The Hypothesis Framework for the Relationship between Emotional Intelligence and Organizational Commitment and the Influence of Job Satisfaction as a Mediator

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Abstract--- This study aimed to propose a hypothesized framework for the relationship between emotional intelligence and organizational commitment and the influence of job satisfaction as a mediator among technical teachers at the Ministry of Education, Vocational College of Malaysia. The detailed study that will be carried out in this study using Strutural Equation Modeling (SEM) approach with AMOS 20 software will be used to validate the hypothesized framework developed. To this end, the hypothesis framework was developed using a meta-analysis approach from previous theories and studies. From these methods constructs, sub-constructs and sub-sub constructs of the study are formed. From the analysis of the three research areas derived from emotional intelligence, job satisfaction and organizational commitment, the sub-constructs for construct emotional intelligence are self-awareness, self-management, social awareness and relationship management, while the sub constructs for construct job satisfaction are salary, promotion, supervision , side benefits, operating conditions, co-workers, working conditions and internal communications and sub-constructs for organizational commitment are affective commitment, continuance commitment and normative commitment. The findings from the meta-analysis were distributed to 30 experts from the teachers of electrical and electronic engineering, civil engineering and mechanical engineering from the Vocational College to determine the suitability of whether the constructs, sub-constructs and sub-sub constructs of the study were necessary or rather it is within the framework of the research hypothesis. Finally from the validation of the 30 experts there are 4 constructs, 10 sub constructs and 15 sub-sub constructs that remain in the hypothesis framework of this study.

Keywords--- Job Satisfaction, Emotional Intelligence, and Organizational Commitment.

I. INTRODUCTION

The Vocational Education Transformation in Malaysia which has been launched is divided into three phases, the first phase being the surge phase (2011 - 2-13), the second phase is the upgrade phase (2014-2016) and the third phase is the strengthening phase (2017-2020). This process of transformation has brought about significant changes to the educational system at Vocational Secondary School which has been upgraded to Vocational College (KPM, 2011).

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This has led to changes in curriculum structure, assessment system, co-curriculum, working hours, student recruitment, education status, infrastructure, human resources and administration (BPTV, 2012). This process of transfer requires the commitment of administrative, faculty and support staff to ensure that this upgraded Vocational College is successful.

Based on interviews with directors and lecturers at ten Vocational Colleges, the findings show that the biggest impact in implementing this transformation is the technical faculty, which is because the teaching and learning process involves a lot of skills being developed in workshops and laboratories. Significant curriculum changes were also made, with the aim of getting students at Vocational College to be awarded with the Malaysian Vocational Diploma (DVM) and also accredited with the Malaysian Skills Certificate (SKM). These changes are in line with Stasz et al., (2004) statement, the nature and depth of technical program learning varies according to the level of skill required. Therefore, according to Barber and Mourshed, (2007), in order to ensure a quality technical education system, the education system must be driven by quality and committed school leaders and teachers. Teaching and learning in the technical field involves a lot of workshops, preparation is necessary, this is a bit of a burden as technical teachers at Vocational College are not provided with laboratory assistants such as teachers teaching Science subjects (Sharifah Shafie et al., 2014; Azarudin, 2004). Azarudin (2004), stated that teachers who supervised the workshop were also involved in other tasks such as teacher coordinator, classroom teacher, co-curriculum teacher and others. In addition to teaching duties, the teacher is also assigned to manage labs responsible for inventory, storage of raw materials, cleanliness of laboratories, all of which result in increased teacher workload and affect teacher job satisfaction (Azarudin, 2004). Christina Boateng (2012) sees that technical education features unique challenges as technical institutions require skilled human resources, up-to-date equipment, appropriate workshops, up-to-date teaching and learning equipment, and sufficient raw materials.

According to Christina Boateng (2012) more technical courses require more time for practical purposes, moreover, students' skills assessment is also different. All of this makes technical education more complex than other educational systems (Christina Boateng, 2012). According to Sanderson et al., (2000), technical teachers have a slightly different role compared to other academic teachers, as the skills available among technical teachers open up opportunities for them to engage in business outside of the lucrative organization. A study in the United States found that 41.3 percent of technical educators intend to leave the teaching profession to enroll in another profession (Sanderson et al., 2000).

II. LITERATURE REVIEW

The Importance of Organizational Commitment

Finland education system has been recognized as the best education system in the world, thanks to their dedicated and committed teachers in the educational transformation process planned by the Finland government (Sahlberg, 2010). Schools in Finland have played an important role in transforming the country from a traditional agricultural country to a modern industrial state based on modern k-economy innovation, the success of which is based on the results of its teachers committed to the planning of their government transformation (Sahlberg, 2010).

This is supported by the statement of Lokman et al., (2012) that the excellence of a school is directly related to the teacher's commitment to the organization. This commitment refers to individuals who are receptive to organizational goals, willing to sacrifice for the sake of the organization and have no intention of leaving the organization (Lokman, 2012).

In the early stages of 15 Vocational Colleges going through the transformational phase of vocational education that began in 2012, the main focus of this phase was to ensure that the implementation of transformations at the 15 Vocational Colleges (KV) pilots was successful (Annual Report, BPTV 2012). There are five key strategies for transformation at this Vocational College, 1) focusing on developing a curriculum that can produce skilled human resources, 2) providing a complete vocational education institution, 3) improving collaboration with strategic partners, 4) providing a method of assessment enable Vocational College graduates to be recognized, and 5) the establishment of vocational education management organizations (BPTV Annual Report, 2012). This transformation has made the role and responsibilities of teachers greater, more challenging and complex (Syed Sofian & Rohany Nasir, 2010). This is because the changes in the curriculum, co-curriculum and community expectations of teachers are too high, so teachers need to make a strong commitment to ensure this transformation is successful.

