







ISSN: 2617-6548

URL: www.ijirss.com

Emotional intelligence and organizational commitment: An affective association in the context of Lebanese universities

 Joumana A. Younis^{1,2*},  Ali Al Ramahy²,  Mazen Massoud³,  Sylvie Alemanno⁴

¹ICL, Junia, Université Catholique de Lille, LITL, F-59000 Lille, France.

^{2,3}Faculty of Business Administration, Jinan University, Tripoli, Lebanon.

⁴Dicen-IDF (EA7339), Paris, France.

Corresponding author: Joumana A. Younis (Email: joumana.younis@univ-catholille.fr)

Abstract

This paper aims to assess the influence of emotional intelligence on organizational commitment. A quantitative survey was conducted among the academic staff of Lebanese universities to reach this objective. This research paper is an explanatory, descriptive, and confirmatory study. This cross-sectional study is based on a quantitative method to examine the validity of the theory or model. This research favors the deductive approach. This approach enables the deduction of a general conclusion from hypotheses. The structured questionnaire is constructed on the theoretical constructs of the mixed approach of the Goleman model, evaluating the following six components: self-awareness, self-control, internal motivation, empathy, leadership skills, and interpersonal relationship management. Empirical testing incorporates the plurality of causes and effects of interaction in this explanatory, descriptive research. Universities confront a lack of employee commitment. Emotional appreciation drives commitment to the organization. E.I. denotes the aptitude to detect, categorize, and use feelings to smooth rational decisions. The study verified that E.I. components significantly and positively influence organizational commitment, with internal motivation having the highest influence in Lebanese universities. Soft skills are essential abilities. Decision-makers and managers of Lebanese universities, conscious and attentive to the influence of employees' emotions, should integrate emotional intelligence into their managerial practices. To build and maintain organizational commitment, displaying appropriate emotions, interpersonal relationships, and communication are compulsory.

Keywords: Emotional intelligence, Internal motivation, Internal motivation, empathy, Interpersonal relationship management, Leadership skills, Organizational commitment, Self-awareness, Self-control.

DOI: 10.53894/ijirss.v7i4.3482

Funding: This study received no specific financial support.

History: Received: 31 October 2023/**Revised:** 29 July 2024/**Accepted:** 21 August 2024/**Published:** 2 September 2024

Copyright: © 2024 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Institutional Review Board Statement: The Ethical Committee of the Jinan University, Lebanon has granted approval for this study (Ref. No. 108).

Publisher: Innovative Research Publishing

1. Introduction

Without emotion, intelligence is blind. Technical skills are no longer enough; organizations that focus solely on professional and technical knowledge face labor problems due to a deficiency in emotional intelligence. Emotions are present in all human activities. However, the professional world has traditionally viewed these emotions as taboo [1]. Emotional intelligence is closely linked to management, specifically Aqqad, et al. [2] leadership, human resources management, and entrepreneurship. Traditional managers always insist that emotions should never cross the organization's threshold [3]. Every day, these managers and the workforce confront their feelings and emotions, which have a direct impact on individual productivity and the effectiveness of collective performance [4]. Therefore, I.Q. intelligence is no longer sufficient to adapt to the business world's constant variations. Hence, if managers are experts in technical skills, like defining scope and content, creating project plans, and tracking costs, they must still be proficient at human skills like team building, collaboration, negotiation, and interpersonal skills [5]. These facts highlight the workforce's need for emotional intelligence (E.I.). Organizations and managers should take advantage of emotional intelligence. They should be aware of their ability to optimize feelings, emotions, moods, and intuition [6].

The practical contribution relies upon both the managerial and organizational levels. Controlling emotions and interpersonal relationships is a significant asset for workforce career management. E.I. regulates the level of involvement, commitment, and adaptation, as well as increasing work efficiency [7]. Emotional intelligence helps managers stand out from the crowd; it allows them to rise to the performance level of subordinates. A positive emotional balance facilitates engagement and cooperation and ultimately leverages economic efficiency. It encourages managers to improve their perceived knowledge of employees' motivational and emotional drivers. Hence, managers appreciate, motivate, and understand their subordinates when they demonstrate and apply innovative emotional intelligence [8]. In the organizational context, improving the emotional experience of employees supports individuals and companies in co-constructing positive and motivating professional experiences, allowing everyone to flourish at work.

1.1. Research Problem

Significant problems confront emotional intelligence. First, organizations that focus solely on professional and technical knowledge face labor complications due to a deficiency in emotional intelligence. High staff turnover and lack of employee commitment confront these companies [9]. Employees who are not committed to the organization often exhibit a negative relationship with their workplace or show no connection or involvement. As a result, they fail to secure intrinsic benefits in the workplace. Second, traditional managers from conventional schools of business, who believe in supervision through coercion and bullying, now find it difficult to adjust their managerial techniques to the needs of their employees. Authoritarian managers also have less chance of reaching positive, effective success and attaining long-term objectives than those who use a democratic management style. Third, according to research by Kearney, et al. [10], most managers believe they are self-aware of their emotions, but only the minority are, which causes employee problems. Therefore, working with managers who are unaware of their own emotions and values, as well as those of the workforce, can reduce team success by half. Fourth, according to the research conducted by Valente, et al. [11] and Khalid, et al. [12], managers' and employees' lack of self-awareness leads to increased stress and decreased motivation. Managers who lack the ability to self-control their emotions have difficulty managing their reactions and impulses. Besides, Jena and Pradhan [13] verified that employees' commitment and experience are the results of the emotional appreciation of the latter during their interactions with the organization. Therefore, poor relationships with colleagues and managers are associated with most negative emotions experienced at work [10]. Hence, Menges [14] and Chen and Chen [15] verified that unsatisfactory interpersonal relationships decrease organizational commitment.

As a result, Puerta, et al. [16] are convinced that developing a comprehensive knowledge of emotional intelligence and integrating the E.I. strategy into the organizational objectives enhance the capabilities and effectiveness of future managers [16].

1.2. Research Objectives

The objective of this paper is twofold; the first is to assess the impact of factors forming emotional intelligence on organizational commitment. This paper evaluates the influence of self-awareness, self-control, internal motivation, empathy, leadership skills, and interpersonal relationship management on organizational commitment. The second objective compares findings between the two sectors, the public and the private sectors of Lebanese universities.

It is critical to shed light on Goleman & Boyatzis's framework [17, 18] to understand the challenges of this managerial skill. Goleman and Boyatzis [19] define emotional intelligence as the set of skills, other than I.Q., necessary for success in life. Daus, et al. [20] and Camara, et al. [21] introduced emotional intelligence as a concept in organizational behavior as the aptitude and capacity to acquire practical skills that are grounded and constructed on five elements: self-awareness, self-motivation, self-control, empathy, and control of human interpersonal relationships. Then, Shylaja and Prasad [22]; Irfan, et al. [23] and Samanta and Kallou [24] postulated that there were at least twenty-five skills ranging from innovation to political sense, hence increasing the number of these components to six.

1.3. Research Questions

The current study emphasizes the critical skill of emotional intelligence and its association with organizational commitment, answering the following questions:

1. How does emotional intelligence E.I. influence the O.C. organizational commitment of instructors in Lebanese universities? What is the impact of E.I. factors on the O.C. in Lebanese universities?

2. What is the relationship between self-awareness, self-control, self-motivation, empathy, and control of human interpersonal relationships and organizational commitment?
3. Is there any difference in applying the variation of emotional intelligence to organizational commitment between the two main education sectors, the private and the public sectors?

1.4. Research Significance

This paper is significant at theoretical and practical levels. Theoretically, this paper appraising the influence of emotional intelligence on organizational commitment is an extension of the mixed approaches of the Bar-On Model and the Goleman Model. Understanding emotional intelligence at work is critical for workforce career management, particularly in constantly changing organizational contexts. This paper is a practical handbook for managers to adopt emotional intelligence. E.I. controls the degree of engagement, dedication, and adaptability and enhances productivity. It motivates managers to increase their perceived understanding of employees' emotions. It inspires managers to utilize self-awareness, self-control, internal motivation, empathy, leadership skills, and interpersonal relationship management.

1.5. Research Structure

This paper comprises five sections, organized into two frameworks: the theoretical and empirical. The first section established the introduction. The second section reviews past publications and literature on emotional intelligence, its theories, and the contemporary approach to organizational commitment, highlighting the relationship between these variables. The third section, for its part, aims to explain the epistemological paradigm and the adopted research method. The fourth section presents the results of the empirical study and the discussion of the latter. The last section concludes the paper by detailing recommendations and research limitations, as well as presenting future research perspectives.

2. Literature Review

Due to changing organizational structures, managing competition, creating a beneficial climate, and encouraging collective development are increasingly critical and vital organizational differentiators [25]. Emotional intelligence is an essential managerial skill for individual and collective performance today. Inspired by Gardner's theory of multiple intelligence [26], E.I. is considered one form of intelligence among others, a specific type comprising social, practical, and personal intelligence. According to [Lorenzo and Lorenzo \[27\]](#), emotional intelligence is a personality traits.

Researchers, including [Ugoani \[28\]](#) and [Bacon and Corr \[29\]](#), agree that emotions are reactions that determine the individual's subjective well-being. Indeed, [Prentice, et al. \[30\]](#) explain that emotions are also directly linked to a specific temporal antecedent. Emotion is a brief and intense emotional state. It comprises three critical factors [31]: the first factor includes the thoughts (cognitive), the second factor embraces the sensations (physiological), and the third factor denotes the tendencies to actions and the subjective experience of a situation (behavioral) [32]. Finally, emotions emerge from workplace relationships, influencing individuals' emotional responses to work and organizational learning [33, 34].

The following paragraphs focus on emotional intelligence, its benefits, components, and advantages. Next, we introduce the concept of organizational commitment. The presentation concludes with a synthesis of the relationship between these terms.

2.1. Emotional Intelligence Overview

[Jufrizen, et al. \[35\]](#) recognized emotional intelligence as emotions mastered through training. E.I., as per the initial work of Mayer and Salovey, cited by the work of [Joy, et al. \[36\]](#) and [Jaafar, et al. \[37\]](#) refers to the harmonious interface of functions and potential emotional capacities and cognitive abilities. Emotional intelligence makes it easier to resist stress and has enduring yet longstanding implications intended to lessen the workforce's well-being, mental health, and welfare. We can interpret E.I. as the ability to detect, classify, and create accurate emotions, which smooth intellectual thoughts and promote emotional and intellectual growth [38, 39].

Researchers define emotional intelligence as a collection of cognitive abilities, including knowledge acquisition, reasoning speed, conceptualization, and anticipation [40]. The first definition of emotional intelligence embraces the capability to distinguish and manifest emotions [41]. The study by [Bru-Luna, et al. \[42\]](#) conducted in 2020 has concluded that E.I. skills and capabilities are not native facets of human beings. These authors posited that experience and training can foster the development of talents. Therefore, we should enrich and improve emotional intelligence through daily interactions to achieve planned objectives such as outstanding productivity and organizational performance [42]. Emotional intelligence is measured by the emotional quotient (E.Q.) and can be delineated by understanding individualized emotions, regulating emotions and impulses, inspiring and influencing other individuals, and managing conflicts [43]. E.I. is a hierarchical construct that first represents the assessment, perception, and evaluation of emotions. Verbal and non-verbal both convey this construct. Second, E.I. denotes any human capability or aptitude that facilitates the integration and assimilation of personal feelings and emotions in order to advance and enhance intellectual and perceptual procedures.

