The Relationship between Emotional Intelligence, Job Satisfaction, and Organizational Commitment in Elementary School Principals of Iranshahr, Iran, in the School Year 2012-13

Fatemeh Lashkarzehi¹ and Narges Saeidian²

¹Graduate Student of Education Management at Islamic Azad University of Khorasgan, Isfahan, Iran
²Assistant Professor and Faculty Member at the Department of Educational Sciences, Islamic Azad University of Khorasgan, Isfahan, Iran (Corresponding Author)

Abstract

This study is conducted in the form of a descriptive-correlational research project to determine the relationship between emotional intelligence, job satisfaction and organizational commitment in elementary school principals of Iranshahr, Iran, in the school year 2012-2013. The population of this study consists of all the school principals of Iranshahr (n=260) in the school year 2012-2013 from among whom 155 people were recruited to participate in this study using stratified random sampling and in accordance with Cochran’s sample size formula. Three questionnaires form data collection instruments of this study including the standard 33-item Sybrya Shrink’s Emotional Intelligence Assessment Questionnaire (1995), the standard 83-item Smith, Kendall and Hulin’s Job Satisfaction Questionnaire (1969), and the standard 24-item Allen and Meyer’s Organizational Commitment Scale [18]. The face validity of all three questionnaires was confirmed in a pilot study with the presence of a number of elementary school principals. The Cronbach’s alpha reliability of the questionnaires was 0.79, 0.80 and 0.85 for the Emotional Intelligence Assessment Questionnaire, Job Satisfaction Questionnaire and the Organizational Commitment Scale, respectively. Data analysis was carried out at two levels: descriptive and inferential statistics (Pearson’s correlation, stepwise regression and multi-way ANOVA). The results showed that there is a significant positive relationship between emotional intelligence and organizational commitment, between job satisfaction and organizational commitment, and between emotional intelligence and job satisfaction. From among the variables in the regression, the best predictor of organizational commitment through emotional intelligence is consciousness in the first step and Self-motivation in the second step. However, there is no significant relationship between the variables of self-control, social intelligence, and social skills on the one hand and organizational commitment on the other. From among the variables in the regression, the best predictor of job satisfaction through emotional intelligence is Self-motivation. However, there is no significant relationship between the variables of awareness, self-control, social awareness, and social skills on the one hand and job satisfaction on the other. The resolution of the main hypothesis was that emotional intelligence and job satisfaction have the ability to predict organizational commitment in school principals. In terms of demographic variables, there was a significant difference between the scores of emotional intelligence and organizational commitment in terms of educational qualification and between the scores of emotional intelligence and job satisfaction in terms of gender. There was also a significant difference in the scores of emotional intelligence between teachers with a high school diploma or an associate degree and teachers with a master’s degree or higher, a significant difference in the scores of job satisfaction between male and female teachers, and a significant difference in the scores of organizational commitment between teachers with a master’s degree or higher and teachers with a high school diploma, an associate degree or a bachelor’s degree.
**Keywords:** emotional intelligence, job satisfaction, organizational commitment, elementary school principals

**Introduction:**

The most important goal of any organization is to achieve the highest possible or optimal level of productivity or efficiency. Effective factors in productivity include: resources, tools, task procedures, and manpower. Undoubtedly, skilled and efficient manpower is one of the most important tools for achieving organizational goals since work force has a pivotal role in increasing or reducing organizational productivity. In other words, if an organization has the largest finances or the best technology and facilities but lacks a productive and motivated workforce, it will not reach its goal [11]. One of the issues that have been raised in the area of management and leadership is emotional intelligence. Proper use of emotion in human relations, understanding personal and interpersonal conditions, self-control, empathy with other sand the use of positive emotions in thinking and cognition belong to the topic of emotional intelligence which has a significant effect on the behavior of managers toward their subordinates. The impact of emotional intelligence seems very remarkable and undeniable because of the variety of its defining characteristics in tasks, careers and responsibilities, including management, and the importance of engagement and interaction with people of different personality and emotional characteristics [17]. The concept of emotional intelligence was proposed for the first time in 1990 by Salovey and John Mayer who emphasized that emotional intelligence is a kind of emotional information processing including the correct evaluation of emotions in oneself, appropriate expression of emotions, and adaptive emotion regulation (Nasrollahpour, 2007). Overwhelming evidence indicates that people who understand and control their feelings and conduct and understand and react to other people’s feelings effectively – excel in every area of their lives whether in emotional relationships or in unwritten rules which lead to success in organizational policy [9]. Bar-on & Parker argue that emotional intelligence has a significant positive relationship with job satisfaction and can improve performance. Emotional intelligence influences job satisfaction. Awareness of interpersonal and intrapersonal emotions helps to regulate negative emotions and improve individual performance. However, better performance leads to greater job satisfaction in employees. It seems that people with higher emotional intelligence can have a greater job satisfaction because they can better identify and reduce feelings of hopelessness and stress. However, various studies show that people who have a lower job stress have a greater job satisfaction as well. Also, numerous researchers have concluded in their studies that people with higher emotional intelligence have a desired level of satisfaction with their lives. However, job satisfaction is considered as a small section of the larger concept of life satisfaction [20]. The leaders of today's organizations not only should constantly be diligent in strengthening their emotional intelligence, but also should extend it to all organizational levels because the interaction of intelligent people with each other causes synergistic emotional intelligence in organizations. Increased self-confidence, responsibility, cooperation and empathy between members of an organization and the subsequent lively and dynamic atmosphere ensure the survival of the organization and its steady

