2.0 INTRODUCTION

Related literature acts as the backbone of any research work. Study of the related literature implies locating, reading and evaluating, reports of researches as well as reports of causal observations and opinions that are related to the individual's planned research project.

It is very essential for a researcher in any field of human knowledge to have complete information of the work done, in his country and abroad, in the specific area of his research. This acquaints him with up to date knowledge and techniques relevant to his work. It develops his insight into the problem and saves him from unnecessary trial & error. With this aim a number of books, journals, bulletins, yearbooks, theses and encyclopedias were consulted in the libraries. In the following pages an attempt has been made to present briefly a few of important researches and studies conducted in India & abroad, as they had significant bearing on the present research.

According to W.R. Borg- "The literature in any field forms the foundations upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work in likely to be shallow and native and will often duplicate work that has already been done better by someone else."
STUDIES RELATED TO EMOTIONAL INTELLIGENCE

**Elias, N. (1991)** conducted a study on "The promotion of social competence: longitudinal study of a preventive school based." The purpose of study was to the existing data imply that it can be a powerful as IQ and sometimes even more. And at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. Teaching emotional and social skills is very important at school; it can affect academic achievement positively. These skills has a long term effect on achievement.

**Stewart, J. (1996)** evaluated the convergent and discriminate validity of practical intelligence as it related to social intelligence emotional intelligence and academic intelligence. The current study also examines the relationship of nonacademic intelligence with regard to student performance currently, two distinct conceptions of practical intelligence exist: practical intelligence as tacit knowledge and practical intelligence as constructive thinking. Social intelligences, represented by social skills; emotional intelligence, represented by identification of emotion; and traditional academic intelligence were compared and contrasted to practical intelligence. Participants, social intelligence, Emotional intelligence, and hierarchical multiple regression were calculated to determine the relationship among the constructs and their ability to predict academic performance. The results have provided a better understanding and operational definition of practical intelligence, and have examined incremental validity of each measure of practical intelligence in predicting performance.
Pamela Lepage (1997) studied the educational experiences of 21 women (age 24-54 yrs) who are academically successful and disadvantaged as children were explored over a 2 yr period. The participants achievement and development patterns are described, and information about encouraging resiliency among students from disadvantaged backgrounds is provided, it was concluded from this study that resilient women who had endured stress as children often developed a highly advanced level of "emotional intelligence "Or" interpersonal and interpersonal intelligence." When this emotional intelligence was encouraged the women a academic performance improved.

Lee and Lee (1998) tested the reliability and validity of the Trait Metamood Scale (TMMS: p, Salvoey et al, 1995) that was developed to assess an individual's emotional intelligence, 342 male and 175 female students, average age 21.3 yrs, in Korea, were administered the TMMS and other measures totaling 141 items for rating on a 5 point Likert Scale. In order to investigate the criterion related validity indices, the scores from the subscales of the TMMS (30 items) were correlated with measures assessing associated constructs. These measures included the Mood awareness Scale (MAS: 10 items), the Negative Mood Regulation (NMR) Scale (30 items), the Emotional Expressiveness Questionnaire (AEQ:28 items), and the Toronto Alexithymia Scale (TAS;26 items). All scores from the subscales of these measures were correlated to the alexithymia scores to examine the predictive validity of the TMMS subscales by discriminate analysis; Results indicated that the TMMS subscales measuring emotional intelligence have good psychometric properties.
Halbrook (1998) explored the relationship between emotional intelligence and basic writers' skills. The study implied that a basic writer's overall abilities, shown through a type emotional intelligence quotient (EQ), could help in determining that individuals inherent abilities in the writing classroom, Means by which this research could support its hypothesis, and reject its null hypothesis of no relationship, were positive relationship between met cognitive anecdotal written evidence and the semester-ending portfolios and instructor assessments. Using prompted and timed writing resources, the study also observed and analyzed students, emotional cognition in their writing environments. The study documented these students as they reported on elements of their composing that are concomitant with emotional intelligence. If the students who completed successful portfolios, displayed or self disclosed certain qualities and skills while interacting with their instructor and peers, these disclosed skills were analyzed and interpreted and then compared to their writing skills. Therefore the study's hypothesis stated: there is a positive correlation between acceptable writing skills and positive degrees of emotional intelligence. During the spring semester of 1996, 409 students enrolled in twenty-seven Ball state University English 102 basic writing classes, From seven classes, 108 sample subjects accomplished surveys and prompts. Fifty randomly selected subjects were scrutinized. the 108 students completed every task requested of the 50 random sampled subjects and comparisons of the two samples were detailed. Providing a classes look at the 50 random sampled drown thirteen students occupying opposing levels at particular scoring range margins were further detailed.

Finnegan (1998) conducted a study on "Measuring emotional intelligence: where we are today." The purpose of the study was to
schools should help students learn the abilities underlying emotional intelligence. Possessing these abilities, or even some of them, can lead to achievement from the formal education years of the child and adolescent to the adults competency in being effective in the workplace and society.

Goleman (1998) reported that the single most important factor distinguishing star performers in every field is not IQ, advanced degrees, or technical expertise, but the quality known as emotional intelligence. Provides guidelines for cultivating these capabilities and explains why corporate training must change if it is to be effective.

Chico, E. (1999) studied the psychometric properties of the Spanish version of the emotional intelligence scale (N.S. Schutte et al, 1998, translated by E. Chico, 1999). Human Ss included 242 normal male and female adolescent and adult university students (aged 17-25 yrs) in Spain. Data on socio-demographic variables, emotional intelligence were obtained characteristics, and academic performance were obtained by questionnaire. The Eysenck personality Questionnaire (EPQ), the standard progressive matrices, and the sixteen personality factor questionnaire (16PF) were also used. The factor structure, construct validity, internal consistency and reliability were determined. Emotional intelligence scores were associated with extroversion but neither with IQ nor grade point average. Factor analysis, correlation analysis and other statistical tests were used.

Abraham, R. (1999) found that higher levels of EQ predict higher levels of job satisfaction and stronger connections with coworkers and supervisors. The interpersonal skills associated with
teamwork and the ability to provide constructive feedback serve as resource for individuals to deal effectively with others.

**Pelliteri, John (1999)** defined that the Emotional intelligence is a set of mental abilities that are purported to be distinct from general (IQ) and related to psychological adaptation. The three main components of emotional intelligence include emotional perception, emotional regulation, and knowledge about emotions. This study examined the relationship between emotional intelligences, cognitive reasoning, and defense styles. The first hypothesis was that individuals with high emotional intelligence would utilize adaptive rather than individuals with high emotional intelligence would utilize adaptive rather than maladaptive defense styles. More specifically, the abilities of emotional perception and regulation were expected to relate to ego defense mechanisms since each type of mental process shares the similar function of managing emotions at different levels of consciousness. The second hypothesis was that since emotional intelligence is a separate intelligence from general IQ it would have only moderate correlations with cognitive reasoning. The subjects consisted of 107 college students and graduates from two urban universities representing Caucasian, African - American, and Hispanic ethnic groups. Emotional intelligence as well as its three subcomponents were measured with the multifactor emotional intelligence scales (Mayer, Caruso & Salovey, in press). psychological adaptation was represented by Bond's (1983) Defense style Questionnaire which ordered defenses into four hierarchical levels from maladaptive to adaptive, cognitive reasoning was measured by the 16PF scales B (Cattell, et. Al. 1993) and represented the numerical and verbal reasoning abilities that comprise general intelligence (IQ). Support for the construct of emotional intelligence as an area of functioning that is

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separate from IQ was provided by a correlation of 34 between cognitive reasoning and emotional intelligence. The four defense styles had low correlations with emotional intelligence. The four defense styles had low correlations with emotional intelligence (from & minus;, 16 to 22). In the regression analysis there was a large degree of shared variance with cognitive reasoning such that defenses did not significantly contribute to any unique explanation of variance in emotional intelligence after accounting for cognitive reasoning. Defense styles were not correlated with the emotional intelligence components of perception and regulation as expected. Only the adaptive defense style was related to emotional knowledge after accounting for cognitive reasoning.

