emotional intelligent will have an effect in their organizational commitment through them being satisfied with their jobs. Researches highlighting the role of emotional intelligence in the job satisfaction and organizational commitment are, moreover, a few in the Ethiopian setting especially among primary school teachers. Therefore the current study is conducted to fill the gap in research of emotional intelligence's effect on organizational commitment and to examine the mediating role of job satisfaction among primary school teachers the Ethiopian setting.

1.3. Basic Research Questions

The study tries to address the following research questions:

- What is the existing level of emotional intelligence of primary school teachers?
- What is the existing extent of job satisfaction of primary school teachers?
- What is the existing level of organizational commitment of primary school teachers?
- What is the relationship between emotional intelligence and job satisfaction in primary school teachers?
- What is the relationship between job satisfaction and organizational commitment in primary school teachers?
- What is the relationship between emotional intelligence and organizational commitment in primary school teachers?
- What is the effect of emotional intelligence on the organizational commitment of primary school teachers?
- What is the effect of emotional intelligence on job satisfaction of primary school teachers?
- What is the effect of job satisfaction on organizational commitment of primary school teachers?
- Does job satisfaction have a mediating role on the effect of emotional intelligence on organizational commitment of primary level teachers?

1.4. Objectives of the Study

1.4.1. General Objectives

The general aim of this study is to assess the effect of emotional intelligence in the organizational commitment of primary school teachers with the mediating role of job satisfaction.

1.4.2. Specific Objectives

- To determine the existing level of emotional intelligence of primary school teachers.
- To determine the existing level of job satisfaction of primary school teachers.
- To determine the existing level of organizational commitment of primary school teachers.
- To determine the relationship between emotional intelligence and job satisfaction in primary school teachers
- To determine the relationship between job satisfaction and organizational commitment in primary school teachers
- To determine the relationship between emotional intelligence and organizational commitment in primary school teachers
- To assess the effect of emotional intelligence on job satisfaction of primary school teachers.
- To determine the effect of emotional intelligence on organizational commitment of primary school teachers.
- To assess the effect of job satisfaction on organizational commitment of primary school teachers.
- To examine the mediating effect of job satisfaction on the effect of emotional intelligence on organizational commitment of primary school teachers.

1.5. Significance of the Study

This research will contribute for the researcher a deep understanding of emotional intelligence, job satisfaction and organizational commitment and assess and improve themselves in their daily personal and work lives. It will also help other researchers who are interested in the subject of the research by providing information.

It is believed the result will be helpful for improving the education system of Ethiopia, for Ministry of Education and give a general idea of the relationship of the three variables in Ethiopian setting.

1.6.   Scope and Limitations of the Study

Geographically, the scope of the study was done on primary schools in N/S/Lafto sub city of Addis Ababa. Addis Ababa was chosen because the percentage of teachers to the general population and teacher to pupil were highest when compared to other regions at 5.71% and 4.64% respectively [(MOE, 2020), (Macro trends, 2020)]. The teachers were selected from private schools. This was because when compared to the public schools, the private schools had a lower pupil to teacher ratio at 21:1 which is good for studying emotional intelligence in the sense of their interaction with their students.

Methodologically, teachers included were of 2 years or more experience. This was seen in the study by Latif *et al.* (2017) which used 2 years of work experience as the minimum for a study regarding emotional intelligences effect on job satisfaction and organizational commitment. The study was limited to a 6 months' time.

Thematically, the study was limited to the three questionnaires and the three classifications of the variables. Emotional intelligence was examined based on Schutte's (2009) Assessing Emotions Scale (AES) which had four variables: perception of emotions, managing own and others emotions and utilization of emotions. Organizational commitment was assessed using the Organizational Commitment Questionnaire (OCQ) by Allen & Meyer (1990) which used three variables to determine namely; affective, continuance and normative commitment. Job satisfaction was assessed using Spector's (1985) Job Satisfaction Survey (JSS) which used Smith's (1969) and Locke's (1976) nine facets of job satisfaction.

1.7.   Organization of the Research Report

The arrangement of this research proposal is organized into five chapters; the first chapter deals about background of the study, statement of the problem, research questions, research objectives, significance of the study, hypothesis, scope of the study, limitation of the study, definition of terms and organization of the study. The second chapter is composed of review of related literature which describes the detail theoretical and empirical aspects that support and clarify the practical aspects of the study. The third chapter focuses on methods used to carry out the research: research approach, research design, data type and data source, population of the study, sampling procedure, data gathering instruments, data analysis techniques, validity and reliability and ethical consideration. The fourth chapter deals with the data analysis and interpretation. The fifth chapter finalizes with summary findings, conclusion and recommendation.

1.8. Operational Definitions

Commitment is a volitional psychological bond reflecting dedication to and responsibility for a particular target (Klein *et al.*, 2012).

According to (Kondalkar, 2007), **Organizational commitment** refers the degree to which an employee identifies himself with the organizational goals and wishes to maintain membership in the organization.

Affective commitment develops when the employee becomes involved in, recognizes the value-relevance of, and/or derives his/her identity from, an association with the organization.

Normative commitment develops when people internalize the organizational norms through socialization; receive benefits that induce them to feel the need to reciprocate and/or to accept the terms of a psychological contract.

Continuance commitment develops when the employee perceives that there are no alternatives other than to remain in the organization.

Intelligence is the ability to learn from experience and to adapt to, shape, and select environments (Sternberg, 2012).

Emotions are processes of causally linked mental (appraisal, action tendency, subjective experience) and behavioral (physiological reactions, facial and vocal expression) elements.

Emotional intelligence is the ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them (Mayer, *et al.*, 1999).

Satisfaction, according toRai (2013), is gratification, pleasure or fulfilment of desire. Satisfaction is a feeling that emanates from fulfilment of needs and wants.

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976).

The term **Primary School** includes grades 1-8 (MOE, 2020).

Grand Mean/Aggregate Mean is mean of mean.

2. Literature Review

This chapter will be focusing on basic concepts and issues that had been discussed by different scholars on the research topic. Definitions, concepts and theories of emotional intelligence, organizational commitment and job satisfaction will be discussed. Additionally, the relationship between the variables from different related literatures will be consulted and deliberated.

2.1. Theoretical Review

2.1.1. Emotional Intelligence

Emotional intelligence is a relatively new term of about 3 decade sold that was coined by Mayer and Salovey which has gained quite a momentum in its consideration by academic intellectuals recently. It was created to describe an intelligence that was different from the traditional sense of intelligence (IQ). The concept of emotional intelligence is different in that it is a unique set of abilities that facilitates and seeks to find a balance between emotion and cognition.

Mayer, *et al.*(1999) defined emotional intelligence as an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them. Another definition by Mayer(2004) describes emotional intelligence as an ability to validly reason with emotions and to use emotions to enhance thought. It is an ability that coordinates thought and emotion.

Emotional intelligence could be something one is born with or a skill developed during a person's life and through experience. It is not fixed genetically nor on gender, and it is not an intelligence that can only be developed on early childhood; it can be developed as people go through life (Goleman, 1998).

It used to be said that we should put emotions aside to think clearly; nowadays, it is encouraged to think with your emotions. This doesn't mean being emotional, giving free reign to emotions and merely being nice, it means to be smart with your emotions, taking your emotions into consideration and expressing your emotions effectively and efficiently (Goleman, 1998).

A saying by Aristotle expresses EI perfectly:

"Anyone can be angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and the right way—that is not easy."

Emotional intelligence encompasses the identification, processing and regulation of emotions as a

range of its emotional competencies. Bar-On (1997) emphasizes how emotional intelligence is not the same as the ordinary sense of intelligence we are used to; he argues that emotional intelligence focuses personal, social, and emotional competencies and not only the cognitive dimensions of intelligence. Bar-On (1997) further insisted that emotional intelligence has a better chance of predicting the future success of an individual because it underlines how a person applies the knowledge they have to their immediate situation.

2.1.1.1.Models of Emotional Intelligence

Ability Model

Mayer and Saloveys' ability model conceptualizes emotional intelligence as a narrow set of interconnected, objectively measured, cognitive-emotional abilities including the ability to perceive, manage, facilitate, or understand the emotions of the self and others. It differentiates the process of emotional intelligence into four. Perceiving emotions is when a person observes the body language and the facial expressions of a person. Reasoning with emotions is using emotions to promote thinking and cognitive activity. Understanding emotions is reading emotions of others around you, being able to recognize people display emotions of anger when they might not be angry at you but rather the situation. Managing emotions is controlling emotions, responding adequately and reliably (Mayer, 2004).

The model proposes a grading of performance based on the worth of responses to a variety of emotion-focused problems. It comprises a series of tasks that assess discrete emotional skills such as the ability to recognize emotions in visual stimuli such as faces and photographs, the ability to regulate and manage emotions in various contexts, and the ability to solve emotional problems (Vanuk *et al.,* 2019).

Mixed Model

Goleman's mixed model focuses on defining emotional intelligence using a vast array of skills and competencies that affect leadership performance. It uses four components to efficiently express emotional intelligence: self-awareness, self-regulation, social awareness and relationship management. It involves knowing the emotions of oneself and others, controlling ones emotion, motivating oneself, understanding and considering others emotions and using these emotions and understandings for social interactions.

Self-awareness is about understanding one's own feelings, not allowing one's emotions to rule

oneself (Emotional Self-awareness) and the willingness to take an honest look at oneself (Accurate Self-assessment) (Ayele, 2015). **Self-regulation/Management**s the ability to regulate stressful affects like anxiety and anger and to prevent emotional impulsivity and inconsiderate decisions. Self-management characteristics include emotional self-control, transparency, adaptability, achievement, initiative, optimism, and self-motivation (Ayele, 2015).**Social awareness**includes empathy, organizational awareness and service orientation (Yeung, 2009).**Relationship management:** Strong social skills possessors are usually good team players and can manage disputes, are excellent communicators and are effective in building relationships.

Trait Model

Trait emotional intelligence (trait EI) describes our perceptions of our emotional world: what our emotional dispositions are and how good we believe we are in terms of perceiving, understanding, managing, and utilizing our own and other people's emotions (Petrides *et al.,* 2018).

The Trait model proposes that people have as part of their personalities, a number of emotional self-perceptions and emotional traits. This model distinct from the others, hypothesize that EI is brain based ability, not an environmental aspect of personality (Team FME, 2014). So unlike the construct of ability emotional intelligence that strives to capture an aspect of human intelligence that is presumed to be universally adaptive, trait EI theory does not assume that there is one "correct" or "best" way to be; rather, certain trait EI profiles will be advantageous in some contexts, but not in others (Petrides, 2010).

It is broadly categorized into well-being, self-control, emotionality, and sociability. Well-being is concerned with self-esteem, trait happiness and trait optimism; self-control with emotion control, stress management and impulse control; emotionality with emotion perception (self and others, emotion expression, relationships and trait empathy; and sociability with social awareness, emotional management of others, and assertiveness. (Petrides *et al.,* 2018)

2.1.2. Organizational Commitment

Mowday, *et al.*(1979) defined organizational commitment as a strong belief in the organization's goals and values and a willingness to exert considerable effort on behalf of the organization. According to them and other scholars such as Romzek(1990), Walton, (1985) and Ward*et al.* (1995), Commitment to the organization is linked to very important work-related factors: employee turnover, absenteeism, and performance.