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progress despite increasing competition and complexity of the environment [12]. In Hong Kong, Wang & Law (2010) examined the effects of emotional intelligence on supervisors and their subordinates on job performance, job satisfaction, organizational commitment, and intentions for quitting the job and showed that there is a significant relationship between emotional intelligence and job satisfaction. However, this relationship is not mediated by emotional effort. Carmeli (2008) has shown that senior managers with high emotional intelligence are more satisfied with their jobs. Another variable which is very important in organizational behavior is organizational commitment. Organizational commitment can be defined as an individual’s power of distinction, participation, and cooperation in a specific organization [16]. Job satisfaction is related to factors such as organizational commitment. Research has shown that organizational commitment is associated with consequences such as attendance, performance, and intentions for quitting the job [1]. In the literature, there is little empirical evidence concerning emotional dimensions, including the emotional intelligence of subordinates, and its impact on the employment attitudes and behaviors. Therefore, this study has tried to build upon the existing evidence and assess the impact of emotional intelligence in school principals. Whose functions play an important role in employee efficiency, effectiveness, and job satisfaction - on increasing their organizational commitment. We have to consider that schools are the most important social organizations and have important monumental task of education. The training and development of students take place in the first stage of their education, i.e., in elementary school. We also need to note that teachers are the most important and most basic source employed by the Ministry of Education in terms of the role they play in order to achieve the goals of the school and education. Therefore, it was necessary to conduct this study and provide solutions for improving the emotional intelligence of elementary school principals in Iran. Shahr, so that teachers can go to classes with more passion and enthusiasm. As a result, teachers' satisfaction with their job and their commitment to the organization where they work increase which consequently lead to higher student achievements. Finally, officials of the Ministry of Education can better diagnose and resolve the shortfalls of their educational programs. School principals can use these results as a priority and try to improve their emotional intelligence and thereby increase the organizational commitment of their teachers to the school. In this case, teachers' job satisfaction and organizational commitment will improve, and the funds spent on education will not be a waste.

Dalir Yassavoliand Ebrahim Sani [2] conducted a study titled “the relationship between emotional intelligence and organizational commitment in the principals and employees of North Khorasan Bureau of Prisons, Iran” and achieved the following results: (1) there is a significant positive relationship between emotional intelligence and organizational commitment in managers and employees. In other words, an increase in emotional intelligence is associated with a proportional increase in organizational commitment. (2) There is no significant difference between principals and employees in terms of organizational commitment and there is also a significant difference between principals and employees in terms of emotional intelligence. Kazemiet al. [5] conducted a study titled “the relationship between emotional intelligence, self-control, and organizational commitment.” The results showed that there is a significant positive correlation between emotional intelligence and self-control, between emotional intelligence and organizational commitment, and between self-control and organizational commitment in school.

