

Investigating the Relationship among Organizational Commitment, Job Satisfaction and Emotional Intelligence: Evidence from Teachers at Secondary Level in Pakistan

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Abstract: The current study is aimed to investigate relationship among three different factors associated with secondary level teachers including organizational commitment, job satisfaction and emotional intelligence in Pakistan. Additionally, it is aimed to investigate the role of age and gender in determining these aspects among selected audience. In order to achieve the research objectives, sample of 150 teachers at secondary level is selected by using stratified random sampling with proportionate allocation to each stratum. Field survey has been conducted during course of current study, and results are based on research type of ex post facto in which structured questionnaire is used to gather data from respondents. Findings of the study revealed that there is a significant positive relationship among investigated factors i.e. job satisfaction, organizational commitment and emotional intelligence. Similarly, it has also been found that there is no difference between teachers of age groups and belonging to different gender, with respect to factors under analysis including organizational commitment and job satisfaction. However there is a significant role of gender played in emotional intelligence i.e. females have greater extent of emotional intelligence than that of males.

Keywords: Organizational Commitment, Job Satisfaction, Emotional Intelligence, Secondary School Teachers (SSTs)

Introduction

It has been observed that most of the teachers either at private schools or government schools in Pakistan not satisfied, due to different reasons (Koustelios, Theodorakis, & Goulmaris, 2004) Usually teachers participate teaching students but are not involved by heart, not create and innovate which in modern era is very important in order compete. Young generation is source of competitiveness in modern era for any country and community and teachers play very important role in developing and making young generation in which Pakistan in unfortunate.

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It has also been found that due to dissatisfaction with their jobs, turnover rate among schools around the Pakistan is very high i.e. drop-in-drop-out syndrome is very high in teachers of Pakistan. It has also been observed that people join teach as profession while it should be a passion (Reilly, Dhingra, & Boduszek, 2014). Secondly, usually people join teaching as a last resort i.e. when they got nothing in other professions. Teachers on the other hand have central position in educational system of any community or country. National Policy on Education around the globe admitted that without effective and quality teaching, no education can be developed and rise. National Policy on Education therefore recommended different steps toward increment of effectiveness and efficiency in teaching profession, involving recruitment of efficient teaching staff and their training and development at every level of education i.e. primary, secondary and higher levels.

This study is therefore aimed to identify and analyze what making teachers successful. Effectiveness of teaching has been central to the research since long ago. Different methods and approaches have been employed in order to study this idea but it has been unanswered, still. Study of teachers and teaching skills have been viewed as one among promising streams of research, having potential for providing answers, and has identified different organizational problems. Whetten and Cameron (1994) has identified that skills and abilities of teachers form vehicles by which practices, strategies, techniques and tools selected and designed by teachers and different styles and personality attributes produce the outcomes in organization.

Few research studies have been conducted in context of organizations therefore study conducted by identified and suggested that there is a need for complex and rigorous investigation to identify and explain the importance and usefulness of different concepts like organizational commitment, job satisfaction, and emotional intelligence (Reilly et al., 2014)

Research Questions:

Following research questions have been investigated during course of subject study.

- Is there any relationship between level of job satisfaction and level of emotional intelligence, among teachers at secondary school in Pakistan?
- Is there any relationship between level of job satisfaction and level of organizational commitment, among teachers at secondary school in Pakistan?
- Is there any relationship between level of job satisfaction and level of organizational commitment, among teachers at secondary school in Pakistan?
- Is there any difference among teachers of different age groups and gender at secondary level of education with respect to their level of emotional intelligence?

- Is there any difference among teachers of different age groups and gender at secondary level of education with respect to their level of job satisfaction?
- Is there any difference among teachers of different age groups and gender at secondary level of education with respect to their level of organizational commitment?

Review of Related Literature

Emotional Intelligence

As defined by (Salovey & Mayer, 1989) , the emotional Intelligence refers to the part of social intelligence, involving abilities to view and monitor emotions and feelings of own and others, aimed to discriminate and differentiate among them, using information as guide to act and think (Koustelios et al., 2004) . Emotional intelligence in an individual can be measured or assess by three different models including Ability Model, Mixed Model and Trait Model. Ability model was established and designed by Salovey and Mayer (1989), focusing on abilities possessed by an individual to process his/her emotions and using it for navigating the social environment.

