



Emotional Intelligence, Job Satisfaction, and Reward Systems as Predictors of Organizational Commitment for Educational Purposes: A Short Literature Review

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ABSTRACT

Organizational commitment plays a pivotal role in enhancing performance and retention among employees in educational settings. This literature review explores how emotional intelligence, job satisfaction, and reward systems predict organizational commitment within the context of education. A narrative review method was employed to collect, analyze, and synthesize peer-reviewed journal articles and theoretical frameworks from the fields of psychology, education, and human resource management. The results revealed that emotional intelligence supports adaptability and interpersonal relationships, job satisfaction enhances professional well-being, and reward systems promote trust and motivation. These variables contribute to organizational commitment because they address both emotional and psychological needs while reinforcing perceived institutional support. Their interaction improves morale, reduces attrition, and fosters sustained engagement among educational personnel. Although widely recognized in literature, these factors are often underutilized in educational workforce planning. This review recommends a more integrated approach in institutional strategy and encourages future research across diverse educational and cultural contexts.

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1. INTRODUCTION

Organizational commitment is a central construct in understanding employee loyalty, job performance, and long-term retention in modern workplaces. It is defined as the psychological attachment of workers to their organizations, which influences their willingness to remain and perform effectively within their roles (Allen & Meyer, 1990). In today's competitive work environments, especially in developing countries, sustaining organizational commitment has become a critical challenge due to rising employee dissatisfaction, lack of motivation, and insufficient emotional engagement (Akomolafe & Ogunmakin, 2014).

Three key psychosocial variables have been identified as potential predictors of organizational commitment: emotional intelligence, job satisfaction, and reward systems. Emotional intelligence enables individuals to regulate their emotions and interact effectively with others in the workplace, which fosters cohesion and commitment (Lopes *et al.*, 2006). Job satisfaction, which encompasses an employee's positive emotional state resulting from job experiences, has also been shown to directly impact their organizational engagement and reduce turnover intentions (Skaalvik & Skaalvik, 2010). Furthermore, the reward system (including financial compensation, recognition, and non-monetary incentives) contributes to workers' sense of value and fairness, thereby encouraging long-term dedication to organizational goals (Olajide, 2000).

Although each of these constructs has been individually examined in various empirical studies, a comprehensive synthesis of their combined influence on organizational commitment remains limited, especially in the context of the public sector in developing regions. Previous studies relating to this topic are shown in **Tables 1** and **2**. Previous studies suggest that emotional and motivational factors are often overlooked in HR strategies despite their proven impact on organizational outcomes (Farh *et al.*, 2000). This review, therefore, aims to bridge that gap by analyzing relevant theoretical and empirical literature that explores the relationships among emotional intelligence, job satisfaction, reward systems, and organizational commitment.

The review offers an integrated understanding of how emotional intelligence, job satisfaction, and reward systems interact to influence organizational commitment in educational settings. In doing so, it contributes to scholarly discourse and provides a conceptual foundation for future research and practical interventions in educational workforce development. The novelty of this review lies in its focused synthesis of psychological and motivational predictors of organizational commitment, specifically within the context of education, an area that remains underexplored in existing literature.

Table 1. Summary of Included Literature.

| No | Focus Area | Key Findings | Context | Reference |
|----|-------------------------------------|--|---------|----------------------------|
| 1 | Emotional Intelligence & Commitment | El predicts peer ratings and job rank | US | Lopes <i>et al.</i> (2006) |
| 2 | Job Satisfaction | Satisfaction linked to commitment | Norway | Skaalvik & Skaalvik (2010) |
| 3 | Reward System | Recognition linked to affective commitment | Nigeria | Olajide (2000) |
| 4 | Reward & Responsibility | Reward systems build psychological meaning | China | Farh <i>et al.</i> (2000) |

Table 2. Previous studies on emotional education and intelligence.