**Yate, M. (2000)** expressed the relationship between emotional intelligence and health habits of male and female students at Mississippi state university was investigated. A convenience sample of seven health education classes (N = 278) was used to answer question of demographics, emotional intelligence inventory (EQI), emotional intelligence survey (EIS), and the scheduled class time allotments in the spring semester of 1999. The findings of this study suggested that there was a relationship between the health habits of college-aged health education revealed a week (small) relationship. Even through three of the canonical functions were statistically significant the redundancy measure was small, indicating poor practical significance. Gender relationship of the HHS and EQI were investigated, resulting in small to medium correlations. The special seven HHS categories and for EQI factor scores showed various relationships that were investigated. The EQI factor, empathy, was revealed as the strongest and only statistically significant predictor of Goleman's ETS. This provides a basis for health educators and health habits. Because little or no previous
research has been conducted on this particular topic, this research study broadens the scope of emotional intelligence in impacting the health education realm.

**Wang, A. (2000)** studied P. Salovey and J.D. Mayer's theoretical structure model of emotional intelligence (1997) with factor analysis. 194 middle school student, universities student, teachers, faculty member, and enterprise employees, aged 16-50 yrs, in China were investigated an emotional intelligence estimation including 4 factors and ten variables based on Salovey and Mayer's theoretical structure was used, with factor analysis (principle analysis variable, rotation and Bartlett's formula), and cluster analysis, 4 common factors were summarized, the contents of the 4 factors were discussed the factor were associated with the abilities of self emotion cognition, others, emotions cognition emotional thinking and emotional maturity monitoring, result confirmed Salovey and Mayer's structure and principle components through different theoretical analysis and clustering explanations. Their result were also compared with Goleman's structure of emotional intelligence (1995).

**Pandey, M.K. (2000)** studied Emotional Intelligence of adolescent students in relation to their achievement in Mathematics, Academic stream and gender land concluded that:

1. Adolescent students who achieved high marks in Mathematics subject possessed more Emotional Intelligence as compared to those who achieved low marks in Mathematics. It means that very high achievement in Mathematics was associated with higher level of emotional intelligence and very low achievement in Mathematics was associated with lower level of emotional intelligence.

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2. The above conclusion also stood good when female high
achievers and female low achievers in Mathematics were
compared for their mean emotional intelligence.
3. It means that generally higher achievers in Mathematics
possessed higher level of emotional intelligence and females in
particular differ significantly in their emotional intelligence when
high achieving female and low achieving females were compared
for their mean emotional intelligence.
4. Science students who differ in their achievements in Mathematics
differ in their mean emotional intelligence and high achievers
possessed higher level of emotional intelligence as compared to
the low achievers in Mathematics.
5. Gender wise differences were not associated with corresponding
difference in emotional intelligence. It means that as was the
case with general academic intelligence females students and
male students did not differ in their emotional intelligence. Hence
concluded emotional intelligence as gender free construct.
6. Students who pursue different subjects streams did not differ in
their emotional intelligence. It means that differences in subject
streams were not associated with differences in emotional
intelligence.
7. In general, achievement in Mathematics bears a positive and
significant relationship with emotional intelligence. Hence, it was
expected that one who happens to be high in emotional
intelligence score high in Mathematics and/or vice versa.

Kumar, D. (2001) studied the emotional intelligence among
Primary School Teachers in relation to their Gender, Age, Caste,
Teaching experience and school and found that:
1. Gender wise groups of primary school teachers did not differ in emotional intelligence and its five dimensions.
2. Age wise groups of the primary school teachers did not differ with regard to the variable "self awareness."
3. Age wise groups of primary school teachers did not differ with regard to the variable "managing emotions."
4. "Old teachers" from rural areas recognize emotions in other more appropriately as compared to "young teachers" from rural areas.
5. "Old teachers" from rural areas recognize emotions in other more appropriately as compared to "Young teachers" from rural areas.
6. "Old teachers" from rural handle relationships more efficiently as compared to "Young teachers" from rural areas.
7. Caste wise groups of the Hindu teachers did not differ in their emotional intelligence and its five dimensions respectively.
8. Difference in teaching experiences was not associated with differences in the ability to "Recognize emotions in others" of primary school teachers.
9. Primary school teachers handle relationships almost similarly irrespective of the differences in their teaching experience.
10. Teaching experience wise groups of primary school teachers from urban areas differ in emotional intelligence and its five dimensions respectively.
11. Primary school teachers working in rural areas and urban areas did not differ with regard to the five dimensions of emotional intelligence respectively.
12. Primary school teachers working in rural areas were higher in emotional intelligence as compared to the primary school teachers working in urban areas.
13. Gender, age, caste, teaching experience and school locality wise differences were not associated with differences in the process and mechanism of knowing oneself - self awareness in case of primary school.

**Parker & Bar-on (2000)** provided A definitive, comprehensive text on the subject of emotional intelligence. R. Bar-On, the persons who coined the term "EQ" and developed the first test of emotional intelligence (the EQ - i) assembled with J.D.A. Parker researchers, academics, and practitioners to contribute to this basic and useful publication. Interdisciplinary and multi-method in nature, this handbook for professionals, business people, educators, clinicians and students brings together various schools of through and ways of approaching such different aspects of the wider area of emotional intelligence as asexithia, personal intelligence, and practical intelligence as closely related disciplines. It emphasizes the important of empirical methodology, developmental studies, behavioral observations, and psychometrics in order to describe and conceptualize this construct and the key components that can increase human effectiveness and wellness.

**Nada Abisamra (2000)** conducted a study on "The relationship between emotional intelligence and academic achievement in eleventh grades." The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. The investigator compared these grades with the emotional intelligence. There was a relationship between emotional intelligence and academic achievement.
For this it might be better to include emotional intelligence in school and university curriculum.

**Ciarrochi, J.V. (2001)** critically evaluated the emotional intelligence (EI) construct (the ability to perceive, understand, and manage emotions), as measured by the Multi-factor emotional intelligence scale (MEIS, in press). We administered the MEIS to Australian undergraduates (mean age 24.5 yrs) along with a battery of IQ, personality and other theoretically relevant criterion measures, including life satisfaction and relationship quality. We also induced moods in the students and examined whether people high in EI were better than others at managing their moods and preventing their foods from biasing their social judgments. Analyses revealed that EI was not related to IQ but was related, as expected, to specific personality measures (i.e., empathy) and to other criterion measures (e.g., life satisfaction) even after controlling for IQ and personality traits. EI was also related to people's ability to manage their moods, but not to their ability to prevent moods from biasing judgments. IQ was surprisingly related to both these mood processes.

**Tapia, (2001)** developed (A) measures of emotional intelligence, the 45 item emotional intelligence inventory and (b) find the underlying dimensions of the inventory by testing 111 high school students at a bilingual college preparatory school, the 4 weakest items were excluded, and then 319 junior and senior high school students at the same school were administered the 41 item inventory. The reliability coefficient was .81 a maximum likelihood factor analysis with a varimax rotation yielded 4 factors of empathy, utilization of feelings, handling relationship, and self-control.
Ciarrochi, Chan, Bajgar (2001) explored that an emotional intelligence (EI) be reliably and validly measured in adolescents? 131 students (aged 13 to 15 yrs) completed a self report measure of emotional intelligence (SEI) and a number of other, theoretically relevant measures. They were then induced into either a positive, negative, or neutral mood and asked to complete a task that assessed mood management behavior. We found that EI was reliably measured in adolescents, was higher for females than males, and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behavior. These relationships help even after controlling for two constructs that potentially overlap with EI, namely self-esteem and trait anxiety. This study offers evidence that the SET is a distinctive and useful measure.