Trait model on the other hand was designed by Vasily, considering the self perceived abilities and behavioral dispositions and measuring the emotional intelligence through self report. Final model of measuring emotional intelligence is mixed model designed by Daniel Goleman, combination of both the trait model and ability model. Mixed model of EI (Emotional Intelligence) describes the characteristics and skills, deriving leadership performance. In this study the questionnaire used by (Schutte et al., 1998) , based on trait model of EI and was first established by (Salovey & Mayer, 1989) , measuring traits of individuals as relying on self-perception. Different traits identified by the (Salovey & Mayer, 1989), determining the level of emotional intelligence among individuals are summarized in table below.

Table 1: Comparison between Low and High Level Emotional Intelligence

Low Level of Emotional Intelligence:	High Level of Emotional Intelligence:
Confrontational, Demanding, Egotistical, Aggressive, Bossy.	Decisive, Driving, Strong-Willed, Assertive, Ambitious
Impulsive, Glib, Selfish, Easily Distracted, Poor Listener	Warm, Persuasive, Sociable, Enthusiastic, Charming
Resistance to Changes, Slow, Passive, Stubborn, Un-Responsive	Patient, Good Listener, Predicable, Stable, Consistent
Perfectionistic, Fussy, Critical, Hard to Please, and Fussy	Neat, Detailed, Careful, Systematic, and Meticulous

Jude (2011) conducted a study in which they investigate how emotional intelligence influence occupational stress, took case study of secondary school teachers. Results of study revealed that teachers having higher level of emotional intelligence and those having low emotional intelligence are significantly different

with respect to the occupational stress. Similarly study conducted by (Kauts & Saroj, 2010) examined the occupational stress and effectiveness among teachers at secondary level in relation with the emotional intelligence and results revealed that teachers have less occupational stress when having high degree of emotional intelligence and are more effective while teachers with lower level have more occupational stress and therefore are less effective (Williams, 2008)

Salami (2007) investigated the relationship between self efficacy and emotional intelligence with attitude at work of secondary school level (Sezgin, 2009). They found that self-efficacy of individual teacher at secondary level and his/her emotional intelligence is significantly related with attitudes at work (Der Foo, Elfenbein, Tan, & Aik, 2004).

Job Satisfaction

As defined by Spector (1985), the Job satisfaction refers to the attitude of employees, including promotion, pay, supervision, contingent rewards, fringe benefits, coworkers, operating procedures, work nature, and communication (Tu, Plaisent, Bernard, & Maguiraga, 2005). For subject study, the job satisfaction would be considered as defined by (Spector, 1985; Tang, Yin, & Nelson, 2010). Bavendam (2000) on the other hand described that the job satisfaction is comprised on factors include job opportunities, working standards, leadership and level of stress, work standards, adequate authorities, fair rewards and others.

Arani and Abbasi (2008) conducted a study in which he compared the job satisfaction among teachers working at secondary school level and value orientation along with climate of schools in India and Iran. In this study the job satisfaction was taken as dependent variable and independent variables identified include value orientation of teachers, climate of schools, age and gender, specialization of teachers, nature of subject, experience at teaching, types of schools and salaries.(Williams, 2008) Results of study revealed that job satisfaction among teachers of private schools and government schools, varied significantly in both the India and Iran (Reilly et al., 2014) also results revealed that the important values among teachers in Iran include knowledge, health, and prestige of families while core values of teachers in India include democracy, religion and knowledge.

Schneider, Hanges, Smith, and Salvaggio (2003) identified that the employees with higher level of satisfaction remains with their organizations for longer period of time i.e. are loyal with organization and have strong commitment. Similarly, another study conducted analysis of job satisfaction and motivation level among teachers at primary level of education in India. The findings of study revealed that job satisfaction and level of motivation among teachers are strong related with each other. Additionally, results revealed that teachers with higher level of motivation are loyal with their organizations and remains with organization for longer period of time.

