



Exploring The Impact Of Emotional Intelligence On Work Commitment Of School Teachers In Thanjavur

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ARTICLE INFO ABSTRACT

Emotional intelligence (EI) has emerged as a crucial factor influencing various aspects of professional life, particularly in the domain of education. Teachers' ability to understand and regulate their own emotions, empathize with students, and effectively manage classroom dynamics can significantly influence their commitment to their work. This study explores the significance of Emotional intelligence in shaping the work commitment of school teachers within Thanjavur. This study adopts an exploratory and descriptive research design, employing a mixed research methodology that integrates both qualitative and quantitative methods. It focuses on school teachers in Thanjavur and utilizes Convenience Sampling to select a sample size of 150 participants. Data collection is carried out through the administration of a Structured Questionnaire, and the analysis employs both descriptive and inferential statistical techniques to examine the research variables.

The study finds that school teachers generally possess above-average Emotional Intelligence, with males showing higher levels than females. This difference aligns with a stronger work commitment among male teachers. Additionally, the research highlights a positive correlation between Emotional Intelligence and Work Commitment among all teachers, with 'Self-Management' playing a more influential role in predicting commitment than 'Social Awareness' in Thanjavur. By implementing the recommendations mentioned in the study, educational stakeholders can create a supportive and enriching environment for teachers in Thanjavur, ultimately enhancing teacher well-being, job satisfaction, and the quality of education for students.

KEYWORDS: Emotional Intelligence, Work Commitment, Teachers, Self-Awareness, Self-Management, Social Awareness and Relationship Management.

1. INTRODUCTION

Emotional intelligence (EI) has emerged as a crucial factor influencing various aspects of professional life, particularly in the domain of education. In the educational context, where teachers play a pivotal role in shaping young minds and fostering academic development, the impact of Emotional intelligence cannot be overstated. Teachers' ability to understand and regulate their own emotions, empathize with students, and effectively manage classroom dynamics can significantly influence their commitment to their work. Furthermore, the unique challenges and demands faced by school teachers necessitate a varied exploration of how Emotional intelligence manifests in their professional lives and its implications for their dedication to their roles. This study explores the significance of Emotional intelligence in shaping the work commitment of school teachers within Thanjavur.

2. LITERATURE REVIEWS AND RESEARCH GAP

Research on Emotional Intelligence (EI) and its impact on various outcomes such as commitment and performance has been conducted globally across different industries. Wong and Law (2002) highlighted that the relationship between Emotional Intelligence and organizational commitment is significantly influenced by

the emotional labor required by the job, although there is no direct correlation between them. Anari (2012) identified a significant link, suggesting that higher EI is associated with greater organizational commitment. Colomeischi and Colomeischi (2014) discovered that teachers with elevated levels of Emotional Intelligence experience higher self-efficacy, more positive work attitudes, and greater job satisfaction. Shankar (2014) described Emotional Intelligence as a crucial part of social intelligence, essential for perceiving, expressing, understanding, and managing emotions to facilitate emotional growth. He stressed the importance of having emotionally intelligent and committed employees for the longevity and well-being of an organization. Christopher Katungu (2018) explored how Emotional Intelligence relates to job insecurity and organizational commitment, finding a negative correlation between Emotional Intelligence and job insecurity and a positive one with organizational commitment, though Emotional Intelligence did not moderate the relationship between job insecurity and commitment.

Salvarani and colleagues (2019) conducted a study among nurses in emergency departments, showing that lack of mindfulness, empathy, and emotion regulation correlates with higher exhaustion and burnout, subsequently leading to lower personal and work satisfaction. Alismail, Saham, and others (2022) examined the influence of Emotional Intelligence on job satisfaction and organizational commitment, noting a strong positive correlation between Emotional Intelligence and these variables. Hameli and Ordun (2022) found that Emotional Intelligence positively affects self-efficacy, which in turn positively impacts organizational commitment, with self-efficacy mediating the relationship between Emotional Intelligence and organizational commitment.

