

Designing teachers' organisational commitment and job satisfaction model considering the triple intelligence quotient, emotional intelligence and social intelligence pattern for students

Elahe Mohadesi^{a*}, Tarbiat Moalem University, Faculty of Psychology and Educational Science, Tehran, Iran

Taghi Vahidi^b, Islamic Azad University, Department of Business Management, Shahrood, Iran

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Abstract

Any educational system strongly requires teachers' commitment. Meanwhile, job satisfaction (JS) apparently reinforces their organisational commitment (OC), and also OC will probably, in turn, lead to JS even more. Additionally, unilateral focus on intelligence quotient (IQ) cannot definitely nurture the scientific and practical capabilities of students proportionally. Thus, simultaneous attention needs to be paid to emotional intelligence (EI) and social intelligence (SI) along with IQ. This study aims to find reasonable relationships among the variables 'OC', 'JS', 'IQ', 'EI' and 'SI' by introducing a model containing recent findings based on the web mining and text mining methods and by considering a set of related components determined for each variable. Finally, it has been concluded that focusing on both OC and JS in teachers will accelerate the triple competencies of the students in IQ, EI and SI.

Keywords: Organisational commitment, job satisfaction, intelligence quotient, emotional intelligence, social intelligence;

* ADDRESS FOR CORRESPONDENCE: Elahe Mohadesi, MA Graduate in Career Counseling, Faculty of Psychology and Educational Science, Tarbiat Moalem University, Tehran, Iran.

E-mail address: mohadesi.elahe@yahoo.com

1. Introduction

A glance at the recent advances in various scientific and technological fields in Iran or other developing countries indicates the key role of education and training at schools or in different scientific, cultural and industrial institutions. A man-made phenomenon or any kind of masterpiece anywhere in the world can hardly be found in which no trace of education or training can be seen playing a prominent role in their creation. Thus, focusing on the right training and also having students' capabilities noticed by the teachers will be crucial in attaining an acceptable level of knowledge or skill by the students; meanwhile, the teachers have to consider multilateral education and avoid unilateral nurture.

In the public eye, the ability of a student is still evaluated by his/her intelligence quotient (IQ), like in the past when some genius people or budding scientists were assessed initially as low IQ students and were paid less attention to by their teachers at school. Therefore, it is several decades now that unilateral attention to IQ has been criticised from the psychological and sociological view point, and focusing on other capabilities such as emotional intelligence (EI) and social intelligence (SI) has been taken into consideration.

Creativity and innovation, as the accelerators of scientific advances, can emerge in a platform which nestles beyond the IQ-based frameworks. This platform must not only focus on activities which are related to the left hemisphere of the brain (those actions that mainly include mathematical calculations), but must also consider the actions which stimulate the right hemisphere of the brain. As stated in some psychological researches, activating both the right and the left hemispheres will excessively reinforce the brain's power, highlighting another reason why the other intelligence potentials are so important along with IQ.

Having organisational commitment (OC) is a must for teachers because it acts as a stimulus for persuading them to undertake their tasks. If the teachers' commitments are strengthened through the meeting of their reasonable requirements, not only will attaining job satisfaction (JS) be beyond expectations, but also the consequences of their measures will benefit the society and the country at large in the near or distant future.

JS is among the priceless variables which will lead to desired organisational services; meanwhile, the trend of its reinforcement depends on many components. As it can be seen in various surveys, some people are not satisfied with their jobs, and the reason for their lack of satisfaction may be originating from intrinsic, personal or external factors. Many examples can be found among those who have attempted to undertake their tasks even when nobody persuades them or no one notices their masterpieces. The reason for such morale is generally their robust beliefs in their goals and objectives. However, for external factors which can promote organisational loyalty, OC and JS, efficient strategies will be highly required to canalise the energy and ability of the teachers along with the capabilities of the students in order for superior consequences to be attained in the educational system.

By having a glance on the variables of 'organisational commitment', 'job satisfaction', 'intelligence quotient', 'emotional intelligence' and 'social intelligence', this study aims to design a general model considering the aforesaid variables. Moreover, the model can be tested later on in a defined statistical population so that a practical model for the national schools can be extracted. Attention

must be paid to the fact that if teachers focus on the triple mentioned intelligence, students' progress in their learning affairs will be incredible and it will definitely lead to higher OC and JS of the teachers.

