ORGANIZATIONAL COMMITMENT OF TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE WORK VALUES AND CORE SELF-EVALUATIONS

A SUMMARY OF THE THESIS

Submitted to the
FACULTY OF EDUCATION
PANJAB UNIVERSITY, CHANDIGARH
For the Degree of

DOCTOR OF PHILOSOPHY
(2016)

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The aim of the study was to explore the relationship between organizational commitment, emotional intelligence, work values and core self-evaluations of teachers. Descriptive method of research coupled with random sampling technique was used to study the relationship on a sample of 374 teachers selected from government private senior secondary schools of Chandigarh, affiliated to CBSE board. Major findings revealed that there exists positive and significant relationship between organizational commitment and emotional intelligence, organizational commitment and work values in the sample of senior secondary school teachers. But, no correlation was observed between organizational commitment and core self-evaluations. No gender differences were found between male and female teachers in government and private schools. However, significant differences in the mean scores of government and private school teachers were observed on the variables of Organizational commitment, emotional intelligence and work values namely ability utilization, achievement, aesthetics, altruism, economic rewards, prestige, social interaction and economic security. Emotional intelligence, core self-evaluations and work values namely advancement, altruism, social interaction and social relations emerged as major predictors of the criterion variable. This study would be useful for policy makers, educational planners and administrators and suggest them the need to come up with policies to enhance the level of commitment of teachers.