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## The Role of Emotional Intelligence in Predicting Organizational Commitment from an Educational Perspective

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### ABSTRACT

This review examines the role of emotional intelligence in predicting organizational commitment in educational institutions. The review synthesizes theoretical and empirical studies on emotional intelligence and the affective, continuance, and normative dimensions of organizational commitment. Emotional intelligence supports emotional regulation, interpersonal trust, adaptability, motivation, and workplace well-being. These factors strengthen employees' attachment to their organizations and reduce turnover intention. In educational settings, emotional intelligence is especially important because teachers and staff work in emotionally demanding environments that require empathy, resilience, and collaboration. The review highlights the need to integrate emotional intelligence into staff development, leadership training, and inclusive workforce planning.

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## 1. INTRODUCTION

Emotional intelligence has become an important concept in organizational psychology because it helps explain how employees understand, regulate, and use emotions in workplace interactions. In educational institutions, emotional intelligence is especially relevant because teachers, administrators, and staff work in environments that require communication, empathy, patience, collaboration, and emotional regulation. Employees who are able to manage emotions effectively are more likely to build positive relationships, adapt to workplace demands, and remain engaged in their professional roles.

Organizational commitment refers to the psychological attachment, loyalty, and willingness of employees to remain in an organization. It is commonly understood through three dimensions: affective commitment, continuance commitment, and normative commitment (Allen and Meyer, 1990). Affective commitment reflects emotional attachment to the organization, continuance commitment relates to the perceived cost of leaving, and normative commitment refers to a sense of obligation to remain. In educational settings, organizational commitment is important because committed personnel contribute to institutional stability, teaching quality, student support, and long-term organizational effectiveness (Hassan *et al.*, 2023).

Previous studies have discussed organizational behavior and management from various perspectives, including competitiveness, job satisfaction, leadership, motivation, disaster response, digital knowledge management, and organizational commitment. **Table 1** summarizes selected studies on organizational management. Organizational commitment is connected to leadership, motivation, job satisfaction, organizational culture, and human resource development. Emotional intelligence deserves particular attention because it directly influences how employees respond to workplace stress, interpersonal conflict, organizational change, and emotional labor. Employees with higher emotional intelligence are better able to manage stress, build trust, communicate effectively, and maintain positive attitudes toward their work (Lopes *et al.*, 2006; Schwarzer and Hallum, 2008).

**Table 1.** Previous studies on organizational management.

NO.	RESEARCH FOCUS	REF.
1	Development and competitiveness of organizations	Kalandarovna and Qizi (2023)
2	Human resource information systems, communication, job satisfaction, and SDGs in education-oriented organizations	Imaniyati <i>et al.</i> (2025)
3	Leadership, organizational culture, performance appraisal, and job satisfaction among academic staff	Adeoye <i>et al.</i> (2023)
4	Motivational style and job productivity in industrial organizations	Shittu and Lasisi (2023)
5	Emotional intelligence, job satisfaction, reward systems, and organizational commitment among workers	Afolashade <i>et al.</i> (2024)
6	Non-governmental organizations in disaster response and recovery	Amin (2024)
7	Organizational behavior from an educational perspective	Glushchenko (2022)
8	Digital knowledge management in student organizations	Nailalmarom <i>et al.</i> (2025)
9	Extracurricular physical education and students' physical and mental improvement	Saadat (2023)

In addition to organizational studies, emotional intelligence has also been widely discussed in educational and developmental contexts. Emotional intelligence and emotional well-being are relevant not only for employees but also for students, school leaders, families, and learning communities. **Table 2** presents previous studies on emotional education and intelligence. Emotional intelligence and emotional well-being are discussed across different educational levels and contexts, including learners with emotional and behavioral disorders, undergraduate students, school leadership, classroom climate, academic performance, family support, and community-based emotional recovery. Emotional competence is closely related to educational development, social relationships, psychological adjustment, and institutional functioning. Despite the growing attention to emotional intelligence, many educational institutions still underuse it in workforce planning, leadership preparation, staff development, and retention strategies. Emotional intelligence, job satisfaction, reward systems, and organizational commitment are related, but emotional intelligence is often discussed as only one factor among many organizational variables (Afolashade *et al.*, 2024; Ishola, 2025). Therefore, a focused review is needed to explain how emotional intelligence specifically predicts organizational commitment across affective, continuance, and normative dimensions.