Researchers had hard time agreeing on the definition of organizational commitment because of its multidimensional concept (Meyer & Allen, 1990). It has an attitudinal and behavioral component which was later classified as affective, continuance and normative commitment. The attitudinal commitment, according to Jaussi (2007), has three dimensions: positive effect for the organization, identification with the organization and willingness to exert effort on behalf of the organization. Behavioral commitment emphasizes that commitment is grounded in behavior resultingprimarilyfromperceivedconstraintsonaworker'sabilitytoleave the organization and from choices that bind him to the organization Salancik(1977).

Commitment as a function of beliefs about an organization is described by Porter, *et al.*, (1974) as the relative strength of the employees' identification with their organization. According to their definition, organizational commitment has three components: a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong intention or desire to remain with the organization. Commitment as a function of behavior according to Suliman & Iles (2000) is defined as employees attitude towards the commitment to the organization as an investment of time spent in the organization, friendly relationships with the coworkers, saved pension funds, etc. In this case, it is not beneficial for employees to leave the organization because of the "sunk cost." Becker(1960) claims that employee's commitment is their association with the organization that occurs when employees calculate the costs of leaving the organization.

According to Meyer, *et al.*(2002), Organizational commitment is the psychological state that characterizes an employee's relationship with the organization and reduces the likelihood that he/she will leave, impacting on a broad range of attitudes and behaviors with organizational relevance, such as the intention to leave, turnover, punctuality, organizational citizenship behaviors, attitudes toward organizational change and performance. The main components of the organizational commitments are the Affective (affective attachment to the organization), continuance (perceived costs associated with leaving) and normative (feelings of obliged towards the organization) dimensions.

According to Park and Rainey (2007), Organizational commitment means the bond between organization and the employee. Bogler and Somech (2004) note that the employees engaged in the organization want to have active roles in the organization. They want to have an impact on the programs, procedures or strategies of the organization. Organizational commitment is a concept

related to a lot of variables which affect the organizational behavior (Dee, Henkin, & Singleton, 2006.)

2.1.2.1. Affective Commitment

Affective commitment refers to employees' emotional attachment to, identification with, and involvement in, the organization (Allen & Meyer, 1990). In affective commitment, employees remain in organizations because they want to, unlike the continuance which they feel that they need to and the normative which they feel they ought to or feel like they owe it to themselves or the organization to stay.

2.1.2.2. Continuance Commitment

Continuance commitment refers to commitment based on the costs that employees associate with leaving the organization (Allen & Meyer, 1990). It is viewed as a tendency to 'engage in consistent lines of activity' based on the individual's recognition of the 'costs' (or lost side-bets) associated with discontinuing the activity (Becker, 1960). According to continuance commitment, two factors cause an employee to continue employment in an organization. Either they are concerned about the volume of investments they will be losing by leaving the organization or their perception that there are few alternatives in the job market if they leave the organization holds them back. By loss of volume of investments, it is meant the employees are scared of losing their work experience/specialization in that particular setting, the benefits they obtained through years of work in the organization such as longer vacation days, or the friends they have obtained through working in that organization (Mulugeta & Hailemariam, 2018).

2.1.2.3. Normative Commitment

Normative commitment, according to Allen & Meyer (1990), refers to employees' feelings of obligation to remain within the organization. In contrast to affective and continuance commitment, normative commitment focuses on the `right or moral thing to do' (Wiener, 1982), and concentrates on the obligation and/or moral attachment of employees which is produced by the socialization of employees to the organization's goals and values (Allen & Meyer, 1990; Wiener, 1982).

2.1.3. Job Satisfaction

Job, being a central part of daily life, is important for the mental wellbeing of an individual. It is essential that humans have something that is occupying their time for their mental wellbeing. Jobs usually fulfill that purpose. However, this does not mean that all jobs are good for the mental

wellbeing. A job that does not satisfy is sometimes more dangerous for the mental wellbeing of an individual than no job at all.

Many definitions of job satisfaction have been given over the long years of its study. Some concentrate on the intrinsic factor associated with job and others concentrate on the organizational aspect of the picture. A definition by Locke(1976) deemed to be a commonly used definition of job satisfaction defines it as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Hulin & Judge(2003) added that it is a multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (or emotional), and behavioral components.

A definition by Hoppock (1935) expresses job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. This approach sees job satisfaction as the intrinsic feeling that comes from external factors. According to this definition, what matters, in the end, is the intrinsic feeling associated with the job.

When measuring job satisfaction, different researchers considered different factors. The most commonly cited factors, which were categorized by Smith, *et al.* (1969) include five facets: pay, promotions, co-workers relations, supervision, and the work itself. Locke (1976) added more facets to the classifications: recognition, working conditions, communication and management. Other researchers further divide these facets into intrinsic and extrinsic factors. Pay and promotion are considered extrinsic factors whereas supervision, coworkers and the work itself are considered intrinsic factors.

2.1.3.1.Theories of Job Satisfaction

Herzberg's Two Factor Theory/Motivator-Hygiene Theory

The two factor theory states that satisfaction and dissatisfaction are driven by motivation and hygiene factors, respectively. Motivation factors are inner forces/push that drive individuals to attain personal and organizational goals. Herzberg nominated factors such as achievement in work, recognition and promotion opportunities as motivation factors. Hygiene factors include aspects of the working environment that when fulfilled will cause employees not to be dissatisfied but they will not cause the employee to be satisfied. Their absence, however, will cause dissatisfaction. These include, according to Herzberg, pay, company policies, supervisory practices and working

conditions (Herzberg, 1974).

Job Characteristic Model

The job characteristics model (JCM) argues that jobs that contain intrinsically motivating characteristics will lead to higher levels of job satisfaction (Hackman & Oldham, 1976). Five core job characteristics define an intrinsically motivating job: (1) task identity—degree to which one can see one's work from beginning to end; (2) task significance—degree to which one's work is seen as important and significant; (3) skill variety—extent to which job allows one to do different tasks; (4) autonomy—degree to which one has control and discretion over how to conduct one's job; and (5) feedback—degree to which the work itself provides feedback for how one is performing the job(Judge & Klinger, 2008). The theory suggests that jobs that are enriched with these characteristics are likely to be more satisfying and motivating. The core job characteristics are thought to lead to three critical psychological states: experienced meaningfulness of the work, responsibility for outcomes, and knowledge of results which in turn lead to job satisfaction. A sixth core characteristics, growth need strength, was added later by themselves (Hackman & Oldham, 1976) to account for the fact that some employees working at the same job with the same job characteristics have different level of job satisfaction. This characteristics measures an employee's desire for personal development.

Value-Percept Theory/Range of Affect Theory

Value-Percept Theory came from the argument that individuals' values would determine what satisfied them on their job (Locke, 1976). Only the unfulfilled job values that were important to the individual would be dissatisfying. According to Locke's value-percept model, job satisfaction can be modeled by the formula

S [Satisfaction] = (Vc [Value Content: want] – P [Perceived amount: have) × Vi [Value Importance]

Or

Satisfaction = (want – have) × importance

Because individuals consider multiple facets when evaluating their job satisfaction, the formula is repeated for each job facet and overall satisfaction is estimated by aggregating across all contents.

2.2. Empirical Review

2.2.1. *Emotional Intelligence and Job Satisfaction*

Job satisfaction is an articulation of feelings and behavior to an occupation that comes from one's appraisal of job accomplishment, office condition and professional life (Golbasi, *et al.*, 2008). Emotional intelligence, similarly, as its name suggests, dabbles with feelings. Many researches show that high emotional intelligence is associated with better job satisfaction. Cekmecelioglu, *et al.*(2012) study on effects of emotional intelligence on job satisfaction on call center employees showed a significantly positive relationship between the two variables. It shows employees with high emotional recognition are more likely to have higher levels of internal job satisfaction. Another study by Suleman *et al.* (2020) examining the interactions of these two variables showed a positive moderate correlation between them. This study, furthermore, studied the effect of five dimensions of emotional intelligence (managing relations, emotional stability, self-development, integrity, and altruistic behavior) on job satisfaction and found them all, except emotional stability which had a positive weak correlation, to have a positive moderate correlation. Shukla *et al.* (2016) studies four dimensions (self-control, well-being, sociability, emotionality) of emotional intelligence of which they only found self-control to be significantly correlated with job satisfaction. Regression analysis indicated 11.6% of variation in job satisfaction of employees was caused by his/her emotional intelligence.

2.2.2. *Job Satisfaction and Organizational Commitment*

Job satisfaction and organizational commitment relationship have many researches done on them. Valaei & Rezaei(2016) did an empirical investigation on job satisfaction (Spector's nine job satisfaction facets: supervision, nature of the work, communication, contingent rewards, co-worker, fringe benefits, payment, promotion and operating procedures) and organizational commitment. Their result showed that seven of the nine facets were associated with affective and normative commitment and only three facets were associated with continuance commitment. Martin & Kaufman (2013) investigation on employee job satisfaction, organizational commitment and intention to quit found there is a significant relationship between them. Culibrk, *et al.* (2018) research on the influence of job satisfaction on organizational commitment with job involvement's mediation showed that job satisfaction mostly has a direct impact and doesn't involve job involvement as a mediator.

2.2.3. Emotional Intelligence and Organizational Commitment

The relationship between emotional intelligence and organizational commitment is not an extensively studied subject. Shanker & Sayeed (2015) researched on emotional intelligence's (emotionality and impulsiveness, self-awareness, depression, managing anxieties, problem solving focus, assertiveness, empathy, self-confidence and managing others) effect on affective and continuance commitment and found six of them (self-awareness, problem solving focus, assertiveness, empathy, self-confidence and managing others) to be more associated with affective commitment and three (emotionality, depression and managing others) to be associated with continuance commitment. Kumari & Priya (2015) and Shafiq & Rana (2016) both yielded similar results with emotional intelligence being positively correlated with organizational commitment.

2.2.4. Emotional Intelligence, Job Satisfaction and Organizational Commitment

According to a study by Latif *et al.* (2017) on effect of emotional intelligence on job performance on high school teachers, the effect of EI on JS and OC were also seen. Emotional intelligence had posited a positive correlation with job satisfaction. However, it did not show a statistically significant relationship with organization commitment.

Contrarily, Aghdasi *et al.* (2011) studied the effect of emotional intelligence on organizational commitment with the mediatory role of occupational stress and job satisfaction. The results of the study indicated that emotional intelligence does not have any direct and indirect effects on occupational stress, job satisfaction, and organizational commitment. However, job satisfaction had a strong direct positive effect on organizational commitment.

2.3. Hypothesis

Based on the observation, the environment, the literature and empirical data, the study will have the following four hypotheses

Hypothesis 1: Emotional intelligence has a direct positive effect on organizational commitment.

Hypothesis 2: Emotional intelligence has a direct positive effect on job satisfaction.

Hypothesis 3: Job satisfaction has a direct positive effect on organizational commitment.

