

Examining the Role of Emotional Intelligence in Enhancing Resilience and Organizational Commitment among Female Educators in Higher Educational Institutions in Chennai

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ARTICLE INFO	ABSTRACT
Received: 22 Oct 2024	<p>In today's educational environment, faculty members must effectively handle various challenges. Emotional intelligence (EI), crucial for understanding and managing emotions, helps in this context. Female educators face unique challenges that impact their well-being and commitment. This study examines how EI enhances resilience and organizational commitment among female educators in higher educational institutions in Chennai. This exploratory and descriptive study employs a mixed research methodology, incorporating both qualitative and quantitative approaches, focusing on female educators in higher educational institutions in selected areas of Chennai, India. Convenience sampling was used to select a sample of 200 female educators of different domains of study, and primary data was collected through a structured questionnaire. The data was analyzed using both descriptive and inferential statistical techniques. The study finds that female educators' perceptions of EI are positive, with married female educators displaying higher EI, resilience, and organizational commitment compared to their unmarried counterparts. The analysis shows strong positive correlations between EI components and resilience, with "Self-Regulation" being the strongest predictor of "Organizational Commitment." There is a strong positive and significant correlation between resilience and organizational commitment. The research fills a gap by focusing on female educators in Chennai, highlighting the significant role of EI in enhancing their resilience and commitment. Practically, it suggests that integrating EI training into professional development programs can benefit educational institutions by fostering a supportive environment, leading to a more committed and satisfied workforce, improved job performance, and reduced stress.</p> <p>Keywords: Emotional Intelligence, Resilience, Organisational Commitment, Female Educators, Self-Regulation</p>
Revised: 14 Dec 2024	
Accepted: 27 Dec 2024	

INTRODUCTION

In today's educational environment, faculty members need the ability to handle various challenges effectively. Emotional intelligence (EI), which is the ability to understand and manage one's own emotions and those of others, is crucial in this context. Female educators often encounter unique challenges that can affect their professional well-being and commitment to their institutions. By exploring the impact of emotional intelligence, this research aims to understand how it helps female educators cope with stress and remain dedicated to their work. This study examines the role of emotional intelligence in enhancing resilience and organizational commitment among female educators in higher educational institutions in Chennai. The insights gained from this study can guide the development of support programs and professional development initiatives. These strategies can help improve the job satisfaction and performance of female educators, contributing to a more positive and effective educational environment.

OBJECTIVE OF THE STUDY :

- 1.To examine the perceptions of female educators on the importance of various components of Emotional Intelligence, focusing on Self – Regulation and Empathy.
- 2.To analyze the influence of marital status on the Emotional Intelligence, resilience, and organizational commitment of female educators,
- 3.To investigate the relationship between Emotional Intelligence components and resilience and assets their predictive power on organizational commitment among female educators.

REVIEW OF LITERATURE AND RESEARCH GAP

Many studies have been conducted on Emotional Intelligence (EI) and its outcomes in various industries worldwide, including India. Meyer and Allen (1997) reviewed the three-component model of organizational commitment, which includes affective, continuance, and normative commitment. They discussed how these types of commitment affect employee behavior, job satisfaction, and turnover. Law, Wong, and Song (2004) studied how self-regulation affects job performance. They found that self-regulation is linked to better performance and less workplace stress. Van Rooy and Viswesvaran (2004) conducted a meta-analysis on the role of social skills in EI. They reviewed how social skills influence job performance, interpersonal effectiveness, and leadership. They discussed how social skills help manage relationships and achieve professional success.

Luthans et al. (2006) reviewed literature on resilience as part of psychological capital. They examined how resilience impacts job performance, satisfaction, and stress management. They emphasized the importance of resilience in dealing with workplace challenges and improving overall employee well-being. Reich (2006) focused on resilience research across various domains, including organizations. The study discussed components that contribute to resilience and its effects on personal and professional challenges. Moss and Baron (2009) reviewed studies on self-awareness as a component of EI. They looked at how self-awareness impacts job performance, leadership effectiveness, and job satisfaction. They highlighted that self-awareness is a key predictor of these outcomes and discussed methods used to measure it.

