# Commitment of Malaysian Educators Organization: TheConceptual Framework

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**Abstract**
This article emphasizes the significance of connections as well as the impact of emotional intelligence and self-efficacy on the organizational commitment of Guidance and Counselling teachers for secondary schools in Sarawak. Emotional intelligence and self-efficacy are seen as key factors in multidisciplinary sectors that contribute to teacher work satisfaction and influence teachers' commitment to the organization. However, too little attention has been paid by education leaders, especially in the context of Malaysia's view on this matter. Therefore, the purpose of this article is to highlight the conceptual framework of the organizational commitment model with the influence of emotional intelligence, self-efficacy as the main factor, and job satisfaction as a mediating factor as an important element in education.
**Keywords:** Emotional Intelligence, Self-Efficacy, Teacher Job Satisfaction, Organizational Commitment

**Introduction**
**The Role of Emotional Intelligence and Self-Efficacy**
The role and responsibility of a teacher are now increasingly complex and challenging because they need to always equip themselves with various knowledge, various skills, and always be prepared for every change that occurs in the field of education. (Ek Klai & Kamarul Bahrin, 2020). As guidance and counseling teachers in schools, they are not exempt from the need to arm themselves with the resiliency to handle any updating of programs and plans in schools to be in line with current changes. According to (Naeem et al., 2021), having good work satisfaction and great emotional intelligence will make the educational environment feel comfortable. Additionally, previous research has demonstrated the importance of self-efficacy and emotional intelligence as two other factors that can help teachers feel highly satisfied with their work and uphold their responsibility as educators. Dasan and Rahimi (2020) assert that teachers are more satisfied with their work when they have higher levels of self-efficacy. According to Handayani et al (2021), self-efficacy is an important attribute that a teacher must have in order to develop the country's education system in the right way.

Previous research by Yusof et al (2018) explained that guidance and counseling teachers can increase their self-efficacy when they can assess their strengths and weaknesses, form service goals, be open-minded in generating creativity, have a tendency to self-reflect, and are able to analyze things constructively resistant to surviving in the organization.

## Teacher Job Satisfaction

Self-gratification needs to occupy the highest place in the hierarchy. Individuals seek to feel self-improvement and fulfillment while working. They seek a challenge in carrying out the assignment and an opportunity to demonstrate their abilities. Achieving the need for self-esteem will enable people to feel confident in their abilities, usefulness, and ability to make a positive contribution to society. According to Maslow (1954), a person will feel satisfied when he or she can reach a certain level of self-perfection, but if they do not work towards that goal, they will experience anxiety and restlessness.

Job satisfaction is very important in the field of psychological management of human capital and organizations today (Rosli, 1998). According to Naeem et al (2021), having a high level of emotional intelligence, along with having a decent profession, will create a comfortable environment at school. Likewise, Kasalak and Dagyar (2020) discovered a positive relationship between teacher self-efficacy and teacher work satisfaction. Their findings demonstrate that as teacher productivity rises, so does work satisfaction. Teachers who have high levels of self-efficacy are less likely to feel stressed out or depressed while working.

Ilhaamie and Nor Raudah's study (2018) also shows that the level of teacher job satisfaction at Sekolah Menengah Agama Rakyat (SMAR) is good. Abdullah et al (2018) found that high job satisfaction can indirectly increase employee commitment where employees will work harder in their jobs and will always protect the good name of the company and will be more inclined to work for a longer period of time in an organization.

## Organizational Commitment

Someone who is highly committed to an organisation can be identified by their trustworthiness, strong acceptance of the organization's goals and essential values, strong desire to work for the organisation, and strong determination to remain a member of that organisation. The advantages of organisational commitment, according to Juniarari (2011), are as follows: Employees who are serious about demonstrating strong commitment to the organisation have a significantly better probability of demonstrating a high level of engagement in an organisation.

According to Mowday et al (1982), there are various ways to view commitment and job satisfaction. While commitment is a more all-encompassing attitude to an organization, job satisfaction is a response to a particular activity or work-related challenges. Gaertner (1999) also examined organizational commitment and the factors that affect job satisfaction, including workload, equity of promotion prospects, and supervisor support. The study's findings indicate that organizational commitment is influenced by work satisfaction.
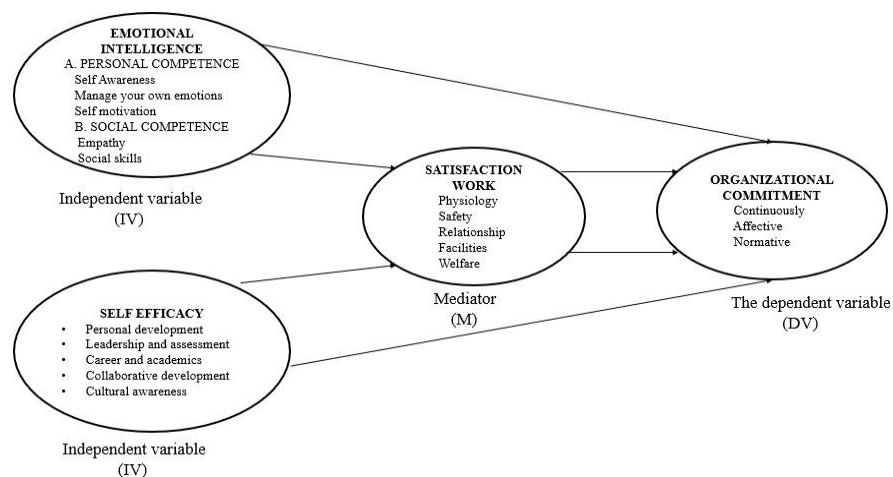
Figure 1. Organizational Commitment Model with the Influence of Emotional Intelligence, Self-Efficacy as a Key Factor, and Teacher Job Satisfaction as a Mediating Factor.

**Conclusion**

In conclusion, teachers with high levels of emotional intelligence and self-efficacy have the competence, capacity, and ability to succeed in the job. The ability to accept one's own strengths and limitations allows the teacher to accept one's situation as it is. Next, create an approach of controlling the situation when they feel capable of thinking analytically and have a clear commitment to creating job satisfaction, and vice versa. According to Gaertner (1999), jobsatisfaction contributes to an individual's organizational commitment.

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