Hypothesis 4: Emotional intelligence has a positive indirect effect on organizational commitment through the mediating role of job satisfaction.

2.4.   Conceptual Framework
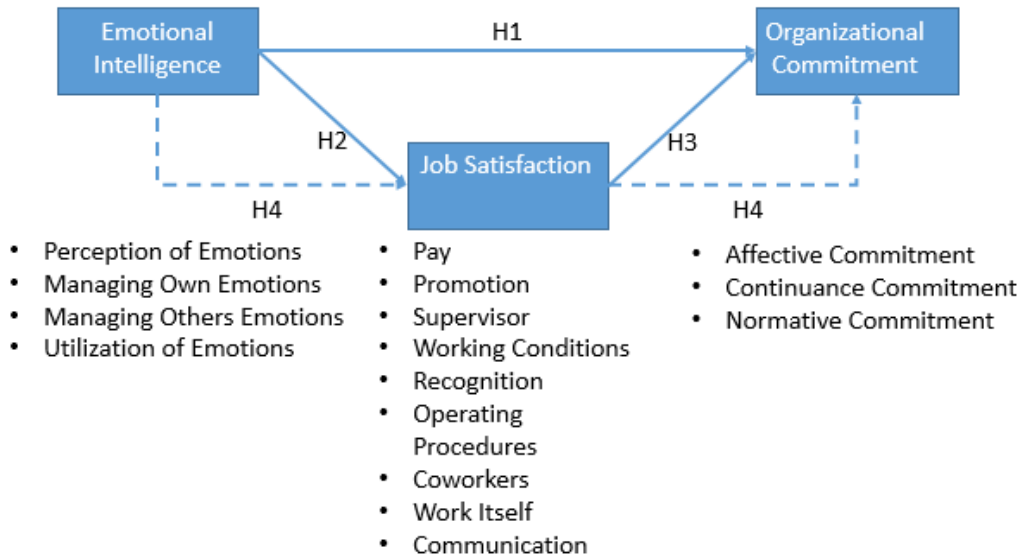
Figure 1: Conceptual Framework

3. Research Design and Methodology

The methodological part focuses on research procedures employed in the study. It includes research approach, research design, data type and data source, population of the study, sampling procedure, data gathering instruments, data analysis techniques, validity and reliability and ethical consideration.

3.1. Research Approaches

In this study, quantitative research approach was used. Quantitative is a type of research approach whereby numerical data is collected and analyzed to find patterns and make predictions.

3.2. Research Design

In this research, explanatory research will be used. Explanatory research is conducted in order to identify the extent and nature of cause-and-effect relationships. It is a research conducted in order to assess impacts of specific changes on existing norms, various processes etc. (Zikmund *et al.*, 2012). Co-relation will be undertaken to determine the relationship between the dependent (organizational commitment) and independent variables (emotional intelligence) with the mediatory effect of job satisfaction to address their relationship in a primary school setting.

3.3. Data Types and Data Sources

For the purpose of this study, both primary and secondary data were used. The primary data was gathered from primary school teachers of private schools in N/S/Lafto sub city. The secondary data was be collected from different books, journals and brochures.

3.4. Target Population

There was a total of 700,838 teaching force in Ethiopia during the 2012 E.C. according to a statistics by the Ministry of Education in FDRE. Of this, the Addis Ababa teacher population amassed 50,822 (pp 72). The primary school teachers of Addis Ababa accounted for 27,359 (pp 73). (MOE, 2020). Because of the high number of teachers and the wide range of area, this study was chosen to be conducted in the sub city of N/S/Lafto for the sake of convenience. The number of teachers in the N/S/Lafto sub city was 5,928 (MOE).

$$X = \frac{Z2 * p * q)}{(\text{Margin of Error})2} \ (Cochran, 1963)$$

Z= Confidence interval's z score

p= the (estimated) proportion of the population which has the attribute in question,

q= 1 – p

$$((1.96)^2 *0.5(0.5)) / (0.05)^2$$

$$(3.8416 *0 .25) / 0.0025$$

$$0.9604 /0 .0025$$

$$384.16$$

Sample Size $=\dfrac{X}{1+\frac{(X-1)}{N}} = \dfrac{N*X}{X+N-1}$(Cochrane, 1963)

N= population size

$$\frac{5,928 * 384.16}{384.16 + 5,928 - 1}$$

$$360.84$$

361 respondents are required

After considering for non-response error using the formula,

Final sample size= Effective sample size/ (1- non response rate anticipated) (Eberly College of Science, n.d.)

Non-response anticipated= 14.1% (Aghdasi *et al.*, 2011)

=361/(1-0.141)

=420.26

420 respondents are required after allowing for non-response rate

3.5. Sampling Procedure

The method of distribution of the questionnaire was achieved through multiple steps. N/S/Lafto was the target area. And in N/S/Lafto, there are 12 Woredas. From each Woreda, 3 schools were chosen. The 3 schools were chosen from a list provided by MOE on schools. This list included the schools sub cities, woredas and year of establishment. Three schools which were most senior in the Woreda were taken. From the schools, 10 teachers (+2 for non-response error for the 2 most

senior of schools within all 12 Woredas, for the third senior schools, a +1 was added for non-response error) with 2 years or more were chosen randomly. This gave a sample of 420 teachers in total.

3.6. Data Collection Instruments

Quantitative data collection method was used for the study. Quantitative researches mainly examine relationships between numerically measured variables with the application of statistical techniques. Quantitative data collection methods was based on random sampling and structured data collection instruments. All questionnaires were be abridged so that there is a reduced non-respondent rate.

3.6.1. Assessing Emotions Scale (Emotional Intelligence Test)

For emotional intelligence assessment, Assessing Emotions Scale by Schutte, *et al.*(2009) was be adapted. This model proposed that emotional intelligence consisted of four factors: perception of emotions, managing emotions in the self, social skills (managing others' emotions), and utilizing emotions. The selected scale was an18 item self-scoring questionnaire which was be rated using a 5-point Likert scale labeled from strongly disagree to strongly agree.

3.6.2. Organizational Commitment Questionnaire (OCQ)

This Organizational Commitment Questionnaire by Allen & Meyer, (1990) consists of three dimensions as "Affective commitment", "Continuance commitment" and "Normative commitment". The selected OCQ was a self-scoring questionnaire and the responses to each of the 12 items (4 items for each dimension) was rated using a 5-point Likert scale from strongly disagree to strongly agree. High score showed high employees' organizational commitment perception while low score implies low perception in the scale.

3.6.3. Job Satisfaction Survey (JSS)

For job satisfaction assessment, the Job Satisfaction Survey by Spector (1985) was adapted. The selected surveyused18 items for the assessment with 2 items for each nine facet (pay, promotion, Supervision, coworkers, work itself, recognition, working conditions, communication and management/operating procedures).It was rated using a 5-point Likert scale labeled from strongly disagree to strongly agree.

3.7. Procedures of Data Collection

The questionnaire was distributed by two means. Some of the questionnaires were distributed by going directly to the schools and collected data there. Others were administered online. A form of the questionnaire was prepared online and was distributed by means of N/S/Lafto Teachers Association via email. Those that answered online were filtered through the scope criteria.

3.8. Data Analysis Techniques

Data collected from questionnaires was entered into SPSS (Statistical Package for Social Sciences) program version 23 which is a software used to convert raw data into tabulated report, charts, descriptive statistics and complex statistical analysis like correlation and regression analysis. Descriptive statistics was used to analyze the means and standard deviations of data. Correlation analysis was used to measure the strength or degree of association between variables. In addition, bivariate regression analysis was used in order to estimate or predict the effect of emotional intelligence on job satisfaction and organizational commitment. Regression analysis of the multivariate type was used for testing mediation as well as bootstrapping.

3.9. Validity and Reliability

3.9.1. Reliability

Reliability is the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials. In short, it is the stability or consistency of scores over time or across raters. Reliability of the questionnaire was tested by pre-testing the questionnaire with a selected sample and Cronbach's alpha was calculated. The pre-testing was meant to enhance the clarity of the questionnaire, find the instruments reliability and the procedures of administration.

Table 1: Reliability Statistics

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Emotional Intelligence	.774	.791	18
Organizational Commitment	.711	.703	12
Job Satisfaction	.764	.769	18

The reliability of the Assessing Emotions Scale, Organizational Commitment Questionnaire and

Job Satisfaction Survey were tested by Cronbach's alpha and gave 0.774, 0.711 and 0.764 respectively. This was a good reliability.

3.9.2. *Validity*

Validity refers to how well an instrument measures what it is purported to measure. It is the accuracy and meaningfulness of inferences based on the research results. It is the degree to which results obtained from analysis of the data actually represents the phenomenon under study. The researcher tried to improve validity of the study by matching assessment measure to the goals and objectives and by making useful adjustments to the research instruments by doing pilot study.

3.10.   Ethical Consideration

The researcher will take into consideration the ethical issues of research studies by clearly stating the purpose of the study, keep the right of privacy of the participant responses and use the information collected just for academic use of the research study. In order to keep anonymity of respondents, data collected will not require respondents to write their names. The researcher will reveal a letter of introduction and research permits to respondents so that to eliminate any form of doubt on the credibility and reliability of the information gathered for the research study purposes. Furthermore, the researcher will try to avoid misleading or deceptive statements in the questionnaire. Lastly, the questionnaires will be handed out up on their consent only.

4. Data Analysis and Interpretation

In this chapter, the data are presented and analyzed under different categories: demographics of respondents, emotional intelligence, job satisfaction, organizational commitment, and correlation and regression analysis.

4.1.   Demographics of the Respondents

According Lin & Tsai (2019), missing values should be 0.05 or less for each case. It means that if there is not 0.05 or more of data related to a case, it should be omitted because complete data without missing values is needed. In this study, List wise Method was used and all cases having more than 0.05 missing data were omitted in the analysis. Having omitted the missing data, the sample size decreased to 379 cases.

Table 2: Respondent's Demographics

Variables		No. of Participants	Percent of Participants
Sex	**Female**	194	51%
	Male	185	49%
Age	**20-35**	253	67%
	35-45	90	24%
	45-55	23	6%
	>55	13	3%
Education Level	**Diploma**	48	13%
	BA degree	196	52%
	Masters	135	36%
Subject Taught	**Math**	100	26%
	Science	89	23%
	Social Studies	48	13%
	Language	44	12%
	Others	98	26%
Work Experience	**2-3**	145	38%
	3-5	112	30%
	5-10	94	25%

	>10	28	7%
Level of Annual Income	**<35,000**	37	11%
	35,001-55,000	74	22%
	55,001-75,000	93	28%
	75,001-95,000	74	22%
	95,001-115,000	13	4%
	>115,000	38	12%

As can be seen by the table above, most of the respondents were of female gender (51%), 20-35 age (67%), bachelor's degree holders (52%), with 2-3 years of work experience (38%). The level of income of the respondents were mostly of the 55,001-75,000 range.

