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## Emotional Intelligence, Job Satisfaction, and Reward Systems as Predictors of Organizational Commitment for Educational Purposes: A Short Literature Review

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### ABSTRACT

This short literature review examines emotional intelligence, job satisfaction, and reward systems as predictors of organizational commitment in educational settings. A narrative review method was used to synthesize peer-reviewed articles and theoretical literature from psychology, education, organizational behavior, and human resource management. Emotional intelligence supports emotional regulation, adaptability, and interpersonal relationships; job satisfaction strengthens professional well-being and reduces turnover intention; and reward systems enhance motivation, trust, and perceived institutional support. Together, these factors contribute to organizational commitment by addressing employees' emotional, psychological, and motivational needs. This review recommends integrated institutional strategies to improve morale, retention, and workforce engagement in educational organizations.

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## 1. INTRODUCTION

Organizational commitment is an important factor in maintaining employee loyalty, work performance, and long-term retention in educational institutions. It refers to employees' psychological attachment to their organization and their willingness to remain, contribute, and perform effectively within their roles (Allen and Meyer, 1990). In educational settings, organizational commitment is especially important because teachers, administrators, and support staff directly influence learning quality, institutional stability, and student outcomes. However, many institutions continue to face challenges related to low motivation, job dissatisfaction, occupational stress, and limited emotional engagement among educational personnel (Akomolafe and Ogunmakin, 2014).

Three psychosocial variables are frequently associated with organizational commitment: emotional intelligence, job satisfaction, and reward systems. Emotional intelligence helps employees regulate emotions, manage interpersonal relationships, and adapt to workplace demands, which may strengthen cohesion and commitment (Lopes *et al.*, 2006). Job satisfaction reflects a positive emotional state toward work and can reduce turnover intentions while improving engagement and professional well-being (Skaalvik and Skaalvik, 2010). Reward systems, including financial compensation, recognition, promotion, and non-monetary incentives, can also increase employees' sense of fairness, value, and institutional support (Olajide, 2000).

**Table 1** summarizes selected studies directly related to emotional intelligence, job satisfaction, reward systems, and organizational commitment. In addition, **Table 2** presents broader studies on emotional education, emotional intelligence, emotional adjustment, and social-emotional well-being in educational contexts. The studies listed in **Table 2** show that emotional and social-emotional factors have been examined across different educational levels and contexts, including learners with emotional and behavioral disorders, undergraduate students, school leadership, classroom climate, academic performance, and family-based social-emotional development. As shown in **Tables 1 and 2**, emotional and motivational factors are relevant to workplace behavior, student development, leadership, emotional adjustment, and educational well-being. However, emotional intelligence, job satisfaction, and reward systems are often examined separately, and their combined contribution to organizational commitment in educational settings remains underexplored. This gap is important because educational institutions depend on committed personnel to sustain teaching quality, reduce turnover, and support organizational effectiveness.

**Table 1.** Summary of included literature on organizational commitment.

| NO. | FOCUS AREA                            | KEY FINDINGS   | CONTEXT       | REFERENCE                    |
|-----|---------------------------------------|--|---------------|------------------------------|
| 1   | Emotional intelligence and commitment | Emotional intelligence predicts peer ratings and job rank. | United States | Lopes <i>et al.</i> (2006)   |
| 2   | Job satisfaction                      | Satisfaction is linked to commitment.                      | Norway        | Skaalvik and Skaalvik (2010) |
| 3   | Reward system                         | Recognition is linked to affective commitment.             | Nigeria       | Olajide (2000)               |
| 4   | Reward and responsibility             | Reward systems build psychological meaning.                | China         | Farh <i>et al.</i> (2000)    |

