

Professional Commitment of School Teachers in Relation to their Emotional Intelligence: A Study on the Teachers of Himachal Jyotika Guleria¹*
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Abstract

Educational organizations across the world are known to work with both human and material resources, thus it wouldn't be inaccurate to state that if human resources aren't sufficient to manage the material ones, the material resources themselves won't function as they are intended to. The present study aimed to investigate the Professional Commitment of school teachers in relation to their Emotional Intelligence. The study was conducted on a sample of 300 teachers of Himachal Pradesh, India. A descriptive survey was carried out for the quantitative data collection. The tools used by the researcher for data collection included; Teachers Emotional Intelligence Inventory by Mangal (2005) and Professional Commitment Scale developed by the investigator herself. Product moment method of correlation was used to study the relationship between variables and multiple regression analysis was applied to test the conjoint relationship among various dimensions of the variables. The analysis of data inferred that all the dimensions of Professional Commitment have significant positive relationship with all the dimensions Emotional Intelligence. Further, it was revealed that the unstandardized coefficient B, awareness of self and others is 0.839, for professional orientation is 0.722, for interpersonal management is 0.478 and for intrapersonal management is 0.519. This means that increase in these variables by one unit will increase in variable professional commitment with the same amount thus there existed statistically significant conjoint relationship among the dimensions of Emotional Intelligence and Professional Commitment. These results highlight the critical role of Emotional Intelligence in enhancing teachers' dedication to their profession, underscoring the importance of fostering EI for improved educational outcomes.

Keywords: Emotional Intelligence, Professional Commitment, School Teachers, Dimensions.

Introduction

It would not be incorrect to say that if human resources are insufficient to manage material resources, the material resources themselves will not perform as intended. This is because educational institutions all over the world are known to work with both people and material resources. Therefore, even on a global scale, educational institutions require committed teachers who are able to identify common problems the institutions face and assist in developing workable solutions. The term "professional commitment" describes a person's relationship to the workplace, their interest in their work, and their dedication to and belief in their career. It is the sociopsychological bond that an individual has with his line of work [1]. NEP 2020 envisions a transformative education system that balances the holistic development of students with the empowerment of teachers. On one hand, it aims to cultivate students who are empathetic, compassionate and capable of thinking and acting rationally. On the other, it seeks to re-establish teachers as respected member of society by recognizing the vital role they play in the education industry. The policy introduces measures to promote accountability, maintain high standards, and ensure quality across the education system, fostering a culture of excellence [2].

1.1 Professional Commitment

Professional Commitment is defined as a teacher's dedication to their students, school, and profession, reflecting their willingness to invest personal resources for the betterment of the educational process [3]. It encompasses dimensions such as a commitment to students' growth, professional excellence, and adherence to ethical standards [4]. Mayer and Allen identified three components of organizational commitment; Affective Commitment- it refers to a teacher's emotional attachment to, identification with, and involvement in their profession. Teachers with strong affective commitment are passionate about their role and view teaching as a calling. Continuance Commitment- it focuses on the perceived costs associated with leaving the profession. Teachers may remain committed because of the financial, social, or psychological investments they have made and Normative Commitment- it involves a sense of obligation to remain in the profession due to ethical or societal expectations, such as the belief in the

transformative power of education [5]. The present research paper undertakes five key dimensions of professional commitment as suggested by Dave and Rajput (1998) for investigation; *Commitment towards the Learner*- this emphasizes teacher's genuine care and concerns towards students, including fostering their holistic development, showing readiness to assist them and nurturing a positive, supportive learning environment. *Commitment to the Society*- As teachers play a crucial role in societal progress, this dimension highlights the need for educators to be aware of how their work impacts families, communities and nations. *Commitment to the Profession*- According to this dimension, teachers should embrace their professional responsibilities with pride and a sense of purpose. This includes actively engaging in continuous professional growth and upholding the integrity of the teaching profession. *Commitment to Excellence*- It involves striving for the highest standards in all aspects of teaching and fostering a mindset of doing one's best with enthusiasm and determination. *Commitment to Basic Human Values*- Teachers must embody and instill fundamental human values such as honesty, truthfulness, cooperation, love, and fairness [6]. These values are essential for cultivating a good quality of life and addressing the challenges of existence with integrity.