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principals. The results of the regression analysis showed that emotional intelligence and self-control are predictors of organizational commitment in school principals. These two variables could predict 18% of changes in the organizational commitment of female principals. In a study entitled “the effect of interaction between dimensions of job satisfaction and organizational commitment”, Ghanbari and Hejazi [4] found that the degree of job satisfaction and organizational commitment in teachers is above average. There is a mutual interaction between job satisfaction and organizational commitment in the components of emotional intelligence. Among the components of emotional intelligence, job satisfaction and organizational commitment in the employees of the Seven Diamonds Company”, Mohammadtabar et al [10] found that organizational citizenship behavior and emotional intelligence on job satisfaction in the employees of the Seven Diamonds Company”, Mohammadtabar et al [10] found that organizational citizenship behavior and emotional intelligence have an impact on job satisfaction. In a study entitled “comparison of the relationship between job satisfaction and organizational commitment among faculty members and employees of Islamic Azad University”, Ghamari [3] found that there is a positive relationship between job satisfaction and organizational commitment among the faculty members and the employees of Islamic Azad University. In a study entitled “job satisfaction and organizational commitment in office employees of Zahedan University of Medical Sciences”, Kebrniaee et al [6] found that there is a positive relationship between job satisfaction and organizational commitment. In a study entitled “the relationship between emotional intelligence and job satisfaction in Ghouchan city government employees”, Keramati et al [7] found that there is a significant positive correlation between emotional intelligence and job satisfaction. Government employees. The results of a study by Carson & Carson (1998) showed that emotional intelligence and some components of emotional intelligence are correlated with organizational commitment and, at the same time, emotional intelligence predicts organizational commitment [19].

In a study entitled “learning organizational culture, job satisfaction, motivation to learn, organizational commitment, and internal services at sports organizations”, Xie Di [23] showed that there is a significant relationship between job satisfaction and organizational commitment. In a study entitled “organizational commitment, job satisfaction, and effort in the service environment”, Testa [21] examined the relationship between organizational commitment, job satisfaction and effort for providing services and concluded that organizational commitment is a moderator of the variables of job satisfaction and effort for providing services. Also, in a study entitled “three components of the notion of organizational commitment”, Meyer et al [18] found a significant relationship between normative organizational commitment and employee performance. In a study entitled “the relationship between emotional intelligence, job satisfaction and organizational commitment in the workplace” in Swinburn University, Gardner and Stough [15] noted that emotional intelligence is a useful predictor of job satisfaction and organizational commitment. They also found that emotional intelligence has a
relationship with job satisfaction and organizational commitment. In a study entitled “emotional intelligence, trust and job satisfaction” in the employees of the University of California, Dong and Howard (2006) concluded that there is a relationship between emotional intelligence and job satisfaction and that emotional intelligence has the power to predict job satisfaction. In the field of competition among managers in the global society, Findler, Windol and Morbarak [14] conducted a research project titled “the relationship between diversity, inclusion, organizational culture, employee well-being, job satisfaction and organizational commitment”. The results showed that an increase in employee income is associated with an increase in job satisfaction and organizational commitment. They also found that there is a relationship between organizational commitment and job satisfaction. In a study entitled “the effect of emotional intelligence and its dimension on job satisfaction and organizational commitment” Guleryuz, Guyn, Miski Aydin and Asan (2008) found that emotional intelligence is remarkably associated with job satisfaction and organizational commitment. Ozturk and Deniz (2008) conducted a study entitled “the relationship between the components of job satisfaction and commitment in work among American retailers”. The results indicated that there is a relationship between job satisfaction and organizational commitment. The results also suggested a significant relationship between emotional intelligence and job satisfaction [22]. Othman & Anugerah [19] conducted a research project titled “the relationship between commitment and job success and the mediating role of commitment in emotional intelligence/career success”. They concluded that: (1) People with higher emotional intelligence have a greater commitment to their jobs; (2) commitment predicts job satisfaction; and, (3) commitment mediates the relationship between emotional intelligence and job satisfaction.

Research Hypotheses

1. There is a relationship between the components of emotional intelligence and job satisfaction.
2. There is a relationship between the components of emotional intelligence and organizational commitment.
3. There is a relationship between the components of job satisfaction and organizational commitment.
4. Emotional intelligence can predict job satisfaction.
5. Emotional intelligence can predict organizational commitment.
6. There are significant differences in the scores of emotional intelligence, job satisfaction and organizational commitment in school principals in terms of demographic characteristics.

