The Effect of Emotional Intelligence on Job Satisfaction and Organizational Commitment in the Case of Educational Sector

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Abstract

This study reviews current research into the field of emotional intelligence as it pertains to business. The overall aim of the study was to study the effect of emotional intelligence on both job satisfaction and organizational commitment. The research implemented the quantitative methodology throughout implementing surveys over a defined number of respondents for data collection and the data had been treated using the SPSS statistical tool. Findings indicate a strong positive correlation between emotional intelligence and employee organizational commitment and job satisfaction. The relationship between individual success
and organizational success was established only conditionally. Further study is recommended to establish this relationship in other fields of business.

**Keywords**

Empathy, Emotional Intelligence, Leadership, Self-relationship, Self-management, self-Awareness, Job Satisfaction, Organizational Commitment.

**Introduction**

The potential tangible benefits of EI for the business world are vast. They include more innovation and creativity in the workplace and better physical and mental health (and thus reduced sick days and healthcare costs), healthier and more satisfactory workplace relationships, boosts in efficiency and productivity (Zulfiqar, U., et al., 2020). For the individual, this means being both more successful and more satisfied. Benefits for the organization include improved morale and higher levels of employee engagement (Al-Shqairat, Z. I., et al., 2020). Further benefits include having happier employees who work harder, have a personal stake in what they do, and facilitate world-class performance. In essence, it is possible that EI, when extended throughout a company, can act as a factor that aligns individual satisfaction and success with success and profits for the company, according to Yoke (2018).

Company policies will affect all workers and societies who are supposed to represent by businesses as a consequence of their impact on global culture. A human-centred strategy is increasingly relevant every day as technologies and businesses grow at an ever-faster pace. A new direction, an emotional compass is required in these days of change, which will help lead and channel our acts for the benefit of our citizens and others around, according to Yan (2016). Emotional awareness is a specific attribute that this anchor should support. Emotional intelligence will theoretically build a greater framework for honesty and fairness in industry and organizational strategy. However, the traditional corporate view relies on gains, even at the disadvantage of integrity and human rights. Therefore, until companies and businesses have adequate reasons to integrate EI into a scheme, measurable economic and bottom line benefits must be demonstrated. The importance of the employee is always known in the industry only as to what the organization may sell. It will drive companies to profit to the detriment of the well-being of their workers (Al Shraaah, A., et al., 2021). Throughout the sense of the enterprise-wide EI, though, the person will profit equally with the business, both in terms of his staff and the consumers he represents (Zafar, S.Z., et al., 2021). Research has demonstrated the
advantages of IT for many fields of industry, but only implicitly correlate with personal achievement and performance, according to Washington (2017).

**Research Objectives**

This study seeks to clarify the effect of Emotional intelligence on individuals’ well-being and success and the company’s success and to show the central value of EI in aligning the two factors. Emotional intelligence is the most important quality of any company. Individuals and team members will concentrate on accountability reduction, cooperation and operation, communication and challenge avoidance. EI emphasizes the intent and outcomes that improve the confidence of employees. Results were collected via questionnaires of different departments to evaluate the effect of emotional intelligence on employees and leaders’ success. The metrics may be testing a combination of other factors. Still, the assessment results have been valuable predictors of several real-world variables, just as the effects of high emotional intelligence have been correlated strongly with factors such as productivity, engagement, stress management, social ease, and motivation, to name a few. To clarify this, those researchers who found the predictive influence of emotional intelligence negligible first had to factor out both personality and intelligence. At the same time, emotional intelligence assessments are single tests that can offer the functional intersection of these qualities. Perhaps the theoretical construct behind emotional intelligence does not describe an individual entity or a pure ability distinct from other factors. But what it does measure has been found useful in empirical, practical conditions. This is one of the reasons for the current divide between corporate emotional intelligence and academic, emotional intelligence according to Thornton (2015).

From the academic perspective, unless a certain and accepted theoretical construct backs an idea, it can have no value. But there is a certain degree of pragmatism inherent in the perspectives and agendas of organizations. If it works, use it. This is why emotional intelligence in the business context has been exponentially increasing over the previous two decades. Both businesses and individuals have seen results, according to Van Wingerden (2017). From the academic perspective, a great deal more research must be done before emotional intelligence can be fully understood, whether as an individual entity, or a collection of abilities, a blend of intelligence and personality traits, or some mixture of all these and more (Almomani, R. Z. Q., et al., 2019). However, our understanding of these approaches and qualities can benefit now and is being used currently (Mishra, Shivam Kumar & Gupta, Ravi Kumar, 2021). Therefore, to understand this effect better, one of the aims of this study is to explore the manners in which EI has
been effective in improving the success of individuals and organizations, as well as how it has had no effect (Abu-Rumman, A., et al., 2021).