1.2. Emotional Intelligence

In the words of Daniel Goleman (1995), Emotional Intelligence is the ability to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope." Daniel Goleman's model of Emotional Intelligence (EI) identifies four core components essential for understanding and managing emotions effectively; Self-awareness, Self-management, Social-awareness and Relationship-management. Goleman's model emphasizes how these interconnected elements collectively contribute to emotional intelligence in personal and professional contexts [7]. The present paper discusses the four dimensions of Emotional Intelligence as mentioned in the Teacher's Emotional Intelligence Inventory by Mangal; *Awareness of Self and Others* which is the ability to recognize and understand one's own emotions and those of others, fostering a deeper understanding of feelings and emotional dynamics, *Professional Orientation* which is the capacity to maintain a professional demeanor by aligning emotional responses with workplace expectations and demonstrating emotional maturity in professional settings. *Intra-personal Management* (Self-regulation) which involves managing one's emotions effectively, controlling impulses, delaying gratification, and maintaining composure during challenging situations and *Inter-personal Management* which is the ability to build and sustain healthy relationships by effectively managing interactions, demonstrating empathy, and resolving conflicts constructively [8].

1.3 Need and Significance of the Study

Teachers play a pivotal role in shaping the intellectual and emotional development of students. As educators navigate the complexities of modern classrooms, both professional commitment and emotional intelligence emerge as critical attributes that influence their effectiveness and well-being. The professional commitment of teachers is closely linked to their emotional intelligence (EI), which plays a critical role in their

ability to manage interpersonal relationships, navigate emotional challenges, and maintain dedication to their profession. Emotional intelligence equips teachers with the skills necessary to handle the emotional demands of teaching, fostering a positive work environment and enhancing their professional commitment. The present study seeks to investigate the impact of emotional intelligence on the professional commitment of school teachers.

1.4 Variables Under Study

The present study has Emotional Intelligence as independent variable and Professional Commitment as dependent variable. The consistent cultural values across Himachal Pradesh, where education is highly valued and teaching is a convenient and respected profession, minimize the influence of external factors. As a result, the primary focus remained on the direct relationship between emotional intelligence and professional commitment without adjusting for covariates. Since confounding variables considered not to have a significant impact on the relationship between emotional intelligence and professional commitment, covariance analysis was not employed in this study

1.5 Objectives

- 1) To study the relationship between Professional Commitment and Emotional Intelligence of school teachers
- 2) To study the conjoint relationship among the dimensions of Professional Commitment and Emotional Intelligence of school teachers

1.6 Hypotheses

H1: Teachers with High Emotional Intelligence will have high Professional Commitment

H2: There is a significant conjoint relationship among dimensions of Emotional Intelligence and Professional Commitment of teachers

1.7 Rationales Behind the Study

The hypotheses were framed taking into consideration the studies; High emotional intelligence (EI) enhances employee engagement, motivation, and commitment by improving emotional regulation and interpersonal relationships (Mayer, Salovey, & Caruso, 2004). Integrating EI training into professional development programs can boost teacher retention, job satisfaction, and performance (Petrides & Furnham, 2006). Professional commitment includes affective, continuance, and normative dimensions (Meyer & Allen, 1991). Identifying key EI factors influencing commitment can help design targeted teacher training programs (Zeidner, Matthews, & Roberts, 2004). In the context of the study, each dimension of Emotional Intelligence (EI) is expected to correlate with Professional Commitment because they influence different aspects of how teachers interact with all the stake holders of an educational organization.