2.2. Emotional Intelligence Approaches

[Al Ghazo, et al. \[43\]](#) conclude that the E.I. of executives can even significantly influence the performance of their subordinates. At the same time, [Fareed, et al. \[26\]](#); [Lorenzo and Lorenzo \[27\]](#), and [Ugoani \[28\]](#) have discovered inconsistencies concerning the notion of emotional intelligence, indicating that an integrated, multidimensional concept characterizes this concept. In this perception, [Petrides and Mavroveli \[44\]](#) distinguish four significant approaches to emotional intelligence: (1) an approach to E.I. through skills and (2) an approach to E.I. through traits, [Petrides and Mavroveli](#)

[44], (3) a "mixed" approach, and finally (4) the integrative model of E.I. Table 1 provides an updated summary of the different models of emotional intelligence.

Table 1.
E.I. Approaches and models.

Approach and model	Definition	Retained variables
Skills-based approach salovey and meyer model	E.I. is considered a type of intelligence assembling a succession of skills assessed using psychometric tests [45]. E.I. is considered an intelligence pattern and cognitive skill [46].	<ul style="list-style-type: none"> • Emotional perception • Emotional assimilation • Emotional understanding • Managing emotions
Line approaches the petrides and furnham model	Di Fabio and Palazzeschi [47] explain emotional intelligence as a concept of differentiated conveyances consenting people to experience, recognize, progress, and utilize emotional information of an intra-personal nature (managing own emotions) or interpersonal (managing the emotions of others). E.I. is a preferred way of dealing with their emotions. Petrides and Furnham, cited by Supramanian, et al. [48], identify fifteen constitutive facets of the E.I. treated in their questionnaire.	<ul style="list-style-type: none"> • Self-esteem, • Emotional regulation, • Controlling of impulsivity, • Stress management, • Emotional perception, • Empathy, • Social abilities, • Regulation of other people's emotions • Intrinsic motivation
Mixed approaches bar-on model	Emotional intelligence is an inventory of skills, behaviors, and traits that make it possible to explain the success of individuals in daily social and professional life situations [49]. "Emotional" skills, namely awareness, but also "social skills," such as the ability to take initiative, manage conflict, have self-confidence, and lead [50].	<ul style="list-style-type: none"> • Intrapersonal skills • Interpersonal skills • Compliance and flexibility • Stress management • Moods
Mixed approaches goleman model	E.I. is a heterogeneous intelligence of intellectual capability and personality traits [51]. This model centers on E.I.'s influence on workplace success [52]. E.I. revolves around four main concepts [53].	<ul style="list-style-type: none"> • Self-awareness • Self-control • Leadership skills • Relationship management
The integrative model	Emotional skills refer to the differences in how people detect, perceive, recognize, use, and control their emotions and those of others. [54]. Emotional skills are acquired competencies constructed on emotional intelligence, leading to a remarkable performance at work [55].	<ul style="list-style-type: none"> • Identification of emotions • Emotional expression • Understanding emotions • Regulation of emotions • Use of emotions

2.3. Benefits of Emotional Intelligence Approaches

The benefits of emotional intelligence are undeniable for organizations and their employees. The latter is an essential skill for managers. Those who demonstrate high emotional intelligence and nurture it become better leaders. Mehta and Singh [56] and Alsughayir [57] illustrate the benefits listed below:

1. Improved awareness. Influential leaders are aware of their emotions, weaknesses, limitations, and strengths [58]. Internal consciousness is not about removing feelings and emotions from decision-making processes. This consciousness recognizes the rational use of emotions. Feelings and emotions can influence decision-making positively and subconsciously.
2. Amplified empathy: Empathetic individuals show higher receptivity to wants and needs and others. Directs and indirect signals, as well as human interactions, amplify indicators of empathy. Individuals possessing an innate capability of amplified empathy perform better at human-centered jobs, such as education, sales, and marketing. In these professions, direct human contact and interaction are essential and dominant in daily work [59].
3. Reduced stress: Stress at work is inevitable. Emotionally intelligent managers have experience managing stress.
4. Cooperative Communication: Managers equipped with E.I. appreciate their colleagues. Managers can capture the climate of the workplace or communicate honestly to adjust to the climate or ease unsettled tensions.
5. Self-regulation: Employees' capacity to govern emotions, compulsions, and desires and to adapt them to different situations. The lack of control can destroy established relationships.
6. Motivation: It embraces the ability to show initiative to seize opportunities, such as subjugating obstructions and challenges to chase goals persistently despite obstacles and setbacks. Motivation has a higher efficiency when correlated with personal aspirations and development.

2.4. Components of Emotional Intelligence

Modern organizations integrate emotional intelligence and its components to optimize workplace interpersonal skills. Emotional intelligence has the power to enhance negotiation and promote teamwork capacities. Besides, E.I. reinforces leadership skills at the interpersonal and relational levels. Accordingly, describing each component constituting this factor is significant in progressing toward an enhanced version of emotional intelligence. Given the studies of Jufrizen, et al. [35], Szcześniak and Tułeczka [39] and Joy, et al. [36], emotional intelligence is divided into four basic skills, explicitly represented

in Table 2. However, Goleman developed and defined six basic and essential skills in professional life. Table 2 discusses these five components in detail:

Table 2.
E.I. components.

Components	Description	Authors
Self-awareness	It embraces the ability to accurately predict thoughts, feelings, and actions and delegate the emotional response to perceiving the other's emotional experience. Indicators of self-awareness comprise self-assurance and accurate self-report.	Amelia, et al. [3] and Edelman and van Knippenberg [4]
Self-control	It is defined as the ability to controls one's emotions, especially under pressure, and to maintain a positive outlook in the face of challenges.. Indicators embrace consistency and integrity, including solving ambiguity and readiness to change behaviors.	Khalid, et al. [12]; Irfan, et al. [23]; Zheng, et al. [60], and Camara, et al. [21].
Leadership skills	Leaders try to comprehend the perceptions and emotions of their colleagues, allowing them to connect, cooperate, and interact effectively. They cultivate their leadership skills, establish strong and reliable connections, engage in conversations and communication, and assist others in their personal growth.	Valente, et al. [31]; Chen and Guo [32]; Sanchez-Gomez and Bresó [33]; and Ain, et al. [34]
Interpersonal relationship management	It established enhanced communication skills to launch and sustain social integration and manage relationships with virtuous interpersonal skills and a good team spirit. Indicators include efficiency in directing future change, persuasive power, knowledge-building, and collective leadership.	Di Fabio and Kenny [38]; Di Fabio and Saklofske [40]; Wan, et al. [41] and Bru-Luna, et al. [42]
Internal motivation	An internal incentive that encompasses external rewards, the desire to do a job, the curiosity to learn, and a feeling that comes from engagement in the job tasks. There is a tendency to pursue objectives with strong commitment and persistence. Indicators encompass a robust desire for success.	Aránega, et al. [45]; Di Fabio and Palazzeschi [47]; Supramanian, et al. [48], and Summey [49]
Empathy	This dimension embraces the feelings of others and interprets non-verbal language, especially when making decisions. Denotes high sensitivity to the needs and opinions of others. Indicators show proficiency in structuring and sustaining talent and customer service.	Sfetcu [51], Kareem and Kin [54], and Chin [55]

Implementing emotional intelligence in an interpersonal context is intertwined with social intelligence, namely all the qualities to understand each concept.

2.5. Organizational Commitment

Two main approaches to defining organizational commitment clash [61]. First, the behavioral approach defines this type of commitment as a process by which an individual's past experiences and behaviors guide their attitudes in the organization [62]. On the contrary, the second attitudinal approach conceives commitment as the degree to which employees identify organizational objectives and values and the desire to maintain the relationship with the latter. In this perspective, attitudes shape the behavior of individuals in the organization. These perspectives allow the study of employees' commitment to their organization. According to Vandenberghe, et al. [63] organizational commitment is delineated by the affective and the continuous dimensions. The first dimension insinuates that the employee stays with the organization because they want to, while the second approach denotes that continuously committed workers do not consider leaving the company; however, they prefer to remain an associate since they sense a moral obligation to do so. Djaelani, et al. [64] and Allen and Meyer [65] explain commitment as a powerful strength connecting a person to a target and prioritizing the organizational target. Consequently, organizational commitment is multi-faceted. According to Allen and Meyer, organizational commitment encompasses the sum of three types of commitment [66]. They distinguish between normative commitment, continuous commitment, and affective commitment. The psychological level that focuses on engagement and behavior reflects the distinction. Normative commitment consists of an obligation to stay, dictated mainly by an imperative of loyalty or the perception of being the recipient of a favor that demands a return [67]. It translates to the words "I must stay." Continuous commitment is based on the need to stay and depends on the individual's awareness of the departure cost. The individual then says to himself, "I need to stay." Finally, affective commitment reflects a desire to stay in the organization, because comfort reinforces this response to a desire to invest. The individual "wants to stay." Affective commitment is defined as employees' emotional recognition and commitment to their establishment. Firuzjaeyan, et al. [68] have verified that the three facets of organizational commitment can be experienced simultaneously [69].

2.6. Emotional Intelligence and Organizational Commitment, An Association Among These Variables

Akhtar, et al. [70]; Alsughayir [57], and Asvio, et al. [71] revealed a relationship associating emotional intelligence, loyalty, and organizational commitment. Allen and Meyer [65] highlighted that individual commitment occurs at three levels: normative, continuous, and emotional [72]. Therefore, emotional intelligence inspires emotional commitment and will stimulate employees to stay in the company because they want to and are not out of obligation. The work environment

increases this feeling of appreciation, as well as the events experienced and each individual's perception. Emotions help explain how some people develop an attachment they qualify as "passionate," while others have a particular aversion to the organization [73, 74]. Al-Oweidat, et al. [75] and Chehrizi and Shakib [76] have conducted research to examine emotional intelligence in the workplace and its connection with employee commitment. Empirical results of the study of Shafiq and Rana [77]; Masrek, et al. [72], and Jain and Duggal [78] verified that the feeling of being a valued member, the feeling of confidence, engagement, and empowerment are essential for employees and increase their organizational commitment. Listening to employees and providing them with the autonomy and flexibility to achieve results in their defined positions fosters their commitment. The work of Chehrizi and Shakib [76]; Khan, et al. [79]; Khalili [80], and Moradi and Tohid Ardahaey [81] on the link between organizational commitment, emotional states, and feelings teaches us that the emotions experienced influence the type of commitment, and lead to a behavioral reaction. Krishnabudi, et al. [82] and Thoa [83] support the hypothesis that emotional reactions to work events induce different commitment forms, not vice versa. For example, a so-called "negative" emotion would cause a break in continuous commitment and would result in withdrawal behavior. These researchers observed a correlation between the absence of emotions in the workplace and the absence of organizational commitment. Emotions, as a source of affective commitment, support normative engagement. The presence and enhancement of emotions at work make it possible to make genuine employee commitment, Edward and Purba [84]. The more emotions are considered a naturally present element in the corporate culture during organizational change, the more genuine the commitment can be.

2.7. Study's Hypotheses

The existing literature study supports numerous associations. It supports the idea that emotional intelligence has a direct relationship with organizational commitment. As a result, emotions could also be linked to the affective commitment of employees [85, 86]. Furthermore, the analysis highlighted that the components of emotional intelligence, namely self-control, internal motivation, empathy, leadership skills, interpersonal relationship management, and self-awareness, are at the origin of emotions at work and directly influence organizational commitment. Hence, this paragraph constructs the research hypotheses.