2. Literature review

2.1. Organisational commitment

For most people, commitment can be considered a familiar term. In fact, when someone takes on the responsibility of a job, he/she must be a respecter of the organisational goals and must attempt to play the right role in meeting the organisational needs and requirements.

OC is the term which is closely associated with the positive attitude of the employee towards the organisation (Gopinath, 2020). OC goes beyond organisational loyalty to build a more active relationship with the organisation in a devotional manner in both beliefs and actions (Alsughayir, 2021). OC refers to whether an employee wishes to continue working for an organisation or leave it. Employees tend to be attracted to those organisations with a culture that values their work and focuses on organisational well-being (Jigjiddorj, Zanabazar, Jambal, & Semjid, 2021). OC is the outcome of JS. OC is the willingness of the worker to remain within an organisation; it is a psychological state that binds an individual with a particular organisation (Farzeen, Ahmad, & Anwar, 2015).

With the existence of OC, employees are expected to be loyal and there will be no employee turnover and the resulting performance is satisfactory to the company (Marimin & Santoso, 2020). Benkarim and Imbeau (2021) address the two proposed dimensions of OC, namely 'value commitment' and 'commitment to stay'. The first dimension refers to the desire to support organisational goals by making efforts to achieve them. It translates into items, including the willingness to perform for the organisation, congruence of personal values with those of the organisation and concern for its fate. The second dimension refers to the intention to remain a member of the organisation. It is based on items that pertain to organisational membership. Also, Benkarim and Imbeau (2021) address the four dimensions for OC: 'instrumental commitment propensity', 'normative commitment propensity', 'instrumental commitment' and 'affective commitment'.

In addition to the mentioned researchers, Cetin (2020) proposes three components: 'continuance commitment', 'affective commitment' and 'normative commitment'. Also, Vizano et al. (2020) offer three slightly similar components for OC, i.e., 'affective commitment', 'sustainability commitment' and 'normative commitment'. Moreover, the dimensions of commitment by Golshan Pour Ataghvari (2017) include 'commitment to customers or clients', 'commitment to the organisation', 'commitment to own self', 'commitment to working individuals and groups' and 'commitment to work'.

2.2. Job satisfaction

JS is of great importance in public as well as private organisations. JS describes how well an individual is happy with his/her job. If a person has positive feelings towards his/her job, it means he/she has a higher level of satisfaction towards his/her job, whereas negative feelings are indicators of dissatisfaction towards the job. When an individual has a positive attitude towards work, he/she

will be fully committed to the organisation and it will have a positive influence on his/her performance, so obviously it will lead towards JS. Just as positive attitude enhances the performance of an employee, when an individual performs well it will have a strong influence on the firm's profitability (Farzeen et al., 2015). Moreover, based upon Marimin and Santoso (2020) quoting from Pravasanti and Tho'in (2018), JS is the difference between the amount of benefits received by employees and the amount they believe they should receive or the degree to which someone perceives positively or negatively about their work.

The concept of JS has a strong psychological underpinning and traditionally has been of great interest to social scientists concerned with the problems of work in an industrial society. The concept itself over the years has transformed to become a noble area of research in understanding human motivation. JS as a concept has been widely researched, especially in the area of management and organisational behaviour. However, the general perspective on the concept of JS exists with different interpretations, but is mostly defined along the lines of aspects of an individual's job and employee well-being. Taking into consideration previous studies, it is observed that the institutional concept of JS, describing employees working attitudes in an effort to conceptualise JS, has gradually evolved over time (Okolocha, Akam, & Uchehara, 2021).

A positive attitude towards one's job or simply JS unveils the pleasure level of an employee or individual. Important organisational outputs such as high performance, a non-conflict environment and a low turnover rate are reliant on an employee's satisfaction from the job and the work environment (Alsughayir, 2021). JS refers to an employee's feelings about their job and is frequently studied in relation to organisational culture and other variables, such as job commitment, performance and OC (Jigjiddorj et al., 2021). JS is a significant driver of employee performance and, invariably, institutional success. This is because JS reflects employee well-being and their perception towards their job (Okolocha et al., 2021).

