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

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A B S T R A C T

Emotional intelligence has emerged as a critical psychological construct influencing employee engagement, adaptability, and organizational loyalty. This literature-based paper explores the role of emotional intelligence as a predictor of organizational commitment across multiple dimensions, including affective, normative, and continuance commitment. Drawing from theoretical frameworks and empirical studies, the paper synthesizes key findings that demonstrate how emotional intelligence enhances emotional regulation, interpersonal trust, and motivation, all of which contribute to deeper organizational identification and reduced turnover intention. Because emotional intelligence enables individuals to understand, manage, and apply emotions in workplace interactions, it supports employee well-being and sustained professional engagement. Despite its relevance, many organizations underutilize emotional intelligence in workforce planning and leadership development. This review contributes by consolidating diverse scholarly perspectives and proposing more targeted strategies for integrating emotional intelligence into human resource practices, particularly in education and public-sector institutions. Future studies are encouraged to operationalize emotional intelligence within context-specific cultural and institutional frameworks.

A R T I C L E   I N F O

1. INTRODUCTION

In contemporary organizational psychology, emotional intelligence has emerged as a foundational construct for understanding employee behavior, adaptation, and workplace engagement. That is the main reason for many reports on organization management have been well-documented (**Table 1**). Emotional intelligence refers to the ability to perceive, understand, regulate, and apply emotions to facilitate effective interpersonal relationships and decision-making. This ability is particularly important in dynamic work environments, where emotional demands and social interactions are central to organizational performance.

Table 1. Previous studies on organization management.

No	Title	Reference
1	Development and increase of competitiveness of the organization	Kalandarovna & Qizi (2023)
2	Enhancing job satisfaction through human resource information systems and communication: A commitment-based approach to achieve Sustainable Development Goals (SDGs) in education-oriented organizations	Imaniyati *et al.* (2025)
3	Leadership and organizational cultural roles in promoting sustainable performance appraisal and job satisfaction among academic staff	Adeoye *et al.* (2023)
4	Influence of motivational style in enhancing job productivity in industrial organizations	Shittu & Lasisi (2023)
5	Emotional intelligence, job satisfaction, reward system and organizational commitment among workers	Afolashade *et al.* (2024)
6	Role of non-governmental organizations (NGOs) in disaster response and recovery efforts: An investigation in Bangladesh	Amin (2024)
7	General theory of organizational behavior: An educational perspective	Glushchenko (2022)
8	Ethnographic study: Implementation of digital knowledge management in the student organization in higher education	Nailalmarom *et al.* (2025)
9	Organization of extracurricular physical education at school and its role in the physical and mental improvement of students	Saodat (2023)

Organizational commitment, defined as the psychological attachment and loyalty an employee feels toward their organization, is widely recognized as a key factor influencing job satisfaction, performance, and retention (Hassan *et al*., 2023). Scholars have conceptualized organizational commitment as comprising three dimensions: affective, continuance, and normative commitment (Allen & Meyer, 1990). The growing interest in understanding what drives commitment has shifted attention toward emotional variables (chief among them, emotional intelligence) because they capture the social and affective complexity of modern workspaces.

Numerous studies have found significant correlations between emotional intelligence and organizational commitment. Many reports regarding emotional education have been well-documented (**Table 2**). Employees with higher emotional intelligence are better equipped to manage workplace stress, resolve conflicts, and build meaningful relationships; all of which contribute to a deeper emotional investment in their organizations (Schwarzer & Hallum, 2008). Because emotional intelligence supports both individual well-being and organizational harmony, it becomes a strong predictor of commitment outcomes, particularly in sectors such as education and healthcare where emotional labor is high (Lopes *et al*., 2006).

Despite these associations, the integration of emotional intelligence into workforce development strategies remains limited. Many institutions, especially in developing

countries, continue to prioritize technical skills over emotional competencies, missing opportunities to strengthen organizational loyalty and reduce attrition. Based on our previous studies (Ishola, 2025). This paper reviews existing literature to synthesize theoretical frameworks and empirical evidence supporting the role of emotional intelligence in predicting organizational commitment. It further highlights practical implications for human resource development and proposes a conceptual model for future application.