H₁: Self-Awareness and Organizational Commitment.

- *H1.A: There is a significant statistical relationship between self-awareness and organizational commitment.*

H₂: Self-Control and Organizational Commitment.

- *H2.A: There is a significant statistical relationship between self-control and organizational commitment.*

H₃: Internal Motivation and Organizational Commitment.

- *H3.A: There is a significant statistical relationship between internal motivation and organizational commitment.*

H₄: Empathy and Organizational Commitment.

- *H4.A: There is a significant statistical relationship between empathy and organizational commitment.*

H₅: Leadership Skills and Organizational Commitment.

- *H5.A: There is a significant statistical relationship between leadership skills and organizational commitment.*

H₆: Interpersonal Relationship Management and Organizational Commitment.

- *H6.A: There is a significant statistical relationship between interpersonal relationship management and organizational commitment.*

2.8. Suggested Conceptual Framework

According to Camara, et al. [21] and Zheng, et al. [60] E.I. plays a decisive role in organizational commitment since individuals with greater E.I. can associate emotional experiences with thoughts and actions. The conceptual framework shown in Figure 1 is an analytical tool for constructing this paper's research hypotheses.

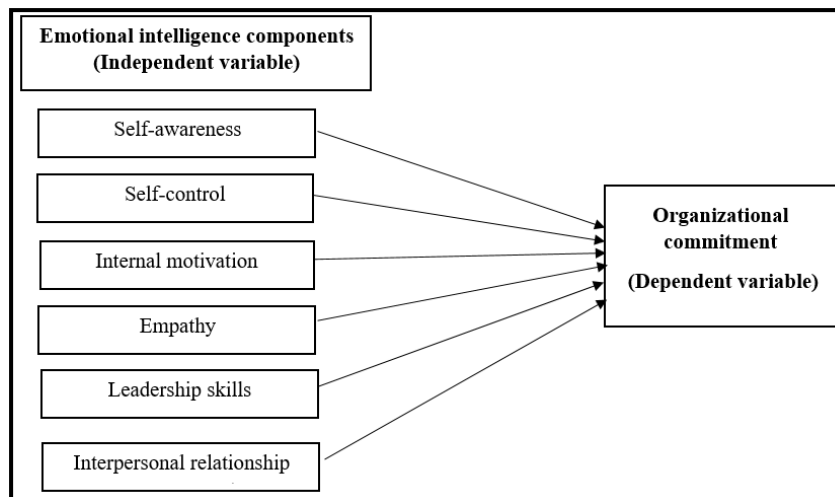


Figure 1.

Conceptual framework.

Source: Sarinapakorn and Sucaromana [87] and Kato, et al. [88].

3. Research Methodology

According to Masrek, et al. [72]; Jain and Duggal [78] and Edward and Purba [84] the practice of emotional intelligence influences instructors' organizational commitment. Therefore, verifying this relationship significantly contributes to a better understanding of emotional intelligence at work when organizational commitment changes.

This cross-sectional study observes a sample cross-section while taking into account time constraints. Incorporated individuals as participants embrace the academic staff available on campus when distributing the questionnaire. The objective is to assess the impact of emotional intelligence-related factors on organizational commitment. Therefore, a quantitative research method was established to attain the research objective and to answer the research question [89, 90].

Furthermore, researchers preferred a structured questionnaire with a five-point Likert scale for quantitative statistical data. The questionnaire is structured in three essential parts.

The first section includes the socio-demographic factors, the second section comprises the components of emotional intelligence as independent variables, and the third section presents the statements of organizational commitment as the dependent variable. We will construct the third section as follows: methods and design, philosophy and approach, and data collection and analysis.

3.1. Research Design

This research paper is an explanatory, descriptive, and confirmatory study. Indeed, research on content appears to be relevant in an exploratory approach where knowledge is extensive.

Given the abundance of research in the field of business management on the impact of emotional skills on organizational commitment, we opted for a content-focused investigation to understand the components and typologies of emotional intelligence, uncover the diverse aspects of organizational commitment, and comprehend the diverse casual relationships between these two concepts. Following this logic, positivism is considered the most suitable philosophy for this research paper [91-93].

Consequently, as previously explained, this research follows a process that begins with the theoretical modeling of emotional intelligence and organizational commitment as a phenomenon under examination through the formulation of hypotheses and then the choice of a quantitative method to examine the validity of the theory or model.

3.2. Research Approach

This research favors deductive reasoning. Benitez-Correa, et al. [94] argued that this reasoning allows a general conclusion from hypotheses to be deduced. Consequently, this approach clarifies, describes, and foresees the current associations between realities.

Therefore, it transitions from the general context (influenced by theory) to the specific situations where the law is automatically applicable [95]. Deductive reasoning offers the opportunity for an authentic validation of the emotional intelligence theory.

3.3. Survey Design

We conducted a quantitative study to gather measurable observable data using deductive reasoning. We collected the information from Lebanese universities and submitted it for analysis and interpretations. Therefore, the main reasons to favor a quantitative analysis over a qualitative analysis are the situation's complexity, the research's progress in a "real" environment, and the objective vision. We implemented the questionnaire as a statistical tool to gather information because it made studying the statements easier. Descriptive and inferential analyses are presented for processing collected information.

3.3.1. The Survey's Measurement Scales

Seven variables make up the research model. Six variables, representing emotional intelligence, served as the independent variables, while the seventh variable, representing organizational commitment, served as the dependent variable. The measurement scales of these variables obtained were face-validated by specialists with expertise in organizational behavior.

The latter established the face validity of the construct. In other words, it verified the representative character of the statements. We employed the five-point Likert scale, which encompasses 5 points, to present a quantifiable outcome. Table 3 presents the variables' operational description, dimensions, and measurement type.

3.3.2. Sampling Procedure and Data Collection Procedure

A quantitative field study was conducted with lecturers and instructors from Lebanese universities using a structured questionnaire to examine the conceptual model and hypotheses. For the study, there were no exclusion criteria. The questionnaire was administered face-to-face with participants showing interest in the survey. The face-to-face data collection took place for eight weeks, starting in November 2019. We used the convenience sample as a non-probabilistic sampling procedure to select participants based on their readiness, willingness, and ability to participate. We selected convenience sampling because instructors from higher educational institutions were readily available easily accessible [101]. This uncomplicated sampling method was favored since it is quick and affordable at a low cost. The academic staff, acting as participants, voluntarily chose to participate without receiving any financial compensation. Since the research follows a quantitative method, the main objective was to reach several participants, more than three hundred people (N > 300), to ensure statistical validity and reliability [102]. 600 instructors from different positions in higher educational institutions participated

in the study. The study included 360 valid questionnaires with completed responses from the gathered participations, while discarding 240 questionnaires with partial responses or empty responses. Participants are professors, lecturers, and instructors from private and public universities operating in Lebanon. We divided the sample equally into 180 questionnaires from both sectors to ensure equal representativeness in the study.

Table 3.
Operational description.

Variables	Operational description	Dimensions	Measure type
Self-awareness	Five items were retained and modified using a variety of approaches. Goleman model cited by the work of Roark and Beuthin [96]; Asiamah, et al. [97]; Camara, et al. [21]	<ul style="list-style-type: none"> • Recognizing one’s own emotions • Seeking to progress • confidence in one’s own feelings 	Ordinal
Self-control	Five retained items adapted from Roark and Beuthin [96]; Asiamah, et al. [97]; Moon [98]; Camara, et al. [21], and Zuanazzi, et al. [99]	<ul style="list-style-type: none"> • Control your impulses • Demonstrate integrity; demonstrate proficient conscience • Accept change • Targets distinction • Leading actions and innovation 	Ordinal
Internal motivation	Five retained items adapted from Roark and Beuthin [96]; Asiamah, et al. [97]; Moon [98]; Camara, et al. [21], and Zuanazzi, et al. [99]	<ul style="list-style-type: none"> • Self-motivation • results-oriented • goal achievement • Contribute to teamwork 	Ordinal
Empathy	Five retained items adapted from Roark and Beuthin [96]; Asiamah, et al. [97]; Moon [98]; Camara, et al. [21], and Zuanazzi, et al. [99]	<ul style="list-style-type: none"> • Communication and listening skills • Decrypt tactical topics 	Ordinal
Leadership skills	Five retained items adapted from Roark and Beuthin [96]; Asiamah, et al. [97]; Moon [98]; Camara, et al. [21], and Zuanazzi, et al. [99]	<ul style="list-style-type: none"> • Build team spirit • Inspire and guide others • Provoke change • Affective influence 	Ordinal
Interpersonal relationship management	Five retained items adapted from Roark and Beuthin [96]; Asiamah, et al. [97]; Moon [98]; Camara, et al. [21], and Zuanazzi, et al. [99],	<ul style="list-style-type: none"> • Help colleagues advance in their careers. • Communicate effectively • Conflict management preparedness • Maintain a quality network 	Ordinal
Organizational commitment	Six retained items were adapted from Eliyana, et al. [100]	Affective, normative, and continuous aspects	Ordinal

4. Data Analysis, Results and Discussion

We executed data entry and processing using SPSS V25 data analysis software to either support or reject the research hypotheses. Indeed, the objective is to understand whether the relationship between variables is supported or rejected. Consequently, we employ the following analysis techniques [103]:

1. The descriptive analysis includes a description of the sample socio-demographics, the mean and the standard deviation, and the correlation matrix.
2. Two inferential statistics (validity and reliability) were deployed on the measuring instrument to verify the measuring of sampling adequacy.
3. The coefficient of Cronbach's Alpha was deployed to evaluate and measure consistency and homogeneity on an internal level.
4. The Kaiser-Meyer-Olkin test determines the factorial analysis’s adequacy. The KMO index measures the adequacy of the variables used in factor analysis. It makes it possible to judge the relevance or not to resort to the analysis in the principal component. The calculation applies to all the variables (KMO) and each individual variable. A summary indicator makes it possible to know for all the variables and each variable taken individually whether the original correlations are more significant than the partial correlations
5. Additional statistics are employed to support or reject the research hypotheses. First, a one-way ANOVA test is deployed to test the direction of the relationship. Second, multiple linear regression is used to underline the level of significance.

4.1. Validity Analysis (KMO)

The KMO index of 0.781 is qualified in a good range because its value exceeds the threshold of 0.5. The measurement test indicates that the associations among items are of acceptable quality. Then, the outcome of Bartlett's sphericity test supports a high significance ($p < 0.05$ and $= 0.000$) and authorizes acceptance of the attained sample.

Table 4.
Validity analysis (KMO).

Variable	Items	KMO	Approx. Chi-square	KMO for the questionnaire	Significance
Self-awareness	5	0.793	600.976	0.759	0.000
Self-control	5	0.722	325.549		0.000
Internal motivation	5	0.748	341.704		0.000
Empathy	5	0.602	653.156		0.000
Leadership skills	5	0.787	652.360		0.000
Interpersonal relationship management	5	0.714	257.282		0.000
Organizational commitment	6	0.710	704.650		0.000

Table 4 exhibits Cronbach's Alpha coefficient. It assesses internal consistency or homogeneity. In other words, it presents the reliability of answers to the test. The value of Cronbach's Alpha coefficient varies from 0.71 to 0.79. These values greater than 0.70 are considered satisfactory.

4.2. Reliability Analysis

Table 5 presents the reliability analysis. The reliability test analysis is based on 360 valid observations. Values are 0.791, 0.701, 0.702, 0.702, 0.737, and 0.741, respectively, for self-awareness, self-control, internal motivation, empathy, leadership skills, and interpersonal relationship management, except for the organizational commitment; the latter has reached a value of 0.663; the value of the other factors all exceeds 0.70.