4.2. The Extent of Emotional Intelligence in Primary Schools

The emotional intelligence test (Assessing Emotions Scale) was an ability and trait model based emotional intelligence test. It is based on the ability model in that its components are based on the ability factors. However, it differs from the ability and corresponds with trait model in that it's a self-assessment questionnaire. The questionnaire contained four sub-factors: perception of emotions, managing own emotions, managing other's emotions and utilization of emotions. The scale had 4 questions for the perception of emotions, 6 for the managing of own and others emotions each, and 2 for the utilization of emotions. All the items (18 items) were scored on a 5 point Likert Scale ranging from strongly disagree to strongly agree. The subscales and emotional intelligence were scored based on grand mean (mean of means), standard deviation and overall sum. The grand means were interpreted based a classification of 1-1.8 representing strongly disagree, 1.81-2.6 representing to disagree, 2.61-3.4 representing neutral, 3.41-4.2 representing agree and 4.21-5.0 representing strongly agree.

4.2.1. Perception of Emotions

The perception of emotions are associated with the awareness of the respondent regarding the non-verbal messages such as tone and facial expressions they send to others and are sent to them and whether they understand others feelings.

Table 3: Perception of Emotions Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
I am aware of my emotions as I experience them	379	3.90	.780
I am aware of the non-verbal messages I send to others	379	3.55	1.096
I am aware of the non-verbal messages others send to me	379	3.76	.851
It is difficult for me to understand why people feel the way they do. (R)	379	3.17	1.135
Grand Mean/Aggregate Mean	379	3.51	0.66

From the above table, it can be observed that most of the respondents had agreed on 3 of the items of the perception of emotion subscale. They are aware of their own emotions and others emotions and can mostly claim to comprehend the non-verbal messages they send to others and are sent to them. They show a neutrality towards understanding why people feel the way they do. The grand mean shows the respondents agree that they are aware/perceptive of emotions whether on themselves or on others.

The perception of emotion was scored out of a 20 score as there were four items with 5 points each. The mean of the summation of the items on the perception of emotion score was a 14.03 with a standard deviation of 2.66.

4.2.2. *Managing Own Emotion*

Managing own emotion is controlling/regulating one's emotions, and responding adequately and reliably to those emotions. In this part of the questionnaire 6 items were included because it is said management parts are the highest abilities in the ability model of emotional intelligence. The items comprised questions like *"I expect I will do well on most things I try"* and *"When I experience a positive emotion I know how to make it last."*

	N	Mean	Std. Deviation
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	379	3.75	.772
I expect that I will do well on most things I try	379	3.71	.823
When I experience a positive emotion, I know how to make it last	379	3.58	.971
I seek out activities that make me happy	379	4.05	.865
I have control over my emotions	379	3.31	1.095
When I am faced with a challenge, I give up because I believe I will fail. (R)	379	1.82	1.033
Grand Mean/Aggregate Mean	379	3.76	0.64

As can be seen on the table above, four of the items were marked on agree for the managing own emotions as well. The respondents claimed they respond to their emotions well and adequately. They weren't that sure of their hold on their emotions as they mostly responded on neutral. They were not comfortable and disagreed with the idea of giving up and not believing on themselves when facing challenges. The grand mean of 3.76 shows that most of the respondents agreed that they manage and regulate their emotions and they respond adequately to their emotions.

The managing own emotions subscale was measured out of a 30 score as there were 6 items in the subscale. The mean (22.58) of this subscale suggests a positive emotional intelligence effect and a standard deviation of 3.84.

4.2.3. Managing Other's Emotions

Managing other's emotions, similar to ones emotions, is about controlling and regulating others emotions by responding to those emotions adequately and reliably. Six items were included in this part of the questionnaire. Items included questions like *"I know when to speak about my personal*

problems to others" and *"Other people find it easy to confide in me."*

Table 5: Managing Other's Emotions Descriptive Statistics

	N	Mean	Std. Deviation
I know when to speak about my personal problems to others	379	3.40	1.083
Other people find it easy to confide in me	379	3.78	1.341
I like to share my emotions with others	379	2.83	1.171
I present myself in a way that makes a good impression on others	379	3.97	.938
I compliment others when they have done something well	379	3.96	1.078
I help other people feel better when they are down	379	3.53	1.173
Grand Mean/Aggregate Mean	379	3.57	0.58

Most of the respondents have agreed to four of the items. This signifies most of the respondents are good in their interaction with others. They say that they present themselves in a way that makes a good impression on others, compliment others and help other people feel better when they are down and in doing so other people find it easy to confide in them. Knowing when to speak about their personal problems to others lies just at the agree end of the neutral spectrum. This shows that the respondents are not as confident about knowing when they need to speak as compared to other items on the questionnaire. For the item *"I like to share my emotions with other",* a mean of 2.83 (neutral) shows a hesitation towards the sharing of emotions with others. This might be due to most people's perception regarding the sharing of emotions and what it connotes i.e. trusting the people you share emotions with.

The grand mean shows that most of the respondents agree to the management of others emotions. They assert that they regulate and respond to others emotions adequately and reliably. The responses they give by complimenting, helping when others are down, presenting themselves in a

good light help in regulating others emotions such as the want of other people to confide in them. Knowing when to speak also helps in regulating the emotions of others because it sets boundaries and presents oneself in the light one chooses to be seen in.

4.2.4. Utilization of Emotions

This subscale means reasoning with emotions and using them to promote thinking and cognitive activity. Two items were part of this subscale. These items were *"Some of the major events of my life have led me to re-evaluate what is important and not important"* and *"When I am in a positive mood, I am able to come up with new ideas."*

Table 6: Utilization of Emotions Descriptive Statistics

	N	Mean	Std. Deviation
Some of the major events of my life have led me to re-evaluate what is important and not important	379	3.60	.918
When I am in a positive mood, I am able to come up with new ideas	379	3.57	1.070
Grand Mean/Aggregate Mean	379	3.59	0.70

As can be seen by the above table, both items show similar means meaning most respondents agreed. The first item shows the respondents ability to reason with their emotions on what is important and not important by utilizing the emotions of the past. The second item displays using emotions to promote thinking and cognitive activities i.e. positive emotion helps in thinking. The grand mean of 3.59 indicates an agree to the overall utilization of emotions

The subscale of Utilization of Emotions was measured out of a 10 point as only two items were involved.

4.2.5. Summary of Emotional Intelligence

The Emotional Intelligence Scale (Assessing Emotional Scale) used contained 18 items so the total score was taken out of a 90 point.

Table 7: Total Emotional Intelligence Mean and SD

	N	Mean	Std. Deviation
Perception of Emotions	379	3.51	0.66
Managing Own Emotions	379	3.76	0.64
Managing Others Emotions	379	3.57	0.58
Utilization of Emotions	379	3.59	0.70
Grand Mean/Aggregate Mean	379	3.62	0.48

When comparing the different subscales against each other, they establish a similar level of mean and all confirm a higher degree of agree of the respondents to the questions. The grand mean (3.62) also shows that most respondents agree as was expected when considering the subscales. The 65.20 sum establishes a 72.44% score on the emotional scale. This shows a higher score than average (56.25-62.5% as quoted by My Frameworks (2017)) as a whole which works well with the assumption that teachers are relatively more emotional intelligent than the average person. This means that the teachers have a higher ability to recognize the meanings of emotions and can reason and problem solve on the basis of them.

Multiple studies have explored how scores on the Assessing Emotions Scale are associated with outcomes usually associated with emotional intelligence (Schutte *et al.,* 2009). Such outcomes have been seen in education, mental health and employment. These findings were related to optimism, greater impulse control, lack of depressed affect (Schutte *et al.,* 1998), more empathic perspective taking, greater self-monitoring in social situations, more closeness and warmth in relationships, greater marital satisfaction (Schutte *et al.,* 2001).

4.3.   The Extent of Organizational Commitment in Primary Schools

The Organizational Commitment Questionnaire is a questionnaire devised by Allen and Mayer (1990). It is based on their classification of organizational commitment which they divided into three; affective, continuance and normative commitments. Each sub scale has four items under it. All the items were scored on a 5 point Likert score. The subscales and organizational commitment were scored base on grand mean, standard deviation and summation of the subscales. The grand

means were interpreted based a classification of 1-1.8 representing strongly disagree, 1.81-2.6 representing to disagree, 2.61-3.4 representing neutral, 3.41-4.2 representing agree and 4.21-5.0 representing strongly agree.

4.3.1. *Affective Commitment*

Affective commitment measures employees' emotional attachment to, identification with, and involvement in, the organization (Allen & Mayer, 1990). Four items were part of this subscale. These items included *"I enjoy discussing my organization with people outside it"* and *"I do not feel a strong sense of belonging to my organization."*

Table 8: Affective Commitment Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
I do not feel a strong sense of belonging to my organization. (R)	378	3.24	1.265
I enjoy discussing my organization with people outside it.	378	2.97	1.140
I would be very happy to spend the rest of my career with this organization	378	2.37	1.038
I really feel as if this organization's problems are my own.	378	3.13	1.304
Grand Mean/Aggregate Mean	378	2.92	0.74

The above table shows a list of 4 items of which one disagrees, two are neutral and one agrees to give a grand mean of neutrality. The respondents were not very happy with their organizations as shown by result of the study and were not willing to spend the rest of their careers in their current organizations. They demonstrated a neutrality towards discussing the organization with their friends, families or other people outside their organization. They also expressed a neutrality when asked if they felt their organization's problems as their own. The respondents also responded as not feeling a strong sense of belonging to their organizations. The grand mean of 2.92 displays a neutrality which means they did not feel an attachment to their organization did not identify with

their organization and were not involved in their organization more than what was asked of them.

The subscale of affective commitment was measured out of a 20 point. A mean of the sum shows an 11.68 which tells that most responses were around the middle and the SD of 2.97 shows most of the responses were spread out.

4.3.2. Continuance Commitment

Continuance commitment refers to a continuing with an organization due to the associated cost of leaving such as pension benefit and friends and the few alternatives one deems to think they have if they leave the organization. Four items were part of the questionnaire for this sub section each measured on a 5 point Likert scale.

Table 9: Continuance Commitment Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
I am not afraid of what might happen if I quit my job without having another one line up. (R)	379	2.75	1.208
Too much in my life would be disrupted if I decided I wanted to leave my organization now.	379	3.45	1.076
It wouldn't be too costly for me to leave my organization now. (R)	379	2.51	1.124
Right now, staying with my organization is a matter of necessity as much as desire.	378	3.35	1.172
Grand Mean/Aggregate Mean	379	3.36	0.66

The above table shows as respondents disagreeing to one item, being neutral to one item and agreeing to 2 items. Most of the respondents agreed that it would be too costly for them to leave their organizations at the moment and that their life would be disrupted if they did that. They were neutral to the idea of quitting without having a new job lined up. And they concluded by saying that they were staying in their organization right now because it was a necessity as much as it was a desire. The necessity part indicates continuance commitment and the desire affective

commitment. The grand mean showed agree to the continuance commitment. This illustrates that most of the respondents kept working in their organizations because they needed to as it was too costly to leave their organizations and as their life would be disrupted.

The subscale of continuance commitment was measured out of a 20 point score. A mean of 13.46 shows an inclination to agree as can be seen by the histogram.