Ross (2002) stated that the social and emotional skills are becoming increasing important as societal changes produce difficult challenges for youth. Psychologically competent young people are more likely to avoid high-risk activities that can have dangerous consequences for their health and well being. Middle schools principals can reach students with these important life lessons during a critical phase of growth a development, and middle school principals can provide and leadership to enhance these educational experiences. The goal of this project was to better understand the needs of middle school principals in the area of social and emotional learning /emotional intelligence (SEL/EQ) and develop a model of professional development and/or training to address them. A needs assessment was conducted with New Jersey public middle school principals; a surveys was developed and mailed to 152 principles, a total of 49 surveys (32.2%) were returned. Ten of the survey respondents also participated in

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follow-up individual interviews. Results indicated that most principals view SEL/EQ as an important issue for themselves and faculty. They are activity engaged in activities related to social and emotional issues, such as developing positive relationships and encouraging shared visioning and decision-making. They reported being less engaged in activities related to the inclusion of SEL/EQ-type activities into the regular classroom such as encouraging teachers to address these issues.

Woitaszewski (2002) expressed that the emotional intelligence of gifted adolescents contributes significantly to their social and academics success, and specifically if emotional intelligence was of importance above and beyond traditional psychometric intelligence (IQ). This study tested the claims of Goleman (1995) who argued that emotional intelligence was critical to our understanding of human success, and often more important than IQ. A group of 39 adolescents (mean age = 16 years 6 months) who were enrolled in a residential high school for gifted youths participated. The Adolescent Multifactor Emotional intelligence Scale (AMEIS) (Mayer, Salovey and Caruso, 1996) and the Test of Cognitive Skills (2nd ed) (CTB MacMillan/Mc Graw-Hill, 1993) were utilized to attain overall levels of Emotional intelligence and IQ, respectively. The Behavior Assessment system for children-self-Report Adolescent version (Basic-SRP_A) (Reynolds & Kamphaus, 1992) was used to measure two types of social success: International relations and social stress, Academic success was determined by student grade point averages. The results of hierarchical multiple regression analysis revealed that Emotional intelligence did not contribute significantly to the social and academic success for these gifted adolescents.
Brooker, J.K. (2003) evaluated emotional competencies of leaders: A comparison of managers in a financial organization by performance level. The study assesses as whether managers in one financial organization who are deemed most effective according to their performance ratings exhibit higher emotional intelligence than managers with lower performance ratings. Data were gathered from a sample of 57 from the study population 79 members of the management term of financial organization selected to participate in an internal study. The researcher analyzed the ECI scores provided by the Hoy group performance ratings and demographic data via a statistical analysis computing system SAS8. Results of the self verses total other ratings indicated that statistically significance differences exist in four competencies: Emotional self control, Influences, Inspirational Leadership and self confidence. For each, EI levels of total others were greater than self reported EI levels.

Dominguez - Cruz (2003) studied relationship of leadership orientations to emotional intelligence of Public elementary, intermediate and high school principals in Puerto Rico. This study enables the researcher to gain insight into the Caugas Education Region's school principal's leadership orientations and their emotional intelligence. The study conducted involved descriptive and co relational research methods. The result of the analyses of the data indicated that of the dimensions of the emotional intelligence, the dimensions that had no relationship at all with leadership orientations was motivation. The analyses of data indicated the finding of the absence of social skills and self-awareness.

Emmerling, R.J. (2003) expressed cognitive and effective processes in career decision making. Emotional intelligence as
conceptualized by Mayer and Salovey consists of four interrelated abilities – Perceiving emotions, using emotions to facilitate thought, understanding emotions and managing emotions. It is argued that such abilities facilitate the career decision making process and lead to the decisions that more fully satisfy career related interests, values, needs and aspirations. To more fully explore the role of emotions in career choice several individuals were interviewed regarding their recent career decisions. Their experiences serve to provide real life examples of the emotional dynamics of vocational choice.

Drago, J. M. (2004) explored the relationship between emotional intelligence and academic achievement in non-traditional college students. This correlational study examined the relationship between emotional intelligence and academic achievement in non-traditional college student. In this study, Emotional intelligence, achievement motivation anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer-Salovey-Caruso emotional intelligence test (MSCEIT), the State-Trait-Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPI) and Student Demographic Survey (SDS), Result demonstrated that emotional intelligence is significantly related to student GPA scores with student Cognitive Ability scores and student age. The result suggests that academic achievement is related to student’s ability to recognize, use and manage their emotions.

Wells, K.H. (2004) studied emotional intelligence as ability and its relationship with openness to difference. The 2 research hypotheses of this study posited a correlation between EI and openness to difference as indicated by self perceived flexibility to difference and self
reported receptiveness to difference (RTD). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCETI) was used to assess EI as defined as an ability. The Flexibility/openness scale of the cross-cultural Adaptability Inventory was used to assess self-perceived flexibility to difference; the RTD scale is used to assess self-reported RTD. Ninety Undergraduate University students 70% female and 30% male participated in the study. The hypotheses were confirmed and an association was found between EI and openness to difference.

Williams, H.W. (2004) conducted a study of the characteristics that distinguish outstanding urban principals Emotional Intelligence, problem-solving competencies, role perception and environment adaptation. This study seeks to identify the competencies and characteristics that distinguish outstanding urban principals.

A criterion sample of 12 outstanding and 8 typical principals was identified from a large midwestern urban school district. Data from critical incident interviews, open-ended questions, and a variety of assessment questionnaires were collected. Linkages between these differentiating characteristics and prototypical leadership situations and instructional leadership, change leadership and expert problem solving were examined. Linkages are found between these distinguishing competencies and characteristics and effective principal practice related to instructional leadership, change leadership and expert problem solving.

Chan, D.W. (2004) studied one hundred and fifty-eight secondary school teachers to assess their perceived emotional intelligence and general self-efficacy and self-efficacy toward helping others. An item factor analysis yielded four dimensions of perceived

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emotional intelligence, leading to the construction of four corresponding empirical scales. Teachers scored most high on positive utilization and emotional appraisal, followed by empathic sensitivity and positive regulation. Using the four components of perceived emotional intelligence as predictors of self-efficacy beliefs, positive regulation emerged as the significant predictor in predicting general self-efficacy whereas empathic sensitivity emerged as the significant predictor in predicting self-efficacy towards helping others.

Hopkins, M.M. (2005) studied the impact of gender, Emotional intelligence, competencies, and style on leadership success. The empirical study extends research on the emotional intelligence competencies and styles underlying successful leadership by investigating the repertoire of competencies and leadership roles are examined. In a sample 105 manager in one financial services institution, using self and other ratings of emotional intelligence competencies, leadership styles and success, the result demonstrated a strong pattern of significant differences between male and female leaders. The repertoire of leadership styles leading to success for men and women are disparate. Man who exercise and afflictive or a democratic leadership style, styles incongruent with their expected gender role are not successful; whereas female leaders must demonstrated a combination of gender congruent and incongruent ways of behaving, the pacesetting and coaching leadership styles, in order to be successful.