Ghosh and Bhatnagar (2021) explored the link between employee engagement and organizational commitment, considering the role of organizational justice. They discussed how perceptions of fairness affect commitment and engagement. Liu, Wang, and Chen (2023) studied how EI and resilience act as mediators between job stressors and job performance. Their study showed that resilience helps reduce the negative effects of stress on job performance. Wang and Liu (2023) examined the relationship between workplace spirituality, organizational commitment, and job performance. They found that workplace spirituality enhances organizational commitment, which in turn improves job performance. Shagunthala Devi Sweta Banerjee (2024) conducted a cross-sectional study on EI, burnout, and organizational commitment among healthcare workers. The study found that higher EI is associated with lower burnout, indicating that healthcare workers with higher EI are more resilient to stress and exhaustion.

Although there is extensive research on Emotional Intelligence (EI) and its effects in various workplaces, there is a significant gap in studies focusing on female educators in higher educational institutions in Chennai. Existing studies often examine individual EI components but lack integration to assess their combined impact on resilience and organizational commitment. By addressing these gaps, this study provides valuable insights into EI's effects on resilience and commitment in this higher educational sector context.

STATEMENT OF RESEARCH PROBLEM

Female educators in higher educational institutions often face unique challenges that can impact their well-being and job performance. These challenges include managing work-life balance, dealing with stress, and maintaining motivation. Emotional intelligence (EI) plays a vital role in helping individuals navigate these challenges by enabling them to understand and manage their emotions effectively. However, there is limited research on how EI specifically influences the resilience and organizational commitment of female educators in the context of Chennai's higher educational institutions. Improving resilience among female educators is essential because it enables them to effectively handle stress, adapt to changes, and recover from setbacks. This leads to better job performance, reduced burnout, and greater job satisfaction. Enhancing organizational commitment is equally

important, as it reflects the dedication and loyalty of educators to their institutions. High organizational commitment results in lower turnover rates, increased motivation, and a stronger sense of belonging. Understanding the relationship between emotional intelligence, resilience, and organizational commitment can provide valuable insights for developing support programs and professional development initiatives. This study aims to fill this gap by examining how emotional intelligence impacts the ability of female educators to cope with stress and remain committed to their institutions, ultimately leading to improved educational outcomes.

THEORETICAL FRAMEWORK

4.1 EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) is “the ability to recognize, understand, and manage one's own emotions, as well as to recognize, understand, and influence the emotions of others” (Goleman D., 1995). It encompasses skills such as “self-awareness, self-regulation, motivation, empathy, and social skills.” According to Salovey and Mayer (1990), “Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.” For female educators, EI involves being aware of their own emotions and those of their students and colleagues. It helps them manage stress, communicate effectively, and create a positive learning environment. Female educators with high EI can better navigate the complexities of their roles, balancing academic and personal responsibilities, and maintaining professional relationships.

4.2 COMPONENTS OF EMOTIONAL INTELLIGENCE (EI)

The components of Emotional Intelligence (EI) as “self-awareness, self-regulation, motivation, empathy, and social skills” were introduced by Daniel Goleman. Goleman is a psychologist and author who popularized the concept of Emotional Intelligence in his 1995 book titled “Emotional Intelligence: Why It Can Matter More Than IQ.” His work has been influential in both academic and practical applications of EI, particularly in the fields of psychology, education, and organizational behaviour. In this study, the researcher adopted and used the five components of Emotional Intelligence (EI) suggested by Daniel Goleman which also influence Resilience and Organizational Commitment of the female educators in the higher educational institutions. The five components of Emotional Intelligence (EI) as follows:

4.2.1 SELF-AWARENESS

Self-awareness involves “recognizing and understanding one's own emotions” (Goleman D., 1995). It helps female educators identify their stressors and emotional responses, enabling them to manage their reactions more effectively. Self-awareness is “the ability to perceive and understand one's own emotions and their impact on oneself and others” (Salovey & Meyer, 1990). This self-understanding fosters resilience by allowing educators to anticipate and prepare for challenges, leading to better stress management and adaptability. Furthermore, self-aware educators are more likely to align their personal values with their organizational goals, enhancing their commitment to their institutions.