In 2023, Al-Oweidat et al. studied Jordanian nurses in governmental hospitals and found them to be highly emotionally intelligent yet only moderately committed to their organizations. Azmy Ahmad (2023) analyzed how organizational commitment, Emotional Intelligence, and job satisfaction influence employee performance, concluding that all three positively impact performance, highlighting their importance in organizational success.

Despite extensive research on Emotional Intelligence (EI) and its impact on workplace outcomes, gaps remain, particularly in the context of private higher secondary education in Thanjavur, Tamil Nadu. Specifically, there's limited research exploring how EI impacts work commitment among teachers in this region, with a need for more detailed analysis on how different components of EI influence work commitment. Identifying and addressing these gaps can contribute to a more comprehensive understanding of the role EI plays in enhancing work commitment among teachers, particularly in the context of Thanjavur's private higher secondary schools.

3. CONCEPTUAL FRAMEWORK

3.1 EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions, as well as to perceive and navigate the emotions of others effectively. It encompasses a set of skills that enable individuals to regulate their emotions, empathize with others, communicate effectively, and build and maintain healthy relationships. EI involves traits such as self-awareness, self-regulation, social awareness, and relationship management, all of which play a crucial role in personal and professional success.

Daniel Goleman, a psychologist and author, popularized the concept of EI in the 1990s, highlighting its significance in various aspects of life, including relationships, leadership, and workplace performance. According to Daniel Goleman (1995), Emotional Intelligence is "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." Mayer and Salovey (1997), who are pioneers in EI research, defined it as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

3.2 COMPONENTS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence involves traits such as self-awareness, self-regulation, social awareness, and relationship management, all of which play a crucial role in personal and professional success and the explanations of the same are presented below:

3.2.1 SELF-AWARENESS

School teachers with self-awareness understand their emotions, strengths, weaknesses, and the impact of their actions on others. They recognize their teaching style, personal biases, and how they respond to various situations in the classroom, allowing them to adapt and improve their teaching practices effectively.

3.2.2 SELF-MANAGEMENT

Self-managing teachers regulate their emotions and behaviors, even in challenging situations. They handle stress, frustration, and conflicts constructively, maintaining professionalism and focus on their teaching goals. Through self-control and resilience, they create a positive learning environment for their students.

3.2.3 SOCIAL AWARENESS

Socially aware teachers empathize with their students' emotions, perspectives, and needs. They pick up on nonverbal cues, understand group dynamics, and foster inclusivity within the classroom. By recognizing and validating students' feelings, they build trust and rapport, enhancing the overall learning experience.

3.2.4 RELATIONSHIP MANAGEMENT

Teachers skilled in relationship management cultivate positive and productive interactions with students, colleagues, and parents. They communicate effectively, resolve conflicts diplomatically, and collaborate with others to support student learning and well-being. By nurturing strong relationships, they create a supportive educational community conducive to academic and personal growth.

3.3 WORK COMMITMENT

In general, 'Work Commitment' refers to an individual's dedication, loyalty, and engagement toward their job or profession. It encompasses a strong sense of responsibility, motivation, and willingness to contribute to the goals and objectives of the organization or workplace. Work commitment often manifests in behaviors such as punctuality, reliability, initiative, and going above and beyond what is required.

For teachers in particular, 'Work commitment' extends to their devotion and passion for education, the well-being of their students, and the improvement of their teaching practice. It involves a deep investment in creating a nurturing and effective learning environment, as well as ongoing professional development to enhance their teaching skills and knowledge. Overall, work commitment for teachers involves a deep-seated dedication to their profession, their students, and the pursuit of educational excellence. Teachers with high levels of Emotional Intelligence demonstrate a greater sense of dedication and engagement toward their profession, resulting in several positive outcomes.

4. STATEMENT OF PROBLEM

The primary aim of this study is to investigate the relationship between Emotional Intelligence (EI) and work commitment among school teachers in Thanjavur. Understanding the intricate relationship between Emotional Intelligence (EI) and the work commitment of school teachers in Thanjavur is imperative for several compelling reasons. Firstly, teachers serve as the backbone of the educational system, influencing students' academic progress and overall well-being. By investigating how Emotional Intelligence influences teachers' dedication and engagement with their profession, this study can provide valuable insights into fostering a positive and supportive learning environment conducive to student success.