Table 5.
Reliability statistics.

Dimensions/variables	Cronbach's alpha	Cronbach's alpha based on standardized items	N of items
Self-awareness	0.791	0.803	5
Self-control	0.701	0.701	5
Internal motivation	0.702	0.698	5
Empathy	0.702	0.698	5
Leadership skills	0.737	0.733	5
Interpersonal relationship management	0.741	0.737	5
Organizational commitment	0.663	0.654	6

4.3. Sample Socio-Demographics Characteristics

360 valid questionnaires were collected face-to-face. The table below lists the characteristics of the research sample according to the sector.

Table 6.
The sample socio-demographics characteristics.

Teaching sector		Frequency	Percent	Valid percent	Cumulative percent
Public sector	Gender	Male	103	57.2	57.2
		Female	77	42.8	42.8
		Total	180	100.0	100.0
Private university	Gender	Male	97	53.9	53.9
		Female	83	46.1	46.1
		Total	180	100.0	100.0
Public sector	Age	25 – 30 years old	13	7.2	7.2
		31 – 36 years old	38	21.1	21.1
		37 – 42 years old	39	21.7	21.7
		43 – 48 years old	32	17.8	17.8
		49 – 54 years old	23	12.8	12.8
		55 – 60 years old	35	19.4	19.4
Total	180	100.0	100.0		
Private university	Age	25 – 30 years old	11	6.1	6.1
		31 – 36 years old	35	19.4	19.4
		37 – 42 years old	35	19.4	19.4
		43 – 48 years old	36	20.0	20.0

Teaching sector			Frequency	Percent	Valid percent	Cumulative percent
		49 – 54 years old	25	13.9	13.9	78.9
		55 – 60 years old	38	21.1	21.1	100.0
		Total	180	100.0	100.0	100.0
Public sector	Marital status	Single	33	18.3	18.3	18.3
		Married	77	42.8	42.8	61.1
		Divorced	36	20.0	20.0	81.1
		Widowed	34	18.9	18.9	100.0
		Total	180	100.0	100.0	100.0
Private university	Marital status	Single	21	11.7	11.7	11.7
		Married	99	55.0	55.0	66.7
		Divorced	35	19.4	19.4	86.1
		Widowed	25	13.9	13.9	100.0
		Total	180	100.0	100.0	100.0
Public sector	Education	Masters	32	17.8	17.8	17.8
		DBA	64	35.6	35.6	53.3
		PhD	84	46.7	46.7	100.0
		Total	180	100.0	100.0	100.0
Private university	Education	Masters	34	18.9	18.9	18.9
		DBA	53	29.4	29.4	48.3
		PhD	93	51.7	51.7	100.0
		Total	180	100.0	100.0	100.0
Public sector	Years of experience in the same university	1 to 2 years	34	18.9	18.9	18.9
		3 to 4 years	24	13.3	13.3	32.2
		5 to 6 years	47	26.1	26.1	58.3
		7 to 8 years	46	25.6	25.6	83.9
		9 to 10 years	5	2.8	2.8	86.7
		11 years and above	24	13.3	13.3	100.0
		Total	180	100.0	100.0	100.0
Private university	Years of experience (The same university)	1 to 2 years	33	18.3	18.3	18.3
		3 to 4 years	23	12.8	12.8	31.1
		5 to 6 years	48	26.7	26.7	57.8
		7 to 8 years	54	30.0	30.0	87.8
		9 to 10 years	5	2.8	2.8	90.6
		11 years and above	17	9.4	9.4	100.0
		Total	180	100.0	100.0	100.0
Public sector	Academic position	Instructor/Lecturer	14	7.8	7.8	7.8
		Associate professor	60	33.3	33.3	41.1
		Professor	90	50.0	50.0	91.1
		assistant teacher	16	8.9	8.9	100.0
		Total	180	100.0	100.0	100.0
Private university	Academic position	Instructor/Lecturer	14	7.8	7.8	7.8
		Associate professor	64	35.6	35.6	43.3
		Professor	87	48.3	48.3	91.7
		assistant teacher	15	8.3	8.3	100.0
		Total	180	100.0	100.0	100.0
Public sector	Type of contract	Part-time	59	32.8	32.8	32.8
		Full-time	46	25.6	25.6	58.3
		Contractual per hour	75	41.7	41.7	100.0
		Total	180	100.0	100.0	100.0
Private university	Type of contract	Part-time	52	28.9	28.9	28.9
		Full-time	50	27.8	27.8	56.7
		Contractual per hour	78	43.3	43.3	100.0
		Total	180	100.0	100.0	100.0

Table 6 describes the sample socio-demographics characteristics. It divides them according to private and public Lebanese universities.

- Gender: For the public sector, 57.2% are men and 42.8% are women; in the private sector, 53.9% are men and 46.1% are women. Therefore, these percentages are somehow balanced and represent the opinion of both genders in Lebanese universities.
- Age: The age ranges from 25 to 60, comprising six diverse groups in both sectors. In the public sector, 21.1% of the sample were aged between 31 and 36 years old, 21.7% were between 37 and 42 years old, 17.8% were between 43-48 years old, and 19.4% had an age varying between 55 and 60 years. However, in the private sector, the age groups between 55 and 60 represent 21.1% of responses, followed by the age group between 43-48 years old, represented by 20%. The remaining percentages are shown in the table.

- **Marital Status:** Among the 180 responses to this question, respondents in the public sector were 77 married, 36 were divorced, and 34 were widowed, representing 42.8%, 20%, and 18.9%, respectively. In the private sector, 55% are married, 19.4% are divorced, and 13.9% are widowed.
- **Education:** For the education of instructors in the public sector, 64 out of 180 have a DBA degree, and 84 out of 180 have a Ph.D. degree, representing 35.6% and 46.7%, respectively, of participants. However, 34 out of 180 have a master's degree, 53 out of 180 have a DBA degree, and 93 out of 180 have a Ph.D. degree, representing 18.9%, 29.4%, and 51.7% of participants in the private sector.
- **Years of Experience at the Same University:** We study the seniority of participants in both university sectors based on a variance of 2 years. Years of public sector experience are higher than those of private university respondents. Results show that only 2.8% of participants have 9 to 10 years of experience, and only 9.4% have 11 years of experience and above in the same university. While in the public university, 25.6% have 7 to 8 years of experience, and 13.3% have 11 years of experience and above in the same university.
- **Academic Position:** In both sectors, participants have an advanced academic position. Specifically, 33.3% are associate professors, and 50% are professors in the public university. While 35.6% are associate professors and 48.3% are professors in private universities.
- **Type of Contract:** In the public university, there are 59 holding a part-time contract, 46 holding a permanent position (full-time), and 75 holding a contractual contract per hour. In the private university, 28.9% have a part-time contract, 27.8% have a permanent position (full-time), and 43.3% have a contractual contract per hour.

4.4. Descriptive Statistics

Measures of the St. Deviation, Skewness, and Kurtosis are calculated according to the answers obtained from a sample N = 360. It synthesizes a set of results characterizing this sample.

Table 1.
Descriptive statistics.

Dimensions/variables	N	Minimum	Maximum	Mean	Standard. deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. error	Statistic	Std. error
Self-awareness	360	2.00	4.33	3.189	0.693	-0.302	0.129	-0.776	0.256
Self-control	360	2.50	4.67	3.429	0.639	0.347	0.129	-0.738	0.256
Internal motivation	360	2.86	4.71	3.821	0.581	-0.113	0.129	-1.182	0.256
Empathy	360	2.60	4.00	3.575	0.454	-0.960	0.129	-0.282	0.256
Leadership skills	360	2.50	4.33	3.619	0.493	-0.821	0.129	0.216	0.256
Interpersonal relationship management	360	2.33	4.17	3.644	0.578	-1.049	0.129	.158	0.256
Organizational commitment	360	3.00	4.67	3.775	0.543	0.128	0.129	-1.374	0.256
Valid N (Listwise)	360	-	-	-	-	-	-	-	-

Table 7 demonstrates the descriptive statistics. It shows that the variables' means are greater than 3. Negative questions often pose some interpretive difficulties for respondents. Results show a very high concentration of good scores; for example, the self-awareness mean is 3.18 with an STD. Deviation of 0.69 on a scale of 1 to 5; the mean for organizational commitment is 3.7, with a standard deviation of 0.54 on an agreement scale ranging between 1 to 5. Skewness and Kurtosis show values for asymmetry ranging between -2 and +2. The latter verified that the data was distributed normally.

Table 8 tests the correlation between variables. The statistical test of correlation approves the linear associations among variables. This test assesses the extent to which studied variables fluctuate instantaneously. Three versions of this test are retained: first, the Pearson coefficient presents values to evaluate the correlation strength. Second, the Significance leads to the confirmation of the results when its value is lower than 0.05. Third, the "N" presents the valid number of answers for statistical analysis and shows missing values for the variables. Indeed, the six emotional intelligence dimensions are significantly linked to organizational commitment with a good P. coefficient, a Significance The value of 0.000 is less than 0.01, and an N of 360 shows no missing values. For instance, internal motivation significantly correlates with organizational commitment, with a good Pearson coefficient of 0.968, signifying a positive correlation between the two. The correlation has a significant level of 0.01 level (two-tailed).

Table 2.
Matrix of correlations.

Dimensions/variables		Self-awareness	Self-control	Internal motivation	Empathy	Leadership skills	Interpersonal relationship management
Self-control	Pearson correlation	0.286**	1				
	Significance . (2-tailed)	0.000					
	N	360	360				
Internal motivation	Pearson correlation	0.128*	0.113*	1			
	Significance . (2-tailed)	0.015	0.032				
	N	360	360	360			
Empathy	Pearson correlation	0.226**	0.607**	0.587**	1		
	Significance . (2-tailed)	0.000	0.000	0.000			
	N	360	360	360	360		
Leadership skills	Pearson correlation	0.172**	0.285**	-0.096	0.113*	1	
	Significance (2-tailed)	0.001	0.000	0.069	0.033		
	N	360	360	360	360	360	
Interpersonal relationship management	Pearson correlation	0.558**	0.525**	0.639**	0.668**	0.231**	1
	Significance (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	360	360	360	360	360	360
Organizational commitment	Pearson correlation	0.190**	0.597**	0.968**	0.598**	0.675**	0.610**
	Significance (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	360	360	360	360	360	360

Note: **. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 3.
One-way ANOVA between I.V.s and DV.

Dimensions/variables		Sum of squares	df	Mean square	F	Significance
Self-awareness and organizational commitment	Between groups	87.900	8	10.988	211.362	0.000
	Within groups	18.247	351	0.052		
	Total	106.147	359	-		
Self-control and organizational commitment	Between groups	66.217	8	8.277	72.760	0.000
	Within groups	39.930	351	0.114		
	Total	106.147	359	-		
Internal motivation organizational commitment	Between groups	105.661	7	15.094	10930.071	0.000
	Within groups	.486	352	0.001		
	Total	106.147	359	-		
Empathy and organizational commitment	Between groups	48.321	4	12.080	74.162	0.000
	Within groups	57.826	355	0.163		
	Total	106.147	359	-		
Leadership skills and organizational commitment	Between groups	97.760	7	13.966	586.141	0.000
	Within groups	8.387	352	0.024		
	Total	106.147	359	-		
Interpersonal relationship management and organizational commitment	Between groups	76.671	5	15.334	184.164	0.000
	Within groups	29.476	354	0.083		
	Total	106.147	359	-		

4.5. One-way ANOVA between I.V.s and DV

Table 9 presents the one-way ANOVA. The latter tests if the correlations between the variables are significant. Therefore, it tests the hypotheses by testing the significance of P (the probability of obtaining the value of the test must be less than

0.05). Results are significant ($p < 0.05$), so the null hypotheses are rejected. The p-value supports the alternative hypotheses. In the table above, all Significant values are less than 0.05, supporting the alternative hypotheses and rejecting the null hypotheses. For instance, the p values indicate that the association between self-awareness and organizational commitment is statistically significant ($p = 0.000$) and has a high F value of 211.362.