4.2.2 SELF-REGULATION

Self-regulation is “the ability to control or redirect disruptive emotions and impulses” (Goleman D., 1995). According to Salovey & Meyer (1990), “Self-regulation involves the capacity to manage and control one's own emotional responses and to regulate one's behavior in response to internal and external stimuli.” For female educators, this means staying calm under pressure and maintaining control in challenging situations. By effectively managing their emotions, educators can maintain a positive attitude and stay focused on their responsibilities, contributing to resilience. Self-regulation also supports organizational commitment by enabling educators to remain consistent and reliable, fostering a stable and supportive work environment.

4.2.3 MOTIVATION

Motivation within EI refers to the “drive to achieve goals for intrinsic reasons rather than external rewards” (Goleman D., 1995). In the word of Salovey & Meyer (1990), “Motivation in the context of EI is the ability to harness emotions to pursue goals with energy and persistence, driven by an intrinsic desire to achieve and make a positive impact.” Highly motivated educators are more resilient because they are committed to their personal and professional

growth, which helps them persevere through difficulties. This intrinsic motivation also enhances organizational commitment, as motivated educators are more likely to engage fully with their institution's mission and objectives, leading to greater loyalty and dedication.

4.2.4 EMPATHY

According to Goleman D., (1995), "Empathy involves understanding and sharing the feelings of others and this helps in building relationships and responding appropriately to others' emotions." For female educators, empathy helps build strong relationships with colleagues and students, creating a supportive network that is crucial for resilience. When educators feel understood and supported, they are better equipped to handle stress and recover from setbacks. Empathy also plays a critical role in organizational commitment by fostering a positive and inclusive work environment, which encourages educators to remain loyal and engaged with their institutions.

4.2.5 SOCIAL SKILLS

Social skills encompass "the ability to manage relationships and navigate social networks effectively" (Goleman D., 1995). "Social skills involve the ability to interact well with others, manage social complexities, and build and maintain positive relationships" (Salovey & Meyer, 1990). Female educators with strong social skills can build and maintain supportive relationships, which are essential for resilience. These skills enable educators to communicate effectively, collaborate with colleagues, and seek help when needed. In terms of organizational commitment, strong social skills help create a cohesive and collaborative work environment, making educators feel valued and connected to their institution, thereby increasing their commitment.

4.3 RESILIENCE OF EMPLOYEES

Resilience refers to the "ability of employees to withstand, recover, and grow in the face of stressors and changing demands. It involves adaptability, perseverance, and the capacity to bounce back from setbacks." Resilience is the developable capacity to rebound or bounce back from adversity, conflict, and failure, or even positive events, progress, and increased responsibility (Luthans, 2002). According to Masten (2001), "Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress."

Resilience for female educators means "being able to handle the unique challenges they face, such as balancing work and family responsibilities, coping with stress, and adapting to the evolving demands of the educational environment." Resilient female educators can maintain their well-being, stay motivated, and continue to perform effectively even during difficult times.

4.4 ORGANIZATIONAL COMMITMENT

Organizational commitment is "the psychological attachment an employee feels towards their organization." It is a "psychological state that characterizes an employee's relationship with their organization and has implications for the decision to continue membership in the organization. It consists of three components: affective commitment, continuance commitment, and normative commitment" (Meyer & Allen, 1991).

It reflects their loyalty, identification with the organization's goals, and willingness to put in effort for the organization's success. For female educators, organizational commitment involves a "strong connection to their institution, aligning with its mission, values, and goals. It includes a willingness to engage in continuous professional development, contribute to the institution's success, and remain loyal despite potential challenges." High organizational commitment among female educators leads to lower turnover rates, increased job satisfaction, and a more positive educational environment.

RESEARCH METHODOLOGY

This study adopts an approach that is both exploratory and descriptive in nature. It utilizes a mixed research methodology, incorporating both qualitative and quantitative methods. The study focuses on the female educators of higher educational institutions as population and samples, in the select areas of Chennai, India. The sample for the study was selected through convenience sampling, and primary data was gathered using a structured questionnaire administered to 200 female educators of higher educational institutions from different domains of study. The researcher employed a combination of descriptive and inferential statistical techniques to analyze the collected data. Statistical tools like Mean Analysis, Independent Sample 't' test, Correlation Analysis and Multiple Regression

Analysis are utilized to analyse the female educators' perception on the components of EI and their impact on Resilience and Organisational Commitment in higher educational institutions in Chennai.

