

Investigating Motivation, Emotional Intelligence, Work Satisfaction and Organizations Commitment among Primary School Islamic Education Teacher

ABSTRACT

There is evidence indicating that most teachers in most school systems are not satisfied with their jobs. This study aimed to investigate the relationship between Islamic education teacher motivation, emotional intelligence work satisfaction, and organizational commitment in Ranau district primary schools. Furthermore, the study aims to examine the role of gender and age in motivation, emotional intelligence, and work satisfaction. The participants were selected by proportional stratified sampling and simple random selection. This study adopted a survey research design that utilized an ex-post facto research type in which the researcher used questionnaires to collect data from the respondents. The instruments used are the A Questionnaire Measure of Individual Difference in Achieving Tendency (QMAT), Multifactor Emotional Intelligence Scale (MIES), Job in General' (JIG) & Job Descriptive Index (JDI) and Organization Commitment Questionnaire (OCQ). A total of 108 Islamic Education teachers (mean age 40.1 +1.2 years; 47 males, 61 female) from 71 primary schools in Ranau District were involved in this study. The data gathered from the respondents were downloaded into the Statistical Package for the Social Sciences (SPSS) for quantitative analysis. The results of the study indicate that there is a positive significant relationship between motivation [$r=0.905$, $p<.05$], emotional intelligence [$r=0.912$, $p<.05$], work satisfaction [$r=0.913$, $p<.05$] and organizations commitment. It is also found there is no significant difference among primary school teachers of different ages and gender concerning motivation, emotional intelligence work satisfaction, and organization commitment. The present study gains significance as the results can assist the teachers and organizations in enhancing the organizational commitment of teacher.