**Table 2.** Previous studies on emotional education and intelligence.

NO.	RESEARCH FOCUS	REF.
1	Emotional maturity and emotional adjustment of adolescents with emotional and behavioral disorder	<a href="#">Adesokan <i>et al.</i> (2024)</a>
2	Emotional intelligence and academic stress management among undergraduate students	<a href="#">Adio and Lasisi (2023)</a>
3	Emotional intelligence, job satisfaction, reward systems, and organizational commitment among workers	<a href="#">Afolashade <i>et al.</i> (2024)</a>
4	Ecopsychology, restorativeness, spiritual values, and emotional disturbances among undergraduate students	<a href="#">Ahmad and Bakar (2023)</a>
5	Emotional awareness and behavioral challenges of learners	<a href="#">Aquino (2025)</a>
6	Parenting and preschool children's social-emotional development	<a href="#">Arlianty <i>et al.</i> (2025)</a>
7	Emotional intelligence dimensions among foundation students	<a href="#">Bongsu and Bakar (2023)</a>
8	Psychological factors shaping emotional states in early adolescence	<a href="#">Eshbekovich and Sayfullayevna (2024)</a>
9	Emotional intelligence and leadership behavior of secondary school principals	<a href="#">Estrellan and Loja (2021)</a>
10	Anti-bullying and students' emotional, mental, and social development	<a href="#">Malaguial <i>et al.</i> (2024)</a>
11	Emotional stability and students' academic performance	<a href="#">Olarewaju <i>et al.</i> (2024)</a>
12	Classroom emotional climate toward science learning	<a href="#">Phylosophie <i>et al.</i> (2024)</a>
13	School climate and achievement emotions	<a href="#">Reyes (2024)</a>
14	Personal emotions expressed through recycled materials	<a href="#">Rizky <i>et al.</i> (2025)</a>
15	Gratitude, religiosity, and prosociality among individuals growing up with a disabled sibling	<a href="#">Sabtana <i>et al.</i> (2025)</a>
16	Home-based childcare program for social-emotional development	<a href="#">Wahyuni <i>et al.</i> (2021)</a>
17	Community support and emotional recovery in literary analysis	<a href="#">Warren (2025)</a>

This paper examines the role of emotional intelligence in predicting organizational commitment from an educational perspective. It aims to synthesize theoretical and empirical literature on emotional intelligence, employee attachment, workplace behavior, and commitment outcomes. By focusing on educational institutions, this review highlights how

emotional intelligence can support staff well-being, employee retention, inclusive workplace relationships, and long-term institutional loyalty.

## 2. METHODS

This study used a narrative literature review approach to examine the role of emotional intelligence in predicting organizational commitment in educational institutions. The review focused on scholarly sources related to emotional intelligence, organizational commitment, employee retention, workplace behavior, educational leadership, and personnel psychology. The literature was selected based on its relevance to emotional intelligence and the three dimensions of organizational commitment: affective, continuance, and normative commitment. Sources were screened through title, abstract, and content relevance. Priority was given to studies that provided theoretical explanations, empirical findings, or educational implications. The selected literature was analyzed using thematic synthesis. The findings were organized into four themes: emotional intelligence and affective commitment, emotional intelligence and continuance commitment, emotional intelligence and normative commitment, and conceptual integration of emotional intelligence into organizational commitment. **Table 3** summarizes the main literature used to support the review.

