

The Relationship between Emotional Intelligence, Job Satisfaction, and Organizational Commitment in Elementary School Principals of Iranshahr, Iran, in the School Year 2012-13

Fatemeh Lashkarzahi¹ and Narges Saeidian^{*2}

¹Graduate Student of Education Management at Islamic Azad University of Khorasgan, Isfahan, Iran

²Assistant Professor and Faculty Member at the Department of Educational Sciences, Islamic Azad University of Khorasgan, Isfahan, Iran (Corresponding Author)

Abstract

This study is conducted in the form of a descriptive-correlational research project to determine the relationship between emotional intelligence, job satisfaction and organizational commitment in elementary school principals of Iranshahr, Iran, in the school year 2012-2013. The population of this study consists of all the school principals of Iranshahr (n=260) in the school year 2012-2013 from among whom 155 people were recruited to participate in this study using stratified random sampling and in accordance with Cochran's sample size formula. Three questionnaires form data collection instruments of this study including the standard 33-item Sybrya Shrink's Emotional Intelligence Assessment Questionnaire (1995), the standard 83-item Smith, Kendall and Hulin's Job Satisfaction Questionnaire (1969), and the standard 24-item Allen and Meyer's Organizational Commitment Scale [18]. The face validity of all three questionnaires was confirmed in a pilot study with the presence of a number of elementary school principals. The Cronbach's alpha reliability of the questionnaires was 0.79, 0.80 and 0.85 for the Emotional Intelligence Assessment Questionnaire, Job Satisfaction Questionnaire and the Organizational Commitment Scale, respectively. Data analysis was carried out at two levels: descriptive and inferential statistics (Pearson's correlation, stepwise regression and multi-way ANOVA). The results showed that there is a significant positive relationship between emotional intelligence and organizational commitment, between job satisfaction and organizational commitment, and between emotional intelligence and job satisfaction. From among the variables in the regression, the best predictor of organizational commitment through emotional intelligence is consciousness in the first step and Self-motivation in the second step. However, there is no significant relationship between the variables of self-control, social intelligence, and social skills on the one hand and organizational commitment on the other. From among the variables in the regression, the best predictor of job satisfaction through emotional intelligence is Self-motivation. However, there is no significant relationship between the variables of awareness, self-control, social awareness, and social skills on the one hand and job satisfaction on the other. The resolution of the main hypothesis was that emotional intelligence and job satisfaction have the ability to predict organizational commitment in school principals. In terms of demographic variables, there was a significant difference between the scores of emotional intelligence and of organizational commitment in terms of educational qualification and between the scores of emotional intelligence and of job satisfaction in terms of gender. There was also a significant difference in the scores of emotional intelligence between teachers with a high school diploma or an associate degree and teachers with a master's degree or higher, a significant difference in the scores of job satisfaction male and female teachers, and a significant difference in the scores of organizational commitment between teachers with a master's degree or higher and teachers with a high school diploma, an associate degree or a bachelor's degree.

Keywords: emotional intelligence, job satisfaction, organizational commitment, elementary school principals

Introduction:

The most important goal of any organization is to achieve the highest possible or optimal level of productivity or efficiency. Effective factors in productivity include: resources, tools, task procedures, and manpower. Undoubtedly, skilled and efficient manpower is one of the most important tools for achieving organizational goals since work force has a pivotal role in increasing or reducing organizational productivity. In other words, if an organization has the largest finances or the best technology and facilities but lacks a productive and motivated workforce it will not reach its goal [11]. One of the issues that have been raised in the area of management and leadership is emotional intelligence. Proper use of emotion in human relations, understanding personal and interpersonal conditions, self-control, empathy with others and the use of positive emotions in thinking and cognition belong to the topic of emotional intelligence which has a significant effect on the behavior of managers toward their subordinates. The impact of emotional intelligence seems very remarkable and undeniable because of the variety of its defining characteristics in tasks, careers and responsibilities, including management, and the importance of engagement and interaction with people of different personality and emotional characteristics [17]. The concept of emotional intelligence was proposed for the first time in 1990 by Salovey and John Mayer who emphasized that emotional intelligence is a kind of emotional information processing including the correct evaluation of emotions in others and in oneself, appropriate expression of emotions, and adaptive emotion regulation (Nasrollahpour, 2007). Overwhelming evidence