**Emotional Intelligence and Organizational Commitment**

Emotions are significant in the life of employees and impact employees commitment and behaviour in the workplace, which affect our psychological impressions of wellbeing (Adams, 2017). He said that emotional intelligence involves self-awareness, self-motivation, emotional control, relationship management, empathy, and other skills. The primary result function was corporate engagement and job satisfaction. A survey conducted by Bordia (2017) over 200 employees to study the relationship between emotional intelligence, workplace commitment and job satisfaction. The research concluded that emotional intelligence, engagement and employee satisfaction are supportive. Further analysis by Boyatzis (2017) investigated the relationship between emotional intelligence and loyalty to the organization. The findings suggested that emotional intelligence and workers engagement had a good correlation (Abu-Rumman, A., et al., 2021).

Throughout his research Badewi (2016) analyzed the relationship between emotional intelligence, employee motivation and work satisfaction across 98 managers and concluded that emotional intelligence is high and provides positive results, acts and behaviour (Abu-Rumman, A., 2021). He added that high emotional intelligence contributes to positive emotions and moods that produce a high degree of corporate engagement as workers may have a good relationship. Cesrio et al., (2017) surveyed 464 executives. (2017). The findings found that successful managers become more agile managers who appreciate the current performance (Gupta, Ravi Kumar., 2019). Belik (2016) found that emotional intelligence is one of the most significant variables for evaluating progress in professional life and personal life, as well as in his research “The impact of emotional intelligence on working environments.”

In Kooij research (2017), “Beating an emotional intelligence with the performance of employees,” a powerfully emotional intelligence individual concluded that it is better in social and intra-personal harmony. In his research “The link between emotional intelligence and job satisfaction among school teachers,” Marnewick noticed that in (2017) there is a strong correlation between emotional intelligence and teacher job satisfaction. In another Maqbool report (2017), “The connection between emotional and corporate engagement at Small and Medium Enterprises”, it was apparent that emotional intelligence has a strong positive association with organizational dedication. In an
additional survey by Alfonso (2017) titled ‘The partnership among managers in various sectors of provincial gas companies between emotional awareness and transformational leadership,’ the researchers concluded that an essential relationship exists between emotional intellect and transformative leadership among managers in different divisions in provincial gas companies. Ahsan (2013) conducted a study named the “relationship between the corporate environment and the corporate commitment of employees and managers of educational hospitals from the Hamedan University of Medical Sciences”, which revealed a significant positive relationship between the corporate environment and the commitment of its employees (Alshawabkeh, R., et al., 2020).

**Emotional Intelligence and Employee Performance Relationship**

Emotional intelligence has a crucial function to perform in thoughts and perceptions, according to Brunetto (2012). He also defined the capacity to comprehend feelings and take appropriate actions as emotional intelligence. During the formation of awareness of emotions and feelings of an employee, he clarified three essential aspects, knowing the emotions and feelings of others and performing positive things to recognize these feelings. Galvin (2014) disagreed that emotional intelligence requires a single potential for self-awareness, regulating impulses, internal motivation, knowing other individuals, caring about one’s interactions and feelings, isolating them and using this knowledge to guide one’s personal and other strategies. Medina (2017) suggests that the emotional intelligence of every organization strengthens the project manager’s perception of their feelings and even those of his employees. It identifies these feelings and manages them for the good of the organization and its employees.

Also, Bar-On and al (2000) claimed that emotional intelligence incorporates recognition and guidance of emotions. It also incorporates changes to workers and that the association’s programs aim to develop the employee’s capacity to effectively perform their position and everyday function to accomplish the desired objective. Baczynska (2017) noticed that emotional intelligence plays a crucial role in employee success, especially managers in their businesses, who have to be highly emotionally intelligent. In various emotional contexts, conclusions will vary. Emotional intelligence is useful in decision-making and functioning conditions for workers (Boyatzis, 2017). Numerous reports reinforce the theory that in people with more persuasive social abilities and more significant jobs, the progress rate is more reliable (Meng, 2017), work efficiency is enhanced, and companies with higher income are managed. Emotional intelligence increases the analytical capacity and the success of the team members. The research on
emotional intelligence found a secure connection between emotional intelligence, interpersonal success, and management styles.