The success of this Vocational College vocational education will be achieved when commitment among teachers is high, as commitment is a strong focus on excellence in work (Yahya Don et al., 2006). The key thrust in determining the success of a country's educational system is dependent on its teachers, as teachers are the implementers of every educational policy that has been formulated by the government (DiPaola et al., 2005; Leithwood et al., 2006). According to Firestone and Rosenbaum (1988) commitment to the educational system is an emotional and affective response of teachers to the field, while Mowday et al., (1982), Downs (1991) and Gamon (1991) argue that teacher commitment is obedience and obedience to the organization, profession, values and work ethic. Highly committed teachers are always positive and respond to the call of transformation provided by the government with open hearts (Lokman et al., 2012).

Organizational commitment is a measure of employee acceptance of the organization and reflects that acceptance through an increase in the productivity of their work (Meyer & Allen 1997). According to Potvin (1991), high-commitment staff is more concerned with work than personal needs, whereas low-commitment staff is found to be slower in work, always absent from work, more concerned with personal than organizational tasks and less willing to work longer. According to Mintzberg (1983), commitment is related to the achievement of organizational goals, so successful organizations are those whose members are committed to the mission and vision of the organization. The studies of Coladarci (1992), Kushman (1992), and Rosenholtz, (1989) show that there is a strong relationship between commitment and work culture in schools that bring success to schools. Teacher commitment is also associated with school achievement, job growth, job satisfaction, and more importantly, student achievement (Nir, 2002; Louis, 1998; Singh & Billinsgley, 1998). Committed teachers are teachers who are motivated to succeed, responsible for assigned tasks, more caring, dedicated, and dedicated to work (Elliot & Crosswell, 2003; Firestone & Pennell, 1993).

In ensuring the educational transformation of the Vocational College is successful the issues related to organizational commitment and emotional intelligence that can lead to out-of-control actions need to be taken into account. Previous studies have shown that organizational success is influenced by organizational commitment, while organizational commitment is influenced by emotional intelligence (Janis, 2013; Norshidah, 2012; Noorhafeza & Ferlis, 2010; Rozman et al., 2010; Ashkan Khalili, 2011). Vinai and Satita (2001) and Dulewicz and Higgs (2000) explain that emotional intelligence is an important benchmark in determining one's success in an organization.

The Importance of Emotional Intelligence and its Influence on Organizational Commitment

Goleman (1998), explains that 20 percent of one's success is influenced by intellectual disability (IQ), while another 80 percent is by other factors such as emotional intelligence (EQ). Goleman (1998) also argues that high IQs need to be balanced with emotional intelligence as the ability to identify others' feelings and feelings, to motivate themselves and to feel good in themselves and in relationships. Studies show that success of an individual depends not only on IQ but also emotional intelligence also plays an important role in determining the success of the profession (Marjan et al., 2016; Shahril 2000; Mayer & Caruso 2000; Mayer, Salovey, & Caruso 2000) .

Describing the importance of emotional intelligence as well, Noriah et al., (2010) stated that emotional intelligence needs to be given more serious emphasis in the teaching profession because for teachers not only to teach, but also to teachers. In this regard, a teacher who understands and is capable of managing his or her student's emotions will successfully resolve conflicts, plan and manage daily, creative and innovative tasks at work and have the ability to improve interactions with others. Goleman (1995) states that individuals who do not have the ability to control emotions when interacting with others are less motivated to do good work and these individuals will not succeed in their respective careers. For Jacinta (2008), however, the factor in one's success in work is not solely determined by formal education factors but by far the greatest contribution is the factor of emotional intelligence.

Stanley (2000) concludes that to be successful a person must have good emotional intelligence including integrity, discipline, social skills and personnel relations with others. For Goleman (1995), emotional intelligence has a more important effect on individual success in life than intellectual intelligence. He believes that emotional intelligence can contribute to improved learning, decreased aggressive behavior, better decision making and other characteristics that contribute to success in life. Salovey and Mayer (1990) also suggest that individuals with high emotional intelligence will be more successful in their field.

Omar and Kuan (2005) state that a teacher's success depends on his or her willingness to continue to develop self and professionalism through a variety of formal, informal or non-formal activities. This view of Omar and Kuan (2005) is in line with the motivational dimension in constructing emotional intelligence presented by Bar On (1997), Goleman (1995), Salovey and Mayer (1990). Bar On (1997), Goleman (1995), and Salovey and Mayer (1990) state that in order to be successful one has to motivate himself to work better and to engage in activities planned by the organization. Yahya Don et al., (2006) states that the concept of cooperation among teachers and school administrators exists when each member has the same objectives, has a variety of skills, skills, good personalities and is committed to working together to achieve school goals. This spirit is an element of social skill in the models of emotional intelligence presented by Bar On (1997), Goleman (1995), and Salovey and Mayer (1990).