Another study identified that employees having higher degree of emotional intelligence are more committed with their jobs and organizations too while employees having lower degree emotional intelligence are relatively less satisfied

with their jobs, resulted into lower level of organizational commitment ([Honingh & Oort, 2009](#)). This study was replicated in India and identified that the level of emotional intelligence of teachers at primary level is not significantly related with level of satisfaction they have and hence with the level of commitment ([Williams, 2008](#)).

Organizational Commitment

The organizational commitment refers to an individual's psychological attachment with his/her organization ([Weare, 2002](#)). Organizational commitment of individuals predicts different variables of work i.e. behavior of organizational citizenship, employees' turnover, performance of individuals at job and the numerous other aspects. Study identified different factors determining the level of organizational commitment for instance including role stress, sense of insecurity, empowerment, employability, performance at job, and distribution of leadership.

([Meyer & Allen, 1997](#)) identified three major constructs of organizational communication including continuance commitment, effective commitment and normative commitment ([Koustelios et al., 2004](#)) The affective commitment refers to the positivity of feelings associated with attachment to, involvement in and identification with the organizational work. Similarly the normative commitment refers to the sense of accountability and obligation an individual feels to the organization. Finally the continuance commitment refers to the extents of commitment; an employee feels to his/her organization specifically when the switching cost is considered ([Joolideh & Yeshodhara, 2009](#)).

([DeCotiis & Summers, 1987](#)) conducted study of 367 employees and their managers and investigated and examined the relationship between outcome measures of motivation among individuals and their level of commitment. They also considered different other factors including employee turnover, desire to leave and performance at job and investigated the relationship of these factors with employees' motivation. Results of study revealed that organizational commitment was strong determinant or predictor of these areas of outcome.

Additionally study identified that employees with high level of motivation have high performance at their jobs, having less desire to switch, therefore have strong organizational commitment ([Joolideh & Yeshodhara, 2009](#)) Another study investigated relationship between job satisfaction and motivation and identified that job satisfaction is strong predictor of employees' motivation, resulted due to presence of numerous factors like intrinsic and extrinsic rewards and others ([Sezgin, 2009](#)).

Therefore based on results of these two studies, it can be deduced that job satisfaction (created due to numerous factors) is resulted into high level of motivation, which determines the level of organizational commitment. Therefore, job satisfaction of teachers is resulted into high degree of job commitment ([Okpara, Squillace, & Erundu, 2005](#)).

Demographic Information and Emotional Intelligence

Emotional competencies are related with social competencies among 105 upper level executives in organizations operating in financial sector (Weare, 2002). Results identified that there is no significant difference between female and male leaders with respect to ways of demonstrating social and emotional competencies (Rozell, Pettijohn, & Parker, 2002). Similarly another study investigated emotional intelligence among 200 individuals of age 16 to 19 years. The score of emotional intelligence was developed and compared based on individuals' demographics including level of parent's education, sex, their household income, location of residence and others (Hopkins, O'Neil, & Williams, 2007). Results shown that levels of emotional intelligence were positive associated with education level of parents, females, and household's level of income.

Analysis of collected data revealed that emotional intelligence score is significantly different between males and females, and shown that among females the EI level is high as compared with males. Similarly the level of emotional intelligence varies with respect to the age level and increased with increase in age of respondents. Another important study investigated differences among teachers at secondary level of education considering perceived EI with respect to different demographics including teaching experience, age, and gender. Results revealed that there is no difference based on age and gender while there was significant difference with respect to experience, teachers have.

Job Satisfaction and Demographics:

Arani and Abbasi (2008) conducted the comparative analysis of job satisfaction among teachers at secondary level of education with climate of their schools and their value orientation in Iran and India. Findings revealed that gender differences do not determine job satisfaction. Additionally, results of study showed that experience of teachers, their age level, subjects of specialization and extrinsic rewards have no influence on job satisfaction level of teachers (Yu, Leithwood, & Jantzi, 2002)

There is relationship between different demographics of individuals and their overall job satisfaction level. Results revealed that job satisfaction and gender, age, experience among regular faculty of Wisconsin Technical College System are not significantly related with each other (Fulmer & Barry, 2004). Different studies conducted in this regards have identified evidently that there is significant relationship between overall job satisfaction level and age of individuals identified that there is positive relationship between experience, age and job satisfaction i.e. job satisfaction increases with increase in age and experience.