Work Engagement and Emotional Intelligence and Employee Performance

Job participation reflects an ambitious, more rewarding, involved and committed state of mind (Moore., 2017). Previous studies have established positive associations between employee participation and successful performance, such as appearance, purpose, and methods (Mosteo et al., 2016). Persons with a substantial degree of dedication to work should have a more favourable background and can bring a more significant contribution to their businesses (Pryke 2015). Job engagement is a concentrated effort centred on corporate goals (Macey, Schneider, Barbera and Young, 2009). Committed workers are willing to work more than individuals to improve their versatile commitment (Abu-Rumman, A., 2018). Every project’s progress depends on the dedication and loyalty of its employees. Job participation would be generally good both for the employee and the organization because the regulation of the way people functions and conduct their tasks is predictable (Demerouti&Cropanzano, 2010). The employees’ dedication to the workplace plays a significant role (Menguc et al., 2013). It can, therefore, be seen as a right attitude which is expressed in strength, concentration, focus and devotion to their job (Rothmann et al., 2005). Their commitment to their careers fundamentally inspires many personally engaged with their profession.

The dedicated employees were identified as interested in their activities (Gruman and Saks, 2011). The dedication to specific outcomes, including better fitness and wellbeing, was historically linked. Enhanced work and consumer happiness, efficiency and health, and decreased attrition and depression are optimistic corporate outcomes (Pocnet et al., 2015). Concerning diligent work, a variety of studies have related this attribute to job success (customer loyalty, efficiency, competitiveness, protection for workers and health for workers), and the overall results, as well as the in- and out-of-role output Ogilvie (2017), described these issues as a consequence of workers’ sense of being relevant, enthusiastic and increased job booms, which contribute to more substantial cash results and more happy clients.

Employees with a more significant degree of commitment and a more substantial degree of interest in their job appear to be both active and mentally engaged with their jobs (Rexhepi, 2017). Specialists should concentrate on productive communities instead of adversely impacting burnout by emphasizing interaction. Combining the workplace decreases the danger of frustration and strengthens job abilities (Shakir, 2017). Employees
with a significant amount of personal assets will also boost their workplace (Simbula, 2013). Of starters, more self-confident teachers (own resources) are usually asked for input from their heads and students on their results more frequently and quickly (job resources), as they can take this criticism more quickly (Satija, 2013). This requires reviews to boost the self-efficiency of teachers (personal support). Emotional intelligence is a traditional tool to bring at function. In addition to the extensive personality tests and diligent behaviour (Rezvani, 2016). Job engagement involves constructive actions involving emotional intelligence and performance.

Further emotional intelligence is more reliable than the degree to which emotional intelligence is at work, and these have common impacts on the workers’ success. Work dedication will contribute to an optimum balance between work challenges, employment income and personal assets between workers (Schippmann 2010). For employees’ job effort and success, many individual assets are necessary. Person assets improve workplace motivation by generating superior interaction in their working atmosphere (Snchez, 2017).

Variables

The dependent variable addressed in the research is Job Satisfaction and organizational commitment. The independent variables are Relationship Management, self-awareness, self-management.

Hypotheses

- H10: There is no direct correlation between relationship management and Job Satisfaction.
- H11: There is a direct correlation between relationship management and Job Satisfaction.
- H20: There is no direct correlation between self-awareness and Job Satisfaction.
- H21: There is a direct correlation between self-awareness and Job Satisfaction.
- H30: There is no direct correlation between self-management and Job Satisfaction.
- H31: There is a direct correlation between self-management and Job Satisfaction.
- H40: There is no direct correlation between Job Satisfaction and organizational commitment.
- H41: There is a direct correlation between Job Satisfaction and organizational commitment.
59% were females regarding the preceding outcomes, and 41% were males (figure 1).

Regarding the preceding outcomes, 7% were between 16-25 years, and 25% were between 26-30 years. However, 34% were between 31-35 years, and 33% were between 36 years and up (figure 2).
Regarding the preceding outcomes, 1% were from 1 to 5 years, where 19% were from 6 to 10 years, and 3% were from 11 to 15 years. However, 26% were from 11 to 15 years, where 1% were from 16 years and above and 12% were from 16 years and above. Moreover, 3% were from six to 10 years, and 35% were from six to 10 years (figure 3).