1. Literature Review

Emotional Intelligence for teachers is critical in fostering positive student relationships, managing classroom dynamics, and navigating professional stress [9]. High EI enables teachers to create emotionally supportive environments, which enhance student learning and well-being [10]. Research highlights a significant relationship between emotional intelligence and

professional commitment among teachers. Teachers with higher EI tend to exhibit greater professional commitment due to their ability to manage stress, empathize with students, and maintain a positive attitude toward teaching [11]. Similarly, Kumar et. al. observed that emotionally intelligent teachers are better at building relationships with colleagues and students, which reinforces their sense of purpose and commitment to the profession [12]. Emotional intelligence has been identified as a predictor of professional commitment in various studies. For instance, a study by Singh and Jha revealed that teachers with high self-awareness and interpersonal management skills are more likely to remain committed to their roles. This is because EI fosters adaptability and resilience, enabling teachers to handle the pressures of the profession effectively [13]. Conversely, professional commitment can influence a teacher's emotional intelligence. Teachers who are deeply committed to their students and profession often develop higher emotional regulation skills as they strive to meet the emotional and academic needs of their learners. This mutual reinforcement highlights the dynamic relationship between these two constructs [14]. The overview of many studies revealed that relationship between emotional intelligence and professional commitment is pivotal for understanding teacher effectiveness and well-being. Research consistently shows that emotionally intelligent teachers are more likely to remain committed to their profession, contributing positively to student outcomes and the school environment. The review of various studies indicates that most research has focused on secondary school teachers or educators in higher education institutions such as medical, engineering, pharmacy, and management fields. However, there is limited research addressing the interpersonal and intrapersonal dimensions of emotional intelligence among school teachers. Notably, no study was identified that examines the impact of all four dimensions of emotional intelligence on the professional commitment of teachers at the primary, middle, or secondary school levels. Furthermore, it was observed that the concept of professional commitment in education is relatively new, with most studies referring to it under the broader term of organizational commitment. Emotional intelligence (EI) has been widely studied in educational contexts, with several researchers examining its impact on various teacher-related outcomes, such as organizational commitment, job satisfaction, and performance. Satisfaction and emotional intelligence are positively correlated (Waghchoure, Pathare. & Musale, 2019) [19]. Li, Liu, and Yang (2014) highlighted that teachers' emotional intelligence can directly and indirectly predict their organizational commitment, with psychological well-being serving as a significant mediator. Additionally, the study found that transformational leadership by principals amplifies the positive effects of emotional intelligence on teachers' psychological well-being, which, in turn, enhances organizational commitment. A number of studies have confirmed the positive associations between emotional intelligence and job satisfaction, as well as emotional intelligence and organizational commitment.

For instance, Anari (2012) reported a positive and significant relationship between emotional intelligence (EI) and both job satisfaction and organizational commitment. The study also found that, while no significant differences were observed in

job satisfaction or organizational commitment across genders and age groups, gender differences did emerge in emotional intelligence—females reported higher levels of EI. However, age was not identified as a significant factor in relation to EI [17]. Similarly, a study by Karthika and Saffina (2024) revealed that teachers in general show higher-than-average emotional intelligence (EI) levels, with male teachers showing greater EI levels than female teachers. This difference in emotional intelligence was attributed to higher work commitment among male teachers. Further, the study identified that Self-Management, being one of the subdimensions of EI, was a better predictor of work commitment compared to Social Awareness. These results highlight the significance of self-control and emotional regulation in strengthening teacher commitment. [19]. Liu and Yang (2024) also corroborated the work of Li et al. (2014), confirming that teachers' emotional intelligence directly and indirectly predicts their organizational commitment, with psychological well-being acting as a mediator. Their study also highlighted the central role of transformational leadership in enhancing the effect of emotional intelligence on psychological well-being and organizational commitment. [20]. Additionally, Singh (2025) examined the effect of teachers' emotional intelligence (EI) on the academic performance of their students, and a strong positive correlation between the two was discovered. The research revealed that EI explained 60.1% of the variance in the academic performance of students and that teachers' job satisfaction (JS) served as a partial mediator for this relationship. These results indicate that teachers' emotional abilities not only help satisfy them in their jobs but also significantly influence their students' academic success [21]. Nwokolo and Ajufo (2024) conducted a study on teachers in public secondary schools and found a significant relationship between emotional intelligence scores and job commitment scores. Their findings provide further evidence of the impact of EI on teachers' work-related attitudes and performance [22].