Stubbs, E. (2005) investigated emotional intelligence competencies in the team and team leader: A multi level examination of the impact of emotional intelligence on group performance. The research examines the relationship between team leader emotional
intelligence competencies, team level emotional intelligence, and team performance. It is argued here that team leader's emotional intelligence will influence the development of group level emotional intelligence, which was measured by a team emotionally competent group norms. Data were collected from 422 respondents representing 81 teams in a military organization. Result show that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and the emotional competent group norms are related to team performance.

Boyd, M.A. (2005) explored the emotional intelligence of teachers and students perceptions of their teachers' behavior in the classroom. This study identified teachers with varying levels of emotional intelligence levels did not readily align with students perceptions of the behaviors associated with emotional intelligence test was not necessarily perceived by students as one who displayed emotionally intelligent behaviors in the classroom. In addition, teachers perceptions of how student feel about them or the classroom environment they create are not always accurate. Also, the MSCEIT may indicate emotional intelligence knowledge but it cannot predict how individuals' intelligence does not necessarily use it in the classroom. Lastly, teacher behavior matters to students in terms of relationships, perceptions, and the feeling that the classroom is emotionally safe. One cannot deny that an emotionally safe classroom is more conductive to learning.

Calderin, R. (2005) in their study revealed that collegial relations are influenced by the emotional intelligence of the building principal, explored the role good collegial relations plays in creating an
emotionally intelligent learning environment, and concluded that effective public elementary school leaders are community members is a skill that can be developed and/or improved with increasing experience for the affective health of the learning organization.


Major findings of the study are as follows:

1. Professional students are more high in emotional intelligence in comparison to the non professional students. The professional students either male or female are high in their emotional intelligence in comparison to the non professional students.
2. The male and female students have no significant difference in their EQ level.
3. Professional and non-professional students belongs to Gen and OBC group here equal Emotional intelligence but professional and non-professional students belongs to S.C. group have less emotional intelligence than Gen group.

Neetu (2006) conducted a study on Emotional Intelligence and adjustment of primary school Teachers teaching in Government and Public School. Same to the major findings as follows of the study:- (1) Primary school teachers do public school are more emotionally intelligent in terms of self awareness, managing relations, integrity, self-development, commitment aspect of their E.I. than the Government school teacher (2) Primary school teachers of Government school are equally emotionally intelligent in terms of empathy, value orientation, altruistic behavior aspect of their E.I. as the public school teacher (3) Primary school teachers of Government school are more emotionally

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intelligent in terms of self motivation, emotional stability aspect of their E.I. than the public school teachers.

**Gupta, Anita (2007)** conducted a comparative study of Emotional Intelligence and Job satisfaction among male and female college teachers. Some of the conclusions as follows of the study:- (1) Male College teaches appear to be more capable to so they themselves to snake of rampant anxiety, gloom or irritability as compared to female teachers, (2) Male and Female College teachers did not differ. With regard to knowing one's emotions, Recognizing emotions in other; Handling relationship (2) Male and Female college teachers differ in their abilities to motivate their own selves. Male college teachers are higher in their ability as compared female college teachers.

**Pathan, Y.G. & Pant, B. (2008)** conducted a study on "Emotional Intelligence of Secondary Teachers." the study examines the level of Emotional Intelligence (EQ) of secondary teachers in relation to gender and age. 500 secondary Teachers, ranging from 24 to 56 years of age, were selected from different secondary schools, both urban and rural from Dhule district, Mahararstra out of this, 350 were male and 150 female. The tool used for the study was a structured questionnaire called Emotional Intelligence Test, develop by N.K. Chadha and Dr. Dalip Singh. The results indicate that nearly all (98.4%) the teachers fall under 'low' category of emotional intelligence. There is no significant difference between the emotional intelligence of males and females and age in independent of E.Q.

**Nelson, D.B. & Low G. (2009)** presented a research based model of emotional intelligence and explored the role of emotional intelligence in effective teaching and learning. The emotional skills
assessment process and emotional learning system provide an assessment and learning process to help teachers develop a plan of action to learn and apply emotional intelligence skills. Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life.

Emotionally intelligent teachers are more resident and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence are characterized by: intentional reflective (not reactive) behavior, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not reactive habits).

Deshpande, S.P. (2009) This study investigated the impact of EI, ethical behavior of peers, and ethical behavior of managers on the ethical behavior of 180 not for profit hospital employees in the U.S. EI was measured using a 16 item scale developed by law et al. (2004) (e.g., I have good understanding of my own emotions; I am sensitive to the feelings and emotions of others; I have good understanding of the emotions of people around me, etc). Results revealed that EI, ethical behavior of peers and of managers had a significant positive impact on ethical behavior of employees. Thus, hospitals can expect employees with EI skills like empathy and self management to be more likely to make ethical decisions. These are skills that can be tested for during the hiring process, maintained via training and development programs, and reinforced during performance appraisals. Overall, the findings imply that EI could create a better learning, working and caring environment.

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Wong, C.S., Wong, P.M., & Peng, K.Z. (2010) Empirically investigate the potential effect of school leaders' (i.e., senior teachers) EI, as measured by the 16-item scale developed by Wong and Law (2002), on teachers' job satisfaction in Hong Kong. In study 1,107 teachers were asked to list the attributes of successful senior teachers/mentors in their schools. In study 2,3866 school teachers and middle level leaders were surveyed on their EI and job satisfaction level. For the 3866 teachers, the correlation between their EI and job satisfaction scores was 0.30. Middle level leaders' average EI was significantly related to the average of ordinary frontline teachers' job satisfaction (r=0.21). Results showed that school teachers surveyed also indicated that EI is positively related to job satisfaction. The main implication of this study is that the teaching profession requires both teachers and school leaders to have high levels of EI. Practically, this implies that in selecting, training and developing teachers and school leaders, EI should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the EI of teachers and school leaders.

STUDIES RELATED TO PROFESSIONAL COMMITMENT

Etzioni (1968) made use of theories of 'motivation' and values in explaining commitment. He found that commitment was independent of direct, selfish interests, and of immediate and temporary situational concerns. He hypothesized that in business organizations the primary mechanism is probably motivation since the essence of member's involvement and contract with the essence of member's incentive oriented. In non-business organization such as the church, or military,
commitment may be very important in affective organizational behavior, since members' involvement is often value based.

**Maultsby (1970)** studied normative commitment, defined as an extent to which the individual mobilizes energy in the maintenance and defense of a normative standard. His sample consisted of 794 male high school seniors; the respondents were relatively homogeneous with respect to age and race. The findings of the study produced interesting results; that high status respondents were higher in commitment than middle and low status respondents, through the association was week but statistically significant; that the respondents with the lowest aspirations tend to have low commitment; that when opportunities and aspirations were high commitment between these extremes. He concluded that these three categories were better predictors of commitment.

**Thornton (1970)** studied the effect of professional and non-professional types of organizational involvement on the compatibility of organizational and professional commitment for 383 junior college teachers. Results showed that organizational and professional commitment could be compatible to the extent to which one perceives organizational professional experiences and an organizational situation as affirming and exemplifying certain principles of professional determination.

**Sillito (1971)** explored the relationship between some colleagues related "work experience of teachers and their career commitments". He reached a major conclusion that colleague related work experience is functional in increasing both satisfaction and
commitment, through high satisfaction and that high commitment was not highly correlated.

**Hrebiniak and Alutto (1972)** compared organizational commitment of 318 elementary and secondary school teachers and 395 nurses in relation to personal characteristics, role related variables. Females, married persons, less interest in higher degrees, showed high organizational commitment. Further analysis revealed that role tension and tenure were best predictors. The findings of the study also confirmed that there was no significant difference between teachers and nurses on the average level of commitment. Socio economic factors did show some effect on commitment. Socio economic factors did show some effect on commitment, respondents from blue-collar background exhibited less commitment than that of white collar, managerial and professionals. The most committed respondents were those with the greatest amount of seniority and lowest level of tension, while least committed were male subjects with the high level of experience of role tensions.