| No | Title | Reference |
|----|---|--|
| 1 | Emotional maturity and emotional adjustment of adolescents with emotional and behavioral disorder | Adesokan et al. (2024) |
| 2 | Emotional intelligence as a predictor of academic stress management among undergraduate students | Adio & Lasisi (2023) |
| 3 | Emotional intelligence, job satisfaction, reward system and organizational commitment among workers | Afolashade et al. (2024) |
| 4 | Ecopsychology, restorativeness, spiritual values and emotional disturbances among undergraduates students: A systematic literature review | Ahmad & Bakar (2023) |
| 5 | Building emotional awareness and cultivating opportunities for nurturing (BEACON) addressing behavioral challenges of learners | Aquino (2025) |
| 6 | Single mother parenting in preschool children's social-emotional development | Arlianty et al. (2025) |
| 7 | The emotional intelligence dimensions among foundation students | Bongsu & Bakar (2023) |
| 8 | Psychological factors shaping emotional states in early adolescence | Eshbekovich & Sayfullayevna (2024) |
| 9 | Emotional intelligence and leadership behavior of secondary schools' principals of the division of Sultan Kudarat, The Philippines | Estrellan & Loja (2021) |
| 10 | Anti-bullying act of 2013 and holistic development of secondary students in term of emotional development, mental development, and social development | Malaguial et al. (2024) |
| 11 | Emotional stability as correlate of students' academic performance in primary schools | Olawejaju et al. (2024) |
| 12 | Analyzing students' classroom emotional climate toward science learning in junior high school | Phylosophie et al. (2024) |
| 13 | Design and development of questionnaires for measuring school climate and achievement emotions in Philippine public elementary schools | Reyes (2024) |
| 14 | Exploring the use of waste in illustration: Expressing personal emotions through recycled materials | Rizky et al. (2025) |
| 15 | Living gratitude: The intersection of emotions, religiosity, and prosociality of growing up with a disabled sibling | Sabtana et al. (2025) |
| 16 | Designing home-based childcare program for stimulating social-emotional development in early childhood | Wahyuni et al. (2021) |
| 17 | Community support and emotional recovery: Exploring identity conflict and social healing in Stephen Chbosky's <i>The Perks of Being a Wallflower</i> | Warren (2025) |
| 18 | Investigating the emotional trajectory of Ph.D. students via qualitative research: Bridging the gap between expectations and reality | Zhang et al. (2024) |

2. METHODS

This study employed a narrative literature review approach to explore how emotional intelligence, job satisfaction, and reward systems predict organizational commitment in education. The review synthesized theoretical models and empirical studies published in peer-reviewed journals in the fields of psychology, organizational behavior, and human resource management.

Sources were selected from academic databases such as Google Scholar. The inclusion criteria required that the studies focus on organizational commitment in relation to at least one of the three variables (emotional intelligence, job satisfaction, or reward system). The selected articles were first screened by title and abstract, followed by full-text evaluation. Key

themes, theoretical perspectives, measurement tools, and major findings were extracted and organized in a summary table. The synthesis method used was thematic integration, which allows identification of conceptual patterns and gaps across the literature.

3. RESULTS AND DISCUSSION

This section presents and discusses the thematic findings from the reviewed literature concerning how emotional intelligence, job satisfaction, and reward systems influence organizational commitment. The analysis is structured around the three core variables, followed by their integrated contribution to organizational outcomes.

3.1. Emotional Intelligence and Organizational Commitment

Emotional intelligence has emerged as a significant psychological resource in shaping workplace behaviors and commitment. Studies suggest that individuals with high emotional intelligence tend to exhibit better emotional regulation, interpersonal effectiveness, and stress tolerance, which promote a strong sense of organizational belonging (Lopes *et al.*, 2006). Emotional intelligence enhances employee morale, adaptability, and engagement, which are core predictors of organizational citizenship behavior.

Emotional intelligence contributes to organizational commitment because it enables employees to process emotional feedback, navigate interpersonal challenges, and build meaningful relationships at work. These capabilities foster a sense of inclusion and alignment with organizational goals. Moreover, employees with higher emotional intelligence tend to cope better with occupational stress, which reduces burnout and enhances retention (Schwarzer & Hallum, 2008).

3.2. Job Satisfaction as a Driver of Commitment

Job satisfaction has been consistently linked to both affective and normative commitment (Allen & Meyer, 1990). Satisfied employees are more likely to develop emotional attachment to their organization, demonstrate greater job involvement, and show lower intent to leave (Skaalvik & Skaalvik, 2010). Individuals who are content with their work environment tend to exhibit higher performance, greater focus, and stronger commitment to their roles (Duffy & Lent, 2009).