4.3.3. Normative Commitment

Normative commitment is when employees feels they have a moral obligation to continue working in the organization. Compared with the "want" of affective commitment and "need" of continuance commitment, the normative commitment works on an "ought to" principle. The subscale contains four items with a five point Likert scale assessment.

Table 10: Normative Commitment Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R)	377	2.69	1.076
If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	379	2.58	1.228
One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	379	3.02	1.235
I think that people these days move from company to company too often.	379	3.58	.897
Grand Mean/Aggregate Mean	379	3.13	0.82

As can be seen in the above table, one of the items are inclined towards agree, two to neutral and one towards disagree. The respondents felt neutral about wanting to be a 'company-person' being

sensible and the importance for loyalty and it being the reason they are staying in their company. They had agreed that if they got a better job elsewhere, they would leave the organization they are at. They also agreed that people these days move from company to company often. The grand mean of 3.13 shows a feeling of neutrality towards working in the organization as a moral obligation.

The mean of sum of the normative commitment of 12.51 shows an inclination to agree with an SD of 3.27

4.3.4. Summary of Organizational Commitment

The Organizational Commitment Questionnaire (OCQ) used contained 12 items so the total score was taken out of 60 point score.

Table 11: Total Organizational Commitment Mean and SD

	N	Mean	Std. Deviation
Affective Commitment	379	2.92	0.74
Continuance Commitment	379	3.36	0.66
Normative Commitment	379	3.13	0.82
Grand Mean/Aggregate Mean	379	3.14	0.34

The above table shows a higher continuance commitment followed by normative commitment with affective commitment taking the rear. This means to the respondents, the issue that most kept them in their organization is the need to have a job as it is too costly to leave and as their life will be disrupted. This also means an attachment and identification with the organization was the issue that least kept them in their organization as they did not feel attached to their organizations.

The level of organizational commitment when the facets were summed up gave a value of 37.64 out of a 60 point score. This shows that the teachers had an overall organizational commitment of 62.75%. The grand mean of 3.14 from the above table showed a neutral level of organizational commitment. This means most of the employees weren't overly enthusiastic about working in their organizations especially considering their affective commitment.

4.4. The Extent of Job Satisfaction in Primary Schools

The Job Satisfaction Survey (JSS) is an assessment questionnaire based on the five facets of Smith *et al.* (1969) and the four additional facets by Locke *et al.* (1975). These facets measure different factors which may cause satisfaction or dissatisfaction by their presence or absence. The survey contains an 18 item assessment with 2 items for each facet. All the items were scored on a five point Likert scale ranging from strongly disagree to strongly agree. The facets and job satisfaction were scored base on grand mean, standard deviation and summation of the subscales. The grand means were interpreted based a classification of 1-1.8 representing strongly disagree, 1.81-2.6 representing to disagree, 2.61-3.4 representing neutral, 3.41-4.2 representing agree and 4.21-5.0 representing strongly agree.

4.4.1. Pay

Pay, according to Herzberg's two factor theory, is hygienic factor which means the presence of a good pay will not do much as humans always want more but the absence of a good pay is definitely a dissatisfying factor.

Table 12: Pay Descriptive Statistics

	N	Mean	Std. Deviation
I feel I am being paid a fair amount for the work I do.	379	2.03	1.184
I feel satisfied with my chances for salary increases.	379	3.02	1.302
Grand Mean/Aggregate Mean	379	2.53	1.05

The above table shows most of the respondents do not feel they are being paid a fair amount for the work they do and are neutral about their chances of salary increase. The grand mean of 2.53 is also neutral which must mean that pay as a hygienic factor doesn't affect their job satisfaction. The company is putting them at that precarious state where they won't be rebelling by quitting at the moment but if it doesn't improve soon job dissatisfaction will occur. And as they don't feel as their pay is fair and their chances of increase are not dependable the quitting might be sooner than later especially if they get a better job offer.

4.4.2. Promotion

Promotion is a motivation factor on Herzberg's two factor theory. This means promotion is a satisfier to most people but its absence doesn't cause much of dissatisfaction.

Table 13: Promotion Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
There is really too little chance for promotion on my job. (R)	379	3.18	1.105
Those who do well on the job stand a fair chance of being promoted.	379	2.91	1.183
Grand Mean/Aggregate Mean		2.86	0.83

The above table shows that most of the respondents are not optimistic about their chances of promotion even if they do well, they do not think they have a fair chance of promotion. The grand mean of 2.86 shows a neutral view of promotion and as they do not stand a fair chance they will not be satisfied though as a motivator factor, its absence will not cause a dissatisfaction.

4.4.3. Supervisor

Supervisor is a hygienic factor on the two factor theory. A poor supervisor will make an employee dissatisfied but a good supervisor will be taken for granted so will not affect the satisfaction extremely.

Table 14: Supervisor Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
My supervisor is quite competent in doing his/her job.	379	3.20	.925
My supervisor shows too little interest in the feelings of subordinates. (R)	378	2.78	1.241
Grand Mean/Aggregate Mean		3.21	0.80

The means of the two items are both on the neutral spectrum, however, the SD shows that opinions regarding the interest of the supervisor in their subordinate's feelings are more variant. Most of the respondents are neutral about their supervisors having an interest in their feelings. They also do not feel that their supervisors are incompetent but they do not feel they are that competent either. They feel neutrally about their supervisor's competency. The grand mean of the supervisor facet leans just towards agree. This means as a hygienic factor that the respondents do not feel dissatisfied about their job in the perspective of the supervisor.

4.4.4. Working Conditions

Working condition is a hygienic factor. The presence of work environment and the benefit provided are not causes for being satisfied but their absence causes dissatisfaction.

Table 15: Working Condition Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
There are benefits we do not have which we should have. (R)	379	3.72	1.136
The benefits we receive are as good as most other organizations offer.	379	2.47	.946
Grand Mean/Aggregate Mean	379	2.38	0.66

The table above shows most of the respondents did not believe the benefits they should have are given to them and their organizations does not offer them as good a benefit as most other organizations. The grand mean of the facet, working condition, is lower than most seen previously. It shows as a hygienic factor that its absence is a cause for dissatisfaction of the employees. The SD shows a less variant data and the histogram supports that assessment with its 2-7 range of sums.

4.4.5. Recognition

Recognition, in job, is the appreciation and acknowledgement of the work one does. It is a motivation factor.

Table 16: Recognition Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
When I do a good job, I receive the recognition for it that I should receive.	379	2.73	1.159
I do not feel that the work I do is appreciated. (R)	379	3.21	1.257
Grand Mean/Aggregate Mean	379	2.76	0.95

The table above shows that the respondents do not feel the work they do is appreciated. They also do not feel they receive due recognition for the work they do even when they do a good job. The grand mean of 2.76 shows a neutrality towards recognition and as a motivating factor its absence does not cause dissatisfaction but neither does it cause satisfaction as its neutral on the spectrum.

4.4.6. Operating Procedure

Operating procedures are those processes that are in effect to improve the efficiency of the workplace and to maintain a decent semblance. It is a hygienic factor.

Table 17: Operating Procedure Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
Many of our rules and procedures make doing a good job difficult. (R)	379	3.35	1.218
My efforts to do a good job are seldom blocked by red tape.	378	2.98	1.125
Grand Mean/Aggregate Mean	379	2.82	0.77

Most of the respondents believe their efforts were hardly blocked by a red tape but the rules and regulations prevent them from doing a good job. This means the management weren't really preventing them from doing a good job by standing in their way but the rules and regulations were.

The grand mean of operating procedure facet shows a neutral as the most common response. This means the operating procedure, which are in effect to improve the performance of the operation

and to maintain a decent semblance in the workplace, are in fact not doing much about the satisfaction of the employees. The small SD and the histogram show a less varied response.

4.4.7. Coworkers

Coworkers are an important facet for job satisfaction as they fulfill both the social needs of the individual and as they, if they are hard workers, help with sharing of the load of the work. Coworkers are hygienic factors.

Table 18: Coworkers Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
I enjoy my coworkers.	379	3.32	1.207
I find I have to work harder at my job because of the incompetence of people I work with. (R)	379	3.19	1.033
Grand Mean/Aggregate Mean	379	3.06	0.91

The table shows that most of the respondents enjoy their coworkers for their social needs. However, they believe their coworkers are neutral about the help their coworkers provide in lightening the load of the work. But them being teachers this is not that surprising as most of the work of the teacher is done alone in the classroom with the students. The grand mean of the coworker facet is neutral. As a hygienic factor, its presence on the positive side of the neutral spectrum doesn't do much.

4.4.8. Work Itself

Work itself facet is a factor which focuses on the nature of work and the intrinsic feeling toward the work. It's a motivating factor in Herzberg's two factors.

Table 19: Work Itself Descriptive Statistics; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
I sometimes feel my job is meaningless. (R)	379	2.62	1.208

	N	Mean	Std. Deviation
My job is enjoyable.	379	3.59	1.036
Grand Mean/Aggregate Mean		3.48	0.98

The above table shows that the teachers find their job to be of purpose and that they enjoy their work. The mean of the work itself also agrees with this assessment. As a motivating factor, the fact the teachers enjoy their work is a cause for satisfaction in their work. As teachers are usually independent beings because of the nature of their work, work itself is an important factor to them. Also having to deal with many challenges especially with the students, if they don't feel a sense of purpose, their job is surely to be affected.

4.4.9. Communication

Communication is important for efficiency of work and to prevent misunderstandings and conflicts. It is also the means of transmission of the organizations goals and objectives. It's a hygienic factor.

Table 20: Communication Facet Mean and SD; those items with (R) have their mean inverted for calculations

	N	Mean	Std. Deviation
Communications seem good within this organization.	379	2.94	1.161
The goals of this organization are not clear to me. (R)	379	2.85	1.435
Grand Mean/Aggregate Mean	379	3.04	1.07

Through the table above, it can be deduced that both items as well as the grand mean all are on the neutral territory. Communication in the organization are not that good within the organization and the organization's goals are not clearly stated. The grand mean of the communication facet is on the neutral territory which means as a hygienic factor that the respondents are leaning towards feeling dissatisfied about their works if communication doesn't improve.

4.4.10. Summary of Job Satisfaction

The Job Satisfaction Survey contained 18 items so the total score was taken out of a 90 point.

Table 21: Job Satisfaction & Facets Mean and SD

	N	Aggregate Mean	Std. Deviation
Pay	379	2.53	1.05
Promotion	379	2.86	0.83
Supervisor	379	3.21	0.80
Working Condition	379	2.38	0.66
Recognition	379	2.76	0.95
Operating Procedure	379	2.82	0.77
Coworkers	379	3.06	0.91
Work Itself	379	3.48	0.98
Communication	379	3.04	1.07
JS Grand Mean/Aggregate Mean	379	2.90	0.46

Before comparing the means of the facets, it's imperative to differentiate the motivating from the hygienic factors. The motivating factors are promotion, recognition and work itself. The rest are hygienic factors. For the motivating factors, an agree causes satisfaction but disagree or neutral don't cause dissatisfaction and as for the hygienic factors, disagree is a sure cause of dissatisfaction but agree or neutral don't cause satisfaction. With this consideration in mind, of the motivating factors, promotion and recognition are neutral which means neither satisfied nor dissatisfied. The work itself is the only factor which is a cause for satisfaction of the motivating factors. As for the hygienic factors, pay and working conditions are causes for dissatisfaction as the respondents disagreed. Operating procedures, coworkers and communication are on neutral and supervisor is on agree so these factors, by their neutrality or presence cause neither dissatisfaction nor satisfaction.