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	Olarewaju *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 *The Perks of Being a Wallflower*	Warren (2025)

2. METHODS

This study adopted a narrative literature review approach to examine the relationship between emotional intelligence and organizational commitment. The review aimed to consolidate theoretical insights and empirical findings that establish emotional intelligence as a key psychological predictor of employee commitment.

Relevant peer-reviewed journal articles, books, and scholarly reports were retrieved from academic databases including Google Scholar, JSTOR, and Scopus. Inclusion criteria were as follows: (i) Publications between 2000 and 2022; (ii) English language; (iii) Focus on emotional intelligence and organizational commitment; (iv) Studies in educational, public service, and corporate settings. Studies without a clear theoretical basis or lacking relevance to organizational behavior were excluded. The selected literature was screened by title and abstract, followed by full-text reading. Key elements extracted included research objectives, theoretical models used, sample characteristics, and major findings. Thematic analysis was conducted to identify recurring patterns in how emotional intelligence influences different dimensions of organizational commitment. **Table 3** summarizes the reviewed literature selected for this paper.

Table 3. Summary of Reviewed Literature on Emotional Intelligence and Organizational Commitment.

No	Focus Area	Main Findings	Context	Reference
1	Organizational commitment (Model)	Three dimensions: affective, continuance, normative	General	(Allen & Meyer, 1990)
2	Emotional intelligence & Commitment	High emotional intelligence is linked with peer trust and job satisfaction	Higher Education	Lopes *et al.* (2006)
3	Teacher stress & emotional intelligence	Emotional intelligence buffers burnout and strengthens loyalty	Education (Europe)	Schwarzer & Hallum (2008)

3. RESULTS AND DISCUSSION

This section presents synthesized findings from the reviewed literature on the relationship between emotional intelligence and organizational commitment. The discussion is organized into key thematic patterns that emerged from the analysis.

3.1. Emotional Intelligence as a Predictor of Affective Commitment

Several studies establish a strong link between emotional intelligence and affective commitment, the emotional attachment an employee feels toward their organization. Employees with high emotional intelligence demonstrate greater empathy, effective communication, and emotional regulation, which foster stronger interpersonal relationships and a deeper sense of belonging. This emotional connectedness translates into affective commitment because workers who feel understood and valued are more likely to remain engaged and loyal to the organization (Allen & Meyer, 1990). In educational settings, teachers with higher emotional intelligence exhibit greater motivation and emotional stability, which reduces burnout and reinforces their attachment to the school community (Schwarzer & Hallum, 2008). These findings suggest that emotional intelligence enhances the affective dimension of commitment because it directly supports social integration and job satisfaction in emotionally demanding roles.

3.2. Emotional Intelligence and Continuance Commitment

Continuance commitment refers to an employee's perceived cost of leaving the organization. While emotional intelligence is more commonly associated with affective outcomes, it also contributes indirectly to continuance commitment. Workers with high emotional intelligence are more adept at navigating workplace challenges and maintaining positive relationships, which improves their adaptability and reduces their desire to seek

alternative employment (Lopes *et al.,* 2006). Moreover, emotionally intelligent employees often build strong support networks within their institutions, making it more costly (emotionally and socially) to leave. This reinforces continuance commitment not through fear or obligation but through sustained interpersonal investment and workplace satisfaction.

3.3. Emotional Intelligence and Normative Commitment

Normative commitment involves a sense of moral obligation to stay with an organization. Emotional intelligence fosters ethical sensitivity, self-awareness, and pro-social behavior, which contribute to this moral aspect of commitment. Employees with high emotional intelligence are more likely to internalize organizational values and develop loyalty based on shared purpose. In the education sector, emotionally intelligent teachers are more committed to the mission of nurturing learners and serving their communities. This intrinsic motivation strengthens normative commitment because educators perceive their role as both personal and social responsibility (Schwarzer & Hallum, 2008).