Hamzah (2006) states that emotional intelligence can serve as a vehicle for quality education. According to Muhammad Idham et al., (2010), a teacher must have the character and professionalism of teaching students in school, and emotional intelligence is one of the factors that can influence a person's character and professionalism. For Usman (2006), character teachers are teachers who are emotionally intelligent and knowledgeable, competent and professional. However, according to Mulyasa (2005), many teachers are less motivated to develop their profession as teachers. Khadijah Alavi et al., (2012) explains that, besides teachers in the subject, teachers also need to have strong emotional intelligence in order to perform their tasks effectively.

According to Khadijah Alavi et al., (2012) the application of emotional intelligence to teachers and students is very important in enhancing student achievement through academic and personal performance. Singh (2003) states that good teachers need to be equipped with a range of emotional competencies to help solve complex student discipline problems. Khadijah Alavi et al., (2012) states that emotional intelligence is very important among teachers to motivate, manage, manage, and activate behaviors either in the community or at work.

Noriah et al., (2010), explains that individuals with high levels of emotional intelligence are able to complete work effectively. Trinidad and Johnson (2002) noted that emotional intelligence is closely related to one's behavior, while Che Su et al., (2010) found that one's performance is influenced by factors of emotional intelligence, environment, parental role and family communication. Iskandar et al., (2009), however, found that educators lack emotional intelligence especially social skills such as, can forgive anyone, understand others' feelings and be willing to guide all students causing the teaching and learning process to fail. Boshoff and Arnolds (1995) conclude that social skills are the most important dementia in emotional intelligence and this in turn motivates individuals to develop strong, interpersonal relationships that ultimately enhance their commitment to the organization.

Khadijah Alavi et al., (2012), who explored the emotional intelligence of 12 excellent teachers, found that excellent teachers play an important role in improving students' academic and personal performance. He emphasized that excellent teachers need to emphasize emotional intelligence skills so that teaching and learning processes can be more effective, smooth and engaging students and improve students' academic and personal performance. According to Wan Ashibah (2003), excellent and excellent education depends on the productivity of his educators and this productivity will prevail if teachers have high levels of emotional intelligence and are committed to the organization. Lack of commitment to the organization results in high job absenteeism and declining employee performance (Lum et al., 1998; Cohen & Hudacek, 1998; Becker et al., 1996). Studies from Abraham (2000) have found that emotional intelligence influences an individual's commitment to an organization.

According to Ooi Yeng Keat (2002) management should be concerned about the emotions of its employees in order to ensure the achievement of organizational goals. For employees in organizations with high levels of emotional intelligence, they will be more successful. Cherniss (2001) points out that a person's emotional intelligence factors may increase organizational commitment, while Carson and Carson (1998) find that individuals committed to their job are those with high levels of emotional intelligence, thus motivating themselves, motivating people. others, control their emotions, be aware, understand others' feelings and have good social relationships. Mayer and Salovey (1997), state that the emotional intelligence they possess enables one to think more creatively

and use it to solve various problems. Ooi Yeng Keat (2002), Smigla and Pastoria (2000), on the other hand, state that emotional intelligence is an important element in creating a productive working environment and dealing with constructive problems. A study conducted by Suzyanty et al., (2005) showed, there was a positive relationship between emotional intelligence and organizational commitment with the acoustic staff studied.

Emotional intelligence is required for every teacher to succeed in his or her career, thus identifying the emotional intelligence possessed by the individual will provide valuable information on self-evaluation and thus be the catalyst for improving human resource quality (Iskandar, 2009). According to Iskandar (2009), teachers with high emotional intelligence will be committed to the best of organizations, as these individuals know themselves, maintain good relationships with others and strive to be proud employees of the organization. Carson and Carson (1998) state that the emotional intelligence factor possessed by a teacher is directly related to determining the effectiveness of one's organizational commitment and he finds that committed staff will continue to work diligently whether the organization is successful or not. Carson and Carson (1998) state that an individual committed to his work is a person with intelligent emotions, a person who is emotionally intelligent can motivate and control his own emotions, be wise in making decisions, understand the needs of others and establish good social relationships. This statement is consistent with Goleman's (1999) assertion that emotional intelligence enables individuals who work in an organization to avoid conflict during work. Previous studies have provided clear evidence that constructive emotional intelligence and job satisfaction play an important role in increasing organizational commitment (Noriah et al., 2010; Mayer, Salovey, & Caruso, 2000 & Goleman 1999, 1995).

Influence of Mediators on Job Satisfaction on Emotional Intelligence and Organizational Commitment

Ab. Aziz (2007) argues that employees are a very important asset to an organization, without which the organization would not be able to operate and that if there were these resources but exposed to a variety of dissatisfaction, conflict, and frustration it would lead to shortages in the operations of the organization. Thus for Ab. Aziz (2007), this resource needs to be managed efficiently in order to achieve optimal productivity. Job satisfaction is a fundamental human need and must be met to reach the level of perfectionism in the workforce, Herzberg et al., (1957), McGregor (1960), and Maslow (1987), who were early Western researchers emphasizing on job satisfaction in an organization. Shann (1998) has identified variables that have a direct impact on teachers' job satisfaction, which is important in reducing teacher shifts.

According to Abdul Rahim (2007), the symptoms of job dissatisfaction among employees in the organization are bored, dismissed, low commitment, complained, protested, resigned, early retirement, lost confidence, stress, deteriorated performance and demanded change. Early on, Locke (1976) found that job satisfaction could result in absenteeism, quitting, delay in complaints, declining productivity, leaving office and delaying office hours. Satisfaction with work may influence a person to leave or remain in the profession in which he or she is engaged (Hagedorn, 1998; Mallam, 1994; & McBride et al., 1992).