**Jones (1972)** in a study of analysis of behaviorally measured commitment pattern among university teachers and students, he observed that their ability to communicate with others, elitism of one’s group, desire to control others, satisfaction, desire for the institution to meet the need of the individuals and a feeling that others within organizations show responsibility as the best predictors of commitment.

**Mawter (1976)** examined teacher's professionalism and decision making modes in elementary schools as determinants of job satisfaction 147 principals, responses indicated inverse relationship between professionalism and supervision, no relation between

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professionalism and satisfaction with work, pay promotional opportunities and work group.

**Grossman (1976)** studied 182 teacher trainees and observed that high role congruence group and that were significantly higher on commitment that low congruence group and that task oriented group were higher in commitment than person oriented group. Commitment to teaching was measured with teacher's attitude towards self and other (TATSO).

**Berry (1976)** studied the factors that influence elementary school teachers to retain or leave teaching profession. They study was carried out on those already terminated from employment in schools. In the sample, half of all terminated stayed in teaching profession and others left teaching profession. The most important reasons attributed by stayers were the enjoyment in working with children. However, they left earlier teaching job for better pay, promotion to administrative positions and dissatisfaction with administration.

**Salancik (1977)** pointed out that the concept to commitment is attitudinal in nature. It reflects that how much closeness an individual feels with his organization or relationship.

**Kang (1982)** studied sample of 501 teachers of South Korea of various special education program, it was concluded that personal factors such as educational setting, teaching level, age, employment of spouse, academic level, administrator attitudes & practices and support of administrators are highly correlated with teacher's professional commitment.
Ahmad (1986) studied job involvement among teachers and concluded that both individual and organizational factors determined job involvement of college teachers. He also found that job involvement was positively correlated with job satisfaction and college.

Pandey (1986) developed a 13-item professional commitment scale. It had 3 dimensions (a) calculative involvement; (b) internalized professional values; and (c) measure satisfaction of life. His objective was to study organizational commitment, professional climate, micro job climate and personality variables. He used multiple regression analysis as statistical technique.

Ciriello (1987) administered 163-questionnaire on 655 full time teachers employed in catholic parochial elementary schools to understand relationship between organizational commitment, professional commitment (teaching) and job commitment (particular school). Results revealed that professionally committed teachers were less organizationally committed. Professionally committed teachers were much influenced by personal significance of instructional goals and they ranked first in importance to the goal of personal growth. Finance scales were also found to be salient among work factors for professional commitment. Importance of religion in one’s own life was identified as a predictor of organizational commitment.

Jore-Bloom (1988) examined influence of certain personal and organizational factors on job satisfaction and organizational commitment of 629 early childhood educators. Co-workers relation, supervisor relation, nature of work itself, pay and opportunity for promotion, and general working condition differed; in the extent to which the teachers were committed or non-committed. He also
concluded that background variables such as age, education, experience, and salary achieved did influence the organizational commitment.

**Morrow and Wirth (1989)** studied professional commitment using Aranya and Jacobson's (1981) professional commitment scale and used factor analysis as a technique and found that professional commitment was uni-dimensional concept.

**Capel (1991)** in his longitudinal study of burn out in teachers has also arrived at the same conclusion that burnout and low level of commitment among teachers were positively correlated.

**Bisaria (1991)** has conducted a pilot study of mobility patterns and professional commitment of higher secondary teachers and concluded that frequent transfer and mobility patterns were negatively correlated with professional commitment.

**Williams and Anderson (1991)** have found that positive organizational commitment tends to improve organizational efficiency and effectiveness. Thus they have highlighted the impact of positive organizational commitment on the efficiency of the organization as a whole.

**Mohan Raju, P (1992)** studied that factors contributing to commitment to the teaching profession. He studied 545 senior secondary school teachers of Delhi. He found, work related personality (factor I), perceived characteristics of the profession satisfaction and importance (factor IV), desire to improve skill (factor V). The scores of factor third and its constituent variables were found significantly more important for more committed teachers than less committed teachers.
Results also revealed that four out of five factors were found significant: they were perceived characteristics of the profession, work related personality professional satisfaction and importance, and desire for skill improvement. Among the psycho-social variable external expectations were the most contributing variable followed by the variables-perceived status, intrinsic motivation, interest in the profession, desire to improve skills, social support, choice satisfaction and perceived challenges.

**Goss, David (1996)** has found that commitment was a complex phenomenon that operated in different directions and at different levels, and that it could not easily be generated or sustained.

**Prof. R.H. Dave (1998)** has also taken multi-dimensional view of teacher's commitment. He identified five commitment areas of teachers as follows:

1. **Commitment to the Learner**: Including love for the learner, readiness to help learners, concern for their all round development etc.

2. **Commitment to the Society**: Such a awareness and concern about impact of teacher's work on the degree of advancement of families, community and nation.

3. **Commitment to the Profession**: That is, internal acceptance of the role and responsibility of the teacher's profession, no matter under what circumstances one entered in to it.

4. **Commitment to Achieve Excellence**: That is, care and concern for doing everything in the classroom, in the school and in the community in the best possible manner and in the spirit of whatever you do, 'do it well', attitude and;
5. **Commitment to Basic Human Values:** Including the role model comprising genuine practice of professional values such as impartially, objectivity, intellectual honesty, national loyalty etc. with consistency.

This commitment has been conceived as an individual cognitive, affective and behavioral characteristics related to his act related either to his close relationships or to his sense of durable affiliation to his organization/profession.

**Singh, Pritam (1998)** has offered following guidelines for teachers to become professionally committed.

1. **Developing Self-esteem:** Researches have shown that teachers with higher self-esteem are more flexible in their thinking, more willing to learn and more effective in making their students learn.

2. **Being interesting and interested:** Most of the teachers who inspire their students have varied personal professional qualities........ they help student to inquire, explore, examine, question, reason and solve their own problems. They have the knack of making education entertaining and entertainment education.

3. **Choosing A Mentor:** A new teacher can get the help of another teacher who he admires. Even experienced teachers can take the advantage of special mentor. Joyce B. Weil and Showers B. (1992) had found that teachers without mentors burnt out more easily and develop low level of self esteem.

4. **Making teaching meaningful:** The good teacher relates the subject to life and makes his students know why they are
studying a particular subject or lesson and how they can be benefited by it. In this way their teaching becomes meaningful.

5. **Controlling while caring:** What is needed is to promote self discipline and encourage teachers and students to respect and care for each other.

6. **Developing cultural sensitivity:** It is the moral responsibility of a passionately committed teacher to cultivate cultural sensitivity and appreciate cultural diversity and teach the same to his students and others.

7. **Findings time being along:** To be passionately committed, a teacher must find time for solitude to reflect in private moments on his personal professional life. Such a self introspection and retrospection.

**Kudva (2000)** investigated into the relationship between professional aspects of teachers and their burnout. Her major findings are –

1. Professional commitment has a significant negative relationship with development of negative attitude towards students and a lack of personal achievement.
2. There is no significant relationship, either linear or nonlinear, between increased feelings of emotional exhaustion and fatigue and professional commitment.