indicates that people who have emotional skills - people who understand and control their feelings and conduct and understand and react to other people's feelings effectively - excel in every area of their lives whether in emotional relationships or in unwritten rules which lead to success in organizational policy [9]. Bar-on & Parker argue that emotional intelligence has a significant positive relationship with job satisfaction and can improve performance. Emotional intelligence influences job satisfaction. Awareness of interpersonal and intrapersonal emotions help to regulate negative emotions and improves individual performance. However, better performance leads to greater job satisfaction in employees. It seems that people with a higher emotional intelligence can have a greater job satisfaction because they can better identify and reduce feelings of hopelessness and stress. However, various studies show that people who have a lower job stress have a greater job satisfaction as well. Also, numerous researchers have concluded in their studies that people with a higher emotional intelligence have a desired level of satisfaction with their lives. However, job satisfaction is considered as a small section of the larger concept of life satisfaction [20]. The leaders of today's organizations not only should constantly be diligent in strengthening their emotional intelligence, but also should extend it to all organizational levels because the interaction of intelligent people with each other causes synergistic emotional intelligence in organizations. Increased self-confidence, responsibility, cooperation and empathy between members of an organization and the subsequent lively and dynamic atmosphere

ensure the survival of the organization and its steady progress despite increasing competition and complexity of the environment [12]. In Hong Kong, Wang & Law (2010) examined the effects of emotional intelligence in supervisors and their subordinates on job performance, job satisfaction, organizational commitment, and intentions for quitting the job and showed that there is a significant relationship between emotional intelligence and job satisfaction. However, this relationship is not mediated by emotional effort. Carmeli (2008) has shown that senior managers with a higher emotional intelligence are more satisfied with their jobs. Another variable which is very important in organizational behavior is organizational commitment. Organizational commitment can be defined as an individual's power of distinction, participation, and cooperation in a specific organization [16]. Job satisfaction is related to factors such as organizational commitment. Research has shown that organizational commitment is associated with consequences such as attendance, performance, and intentions for quitting the job [1]. In the literature, there is little empirical evidence concerning emotional dimensions, including the emotional intelligence of subordinates, and its impact on their employment attitudes and behaviors. Therefore, this study has tried to build upon the existing evidence and assess the impact of emotional intelligence in school principals - whose functions play an important role in employee efficiency, effectiveness and job satisfaction - on increasing their organizational commitment. We have to consider that schools are the most important social organizations and have the monumental task of education. The training and development of students take place in the first stage of their education, i.e. in elementary school. We also need to note that teachers are the most important and most

basic source employed by the Ministry of Education in terms of the role they play in order to achieve the goals of the school and education. Therefore it was necessary to conduct this study and provide solutions for improving the emotional intelligence of elementary school principals in Iranshahr, Iran, so that teachers can go to classes with more passion and enthusiasm. As a result, teachers' satisfaction with their job and their commitment to the organization where they work increase which consequently lead to higher student achievements. Finally, officials of the Ministry of Education can better diagnose and resolve the shortfalls of their educational programs. School principals can use these results as a priority and try to improve their emotional intelligence and thereby increase the organizational commitment of their teachers to the school. In this case, teachers' job satisfaction and organizational commitment will improve and the funds spent on education will not be a waste.

Dalir Yassavoli and Ebrahim Sani [2] conducted a study titled "the relationship between emotional intelligence and organizational commitment in the principals and employees of North Khorasan Bureau of Prisons, Iran" and achieved the following results: (1) there is a significant positive relationship between emotional intelligence and organizational commitment in managers and employees. In other words, an increase in emotional intelligence is associated with a proportional increase in organizational commitment. (2) There is no significant difference between principals and employees in terms of organizational commitment and there is also no significant difference between principals and employees in terms of emotional intelligence. Kazemiet al [5] conducted a study titled "the relationship between emotional intelligence, self-control and organizational commitment." The results showed that there is a significant positive

correlation between emotional intelligence and self-control, between emotional intelligence and organizational commitment, and between self-control and organizational commitment in school principals. The results of the regression analysis showed that emotional intelligence and self-control are predictors of organizational commitment in school principals. These two variables could predict 18% of changes in the organizational commitment of male principals. In a study entitled "the effects of interaction between dimensions of job satisfaction and organizational commitment", Ghanbari and Hejazi [4] found that the degree of job satisfaction and organizational commitment in teachers is above average. There is a mutual interaction between job satisfaction and organizational commitment in teachers. From among the components of organizational commitment, affective commitment has the greatest predictive impact on job satisfaction. Also, from among the components of job satisfaction, job and promotion satisfaction has the power to predict organizational commitment. In a study entitled "the effects of organizational citizenship behavior and emotional intelligence on job satisfaction in the employees of the Seven Diamonds Company", Mohammadtabar et al [10] found that organizational citizenship behavior and emotional intelligence have an impact on job satisfaction. In a study entitled "comparison of the relationship between job satisfaction and organizational commitment among faculty members and employees of Islamic Azad University", Ghamari [3] found that there is a positive relationship between job satisfaction and organizational commitment among the faculty members and the employees of Islamic Azad University. In a study entitled "job satisfaction and organizational commitment in office employees of Zahedan University of Medical Sciences", Kebriaee et al [6] found