Gruneberg (1979) argues that job satisfaction is a focus because there is a common perception that job satisfaction can increase productivity and provide many other benefits to the organization. Employment satisfaction is a tool for measuring the success of an organization, if the organization can provide satisfaction to its employees, it

not only enhances the image of the organization but also enhances the motivation and productivity of all employees (Sarimah & Faridatul, 2010). Mohan Raju and Srivastava (1994) stated that workers who achieve high levels of satisfaction in their work are more committed to the work performed. Shann (1998) also argues that job satisfaction is a determinant of organizational commitment, while Iskandar et al., (2009) points out that elements of emotional intelligence, organizational commitment and job satisfaction are at the core of building individual and group work performance within an organization.

Previous research has shown that the relationship between emotional intelligence and organizational commitment is influenced by the mediator effect of job satisfaction (Masoud & Roya, 2014; Hamed Cherati et al., 2013; Mohamed et al., 2013; Hamid Taboli, 2013; Maryam et al., 2012; Samaneh et al., 2011; Guldal Guleryuz et al., 2008). A study conducted by Masoud and Roya (2014) among 250 workers in Kerman, Iranian banks and analysis was conducted to see if there were mediator or mediator effects of organizational commitment in relation to job satisfaction and job performance. The results show that there is a positive relationship between job satisfaction and job performance. The findings also show that respondents with high levels of commitment to their work show a better level of job performance (Masoud & Roya, 2014).

A study conducted by Guldal Guleryuz et al., (2008) among 267 nurses at a Hospital in Ankara, Turkey on job satisfaction as a mediating effect of emotional intelligence and organizational commitment, found that job satisfaction mediates emotional intelligence mediation and organizational commitment. . Studies conducted by Kelley and Caplan (1993), Cooper and Sawat (1997) and Abraham (2000) suggest that emotional intelligence can influence job satisfaction and employee commitment to the organization. The relationship between emotional intelligence, job satisfaction and limited organizational commitment has been explored in the social sciences (Gardner & Stough, 2003).

Sy et al., (2006) found that employees with high levels of emotional intelligence were more likely to have higher levels of job satisfaction as they were better able to assess and control their own emotions compared to workers with low levels of emotional intelligence. However, Abraham (2000) found that emotional intelligence was more strongly associated with organizational commitment than job satisfaction. Yang and Chang (2007) also found that job satisfaction has a mediator effect on the relationship between emotional intelligence and organizational commitment. If the problem of teacher dissatisfaction is not adequately researched, the educational field will not only experience teachers who are not committed to the organization, not dedicated, and unprofessional, it will also lose the quality of teaching and thus affect productivity and quality in the education system (Ruhland, 2001).

Building on organizational commitment, emotional intelligence and job satisfaction are important in defining the vocational education transformation plan that has been launched by the government in order to have a positive impact and to excel. To date there are six local studies that are fully related to the three study constructs, however, the study's location, study population and study approach are completely different from this study. The research approach used in the six studies mentioned was quantitative, data analysis using descriptive and concordant and no model was developed.

III. METHODOLOGY / MATERIALS

To answer this research question, the researcher divided the two methods of analysis, the first one was the support document analysis and the second one was the support analysis from the initial validation survey. The analysis of supporting documents is based on journals, previous studies and reference books related to theories of emotional intelligence, job satisfaction and organizational commitment.

This support summary is shown in Table 1, while the supporting analysis of preliminary validation surveys is confirmation related to the construction, sub-construction and sub-sub-divisions distributed to respondents who have served at Vocational College for 20 years and above.

The purpose is to determine whether the constructs, sub-constructs and sub-sub constructs of the study were approved or otherwise included in this study.

IV. RESULTS AND FINDINGS

Research Findings Based on Document Analysis

In support of the H1 hypothesis that emotional intelligence has a positive and significant relationship to job satisfaction, the researcher presented 30 previous research supports. In detail in chapter 2, this support runs from 1984 to 2016, and while the H2 Emotional Intelligence (EQ) hypothesis has a positive and significant relationship to organizational commitment (CO), the researcher provided 30 supports from 1990 to 2016. For the hypothesis H3, Job Satisfaction (JSS) has a positive and significant relationship with organizational commitment (CO), the researcher presented 32 research support from 1973 to 2016, and for the H4 hypothesis, Job Satisfaction (JSS) mediates the relationship between emotional intelligence. (EQ) with organizational commitment (CO), the researcher provided 11 support from previous studies, a summary from 2003 to 2016 support for all four hypotheses is summarized in Table 1.

In support of the H1 hypothesis that emotional intelligence has a positive and significant relationship to job satisfaction, the researcher presented 30 previous research supports. Studies carried out by Sulaiman Ibrahim Kassim et al., (2016), Seyed Mahdijalali and Abbas Mohammad Nezhad (2015), Abdul Azez Badir Alnidawy (2015), Mojgan Emdady and Nasrin Bagheri (2013), Hyo Sun Jung and Hye Hyun Yoon (2012), Moradi Mehdi (2012), Hulya et al., (2012), Abi Ealias and Jijo George (2012), Aurora Adina Ignata and Otilia Clipa (2012), Soleiman Yahyazadeh Jeloudar and Fatemeh Lotfi Goodarzi (2012), Seyyed Hossein Mousavi et al., (2012), Sampath Kappagoda (2011), Che Su Mustaffa et al., (2010), Salim and Rohany (2010), Muhammad Masroor Alam (2009), Mohammadyfar et al., (2009)), Iskandar et al., (2009), Jacinta Winarno (2008), Daus and Ashkanasy (2005), Noriah et al., (2004), Malcolm Higgs (2004), Greenberg et al., (2003), Noriah et al., (2003), Carmeli (2003), Ali Murat Sunbul (2003), Wong and Law (2002), Skovholt and D'Roario (2000), Hargreaves (2000), Grandey (2000), Fisher (2000), Fletcher and Williams (1996) and Oshagbemi (1984), respectively strong evidence to support the reason for this hypothesis is included in the hypothesis of this study.