The grand mean of job satisfaction (2.90) shows neutrality of the respondents. The SD of the grand

mean shows that it is less varied than all of its factors individually. The mean of sum value of 52.27 out of 90 shows a 58.08% level of overall job satisfaction.

4.5.   The Relationship between Emotional Intelligent, Job Satisfaction and Organizational Commitment

Correlation analysis is a method used to measure the strength of degree of association between variables. A Pearson product correlation was used to determine the relationship between emotional intelligence, job satisfaction and organizational commitment. Based on the conventional definition of effect size for correlations [ignoring the sign], 0.00-0.30 is considered a small correlation, 0.30-0.50 is medium correlation, 0.50-0.70 is a large correlation, >0.70 is a very large correlation (Rosenthal, 1996).

Table 22: Overall Pearson Correlation Analysis of EI, JS and OC

		Emotional Intelligence	Job Satisfaction	Organizational Commitment
Emotional Intelligence	Pearson Correlation	1	-.022	.093
	Sig. (2-tailed)		.675	.070
	N	379	379	379
Job Satisfaction	Pearson Correlation	-.022	1	.363[**]
	Sig. (2-tailed)	.675		.000
	N	379	379	379
Organizational Commitment	Pearson Correlation	.093	.363[**]	1
	Sig. (2-tailed)	.070	.000	
	N	379	379	379

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

The results of the overall correlation analysis showed a statistically non-significant relationship ($p>0.05$) of emotional intelligence with both job satisfaction and organizational commitment. This means that the effect of emotional intelligence on both variables was not as directed as it should have been that the results cannot be conclusive said to be caused by emotional intelligence. This is especially true for job satisfaction as it has a higher *p* value (0.675 as compared to 0.070). It could also be interpreted as the variance in the response between the different respondents was too high to be of great value for a conclusive finding.

A statistically significant correlation (*p<0.01*) was only seen between job satisfaction and organizational commitment (*r=0.3639*). This means there is a relationship between job satisfaction and organizational commitment and this relationship is of a positive moderate strength. Job satisfaction and organizational commitment have a positive relationship but the strength of relationship is a moderate one.

4.6.   The Effect of Emotional Intelligence on Organizational Commitment

A bivariate analysis was conducted to examine the effect of emotional intelligence on organizational commitment. Assumption tests were also conducted before the regression analysis. For test of linearity, a scatter plot of residuals was graphed and the residuals followed along a linear 45° line. To test for normality, a histogram was drawn for both variables and skewness and kurtosis were determined. Both variables exhibited a skewness between -2 to +2 (EI= -0.1 and OC= -0.125) and kurtosis between -7 to +7 (EI= 0.240 and OC= -0.578). Tests of multicollinearity gave a tolerance and VIF of 1 for both. The residual statistics were both within -3 to +3. The Durbin Watson for independence of observation exhibited a 1.788 which is within the acceptable range 1-3. The scatter plot of residuals passed the test of homoscedasticity. The assumption analysis are illustrated in Appendix III.

Table 23: Bivariate regression analysis Coefficient of EI on OC

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	34.509	1.792		19.255	.000
	Emotional Intelligence	.051	.028	.093	1.815	.070

a. Dependent Variable: Organizational Commitment

As can be seen from the above table the total direct effect of emotional intelligence on organizational commitment is not statistically significant (*p=0.070*). This could mean that the variance of the respondent's response was too large or that after the removal of residual effect, the organizational commitment of the primary teachers were found to be affected by emotional intelligence at an insignificant level and cannot be used to conclude that emotional intelligence has an effect on organizational commitment.

4.7.   The Effect of Emotional Intelligence on Job Satisfaction

A bivariate analysis was conducted to examine the effect of emotional intelligence on job satisfaction. For assumption tests, test of linearity showed a scatter plot of residuals that followed along a linear 45° line, test for normality, which was shown using a histogram, skewness and kurtosis, showed a skewness of EI at -0.1 and JS at 0.194 and kurtosis of EI at 0.240 and JS at -0.234. Tests of multicollinearity gave a tolerance and VIF of 1 for both. The residual statistics were both within -3 to +3. The Durbin Watson for independence of observation exhibited a 2.185 which is within the acceptable range 1-3. The scatter plot of residuals passed the test of homoscedasticity. The assumption analysis are illustrated in Appendix III.

Table 24: Bivariate regression analysis Coefficient of EI on JS

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.411	4.093		13.539	.000
	Emotional Intelligence	-.027	.064	-.022	-.420	.675

a. Dependent Variable: Job Satisfaction

The bivariate analysis of emotional intelligence on job satisfaction had a statistically non-significant effect (*p=0.675*). So the hypothesis regarding the effect of emotional intelligence on job satisfaction was not accepted for primary school teachers of N/S/Lafto. This could mean that the variance of the respondent's response was too large or that after the removal of residual effect, the job satisfaction of the primary teachers were found to be affected by emotional intelligence at an insignificant level and cannot be used to conclude that emotional intelligence has an effect on job satisfaction.

Considering the coefficient of emotional intelligence is quite low (-0.27), the constant alone without the help of emotional intelligence had a better prospect of representing the data if the data had been significant. This, however, does not mean that job satisfaction cannot be represented by other factors such as its own sub factors, culture, stress, and training and development.

4.8.   The Effect of Job Satisfaction on Organizational Commitment

A bivariate analysis was conducted to examine the effect of job satisfaction on organizational commitment. Assumption tests were conducted before the regression analysis. For test of linearity,

a scatter plot of residuals was graphed and the residuals followed along a linear 45º line. To test for normality, a histogram was drawn for both variables and skewness and kurtosis were determined. Both variables exhibited a skewness between -2 to +2 (JS= 0.194 and OC= -0.125) and kurtosis between -7 to +7 (JS= -0.234 and OC= -0.578). Tests of multicollinearity gave a tolerance and VIF of 1 for both. The residual statistics were both within -3 to +3. The Durbin Watson for independence of observation exhibited a 1.825 which is within the acceptable range 1-3. The scatter plot of residuals passed the test of homoscedasticity. The assumption analysis are illustrated in Appendix III.

Table 25: Bivariate regression analysis Coefficients of JS on OC

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.159	1.148		25.393	.000
	Job Satisfaction	.160	.021	.363	7.574	.000

a. Dependent Variable: Organizational Commitment

The bivariate analysis of job satisfaction of organizational commitment had a statistically significant correlation (*p<0.01*). An *r* of *0.363* showed a moderate strength relationship between job satisfaction and organizational commitment. The regression for predicting the organizational commitment from job satisfaction was OC=29.159+.16 JS i.e. for every one unit increase in job satisfaction, there is an increase of 0.16 of organizational commitment.

Table 26: Model Summary of JS on OC

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.363[a]	.132	.130	3.62715	1.825

a. Predictors: (Constant), Job Satisfaction

b. Dependent Variable: Organizational Commitment

The r^2 for this equation as shown in the table below was 0.132 which means 13.2% of the variance in organizational commitment was predicted by job satisfaction. This is a very weak relationship. It means that 86.8% of organizational commitment is predicted by other variables. This may include job scope, autonomy and freedom in the workplace, training and development, tenure in

organization, personality of employees and culture of organization (Suryani, I., 2018).

4.9. The Effect of Emotional Intelligence and Job Satisfaction on Organizational Commitment

A multivariate analysis was conducted to examine the effect of emotional intelligence on organizational commitment with job satisfaction as the mediator. For assumption tests, test of linearity showed a scatter plot of residuals that followed along a linear 45° line, test for normality, which was shown using a histogram, skewness and kurtosis, showed a skewness of EI at -0.1, OC at -0.125 and JS at 0.194 and kurtosis of EI at 0.240, OC at -0.578 and JS at -0.234. Tests of multicollinearity gave a tolerance and VIF of 1. The residual statistics were all within -3 to +3. The Durbin Watson for independence of observation exhibited a 1.911 which is within the acceptable range 1-3. The scatter plot of residuals passed the test of homoscedasticity. The assumption analysis are illustrated in Appendix III.

Table 27: Multivariate regression analysis of emotional intelligence and job satisfaction with organizational commitment as the dependent variable

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.601	2.035		12.580	.000
	Emotional Intelligence	.055	.026	.101	2.114	.035
	Job Satisfaction	.161	.021	.366	7.653	.000

a. Dependent Variable: Organizational Commitment

The table above shows that both emotional intelligence (*p=.035*) and job satisfaction (*p<0.01*) on organizational commitment had a statistically significant relationship at R=0.377. The regression equation for predicting the organizational commitment from emotional intelligence and job satisfaction was OC=25.601+.161 JS+.055 EI. This means for every one unit increase in JS without any change in EI, there is an increase of 0.161 unit of organizational commitment and for every one unit increase in emotional intelligence without an increase in job satisfaction shows an increase in organizational commitment of 0.055 unit. Additionally, when both emotional intelligence and job satisfaction are increased by 1 unit, organizational commitment increases by 0.216.

Table 28: Model Summary of multivariate analysis of EI and JS on OC

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.377ᵃ	.142	.138	3.61059	1.911

a. Predictors: (Constant), Job Satisfaction, Emotional Intelligence

b. Dependent Variable: Organizational Commitment

The R^2 for this equation was 0.142 that is 14.2% of the variance in organizational commitment was predicted from emotional intelligence and job satisfaction. This is a very weak relationship. It means that 85.8% of organizational commitment is predicted by other variables. This may include job performance, locus of control, age, tenure in organization and culture of organization (Suryani, I., 2018)

4.10. The Effect of Emotional Intelligence on Organizational Commitment with Job Satisfaction as Mediator

In mediation analysis, first the total direct effect of the independent and dependent variables is measured by bivariate regression. Then a direct effect of independent and mediating factors are measured by bivariate regression as well. Finally, a multivariate regression is done between mediating factor and dependent variable as well as an indirect effect of independent variable on dependent variable. Then Sobel's test was used to determine the indirect coefficient, standard error and *p*-value.

Figure 2: Mediation Analysis PROCESS

To investigate the effect of emotional intelligence on organizational commitment with the mediation of job satisfaction, a simple mediation analysis was performed using PROCESS. The

direct effect of emotional intelligence on organizational commitment was found to be statistically not significant (*p=.070).* The effect of emotional intelligence on job satisfaction was similarly statistically insignificant. The Sobel's test for calculating *p*-value gave the mediation a *p=0.674* which shows statistical insignificance. This means that no mediatory effect could be exhibited as it did not have a direct effect. The mediation hypothesis was not accepted.