**Data Analysis and Results**

After data collection, it was imported into the SPSS sheet, then entered into the SPSS data management and statistical analysis system (Statistical Package for social science). Big data companies, analysts, and scientists commonly use the SPSS. The results have been analyzed and tested using the Pearson correlation test and linear regression analysis. Pearson correlation is a way to calculate the interaction between variable pairs that give a scale between -1 to +1. The sign sets out the direction and the extent to which the relationship is strong. The following is the correlation table: Pearson Correlation: the statistical association calculation and intensity of variables. Significance (2 tailed): P-value associated with association N contains the number of observations. Linear regression examines the relation between the separate variables X and the dependent variable Y. The coefficients of the linear equation are forecast and well understood by explanatory variables as the highest estimator of the dependent variable. This paper uses linear regression to measure the strength of the link between job satisfaction and organizational commitment, the dependent variables, and the independent variables self-management, self-awareness, relationship management and empathy. Essentially, it...
assesses which independent variable has the greatest effect on the dependent variable and which has no relationship with the dependent.

Two main tables are created by regression analysis. The first table contains an overview of the model: R is the relationship between the expected and observed dependent variable values; it is between -1 and 1. In the relationship between dependent and independent variables, the value of R shows strength, and the sign indicates either a negative or a positive path of the correlation. The R-square is alluded to as the regression model’ goodness of fit.’ The value differs from 0 to 1. This demonstrates how the independent variable describes the variations in the equation. The bigger the R-squared value, the better the model explains the variations in the dependent variable. Modified R-square is an improvement in R-square to show the stable performance of the linear regression model. Therefore, adjusted R-square as a better alternative to R-square is used in this paper. The Sig is the major level known as the test P-value. It reveals the degree of trust to acknowledge the alternative assumptions. When Sig is greater than the acceptable α point of 5% or 10%, otherwise, no proof is adequate to dismiss null hypotheses.

The “coefficients,” which include the framework of the function, are the second table of the linear regression process. The Y-intercept is called constant, and its direction indicates the influence of independent variables. It consists of the “Unstandardized Coefficient” in column “B” The second column of the unstandardized coefficients consists of the standard error associated with coefficients. T-statistics and their P values are the last two columns. If the coefficients are different from zero, we test for a relevant linear association between dependent and independent variables by specifying an alpha amount of 0.05 or 0.1. The Beta is the coefficient we would achieve under the “standardized coefficient” if all variables in the model had been standardized. However, a multiple regression had been implemented to test the relation between the dependent and independent variables based on a standard error of 5%. The multiple regression analysis had been implemented, taking job satisfaction as a dependent variable.

**Regression Analysis**

<table>
<thead>
<tr>
<th>Model Summary</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model</strong></td>
<td><strong>R</strong></td>
<td><strong>R Square</strong></td>
<td><strong>Adjusted R Square</strong></td>
<td><strong>Std. Error of the Estimate</strong></td>
</tr>
<tr>
<td>1</td>
<td>.681&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.464</td>
<td>.443</td>
<td>.01102</td>
</tr>
</tbody>
</table>

<sup>a</sup> Predictors: (Constant), Empathy Average, Self-Management Average, Self-Awareness Average, Organizational Commitment Average, Relationship Management Average
Table 2 Regression Analysis of Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.014</td>
<td>.007</td>
<td>.174</td>
<td>1.902</td>
</tr>
<tr>
<td>Self-Awareness Average</td>
<td>.196</td>
<td>.082</td>
<td>.184</td>
<td>2.392</td>
</tr>
<tr>
<td>Self-Management Average</td>
<td>-.191</td>
<td>.088</td>
<td>-.001</td>
<td>-2.170</td>
</tr>
<tr>
<td>Relationship Management Average</td>
<td>.197</td>
<td>.079</td>
<td>.105</td>
<td>2.493</td>
</tr>
<tr>
<td>Organizational Commitment Average</td>
<td>.533</td>
<td>.068</td>
<td>.586</td>
<td>7.877</td>
</tr>
<tr>
<td>Empathy Average</td>
<td>-.438</td>
<td>.106</td>
<td>-.026</td>
<td>-4.132</td>
</tr>
</tbody>
</table>