Table 1: Summary of Document Analysis

No.	Hypothesis	Study Support
H₁	Emotional intelligence (EQ) has a positive and significant relationship with job satisfaction (JSS). (EQ → JSS)	Sulaiman et al., (2016), Seyed Mahdijalali & Abbas Mohammad Nezhad (2015), Abdul Azez Badir Alnidawy (2015), Mojgan Emdady & Nasrin Bagheri (2013), Hyo Sun Jung & Hye Hyun Yoon (2012), Moradi Mehdi (2012), Hulya et al., (2012), Abi Ealias & Jijo George (2012), Aurora Adina Ignata & Otilia Clipa (2012), Soleiman Yahyazadeh Jeloudar & Fatemeh Lotfi Goodarzi (2012), Seyyed Hossein Mousavi et al., (2012). Sampath Kappagoda (2011), Che Su Mustaffa et. al (2010), Salim & Rohany (2010), Muhammad Masroor Alam (2009), Mohammadyfar et. al., (2009), Iskandar et al., (2009), Jacinta Winarno (2008), Daus & Ashkanasy (2005), Noriah et al., (2004), Malcolm Higgs (2004). Greenberg et al., (2003), Noriah et al., (2003), Carmeli (2003), Ali Murat Sunbul (2003), Wong & Law (2002), Skovholt & D'Roario (2000), Hargreaves (2000), Grandey (2000), Fisher (2000), Fletcher & Williams (1996) & Oshagbemi (1984).
H₂	Emotional intelligence (EQ) has a positive and significant relationship with organizational commitment (CO). (EQ → CO)	*Lee Bee Yoke* (2016), Mehboob-Ul-Hassan (2016), Parul Deshwal (2016), Shafiq, M. & Rana A. R. (2016), Patiraj Kumari & Bhanu Priya (2015), Anoop Beri & Nimisha Beri (2014), Nurharani Selamat & Norshidah Nordin (2014), Nini Hartini Asnawi et al., (2014), Adnan Hakim et al., (2013), Mahmoud Ghorbani & Seyed Ali Bagheri Sani (2012), K. Mohamadkhani & M. Nasiri Lalardi (2012), Yahzanon Tahir & Yusof Boon (2011), Cote & Miners (2006), Suzyanty et al., (2005), Vokala et al., (2004), Woods & Weasmer (2004), Ziedner et al., (2004), Noriah et al., (2003), Carmeli (2003), Humber (2002), Schutte (2002), Gardner & Stough (2002), Cherniss (2001), Mayer et al., (2000), Caruso (1999), Boyatzis, Goleman & Rhee (1999), Goleman (1999), Goleman (1998), Greenburg & Baron (1993), & Salovey & Mayer (1990).
H₃	Job satisfaction (JSS) has a positive and significant relationship with organizational commitment (CO). (JSS → CO)	Teferi Getahun et al., (2016), Tekile Abebe & Solomon Markos (2016), Syed Muhammad Azeem & Nadeem Akhtar (2014), Desta Ayele (2014), Abbas Ali et al., (2014), Ilhami Yucel & Cetin Bektas (2012), Zainuddin & Junaidah (2010), Noraishah (2010), Rutherford et al., (2009), Mehmet D. Karsli & Hale Iskender (2009), Sweeney & Quirin (2009), Yang & Chang (2008), Guleryuz et al., (2008), Punnet, Greenidge & Ramsey (2007), Moynihan & Pandey (2007), Falkenburg & Schyns (2007), Adeyemo (2007), Kim et al., (2005), Parker & Kohlmeyer (2005), Meyer et al., (2002), Bishop J. W. et al., (2002), Spector (1997), Perie et al., (1997), Pasewark & Strawser (1996), Igbaria & Greenhaus (1992), Andermant, Belzer & Smith (1991), Mathieu & Zajac (1990), Lynn McFarlane Shore & Harry J. Martin (1989). Williams & Hazer (1986), Baroudi (1985), Bateman & Strasser (1984), Bluedorn (1982), Porter et al., (1973).
H₄	Job satisfaction (JSS) mediates the relationship between emotional intelligence (EQ) and organizational commitment (CO). (JSS → EQ & OC)	Marjan Mohammadian et al., (2016), Fatemeh Lashkarzehi & Narges Saeidian (2015), Hamid Taboli (2013), Afzaal H. Seyal & Taha Afzaal (2013), Maryam Nikkheslat et al., (2012), Samaneh Aghdasi et al., (2011), Nahid Naderi Anari (2011), Guldal Guleryuz et al., (2008), Adeyemo, D.A. (2007), Sy et al., (2006), McKinnon et al., (2003).