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

| NO. | RESEARCH FOCUS  | REFERENCE  |
|-----|---|--|
| 1   | Emotional maturity and emotional adjustment of adolescents with emotional and behavioral disorder         | <a href="#">Adesokan et al. (2024)</a>               |
| 2   | Emotional intelligence as a predictor of academic stress management among undergraduate students          | <a href="#">Adio and Lasisi (2023)</a>               |
| 3   | Emotional intelligence, job satisfaction, reward system, and organizational commitment among workers      | <a href="#">Afolashade et al. (2024)</a>             |
| 4   | Ecopsychology, restorativeness, spiritual values, and emotional disturbances among undergraduate students | <a href="#">Ahmad and Bakar (2023)</a>               |
| 5   | Emotional awareness and behavioral challenges of learners   | <a href="#">Aquino (2025)</a>                        |
| 6   | Parenting and preschool children's social-emotional development   | <a href="#">Arlianty et al. (2025)</a>               |
| 7   | Emotional intelligence dimensions among foundation students   | <a href="#">Bongsu and Bakar (2023)</a>              |
| 8   | Psychological factors shaping emotional states in early adolescence                                       | <a href="#">Eshbekovich and Sayfullayevna (2024)</a> |
| 9   | Emotional intelligence and leadership behavior of secondary school principals                             | <a href="#">Estrellan and Loja (2021)</a>            |
| 10  | Anti-bullying and students' emotional, mental, and social development                                     | <a href="#">Malaguial et al. (2024)</a>              |
| 11  | Emotional stability and students' academic performance  | <a href="#">Olarewaju et al. (2024)</a>              |
| 12  | Classroom emotional climate toward science learning   | <a href="#">Phylosophie et al. (2024)</a>            |
| 13  | School climate and achievement emotions   | <a href="#">Reyes (2024)</a>                         |
| 14  | Personal emotions expressed through recycled materials  | <a href="#">Rizky et al. (2025)</a>                  |
| 15  | Gratitude, religiosity, and prosociality in growing up with a disabled sibling                            | <a href="#">Sabtana et al. (2025)</a>                |
| 16  | Home-based childcare program for social-emotional development   | <a href="#">Wahyuni et al. (2021)</a>                |
| 17  | Community support and emotional recovery in literary analysis   | <a href="#">Warren (2025)</a>                        |
| 18  | Emotional trajectory of Ph.D. students  | <a href="#">Zhang et al. (2024)</a>                  |

Therefore, this short literature review synthesizes theoretical and empirical studies on emotional intelligence, job satisfaction, reward systems, and organizational commitment in educational contexts. The review aims to explain how these three predictors contribute to organizational commitment and to provide a conceptual foundation for educational workforce planning, staff motivation, and institutional development.

## 2. METHODS

This study used a narrative literature review method to examine how emotional intelligence, job satisfaction, and reward systems predict organizational commitment in educational settings. This method was appropriate because the study aimed to synthesize theoretical and empirical literature rather than collect primary field data. Relevant sources were identified from peer-reviewed journal articles and theoretical works in psychology, education, organizational behavior, and human resource management. The literature search focused on studies discussing organizational commitment in relation to emotional intelligence, job satisfaction, reward systems, employee motivation, teacher well-being, and

educational workforce development. The inclusion criteria required that the selected studies address at least one of the three main predictors: emotional intelligence, job satisfaction, or reward systems. Studies were screened through title, abstract, and content relevance. Priority was given to works that provided theoretical explanations, empirical findings, or educational implications related to organizational commitment. The selected literature was analyzed using thematic synthesis. Key concepts, findings, and relationships among variables were organized into three main themes: emotional intelligence and commitment, job satisfaction as a driver of commitment, and reward systems as mechanisms for strengthening commitment. The synthesis was then used to develop an integrated understanding of how these variables contribute to organizational commitment in educational institutions.

### **3. RESULTS AND DISCUSSION**

This section presents the thematic findings from the reviewed literature. The discussion is organized into four main themes: emotional intelligence and organizational commitment, job satisfaction as a driver of commitment, reward systems and commitment enhancement, and the integrated contribution of these variables in educational settings.

#### **3.1. Emotional Intelligence and Organizational Commitment**

Emotional intelligence is an important psychological resource that supports organizational commitment. Employees with higher emotional intelligence are better able to regulate emotions, manage workplace stress, and maintain positive interpersonal relationships. These abilities help employees adapt to organizational demands and build stronger attachment to their institution (Lopes *et al.*, 2006). In educational settings, emotional intelligence is especially relevant because teachers and staff regularly interact with students, colleagues, administrators, and parents. The ability to manage emotions and respond appropriately to interpersonal challenges can strengthen collaboration and reduce workplace conflict. Emotional intelligence also supports resilience, which is important for preventing burnout and maintaining long-term professional engagement. Employees who can manage occupational stress are more likely to remain committed to their work and institution (Schwarzer and Hallum, 2008). Thus, emotional intelligence contributes to organizational commitment by improving emotional regulation, social interaction, adaptability, and stress tolerance. These factors strengthen affective commitment because employees feel more connected, supported, and capable within their work environment.

#### **3.2. Job Satisfaction as a Driver of Commitment**

Job satisfaction is another important predictor of organizational commitment. It reflects employees' positive emotional response to their work, including satisfaction with responsibilities, relationships, leadership, workload, and workplace conditions. Employees who are satisfied with their jobs are more likely to develop emotional attachment to their organization and less likely to leave (Allen and Meyer, 1990; Skaalvik and Skaalvik, 2010). For educators, job satisfaction is closely connected to professional well-being. Teachers who feel supported and valued tend to show stronger motivation, better performance, and greater willingness to remain in their institutions. Satisfaction also encourages initiative, confidence, and positive engagement with students and colleagues. Teachers' self-efficacy and work satisfaction are related to professional commitment and educational outcomes (Caprara, 2006; Duffy and Lent, 2009). Therefore, job satisfaction strengthens organizational commitment by fulfilling both intrinsic and extrinsic work needs. When employees experience

meaningful work, supportive leadership, and positive working conditions, they are more likely to demonstrate loyalty, involvement, and sustained commitment.