Moreover, the teaching profession often entails significant stressors and challenges, which can impact teacher well-being and job satisfaction. By exploring how Emotional Intelligence empowers teachers to manage emotions, navigate interpersonal dynamics, and cultivate positive relationships, this research aims to identify strategies for enhancing teacher resilience and mitigating burnout. Through a comprehensive examination of these variables, the study aims to provide insights that can inform strategies for promoting teacher well-being, job satisfaction, and ultimately, enhancing the quality of education in the region.

5. RESEARCH METHODOLOGY

This study employs an exploratory and descriptive research approach, utilizing a mixed research methodology that integrates both qualitative and quantitative methods. It focuses on teachers working in private sector Higher Secondary Schools in Thanjavur, Tamil Nadu. The sampling technique utilized is Convenience Sampling, with a sample size of 150 teachers from this population. Primary data collection involves administering a Structured Questionnaire. To analyze the collected data, a combination of descriptive and inferential statistical techniques is employed. Descriptive methods, such as Mean Analysis, offer a comprehensive overview of central tendencies within the dataset. Furthermore, inferential techniques, including the Independent Sample 't' test, Correlation Analysis, and Multiple Regression Analysis, are utilized to uncover relationships, differences, and predictive insights within the dataset.

6. DATA ANALYSIS AND DISCUSSIONS

6.1. SCHOOL TEACHERS' PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE

Table 1: SCHOOL TEACHERS' PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE

Descriptive Statistics

PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE	N	Mean	SD
Self-Awareness	150	12.71	3.128
Self-Management	150	13.47	2.692
Social Awareness	150	10.13	4.301
Relationship Management	150	11.36	3.579
SCHOOL TEACHERS' PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE	150	47.67	3.667

Source: Primary Data

The study questionnaire comprised twelve questions assessing School Teachers' perceptions of four components of Emotional Intelligence (adapted from Daniel Goleman's revised framework), with three questions allocated to each component. Responses were rated on a five-point Likert scale, ranging from "Strongly Disagree (1)" to "Strongly Agree (5)". Mean scores for each component are presented in Table 1. Analysis indicates that teachers rated 'Self-Management' the highest ($M = 13.47$), while 'Social Awareness' received the lowest rating ($M = 10.13$) compared to other Emotional Intelligence components.

Moreover, the mean scores for all four components exceeded 10 (66.67% or two-thirds of the maximum score), suggesting that teachers perceive their Emotional Intelligence levels to be above average. The Overall Mean Score for teachers' perceptions of the four Emotional Intelligence components is 47.67, equivalent to 79.45% of the maximum possible score ($47.67 / 60 \times 100$). This indicates that teachers' perceptions of their Emotional Intelligence components surpass 79%, indicating an above-average level of Emotional Intelligence perception among School Teachers.

INDEPENDENT SAMPLE 't' TEST - ANALYSIS

H₀: There is no significant difference between the Married and Unmarried School Teachers with respect to Emotional Intelligence perceived/experienced at the workplace.

An independent-samples t-test was conducted to compare the difference between the Married and Unmarried School Teachers with respect to Emotional Intelligence perceived/experienced at the workplace.

Table 2: MARITAL STATUS – PERCEPTION ON EMOTIONAL INTELLIGENCE

VARIABLE	MARITAL STATUS						t - value	P - value
	MARRIED			UNMARRIED				
	N	Mean	SD	N	Mean	SD		
PERCEPTION ON GENDER DISCRIMINATION AT WORKPLACE	88	47.55	3.665	62	45.73	3.992	4.887	0.000**

Source: Primary Data

(** 1% Level of Significance)

As the P value is lesser than Sig. Value (0.01) in the perception on Emotional Intelligence score, the Null Hypothesis is rejected. Based on the mean score of the School Teachers' Perception on the Emotional Intelligence perceived/experienced at the workplace, it can be said that the Mean Score of the Married School Teachers ($M = 47.55$) is more than Unmarried School Teachers ($M = 45.73$). This indicates that the Married School Teachers perceived/experienced more Emotional Intelligence at the workplace than the Unmarried School Teachers. Hence, it is concluded that there is a statistically significant difference between Married and Unmarried School Teachers with respect to the Emotional Intelligence perceived/experienced at the workplace.