To support the hypothesis that the study of H2 emotional intelligence has a positive and significant relationship with organizational commitment, 30 previous research evidence and views have been presented. Beginning with the studies of Lee Bee Yoke (2016), Mehboob-Ul-Hassan (2016), Parul Deshwal (2016), Shafiq, M. and Rana AR

(2016), Patiraj Kumari and Bhanu Men (2015), Anoop Beri and Nimisha Give (2014), Nurharani Safe and Norshidah Nordin (2014), Nini Hartini Asnawi et al., (2014), Adnan Hakim et al., (2013), Mahmoud Ghorbani and Seyed Ali Bagheri Sani (2012), K. Mohamadkhani and M Nasiri Lalardi (2012), Yahzanon Tahir and Yusof Boon (2011), Cote and Miners (2006), Suzyanty et al., (2005), Vokala et al., (2004), Woods and Weasmer (2004), Ziedner et al., (2004), Noriah et al., (2003), Carmeli (2003), Humber (2002), Schutte (2002), Gardner and Stough (2002), Cherniss (2001), Mayer et al., (2000).), Caruso (1999), Boyatzis, Goleman and Rhee (1999), Goleman (1999), Goleman (1998), Greenburg and Baron (1993), and Salovey and Mayer (1990). A total of 30 research evidence is in support of this hypothesis within the framework of the research hypothesis.

For the H3 research hypothesis that job satisfaction has a positive and significant relationship with organizational commitment, the researcher presented 32 research support. Previous studies supporting this hypothesis are Teferi Getahun et al., (2016), Tekile Abebe and Solomon Markos (2016), Syed Muhammad Azeem and Nadeem Akhtar (2014), Desta Ayele (2014), Abbas Ali Hosseinkhanzadeh et al. , (2014), Ilhami Yucel and Cetin Bektas (2012), Zainuddin Awang and Junaidah (2010), Noraishah David (2010), Rutherford et al., (2009), Mehmet D. Karsli and Hale Iskender (2009), Sweeney and Quirin (2009), Yang and Chang (2008), Guleryuz et al., (2008), Punnet, Greenidge and Ramsey (2007), Moynihan and Pandey (2007), Falkenburg and Schyns (2007), Adeyemo (2007), Kim et al., (2005), Parker and Kohlmeyer (2005), Meyer, Staneley, Herscovitch and Topolnytsky (2002), Bishop JW, Goldsby MG and Neck C. P (2002), Spector (1997), Perie et al., (1997), Pasewark and Strawser (1996), Igbaria and Greenhaus (1992), Andermant, Belzer and Smith (1991), Mathieu and Zajac (1990), Lynn McFarlane Shore and Harry J. Martin (1989). Williams and Hazer (1986), Baroudi (1985), Bateman and Strasser (1984), Bluedorn (1982) and Porter et al., (1973). The findings from this previous study support the clear idea that this hypothesis is very relevant to be within the framework of the research hypothesis.

As for the H4 research hypothesis that job satisfaction has a mediator effect on the relationship between emotional intelligence and organizational commitment, the researchers suggest 11 support from previous studies. Previous studies include Marjan Mohammadian et al., (2016), Fatemeh Lashkarzehi and Narges Saeidian (2015), Hamid Taboli (2013), Afzaal H. Seyal and Taha Afzaal (2013), Maryam Nikkheslat et al., (2012)), Samaneh Aghdasi et al., (2011), Nahid Naderi Anari (2011), Guldal Guleryuz et al., (2008), Adeyemo, DA (2007), Sy et al., (2006), McKinnon et al., (2003). The summary of the scheduled analysis is shown in Table 1. Overall it is possible to conclude with the evidence of this earlier study that the model of the research hypothesis developed by the researcher is appropriate, from the findings of this previous study so that the hypothesis of the research hypothesis was developed and tested among the respondents of the technical teacher survey on KV, KPM.

V. FINDINGS BASED ON THE EARLY VERIFICATION REVIEW

The analysis of this section was conducted to see whether the constructions, sub-constructs and sub-sub-constructs were agreed upon by the respondents at the study site. The details of this view are based on their agreement at a research site that has served more than 20 years. The initial confirmation sample consisted of directors, deputy directors, department heads, unit heads and workshops at the vocational college. This sample was selected because they have served for over 20 years, are involved in vocational college administration and are also

involved in BPTV, KPM. The researcher distributed the initial validation survey questionnaire that was broken down to the construction, sub-construction and sub-sub construction. Each of the constructs, sub-constructs and sub-sub constructs is defined based on previous studies.

Emotional Intelligence

Referring to the results of the preliminary validation survey, Table 2 shows a summary of the list of constructs, sub constructs and sub-sub constructs of emotional intelligence that received feedback from 30 samples. Based on the summary of all sub-sub constructs for emotional intelligence constructs more than 70% agreed, the details are summarized in Table 2.