5. Summary of Major Findings, Conclusions and Recommendation

5.1.   Summary of the Major Findings

The aggregate means of emotional intelligence, job satisfaction and organizational commitment after computing all the variables regarding the primary school teachers gave 3.62 (72.44%), 3.14 (62.75%) and 2.90 (59.67%) respectively.

Correlation analysis showed a non-statistically significant relationship (*p>0.05*) between emotional intelligence and job satisfaction. Similar result was seen between emotional intelligence and organizational commitment. Job satisfaction and organizational commitment were the only ones which exhibited a statistically significant relationship (*p<0.01*). This relationship was at *r=0.363* which was a moderate relationship.

Regression analysis showed a similar result to correlational analysis. A bivariate analysis resulted in non-statistically significant effect of emotional intelligence on job satisfaction (*p=0.675*) and emotional intelligence on organizational commitment (*p=0.070*). A bivariate analysis resulted in a statistically significant effect of job satisfaction on organizational commitment (*r=.363, p<0.01*) and 13.2% of the variability in the percent of organizational commitment was accounted for by job satisfaction facets. The regression for predicting the organizational commitment from job satisfaction was OC=29.159+.16 JS where y is organizational commitment and x is job satisfaction. A multivariate effect of emotional intelligence (*p=.035*) and job satisfaction (*p<0.01*) on organizational commitment resulted in a statistically significant relationship, R=0.377. However, only 14.2% of the variance was accounted for by the two variables. The regression equation for predicting the organizational commitment from emotional intelligence and job satisfaction was OC=25.601+.161 JS+.055 EI.

The mediation analysis showed no effect of emotional intelligence on organizational commitment through job satisfaction as there was a non-significant relationship between emotional intelligence and job satisfaction.

5.2.   Conclusion

Correlation analysis showed that when considering the relationship between the independent, dependent and mediating variables, only job satisfaction and organizational commitment had a

statistically significant relationship.

Regression analysis showed a similar result to correlation analysis. Only job satisfaction had a statistically significant effect on organizational commitment (*r=0.363*) as predicted. The effect of emotional intelligence on both organizational commitment and job satisfaction were found to be not statistically significant (*p>0.05*). The mediation analysis was also rejected on the basis of emotional intelligent not having a direct effect on job satisfaction.

The effect of emotional intelligence on organizational commitment with the mediating role of job satisfaction was rejected. This result was consistent with Aghdasi *et al.* (2011) which established that emotional intelligence does not have any direct or indirect effect on job satisfaction and organizational commitment. Aghdasi *et al.* (2011) also showed a consistent result with job satisfaction and organizational commitment which had a direct positive effect. The result was also partially consistent with Latif *et al*. (2019). Latif *et al.* (2019) showed emotional intelligence to be a poor predictor of organizational commitment but regarding emotional intelligence on job satisfaction, a contradictory result of emotional intelligence having a direct positive effect on job satisfaction was shown. On the contrary, the results contradicted Kumari & Priya (2015) whose reult yielded a positive correlation between emotional intlleigence and organizational commtiment.

5.3.   Recommendations

Based on the study findings and conclusions, the following recommendations are suggested.

1. It is evident that there is a positive mild correlation between job satisfactions and organizational commitment. Thus, management of schools should aim to increase the employee's organizational commitment by altering the factors of job satisfaction. Management should consider increasing pay, giving promotions, having a good and supporting relationship with their subordinates, giving recognition when necessary, communicating the goals of the organization clearly and providing an overall reason to love their job if they want to improve the organizational commitment especially the affective commitment.

2. It is apparent from the study that the organizational commitment that is most seen on the teachers is continuance followed by normative and finally affective commitment with the teachers in the study. Schools should aim to improve the affective commitment of the teachers as it is the most convincing reason to stay. With continuance commitment, a job

opportunity somewhere else, which the teachers perceive as cost effective, will convince them to leave their job but with normative, there might be a feeling of loyalty holding them back and with affective, there might be a reluctance to leave because of an attachment to and feeling of belonging to the organization.

3. The teachers' emotional intelligence was mostly on agree side which was fairly good. The schools should assist in the honing of the emotional intelligence of the teachers because even though not found to have an effect on job satisfaction and organizational commitment in this study, many other studies claim that it has an effect. Other studies also claim that emotional intelligence directly affects the teaching learning process (Jennings & Greenberg, 2009), is the foundation for a good functioning in school (Hargraves, 2017) and enhances social relationship with students (Maamari & Majdalani, 2019). Considering these, schools should try to train teachers to hone their emotional intelligence so that they get the advantages that come with it.

5.4.   Suggestions for Further Study

1. The study should consider using an objective means of measurement for the emotional intelligence test. This will give a more accurate representation of the teachers' emotional intelligence.

2. The study should be conducted in a wider study by involving more teachers and both private and public schools.

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7. Appendices

I.   Questionnaire

Questionnaire for an MBA Thesis: The Effect of Emotional Intelligence on Organizational Commitment with the Mediating Role of Job Satisfaction

Dear respondent,

This questionnaire is intended to collect data on "the Effect of Emotional Intelligence on Organizational Commitment with the Mediating Role of Job Satisfaction"; as a partial fulfillment for the requirement of the successful completion of the Master's Degree in Business Administration. The questions are derived from the Assessing Emotional Scale, Job Satisfaction Survey and Organizational Commitment Questionnaire.

Instructions: Kindly please spare few minutes of your time and respond to the questions below as honestly as you can. Please note that this survey is for academic purposes only; your responses will be strictly confidential and the data will only be used as an aggregate. (N.B: No need of writing your name). Please circle one of the numbers on the Likert Scale. Do not over-analyze the questions, or try to think of "exceptions to the rule." Be spontaneous and choose the statement that comes closest to the way you are. Do not guess how you should act in future.

After completing your responses, please return it by sealing in the envelope provided. If you have any questions, please contact the researcher on email: hikmetabdulhamid@yahoo.com or telephone: +251 923 57 80 22.

PART I: Personal Information

1. What is your gender?

    Female   Male

2. Your age?

    20 to 35 years   35 to 45 years

    45 to 60 years   Above 60 years

3. What is your highest level of education?

    College Diploma   Undergraduate degree

    Post graduate degree   Doctorate and above

4. Your work experience?

    1-3 years   3-5 years

    5-10 years   Above 10 years

5. Your salary? _____

6. What level of education are you currently teaching at?

    Primary   Secondary

    Tertiary

7. What subject do you teach?

    Science   Math

    Social Studies   Language

    Others

8. Sub city _____

9. Is the school

    Private owned   Government owned   Others

PART II: Assessing Emotions Scale (Schutte, et al., 2009)

Mark the number that most closely applies to your view in regards to the behaviors and actions of your supervisor. 5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree

Questions	**Strongly Disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**
1. I know when to speak about my personal problems to others.	1	2	3	4	5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1	2	3	4	5
3. I expect that I will do well on most things I try.	1	2	3	4	5
4. Other people find it easy to confide in me.	1	2	3	4	5
5. Some of the major events of my life have led me to re-evaluate what is important and not important.	1	2	3	4	5
6. I am aware of my emotions as I experience them.	1	2	3	4	5
7. I like to share my emotions with others.	1	2	3	4	5
8. When I experience a positive emotion, I know how to make it last.	1	2	3	4	5
9. I seek out activities that make me happy.	1	2	3	4	5
10. I am aware of the non-verbal messages I send to others.	1	2	3	4	5
11. I present myself in a way that makes a good impression on others.	1	2	3	4	5

12. I am aware of the non-verbal messages others send to me.	1	2	3	4	5
13. I have control over my emotions.	1	2	3	4	5
14. I compliment others when they have done something well.	1	2	3	4	5
15. When I am faced with a challenge, I give up because I believe I will fail.	1	2	3	4	5
16. I help other people feel better when they are down.	1	2	3	4	5
17. It is difficult for me to understand why people feel the way they do.	1	2	3	4	5
18. When I am in a positive mood, I am able to come up with new ideas.	1	2	3	4	5

PART III: Organizational Commitment Questionnaire (Allen & Meyer, 1990)

Mark the number that most closely applies to your view in regards to the behaviors and actions of your supervisor. 5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree

1	I do not feel a strong sense of belonging to my organization. (R)	1	2	3	4	5
2	I enjoy discussing my organization with people outside it.	1	2	3	4	5
3	I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5
4	I really feel as if this organization's problems are my own.	1	2	3	4	5
5	I am not afraid of what might happen if I quit my job without	1	2	3	4	5

	having another one line up. (R)					
6	Too much in my life would be disrupted if I decided I wanted to leave my organization now.	1	2	3	4	5
7	It wouldn't be too costly for me to leave my organization now. (R)	1	2	3	4	5
8	Right now, staying with my organization is a matter of necessity as much as desire.	1	2	3	4	5
9	I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore. (R)	1	2	3	4	5
10	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	1	2	3	4	5
11	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	1	2	3	4	5
12	I think that people these days move from company to company too often.	1	2	3	4	5

PART IV: Job Satisfaction Survey (Spector, 1985)

Mark the number that most closely applies to your view in regards to the behaviors and actions of your supervisor.

5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree

1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
2	There is really too little chance for promotion on my job.	1	2	3	4	5
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5

4	There are benefits we do not have which we should have.	1	2	3	4	5
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5
7	I enjoy my coworkers.	1	2	3	4	5
8	I sometimes feel my job is meaningless.	1	2	3	4	5
9	Communications seem good within this organization.	1	2	3	4	5
10	I feel satisfied with my chances for salary increases.	1	2	3	4	5
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
12	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5
14	I do not feel that the work I do is appreciated.	1	2	3	4	5
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5
17	My job is enjoyable.	1	2	3	4	5
18	The goals of this organization are not clear to me.	1	2	3	4	5

II.   Assumption Tests for Regression Analysis
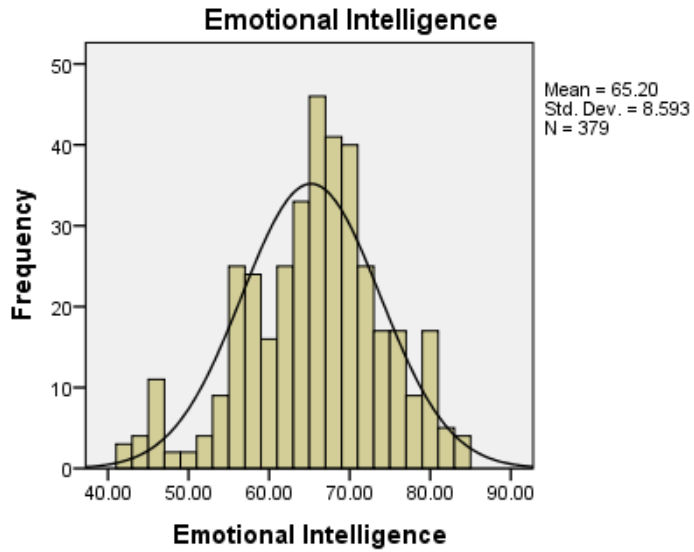
a) Normality Test

Figure 3: Emotional Intelligence Histogram with Normality Curve
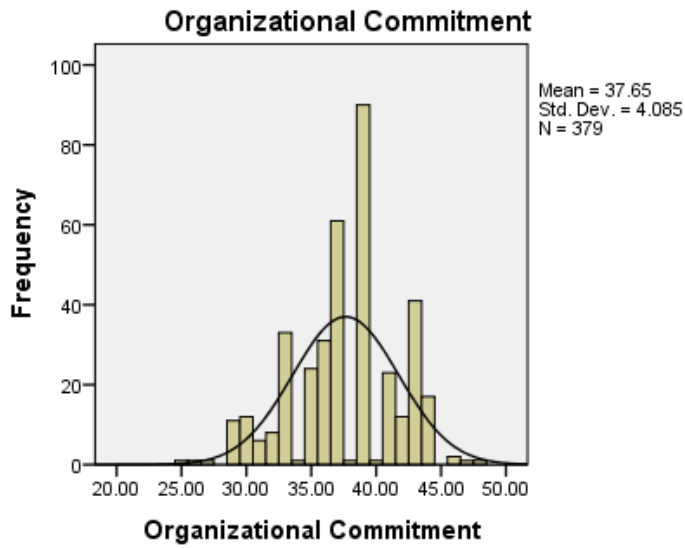