**Punia (2000)** studied commitment among university teachers on two dimensions organizational commitment and job commitment. He has found that university teachers were more committed towards their job as compared to their organization.
Deearing and Jones (2000) conceived a teacher's commitment has a wide range of his subjective beliefs regarding his role, proper functioning and obligations and about norms of conduct. To put it in their own words; "teachers bring to their understanding of their task a wide range of subjective commitments about schools and teaching that operate when they do their tasks commitments about role, proper functioning and obligations and about norms of conduct. These commitments may come from their personal background and history, including commitment from a teacher's private experience. the individual's local realities include not only his or her commitments a closely held beliefs, knowledge or understandings but also his/her other questions, frustrations, puzzlements of doubts."

Simpson and Hood (2000) have however defined commitment in context of the teaching profession, According to them; a committed teacher reflects certain behavioural characteristics. He shows that professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, need and situation.

Shishupal (2001) studied student teachers of B.Ed. classes with an intension to gauge their commitment to teaching profession. He found that the teacher trainee exhibited a fail degree of commitment to teaching profession. He also found sex, age, father's occupation; community background and income groups were not predictors of commitment. His study also revealed that caste categories have some influence in determining levels of commitment.
Maheshwari, Amrita (2002) attempted to study professional commitment of secondary teachers. The objective of the study as a to ascertain the extent, variation and distribution of professional commitment between teachers of secondary education at to compare the degree of professional commitment of teachers with their social and academic characteristics like sex, age, Academic Career, Socio-economic Status, Caste, Community Background, Teaching experience and Associational membership. She concluded that professional commitment of teachers can be increased by some means and ways explored by her in this investigation.

Sharma, Anita (2003) studied commitment among teachers engages in inter colleges, degrees colleges and the teacher's of C.C.S. University campus. Her sample size consisted of 100 teachers. She found that age, sex faculty had no bearing on commitment, where as the level of education i.e. primary secondary and higher had contributed to the development of commitment. Teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education. Similarly higher academic career, achievement and higher commitment went together.

Day, C (2004) found in his study that there is a significant links to personal passions which have clear articulations with ideology, values and beliefs. Teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts. Teacher commitment is focused exclusively on external dimensions and explores the relationship between teacher beliefs and teacher commitment in a way that characterizes teacher commitment as a highly personal way of viewing the self and its relationship to education.

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Goldhaber, (2005) found in his study that there were even more significant gains (up to 15 percent) with younger and lower income students. This gain was statistically significant even when controlling for years of experience, degree level and scores on licensing exams. He further remarks that the formal knowledge teachers rely on accumulates steadily, yet provides insufficient guidance in many situations. Teaching ultimately requires judgment, improvisation and conversation about means and ends. Human qualities, expert knowledge and skill professional commitment together compose excellence in this craft.

Crosswell, L, & Ellioll, B. (2006) found the level of teachers’ commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers’ willingness to engage in cooperative, reflective and critical practice. Thus, the findings of this paper are particularly significant for school leaders as they engage teachers in school initiatives and educational reform, and teachers themselves as they struggle to find a balance between the personal and the professional.

Dalchand (2007) studied “A study of professional commitment between BTC and Special BTC Primary Teachers”. The findings of the study are as follows: 1. BTC primary teachers are more committed to learner orientation than the Special BTC. 2. BTC primary teachers are more committed to society. 3. BTC and Special BTC is similar towards the commitment to institution. 4. BTC primary teachers have high degree of commitment to work rather than special BTC primary teachers. 5. Both were found to be similar in their commitment to
achieving excellence. 6. Both are similar in commitment to human values.

**Sood, Vishal (2008)** Conducted a study, “Professional Commitment Among B.Ed. Teacher Educators of Himachal Pradesh”. He studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession. The paper discusses certain suggestions for enhancing the professional commitment level of B. Ed. teacher educators.

**Shukla, (2009)** conducted a study on teaching competency, professional commitment and job satisfaction. The findings of her research are as follows:

1. The result showed very high positive correlation between commitment to profession and job satisfaction level of primary school teachers. This means teachers who are satisfied with their job are also equally committed to their profession.
2. The result shows very low positive correlation between professional commitment and teaching competency. This shows that professional commitment and teaching competency are not related to each other which means teacher are committed need not be competent and vice versa.
3. The t-value shows no significant difference between professional commitment level of teachers with high and average levels of job satisfaction.
satisfaction. Teachers with different levels of job satisfaction did not show any difference in level of their commitment towards the profession.

4. The t-value shows no significant difference between professional commitments levels of teachers with high and low levels of job satisfaction.

5. The t-value shows no significant difference between professional commitment level of teachers with average and low levels of job satisfaction.

Bogler, (2010) conducted a study on different roads lead to teachers organizational and Professional Commitment. The study aims to explore the antecedents of teacher’s organizational and professional commitment. Data were collected from 841 teachers employed in 118 Israeli schools. Multiple regression analysis revealed that organizational characteristics such as organizational effectiveness teachers’ loyalty to the principal and extrinsic job satisfaction were significant predictors of organizational commitment, job-related attributes such as autonomy at work, intrinsic job satisfaction, job stress, role conflict and job work load predicted professional commitment.

Somech, (2010) examined the distinctive relationship of teacher professional and organizational commitment with participation in decision making and with organizational citizenship behavior (OCB). The results of the structural equation model confirmed the main hypotheses and depicted distinctive patterns of relationships regarding professional commitment and organizational commitment in schools. First, whereas participation in the managerial domain was positively associated with both the professional and the organizational commitment, participation in the technical domain laws positively
related with only teachers’ professional commitment. Second, professional commitment was positively associated with OCB towards the student, whereas organization commitment was positively associate with all three dimensions of OCB (toward the students the team and the organization)

STUDIES RELATED TO TEACHER EFFECTIVENESS

Jensen (1951) classified the critical behavior of effective teacher into three heads viz. personal qualities, professional qualifies and social qualities. In respect of personal qualities, it was found that effective teachers as against ineffective teachers were alert, cheerful and impartial. They tend to exhibit self control and graciously recognize and admit their own mistake. In term of professional qualities effective teachers, unlike ineffective teachers were able to stimulate pupils through interesting teaching techniques. Successful teachers were usually willing to help and guide as against unsuccessful teachers. Socially effective teachers were found generous in praise & blame, democratic and courteous while ineffective teachers were authoritarian and impolite.

Lamke (1951) found that successful teachers were more prone to be gregarious, adventurous, more interested in opposite sex, had above average emotional responses and had strong artistic & sentimental interests. They were found to be more talkative, placid, frank, quick and tended to be more polished, cool and fastidious.

Adaval (1952) reported, some special qualities needed to make a teacher successful in the profession and the way in which training college equip the teachers with these qualities. On the basis of his
study, he suggested some general qualities for improving teacher effectiveness as - intelligence, normal health, physical fitness, healthy and balanced philosophical and cultural outlook, good habits of daily life, well developed moral life, sociableness and emotional maturity and stability. Ryans (1953) stated that academic quality was found more important for the success of teachers.

**Jones (1956)** had reported some common characteristics among successful and unsuccessful teachers e.g. the degree of emotional stability. Further, she had also revealed that successful teachers seemed to be characterized by a preference for quickness of action and efficiency of production. They were found to be more sociable, dominant, flexible in numerical ability and disposition. Successful teachers were also found superior to unsuccessful teachers in knowledge related to subject matter as well as to professional skills.

**Kulanandelvel, Rao (1968)** conducted a study focusing on the perceptions of students of the effective and ineffective teachers. An effective teacher was viewed by students as favorably inclined towards them, consistently attempted to infuse good qualities provided remedial inputs and always willing to treat on equal footing without prejudice of any kind. He was always conscientious and acted as a guide.

**Kaul (1972)** reported that the popular teachers were found to be emotionally more stable, intelligence conscientious and relaxed. They had favorable attitude towards teaching and were more effective in their work.