Organizational Commitment and Demographics:

Different studies have been conducted in which organizational commitment and related concepts have been investigated and analyzed in different perspectives (Fulmer & Barry, 2004). For instance a study investigated organizational com-

mitment considering as dependent variable for antecedents like tenure or experience, age and education and predict different outcomes like job satisfaction, absenteeism, intention to switch, level of motivation and performance (Karakus & Aslan, 2009). The results of these studies however do not provide significant and stable findings. Most of these studies identified most important demographic factor in commitment studies i.e. the gender.

A study identified that the female are more committed with their organizations are compared with the males. Another study investigated different demographic factors like gender, age, marital status and others as antecedents of job satisfaction and commitment with the organization (Rozell et al., 2002). These studies have reported positive relationship among level of satisfaction, level of involvement in the job, age and others with organizational commitment while there is negative relationship between employees intention to switch and organizational commitment (Yu et al., 2002)

Conceptual Framework:

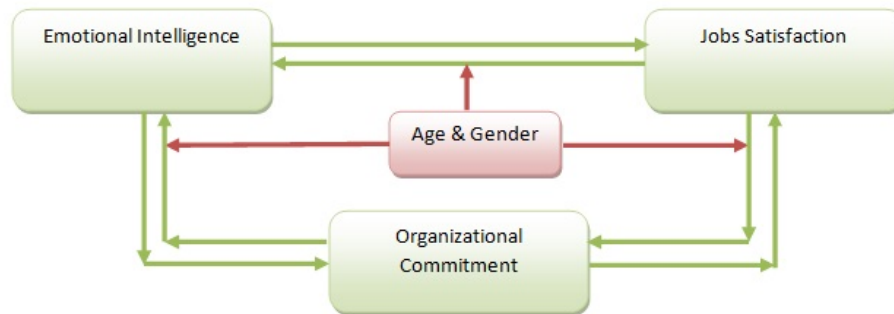


Figure I: Relationship among job satisfaction, organizational commitment and emotional intelligence.

Hypothesis:

- There is a relationship between level of job satisfaction and level of emotional intelligence, among teachers at secondary school in Pakistan.
- There is a relationship between level of job satisfaction and level of organizational commitment, among teachers at secondary school in Pakistan.
- There is a relationship between level of job satisfaction and level of organizational commitment, among teachers at secondary school in Pakistan.
- There is a significant difference among teachers of different age groups and gender at secondary level of education with respect to their level of emotional intelligence.

- There is a significant difference among teachers of different age groups and gender at secondary level of education with respect to their level of job satisfaction.
- There is a significant difference among teachers of different age groups and gender at secondary level of education with respect to their level of organizational commitment.

Research Methodology:

Participants:

Field survey was conducted during course of subject study to collect primary information and data from respondents. Population of subject study was all secondary school teachers working in Pakistan among which sample of 150 was selected from Southern Punjab by using stratified simple random sampling with proportionate allocation. First respondent from first stratum was selected by using random number table and then every kth respondent is selected from each stratum. The age of respondents varies from 22 years to 50 plus, with qualification of graduation and master degree while their teaching experience varied from 1 to 28 years.

Instruments used to Collect Primary Data:

As mentioned earlier in literature review, different tools were selected to collect primary data from respondents, including:

- JSS (Self-Report Job Satisfaction Survey used by [\(Spector & Jex, 1998\)](#)).
- OCQ (Self-Report Organizational Commitment Questionnaire), used by [\(Kunnamatt, 2008\)](#)).
- Trait Model Instrument, used by i.e. SREIT (Self-Reported Emotional Intelligence Test).

Emotional Intelligence Test:

Emotional intelligence during course of subject has been measured and accessed by using SREIT (Self-Report Emotional Intelligence Test, comprised on 33 items, based on three sub-scales including:

- Expression and appraisal of emotions in others and own.
- Emotional regulation among others and in own.

- Involve and utilize emotions in problem solving.