Referring to the above regression analysis, the relationship between the dependent and independent variables will be tested based on a margin error of 5%. The results showed a significant relationship since all the variables showed a margin error below 5%, meaning that the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted. However, the following regression equation will be implemented to validate the regression analysis results (tables 1 and 2).

\[ Y = A + BX_1 + BX_2 + BX_3 + BX_4 + BX_5 \]

Where \( Y \) = dependent variable, \( A \) = constant, \( B \) = Significance level and \( X \) = independent variable Job Satisfaction = 0.519 + 0.018 self-awareness + 0.028 self-management + 0.039 relationship management + 0.020 organizational commitment + 0.020 empathy management. However, another regression analysis took organizational commitment as a dependent variable, and below are the results. However, another regression will be implemented since only one dependent variable can be taken at a time. Below we considered organizational commitment as a dependent variable and the other variables dependent. However, the hypotheses are validated as follows:

- **H0**: There is no statistical evidence between self-awareness and job satisfaction; thus, we reject the null hypothesis.
- **H1**: There is statistical evidence between self-awareness and job satisfaction; thus, we accept the alternative hypothesis.
- **H0**: There is no statistical evidence between self-management and job satisfaction; thus, we reject the null hypothesis.
- **H1**: There is statistical evidence between self-management and job satisfaction; thus, we accept the alternative hypothesis.
- **H0**: There is no statistical evidence between empathy and job satisfaction; thus, we reject the null hypothesis.
• H1: There is statistical evidence between empathy and job satisfaction; thus, we accept the alternative hypothesis.
• H0: There is no statistical evidence between organizational commitment and job satisfaction; thus, we reject the null hypothesis.
• H1: There is statistical evidence between organizational commitment and job satisfaction; thus, we accept the alternative hypothesis.

### Table 3 Model Summary of Constant

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.521&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.272</td>
<td>.244</td>
<td>.584</td>
</tr>
</tbody>
</table>

<sup>a</sup> Predictors: (Constant), Self-Awareness, Self-Management-Relationship Management- Empathy, Job Satisfaction

### Table 4 The relationship between the dependent and independent variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.748</td>
<td>.324</td>
<td></td>
<td>2.304</td>
</tr>
<tr>
<td>Self-Awareness Average</td>
<td>.385</td>
<td>.078</td>
<td>.107</td>
<td>4.935</td>
</tr>
<tr>
<td>Self-Management Average</td>
<td>.389</td>
<td>.076</td>
<td>.408</td>
<td>5.125</td>
</tr>
<tr>
<td>Relationship Management Average</td>
<td>-.230</td>
<td>.059</td>
<td>-.039</td>
<td>-3.898</td>
</tr>
<tr>
<td>Empathy Average</td>
<td>-.220</td>
<td>.094</td>
<td>-.017</td>
<td>-2.340</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>.173</td>
<td>.075</td>
<td>.189</td>
<td>2.300</td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: Organizational Commitment

Referring to the above regression analysis, the relationship between the dependent and independent variables will be tested based on a margin error of 5%. The results showed a significant relationship since all the variables showed a margin error below 5%, meaning that the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted. However, the following regression equation will be implemented to validate the regression analysis results (tables 3 and 4).

\[ Y = A + BX_1 + BX_2 + BX_3 + BX_4 + BX_5 \]

Where Y = dependent variable, A = constant, B = Significance level and X = independent variable. Organizational Commitment = 0.023 + 0.015 self-awareness +0.020 self-management + 0.027 relationship management + 0.023 job satisfaction + 0.035 empathy management.
This means that, for every one percent increase in self-awareness, the organizational commitment tends to be affected by 1.5%.

For every one percent increase in self-management, the organizational commitment tends to be affected by 2%.

For every one percent increase in relationship management, the organizational commitment tends to be affected by 2.7%.

For every one percent increase in job satisfaction, the organizational commitment tends to be affected by 2.3%.

For every one percent increase in empathy, the organizational commitment tends to be affected by 3.5%.

- H0: There is no statistical evidence between self-awareness and job satisfaction; thus, we reject the null hypothesis.
- H1: There is statistical evidence between self-awareness and job satisfaction; thus, we accept the alternative hypothesis.
- H0: There is no statistical evidence between self-management and job satisfaction; thus, we reject the null hypothesis.
- H1: There is statistical evidence between self-management and job satisfaction; thus, we accept the alternative hypothesis.
- H0: There is no statistical evidence between empathy and job satisfaction; thus, we reject the null hypothesis.
- H1: There is statistical evidence between empathy and job satisfaction; thus, we accept the alternative hypothesis.
- H0: There is no statistical evidence between organizational commitment and job satisfaction; thus, we reject the null hypothesis.
- H1: There is statistical evidence between organizational commitment and job satisfaction; thus, we accept the alternative hypothesis.