that there is a positive relationship between job satisfaction and organizational commitment. In a study entitled "the relationship between emotional intelligence and job satisfaction in Ghouchan city government employees", Keramati et al [7] found that there is a significant positive correlation between emotional intelligence and job satisfaction in government employees. The results of a study by Carson & Carson (1998) showed that emotional intelligence and some components of emotional intelligence are correlated with organizational commitment and, at the same time, emotional intelligence predicts organizational commitment [19]. A doctoral thesis entitled "learning organizational culture, job satisfaction, motivation to learn, organizational commitment, and internal services in sports organizations", Xie Di [23] showed that there is a significant relationship between job satisfaction and organizational commitment in three dimensions (affective, normative and continuous commitment) on the one hand and internal services quality on the other. However, the effect of job satisfaction on internal services quality was not statistically significant and no dimension of organizational commitment explained a significant portion of the variance of internal services quality. In a study titled "organizational commitment, job satisfaction, and effort in the service environment", Testa [21] examined the relationship between organizational commitment, job satisfaction and effort for providing services and concluded that organizational commitment is a moderator of the variables of job satisfaction and effort for providing services. Also, in a study entitled "three components of the notion of organizational commitment", Meyer et al [18] found a significant relationship between normative organizational commitment and employee performance. In a study titled "the relationship between emotional intelligence, job satisfaction

and organizational commitment in the workplace” in Swinburn University, Gardner and Stough [15] noted that emotional intelligence is a useful predictor of job satisfaction and organizational commitment. They also found that emotional intelligence has a relationship with job satisfaction and organizational commitment. In a study entitled “emotional intelligence, trust and job satisfaction” in the employees of the University of California, Dong and Howard (2006) concluded that there is a relationship between emotional intelligence and job satisfaction and that emotional intelligence has the power to predict job satisfaction. In the field of competition among managers in the global society, Findler, Windol and Morbarak [14] conducted a research project titled “the relationship between diversity, inclusion, organizational culture, employee well-being, job satisfaction and organizational commitment”. The results showed that an increase in employee income is associated with an increase in job satisfaction and organizational commitment. They also found that there is a relationship between organizational commitment and job satisfaction. In a study entitled “the effect of emotional intelligence and its dimensions on job satisfaction and organizational commitment in nurses” Guleryuz, Guny, Miski Aydin and Asan (2008) found that emotional intelligence is remarkably associated with job satisfaction and organizational commitment. Ozturk and Deniz (2008) conducted a study entitled “the relationship between the components of job satisfaction and commitment in work among American retailers”. The results indicated that there is a relationship between job satisfaction and organizational commitment. The results also suggested a significant relationship between emotional intelligence and job satisfaction [22]. Othman & Anugerah [19] conducted a research project titled “the

relationship between commitment and job success and the mediating role of commitment in emotional intelligence/career success”. They concluded that: (1) People with a higher emotional intelligence have a greater commitment to their jobs; (2) commitment predicts job satisfaction; and, (3) commitment mediates the relationship between emotional intelligence and job satisfaction.

Research Hypotheses

1. There is a relationship between the components of emotional intelligence and job satisfaction.
2. There is a relationship between the components of emotional intelligence and organizational commitment.
3. There is a relationship between the components of job satisfaction and organizational commitment.
4. Emotional intelligence can predict job satisfaction.
5. Emotional intelligence can predict organizational commitment.
6. There are significant differences in the scores of emotional intelligence, job satisfaction and organizational commitment in school principals in terms of demographic characteristics

Materials and Procedures

The present study is conducted in the form of a descriptive-correlational research project to determine the relationship between emotional intelligence, job satisfaction and organizational commitment in elementary school principals of Iranshahr, Iran, in the school year 2012-2013. The population of this study consists of all the school principals of Iranshahr (n=260) in the school year