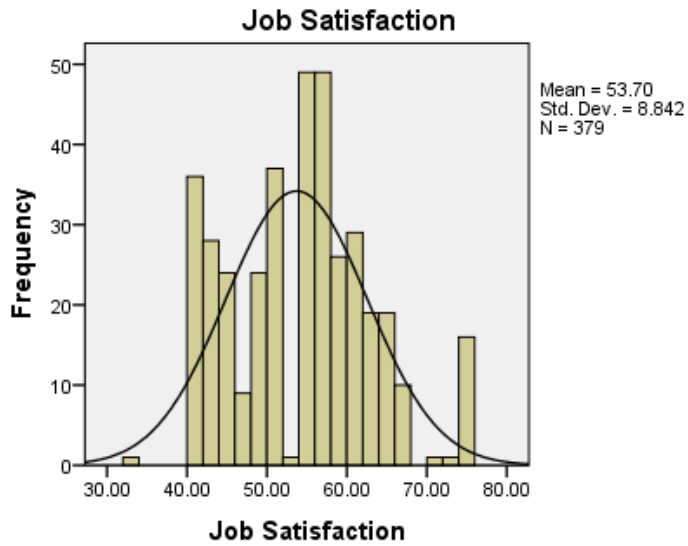*Figure 4: Organizational Commitment Histogram with Normality Curve*

Figure 5: Job Satisfaction Histogram with Normality Curve

According to Hair et al. (2010) and Bryne (2010), data is considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7.

Table 29: Skewness and Kurtosis

	Emotional Intelligence	Organizational Commitment	Job Satisfaction
Statistics			
Skewness	-.100	-.125	.194
Std. Error of Skewness	.125	.125	.125
Kurtosis	.240	-.578	-.234
Std. Error of Kurtosis	.250	.250	.250

b) Linearity Test

Normal P-P Plot of Regression Standardized Residual
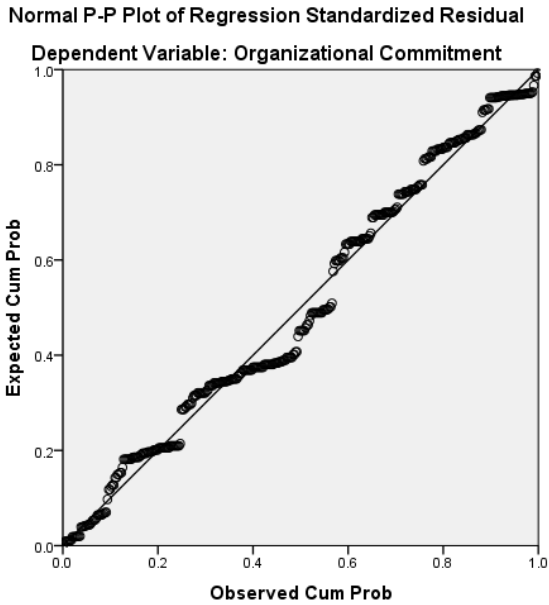Dependent Variable: Organizational Commitment

Figure 6: Normal P-P Plot of Residuals when OC is the dependent variable

The normal P-P plot of the residuals more or less stay in the 45º line though there are some deviations so it can be said the residuals are normally distributed.
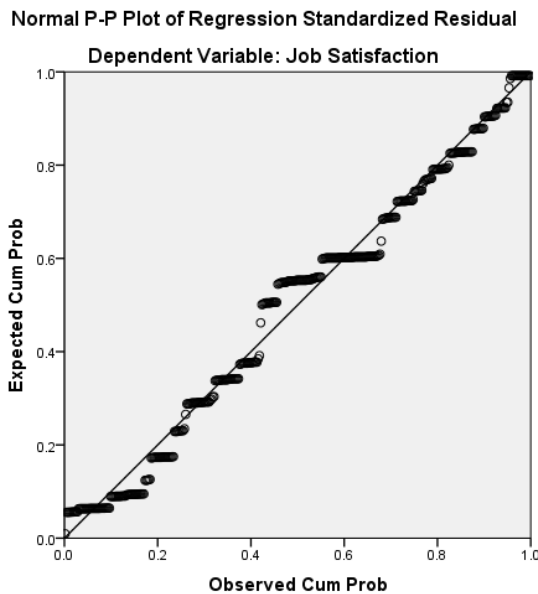
Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Job Satisfaction

Figure 7: Normal P-P Plot of Residuals when JS is the dependent variable

c) Multicollinearity

Table 30: Test of Multicollinearity

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Emotional Intelligence	1.000	1.000
	Job Satisfaction	1.000	1.000

a. Dependent Variable: Organizational Commitment

Multicollinearity assumption is tested by tolerance and VIF (Variance Inflation Factor). Tolerance is the amount of variability in one independent variable that is explained by another independent variable. VIF is the inverse of tolerance. Multicollinearity is fulfilled when tolerance is greater than 0.1 and VIF is less than 10. So this assumption is fulfilled.
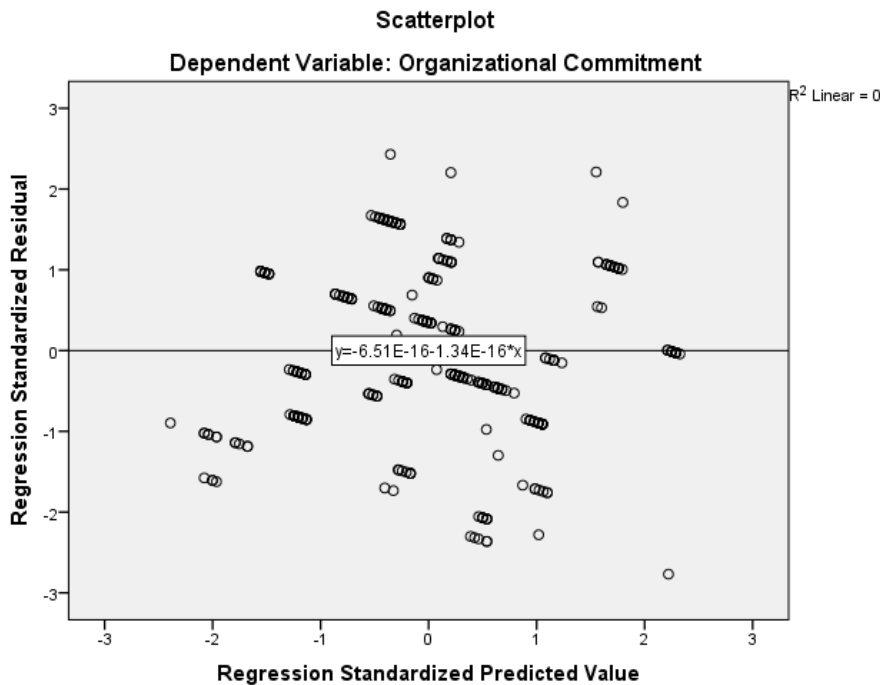
d) Homoscedasticity

Figure 8: Scatterplot of Residuals when OC is the dependent variable

The scatterplot of residuals when OC is the dependent variable shows that all the values of the residuals lie between -3 to 3 and the slope of the line is almost zero, it could be considered to be homoscedastic.
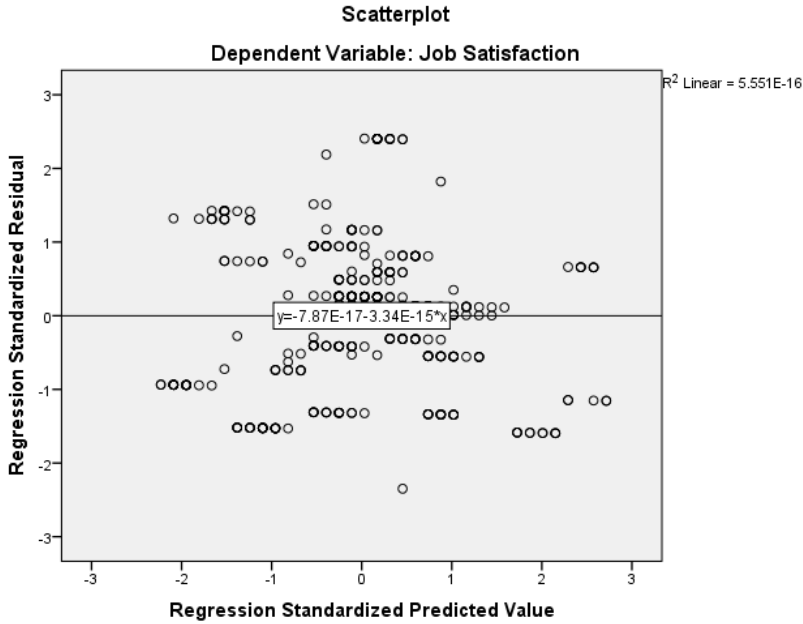

Figure 9: Scatterplot of Residuals when JS is the dependent variable

As the figure above shows, the scatterplot shows that all the values of the residuals lie between -3 to 3 and the slope of the line is almost zero, so it is considered to be homoscedastic.

e) ANOVA Tests

Table 31: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
EI on OC	Regression	49.500	1	49.500	3.294	.070[b]
	Residual	5665.160	377	15.027		
	Total	5714.660	378			
EI on JS	Regression	8.837	1	8.837	.176	.675[b]
	Residual	18918.851	377	50.183		
	Total	18927.689	378			
JS on OC	Regression	754.768	1	754.768	57.370	.000[b]
	Residual	4959.891	377	13.156		
	Total	5714.660	378			

EI and JS on OC	Regression	813.001	2	406.500	31.182	.000[b]
	Residual	4901.659	376	13.036		
	Total	5714.660	378			

f) *Model Summary*

Table 32: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
EI on OC	.093[a]	.009	.006	3.87646	1.788
EI on JS	.022[a]	.000	-.002	8.85203	2.185
JS on OC	.363[a]	.132	.130	3.62715	1.825
EI and JS on OC	.377[a]	.142	.138	3.61059	1.911