**Table 3.** Summary of reviewed literature on emotional intelligence and organizational commitment.

NO.	FOCUS AREA	MAIN FINDINGS	CONTEXT	REFERENCE
1	Organizational commitment model	Organizational commitment consists of affective, continuance, and normative dimensions.	General	<a href="#">Allen and Meyer (1990)</a>
2	Emotional intelligence and commitment	Emotional intelligence is linked with workplace affect, job attitudes, interpersonal trust, and job satisfaction.	Workplace / higher education	<a href="#">Lopes et al. (2006)</a>
3	Teacher stress and emotional intelligence	Emotional competence helps reduce stress and burnout and supports professional loyalty.	Education	<a href="#">Schwarzer and Hallum (2008)</a>

## 3. RESULTS AND DISCUSSION

### 3.1. Emotional Intelligence as a Predictor of Affective Commitment

Emotional intelligence is closely related to affective commitment because it supports employees' emotional attachment to their organization. Affective commitment refers to employees' sense of belonging, identification, and emotional connection with the organization ([Allen and Meyer, 1990](#)). Employees with higher emotional intelligence are more able to understand their own emotions, regulate stress, respond appropriately to workplace challenges, and build positive relationships with colleagues and leaders. These abilities help create a stronger emotional bond between employees and their organization. In educational institutions, affective commitment is particularly important because teachers, administrators, and support staff work in emotionally demanding environments. They must respond to student needs, collaborate with colleagues, communicate with families, and manage institutional expectations. Emotional intelligence helps educational personnel maintain empathy, patience, emotional stability, and professional motivation. This supports workplace

harmony and strengthens attachment to the school or institution. Emotional intelligence is related to positive attitudes at work, job performance, interpersonal trust, and workplace affect (Lopes *et al.*, 2006). In the educational context, emotional competence also helps reduce stress and burnout, which are important barriers to long-term commitment (Schwarzer and Hallum, 2008). Therefore, emotional intelligence strengthens affective commitment by supporting emotional regulation, positive relationships, and professional well-being.

### 3.2. Emotional Intelligence and Continuance Commitment

Continuance commitment refers to employees' perception of the cost of leaving an organization. Although this dimension is often associated with economic, professional, or institutional considerations, emotional intelligence can also influence it indirectly. Employees with strong emotional intelligence are better able to adapt to workplace demands, manage conflict, and maintain supportive relationships. These social and emotional resources make the organization more meaningful and reduce the desire to leave. In educational institutions, employees often remain committed when they feel supported by colleagues, students, school leaders, and the wider institutional community. Emotional intelligence contributes to this process by helping staff develop effective communication, cooperative relationships, and emotional resilience. These factors can increase employees' sense of stability and belonging, making departure less attractive even when challenges arise. Emotional intelligence supports continuance commitment through adaptability and workplace relationship quality. Employees with higher emotional intelligence are more capable of handling workplace stress and maintaining positive attitudes, which can reduce turnover intention and strengthen retention (Lopes *et al.*, 2006; Hassan *et al.*, 2023). Thus, emotional intelligence does not create continuance commitment only through material benefits, but also through social attachment, emotional investment, and perceived institutional support.