In summary, the existing literature consistently supports the notion that emotional intelligence plays a critical role in shaping various aspects of teachers' professional lives, including organizational commitment, job satisfaction, and performance. Furthermore, psychological well-being, work motivation, and transformational leadership emerge as key factors that mediate and enhance the impact of emotional intelligence in educational settings.

2. Methodology

2.1 Research Design:

According to Best and Kahn (2006) survey technique helps in finding out "what is." It is employed to get information regarding a population's attitudes and opinions. Taking into consideration the advantages of this method especially its convenience in usage when researching big groups, making it perfect for social and educational research, this method was employed for the present study. In an offline setting, the researcher was present to guide a group of teachers as they completed the survey questionnaires. The participants received

a thorough explanation of the study's goal. The questionnaire used a 5-point Likert scale to measure statements that were both positively and negatively worded in order to reduce bias. However, because of the length of the questionnaire, it is impossible to completely rule out the possibility of careless responses, even in the face of efforts to encourage thoughtful responses.

2.2 Sample

The present study was conducted using survey questionnaire on a sample of 300 teachers of Kullu and Mandi districts of Himachal Pradesh. The sample of the study employed stratified sampling technique to ensure representation from different blocks, clusters and teacher subgroups to enhance the generalizability of the study. By dividing the population into meaningful strata (e.g., rural-urban, gender, experience level), the method minimized the bias and enhanced accuracy. This approach helped ensure that findings reflect the broader teaching population of Himachal Pradesh rather than just selected districts. The sample of the study included diverse representatives from schools established in two districts, six blocks and eleven clusters from both urban and rural areas, teachers teaching in primary, middle and secondary classes having diverse educational qualifications; graduate, post-graduates or possessing doctoral degree. A stratified random sampling technique was employed taking 16 schools and 300 teachers which cover a significant portion of all schools and teachers in these districts so as to generalize the findings.

2.3 Data Collection Tool

Teachers Emotional Intelligence Inventory by Mangal (2015) and Professional commitment scale was developed by the

investigator were the tools of the study. Criterion related validity, correlation of the Teachers Emotional Intelligence Inventory scores with an external criterion was obtained using external criteria 'Mangal's Teacher Adjustment Inventory' which revealed the validity co-efficient to be 0.55. The reliability statistics of professional commitment scale Reliability was estimated by r-Cronbach's Alpha method and found to be .94 which is satisfactory. To establish face validity, the final version of the scale was reviewed by a panel of experts, including eight Assistant/Associate Professors from Colleges of Education, two University Professors, and ten school principals. Their feedback was sought regarding the format and language of the scale. All experts expressed satisfaction with both aspects.

2.4 Statistical Techniques

Pearson correlation (to study the relationship between the dimensions of professional commit and emotional intelligence) and Multiple Linear Regression (to study the conjoint effect of dimensions of independent variable on dependent variable) tools were used for the statistical analysis of the data.

3. Data Analysis

H1: Teachers with High Emotional Intelligence will have high Professional Commitment

In the context of the study, each dimension of Emotional Intelligence (EI) is expected to correlate with Professional Commitment because they influence different aspects of how teachers interact with all the stake holders of an educational organization.

Table-1 Relationship between Emotional Intelligence and Professional Commitment of the teachers

		Correlations					
Dimensions		Basic Human Values	Learner	Society	Profession	Achieve Excellence	Professional Commitment
Awareness of Self and Other	Pearson Correlation	.525**	.495**	.447**	.423**	.396**	.773**
	p-value	.000	.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
Professional Orientation	Pearson Correlation	.443**	.425**	.287**	.295**	.367**	.623**
	p-value	.000	.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
Intrapersonal Management	Pearson Correlation	.394**	.448**	.285**	.267**	.296**	.580**
	p-value	.000	.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
Interpersonal Management	Pearson Correlation	.507**	.482**	.387**	.367**	.368**	.718**
	p-value	.000	.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
Teacher Emotional Intelligence	Pearson Correlation	.615**	.595**	.474**	.456**	.468**	.887**
	p-value	.000	.000	.000	.000	.000	.000
	N	300	300	300	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).							