Materials and Procedures

The present study is conducted in the form of a descriptive-correlational research project to determine the relationship between emotional intelligence, job satisfaction and organizational commitment in elementary school principals of Iranshahr, Iran, in the school year 2012-2013. The population of this study consists of all the school principals of Iranshahr (n=260) in the school year 2012-2013 from among whom 155 people were recruited to participate in this study using stratified random sampling and in accordance with Cochran’s sample size formula. Three questionnaires form data collection instruments of this study including the standard 33-item Sybrya Shrink’s Emotional Intelligence Assessment Questionnaire (1995), the standard 83-
item Smith, Kendall and Hulin’s Job Satisfaction Questionnaire (1969), and the standard 24- item Allen and Meyer’s Organizational Commitment Scale (1990). The face validity of all three questionnaires was confirmed in a pilot study with the presence of a number of elementary school principals. The Cronbach’s alpha reliability of the questionnaires was 0.79, 0.80 and 0.85 for the Emotional Intelligence Assessment Questionnaire, Job Satisfaction Questionnaire and the Organizational Commitment Scale, respectively.

Data analysis was carried out at two levels: descriptive and inferential statistics (Pearson’s correlation, stepwise regression and multi-way ANOVA).

Research Findings

1. There is a relationship between the components of emotional intelligence (self-motivation, self-awareness, self control, social awareness, and social skills) and job satisfaction.

Table 1 - Correlation coefficients between the components of emotional intelligence and job satisfaction

<table>
<thead>
<tr>
<th>Criterion variable: job satisfaction</th>
<th>Statistical Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance level</td>
<td>Squared correlation coefficient</td>
</tr>
<tr>
<td>0.002</td>
<td>0.075</td>
</tr>
<tr>
<td>0.001</td>
<td>0.204</td>
</tr>
<tr>
<td>0.007</td>
<td>0.052</td>
</tr>
<tr>
<td>0.214</td>
<td>0.012</td>
</tr>
<tr>
<td>0.479</td>
<td>0.001</td>
</tr>
<tr>
<td>0.361</td>
<td>0.006</td>
</tr>
</tbody>
</table>

The figures presented in Table 1 show that there is a significant correlation between emotional intelligence and its components of self-motivation, self-awareness, and job satisfaction, that is, there is a significant relationship between emotional intelligence and job satisfaction. According to the coefficient of determination ($r^2$), 7.5% of the variance of emotional intelligence is shared with job satisfaction. The first hypothesis is thus confirmed indicating that there is a significant correlation between emotional intelligence and its components of self-motivation, self-awareness, and job satisfaction. However, the relationship between self-control, social awareness, and social skills on the one hand and job satisfaction on the other is not significant.

2. There is a relationship between the components of emotional intelligence (self-motivation, self-awareness, self control, social awareness, and social skills) and organizational commitment.

Table 2 - Correlation coefficients between the components of emotional intelligence and organizational commitment

<table>
<thead>
<tr>
<th>Criterion variable: organizational commitment</th>
</tr>
</thead>
</table>

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The figures presented in Table 2 show that there is a significant correlation between the components of emotional intelligence (self-awareness, self-control, social awareness, and social skills) and organizational commitment, that is, there is a significant relationship between emotional intelligence and organizational commitment ($r=0.227$). According to the coefficient of determination ($r^2$), 5.2% of the variance of emotional intelligence is shared with organizational commitment. The second hypothesis thus confirmed indicating that there is a significant correlation between emotional intelligence and its components of self-awareness, self-control, social awareness, and social skills on the one hand and organizational commitment on the other. However, the relationship between self-motivation and organizational commitment is not significant.

3. There is a relationship between job satisfaction and organizational commitment.

The figures presented in Table 3 show that there is a significant correlation between job satisfaction and organizational commitment, that is, there is a significant relationship between job satisfaction and organizational commitment ($r=0.469$). According to the coefficient of determination ($r^2$), 22% of the variance of job satisfaction is shared with organizational commitment. The third hypothesis thus confirmed indicating that there is a significant correlation between job satisfaction and organizational commitment.

4. The components of emotional intelligence can predict job satisfaction.
The figures presented in Table 4 show that from among the variables tested by regression analysis, the best predictor of job satisfaction in the first step is self-motivation. Based on the results of stepwise regression analysis, there is a significant relationship between self-motivation and job satisfaction. On this basis, in the first step, self-motivation explains 21.1% of the variance of job satisfaction. The observed F-statistic is significant (p < 0.05). Therefore, the regression is statistically generalizable to the statistical population.

The figures presented in Table 5 show that the Beta coefficient, for each unit of increase in self-motivation, increases job satisfaction for 0.460 units.