**Costin & Gruch (1973)** revealed that "Students" rating of classroom behavior were more closely related to their description of the
teaching personality traits that to their self description about these traits.

**Chhaya (1974)** in her study revealed that effective significantly have better personality adjustments and more favorable attitudes towards teaching than ineffective teachers. Effective teachers were also found significantly more emotionally stable than ineffective teachers.

**Gupta, R.C. (1976)** observed that high effective teachers were more intelligent, more sergeant, having more ego strength, more self-sentiment, less suspicious, less guilt prone and less radical. Singh (1971) reported that the organizational pattern of superior teachers was found logical and their social behavior and adjustment was of a very high degree. Superior teachers were found able to solve their problems quickly and used more literacy language.

**Sofat (1977)** conducted an investigation to find out the difference between effective and ineffective teachers in relation to their sex, and found that the female teachers were more effective that the male teachers.

**Sohoni, et al. (1977)** found that:

1. The coefficients of correlation obtained between the overall grade and the grade computed on the basis of assessment of components were quite significant in respect of both the experienced and the inexperienced teachers. The relation was higher in the case of subjects in which subject experts observed higher percentage of lessons.

2. In the case of experienced teachers, teachers effectiveness in general reached a limit of sixth, seventh or eighth lesson in all
subjects except science. In the case of inexperienced group, the limit was reached in the seventh of eighth lesson.

3. Teachers effectiveness reached a limiting value in respect of languages in respect of both the experienced and the inexperienced groups in the seventh or eighth lesson. In the case of science for both the groups, teachers effectiveness reached a limit earlier.

4. The commonly observed significant elements of teacher's effectiveness were: ability to motivate the class, ability to speak effectively and ability to use blackboard apply. Certain behaviors such as exposition of the subject matter in an appealing manner, sensitivity to individual differences among pupils and making provision for their differences, relating the topic to other topics and to practical life situations, setting problem solving and emotional assignments, were not attended to by both the groups to the desired extent.

**Arora (1978)** found that a majority of effective teachers as against ineffective teachers decided quite early in life to join the teaching profession. Effective teachers engage themselves in activities connected with school work, in service education programmes and activities outside the school as well. The efficiency of teachers was very well affected by their traits, job satisfaction, socio-economic and family conditions as well.

**Mishra (1979)** also revealed sex as a significant predictor of teaching success. In his study, Sharma (1978) reported that - in respect to success in teaching, female teachers were found significantly superior to male teachers. Similarly, Pachauri (1983) made an attempt to study the effect of sex on teaching proficiency of secondary school

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teachers in Agra city. The study reveals that female teachers were found more proficient in teaching than male teachers.

**Mann (1980)** reported in his investigation that the successful teachers were significantly more expressive, ready to co-operate, attentive to pupil, generous in personal relations, fast in learning, efficient in abstract thinking, realistic about life, effective in adjustment, responsible & dominant by sense of duty, socially aware, spontaneous and abundant in emotional responses, practically independent, experienced analytical and less than unsuccessful teachers.

**Farber et al. (1981)** found that teachers who fall victim to burnout (emotional exhaustion) are likely to be less sympathetic toward students, have a lower tolerance for classroom disruption, be less apt to prepare adequately for class, and feel less dedicated and committed to their work.

**Pachauri (1983)** concluded that reversed, relaxed adjusted and controlled teachers were found more proficient in teaching than those teachers who were tense, outgoing and having more anxiety. Interestingly the researcher also revealed that less intelligent, imaginative and trusted teachers with high aggression were found better in their teaching whereas a large number of researchers have established positive correlation between intelligence and teaching success.

**Marsh (1984)** described results of a study related to the relationship between students’ evaluation of teacher effectiveness and self evaluation of teachers. The fact of structures for both students’ ratings and teachers self rating were found more or less similar. The
teachers who rated themselves more effective were also rated highly successful by their students.

Subbarayan (1985) conducted a study to compare the teacher effectiveness as rated by colleagues and self rating by the teacher of higher education institutions. The researcher reported a significant correlation between the teacher effectiveness scores of colleagues rating and self rating by the teacher.

Prakasham, D. (1986) in his study concluded that a whole no significant difference was observed between male and female teachers on the test of teaching competency as well as on teaching effectiveness. But the female teachers were found moderately better that the male teachers in teacher-effectiveness in the secondary schools managed by Christian management. Singh (1988), Biswas and De (1995) also reported that the female teachers were found to be more efficient than the male teachers.

Buch (1987) found a significant and highly positive association between teaching effectiveness and teaching aptitude. Likewise significant difference between effective and ineffective teachers with respect to their level of intelligence has also been observed in most of these studies. Effective teachers had scored significantly higher mean values than ineffective teachers on all the individual dimensions of job satisfaction, including nature of work, salary, supervision, promotion, working condition, intellectual, emotional and aesthetic self concept variables. No significant variations were observed between male and female teachers in respect of their effectiveness in teaching. Urban teachers as compared to rural teachers were found significantly superior so far as effective teaching was concerned. The
effectiveness of teachers has also been studied on the basis of their experience and it was established that the highly and moderately experienced teachers were generally more effective as compared to less experienced teachers.

Mahapatra (1987) found that the successful teachers were more intelligent than the unsuccessful one. In his study Gupta (1988) observed that effective arts teachers were found significantly better adjusted – socially, psychologically and physically and in personal life. Awasthi (1989) found that the popular (effective) teachers were reserved, assertive, sober, conscientious, slightly tough minded, extremely shrewd, slightly experimenting and self sufficient.

Singh (1988) found that the stream or subject, sex, culture, and place of living had no effect on teaching effectiveness.

Krishnan, S.S. (1994) stated that pupils' growth is the most relevant criterion for measuring teacher efficiency. Similarly Telsang (1995) suggested that to measure effectiveness of teaching, we must define the terms quality of output.

Rao (1995) conducted a study with the following objectiveness:
1. To analyse the relationship between teacher effectiveness, creativity and inter personal relationships of teachers; and
2. To analyse the difference between different categories of teachers in their teacher effectiveness, creativity and inter personal relationships.

Major findings were (i) No significant relation was found between teacher effectiveness and the income or years of service of the teachers. (ii) Significant relations were found between teacher
effectiveness, creativity and inter-personal relationship, (iii) Significant differences were found between rural and urban teachers with reference to inter personal relationships.

Shah (1995) in her study observed that out of the best predictors of teaching effectiveness, positive contributors i.e. nature of work, adaptability attitude towards children, working condition, mental ability, professional information, peaceful job, intellectual self – concept, knowledge value, job attitude, intelligence, satisfaction with students and satisfaction with promotion have predicted 71.9% and negative contributors i.e., livelihood, political value, influencing opportunity, enough leisure and psycho physical hindrances have predicted 6.0% of teaching effectiveness.

Cheng (1996) also expressed that an urgent need exists to understand the complex nature of teacher effectiveness and to develop new management strategies if educators are to maximize teacher effectiveness and achieve multiple school functions for 21\textsuperscript{st} century. Unfortunately, traditional studies on teacher effectiveness focus largely on the teaching performance of individual teachers in classroom. This narrow conception of teacher effectiveness has its limitations and can no longer meet the needs of the changing school environment.