Table 2: Initial Validation Analysis for Constructs, Subcontracts And Sub-Subs Emotional Intelligence Constructs

Constructs	Subcontracts	Sub-Subs Constructs	Ya	Tidak
Emotional Intelligence	Self-awareness	Self Emotional Awareness	28 (93.3%)	2 (6.7%)
		Self Assessment	29 (96.7%)	1 (3.3%)
		Self Confidence	29 (96.7%)	1 (3.3%)
	Self Management	Self Emotion Control	28 (93.3%)	2 (6.7%)
		Achievement Orientation	28 (93.3%)	2 (6.7%)
		Optimistic attitude	27 (90.0%)	3 (10%)
		Transparency	25 (83.3%)	5 (16.7%)
		Self Adjustment	28 (93.3%)	2 (6.7%)
		Initiative	27 (90.0%)	3 (10%)
	Social Awareness	Empathy	28 (93.3%)	2 (6.7%)
		Service Orientation	25 (83.3%)	5 (16.7%)
		Organizational Awareness	26 (86.7%)	4 (13.3%)
	Relationship Management	Developing the Potential of Others	29 (96.7%)	1 (3.3%)
		Inspired Leadership	27 (90.0%)	3 (10%)
		The Catalyst for change	26 (86.7%)	4 (13.3%)
		Conflict Management	27 (90.0%)	3 (10%)
		Influence	27 (90.0%)	3 (10%)
		Collaboration	28 (93.3%)	2 (6.7%)

Referring to the results of the preliminary validation survey, Table 2 shows a summary of the list of constructs, sub-constructs and sub-sub constructs of emotional intelligence that received feedback from 30 samples. According to the summary, all sub-sub constructs for emotional intelligence constructs had more than 70 percent approval. For the self-awareness subcontract covered by the sub-constructs (self-awareness, self-evaluation and self-confidence), the agreement reached 93.3 percent to 96.7 percent. For the self-management subcontract, the agreement given for the sub-constructs (self-control, achievement orientation, optimistic attitude, transparency, adaptability and initiative) was 83.3 percent to 93.3 percent. For the social awareness subcontract, the percentage of agreement for the sub-subset (empathy, service oriented and organizational awareness) was 83.3 percent to 93.3 percent.

For the relationship management subcommittee, the agreement given for its sub-subset (developing others potential, inspiring leadership, catalysts for change, conflict management, influence and teamwork) was also high between 86.7 percent and 96.7 percent. A high percentage could be concluded that the respondents in the study strongly agreed that these constructs, sub-constructs and sub-sub-constructs could be used as indicators in this study.

Job Satisfaction

Based on the results of the survey, Table 3 shows a summary of the list of constructors and sub-constructs of job satisfaction obtained from the directors, deputy directors, department heads, unit heads and heads of workshops at vocational colleges. Based on the summary, all sub-constructs for job satisfaction constructs were more than 70% approved except for the sub-contractors only 63.3% agreed but still exceeded the 50% agreement level, the details of which are summarized in Table 3.

Table 3: Initial Validation Analysis of Constructs and Work Satisfaction Subcontracts

Constructs	Sub Constructs	Yes	No
Job Satisfaction	Salary	26 (86.7%)	4 (13.3%)
	Promotion	21 (70.0%)	9 (30.0%)
	Supervisor	22 (73.3%)	8 (26.7%)
	Additional benefits	19 (63.3%)	11(36.7%)
	Maintenance / Operations Management	24 (80.0%)	6 (20.0%)
	Coworkers	29 (96.7%)	1 (3.3%)
	Occupational Conditions	29 (96.7%)	1 (3.3%)
	Internal Communication	28 (93.3%)	2 (6.7%)

Referring to the results of the preliminary validation survey for job satisfaction constructs, Table 3 shows a summary of the list of constructs and sub-constructs of job satisfaction showing the percentage of agreement among directors, deputy directors, department heads, unit heads and workshops at vocational colleges. Based on the summary of the study, eight subcontractors namely salaries, promotions, supervisors, side benefits, operations management, co-workers, working conditions and internal committees had more than 70 percent approval except for the 63.3 percent favorable subcontractors, but still more than 50 percent agreement. The findings from this high level of analysis can be concluded that the respondents in the study strongly agree that the construct of job satisfaction and their sub constructs can be considered indicators of this study.

Organizational Commitment

Based on the results of the survey conducted, Table 4 shows a summary of the list of constructs and subcontracts of organizational commitments received approval from directors, deputy directors, department heads, unit heads and workshops at vocational colleges. Based on the summary of the affinity commitment subcommittee with 96.7% approval, the ongoing commitment subcommittee with 66.7% approval and for the normative commitment subcommittee at 60% approval, all subcommittee commitments exceed 50% of the agreement, details as summarized in Table 4.

Table 4: Initial Verification Analysis for Organizational Commitment Constructs

Constructs	Sub Constructs	Yes	No
Organizational Commitment	Affective Commitment	29 (96.7%)	1 (3.3%)
	Continuance Commitment	20 (66.7%)	10 (33.3%)
	Normative Commitment	18 (60%)	*12 (40%)*

The analysis of this section was conducted to see whether the constructions, sub-constructs and sub-sub-constructs were agreed upon by the respondents at the study site. The details of this view are based on the consent of the 30 people who have been involved in the study who have served over 20 years. This initial confirmation includes directors, deputy directors, department heads, unit heads and workshops at KV. They have been selected for more than 20 years, have been involved in the KV administration and have been involved in the KV transformation program at BPTV, KPM. The researcher distributes the initial validation forms that are broken down to the construction, sub-construction and sub-sub construction. Each of the constructs, sub-constructs and sub-sub constructs is defined based on the theories put forward by previous researchers. The discussion is broken down into three main constructs namely emotional intelligence, job satisfaction and organizational commitment.