**Pearson Correlations**

In the context of the interplay between the independent variables (self-awareness, self-management, relationship-management and empathy) and the dependent variables Job satisfaction and organizational commitment, Pearson correlated technique is used. The Pearson correlation coefficient varies between -1 and +1, which indicates a positive,
negative or no association. The Sig (P-value) indicates whether or not the relationship is meaningful. In this study, the relevant amount (α) used is 0.05. The effects of the relation between the variables are shown in Table 5 below.

**Table 5: Correlations dependent and independent variables**

<table>
<thead>
<tr>
<th></th>
<th>Self-Awareness Average</th>
<th>Self-Management Average</th>
<th>Relationship Management Average</th>
<th>Organizational Commitment Average</th>
<th>Job Satisfaction Average</th>
<th>Empathy Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness Average</td>
<td>Pearson Correlation</td>
<td>.274</td>
<td>.341</td>
<td>.271</td>
<td>.364</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td>.000</td>
<td>.001</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td>Self-Management Average</td>
<td>Pearson Correlation</td>
<td>.507</td>
<td>1</td>
<td>.224</td>
<td>.289</td>
<td>.222</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.009</td>
<td>.001</td>
<td>.009</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td>Relationship Management Average</td>
<td>Pearson Correlation</td>
<td>.360</td>
<td>.224</td>
<td>1</td>
<td>.646</td>
<td>.378</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.009</td>
<td>.009</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
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<td>136</td>
</tr>
<tr>
<td>Organizational Commitment Average</td>
<td>Pearson Correlation</td>
<td>.308</td>
<td>.289</td>
<td>.646</td>
<td>1</td>
<td>.282</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.001</td>
<td>.000</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
<td>136</td>
</tr>
<tr>
<td>Job Satisfaction Average</td>
<td>Pearson Correlation</td>
<td>.264</td>
<td>.097</td>
<td>.378</td>
<td>.282</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.009</td>
<td>.009</td>
<td>.000</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>136</td>
<td>136</td>
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<tr>
<td>Empathy Average</td>
<td>Pearson Correlation</td>
<td>.097</td>
<td>.222</td>
<td>.378</td>
<td>.282</td>
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<td></td>
<td>Sig. (2-tailed)</td>
<td>.009</td>
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<td></td>
<td>N</td>
<td>136</td>
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- A significant positive relationship between organizational commitment and self-awareness 0.271. This means that as self-awareness increases in the workplace, it tends to affect organizational commitment by 27.1% in a positive way meaning that as self-awareness increases by 1%, the commitment tends to increase by 27.1%
- A significant positive relationship between self-management and organizational commitment is 0.360. This means that as self-management increases in the workplace, it tends to affect organizational commitment by 36.0% positively, meaning that as self-management increases by 1%, the commitment tends to increase by 36%.
- A significant positive relationship between relationship management and organizational commitment 0.224. This means that as relationship management increases in the workplace, it tends to affect organizational commitment by 22.4%.
positively, meaning that as relationship management increases by 1%, the commitment tends to increase by 22.4%.

- A significant positive relationship between job satisfaction and organizational commitment is 0.646. This means that as job satisfaction increases in the workplace, it tends to affect organizational commitment by 64.6% positively, meaning that as job satisfaction increases by 1%, commitment tends to increase by 64.6%.

- A significant positive relationship between empathy and organizational commitment is 0.378. This means that as empathy increases in the workplace, it tends to affect organizational commitment by 37.8% positively, meaning that as empathy increases by 1%, commitment tends to increase by 37.8%.

**Main Findings, Analysis of Main Results**

This research revealed many issues relating to managers’ and employees’ relationships. The research analysis revealed that managers were capable of controlling, inspiring and directing workers, referring to subjects such as supportive managers versus unsupportive managers, who could interact with employees versus managers who could not. Managers can promote a friendly work environment to illustrate the contradiction between the two or create unwilling and stressful work environments. Managers may or may not sympathize with the staff. Managers can appreciate or ignore employee contributions, and working with them may be demanding and hard. The study focused on the importance of EI skills in managing, motivating, and leading managers and the effect of providing EI sessions on employees’ job satisfaction and commitment. The conclusions showed that these elements are important for the typically overlooked relationship between a director and an employee. Since managers concentrate on reaching organizational objectives, they frequently ignore the administration and motivation of other main roles, cooperative, accommodating, responsible, empathetic, and appreciative, of good managers. The findings revealed these features, which are important for the skills of managers.