DATA ANALYSIS AND RESULTS

6.1 FEMALE EDUCATORS' PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE – MEAN ANALYSIS

To assess female educators' perceptions on the components of Emotional Intelligence, a structured questionnaire was used. The questionnaire comprised 12 questions, divided among five key components: "Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills", with three questions dedicated to each component. The collected responses provided insights into how these components contribute female educators' Emotional Intelligence.

Table 1

FEMALE EDUCATORS' PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE – MEAN ANALYSIS

Descriptive Statistics

S. No.	COMPONENTS OF EMOTIONAL INTELLIGENCE	N	Mean	SD
1.	Self-Awareness	200	12.23	2.667
2.	Self-Regulation	200	12.92	2.430
3.	Motivation	200	11.37	3.325
4.	Empathy	200	10.29	3.876
5.	Social Skills	200	10.96	4.238
	FEMALE EDUCATORS' PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE	200	57.77	5.968

Source: Primary Data

The data from Table 1 shows that female educators, rate 'Self-Regulation' (M = 12.92) as the most significant component contributing to their Emotional Intelligence, while 'Empathy' (M = 10.79) is rated as the least important. Additionally, the perceptions of female educators regarding the components contributing to Emotional Intelligence are generally above average, with all mean values exceeding 10 out of 15, indicating a positive overall view. The cumulative mean perception score is 57.77, which equates to 77.03%, reflecting a high level of positive perception among female educators regarding these components of Emotional Intelligence in their higher educational institutions.

6.2 INDEPENDENT SAMPLE 'T' TEST ANALYSIS

H₀: There is no significant difference between the Married and Unmarried Female Educators with respect to Emotional Intelligence in their higher educational institutions.

An independent-samples t-test was carried out to compare the difference between the Married and Unmarried Female Educators with respect to Emotional Intelligence in their higher educational institutions.

Table 2

MARITAL STATUS – PERCEPTION ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE

VARIABLE	MARITAL STATUS						t - value	p – value
	MARRIED			UNMARRIED				
	N	Mean	SD	N	Mean	SD		
PERCEPTION ON THE EMOTIONAL INTELLIGENCE	112	58.36	5.754	88	56.67	7.337	4.112	0.000**

Source: Primary Data (** 1% Level of Significance)

Since the P-value (0.000) is less than the significance level of 1%, the null hypothesis is rejected. This indicates a significant difference in the perception of Emotional Intelligence between unmarried and married female educators. Specifically, the mean score for married female educators ($M = 58.36$) is higher than that for unmarried female educators ($M = 56.67$), suggesting that married female educators have perceived more Emotional Intelligence compared to their unmarried counterparts. Thus, a significant difference exists between the Married and Unmarried Female Educators with respect to the Perception on the Emotional Intelligence in their higher educational institutions.

H₀: There is no significant difference between the Married and Unmarried Female Educators with respect to Resilience and Organisational Commitment due to Emotional Intelligence in their higher educational institutions.

An independent-samples t-test was undertaken to compare the difference between the Married and Unmarried Female Educators with respect to Resilience and Organisational Commitment due to Emotional Intelligence in their higher educational institutions.

Table 3

MARITAL STATUS – RESILIENCE AND ORGANISATIONAL COMMITMENT DUE TO EMOTIONAL INTELLIGENCE

VARIABLE	MARITAL STATUS						t - value	p – value
	MARRIED			UNMARRIED				
	N	Mean	SD	N	Mean	SD		
RESILIENCE	112	21.55	3.127	88	20.32	3.569	4.225	0.000* *
ORGANISATIONAL COMMITMENT	112	20.37	3.733	88	19.01	4.342	4.698	0.000**

Source: Primary Data (1% Level of Significance)**

Since the P-values (0.000) are less than the significance level of 1%, the null hypotheses are rejected. This finding indicates a significant difference in Resilience and Organisational Commitment between unmarried and married female educators resulting from the Emotional Intelligence. Specifically, the mean scores for married female educators ($M = 21.55$ and $M = 20.37$) are higher than that for unmarried female educators ($M = 20.32$ and $M = 19.01$) with respect to Resilience and Organisational Commitment respectively. This suggests that married female educators experience greater Resilience and Organisational Commitment through the application of Emotional Intelligence compared to their unmarried counterparts. Thus, a significant difference exists between the Married and Unmarried Female Educators with respect to Resilience and Organisational Commitment due to Emotional Intelligence in their higher educational institutions.