The items were designed on five point Likert Scale based on key that 1 represents strongly disagree, to 5 representing strongly agree. Items 33, 21 and 5 were reversely scored and score would range from 33 to 165 points. The internal consistency checked by through Cronbach's Alpha, ranged from 0.87 to 0.90. While the test-retest reliability was good are $r = 0.78$.

Jobs Satisfaction Survey:

As mentioned earlier, the Job Satisfaction during course of this study has been accessed and measured through Self-Report Job Satisfaction Survey which was developed by Spector (1985). There are total 36 items in tool and are based on six point scale. Response key include 1 for strongly agree to 6 for strongly disagree. Some questions are reversely scored and total score varied from 36 to 216. The test retest reliability was conducted by the Spector (1985) through three small separate samples and correlation was ranged from 0.37 to 0.74, showing the reliability and stability in design of this instrument.

Organizational Commitment Questionnaire:

Organizational commitment, as mentioned was measured through Self-Report Organizational Commitment Questionnaire. Questionnaire was based on 18 items among which six items were for each of subscale including continuance, normative and affective. The responses of items vary from five-point Likert Scale which range from 1 (strongly disagree) to 5 (Strongly Agree). Some items have been answered reversed and total scored of this instrument ranged from 18 to 90. The reliability alphas have been calculated by different researchers while reliability alpha was 0.87 for affective sub-scale while 0.79 for normative subscale and 0.75 for continuance subscale. 0.80 for the reliability of questionnaire in the general. Study conducted found reliability alphas for the instrument and found ranges for each subscale i.e. 0.67 to 0.87 for normative, 0.73 to 0.81 for continuance and 0.74 to 0.87 for affective.

Procedures for Data Collection:

All the mentioned instruments were administered simultaneously to the selected secondary school teachers. They were provided with questionnaire during field survey and proved with enough time and instructions to respond.

Procedures for Data Analysis:

Data is collected from selected respondents and analyzed in SPSS (Statistical Package for the Social Sciences). In order to determine the relationship among different variables, Pearson Product Moment Correlation was used as collected data was interval. Similarly, in order to determine the significant difference between teachers of different gender concerning organizational commitment, job satisfaction and emotional intelligence, independent t0 test was executed. Finally in order to find out and analyze the difference between teachers of different age groups concerning organizational commitment, job satisfaction and emotional intelligence, one-way ANOVA test was run.

Results and Findings:

Emotional Intelligence, Job Satisfaction and Organizational Commitment:

The PPMCC (Pearson Product-Moment Correlation Coefficient) has been used in order to answer research questions 1, 2 and 3 respectively regarding:

- Relationship between Jobs Satisfaction and Emotional Intelligence
 - Relationship between Organizational Commitment and Emotional Intelligence, and
 - Relationship between Organizational Commitment and Jobs Satisfaction.
- Results of PPMCC (Pearson Product Moment Correlation Coefficient) analysis are summarized in Table 1 below.

Table 2: Results of Pearson Product Moment Correlation Coefficient - Relationship among Variables of Study

Variables	1	2
Organizational Commitment	0.401**	0.519**
Emotional Intelligence	1	
Job Satisfaction	0.32*	1
Note: * p<0.05; **p <0.01		

The results shown in Table 1 above are representing significantly positive relationship among organizational commitment, Emotional Intelligence and job satisfaction i.e.

- Emotional intelligence is positively correlated with job satisfaction
- Job satisfaction is positively correlated with organizational commitment

- Organizational commitment is positively correlated with emotional intelligence.

Age, Organizational Commitment, Job Satisfaction and Emotional Intelligence:

In order to find out answer for questions 4, 5 and 6, concerned with difference in emotional intelligence level of teachers, their level of commitment and job satisfaction with respect to their age, one-way ANOVA (analysis of variance) was executed and results of analysis are shown in Table II below.