4.6. Multiple Linear Regression

Correlations between all variables (dependent and independent) have been closely examined previously in the One-way ANOVA table. In this study, six independent variables are associated with one dependent variable. Table 10 highlights the model summary. The R square indicator should have a range of 0 and 1. When the R square is close to 1, it supports the model's relevancy.

Table 10. Model summary.

Teaching sector	Model	R	R square	Adjusted R square	Std. The error in the estimate
Public sector	1	0.905 ^a	0.900	0.900	0.055
Private university	1	0.995 ^a	0.990	0.990	0.055

Note: a. Predictors: (Constant), Interpersonal relationship management, leadership skills, self-control, self-awareness, empathy, internal motivation.

Table 10 presents the model summary of the organizational commitment variation (R^2) following changes in emotional intelligence. This table compares changes in the two sectors.

In the public sector, organizational commitment is described by 90% of the fluctuation in the components of E.I. Consequentially, the model elucidates 90% of the organizational commitment of instructors in the Lebanese university (public sector).

In the private sector, organizational commitment is illustrated by 99% of the fluctuation in the components of E.I. The model describes 99% of the organizational commitment of instructors in the surveyed private Lebanese universities.

Table 11. ANOVA.

Teaching sector	Model		Sum of squares	df	Mean square	F	Significance
Public sector	1	Regression	52.515	6	8.752	2829.019	0.000 ^b
		Residual	0.535	173	0.003		
		Total	53.050	179	-		
Private university	1	Regression	52.540	6	8.757	2822.110	0.000 ^b
		Residual	.537	173	0.003		
		Total	53.077	179	-		

Note: Dependent variable: Organizational commitment
b. Predictors: (Constant), Interpersonal relationship management, leadership skills, self-control, self-awareness, empathy, internal motivation.

Table 11 demonstrates that the significance level of the test is 0.000, below the threshold of 0.05, denoting the low probability of being wrong in supporting the alternative hypotheses. In this sense, both models of the public sector and the private universities can partly explain the level of organizational commitment. The coefficient table highlights the significance and direction of the variables' relationship.

Table 12. Coefficients.

Teaching sector	Model	Unstandardized coefficients		Standardized coefficients	t	Significance	
		B	Std. error	Beta			
Public sector	1	(Constant)	0.712	0.049	-	14.464	0.000
		Self-awareness	0.113	0.008	0.144	14.406	0.000
		Self-control	0.064	0.010	0.175	6.499	0.000
		Internal motivation	0.989	0.012	1.059	80.961	0.000
		Empathy	0.151	0.015	0.125	9.741	0.000
		Leadership skills	0.235	0.009	0.214	25.633	0.000
		Interpersonal relationship management	0.227	0.015	0.240	15.015	0.000
Private university	1	(Constant)	0.727	0.049	-	14.802	0.000
		Self-awareness	0.115	0.008	0.147	14.626	0.000
		Self-control	0.063	0.010	0.273	6.365	0.000
		Internal motivation	0.991	0.012	1.059	80.987	0.000
		Empathy	0.152	0.015	0.128	9.856	0.000
		Leadership skills	0.236	0.009	0.213	25.526	0.000
		Interpersonal relationship management	0.229	0.015	0.246	15.303	0.000

Note: Dependent variable: Organizational commitment.

Table 12 presents the coefficients. It emphasizes the critical data in the inferential statistics used to test hypotheses. It examines the direction of association among variables as well as the results of the statistical variation. The "Significance." denotes the significance level and determines whether the results are significant (p level less 0.01).

The equation from the linear regression in the public sector model takes the following form: $0.712 + \text{Self-awareness} * 0.113 + \text{Self-control} * 0.064 + \text{Internal motivation} * 0.989 + \text{empathy} * 0.151 + \text{Leadership skills} * 0.235 + \text{interpersonal relationship management} * 0.227$. The following Standardized Coefficients Beta β predict the increase in organizational commitment according to each component of emotional intelligence, respectively: Internal motivation $\beta = 1.059$, interpersonal relationship management $\beta = .240$, leadership skills $\beta = .214$; self-control $\beta = .175$ Self-awareness $\beta = .144$, empathy $\beta = 0.125$.

The private university model constructs the equation from the linear regression as follows: $0.7127 + \text{self-awareness} * 0.115 + \text{self-control} * 0.063 + \text{internal motivation} * 0.991 + \text{empathy} * 0.152 + \text{leadership skills} * 0.236 + \text{interpersonal relationship management} * 0.229$. The following Standardized Coefficients Beta β predict the increase in organizational commitment according to each component of emotional intelligence, respectively: Internal motivation $\beta = 1.059$, self-control $\beta = .273$, interpersonal relationship management $\beta = .246$, leadership skills $\beta = 0.213$, self-awareness $\beta = 0.147$.

Table 13.
Summary of supported hypotheses.

Hypothesis	Supported
H1.A: There is a significant statistical relationship between self-awareness and organizational commitment	Supported
H2.A: There is a significant statistical relationship between self-control and organizational commitment	Supported
H3.A: There is a significant statistical relationship between internal motivation and organizational commitment	Supported
H4.A: There is a significant statistical relationship between empathy and organizational commitment	Supported
H5.A: There is a significant statistical relationship between leadership skills and organizational commitment	Supported
H6.A: There is a significant statistical relationship between interpersonal relationship management and organizational commitment	Supported

Table 13 summarizes the supported hypotheses that led to verifying the conceptual framework and its adaptation to Lebanese higher education institutes' public and private sectors. In Lebanese universities' context, emotional intelligence components contribute to boosting and raising commitment toward the organization, leading to tremendous success.

4.7. Interpretations of Results

This section analyzes empirical results and interprets the research outcomes. The gathered quantitative data was examined using the SPSS software program. The characteristics of the sample will first be described according to the socio-demographic data collected. The descriptive results of statistical analyses of E.I. and organizational commitment are presented first. The presentation of inferential statistics aligns with the research objectives. The research objective highlights the relationship among the variables and the contributions of these components. The one-way ANOVA presented the relationship between variables. A comparison between the sectors was also accomplished using linear regression analysis.

Emotional intelligence is a competitive advantage for higher education institutes because it differentiates the academic staff from machines and computers, making them exceptional and irreplaceable. The outcome of this research verified that emotional intelligence is a booster of commitment. In both sectors of Lebanese universities, the empirical results confirmed positive correlations between variables (emotional intelligence as six independently constructed dimensions and organizational commitment as a dependent variables). The six components of emotional intelligence, self-awareness, self-control, internal motivation, empathy, leadership skills, and interpersonal relationship management significantly and positively influence organizational commitment. The study verified that internal motivation has the highest influence on organizational commitment in Lebanese universities. Organizational commitment in the public Lebanese university is highly invigorated by interpersonal relationship management $\beta = 0.240$, and leadership skills ($\beta = 0.214$), followed by self-control ($\beta = 0.175$), self-awareness ($\beta = 0.144$), and empathy ($\beta = 0.125$). However, in private universities, organizational commitment is highly stimulated by self-control ($\beta = .273$) and interpersonal relationship management ($\beta = 0.246$), followed by leadership skills ($\beta = 0.213$), and finally self-awareness ($\beta = 0.147$).

Emotional intelligence is a reflective practice that involves an intrinsic perception of the academic staff's internal motivation. Both Lebanese sectors integrate additional emotional intelligence components and dimensions, fostering a welcoming atmosphere and an educational partnership that revitalizes organizational commitment. Regarding the relationships between the one-way and the multiple linear regression between components of emotional intelligence and organizational commitment, the empirical conclusion is harmonious and compatible with the literature. Accordingly, these empirical results resonate with those of [Alsughayir \[57\]](#). Yet, these results differ from those of [Setiawan, et al. \[85\]](#) and [Ahad, et al. \[86\]](#). Results align with the work of [Alsughayir \[57\]](#); [Akhter, et al. \[66\]](#), and [Ullah, et al. \[67\]](#), underscoring the concept of manager-leader. Hence, results align with the work highlighting empathy, leadership skills, and emotional use as critical skills for managers to induce organizational commitment and change. This paper follows [Cavazotte, et al. \[104\]](#) and [Saeed, et al. \[105\]](#). It confirms E.I.-related theory, which supports the idea that individuals are aware of their emotions and can

control and understand them. Results match the outcomes of [Krishnabudi, et al. \[82\]](#) and [Thoa \[83\]](#). These studies suggest that emotional responses to work-related events induce organizational commitment. Besides, this paper verified that adopting a mixed approach to emotional intelligence conforms to the results of [Schaap and Dippenaar \[106\]](#) and [Mukonoweshuro, et al. \[107\]](#). Those studies proved that emotional intelligence constructs as skills, traits, and behaviors inventory explain an increase in organizational commitment and employees' social and professional success. They confirmed emotional intelligence's role in organizational commitment in their emotional labor study by analyzing keyword frequency. It is considered a guideline for emotional intelligence because it provides an inventory of skills and keyword analysis. [Samul \[108\]](#) and [Ozkaral and Ustu \[109\]](#) found emotional skills such as self-awareness, motivation, interpersonal relationship management, and leadership skills in this inventory. [Marseno and Muafi \[110\]](#) and [Jufrizen, et al. \[35\]](#) extended this inventory by adding social skills, initiative-taking, conflict management, self-confidence, and transformational leadership. However, [Al Ghazo, et al. \[43\]](#) and [Nurjanah, et al. \[62\]](#) argued that a shortage of organizational commitment is linked to a lack of self-awareness and emotions in the workplace. Those empirical findings contradict the results of this paper.

Emotional competence stems from the development of social relationships, leadership skills, and the ability to control one's emotions, all of which contribute to the analysis and reflection of the professional competencies of academic staff. Indeed, by recognizing, understanding, and regulating the students' emotions, the teacher uses all this information to set up educational content that promotes learning. Thus, providing education for the new generation is not simply mastery of educational content and knowledge but encompasses emotional intelligence and organizational commitment. Therefore, academics must learn to consider, relativize, appease, and harmonize their feelings with others. It also trains them in emotional intelligence to make it a vector of well-being for themselves and those around them.

5. Conclusion and Recommendations

This paper evaluated the influence of self-awareness, self-control, internal motivation, empathy, leadership skills, and interpersonal relationship management on organizational commitment. This study compared the findings between the two sectors, the public and the private sector of Lebanese universities. Lebanese academic staff are experiencing a high emotional competency profile. This study verified a positive association between the components of emotional intelligence studied and organizational commitment in Lebanese universities. This paper confirmed no significant discrepancies or variances between the two concepts in both sectors; however, different levels of correlation exist between studied variables.

Emotional intelligence E.I. has a significant influence on organizational commitment advancement and progress. The advancement and progress of organizational commitment. Engaging in human-related exercises that enhance E.I. can lead to positive outcomes. The latter is observed and measured influences, counting higher internal motivation for both sectors. E.I. is a constructive strategy for raising positive interpersonal relationships and acquiring employees' commitment.

