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**“Relationship among Emotional Intelligence, Self-Efficacy and Job Satisfaction:
Impact on Teaching Effectiveness of College and University Teachers.”**

Abstract

Key Words:

Emotional Intelligence, Social Intelligence, Self-Efficacy, Job Satisfaction and Teaching Effectiveness

INTRODUCTION: Gone are those days when teaching occupation was considered an amiable, calming and restful employment in India. Since, change is the law of nature and same also applies to the teaching profession. In last three decades, teaching job has gone under tremendous changes. Recommendations of various education commissions and different education policies have put more accountability, responsibilities, expectations, challenges and pressure on teaching community. Further the commercialisation of education has the toughened circumstances and working environment of teachers.

In emerging education scenario for survival in teaching profession it has become mandatory for teachers to possess the knowledge of certain psychological and human resource aspects and traits viz. Emotional Intelligence, Self-Efficacy, Job Satisfaction and Teaching effectiveness.

LITERATURE REVIEW:

Goleman, D., (1998) is acknowledged for popularising the term **Emotional Intelligence**. He described the “Emotional Intelligence as the competence to recognise our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. Emotional Intelligence has two types of competencies i.e. personal competencies and social competencies. These competencies include five major factors viz. i) JSelf Awareness ii) JSelf Control iii) Self -Motivation IV) JEmpathy and Socialisation v) JSocial Skills.

Bandura (1977, 1986, 1994, 1995 and 1997) repeatedly propagated the popular theory of **Self-Efficacy** which is based on the social cognitive /learning theory. He defined the term self-efficacy as the faith of an individual in his/her capabilities to achieve the target effectively and efficiently. It means the belief of an individual in one’s own capability to complete a specific task with requisite course of action. The concept of self-efficacy drives and motivates an individual to complete his / her task full ardour, zeal, and commitment

with requisite course of action. Repeatedly it was demonstrated by him in several studies that faith of Self-Efficacy raises morale and motivation of an individual to complete the task and achieve the goal.

Job Satisfaction: Hoppock is acknowledged for highlighting the term “Job Satisfaction” in 1935. He stated Job satisfactions as a bunch of feelings and sentiments of an individual regarding to his or her job.

The word **Teaching Effectiveness** is consisted of two words i.e. “Teaching” and “Effectiveness”. By and large authors have defined teaching effectiveness on basis of personality and qualities of effective teachers. Some definitions are based on general effectiveness of teacher while others are based on teaching traits and behaviour of a teacher.

RESEARCH DESIGN: 1) H_{01} : Emotional Intelligence and self efficacy do not have a significant relationship.

2) H_{02} : Emotional Intelligence and Job Satisfaction do not have a significant relationship.

3) H_{03} : Emotional Intelligence and Teaching Effectiveness do not have a significant relationship.

4) H_{04} : Self-Efficacy and Job Satisfaction do not have a significant relationship.

5) H_{05} : Self-Efficacy and Teaching Effectiveness do not have a significant relationship.

6) H_{06} : Job Satisfaction and Teaching Effectiveness do not have a significant relationship.

7) H_{07} : Emotional Intelligence, Self-Efficacy and Job Satisfaction do not have a positive impact on teaching Effectiveness.

ANALYSIS, INTERPRETATION AND DISCUSSION:

All null hypotheses are rejected on the basis of correlation table and it was found that there are positive correlations among various variables. So first six hypotheses are rejected and relationship was found among four variables. Further last stated null hypothesis also is rejected and contrary axiom is accepted that the Emotional Intelligence, Self-Efficacy and Job Satisfaction have a positive-impact on Teaching Effectiveness.

FINDINGS, CONCLUSION AND IMPLICATIONS:

Culmination and Epilogue of the Study

Succinctly, the study will facilitate teachers to overcome the hardships, hindrances and hurdles encountered by them inside the class room and outside the class rooms by applying the sense of Emotional Intelligence, Self-Efficacy and Job Satisfaction and consequently attaining the higher level of Teaching Effectiveness. Further this research might facilitate educationalists, educational institutions, various educational bodies and councils of government and other stakeholders to formulate appropriate policies and strategies to advance the level of Emotional Intelligence, Self-Efficacy and Job Satisfaction of teachers, subsequently leading higher Teaching Effectiveness and ultimately rooting the well-being and prosperity of students, teachers, society, nation and the whole world.