According to Javanmardnejad et al. (2021), 'salary' and 'security' are among the items which relate to JS. Also, Surbakti, Nasution, and Wibowo (2021) address 'social status' as an effective factor on JS among the other related items. In addition, according to Davidescu, Apostu, Paul, and Casuneanu (2020), motivated employees spend a longer period of time without changing jobs so that it has been led to an increase on some factors such as participation on decision-making, employee creativity and productivity; thus, it seems to be – based on this study – a relationship between creativity and JS among the other important items relating to human resource management. Moreover, the study addresses employer–employee relationship by work flexibility, which seems to lead to JS. Moreover, based on a doctoral thesis by Ayivi-Guédéhoussou (2016), JS is measured with the Minnesota Satisfaction Questionnaire which consists of some items such as ability utilisation, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision–human relationships, supervision–technical variety and working conditions. Furthermore, based on Wang and Brower (2019), most of the existing literature considers JS as determined by two critical factors – personal traits and environmental determinants. In addition, according to researchers, JS is measured by creating an additive index with two questions: 'Considering everything, how satisfied are you with your job?' and 'Considering everything, how satisfied are you with your organisation?' Furthermore, JS has a big impact on how an employee performs his job. Each person has different criteria for measuring his own JS. The factor that

influences it is not only the style of management, but also payments, working hours, schedule, benefits, stress level and flexibility (Dziuba, Ingaldi, & Zhuravskaya, 2020).

According to Sharma and Biswakarma (2020), there is a support revealing the relationship between JS and *job performance* so that job performance will lead to JS. Also, the mentioned researcher argues that JS is under the influence of a series of factors, such as the nature of work, salary, advancement opportunities, management, work groups and work conditions. Moreover, based on a quota by Okolocha et al. (2021), JS can be described as the degree of need satisfaction derived from an employee's evaluation of the intrinsic and extrinsic aspects of his or her job; meanwhile, such intrinsic and extrinsic aspects of JS include salary, working conditions, policy, responsibility and career advancement.

Lee et al. (2016) addressed this in a six-factor model for measuring JS. These factors are as follows: working environment, work achievement, compensation and benefits, education and training, promotion and evaluation and management system. On the other hand, from the perspective of content theory of motivation, notably the Maslow hierarchy of needs and the Herzberg two-factor theories, organisational factors impacting JS include, but are not limited to, wage/pay, recognition, supervision, the work itself, security, supervision, work environment and co-workers (Anin, Ofori, & Okyere, 2015). Furthermore, according to Malik, Chishti, and Shahzad (2016), nine facets of JS include pay, promotion, supervision, benefits, rewards, operation procedure, co-workers relations, the work itself and communication.

2.3. *Intelligence quotient*

Murtza, Gill, Aslam, and Noor (2020) define IQ as 'a total score derived from a set of standardised tests designed to assess human intelligence'. These researchers also address a quota which describes IQ as something that is used to assess the capability of an individual to perceive, analyse and explain a particular situation. In their definition, IQ is the cognitive ability of an individual that can be measured and indicated in numerical terms.

IQ dimensions based on Hejazi, Abdolvand, and Rajae Harandi (2017) are accuracy, objectivity, believability, reputation, access, security, relevancy, value-added, timeliness, completeness, amount of data, interpretability, ease of understanding, concise representation and consistent representation. In addition, according to Shapiro, Escolar, Delaney, and Mitchell (2017), the IQ-related five factors based on the Stanford-Binet intelligence scale are knowledge, quantitative reasoning, visual-spatial processing, working memory and fluid reasoning.

2.4. *Emotional intelligence*

For the first time, in 1990, a psychologist named Salovey used the term 'emotional intelligence' to express the quality and comprehension of people's feelings, sympathy with other's feelings and the ability to manage moods (Givaki, Davoudi, Manzari, & Alipour, 2018). EI is the ability of people to perceive their own and others' emotions and construct their thinking and action based on it (Lanlv & Ming-Tsung, 2021).

Researchers started to show great interest in the whole idea of EI during the 1800s. Over the years, the ideology of EI has evolved, from its rise as 'social intelligence' in the 1930s to 'emotional strength' in the mid-20th century to the present – 'emotional intelligence' (Alsughayir, 2021).