The use of empathy in communication improves trust and promotes team cohesion. Employees' cooperation and cohesion inspire creative imagination to discover new solutions. Integrating E.I. into the organization's philosophy attracts and retains talents. Human interactions, which have the greatest impact on organizational commitment, from the foundation of emotional intelligence. Leaders primarily responsible for enhancing organizational commitment should be trained and supported. To stimulate positive emotions, managers must:

1. Create opportunities in daily work to make the academic staff feel valued, confident, connected, and empowered. Make these opportunities a daily priority.
2. Support the academic staff by defining educational objectives and maintaining face-to-face exploration team meetings and collaborative workshops to maintain informal relationships and facilitate intellectual communication.

Drawn conclusions can be translated into theoretical, organizational, and managerial implications. First, the positive aspect of the research enriched existing theoretical models by explaining and analyzing the influence of E.I. components and organizational commitment. An extensive literature review supported a verified conceptual model that underscored the current state of knowledge in organizational behavior. Second, emotional intelligence disrupts corporate codes and recruitment. Emotional Intelligence, no longer perceived as a weakness, now serves a soft skill essential for the company's smooth operation. A real engine, emotional intelligence allows managers to adapt. Companies highly value adaptability, especially in managerial positions, in individuals who possess emotional intelligence. A manager with high emotional intelligence can reconsider his position and change his mind when a better idea is presented to him. Controlling emotions helps make decisive choices and seize opportunities more objectively. Having emotional skills also means presenting a collective consciousness whose only goal is to seek a positive impact on the group.

The paper's first limitation is the sample size used. The sample size ($N = 360$) considerably limits the generalization of results to other fields. The second limitation is connected to the concept itself. Time limitations are also taken into consideration. Instructors and the academic staff were incorporated into the study because they were available at Lebanese universities and were willing to participate when the questionnaire was distributed. Several readings on E.I. indicate that the concept, both as a theory and a practically adopted strategy, has been and continues to be the subject of significant controversy. Additional research and scrutiny should be carried out by future research to determine the accurate dimensions and their application practices in each field. Situations of uncertainty and time constraints primarily intertwine emotions and decision-making procedures. Emotions and decision-making procedures are intertwined chiefly in situations of uncertainty and time constraints.

Further studies are encouraged to deeply examine elements linking emotional intelligence and decision-making procedures. More specifically, additional research should examine the relationship between emotional intelligence and decision biases. Ultimately, emotional intelligence promotes student learning, well-being, professional performance. It

increases student achievement and improves coexistence in education. Therefore, it is of high interest in future research to analyze the effects of students' involvement in this procedure.

References

- [1] M. Radosavljević and B. Đorđević, "Emotional intelligence of employees - elements, development and effects," *TOPICS: Journal of Social Sciences*, vol. 40, no. 3, pp. 1069-1084, 2016.
- [2] N. Aqqad, B. Obeidat, A. Tarhini, and R. e. Masa'deh, "The relationship among emotional intelligence, conflict management styles, and job performance in Jordanian banks," *International Journal of Human Resources Development and Management*, vol. 19, no. 3, pp. 225-265, 2019. <https://doi.org/10.1504/ijhrdm.2019.10021720>
- [3] D. D. Amelia, H. Hariri, D. H. Karwan, and R. Rini, "Effect of principal's emotional intelligence management on principal's leadership quality: A literature review," *International Journal of Current Science Research and Review*, vol. 4, no. 7, pp. 722-731, 2021. <https://doi.org/10.47191/ijcsrr/v4-i7-15>
- [4] P. Edelman and D. van Knippenberg, "Emotional intelligence, management of subordinate's emotions, and leadership effectiveness," *Leadership & Organization Development Journal*, vol. 39, no. 5, pp. 592-607, 2018. <https://doi.org/10.1108/LODJ-04-2018-0154>
- [5] L. F. Lima and F. Quevedo-Silva, "Emotional intelligence and success of project management: The mediating effect of interpersonal skills," *International Journal of Project Organisation and Management*, vol. 12, no. 1, pp. 54-73, 2020. <https://doi.org/10.1504/ijpom.2020.10027462>
- [6] N. N. Anari, "Teachers: Emotional intelligence, job satisfaction, and organizational commitment," *Journal of Workplace Learning*, vol. 24, no. 4, pp. 256-269, 2012. <https://doi.org/10.1108/13665621211223379>
- [7] A. Carmeli and S. Nihal Colakoglu, *The relationship between affective commitment and organizational citizenship behaviors: the moderating role of emotional intelligence. In The effect of affect in organizational settings*. Emerald Group Publishing Limited. [https://doi.org/10.1016/s1746-9791\(05\)01104-1](https://doi.org/10.1016/s1746-9791(05)01104-1), 2005.
- [8] G. Meisler, "Empirical exploration of the relationship between emotional intelligence, perceived organizational justice and turnover intentions," *Employee Relations*, vol. 35, no. 4, pp. 441-455, 2013. <https://doi.org/10.1108/ER-05-2012-0041>
- [9] N. Sembiring, U. Nimran, E. S. Astuti, and H. N. Utami, "The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers' performance," *International Journal of Organizational Analysis*, vol. 28, no. 5, pp. 1113-1130, 2020. <https://doi.org/10.1108/IJOA-10-2019-1908>
- [10] T. Kearney, G. Walsh, W. Barnett, T. Gong, M. Schwabe, and K. Ifie, "Emotional intelligence in front-line/back-office employee relationships," *Journal of Services Marketing*, vol. 31, no. 2, pp. 185-199, 2017. <https://doi.org/10.1108/JSM-09-2016-0339>
- [11] S. Valente, A. P. Monteiro, and A. A. Lourenço, "The relationship between teachers' emotional intelligence and classroom discipline management," *Psychology in the Schools*, vol. 56, no. 5, pp. 741-750, 2019. <https://doi.org/10.1002/pits.22218>
- [12] J. Khalid, M. Khaleel, A. J. Ali, and M. S. Islam, "Multiple dimensions of emotional intelligence and their impacts on organizational commitment and job performance," *International Journal of Ethics and Systems*, vol. 34, no. 2, pp. 221-232, 2018. <https://doi.org/10.1108/IJOES-07-2017-0096>
- [13] L. K. Jena and S. Pradhan, "Workplace spirituality and employee commitment: The role of emotional intelligence and organisational citizenship behaviour in Indian organisations," *Journal of Enterprise Information Management*, vol. 31, no. 3, pp. 380-404, 2018. <https://doi.org/10.1108/JEIM-10-2017-0144>
- [14] J. I. Menges, *Organizational emotional intelligence: Theoretical foundations and practical implications. Research on Emotion in Organizations*. Emerald Group Publishing Ltd. [https://doi.org/10.1108/S1746-9791\(2012\)0000008018](https://doi.org/10.1108/S1746-9791(2012)0000008018), 2012.
- [15] S.-C. Chen and C.-F. Chen, "Antecedents and consequences of nurses' burnout: Leadership effectiveness and emotional intelligence as moderators," *Management Decision*, vol. 56, no. 4, pp. 777-792, 2018. <https://doi.org/10.1108/MD-10-2016-0694>
- [16] C. D. B. Puerta, G. B. González, and I. P. S. Garcia, "Executives' knowledge management and emotional intelligence role: dynamizing factor towards open innovation," *Journal of Open Innovation: Technology, Market, and Complexity*, vol. 7, no. 1, p. 83, 2021. <https://doi.org/10.3390/JOITMC7010083>
- [17] A. Khilmiyah and G. Wiyono, "Emotional and social intelligence assessment model for student character reinforcement," *International Journal of Educational Management*, vol. 35, no. 4, pp. 789-802, 2021. <https://doi.org/10.1108/IJEM-02-2020-0046>
- [18] M. A. Winardi, C. Prentice, and S. Weaven, "Systematic literature review on emotional intelligence and conflict management," *Journal of Global Scholars of Marketing Science*, vol. 32, no. 3, pp. 372-397, 2022. <https://doi.org/10.1080/21639159.2020.1808847>
- [19] D. Goleman and R. Boyatzis, "Emotional intelligence has 12 elements. Which do you need to work on," *Harvard Business Review*, vol. 84, no. 2, pp. 1-5, 2017.
- [20] C. S. Daus, M. T. Dasborough, P. J. Jordan, and N. M. Ashkanasy, *We are all mad in wonderland: An organizational culture framework for emotions and emotional intelligence research. Research on Emotion in Organizations*. Emerald Group Publishing Ltd. [https://doi.org/10.1108/S1746-9791\(2012\)0000008019](https://doi.org/10.1108/S1746-9791(2012)0000008019), 2012.
- [21] N. Camara, D. Victor, and M. Higgs, "Section iii novel areas of empirical investigation of emotion in organizations," *Research on Emotion in Organizations*, vol. 11, pp. 297-339, 2015.
- [22] P. Shylaja and C. J. Prasad, "Emotional intelligence and work life balance," *Journal of Business and Management*, vol. 19, no. 5, pp. 18-21, 2017.
- [23] S. Irfan, W. Ali, M. A. B. Memon, and S. Younis, "The relationship between emotional intelligence and work commitment: The moderating role of organizational culture," *Journal of Accounting and Finance in Emerging Economies*, vol. 7, no. 2, pp. 393-408, 2021. <https://doi.org/10.26710/jafee.v7i2.1724>
- [24] I. Samanta and S. Kallou, "The role of emotional intelligence in counterproductive work behavior," *European Business & Management*, vol. 6, no. 2, p. 20, 2020. <https://doi.org/10.11648/j.ebm.20200602.11>
- [25] F. Ezzi, A. Jarboui, and R. Zouari-Hadji, "CSR categories and R&D investment: The moderating role of managerial emotional intelligence," *Management & Marketing*, vol. 15, no. 1, pp. 17-37, 2020. <https://doi.org/10.2478/mmcks-2020-0002>
- [26] M. Z. Fareed, Q. Su, and N. A. Naqvi, "The impact of emotional intelligence, managerial intelligence, and transformational leadership on multidimensional public project success," *IEEE Engineering Management Review*, vol. 50, no. 4, pp. 111-126, 2022. <https://doi.org/10.1109/EMR.2022.3200408>
- [27] A. R. Lorenzo and B. U. Lorenzo, "Learning styles of teacher education students: Basis in improving the teaching-learning process," *Procedia-Social and Behavioral Sciences*, vol. 103, pp. 595-605, 2013. <https://doi.org/10.1016/j.sbspro.2013.10.377>
- [28] J. Ugoani, "Emotional intelligence and organizational competitiveness: management model approach," *Independent Journal of Management & Production*, vol. 7, no. 3, 2016. <https://doi.org/10.14807/ijmp.v7i3.427>
- [29] A. M. Bacon and P. J. Corr, "Motivating emotional intelligence: A reinforcement sensitivity theory (RST) perspective," *Motivation and Emotion*, vol. 41, pp. 254-264, 2017. <https://doi.org/10.1007/s11031-017-9602-1>