Source: Primary data

Table 1 revealed that all the dimensions of Professional Commitment i.e. Basic Human Values, Learner, Society, Profession and Achieve Excellence have significant relationship with all the dimensions of Emotional Intelligence i.e. The Awareness of Self and Others, Professional Orientation, Intrapersonal Management, and Interpersonal Management. Thus, overall Professional Commitment has significant relationship with overall Emotional Intelligence.

The Pearson Correlation of Professional Commitment with dimensions of Emotional intelligence; Awareness of Self and Other, Professional Orientation, Intrapersonal Management, Interpersonal Management is $r = 0.773$, $r = 0.623$, $r = 0.580$ and $r = 0.718$ respectively. Since the effect size as measured by Cohen's r for these dimensions is greater than 0.5. It indicates a strong positive correlation. Also, Pearson Correlation of

Professional Commitment with Emotional intelligence $r = 0.887$ and the effect size is close to one it indicates a very strong positive correlation between these variables.

Therefore, H_1 "Teachers with High Emotional Intelligence will have high Professional Commitment" was not rejected.

The findings are supported by Adeyemo & Ogunyemi who found that teachers with higher EI are more likely to be committed to their careers because they are better able to handle stress, relate to pupils, and keep a positive outlook on teaching [11].

H2: There is a significant conjoint relationship among dimensions of Emotional Intelligence and Professional Commitment of teachers

Table-2 Regression table having Professional Commitment as dependent variable and Teacher Emotional Intelligence as Independent Variable

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.773	.598	.597	35.35716	.598	443.785	1	298	.000
2	0.857	.734	.732	28.80699	.136	151.927	1	297	.000
3	0.885	.783	.781	26.05713	.049	66.994	1	296	.000
4	0.894	.799	.796	25.16482	.015	22.364	1	295	.000

Table 2 shows stepwise regression model summary and overall fit statistics for the dependent variable professional commitment. The adjusted R^2 of model 1, which includes Awareness of Self and Others as a dimension of Emotional Intelligence as independent variable, was found to be 0.598 with the $R^2 = 0.598$. This means that the regression explains 59.8% of the variance in the data in model 1.

In model 2 the independent variables are Awareness of Self and Others, Professional Orientation, the adjusted R^2 is 0.732 with the $R^2 = 0.734$. This means that the linear regression explains 73.4% of the variance in the data in the model 2.

In model 3 the independent variables are Awareness of Self and Others, Professional Orientation and Intrapersonal Management, the adjusted R^2 is 0.781 with the $R^2 = 0.783$. This

means that the linear regression explains 78.3% of the variance in the data in the model 3.

In model 4 the independent variables are Awareness of Self and Others, Professional Orientation, Intrapersonal Management and Interpersonal Management, the adjusted R^2 is 0.796 with the $R^2 = 0.799$. This means that the linear regression explains 79.9% of the variance in the data in the model 4.

As we can see that R^2 increases as more predictors are added because each additional predictor, even if weakly related to the dependent variable, helped explaining the variance, thus reducing residuals. Adjusted R^2 has adjusted the R^2 value based on the number of predictors in the model. Adjusted R^2 accounts for the potential overfitting.

Table 3 ANOVA Analysis for variable Professional Commitment as dependent variable and Teacher Emotional Intelligence as Independent Variable

ANOVA						
Model		Sum of Squares	df	Mean Square	F-value	p-value
1	Regression	554788.538	1	554788.538	443.785	.0001**
	Residual	372538.458	298	1250.129		
	Total	927326.997	299			
2	Regression	680863.765	2	340431.882	410.237	.0001**
	Residual	246463.232	297	829.843		
	Total	927326.997	299			
3	Regression	726350.749	3	242116.916	356.592	.0001**
	Residual	200976.248	296	678.974		
	Total	927326.997	299			

4	Regression	740512.908	4	185128.227	292.338	.0001**
	Residual	186814.089	295	633.268		
	Total	927326.997	299			

The F-ratio in ANOVA Table 3 tests whether the overall regression model is a good fit for the data. The findings show that the independent variable has a significant prediction of the dependent variable

‘Professional Commitment’ as reflected by a p-value of less than 0.05 for all the models. This establishes that the regression model is statistically significant and a good fit for the data.