The elements of the EI structure can be summarised as the awareness of one's and others' emotions and the ability to use and handle emotions. A self-aware individual has high self-efficacy and is aware of his/her limits and is at peace with him/herself. In addition, such individuals motivate themselves and do not show any negative attitude. High awareness of others' emotions and the sense of empathy are frequently considered in today's business life, which, in turn, reveals the significance of EI (Alsughayir, 2021). Also, according to Vafaei, Derakhshanfar, and Saboorizadeh (2016), the components for EI are as follows: self-regulation, self-awareness, self-motivation, sympathy and social skills (SS).

EI can be generally summarised into three dimensions: emotional expression, emotional regulation and emotional problem-solving (Lanlv & Ming-Tsung, 2021). In addition, the four EI dimensions stated by Rosales-Pérez, Fernández-Gámez, Torroba-Díaz, and Molina-Gómez (2021) are as follows: *sociability*, *emotionality*, *self-control* and *well-being*. Moreover, Dhani and Sharma (2016) address the components of EI as emotional self-awareness, assertiveness, self-regard, self-actualisation, independence, empathy, interpersonal relationship, social responsibility, problem-solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism.

2.5. Social intelligence

In a society where social relationships are a crucial component of everyday life, having enduring and enjoyable social ties not only promotes happiness but also better health (Belton, Ebbert, & Infurna, 2016).

According to Habeeb (2019), the dimensions of SI are patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour and memory. Also, three dimensions for SI have been addressed by the researcher as follows: social needs and interests, social knowledge and social ability. Moreover, Promsri (2019) has addressed the three essential components of SI including social information process, SS and social awareness.

3. Methodology

The information utilised in this study has been gathered based on new research; meanwhile, the most important items for each variable have been selected as the main components. In other words, the techniques of web mining and text mining have been used to find the more convenient items relating to the major variables. Since a variety of the articles have been utilised for the final model, one can conclude that the model represents the most important related components for each specified variable.

4. Results

By focusing on the previous studies stated earlier, the key role of IQ, EI and SI, as the triple intelligence for students as well as their role in OC and JS of the teachers, has been clarified. Various studies have shown that the unilateral emphasis of the teachers on the IQ without considering the other capabilities of the students, such as EI and SI, will lead to low-capability students in the future; meanwhile, it will shorten the OC and JS of the teachers. Therefore, the defined model has specified a multilateral perspective for both teachers and students.

5. Discussion and conclusion

Some evidence was found by studying the following researches which indicate the association between the above-mentioned variables:

1. According to Alsughayir (2021), the results of the research among nurses employed in about seven hospitals in Turkey revealed a strong positive relationship between EI and JS.
2. JS is a challenging issue for the management of any organisation. Through organisational culture, it is possible to increase JS, which, in turn, can nurture an employee's commitment and willingness to stay for a longer period of time (Jigjiddorj et al., 2021).
3. The overview of the literature on JS and OC revealed many interrelations between these two attitudes (Alsughayir, 2021).
4. There is a positive relationship between organisational culture, JS and the OC of employees (Jigjiddorj et al., 2021).
5. The results of the research by Alsughayir (2021) showed that EI affects both JS and OC significantly and positively.
6. By nurturing a strong positive organisational culture, employees become more committed and responsible. It unites the ambitions of employees to become goal-oriented. If an organisation has loyal and committed employees, then it may be a sign of JS, which is essential for achieving an organisation's goals (Jigjiddorj et al., 2021).
7. Managers and policy-makers should make such a policy which would focus on JS as it would increase OC. In order to make employees committed to the organisation, managers should focus on several aspects that make the job of employees satisfying (Aamir Abbas & Tayyeb Riaz, 2018).
8. According to Givaki et al. (2017), there is a significant correlation between JS, job motivation and EI; meanwhile, EI and job motivation are significant predictors of JS.
9. JS affects OC, and teachers with high JS show higher OC (Givaki et al., 2017).

Considering the described variables, the importance of EI and SI along with IQ has been clarified in the present study. It seems that if schoolteachers nurture students' capabilities relating to IQ and also promote their EI and SI abilities, it will probably increase the students' potentials in learning scientific and practical skills; meanwhile, students' advancements will both satisfy their teachers and increase their commitments to the educational system.

6. The final model

Based on the mentioned triple intelligence, i.e., IQ, EI and SI, and their association with the two variables of OC and JS, the final model of the research can be obtained as shown in Figure 1.