2012-2013 from among whom 155 people were recruited to participate in this study using stratified random sampling and in accordance with Cochran's sample size formula. Three questionnaires form data collection instruments of this study including the standard 33-item Sybrya Shrink's Emotional Intelligence Assessment Questionnaire (1995), the standard 83-item Smith, Kendall and Hulin's Job Satisfaction Questionnaire (1969), and the standard 24-item Allen and Meyer's Organizational Commitment Scale (1990). The face validity of all

three questionnaires was confirmed in a pilot study with the presence of a number of elementary school principals. The Cronbach's alpha reliability of the questionnaires was 0.79, 0.80 and 0.85 for the Emotional Intelligence Assessment Questionnaire, Job Satisfaction Questionnaire and the Organizational Commitment Scale, respectively. Data analysis was carried out at two levels: descriptive and inferential statistics (Pearson's correlation, stepwise regression and multi-way ANOVA).

Research Findings

1. There is a relationship between the components of emotional intelligence (self-motivation, self-awareness, self control, social awareness, and social skills) and job satisfaction.

Table 1 - Correlation coefficients between the components of emotional intelligence and job satisfaction

Criterion variable: job satisfaction			Statistical Indicator
Significance level	Squared correlation coefficient	Correlation coefficient	
			Predictive variable
0.002	0.075	0.273 **	Emotional Intelligence
0.001	0.204	0.452 **	Self-motivation
0.007	0.052	0.229 **	Self-awareness
0.214	0.012	0.108	Self Control
0.479	0.001	0.061	Social Awareness
0.361	0.006	0.078	Social Skills

p < 0.05

The figures presented in Table 1 show that there is a significant correlation between emotional intelligence and its components of self-motivation, self-awareness, and job satisfaction, that is, there is a significant relationship between emotional intelligence and job satisfaction (r = 0.273). According to the coefficient of determination (r²), 7.5% of the variance of emotional intelligence is shared with job satisfaction. The first hypothesis is thus confirmed indicating that there is a significant correlation between emotional intelligence and its components of self-motivation, self-awareness, and job satisfaction. However, the relationship between self-control, social awareness, and social skills on the one hand and job satisfaction on the other is not significant.

2. There is a relationship between the components of emotional intelligence (self-motivation, self-awareness, self control, social awareness, and social skills) and organizational commitment.

Table 2 - Correlation coefficients between the components of emotional intelligence and organizational commitment

Criterionvariable: organizational commitment			StatisticalIndicator
Significance level	Squaredcorrelation coefficient	Correlation coefficient	
0.017	0.052	0.227 *	Emotional Intelligence
0.330	0.008	0.088	Self-motivation
0.049	0.032	0.179 *	Self-awareness
0.002	0.074	0.273 **	Self Control
0.004	0.068	0.261 **	Social Awareness
0.021	0.042	0.206 *	Social Skills

p<0.01

The figures presented inTable2 show that there is a significantcorrelation between the components ofemotional intelligence(self-awareness,self-control, social awareness and social skills)andorganizational commitment, that is, thereisa significant relationshipbetween emotional intelligenceand organizational commitment (r=0.227). According to thecoefficient of determination(r^2), 5.2% of the variance of emotional intelligence is sharedwithorganizational commitment.Thesecond hypothesis thus confirmed indicating that there is a significantcorrelation betweenemotional intelligenceand its components of self-awareness,self-control, social awareness and social skills on the one hand and organizational commitment on the other. However, the relationship betweenself-motivation and organizational commitment is not significant.

- There is a relationshipbetweenjob satisfactionandorganizational commitment.

Table 3 - Correlation coefficients between job satisfaction and organizational commitment

Criterionvariable: job satisfaction			StatisticalIndicator
Significance level	Squaredcorrelation coefficient	Correlation coefficient	
0.001	0.220	0.469 **	Organizational Commitment

p<0.01

The figures presented inTable3 show that there is a significantcorrelation betweenjob satisfactionand organizational commitment, that is, thereisa significant relationshipbetween job satisfactionand organizational commitment (r=0.469). According to thecoefficient of determination(r^2), 22% of the

variance of job satisfaction is shared with organizational commitment. The third hypothesis is thus confirmed indicating that there is a significant correlation between job satisfaction and organizational commitment.