Table 4 Coefficients for variable Professional Commitment as dependent variable and Teacher Emotional Intelligence as Independent Variable

Coefficients										
Model		Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	214.199	12.430		17.232	.0001**	189.737	238.662		
	Awareness of Self and Other	.839	.040	.773	21.066	.0001**	.761	.918	1.000	1.000
2	(Constant)	139.289	11.811		11.793	.0001**	116.045	162.533		
	Awareness of Self and Other	.685	.035	.631	19.665	.0001**	.616	.753	.870	1.150
	Professional Orientation	.722	.059	.395	12.326	.0001**	.607	.838	.870	1.150
3	(Constant)	107.412	11.371		9.446	.0001**	85.033	129.791		
	Awareness of Self and Other	.402	.047	.370	8.602	.0001**	.310	.494	.395	2.532
	Professional Orientation	.743	.053	.407	14.003	.0001**	.639	.847	.868	1.152
	Interpersonal Management	.478	.058	.339	8.185	.0001**	.363	.593	.427	2.341
4	(Constant)	91.148	11.508		7.921	.0001**	68.500	113.796		
	Awareness of Self and Other	.372	.046	.343	8.160	.0001**	.282	.462	.387	2.582
	Professional Orientation	.634	.056	.347	11.271	.0001**	.523	.744	.721	1.387
	Interpersonal Management	.453	.057	.321	7.997	.0001**	.342	.565	.423	2.362
	Intrapersonal Management	.519	.110	.150	4.729	.0001**	.303	.734	.682	1.467

Collinearity Interpretation

In regression analysis, collinearity refers to the correlation between independent variables, which can affect the stability and interpretability of the model coefficients. The Tolerance values indicate the proportion of variance in an independent variable that is not explained by other independent variables in the model. A Tolerance value below 0.1 suggests a potential collinearity issues. The Variance Inflation Factor (VIF) quantifies how much the variance of the estimated regression coefficients is inflated due to multicollinearity. A VIF value above 5 is often considered indicative of high multicollinearity, while values above 10 indicate severe collinearity.

From the table 4 Model Analysis for Model 1, the Tolerance value is 1.000 and VIF value is 1.000 which indicates that there is no collinearity issue with respect to the ‘Awareness of Self and Other’ dimension of Emotional Intelligence. For Model 2, the Tolerance value is 0.870 and VIF value is 1.150 which indicates acceptable levels that collinearity is not a significant with ‘Awareness of Self and Other’ and ‘Professional Orientation’ dimensions of Emotional Intelligence. In Model 3, the Tolerance value for ‘Awareness of Self and Other’ is 0.395 and VIF value is 2.532, the Tolerance value for ‘Professional Orientation’ is 0.868 and VIF value is 1.152. The Tolerance value for ‘Interpersonal Management’ is 0.427 and VIF value is 2.341 which indicates the presence of moderate collinearity but none of the values suggest severe issues. In Model 4, the

Tolerance value for 'Awareness of Self and Other' is 0.387 and VIF value is 2.582, the Tolerance value for 'Professional Orientation' is 0.721 and VIF value is 1.387, the Tolerance value for 'Interpersonal Management' is 0.423 and VIF value is 2.362, the Tolerance value for 'Intrapersonal Management' is 0.682 and VIF value is 1.467 which indicates that moderate collinearity exists especially in the 'Awareness of Self and Other' and 'Interpersonal Management' dimensions of Emotional Intelligence which is still manageable.

Overall, the models demonstrate varying degrees of collinearity especially with 'Awareness of Self and Other' dimension across different models. While moderate collinearity is evident, it does not reach a level that severely affects the interpretability of the coefficients.