Referring to the results of the preliminary validation survey for the organizational commitment constructions, Table 4 shows a summary of the list of constructs and sub-constructs obtained from directors, deputy directors, department heads, unit heads and workshops at vocational colleges. Based on the summary, the affinity commitment sub-contractors approved 96.7 percent, the continuing commitment sub-contractors approved 66.7 percent and for the normative commitment subcommittee to agree at 60 percent, although the percentage of these three sub-contractors has a significant difference, however all subcommittee commitments remain more than 50 percent of the agreement. The conclusions that can be drawn from this organization's commitment can be stated that the percentage obtained with the percentage difference for all three sub-constructs is still more than 50 percent so it can be concluded that it is still approved by the respondents. In this regard the constructs and their sub-constructs can serve as indicators in this study.

The percentage differences for these three dimensions are consistent with the views of previous researchers who explain that someone is constantly committed to working with organizations because they want to work (affective commitment), because they feel they should work (normative commitment) and because they need to work (continuous commitment). Meyer and Allen (1991) found that the dimensions involved in building organizational commitment can be experienced at multiple levels at the same time.
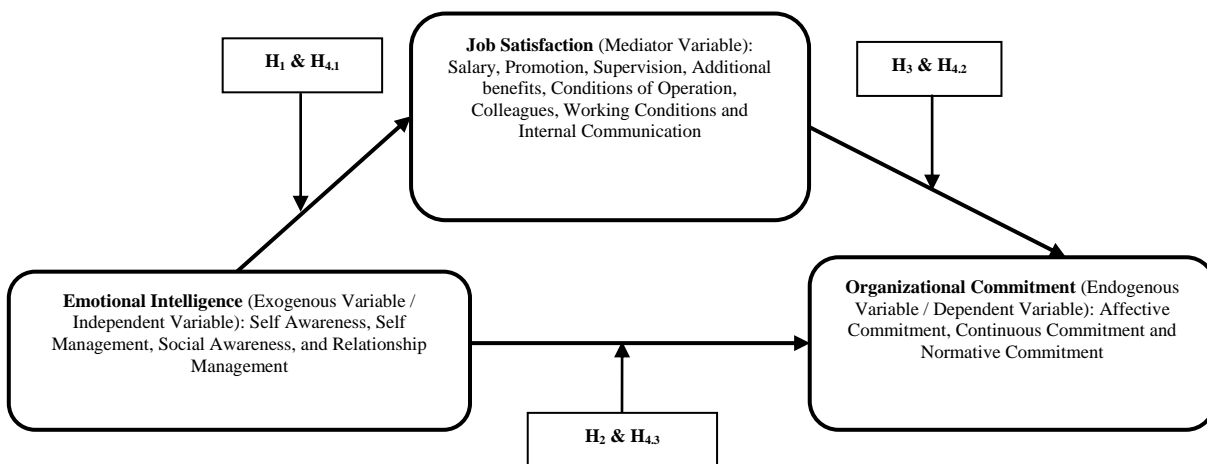

Figure 1: The Hypothesis on the Emotional Intelligence Relationship and Organizational Commitment and the Influence of Job Satisfaction as a Mediator

Meyer and Alen (1997) and Mathieu and Zajac (1990) explain that there is a good but weak relationship between affective commitment and job performance. The dimensions involved in this organization's commitment are considered to be different sets of minds that also have different implications for their job behaviors (Meyer & Allen, 1991; Powell & Meyer, 2004).

Hypothesis is a formal statement that presents the expected relationship between variables in a study (Creswell, 2012). In the structural equation modeling (SEM) approach the data are analyzed based on multivariate statistics through validation in testing hypotheses based on the theory presented (Byrne 2010). SEMs are also a group of statistical models that describe relationships between several variables (Hair et al., 2010) by allowing researchers to hypothesize such relationships (Bollen 1989; Byrne 2010). Based on the above statements, six research hypotheses were presented in this study. To determine whether the relationship between the constructs of the study is significant, hypothesis testing was performed to answer the subgroups of the three hypotheses, namely:

1. H1: Emotional intelligence has a positive and significant relationship with job satisfaction.
2. H2: Emotional intelligence has a positive and significant relationship with organizational commitment.
3. H3: Job satisfaction has a positive and significant relationship with organizational commitment.

To determine whether the influence of the study constructs is significant, hypothesis testing was performed to answer the fourth study so there was one main hypothesis and three (3) sub hypotheses, namely:

4. H4: Job satisfaction affects the mediator on emotional intelligence and organizational commitment.
   a. H4.1: Emotional intelligence has a positive and significant impact on organizational commitment.
   b. H4.2: Job satisfaction has a positive and significant impact on organizational commitment.
   c. H4.3: Emotional intelligence has a positive and significant impact on organizational commitment.

VI. CONCLUSION

The findings from the analysis of the study can formulate the hypothesis that the influence of mediator on job satisfaction on emotional intelligence and organizational commitment among technical teachers can be developed. There are two methods in the process of developing this hypothesis model, namely document analysis and preliminary validation surveys at the study site. Through document analysis, construction, sub-construction and sub-construction studies are provided based on previous theories, models and studies. Subsequent to the construction, sub-construction and sub-construction were confirmed through the initial confirmation of 30 experts including directors, deputy directors, department heads, unit heads and workshops at vocational colleges. The purpose is to obtain an actual view of the construct, sub-constructor and sub-subfamily of the study whether appropriate or otherwise to remain within the framework of the study hypothesis. The respondents were selected for more than 20 years of service, involved with the KV administration and involved in the KV transformation program at BPTV, KPM. In this phase the researcher also provides a survey questionnaire totaling 135 items based on theory, model, standard inventory, and previous studies for the next phase of the actual study phase.

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