The predictive equation of the fourth study hypothesis can be presented as follows:

\[ \text{Job satisfaction} = (0.688) + (0.404) \text{ motivation} \]
Table 6 - Exogenous variables in the regression equation for the prediction of job satisfaction by the components of emotional intelligence

<table>
<thead>
<tr>
<th>Significance level</th>
<th>t-statistic</th>
<th>Beta</th>
<th>Scale</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.791</td>
<td>0.265</td>
<td>0.025</td>
<td>Self-awareness</td>
<td>1</td>
</tr>
<tr>
<td>0.496</td>
<td>- 0.682</td>
<td>-0.060</td>
<td>Self Control</td>
<td></td>
</tr>
<tr>
<td>0.068</td>
<td>- 1.839</td>
<td>-0.171</td>
<td>Social Awareness</td>
<td></td>
</tr>
<tr>
<td>0.160</td>
<td>- 1.413</td>
<td>0.125</td>
<td>Social Skills</td>
<td></td>
</tr>
</tbody>
</table>

p<0.05

The figures presented in Table 5 show that there is no significant relationship between self-awareness, self-control, social awareness, and social skills on the one hand and job satisfaction on the other.

5. Emotional intelligence can predict organizational commitment

Table 7 - Multiple correlation coefficients between the components of emotional intelligence and organizational commitment

<table>
<thead>
<tr>
<th>Significance level</th>
<th>F-statistic</th>
<th>Adjusted Squared Multiple Correlation Coefficient</th>
<th>Squared Multiple Correlation Coefficient</th>
<th>Multiple Correlation Coefficient</th>
<th>Predictive variable</th>
<th>Statistical Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.003</td>
<td>9.381</td>
<td>0.071</td>
<td>0.080</td>
<td>0.283</td>
<td>Self Control</td>
<td>Step 1</td>
</tr>
<tr>
<td>0.001</td>
<td>7.380</td>
<td>0.105</td>
<td>0.121</td>
<td>0.384</td>
<td>Self ControlSelf-motivation</td>
<td>Step 2</td>
</tr>
</tbody>
</table>

p<0.01

The figures presented in Table 7 show that from among the variables tested by regression analysis, the best predictor of organizational commitment in the first step is self-awareness and in the second step is self-motivation. Based on the results of stepwise regression analysis, there is a significant relationship between the variables of self-motivation and self-awareness on the one hand and organizational commitment on the other. On this basis, self-awareness explains 8% of the variance of organizational commitment in the first step and self-motivation explains 12.1% of the variance of organizational commitment in the second step. The observed F-statistic is significant (p<0.01). Therefore, the regression is statistically generalizable to the statistical population.
The figures presented in Table 8 show that the Beta coefficient, for each unit of increase in self-control, increases organizational commitment for 0.369 units, and for each unit of increase in self-motivation, increases organizational commitment for 0.221 units.

The predictive equation of the fifth study hypothesis can be presented as follows:

Organizational commitment = (53.402) + (0.807) self-control + (0.612) self-motivation

The figures presented in Table 9 show that there is no significant relationship between self-awareness, social awareness, and social skills on the one hand and job satisfaction on the other.

Table 8 - Beta coefficient in predicting organizational commitment

<table>
<thead>
<tr>
<th>Significance level</th>
<th>t-statistic</th>
<th>Standardized beta coefficients</th>
<th>Non-standardized beta coefficients</th>
<th>Predictive variable</th>
<th>Statistical Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.003</td>
<td>3.063</td>
<td>0.283</td>
<td>0.202</td>
<td>0.618</td>
<td>Self Control</td>
</tr>
<tr>
<td>0.001</td>
<td>3.749</td>
<td>0.369</td>
<td>0.215</td>
<td>0.807</td>
<td>Self Control Self-motivation</td>
</tr>
<tr>
<td>0.027</td>
<td>2.243</td>
<td>0.221</td>
<td>0.273</td>
<td>0.612</td>
<td>Step 2</td>
</tr>
</tbody>
</table>

p<0.01

Table 9 - Exogenous variables in the regression equation for the prediction of organizational commitment by the components of emotional intelligence

<table>
<thead>
<tr>
<th>Significance level</th>
<th>t-statistic</th>
<th>Beta</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.285</td>
<td>1.138</td>
<td>-0.126</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>0.052</td>
<td>1.254</td>
<td>-0.169</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>0.104</td>
<td>-1.683</td>
<td>-0.180</td>
<td>Social Skills</td>
</tr>
</tbody>
</table>

p<0.05

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6. There are significant differences in the scores of emotional intelligence, job satisfaction and organizational commitment in school principals in terms of demographic characteristics.