The unstandardized coefficients shown in Table 4 are the degrees to which the dependent variable, Professional Commitment - is changed with a unit change in each of the independent variables, given that all the other variables remain unchanged. It shows that Awareness of Self and Others, Professional Orientation, Interpersonal Management, and Intrapersonal Management each have a positive significant influence on Professional Commitment, having standardized beta coefficients of 0.343, 0.347, 0.321, and 0.150, respectively. The t-test p-values for these predictors affirm their significance in the model statistically. Also, the intercept term is significantly contributing to the model, with a p-value of less than .001.

Thus, the model for Professional Commitment (Y), Awareness of Self and Others (X1), Professional Orientation (X2), Interpersonal Management (X3), Intrapersonal Management (X4) is

$$Y = 91.148 + 0.372 X1 + 0.634 X2 + 0.453 X3 + 0.519 X4$$

4. Result Discussions and Conclusion

For the hypothesis **"There is a significant conjoint relationship among dimensions of Emotional Intelligence and Professional Commitment of teachers"**. Results obtained from tables 2, 3 and 4, it was revealed a significant effect of dimensions of Emotional Intelligence and Professional Commitment of teacher.

On the basis of results obtained it was inferred that there existed statistically significant correlation between Emotional Intelligence and Professional Commitment of teachers. Further, it is found that there existed statistically significant conjoint relationship among dimensions; Awareness of Self and Others, Professional Orientation, Intrapersonal Management, Interpersonal Management and Professional Commitment. The unstandardized coefficient B, Awareness of Self and Others is 0.372, for Professional Orientation is 0.634, for Interpersonal Management is 0.453 and for Intrapersonal Management is 0.519, which meant that increase in the predictor variables by one unit will increase in criterion variable Professional Commitment with the same amount.

Therefore, H2 **"There is a significant conjoint relationship among dimensions of Emotional Intelligence and Professional Commitment of teachers"** was not rejected.

These results are in alignment with Li et al., who showed that organizational commitment of teachers can be predicted directly and indirectly by their emotional intelligence using psychological well-being as a mediating variable [15].

Conclusion

The study concludes that there is a statistically significant correlation between Emotional Intelligence (EI) and Professional Commitment among teachers. The dimensions of EI; Awareness of Self and Others, Professional Orientation, Intrapersonal Management, and Interpersonal Management, show a significant conjoint relationship with Professional Commitment. The unstandardized coefficients (B values) for these dimensions indicate that an increase in any predictor variable leads to a corresponding increase in Professional Commitment. Furthermore, the hypothesis that "Teachers with high Emotional Intelligence will have high Professional Commitment" was supported by the findings. These results highlight the critical role of Emotional Intelligence in enhancing teachers' dedication to their profession, underscoring the importance of fostering EI for improved educational outcomes. Based on the conclusion that Emotional Intelligence (EI) is significantly correlated with Professional Commitment among teachers, some specific action plans that can be implemented to enhance Emotional Intelligence and consequently, improve professional commitment in the teaching profession are discussed in educational implications heading.

Educational Implications

Education is not an exception to how rapidly the world is changing. Teachers must be emotionally stable to handle the demands of today's technologically advanced classroom. Teachers should have access to workshops, seminars, and expert discussions on emotional intelligence development to assist them understand other people's viewpoints. This will give them more balance, empathy, and the capacity to tackle problems in a logical manner. School administrators must take emotional intelligence into account when hiring new teachers. Teachers benefit from training that increases their understanding of ethics and enhances their professional skills. This kind of development supports their personal growth and career advancement. It is important for the school management to frequently appreciate teachers by recognizing and rewarding their dedication. Such acknowledgement not only motivates teachers to remain committed but also sets a positive example for others to follow. Policymakers should develop and enforce guidelines that improve teacher's emotional intelligence. Training programmes should aim to enrich emotional skills, which are crucial for better teaching, effective classroom management and overall teacher well-being.

Recommendations for Further Investigation

In order to improve professional dedication and address the difficulties teachers encounter in a variety of educational environments; future research should investigate intervention techniques like emotional intelligence training. Similar research can be done on other demographic factors like age, professional commitment, and educational background.

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