- [30] C. Prentice, S. Dominique Lopes, and X. Wang, "Emotional intelligence or artificial intelligence—an employee perspective," *Journal of Hospitality Marketing & Management*, vol. 29, no. 4, pp. 377-403, 2020. <https://doi.org/10.1080/19368623.2019.1647124>
- [31] S. Valente, A. Veiga-Branco, H. Rebelo, A. A. Lourenço, and A. M. Cristóvão, "The relationship between emotional intelligence ability and teacher efficacy," *Universal Journal of Educational Research*, vol. 3, no. 8, pp. 916-923, 2020. <https://doi.org/10.13189/ujer.2020.080324>
- [32] J. Chen and W. Guo, "Emotional intelligence can make a difference: The impact of principals' emotional intelligence on teaching strategy mediated by instructional leadership," *Educational Management Administration & Leadership*, vol. 48, no. 1, pp. 82-105, 2020. <https://doi.org/10.1177/1741143218781066>
- [33] M. Sanchez-Gomez and E. Bresó, "The Mobile Emotional Intelligence Test (MEIT): An ability test to assess emotional intelligence at work," *Sustainability*, vol. 11, no. 3, p. 827, 2019. <https://doi.org/10.3390/su11030827>
- [34] N. U. Ain, M. Munir, and I. Suneel, "Role of emotional intelligence and grit in life satisfaction," *Heliyon*, vol. 7, no. 4, p. e06829, 2021. <https://doi.org/10.1016/j.heliyon.2021.e06829>
- [35] J. Jufrizen, N. Nadia, and M. Muslih, "Mediation role of job satisfaction on the influence of emotional intelligence and transformational leadership on organizational commitment," *International Journal of Science, Technology & Management*, vol. 3, no. 4, pp. 985-996, 2022.
- [36] K. Joy, T. Singh, K. K. M., D. E. George, V. R., A. M. Vincent, and C. Tony, "Predicting influence of parent's emotional intelligence on their child's emotional intelligence," 2020. <https://doi.org/10.31124/advance.12307127>
- [37] J. Jaafar, H. M. Yusof, S. Hassan, K. F. Adrudin, and R. Ahmad, "Nexus between emotional intelligence (EQ-I) and entrepreneurial culture," *International Journal of Engineering and Advanced Technology*, 2019. <https://doi.org/10.35940/ijeat.F1093.0986S319>
- [38] A. Di Fabio and M. E. Kenny, "Promoting well-being: The contribution of emotional intelligence," *Frontiers in Psychology*, vol. 7, p. 211375, 2016. <https://doi.org/10.3389/fpsyg.2016.01182>
- [39] M. Szcześniak and M. Tulecka, "Family functioning and life satisfaction: The mediatory role of emotional intelligence," *Psychology Research and Behavior Management*, pp. 223-232, 2020. <https://doi.org/10.2147/PRBM.S240898>
- [40] A. Di Fabio and D. H. Saklofske, "Comparing ability and self-report trait emotional intelligence, fluid intelligence, and personality traits in career decision," *Personality and Individual Differences*, vol. 64, pp. 174-178, 2014. <https://doi.org/10.1016/j.paid.2014.02.024>
- [41] S. Wan, S. Lin, Yirimuwen, S. Li, and G. Qin, "The relationship between teacher–student relationship and adolescent emotional intelligence: A chain-mediated mediation model of openness and empathy," *Psychology Research and Behavior Management*, vol. 16, pp. 1343-1354, 2023. <https://doi.org/10.2147/PRBM.S399824>
- [42] L. Bru-Luna, M. Martí-Vilar, C. Merino-Soto, and J. Cervera-Santiago, "Emotional intelligence measures: A systematic review," *Healthcare*, vol. 9, p. 1696, 2021.
- [43] R. H. Al Ghazo, T. S. Suifan, and M. Alnuaimi, "Emotional intelligence and counterproductive work behavior: The mediating role of organizational climate," *Journal of Human Behavior in the Social Environment*, vol. 29, no. 3, pp. 333-345, 2019. <https://doi.org/10.1080/10911359.2018.1533504>
- [44] K. V. Petrides and S. Mavroveli, "Theory and applications of trait emotional intelligence," *Psychology: The Journal of the Hellenic Psychological Society*, vol. 23, no. 1, pp. 24-36, 2018. https://doi.org/10.12681/psy_hps.23016
- [45] A. Y. Aránega, M. T. D. V. Núñez, and R. C. Sánchez, "Mindfulness as an intrapreneurship tool for improving the working environment and self-awareness," *Journal of Business Research*, vol. 115, pp. 186-193, 2020. <https://doi.org/10.1016/j.jbusres.2020.04.022>
- [46] S. E. Rivers, I. J. Handley-Miner, J. D. Mayer, and D. R. Caruso, *Emotional Intelligence. by RJ Stenberg. Edition., 2nd ed.* Cambridge: Cambridge University Press, 2020.
- [47] A. Di Fabio and L. Palazzeschi, "Beyond fluid intelligence and personality traits in scholastic success: Trait emotional intelligence," *Learning and Individual Differences*, vol. 40, pp. 121-126, 2015. <https://doi.org/10.1016/j.lindif.2015.04.001>
- [48] K. Supramanian, R. Shahrudin, and M. Sekar, "Emotional intelligence using ability model in context of nursing and its impact on end-stage renal disease patients: A narrative review," *International Journal of Current Research and Review*, vol. 13, pp. 151-158, 2021. <https://doi.org/10.31782/ijcrr.2021.131609>
- [49] T. Summey, *Emotional Intelligence: A framework for the competencies and traits of reference and user services librarians. In Emotion in the Library Workplace.* Emerald Publishing Limited. <https://doi.org/10.1108/S0732-067120170000037007>, 2017.
- [50] Y. R. Bangun and K. R. Iswari, "Searching for emotional intelligence measurement in Indonesia context with innovative approach," *Procedia-Social and Behavioral Sciences*, vol. 169, pp. 337-345, 2015. <https://doi.org/10.1016/j.sbspro.2015.01.318>
- [51] N. Sfetcu, "Models of emotional intelligence - E.I. in research and education," 2020. <https://doi.org/10.13140/RG.2.2.34890.18887>
- [52] S. Makkar and S. Basu, "The impact of emotional intelligence on workplace behaviour: A study of bank employees," *Global Business Review*, vol. 20, no. 2, pp. 458-478, 2019. <https://doi.org/10.1177/0972150917713903>
- [53] J. B. Akhmetova, A. M. Kim, and D. L. Harnisch, "Using mixed methods to study emotional intelligence and teaching competencies in higher education," *Procedia-Social and Behavioral Sciences*, vol. 128, pp. 516-521, 2014. <https://doi.org/10.1016/j.sbspro.2014.03.198>
- [54] O. A. Kareem and T. M. Kin, "The development of principal change leadership emotional intelligence model," *International Journal of Management in Education*, vol. 12, no. 3, pp. 276-313, 2018. <https://doi.org/10.1504/ijmie.2018.10012332>
- [55] S. T. S. Chin, "Influence of emotional intelligence on the workforce for industry 5.0," *Journal of Human Resources Management Research*, vol. 2021, no. 2021, p. 882278, 2021. <https://doi.org/10.5171/2021.882278>
- [56] S. Mehta and N. Singh, "A review paper on emotional intelligence: Models and relationship with other constructs," *International Journal of Management & Information Technology*, vol. 4, no. 3, pp. 342-353, 2013. <https://doi.org/10.24297/ijmit.v4i3.772>
- [57] A. Alsughayir, "The effect of emotional intelligence on organizational commitment: Understanding the mediating role of job satisfaction," *Management Science Letters*, vol. 11, no. 4, pp. 1309-1316, 2021. <https://doi.org/10.5267/j.msl.2020.11.008>
- [58] S. Fianko, S. A. J. S. A. Jnr, and T. Dzogbewu, "Does the interpersonal dimension of Goleman's emotional intelligence model predict effective leadership?," *African Journal of Business and Economic Research*, vol. 15, no. 4, p. 221, 2020. <https://doi.org/10.31920/1750-4562/2020/v15n4a10>
- [59] Y. Zhu, C. Liu, B. Guo, L. Zhao, and F. Lou, "The impact of emotional intelligence on work engagement of registered nurses: The mediating role of organisational justice," *Journal of Clinical Nursing*, vol. 24, no. 15-16, pp. 2115-2124, 2015. <https://doi.org/10.1111/jocn.12807>
- [60] J. Zheng, X. Gou, H. Li, N. Xia, and G. Wu, "Linking work–family conflict and burnout from the emotional resource perspective for construction professionals," *International Journal of Managing Projects in Business*, vol. 14, no. 5, pp. 1093-1115, 2021. <https://doi.org/10.1108/ijmpb-06-2020-0181>
- [61] N. Hendri, "The impact of organizational commitment on job performance," *International Journal of Economics & Business Administration*, vol. 7, no. 2, pp. 189-206, 2019.