The results show that there is a significant difference in the scores of emotional intelligence and organizational commitment in terms of educational qualification. Paired tests presented in Tables 10 and 11 specify the difference between the groups.

**Table 10 - Paired tests comparing the mean scores of emotional intelligence in terms of educational qualification**

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Mean difference</th>
<th>Educational qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.015</td>
<td>10.963</td>
<td>High school diploma or associate degree(98.711) → Master’s degree or higher(113.50)</td>
</tr>
</tbody>
</table>

The results presented in Table 10 show that there is a significant difference in the scores of emotional intelligence between teachers with a high school diploma or an associate degree and teachers with a master’s degree or higher.

**Table 11 - Paired tests comparing the mean scores of organizational commitment in terms of educational qualification**

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Mean difference</th>
<th>Educational qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.001</td>
<td>11.222</td>
<td>High school diploma or associate degree(89.62) → Master’s degree or higher(76.87)</td>
</tr>
<tr>
<td>0.001</td>
<td>8.031</td>
<td>Bachelor’s degree (86.859) → Master’s degree or higher(76.87)</td>
</tr>
</tbody>
</table>

The results presented in Table 11 show that there is a significant difference in the scores of organizational commitment between teachers with a master’s degree or higher and teachers with a high school diploma, an associate degree or a bachelor’s degree.

**Discussion and Conclusions**

The results show that there is a significant positive relationship between the variables of emotional intelligence and organizational commitment in terms of educational qualification. The results of this research project are consistent with the following studies by:

- Dalir Yassavoli and Ebrahim Sani [2] indicating that there is a significant positive relationship between emotional intelligence and organizational commitment in managers and employees;
- Kazemiet al [5] indicating that there is a significant positive correlation between emotional intelligence and self-control and between emotional intelligence and organizational commitment of educational managers; Ghanbari and Hejazi [4] suggesting that there is a mutual interaction between job satisfaction and organizational commitment in managers;
- Mohammadtabaret al [10] suggesting that organizational citizenship behavior and emotional intelligence affect job satisfaction; Ghamari [3] indicating that there is a positive relationship between job satisfaction and organizational commitment in employees;
- Kebrnie et al [6] suggesting that there is a positive relationship between job satisfaction and organizational commitment, Keramati et al [7] indicating that there is a significant positive correlation between emotional intelligence and job satisfaction in employees;
are correlated with organizational commitment and emotional intelligence predicts organizational commitment; Di Xie [23] indicating that there is a significant relationship between job satisfaction and three dimensions of organizational commitment (affective, normative, and continuous commitment); Testa [21] stating that organizational commitment moderates job satisfaction and efforts for providing services; Meyer et al. [18] suggesting that there is a significant relationship between normative organizational commitment and employee performance; Gardner and Stough [15] suggesting that emotional intelligence is a useful predictor for job satisfaction and organizational commitment and that emotional intelligence has a relationship with job satisfaction and organizational commitment; Dong and Howard [13] stating that there is a relationship between emotional intelligence and job satisfaction and that emotional intelligence can predict job satisfaction; Findler, Windol, and Morbarak [14] insisting that there is a relationship between job satisfaction and organizational commitment; Guleryaz, Guney, Miski Aydin, and Asan [16] suggesting that emotional intelligence is highly correlated with job satisfaction and organizational commitment; Kozturk and Deniz (2008) stating that there is a relationship between job satisfaction and organizational commitment and that there is also a relationship between emotional intelligence and job satisfaction; Othman and Anugerah [19] suggesting that people with high emotional intelligence have a greater commitment to their jobs, that commitment predicts job satisfaction and mediates the relationship between emotional intelligence and job satisfaction. From among the variables in the regression, the best predictor of organizational commitment through emotional intelligence is self-motivation. However, there is no significant relationship between the variables of awareness, self-control, social awareness, and social skills on the one hand and job satisfaction on the other. The resolution of the main hypothesis is that emotional intelligence and job satisfaction have the ability to predict organizational commitment in school principals. In terms of demographic variables, there was a significant difference between the scores of emotional intelligence and organizational commitment in terms of educational qualification and between the scores of emotional intelligence and job satisfaction in terms of gender. There was also a significant difference in the scores of emotional intelligence between teachers with a high school diploma and teachers with a master’s degree or higher, a significant difference in the scores of job satisfaction male and female teachers, and a significant difference in the scores of organizational commitment between teachers with a master’s degree or higher and teachers with a high school diploma, an associate degree or a bachelor’s degree.

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