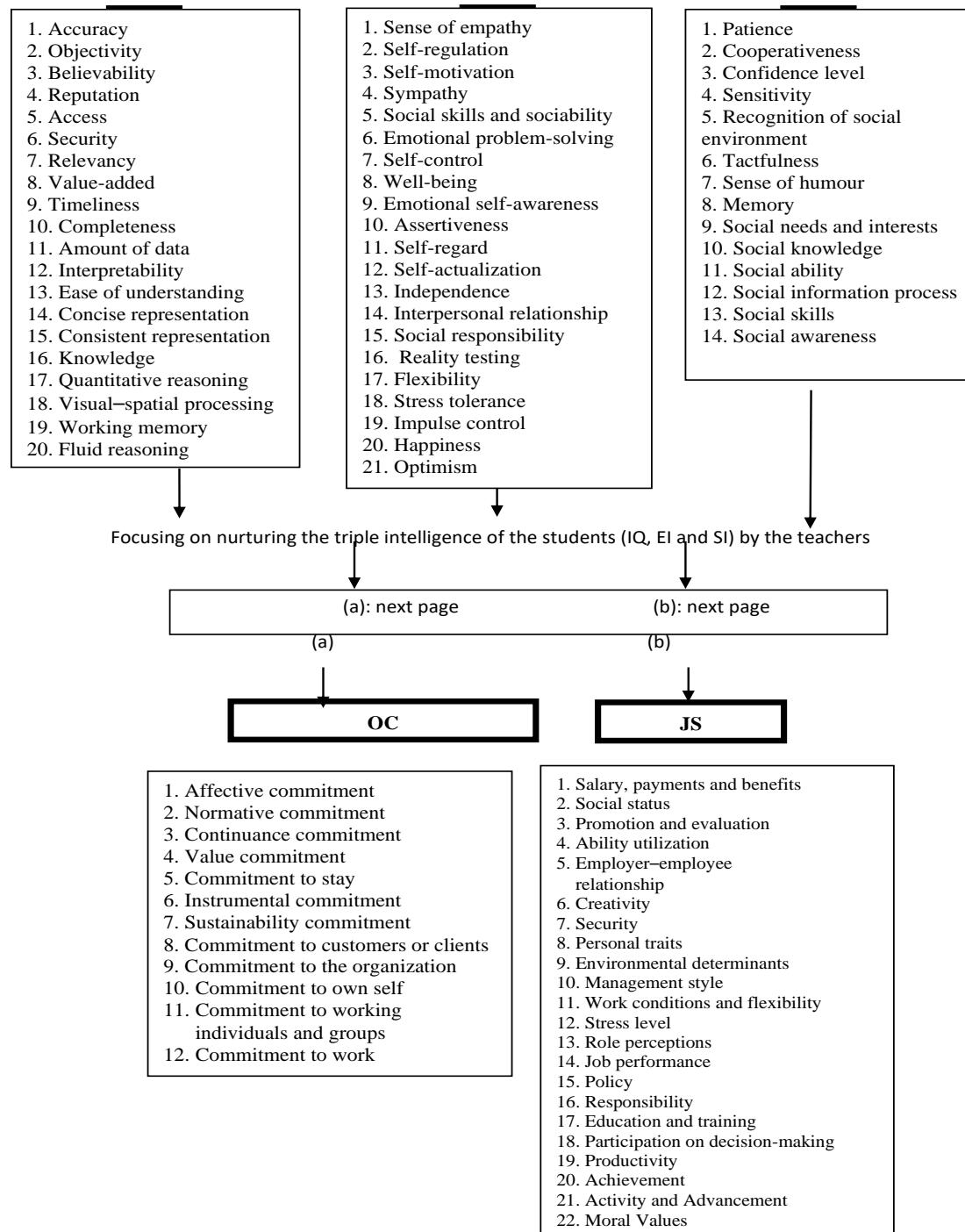


Figure 1. The final model of the association between the triple intelligence of the students (IQ, EI and SI) and the two variables of OC and JS for the teachers

7. Recommendations

Since the model has been presented based upon recent studies, it is recommended to future researchers to test the model by providing a research-made questionnaire and utilising the SEM, i.e., the quantitative methods like structural equation modelling. In addition, the model can be finalised by a mixed method approach, which is both a qualitative and quantitative methodology, such as the grounded theory or especially the emergent/Glaser approach.

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