Employees found their relationship with their management crucial and expected their managers to be tightly linked. Data research shows the consistency of their interactions with their supervisors is of interest to workers. It looks after its managers and needs shared interest, support, empathy, and accessible contact to collaborate as a team in a comfortable, supportive place of work. The workforce also looks after its managers’ characteristics and characteristics and can often be positively and negatively affected by their IT skills. Their levels of motivation may vary depending on their perceptions of the EI abilities of managers. Many participants noted that their managers are ineffective leaders who call them “dictators” and “tyrants”.

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In contrast, other participants said they are inspired by and emotionally connected to their managers. One researcher claimed that EI capabilities have a greater impact on leadership than IQ. The statement was consistent with the results of the literature. Many studies have found that different skills are vital to social and occupational success (Killian, 2012). EI competencies are considered a significant link between emotional intelligence competencies and are of similar value to IQ.

The literature review found that many workers do not learn to express their emotions; they learn to remove them from work, thus impeding the management skills of their managers. In this analysis, participants reported that the manager used the EI skills in an individual environment but not in a community setting. This manager cannot appreciate how necessary it is to use EI capability in all environments. Some managers may not realize the impact of EI’s management, motivating, and leading employees from this important finding. Participants gave similar expertise and said that the manager avoided using EI when communicating with employees with serious problems such as performance assessments. The participant said it was wise to avoid EI skills when dealing seriously with sensitive matters.

The research results confirmed the importance of the EI skills of the participants. Growing reveals how they interact with their managers daily and how their managers’ abilities impact their reward, work satisfaction, and results. This result confirms the literature findings that the EI skills of managers are important if workers are to be inspired, work satisfaction increases and business efficiency improves. In the absence of EI capacities, managers’ morale, work satisfaction, and ultimately performance may decline if they see their partnership with their managers. Managers lost confidence and enthusiasm for their work and employment due to the lack of EI expertise and encouragement, job satisfaction, and results. Some respondents claimed that they were inspired by their employers’ personalities, characteristics, and abilities and understood that their EI skills improved their job motivation.

Their managers essentially perceived their personal, professional sentiments, needs, and moods as emotionally intelligent. These participants also expressed their admiration and respect for their managers because their managers increased their motivation, increased their pride in members and increased their teamwork, and wanted to show their appreciation to the managers through their hard work. For example, few participants expressed hatred of their work and didn’t sustain the mission and goals of their organization but were motivated by the high EI skills of their supportive and positive managers. Others indicated that the manager’s negative reaction to the participant and his
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colleagues, his hostile conduct made this manager feel that his participant was stalking. This researcher did not ignore the detrimental actions of the boss by knowing how it looked when this boss was not present. This example is by the literary evidence indicating that the human brain stores emotional experiences and memories through interaction with others, which causes the body to react to an aggressive and hostile climate.

Several participants reacted to the lack of empathy shown by management with low EI skills than managers with a higher level of EI skills. This is in line with the literature findings that show people how to interact. People learn to express emotional feelings such as empathy or refrain from expressing emotional feelings when there is a lack of empathy. Some say that their managers’ low confidence may cause low EI skills. This was in keeping with the literature review, which linked confidence with the ability of EI. Open questions encouraged participants to express their experiences and to discuss them. The first question explored participants’ perceptions of their managers’ EI abilities and motivation. Most of the participants agreed that their perception of the EI skills of their managers and their motivation existed. Others claimed that their management’s EI skills improved their morale, while some acknowledged that their managers had no EI skills and led them to decrease. Some said they were self-motivated, although they recognized the lack of EI capabilities of their managers also reduced their motivation. Most of the participants accepted that their assessment of the EI abilities of their supervisors and their work satisfaction is linked. Others also reported improved workplace satisfaction due to their managers’ abilities. The lack of skills at EI of its managers decreased their job satisfaction.