4. The components of emotional intelligence can predict job satisfaction.

Table 4 - Multiple correlation coefficients between the components of emotional intelligence and job satisfaction

Significance level	F-statistic	Adjusted Square multiple correlation coefficient	Squared multiple correlation coefficient	Multiple correlation coefficient	Predictive variable	Statistical Indicator	
						Criterion variable	
0.001	23.391	0.205	0.211	0.460	Self-motivation	Step 1	Job Satisfaction

p<0.01

The figures presented in Table 4 show that from among the variables tested by regression analysis, the best predictor of job satisfaction in the first step is self-motivation. Based on the results of stepwise regression analysis, there is a significant relationship between self-motivation and job satisfaction. On this basis, in the first step, self-motivation explains 21.1% of the variance of job satisfaction. The observed F-statistic is significant (p<0.05). Therefore, the regression is statistically generalizable to the statistical population.

Table 5 - Beta coefficient in predicting job satisfaction

Significance level	t-statistic	Standardized betacoefficients	Non-tandardized betacoefficients		Predictive variable	Statistical Indicator	
			Standard error	Beta		Criterion variable	
0.001	5.691	0.460	0.071	0.404	Self-motivation	Step 1	Job Satisfaction

p<0.01

The figures presented in Table 5 show that the Beta coefficient, for each unit of increase in self-motivation, increases job satisfaction for 0.460 units.

The predictive equation of the fourth study hypothesis can be presented as follows:

$$\text{Job satisfaction} = (0.688) + (0.404) \text{ motivation}$$

Table 6 - Exogenous variables in the regression equation for the prediction of job satisfaction by the components of emotional intelligence

Significance level	t-statistic	Beta	Scale	
0.791	0.265	0.025	Self-awareness	Step 1
0.496	- 0.682	- 0.060	Self Control	
0.068	- 1.839	- 0.171	Social Awareness	
0.160	- 1.413	0.125	Social Skills	

p<0.05

The figures presented in Table 5 show that there is no significant relationship between self-awareness, self-control, social awareness, and social skills on the one hand and job satisfaction on the other

5. Emotional intelligence can predict organizational commitment

Table 7 - Multiple correlation coefficients between the components of emotional intelligence and organizational commitment

Significance level	F-statistic	Adjusted Square multiple correlation coefficient	Square multiple correlation coefficient	Multiple correlation coefficient	Predictive variable	Statistical Indicator	Criterion variable
0.003	9.381	0.071	0.080	0.283	Self Control	Step 1	
0.001	7.380	0.105	0.121	0.384	Self Control Self-motivation	Step 2	

p<0.01

The figures presented in Table 7 show that from among the variables tested by regression analysis, the best predictor of organizational commitment in the first step is self-awareness and in the second step is self-motivation. Based on the results of stepwise regression analysis, there is a significant relationship between the variables of self-motivation and self-awareness on the one hand and organizational commitment on the other. On this basis, self-awareness explains 8% of the variance of organizational commitment in the first step and self-motivation explains 12.1% of the variance of organizational commitment in the second step. The observed F-statistic is significant (p<0.01). Therefore, the regression is statistically generalizable to the statistical population.

Table8 - Beta coefficient in predicting organizational commitment

Significance level	t-statistic	Standardized betacoefficients	Non-tandardized betacoefficients		Predictive variable	Statistical Indicator
			Beta	Standard error Beta		
0.003	3.063	0.283	0.202	0.618	Self Control	Step 1
0.001	3.749	0.369	0.215	0.807	Self Control	Step 2
0.027	2.243	0.221	0.273	0.612	Self-motivation	

Organizational Commitment

p<0.01

The figures presented in Table 8 show that the Beta coefficient, for each unit of increase in self-control, increases organizational commitment for 0.369 units, and for each unit of increase in self-motivation, increases organizational commitment for 0.221 units

The predictive equation of the fifth study hypothesis can be presented as follows:

$$\text{Organizational commitment} = (53.402) + (0.807) \text{ self-control} + (0.612) \text{ self-motivation}$$

Table 9 - Exogenous variables in the regression equation for the prediction of organizational commitment by the components of emotional intelligence

Significance level	t-statistic	Beta	Scale
0.285	1.138	- 0.126	Self-awareness
0.052	1.254	- 0.169	Social Awareness
0.104	- 1.683	- 0.180	Social Skills

p<0.05

The figures presented in Table 9 show that there is no significant relationship between self-awareness, social awareness, and social skills on the one hand and job satisfaction on the other

6. There are significant differences in the scores of emotional intelligence, job satisfaction and organizational commitment in school principals in terms of demographic characteristics

The results show that there is a significant difference in the scores of emotional intelligence and organizational commitment in terms of educational qualification. Paired tests presented in Tables 10 and 11 specify the difference between the groups.