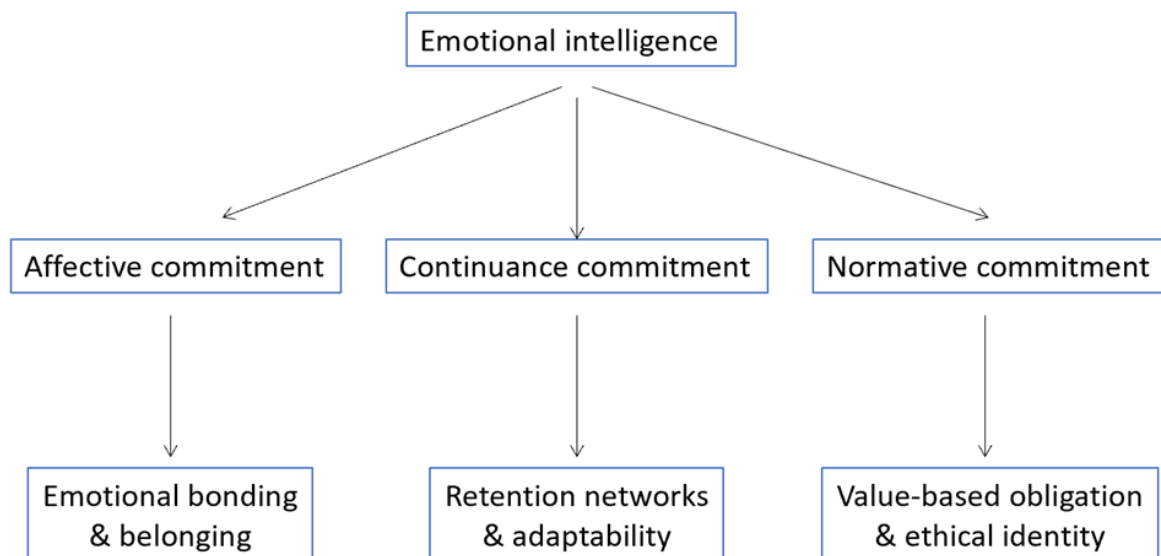
### 3.3. Emotional Intelligence and Normative Commitment

Normative commitment refers to employees' sense of obligation to remain with an organization. It is shaped by values, responsibility, ethical identity, and loyalty (Allen and Meyer, 1990). Emotional intelligence can strengthen normative commitment because it supports self-awareness, empathy, ethical sensitivity, and prosocial behavior. Employees who understand emotions and value interpersonal relationships are more likely to internalize organizational values and feel responsible for contributing to institutional goals. In educational settings, normative commitment is strongly connected to the moral purpose of education. Teachers and educational staff often view their work as a social responsibility because they support student learning, emotional development, and community well-being. Emotional intelligence can strengthen this sense of responsibility by helping educators connect their personal values with the mission of the institution. This connection is also relevant to inclusive education and special needs contexts. Educational personnel who possess emotional intelligence may be better prepared to respond to diverse learners, including students with emotional, behavioral, developmental, or family-related challenges. Studies on emotional adjustment, behavioral challenges, social-emotional development, anti-bullying, and emotional recovery show that emotional awareness and support are important across educational contexts (Adesokan *et al.*, 2024; Aquino, 2025; Arlianty *et al.*, 2025; Malaguial *et al.*, 2024; Warren, 2025). Therefore, emotional intelligence supports normative

commitment by strengthening educators' sense of ethical responsibility toward students, colleagues, and institutional service.

### 3.4. Conceptual Integration of Emotional Intelligence and Organizational Commitment

Emotional intelligence influences organizational commitment through emotional, relational, and motivational pathways. Emotional intelligence strengthens affective commitment by increasing emotional attachment and belonging. It supports continuance commitment by improving adaptability, workplace relationships, and retention networks. It also strengthens normative commitment by promoting value alignment, ethical responsibility, and commitment to institutional goals. **Figure 1** presents the conceptual relationship between emotional intelligence and the three dimensions of organizational commitment. Emotional intelligence contributes to affective commitment through emotional bonding and belonging, to continuance commitment through retention networks and adaptability, and to normative commitment through value-based obligation and ethical identity. Emotional intelligence does not operate as a single isolated trait. Instead, it interacts with employee motivation, interpersonal trust, emotional regulation, and organizational values. The conceptual model is useful for educational institutions because it shows how emotional intelligence can be applied in workforce planning and staff development. Emotional intelligence training can support teachers and staff in managing stress, improving communication, strengthening teamwork, and maintaining professional identity. These outcomes are important for institutional stability, especially in schools and educational organizations that face high emotional labor and complex student needs.



**Figure 1.** Conceptual model of emotional intelligence and organizational commitment.

### 3.5. Thematic Summary of Reviewed Studies

Emotional intelligence is a multidimensional predictor of organizational commitment. It influences commitment through emotional regulation, interpersonal relationships, stress management, ethical responsibility, and employee retention. **Table 4** summarizes the main themes identified from the literature. Emotional intelligence is not only a personal psychological trait but also a strategic resource for educational organizations. It supports

employee well-being, interpersonal cooperation, leadership behavior, organizational loyalty, and inclusive workplace relationships. In education, this is important because staff commitment affects not only institutional performance but also the quality of support provided to students.