Table 3: Age, Organizational Commitment, Job Satisfaction and Emotional Intelligence - One-Way ANOVA

Variables	Age Groups	N	M	SD	F	P
Organizational Commitment	20-30	45	70.79	18.07	0.613	0.62
	30-40	50	52.72	18.54		
	40-50	35	62.82	17.06		
	50 and above	20	55.89	15.23		
Emotional Intelligence	20-30	45	121.11	34.15	2.51	0.18
	30-40	50	103.04	34.62		
	40-50	35	113.14	33.14		
	50 and above	20	106.21	31.31		
Job Satisfaction	20-30	45	158.28	38.46	0.021	0.92
	30-40	50	140.21	38.93		
	40-50	35	150.31	37.45		
	50 and above	20	143.38	35.62		

The results shown in Table II above are indicating that there is no significant difference between age group of teachers concerning Organizational Commitment, Emotional Intelligence and Job Satisfaction.

Gender, Job Satisfaction, Organizational Commitment, and Emotional Intelligence:

Similarly, in order to answer second parts of questions 4, 5, and 6 concerned with gender based differences in teacher with respect to organizational commitment, job satisfaction and emotional intelligence, the independent t-test model was executed. Findings and results of independent t-test are summarized in table III.

Findings show that there is no significant difference in teachers of different genders with respect to their level of organizational commitment and job satisfaction. On the other hand, scores computed for Emotional Intelligence for different genders groups i.e. males and females reporting

Table 4: Gender, Organizational Commitment, Job Satisfaction and Emotional Intelligence - Independent t-test

Variables:	Gender	N	M	SD	t	df	p
Organizational Commitment	Females	60	45.68	12.42	3.31	149	0.031
	Males	90	46.45	19.35			
Emotional Intelligence	Females	60	96.43	21.32	1.21	149	0.21
	Males	90	111.87	25.36			
Job Satisfaction	Females	60	116.76	37.87	0.981	149	0.79
	Males	90	131.45	37.84			

that females have higher level of Emotional Intelligence as compared with males.

Findings

Analysis conducted above is resulted into following facts:

- During course of subject study, six different questions were developed and investigated. First question developed and investigated concerned with relationship between emotional intelligence and job satisfaction. The results of analysis in this regards shown that these two variables are significantly different. In other words, it has been observed that teachers having higher degree of emotional intelligence may have higher level of job satisfaction, consistent with results of different studies. Analysis also suggested that these results are mainly due to the fact that teachers with high level of emotional intelligence are able to manage, use emotional aspects and recognize in order to eliminate the issues and obstacles they face while advancing their career as compared with those having low level of emotional intelligence.
- The 2nd question was concerned with the relationship between organizational commitment and emotional intelligence. Analysis suggested that organizational commitment and emotional intelligence are statistically positively correlated. In other words, the teachers with higher level of emotional intelligence have high degree of organizational commitment. Other research came up with same findings and results. Findings therefore revealed that employees are more able to understand their emotions and their own, are more able to express and recognize their emotions, able to manage these positive and negative emotions and are more able to effectively control their emotional aspects and states are more committed with their jobs than those who are unable to control their emotions and so forth.
- 3rd question was aimed to examine and investigating relationship between level of job satisfaction teachers have and their level of organizational

commitment. Results of analysis in this regards show that level of organizational commitment and level of job satisfaction, both are significantly positively related with each other. Different studies conducted previously and came up with same findings. Results also identified that the organizational commitment is based on level of satisfaction teachers have with their jobs. Therefore different dimensions and aspects leading to job satisfaction like salaries and wages, co-workers and colleagues, management and working conditions and numerous other aspects are also leads to the organizational commitment. Consequently teachers with fulfillment of their needs are more likely to have organizational commitment and their performance will also be high.