The psychological state of satisfaction also builds confidence and encourages initiative. Teachers who experienced satisfaction in their professional roles were more likely to develop positive interpersonal networks and remain motivated in service (Caprara, 2006). Hence, job satisfaction fosters organizational commitment because it fulfills intrinsic and extrinsic motivational needs, leading to greater engagement and reduced turnover.

3.3. Reward Systems and Commitment Enhancement

A well-designed reward system (whether financial or symbolic) reinforces the value of employees within the organization. Recognition and fair compensation are positively associated with continuance and affective commitment (Olajide, 2000). Employees perceive rewards not merely as payment but as indicators of organizational appreciation.

Reward systems create psychological meaning in work, making tasks more enjoyable and reinforcing a sense of responsibility (Farh *et al.*, 2000). Similarly, some researchers identified key job characteristics such as feedback, task significance, and autonomy as catalysts for intrinsic motivation, which ultimately enhance commitment. Thus, reward systems promote

organizational commitment because they fulfill expectations of fairness, security, and respect.

3.4. Integrated Model of Influence

Collectively, emotional intelligence, job satisfaction, and reward systems function as intertwined mechanisms that support organizational commitment. When combined, they address the emotional, psychological, and motivational dimensions of work life. **Table 3** illustrates the conceptual linkages among these variables based on the synthesized literature.

The reviewed literature indicates that these variables, when strengthened together, foster a supportive and committed workforce. Yet, their integration into HR strategies remains uneven, especially in the public sector. Future organizational frameworks must align these psychosocial elements with broader performance goals.

Table 3. Conceptual Linkages between Variables and Organizational Commitment.

| Variable | Mechanism | Outcome | Reasoning |
|------------------------|--|--|--|
| Emotional Intelligence | Emotional regulation, social interaction | Affective commitment, stress tolerance | EI helps manage work demands and interpersonal dynamics |
| Job Satisfaction | Positive work experience, fulfillment | Reduced turnover, enhanced engagement | Satisfaction increases employee stability and role value |
| Reward System | Fairness, recognition, motivation | Loyalty, increased performance | Rewards affirm worth and encourage retention |

3.5. Organizational Commitment in Educational Settings

The significance of organizational commitment in educational institutions cannot be overstated. Teachers, administrators, and support staff form the core of education delivery systems, and their level of commitment directly influences student outcomes, institutional performance, and policy implementation. Several studies have highlighted how the psychological and motivational variables discussed (emotional intelligence, job satisfaction, and reward systems) uniquely shape commitment in education.

Emotional intelligence in educators supports positive classroom interactions, conflict resolution, and stress management, all of which enhance their commitment to teaching roles (Denga, 2002). Job satisfaction, often linked to factors such as workload, administrative support, and student behavior, determines whether educators remain engaged or seek opportunities elsewhere (Skaalvik & Skaalvik, 2010). Moreover, reward systems in education (often limited to recognition, promotion, or allowances) play a crucial role in fostering commitment. When these systems are perceived as fair and transparent, they reinforce teachers' loyalty to their institutions (Olajide, 2000).

This focus on education is essential because, despite the growing interest in employee motivation and retention, educational contexts remain underrepresented in organizational behavior research. Therefore, understanding these variables through the lens of educational practice offers valuable insights for improving staff morale, reducing attrition, and fostering a committed, high-performing academic workforce.

4. CONCLUSION

This literature review synthesized key theoretical and empirical findings on how emotional intelligence, job satisfaction, and reward systems influence organizational commitment, particularly in educational settings. The evidence confirms that these variables promote

employee loyalty because they address emotional, psychological, and motivational needs. Emotional intelligence facilitates relational effectiveness, job satisfaction enhances workplace stability, and reward systems reinforce perceived institutional value. Their interaction strengthens morale and reduces attrition, which is critical in education where human capital drives learning outcomes. Despite their proven relevance, these factors remain under-integrated in educational workforce planning. The novelty of this review lies in its targeted synthesis of psychosocial predictors of commitment within the context of education, a perspective still limited in current literature. Therefore, this study provides a conceptual foundation for future research and practical strategies aimed at improving organizational health in schools, colleges, and universities. It also calls for more empirical investigations across diverse educational and cultural contexts.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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