

The study seeks to explain the interactive and relative effects of emotional intelligence, self-efficacy and organizational commitment among university teachers in Pakistan. Basic objective of this research was to find the relationship between emotional intelligence, self-efficacy and organizational commitment and further to investigate emotional intelligence and self-efficacy as predictors of organizational commitment. Disproportionate stratified sampling technique was used to select 500 university teachers (male= 225, female=275) from public sector universities, located in Rawalpindi, Lahore, Sargodha, Faisalabad, Multan and Islamabad. The data for the study was collected through three types of instruments. These were; emotional intelligence scale, self-efficacy scale and organizational commitment scale.

Data was analyzed using statistical techniques like Pearson correlation, t-test, ANOVA and simple linear regression. Results of the study indicated that emotional intelligence, self-efficacy and organizational commitment had positive significant relationships. It was inferred that emotional intelligence and self-efficacy were found as significant predictors of organizational commitment. It was found that there were significant gender differences in university teachers' scores on emotional intelligence, self-efficacy and organizational commitment scales. Female teachers were found more emotionally stable and competent than male. However, males' score was found higher than female on organizational commitment.

Findings inferred that married teachers' score was higher on organizational commitment and self-efficacy scale, whereas unmarried score was found higher on emotional intelligence scale. There were found no statistically significant differences on emotional intelligence and organizational commitment of teachers due to their demographic variation (Age, job experience, designation and locality). Likewise age, designation and location differences have no effect on university teachers' self-efficacy. However it was found that differences in job experience effected significantly on teachers' self-efficacy.

It was recommended that emotional intelligence of male teachers can be enhanced through professional training. Likewise novice teachers' self-efficacy can be improved through professional training. The findings of the present study has implications for teachers' training, counseling and retention of university teachers. As there was found positive relationship among emotional intelligence, self-efficacy and organizational commitment, therefore it was recommended that professional training of teachers can enhance teachers' emotional stability, efficacy and they can be more committed to their organization. It was further inferred that emotional intelligence and self-efficacy were the significant predictors of organizational commitment.