6.2 IMPACT OF EMOTIONAL INTELLIGENCE ON WORK COMMITMENT OF SCHOOL TEACHERS INDEPENDENT SAMPLE 't' TEST - ANALYSIS

H₀: There is no significant difference between the Married and Unmarried School Teachers with respect to Work Commitment due to the impact of Emotional Intelligence at the workplace.

An independent-samples t-test was conducted to compare the difference between the Married and Unmarried School Teachers with respect to Work Commitment due to the impact of Emotional Intelligence at the workplace.

Table 3: MARITAL STATUS – IMPACT OF EMOTIONAL INTELLIGENCE ON WORK COMMITMENT OF SCHOOL TEACHERS

COMMITMENT OF SCHOOL TEACHERS									
VARIABLE		MARITAL STATUS						t - value	P - value
		MARRIED			UNMARRIED				
		N	Mean	SD	N	Mean	SD		
WORK COMMITMENT OF SCHOOL TEACHERS		88	20.74	3.558	62	18.33	4.332	4.653	0.000**

Source: Primary Data

(1% Level of Significance)**

As the *P* value (0.000) is lesser than Sig. Value (0.01) in the above case, the Null Hypothesis is rejected. Based on the mean score of the Work Commitment of school teachers due to Emotional Intelligence perceived/experienced at the workplace, it can be said that the Mean Score of the Married School Teachers (*M* = 20.74) is more than Unmarried School Teachers (*M* = 18.33). This indicates that the Married School Teachers have more Work Commitment due to Emotional Intelligence at the workplace than the Unmarried School Teachers. Hence, it is concluded that there is a statistically significant difference between Married and Unmarried School Teachers with respect to the Work Commitment due to the impact of Emotional Intelligence at the workplace.

CORRELATION ANALYSIS

H₀: There is no significant relationship between the Emotional Intelligence and Work Commitment of School Teachers.

A Pearson product-moment Pearson's bi-variate correlation was run to determine the relationship between the Emotional Intelligence and Work Commitment of School Teachers.

Table 4: RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND WORK COMMITMENT OF SCHOOL TEACHERS

VARIABLE	N	r' VALUE	P VALUE	RELATIONSHIP	REMARKS	
					SIGNIFICANT	RESULT
Emotional Intelligence – Work Commitment of School Teachers	150	0.732**	0.000	Positive	Significant	REJECTED

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

As the *P* value is lesser than Sig. Value (0.01) in the above relationship between Emotional Intelligence and Work Commitment of School Teachers, the Null Hypothesis is rejected. The table 4 indicates that there is a high positive correlation (*r* = 0.732) between Emotional Intelligence and Work Commitment of School Teachers. This indicates more Emotional Intelligence at workplace better Work Commitment of School Teachers. Hence, there is a significant relationship between the Emotional Intelligence and Work Commitment of School Teachers.

MULTIPLE REGRESSION ANALYSIS

H₀: Emotional Intelligence has no significant impact/influence on Work Commitment of School Teachers.

Multiple Regression Analysis was conducted to examine the impact of Emotional Intelligence on Work Commitment of School Teachers. It is carried out to determine the best linear combination of various components of Emotional Intelligence (Independent Variable) for predicting "Work Commitment" (Dependent Variable) of school teachers.

Table 5: IMPACT/INFLUENCE OF EMOTIONAL INTELLIGENCE ON WORK COMMITMENT OF SCHOOL TEACHERS**Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.336	1.458		3.759	.000
Self-Awareness	.354	.087	.335	4.223	.000**
Self-Management	.711	.084	.432	7.555	.000**
Social Awareness	.187	.098	.143	2.921	.016*
Relationship Management	.253	.093	.218	3.740	.000**

Dependent Variable: WORK COMMITMENT OF SCHOOL TEACHERS

The combination of all the four independent variables (Components of Emotional Intelligence) significantly predicts the dependent variable i.e., Work Commitment of school teachers, $F(4, 145) = 486.310$, $p = .000$ which is lesser than .001 (Sig. Value 2-tailed) and Adjusted R Square = 0.784 or 78% which is larger according to Cohen.