6.3 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE COMPONENTS AND RESILIENCE OF FEMALE EDUCATORS – CORRELATION ANALYSIS

H₀: There is no significant relationship between the Components of Emotional Intelligence and Resilience of Female Educators in their higher educational institutions.

A Pearson product-moment correlation was employed to understand the relationship between the Components of Emotional Intelligence and Resilience of Female Educators in their higher educational institutions.

Table 4

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE COMPONENTS AND RESILIENCE OF FEMALE EDUCATORS

VARIABLE	N	r' VALUE	P - VALUE	RELATIONSHIP	REMARKS	
					SIGNIFICANT	RESULT
Self-Awareness – Resilience	200	0.753**	0.000	Positive	Significant	REJECTED

Self-Regulation – Resilience	200	0.836**	0.000	Positive	Significant	REJECTED
Motivation – Resilience	200	0.724**	0.000	Positive	Significant	REJECTED
Empathy – Resilience	200	0.619**	0.000	Positive	Significant	REJECTED
Social Skills – Resilience	200	0.688**	0.000	Positive	Significant	REJECTED
EMOTIONAL INTELLIGENCE COMPONENTS – RESILIENCE	200	0.798**	0.000	Positive	Significant	REJECTED

(Source: Primary Data) **. Correlation is significant at the 0.01 level (2-tailed).

Since the P-values (0.000) are below the significance level of 0.01 in all examined relationships, the null hypotheses are rejected. The analysis reveals moderate to high positive and significant correlations between the components of Emotional Intelligence and the Resilience of female educators.

Among the five components, 'Self-Regulation' shows the strongest correlation with Resilience ($r = 0.836$), while 'Empathy' exhibits a weaker correlation ($r = 0.619$). Overall, the components of Emotional Intelligence have a strong and significant positive relationship with the Resilience of female educators, with a correlation coefficient of 0.798. Therefore, there is a significant relationship between the Components of Emotional Intelligence and Resilience of Female Educators in their higher educational institutions.

6.4 RELATIONSHIP BETWEEN RESILIENCE AND ORGANISATIONAL COMMITMENT OF FEMALE EDUCATORS

H₀: There is no significant relationship between Resilience and Organisational Commitment due to the influence of Emotional Intelligence of Female Educators of Higher Educational Institutions.

A Pearson product-moment correlation was undertaken to examine the relationship between Resilience and Organisational Commitment due to the influence of Emotional Intelligence of Female Educators of Higher Educational Institutions.

Table 5
RELATIONSHIP BETWEEN RESILIENCE AND ORGANISATIONAL COMMITMENT OF FEMALE EDUCATORS

VARIABLE	N	r' VALUE	P - VALUE	RELATIONSHIP	REMARKS	
					SIGNIFICANT	RESULT
Resilience and Organisational Commitment	200	0.854**	0.000	Positive	Significant	REJECTED

(Source: Primary Data) **. Correlation is significant at the 0.01 level (2-tailed).

Since the p-value (0.000) is less than the significance level (0.01), the null hypothesis is rejected. This indicates a strong positive and significant correlation ($r = 0.854$) between resilience and organizational commitment, influenced by the Emotional Intelligence of female educators in higher educational institutions. Therefore, Emotional Intelligence significantly impacts the relationship between resilience and organizational commitment among these educators.

6.5 IMPACT OF EMOTIONAL INTELLIGENCE ON ORGANISATIONAL COMMITMENT OF FEMALE EDUCATORS – MULTIPLE REGRESSION ANALYSIS

Multiple Regression Analysis was conducted to determine the best linear combination of the Components of Emotional Intelligence (Independent Variables) to predict Organisational Commitment (Dependent Variable) of Female Educators in their higher educational institutions.