The majority of respondents (61%) accepted that their view of the EI abilities of their supervisors was related to their success. Respondents reported improving the performance of their management EI skills. The EI model became one of today’s major tools to educate and improve EI capabilities. Finally, most participants in the study recognized that the perception and recognition of emotions and their skills by their managers is so important. The literature review supported these results. Most participants spoke of the vital connection between the EI skills of their managers to influence employee motivation, job satisfaction, and performance. The research results identified a positive connection between the skills of EI managers and the people who perceived the connection, influencing their motivation, job fulfi llment, and performance.

Managers are responsible for handling certain personnel in an organization, so they need emotional intelligence to function effectively because innovative firms can only measure themselves by benefit in many forms. Understanding how mutual principles function
leads to an internal emotional understanding. Just like every individual in the different fields of expertise has a profile of strengths and weaknesses, so is the organization. Internal assessments and templates may chart corporate performance at various stages. Models are essential for measuring the pulse of the profitability of an entity. In education administrations, managers and employees show lower levels of performance. To improve their job performance, the education authorities must improve their technical and soft skills. In key educational areas, the managers demonstrate a lower emotional intelligence level. Educational administrators must develop and apply emotional intelligence with higher management skills in a training program.

The staff member has a lower level of emotional intelligence at work that would affect performance more effectively; they must be educated about the importance of emotional intelligence for better work performance. In the future, managers and staff must assume higher roles and responsibilities within educational administrations and develop their skills in intrapersonal, interpersonal, adaptability, stress management, and overall moods. To choose the right person for the right position, vacancies change the administration of the emotional intelligence check, which would improve the workforce’s performance and educational authorities. The study of emotional intelligence and the ability of managers and employees to work effectively has been identified as they are unable to manage their emotional understanding, which directly influences their job. In addition, managers and staff have a moderate to low level of emotional intelligence and performance, which are to be developed to increase employee productivity and improve the image of educational administrations. One especially interesting finding from this study was that managers and employees’ low emotional intelligence impact their work performance. This has consequences for the management, suggesting that educational management can benefit from identifying managers and employees’ levels of emotional intelligence and applying interventions focused on the development of emotional intelligence among educational employees.

Work on intrinsic and international influences that affect employee conduct and employee emotional intelligence. As the action of employees of an organization is strongly affected, the decision-making ability and the capacity to cope with crisis circumstances that may occur of blues. As an essential field of human behaviour, emotional intelligence in developed countries such as Iran involves comprehensive study. To make the country prosper through human capital development, sector-wise research may also be carried out to assess the level of emotional intelligence for stakeholders in various sections of the country. More studies are needed, particularly in Iran, whether in the manufacturing
industry or service industries, concerning the influence of emotional intelligence on communication effectiveness by various organizational variables.

Conclusion

These results could contribute to positive social change by enhancing the manager-employee relationship. The study will help donors, educationalists, social activists, and public policy reformers by discussing issues and directions in which administrators and staff, employers, and employees may enhance their personal and professional ties. The previous literature focused on improving IT competencies by addressing the importance of emotional intelligence on management competencies. As the participants communicate and function directly with their managers every day, the study has shown that they view the interaction with their managers more professionally and stronger. The literature survey did not contain this information. This awareness may help establish a path for all parties to be considerably more harmonious when the managers and the employers realize the importance of this relationship. Professionals of human resources could particularly benefit from this research by learning to employ, recruit, and train qualified managers in a more organizationally effective way. Understanding the partnership with workers and their possible beneficial results will help identify opportunities to boost efficiency, minimize company churn, and attract talented personnel.

Limitations

The research faced many limitations in which the research addressed only one case study. In addition, the research only implemented one methodology, the quantitative methodology and the absence of the qualitative methodology, which means the researcher could not conduct in-depth interviews due to limited time constraints. However, the findings of this research only apply to schools, and that, if the same research had been implemented in another sector, other findings would occur. At last, the research implemented only defined variables, and by that, other variables can be implemented in this research.

Recommendations

Companies will learn to recruit highly qualified executives. Organizations must also learn how to enhance their managers’ IT capacity. In academia, teachers in schools, colleges, and universities may encourage meaningful social progress by introducing and using IE education programs. Lebanese schools, particularly at an early age, may often be of value to all. However, communication courses allow administrators to handle emotions at work
and be comfortable. Like integrated leadership, and EI preparation curriculum will focus on developing empathy, cognitive communication, behaviour and intrapersonal skills, cognitive-communication, and intrapersonal and behavioural skills.

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