- [62] S. Nurjanah, V. Pebianti, and A. W. Handaru, "The influence of transformational leadership, job satisfaction, and organizational commitments on organizational citizenship behavior (OCB) in the inspectorate general of the ministry of education and culture," *Cogent Business & Management*, vol. 7, no. 1, p. 1793521, 2020. <https://doi.org/10.1080/23311975.2020.1793521>
- [63] C. Vandenberghe, G. Landry, K. Bentein, F. Anseel, K. Mignonac, and P. Roussel, "A dynamic model of the effects of feedback-seeking behavior and organizational commitment on newcomer turnover," *Journal of Management*, vol. 47, no. 2, pp. 519-544, 2021. <https://doi.org/10.1177/0149206319850621>
- [64] A. K. Djaelani, A. Sanusi, and B. Triatmanto, "Spiritual leadership, job Satisfaction, and its effect on organizational commitment and organizational citizenship behavior," *Management Science Letters*, vol. 11, no. 3, pp. 3907-3914, 2021. <https://doi.org/10.5267/j.msl.2020.7.020>
- [65] N. J. Allen and J. P. Meyer, "Affective, continuance, and normative commitment to the organization: An examination of construct validity," *Journal of Vocational Behavior*, vol. 49, no. 3, pp. 252-276, 1996. <https://doi.org/10.1006/jvbe.1996.0043>
- [66] A. Akhter, M. M. Karim, and K. M. A. Islam, "The impact of emotional intelligence, employee empowerment and cultural intelligence on commercial bank employees' job satisfaction," *Banks and Bank Systems*, vol. 16, no. 4, pp. 11-21, 2021. [https://doi.org/10.21511/bbs.16\(4\).2021.02](https://doi.org/10.21511/bbs.16(4).2021.02)
- [67] I. Ullah, H. Singh, A. F. Shah, and S. J. Kakakhel, "Impact of emotional intelligence on organizational commitment; moderating role of organizational politics in Pakistan," *International Journal of Academic Research in Business and Social Sciences*, vol. 12, no. 5, pp. 386-406, 2022. <https://doi.org/10.6007/ijarbs/v12-i5/13246>
- [68] A. A. Firuzjaeyan, M. Firuzjaeyan, and B. Sadeghi, "A survey of the effect of organizational culture on organizational commitment based on Allen and Meyer model (Case study: High school teachers of Bandpey region)," *International Journal of Academic Research in Business and Social Sciences*, vol. 5, no. 1, pp. 1-9, 2015. <https://doi.org/10.6007/ijarbs/v5-i1/1394>
- [69] I. Hutagalung, M. Soelton, and A. Octaviani, "The role of work life balance for organizational commitment," *Management Science Letters*, vol. 10, no. 15, pp. 3693-3700, 2020. <https://doi.org/10.5267/j.msl.2020.6.024>
- [70] M. W. Akhtar, A. Shabir, M. Safdar, and M. Akhtar, "Impact of emotional intelligence on turnover intentions: The role of organizational commitment and perceive organizational support," *Journal of Accounting and Marketing*, vol. 6, no. 4, pp. 1-7, 2017. <https://doi.org/10.4172/2168-9601.1000259>
- [71] N. Asvio, M. Yamin, and Risnita, "Influence of leadership style, emotional intelligence and job satisfaction toward organizational commitment (survey at SMA Muhammadiyah South Sumatera)," *International Journal of Scientific & Technology Research*, vol. 8, no. 8, pp. 70-88, 2019.
- [72] M. N. Masrek, M. A. F. Osman, Z. Ibrahim, and A. N. Mansor, "Malaysian computer professional: Assessment of emotional intelligence and organizational commitment," *Procedia-Social and Behavioral Sciences*, vol. 172, pp. 238-245, 2015. <https://doi.org/10.1016/j.sbspro.2015.01.360>
- [73] K. Mohamadkhani and M. N. Lalardi, "Emotional intelligence and organizational commitment between the hotel staff in Tehran, Iran," *American Journal of Business and Management*, vol. 1, no. 2, pp. 54-59, 2012. <https://doi.org/10.11634/ajbm.v1i2.93>
- [74] K. Hameli and G. Ordun, "The mediating role of self-efficacy in the relationship between emotional intelligence and organizational commitment," *European Journal of Management Studies*, vol. 27, no. 1, pp. 75-97, 2022. <https://doi.org/10.1108/ejms-05-2021-0033>
- [75] I. Al-Oweidat, G. A. Shosha, T. A. Baker, and A. J. Nashwan, "The relationship between emotional intelligence and organizational commitment among nurses working in governmental hospitals in Jordan," *BMC Nursing*, vol. 22, no. 1, p. 195, 2023. <https://doi.org/10.1186/s12912-023-01361-2>
- [76] S. Chehrazi and M. Shakib, "A study on the relationship between emotional intelligence, organizational commitment and organizational citizenship behavior," *Management Science Letters*, vol. 4, no. 6, pp. 1103-1106, 2014. <https://doi.org/10.5267/j.msl.2014.5.022>
- [77] M. Shafiq and R. A. Rana, "Relationship of emotional intelligence to organizational commitment of college teachers in Pakistan," *Educational Research*, vol. 62, pp. 1-14, 2016. <https://doi.org/10.14689/ejer.2016.62.1>
- [78] P. Jain and T. Duggal, "The influence of transformational leadership and emotional intelligence on organizational commitment," *Journal of Commerce and Management Thought*, vol. 7, no. 3, pp. 586-598, 2016. <https://doi.org/10.5958/0976-478x.2016.00033.1>
- [79] M. I. Khan, U. Awan, M. Yasir, and N. A. B. Mohamad, "Transformational leadership, emotional intelligence and organizational commitment: Pakistan's services sector," *Argumenta Oeconomica*, vol. 2, no. 33, pp. 67-92, 2014. <https://doi.org/10.15611/aoe.2014.2.04>
- [80] A. Khalili, "Examining the relevance of emotional intelligence and organizational commitment among employees of small and medium enterprise in private sector," *International Journal of Business and Management*, vol. 6, no. 12, p. 180, 2011. <https://doi.org/10.5539/ijbm.v6n12p180>
- [81] H. Moradi and F. Tohid Ardahaey, "The role of emotional intelligence in organizational commitment," *Available at SSRN 1848523*, 2011. <https://doi.org/10.2139/ssrn.1848523>
- [82] N. G. Krishnabudi, W. Utami, and S. Sudarsih, "The influence of emotional dissonance, emotional intelligence and organizational commitment on job satisfaction of employees of Bank BUMN in Indonesia," *Jurnal Istiqro*, vol. 6, no. 1, pp. 1-10, 2020. <https://doi.org/10.30739/istiqro.v6i1.561>
- [83] N. T. Thoa, "Impacts of perceived justice and emotional intelligence on organizational commitment and organizational citizenship behavior," *VNU University of Economics and Business*, vol. 2, no. 2, pp. 80-80, 2022. <https://doi.org/10.57110/jeb.v2i2.4640>
- [84] Y. R. Edward and K. Purba, "The effect analysis of emotional intelligence and work environment on employee performance with organizational commitment as intervening variables in PT Berkas Bima Sentana," *Budapest International Research and Critics Institute-Journal*, vol. 3, no. 3, pp. 1552-1563, 2020. <https://doi.org/10.33258/birci.v3i3.1084>
- [85] N. Setiawan, R. Maisyarah, and R. Harahap, "Analysis of emotional intelligence and work discipline on employee performance with organizational commitment as an intervening variable," *Airlangga Journal Of Innovation Management*, vol. 1, no. 2, pp. 1-23, 2020. <https://doi.org/10.20473/ajim.v1i2.21906>
- [86] R. Ahad, M. Z. Mustafa, S. Mohamad, N. H. S. Abdullah, and M. N. Nordin, "Work attitude, organizational commitment and emotional intelligence of Malaysian vocational college teachers," *Journal of Technical Education and Training*, vol. 13, no. 1, pp. 15-21, 2021. <https://doi.org/10.30880/jtet.2021.13.01.002>
- [87] F. Sarinnapakorn and U. Suvaromana, "Emotional intelligence among business consultants: A comparative study," *Asian Social Science*, vol. 9, no. 3, pp. 1-6, 2013. <https://doi.org/10.5539/ass.v9n3p1>
- [88] J. K. Kato, W. Mugizi, G. W. Kasule, and P. Kyozira, "Emotional intelligence and organisational commitment of lecturers at Kyambogo University," *Interdisciplinary Journal of Social Studies*, vol. 3, pp. 19-33, 2023. <https://doi.org/10.38140/ijss-2023.vol3.03>
- [89] N. Sardana, S. Shekoochi, E. M. Cornett, and A. D. Kaye, "Qualitative and quantitative research methods," *In Substance Use and Addiction Research: Methodology, Mechanisms, and Therapeutics*, 2023. <https://doi.org/10.1016/B978-0-323-98814-8.00008-1>
- [90] M. Paquot and L. Plonsky, "Quantitative research methods and study quality in learner corpus research," *International Journal of Learner Corpus Research*, vol. 3, no. 1, pp. 61-94, 2017.

- [91] K. A. Atta-Asiedu, "A brief comparative analysis of positivism and subjectivism as philosophical approaches to research," *Available at SSRN 4131434*, 2022. <https://doi.org/10.2139/ssrn.4131434>
- [92] K. K. Khatri, "Research paradigm: A philosophy of educational research," *International Journal of English Literature and Social Sciences*, vol. 5, no. 5, pp. 1435–1440, 2020. <https://doi.org/10.22161/ijels.55.15>
- [93] F. Adam and F. Adam, "Methodological and epistemic framework: from positivism to post-positivism," *Measuring National Innovation Performance: The Innovation Union Scoreboard Revisited*, pp. 5-7, 2014. https://doi.org/10.1007/978-3-642-39464-5_2
- [94] C. Benitez-Correa, P. Gonzalez-Torres, and A. Vargas-Saritama, "A comparison between deductive and inductive approaches for teaching efl grammar to high school students," *International Journal of Instruction*, vol. 12, no. 1, pp. 225-236, 2019. <https://doi.org/10.29333/iji.2019.12115a>
- [95] T. Azungah, "Qualitative research: deductive and inductive approaches to data analysis," *Qualitative Research Journal*, vol. 18, no. 4, pp. 383–400, 2018. <https://doi.org/10.1108/QRJ-D-18-00035>
- [96] C. S. Roark and T. M. Beuthin, "A mixed-methods study exploring the relationship between servant-leadership and emotional intelligence," *International Journal of Servant-Leadership*, vol. 10, no. 1, pp. 249–277, 2014. <https://doi.org/10.33972/ijsl.121>
- [97] N. Asiamah, H. K. Mensah, and E. Danquah, "An assessment of the emotional intelligence of health workers," *Journal of Global Responsibility*, vol. 9, no. 2, pp. 141–159, 2018. <https://doi.org/10.1108/jgr-03-2017-0014>
- [98] T. Moon, "Emotional intelligence correlates of the four-factor model of cultural intelligence," *Gender in Management*, vol. 25, no. 8, pp. 876–898, 2010. <https://doi.org/10.1108/02683941011089134>
- [99] A. C. Zuanazzi, G. J. Meyer, K. V. Petrides, and F. K. Miguel, "Validity of the trait emotional intelligence questionnaire (TEIQue) in a Brazilian sample," *Frontiers in Psychology*, vol. 13, p. 735934, 2022. <https://doi.org/10.3389/fpsyg.2022.735934>
- [100] A. Eliyana, S. Ma'arif, and Muzakki., "Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance," *European Research on Management and Business Economics*, vol. 25, no. 3, pp. 144–150, 2019. <https://doi.org/10.1016/j.iemeen.2019.05.001>
- [101] I. Etikan, S. A. Musa, and R. S. Alkassim, "Comparison of convenience sampling and purposive sampling," *American Journal of Theoretical and Applied Statistics*, vol. 5, no. 1, pp. 1-4, 2016. <https://doi.org/10.11648/j.ajtas.20160501.11>
- [102] C. Andrade, "The inconvenient truth about convenience and purposive samples," *Indian journal of psychological medicine*, vol. 43, no. 1, pp. 86-88, 2021. <https://doi.org/10.1177/0253717620977000>
- [103] N. Shrestha, "Factor analysis as a tool for survey analysis," *American Journal of Applied Mathematics and Statistics*, vol. 9, no. 1, pp. 4-11, 2021. <https://doi.org/10.12691/ajams-9-1-2>
- [104] F. Cavazotte, V. Moreno, and M. Hickmann, "Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance," *The Leadership Quarterly*, vol. 23, no. 3, pp. 443-455, 2012. <https://doi.org/10.1016/j.leaqua.2011.10.003>
- [105] S. Saeed, M. R. Islam, S. Latif, and I. Ashraf, "Impact of emotional intelligence among students of B.S. Program at university level," *International Journal of Social, Political and Economic Research*, vol. 9, no. 2, pp. 1-23, 2022. <https://doi.org/10.46291/ijospervol9iss02pp16-38>
- [106] P. Schaap and M. Dippenaar, "The impact of coaching on the emotional and social intelligence competencies of leaders," *South African Journal of Economic and Management Sciences*, vol. 20, no. 1, pp. 1-16, 2017. <https://doi.org/10.4102/sajems.v20i1.1460>
- [107] J. Z. Mukonoweshuro, C. Sanangura, and E. Munapo, "The role of servant leadership and emotional intelligence in managerial performance in a commercial banking sector in Zimbabwe," *Banks and Bank Systems*, pp. 1-16, 2016. [https://doi.org/10.21511/bbs.11\(3\).2016.10](https://doi.org/10.21511/bbs.11(3).2016.10)
- [108] J. Samul, "Emotional and spiritual intelligence of future leaders: Challenges for education," *Education Sciences*, vol. 10, no. 7, p. 178, 2020. <https://doi.org/10.3390/educsci10070178>
- [109] T. C. Ozkaral and H. Ustu, "Examination of the relationship between teacher candidates' emotional intelligence and communication skills," *Journal of Education and Learning*, vol. 8, no. 5, pp. 232-240, 2019. <https://doi.org/10.5539/jel.v8n5p232>
- [110] W. A. Marseno and M. Muafi, "The effects of work-life balance and emotional intelligence on organizational commitment mediated by work engagement," *International Journal of Business Ecosystem & Strategy (2687-2293)*, vol. 3, no. 2, pp. 01-15, 2021. <https://doi.org/10.36096/ijbes.v3i2.257>