Table 6
IMPACT OF EMOTIONAL INTELLIGENCE ON ORGANISATIONAL COMMITMENT OF FEMALE EDUCATORS
MULTIPLE REGRESSION ANALYSIS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.778	.436		3.126	.029
	Self-Awareness	.327	.068	.295	4.102	.000**
	Self-Regulation	.488	.063	.312	4.536	.000**
	Motivation	.253	.075	.245	3.665	.008**
	Empathy	.102	.089	.092	1.126	.137
	Social Skills	.151	.083	.156	2.458	.024*

Source: Primary Data (1% & *5% Level of Significance)**

The analysis indicates that the combined effect of the four out of five independent variables—components of Emotional Intelligence—significantly predicts the Organisational Commitment of female educators, with the model showing an F-value of 398.154 and P-values less than 0.001 and 0.005 (2-tailed significance). The Adjusted R Square value of 0.755 signifies a large effect, according to Cohen's standards, demonstrating that approximately 76% of the variance in Organisational Commitment can be explained by these components.

Among the five components, 'Self-Regulation' is the strongest predictor of Organisational Commitment, with a beta coefficient of 0.312. This implies that a one-unit increase in this component leads to a 0.488 unit increase in Organisational Commitment. Conversely, 'Social Skills' has the least impact, with a beta coefficient of 0.156 and "Empathy" did not influence (0.092) Organisational Commitment significantly. The other components— "Self-Awareness" (beta = 0.295) and "Motivation" (beta = 0.245)—also significantly influence Organisational Commitment, though to a lesser extent than "Self-Regulation."

SUMMARY OF FINDINGS

The study indicates that female educators perceive 'Self-Regulation' as the most crucial component of Emotional Intelligence, while 'Empathy' is seen as the least important. Overall, their perceptions of Emotional Intelligence components are positive, with mean values indicating a high level of positive perception. Married female educators exhibit higher Emotional Intelligence compared to their unmarried counterparts, reflected in higher mean scores. Additionally, married female educators show greater resilience and organizational commitment through the application of Emotional Intelligence. The analysis demonstrates moderate to high positive correlations between Emotional Intelligence components and the resilience of female educators, with 'Self-Regulation' showing the strongest correlation. 'Self-Regulation' is also the strongest predictor of organizational commitment, while 'Social Skills' and 'Empathy' have lesser impacts. Other components like 'Self-Awareness' and 'Motivation' significantly influence organizational commitment, though not as strongly as 'Self-Regulation'. There is a strong positive and significant correlation between resilience and organizational commitment. This highlights the importance of Emotional Intelligence in enhancing both resilience and organizational commitment among female educators.

SUGGESTIONS AND RECOMMENDATIONS

To improve Emotional Intelligence (EI) among female educators, higher educational institutions in Chennai should offer targeted training programs that focus on enhancing important EI skills like self-regulation, self-awareness, motivation, empathy, and social skills. Workshops and training sessions can help educators develop better self-control, leading to greater resilience and commitment. Additionally, creating support groups can allow educators to share experiences and improve their empathy and social skills. Institutions should also include EI training in their regular professional development activities. Regular assessments and feedback can help educators see their progress and understand where they need more work. Promoting a culture of continuous learning and emotional growth will benefit individual educators and improve the overall work environment. By focusing on EI development, institutions can help female educators become more resilient and committed, leading to better job satisfaction and performance.

CONCLUSION

In conclusion, this study highlights the important role of Emotional Intelligence (EI) in improving resilience and organizational commitment among female educators in higher educational institutions in Chennai. By focusing on this group, the research fills a gap in the existing literature and shows how different EI components impact these educators. This adds to the understanding of EI, resilience, and commitment, especially in the context of female educators in India. Practically, the study shows that EI training should be part of professional development programs for educators. Higher Educational institutions can benefit by creating a supportive environment that values emotional growth and resilience. This can lead to a more committed and satisfied workforce, better job performance, and reduced stress. The study provides useful insights for institutions aiming to improve their staff's emotional and professional well-being.

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