**Table 4.** Thematic summary of emotional intelligence and organizational commitment.

THEME	SUMMARY OF FINDINGS	SOURCES
Emotional intelligence and affective commitment	Emotional intelligence strengthens emotional attachment, belonging, trust, and workplace relationships.	<a href="#">Allen and Meyer (1990)</a> ; <a href="#">Lopes et al. (2006)</a>
Emotional intelligence and continuance commitment	Emotional intelligence supports adaptability, workplace harmony, retention networks, and reduced turnover intention.	<a href="#">Lopes et al. (2006)</a> ; <a href="#">Hassan et al. (2023)</a>
Emotional intelligence and normative commitment	Emotional intelligence strengthens ethical responsibility, value alignment, and loyalty to institutional goals.	<a href="#">Allen and Meyer (1990)</a> ; <a href="#">Schwarzer and Hallum (2008)</a>
Emotional intelligence in education	Emotional intelligence helps teachers and staff manage emotional demands, stress, burnout, and professional relationships.	<a href="#">Schwarzer and Hallum (2008)</a> ; <a href="#">Estrellan and Loja (2021)</a>
Emotional intelligence and emotional education	Emotional awareness and emotional well-being are relevant to students, teachers, families, and learning communities.	<a href="#">Adio and Lasisi (2023)</a> ; <a href="#">Bongsu and Bakar (2023)</a> ; <a href="#">Reyes (2024)</a>
Inclusive and supportive educational environments	Emotional intelligence supports sensitivity to learners' emotional, behavioral, social, and developmental needs.	<a href="#">Adesokan et al. (2024)</a> ; <a href="#">Aquino (2025)</a> ; <a href="#">Malaguial et al. (2024)</a> ; <a href="#">Sabtana et al. (2025)</a>

### 3.6. Implications for Educational Institutions

Educational institutions should integrate emotional intelligence into staff development, leadership training, and human resource practices. Emotional intelligence can be developed through workshops, mentoring, reflective practice, counseling support, communication training, and stress management programs. These strategies can help teachers, administrators, and staff respond better to workplace challenges and strengthen their commitment to the organization. Educational leaders should also consider emotional intelligence when designing inclusive and supportive work environments. A workplace that values empathy, communication, emotional regulation, and collaboration can improve morale and reduce turnover intention. This is especially important in institutions serving diverse learners, including students with special needs, because staff members need emotional competence to respond to varied academic, social, and emotional needs. In addition, emotional intelligence should be linked with broader organizational strategies such as job satisfaction, motivation, leadership, and organizational culture. Commitment is influenced by leadership, communication, human resource systems, motivation, and organizational behavior ([Adeoye et al., 2023](#); [Imaniyati et al., 2025](#); [Shittu and Lasisi, 2023](#); [Glushchenko, 2022](#)). Therefore, emotional intelligence should not be treated as a separate individual quality only, but as part of a wider institutional strategy for improving professional

engagement and long-term loyalty. Emotional intelligence contributes to organizational commitment by strengthening emotional attachment, adaptability, ethical responsibility, and workplace relationships. For educational institutions, emotional intelligence can support employee retention, staff well-being, inclusive relationships, and institutional stability.

#### **4. CONCLUSION**

This narrative literature review shows that emotional intelligence is an important predictor of organizational commitment in educational institutions. Emotional intelligence strengthens affective commitment through emotional attachment and workplace belonging, supports continuance commitment through adaptability and retention, and reinforces normative commitment through ethical responsibility and value alignment. In educational settings, these functions are important because teachers and staff work in emotionally demanding environments. Therefore, institutions should integrate emotional intelligence into staff development, leadership training, counseling support, and human resource practices to improve employee well-being, inclusive workplace relationships, and long-term organizational stability.

#### **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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