- 4th question was comprised on two parts, first part was concerned with role of age in emotional intelligence, while second part was concerned with role that gender play in emotional intelligence. Results in this regards identified that there is no significant difference between teachers concerned with different age groups concerning their emotional intelligence. Therefore age did not have any influence on level of emotional intelligence of teachers. Also, different studies in this regards have same findings. Similarly the results of analysis also suggested that level of emotional intelligence of male and female teachers is not difference significantly with each other. Therefore gender does not play any role in level of emotional intelligence of teachers. These results have also been confirmed by other studies.
- 5th question under subject study was regarding role of gender and age in level of job satisfaction and were comprised of two different parts. First part concerned with role of age in job satisfaction while second part analyzed the role of gender in job satisfaction level of teachers. Results of analysis in this regards revealed that there is no significant different between levels of jobs satisfaction of teachers belongs to different age groups i.e. age does not play significant role in level of satisfaction of teachers. These results are consistent with findings of different studies. Results of second part identified that there is no significant role of gender in level of job satisfaction i.e. there is no significant difference between male teachers and female teachers concerning level of job satisfaction. These results are consistent with findings of different studies.
- 6th question was concerned with role of age and gender in level of organizational commitment of teachers. The question was comprised of two parts first part is concerned with role of age in organizational commitment level of teachers while second part is comprised on role of gender in organizational commitment level of teachers. Results of first part identified that there is no significant role of age in organizational commitment level i.e. there is no significant difference between teachers with respect to their level of commitment. Previously conducted studies, confirming these findings but these results are contradictory to the results of some other studies. Similarly the analysis suggested that gender does not play sig-

nificant role in determining organizational commitment. In other words, both male and female teachers are not significantly different from each other concerning level of organizational commitment.

Conclusion:

From analysis of results and discussion on findings of subject study, it is important to note that without having understanding of relationship between organizational commitment and job satisfaction, relationship between job satisfaction and emotional intelligence and relationship between organization commitment and emotional intelligence, all efforts exerted to achieve the organizational commitment would be useless. These constructs and aspects have very important effects on educational system of any country specifically developing countries like Pakistan.

Based on the analysis of data and facts by using different statistical and econometric tools like One-Way ANOVA, t-test, and others, it has been observed that there is a significant positive relationship among organizational commitment, jobs satisfaction and emotional intelligence i.e. each of these factor has significant positive relationship with remaining two. Similarly the results and findings of this study revealed that there was no significant role of age and gender on these factors i.e. age and gender have no significant role in determining emotional intelligence, organizational commitment and job satisfaction.

These findings have implications i.e. in order to retain the talent and teachers enriched with knowledge and other teaching expertise, findings of this study can be employed and will lead to positive results. Schools and other educational institutions therefore should select teachers with high degree of emotional intelligence, as having positive impact over their performance and extent to which they would be able to retain their valuable work. Similarly, teaching staff with high degree of emotional intelligence would be more likely to balance work with the organization demands, minimizing the work conflicts.

Recommendations:

Based on the findings of the study, some important recommendations could be made and findings have certain implications for educationists, researchers and managers. Some important aspects in this regards are summarized as under:

- It would be important for the managers to understand that outcomes of teachers are more likely to be influenced by the level of their emotional intelligence, influenced by the interaction with managers and colleagues.

- Similarly, superiors should understand the ways to manage emotional intelligence of teachers before they are going to develop emotional intelligence among subordinates.
- Workplace based conflicts; teachers may have to face influence the innovation and readiness of teachers to create negatively. Therefore teachers may tend to participate only instead creating, producing and innovating. In order to reduce and resolve conflicts, schools' management must consider and try to enhance level of emotional intelligence for their teachers. This definitely facilitates the teachers to enhance level of organizational commitment and job satisfaction.
- Findings of subject study shown that job satisfaction level of teachers and their level of organizational commitment is not influenced or effective by gender and age group, they belongs to. Therefore it can be concluded that the teachers can increase their level of organizational commitment and job satisfaction regardless the age group they belongs to and their gender.
- Management of schools can increase the motivation level, job satisfaction and organizational commitment without worrying about age of individuals and their gender. This would be resulted into homogeneity in policies, practices and strategies of schools.
- Finally the findings also revealed that the gender differences participate in emotional intelligence of individual teachers and among females it is relatively high as compared with male teachers therefore management must focus more on male teachers instead female teachers, developing and enhancing their emotional intelligence. This study is also subject to certain limitations for instance including:
- This study has used the usable and validated measures, but the data collected was self-reported by the individuals and therefore subject to psychological and social desirability biasness of respondents.
- Secondly, the design of subject study is in such a way that it does not allow making casual statement.
- Finally the investigation conducted and results are based on small sample therefore the ability to generalize results is relatively low.

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