### 3.3. Reward Systems and Commitment Enhancement

Reward systems also play a significant role in strengthening organizational commitment. Rewards may include salary, promotion, recognition, professional development opportunities, allowances, and other forms of institutional appreciation. A fair and transparent reward system helps employees feel valued and respected, which can increase motivation and loyalty (Olajide, 2000). In educational institutions, reward systems are often limited by budget constraints and policy structures. However, non-financial rewards such as recognition, promotion opportunities, supportive feedback, and professional growth can also influence commitment. Employees interpret rewards as signs of institutional fairness and appreciation. When staff members perceive that their contributions are recognized, they are more likely to identify with organizational goals and remain committed to the institution. Reward systems also reinforce responsibility, encourage performance, and strengthen employees' belief that their effort matters. This is related to literature on organizational citizenship behavior and contextual performance, which shows that employees' work attitudes and discretionary contributions are important for organizational effectiveness (Farh et al., 2000). Thus, reward systems promote organizational commitment by supporting fairness, recognition, motivation, and perceived institutional support.

### 3.4. Integrated Model of Influence

Emotional intelligence, job satisfaction, and reward systems do not work separately. Instead, they interact as emotional, psychological, and motivational mechanisms that support organizational commitment. Emotional intelligence helps employees manage workplace relationships and stress; job satisfaction strengthens professional well-being; and reward systems reinforce motivation, fairness, and institutional trust. **Table 3** presents the conceptual linkages among these variables and organizational commitment. The three predictors contribute to organizational commitment through different but connected pathways. Emotional intelligence supports the internal emotional capacity needed to handle workplace demands. Job satisfaction strengthens employees' positive evaluation of their work and institution. Reward systems provide external reinforcement that confirms employees' value within the organization. When these factors are developed together, they can improve morale, reduce attrition, and support a more stable educational workforce.

**Table 3.** Conceptual linkages between predictors and organizational commitment.

| PREDICTOR              | MAIN MECHANISM   | COMMITMENT OUTCOME   | EDUCATIONAL IMPLICATION  |
|------------------------|--|--|--|
| Emotional intelligence | Emotional regulation, stress management, and interpersonal effectiveness | Stronger affective and workplace resilience                    | Supports teacher collaboration, management, and long-term engagement   |
| Job satisfaction       | Positive work experience, professional well-being, and role fulfillment  | Lower turnover intention and stronger institutional attachment | Improves staff morale, motivation, and teaching stability              |
| Reward systems         | Fairness, recognition, motivation, and perceived institutional support   | Greater performance, loyalty, and retention                    | Encourages institutional trust and sustained professional contribution |

### 3.5. Organizational Commitment in Educational Settings

Organizational commitment is particularly important in educational settings because committed teachers, administrators, and staff contribute directly to institutional effectiveness. In schools, colleges, and universities, employee commitment affects teaching quality, student support, policy implementation, and organizational stability. When educational personnel feel emotionally supported, professionally satisfied, and fairly rewarded, they are more likely to remain engaged in their roles. Emotional intelligence helps educators manage classroom and workplace relationships, while job satisfaction supports professional motivation and well-being. Reward systems further strengthen commitment when they are perceived as fair and transparent. These factors are important because educational institutions often face challenges such as workload pressure, limited resources, burnout, and staff turnover. Strengthening psychosocial predictors of commitment can therefore support both employee well-being and institutional performance. Educational institutions should integrate emotional intelligence development, job satisfaction improvement, and fair reward systems into workforce planning. This integrated approach can help institutions build a committed workforce, improve professional morale, and sustain educational quality.

### 4. CONCLUSION

Emotional intelligence, job satisfaction, and reward systems are important predictors of organizational commitment in educational settings. Emotional intelligence supports employees' ability to regulate emotions, manage stress, and maintain positive workplace relationships. Job satisfaction strengthens professional well-being, motivation, and institutional attachment, while reward systems reinforce fairness, recognition, and perceived organizational support. Together, these variables contribute to stronger morale, lower turnover intention, and sustained engagement among teachers, administrators, and educational staff. Therefore, educational institutions should integrate emotional intelligence development, job satisfaction improvement, and fair reward systems into workforce planning. Future studies should examine these relationships empirically across diverse educational and cultural contexts.

### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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