Out of four components of Emotional Intelligence at the workplace, 'Self-Management' (0.432) is the strongest influencing component in predicting dependent variable – Work Commitment of school teachers. The beta weights suggest that the 'Self-Management' only contribute most (0.432) to predict Work Commitment of school teachers. From the unstandardized coefficient, it is found that the one-unit increase in the 'Self-Management' would increase the Work Commitment of school teachers by 0.711 units. Among others, "Social Awareness" (0.123) is the least influencing component of Emotional Intelligence at the workplace on Work Commitment of school teachers significantly. Self-Awareness (0.335) and Relationship Management (0.218) also predict the Work Commitment of school teachers significantly but lesser than 'Self-Management'.

7. SUMMARY OF FINDINGS

The study indicates that school teachers exhibit above-average levels of Emotional Intelligence across all four components assessed. Moreover, it reveals a disparity in Emotional Intelligence between male and female teachers, with males demonstrating higher levels. This discrepancy correlates with a greater degree of work commitment observed among male teachers compared to their female counterparts. Notably, a robust and positive relationship is observed between Emotional Intelligence and Work Commitment among all teachers surveyed. Additionally, the study underscores the differential predictive power of Emotional Intelligence components on Work Commitment, with 'Self-Management' emerging as a more significant predictor compared to 'Social Awareness' among school teachers in Thanjavur.

8. SUGGESTIONS AND RECOMMENDATIONS

Based on the findings of the study, it is recommended to implement targeted Emotional Intelligence (EI) training programs to further enhance teachers' skills in self-management and social awareness, which have been identified as key predictors of work commitment. These programs should provide teachers with practical strategies for stress management, time management, and empathy-building, thereby empowering them to navigate the challenges of the teaching profession more effectively.

Additionally, gender-sensitive interventions and support mechanisms should be implemented to address the disparity in emotional intelligence and work commitment between male and female teachers. This may include gender sensitivity training programs aimed at promoting gender equality and fostering a supportive work environment where all teachers feel valued and respected.

Furthermore, schools should prioritize the promotion of self-management skills among teachers, given its significant impact on work commitment. Providing resources and training on effective time management, goal setting, and stress management techniques can help educators maintain a healthy work-life balance, reduce burnout, and enhance their overall job satisfaction. Additionally, initiatives to enhance teachers' social awareness, such as diversity training and cultural competency workshops, should be integrated into professional development programs.

By fostering a deeper understanding of diverse perspectives and experiences, educators can create more inclusive learning environments that promote student success and well-being. Overall, by implementing these recommendations, educational stakeholders can create a supportive and enriching environment for teachers in Thanjavur, ultimately enhancing teacher well-being, job satisfaction, and the quality of education for students.

9. CONCLUSION

Emotional Intelligence equips teachers with the ability to understand and manage their own emotions, allowing them to navigate the challenges of the teaching profession with resilience and composure. The cultivation of Emotional Intelligence among teachers significantly enhances their work commitment, leading to improved

student outcomes and a more fulfilling teaching experience. In conclusion, this study has provided valuable insights into the relationship between Emotional Intelligence (EI) and the work commitment of school teachers in Thanjavur. By examining the influence of Emotional Intelligence components such as self-awareness, self-regulation, social awareness, and relationship management on work commitment of teachers, this research contributes academically by deepening our understanding the impact of Emotional Intelligence on teacher well-being within the educational context.

Practically, the findings highlight the importance of integrating Emotional Intelligence training and development initiatives for teachers to support their resilience, enhance job satisfaction, and ultimately improve educational outcomes. By prioritizing the cultivation of Emotional Intelligence skills among teachers, educational stakeholders can foster a more supportive and enriching learning environment, benefiting both teachers and students in Thanjavur and offering valuable implications for educational practices and policies. By prioritizing the cultivation of Emotional Intelligence skills among teachers, educational institutions can foster a more resilient, engaged, and committed teaching workforce, ultimately benefiting both teachers and students in Thanjavur and beyond.

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