Table 10 - Paired tests comparing the mean scores of emotional intelligence in terms of educational qualification

Significance level	Mean difference	Educational qualification
0.015	10.963	High school diploma or associate degree (98.711) → Master's degree or higher (113.50)

The results presented in Table 10 show that there is a significant difference in the scores of emotional intelligence between teachers with a high school diploma or an associate degree and teachers with a master's degree or higher,

Table 11 - Paired tests comparing the mean scores of organizational commitment in terms of educational qualification

Significance level	Mean difference	Educational qualification
0.001	11.222	High school diploma or associate degree (89.62) → Master's degree or higher (76.87)
0.001	8.031	Bachelor's degree (86.859) → Master's degree or higher (76.87)

The results presented in Table 11 show that there is a significant difference in the scores of organizational commitment between teachers with a master's degree or higher and teachers with a high school diploma, an associate degree or a bachelor's degree.

Discussion and Conclusions

The results show that there is a significant positive relationship between the variables of emotional intelligence and job satisfaction on the one hand and organizational commitment on the other hand. The results of this research project are consistent with the following studies by:

Dalir Yassavoli and Ebrahim Sani [2] indicating that there is a significant positive relationship between emotional intelligence and organizational commitment in managers and employees;

Kazemiet al [5] indicating that there is a significant positive correlation between emotional intelligence and self-control and between emotional intelligence and organizational commitment of educational managers; Ghanbari and Hejazi [4] suggesting that there is a mutual interaction between job satisfaction and organizational commitment in teachers; Mohammadtabaret al [10] suggesting that organizational citizenship behavior and emotional intelligence affect job satisfaction; Ghamari [3] indicating that there is a positive relationship between job satisfaction and

organizational commitment in employees; Kebriaee et al [6] suggesting that there is a positive relationship between job satisfaction and organizational commitment, Keramati et al [7] that there is a significant positive correlation between emotional intelligence and job satisfaction in employees; Carson and Carson (1998) suggesting that emotional intelligence and some of the components of emotional intelligence are correlated with organizational commitment and that emotional intelligence predicts organizational commitment; Di Xie [23] indicating that there is a significant relationship between job satisfaction and three dimensions of organizational commitment (affective, normative and continuous commitment); Testa [21] stating that organizational commitment moderates job satisfaction and efforts for providing services; Meyer et al [18] suggesting that there is a significant relationship between normative organizational commitment and employee performance; Gardner and Stough [15] suggesting that emotional intelligence is a useful predictor for job satisfaction and organizational commitment and that emotional intelligence has a relationship with job satisfaction and organizational commitment; Dong and Howard [13] stating that there is a relationship between emotional intelligence and job satisfaction and that emotional intelligence can predict job satisfaction; Findler, Windol, and Morbarak [14] insisting that there is a relationship between job satisfaction and organizational commitment; Guleryaz, Guney, Miski Aydin, and Asan [16] suggesting that emotional intelligence is highly correlated with job satisfaction and organizational commitment; Kozturk and Deniz (2008) stating that there is a relationship between job satisfaction and organizational commitment and that there is also a relationship between emotional intelligence and job satisfaction; Othman and Anugerah [19] suggesting that people with high emotional intelligence have a greater commitment to their jobs, that commitment predicts job satisfaction and mediates the relationship between emotional

intelligence and job satisfaction. From among the variables in the regression, the best predictor of organizational commitment through emotional intelligence is consciousness in the first step and self-motivation in the second step. However, there is no significant relationship between the variables of self-control, social intelligence, and social skills on the one hand and organizational commitment on the other. From among the variables in the regression, the best predictor of job satisfaction through emotional intelligence is self-motivation. However, there is no significant relationship between the variables of awareness, self-control, social awareness, and social skills on the one hand and job satisfaction on the other. The resolution of the main hypothesis was that emotional intelligence and job satisfaction have the ability to predict organizational commitment in school principals. In terms of demographic variables, there was a significant difference between the scores of emotional intelligence and of organizational commitment in terms of educational qualification and between the scores of emotional intelligence and of job satisfaction in terms of gender. There was also a significant difference in the scores of emotional intelligence between teachers with a high school diploma or an associate degree and teachers with a master's degree or higher, a significant difference in the scores of job satisfaction male and female teachers, and a significant difference in the scores of organizational commitment between teachers with a master's degree or higher and teachers with a high school diploma, an associate degree or a bachelor's degree.

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