3.4. Conceptual Integration: How emotional intelligence Influences Commitment

Figure 1 presents a conceptual model illustrating how emotional intelligence influences the three dimensions of organizational commitment.
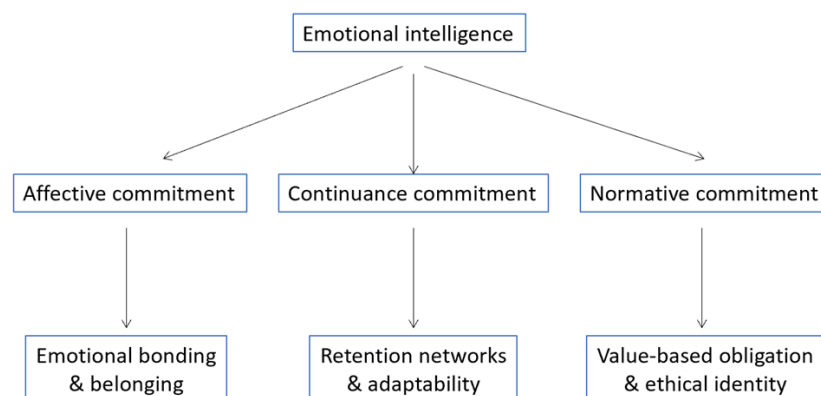
Figure 1. Conceptual Model of Emotional Intelligence and Organizational Commitment.

The model shows that emotional intelligence contributes to: (i) Affective commitment through empathy and relationship-building; (ii) Continuance commitment through social cohesion and retention of institutional knowledge; and (iv) Normative commitment through value alignment and ethical responsibility.

These pathways suggest that emotional intelligence does not operate in isolation but interacts with emotional, cognitive, and relational factors that shape long-term employee engagement.

3.5. Thematic Summary of Reviewed Studies

To support this discussion, **Table 2** provides a thematic summary of the key findings from the literature. The results confirm that emotional intelligence is a multifaceted predictor of organizational commitment. Because it aligns personal and professional goals, emotional intelligence contributes not only to employee retention but also to institutional resilience and effectiveness. In emotionally intensive environments like education, emotional intelligence should be viewed not merely as a personal trait but as a strategic resource for workforce development.

Table 4. Thematic Summary of Key Findings from Prior Studies.

Theme	Summary of Findings	Sources
Emotional intelligence and continuance commitment	Emotional intelligence supports adaptability and retention through workplace harmony.	Lopes *et al.* (2006)
Emotional intelligence and normative commitment	Emotional intelligence strengthens moral obligation via shared values and purpose.	Schwarzer & Hallum (2008)
Emotional intelligence in education	Teachers with high emotional intelligence report lower stress and greater commitment	Schwarzer & Hallum (2008)
conceptual contributions	Emotional intelligence interacts with motivation and identity in shaping commitment.	Allen & Meyer (1990)

4. CONCLUSION

This literature-based paper examined the role of emotional intelligence as a predictor of organizational commitment across affective, continuance, and normative dimensions. The reviewed studies consistently showed that employees with higher emotional intelligence exhibit greater adaptability, relationship-building, and ethical alignment, all of which strengthen their psychological attachment to the organization. Because emotional intelligence facilitates emotional regulation and social cohesion, it enhances professional engagement and reduces the intention to leave. This effect is particularly pronounced in education, where emotional demands are central to professional roles. Despite its significance, emotional intelligence remains underutilized in human resource strategies, especially in developing contexts. The novelty of this paper lies in its integration of emotional intelligence into a multidimensional understanding of organizational commitment, with specific attention to educational environments. Future research is encouraged to develop context-sensitive frameworks for applying emotional intelligence in recruitment, professional development, and leadership training aimed at promoting long-term institutional loyalty.

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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