Buch (1997) found that over the last three decades considerable investigate work has been done on teaching, teaching efficiency and teaching effectiveness. Most of the studies have taken samples in specific context of the stage of teacher education, region, teacher qualifications, socio-economic background, cultural contexts, rural urban divide as linking and de-linking factors in these studies. Teaching aptitude, academic grades, socio-economic status, teaching
experience and age appeared to be sound predictors of teacher effectiveness. Separately the main predictors were identified as home, health, social, emotional and total adjustments, dominance, submission and verbal and non verbal intelligence. High effective teachers were more intelligence, having more ego strength, more self-sentimental, less suspicious, less guilt prone and less radical. Intelligence and knowledge in their respective subject areas were also found to be the best predictors of teacher effectiveness. Teacher effectiveness as rated by colleagues and by self self is significantly co-related with teachers’ ability to do research and publication. I was also found that more effective teachers were characterized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a higher capacity for imaginative and original thinking. More effective teachers has well developed value system and ego organization. Professional dignity, altruistic tempers, professional involvement, democratic temper and family background were found to be co-related with teaching effectiveness. Factors such as region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness emotional and aesthetic self-concept variables. No significant variations were observed between male and female teachers in respect of their effectiveness in teaching. Urban teachers as compared to rural teachers were found significantly superior so far as effective teaching was concerned. The effectiveness of teachers has also been studied on the basis of their experience and it was established that the highly and moderately experienced teachers were generally more effective as compared to less experienced teachers. Comparison on the basis of qualifications indicated that trained post graduate teachers were found significantly superior to trained graduate and trained intermediate teachers.
Biswa (1998) revealed that in spite of universal recognition of the importance of effectiveness teachers, relatively little progress has been made to identify and measure a quality that objectively and meaningfully indicates a teacher's effectiveness. Biswas (1998) also concluded that the contemporary literature on education equips us with three types of approaches to measure a teacher's effectiveness. One approach is to identify a teacher by peers or supervisors or pupils as very effective or mediocre or very ineffective. Another approach measures particular elements of teaching and compiles them to indicate a teacher's effectiveness. For examples Flander's interaction analysis, the Ryan's teacher characteristics schedule. The third approach evaluated teaching from the view point of pupil's learning, as is propounded by Popham.

Raja et al. (1998) conducted a study having (i) To measure the teacher-effectiveness in boys higher secondary school. (ii) to measure organizational climate prevailing in the boys higher secondary schools, and (iii) to study the teacher effectiveness in the boys higher secondary schools in terms of organizational climate.

Major findings of the study were (i) On Teacher-Effectiveness teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, and medium of instruction, qualifications and nature and locate of the school where they were working. (ii) As regards Organizational Climate, only a controlled climate was prevailing in all the higher secondary schools selected for the present investigation, except in one school where autonomous climate was prevailing (iii) Though there were differences in the type of the management, i.e.,
government and private schools and area of location of the schools i.e., Urban and Rural, they did not have any impact on the organizational climate. (iv) Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

**Cheng & Tsui (1999)** revealed that the concept of teacher effectiveness is multifaceted therefore it should not remain confined only to classroom teaching. The traditional approach that focuses only on the evaluation of classroom teaching is not appropriate to the assessment of teachers effectiveness in the current and future changing education environment. They introduced seven models to analyse and understand the multifaceted conception of teacher effectiveness. They said seven models are (a) goals and tasks model – emphasizes teachers' personal achievements, goals and task and school goals (b) resource utilization model – requires teachers' effective use and procreation of school resources to achieve goals, (c) process model – stress teachers' contribution to effective teaching and school process (d) school constituencies satisfaction model – excepts teachers to meet the need of their students, parents, school and community; (e) accountability model – focuses on teachers' accountability and professional reputation; (f) absence of problems model – requires teachers to identify and avoid potential problems, weakness dysfunction and crises; and (g) continuous learning model – emphasizes teachers' awareness of environment changes and continuous improvement and development.

**Roul (2002)** conducted a study with following objectives; (i) To compare the teacher effectiveness of autonomous college teachers and non autonomous college teachers; (ii) to study the

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difference in teacher effectiveness of autonomous college and non-autonomous college teachers in relation to gender; (iii) to compare the mental health of autonomous college teachers and non-autonomous college teachers; (iv) to study the difference in organizational climate of autonomous colleges and non-autonomous colleges; (v) to find out the difference in teacher effectiveness.

Major findings of the study were (i) there exists a significant difference between autonomous college teachers and non-autonomous college teacher on teacher effectiveness. (ii) There exists a significant difference between male teachers of autonomous college and male teacher of non-autonomous colleges on teacher effectiveness. (iii) There exists a significant difference between female teachers of autonomous colleges and female teachers of non-autonomous colleges on teacher effectiveness.

Das, D.N. (2004) attempted to examine the effect of emotional intelligence of teacher effectiveness at senior secondary level of education. The study was conducted on senior secondary school teachers. From the analysis of the result, it was found that there is a positive effect of emotional intelligence on teacher effectiveness (as overall and in all the dimensions) at the senior secondary school level. The teacher effectiveness of various dimensions on differential between high and low emotional intelligence teachers are also found positively different.

Seidel (2007) conducted a study on Teaching Effectiveness Research in past decade: The Role, Theory and Research Design in disentangling meta-analysis results. The authors found the largest effects for domain-specific components of teaching-teaching most proximal to executive processor of learning.
Adegbile (2008) conducted a study on enhancing quality assurance through teachers’ effectiveness; this paper examined how to enhance quality assurance through teacher’s effectiveness. To achieve this, one hundred primary school teachers were personally observed in their class for a period of 30 minutes each. The results indicated variance in the behavioral categories observed. The First result indicated that no significant relationship exists between the male and female teacher in each category of the observed behavioral indices. The second result indicated date there is no significant difference based on the categories observed.

Mark (2008) presented a research paper on relationship of effective teaching and productivity. Effective teaching is mixed up with “Teacher Productivity”, but should be distinctly defined. “Teacher Effectiveness”, as he defines it, is the ability to cause someone else to learn. It has everything to do with the ability to reach students at that very human level to pass information from one to another and have it observed in a useful way. As with any art form, lit also has a set of skills.

Richard (2009) conducted a study on Teacher Effectiveness in urban High school. This research examines whether teacher licensure test scores and other teacher qualifications affect high school student achievement. The result are based on longitudinal student-level data from Los Angeles. The achievement analysis uses a value-added approach that adjusts for both student and teacher fixed effects. The results show little relationship between traditional measures of teacher quality (e.g. experience and education level) and student achievement in English language arts (ELA) matter knowledge, as measured on state licensure tests, have no significant effects on student achievement.

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Achievement outcomes differ substantially from teacher to teacher, however, and the effects of a good ELA or math teacher spill over from one subject to the other.

**Duckworth (2009)** conducted a study on positive predictors of teacher effectiveness. He found that some teachers are dramatically more effective than others, but traditional indicators of competence (e.g. certification) explain minimal variance in performance. The rigors of teaching suggest that positive traits that buffer against adversity might contribute to teacher effectiveness. In this prospective longitudinal study, novice teacher (N=390) placed in under resourced public schools completed measures of optimistic explanatory style, grit, and life satisfaction prior to the school year. At the conclusion of the school year, teacher effectiveness was measured in terms of the academic gains of students. All three positive traits individually predicated teacher performance when entered simultaneously, however only grit and life satisfaction remained significant predictors. These findings suggest that positive traits should be considered in the selection and training of teachers.

**Heck & Herlinger, (2010),** conducted two studies and they somewhat larger than in the full data set used in the first study. More specifically, in the second study, having two consecutive teachers 1 S.D. above the mean in effectiveness resulted in about @ 0.60 S.D. (0.24 + 0.36, respectively) increase in ending math achievement, compared with students who had successive teachers of average effectiveness.
CONCLUSIONS:

The review of the studies reveals the following:

It is observed that studies on comparing Emotional Intelligent and teacher effectiveness at elementary level are very few in numbers.

The research in the area of Teacher Effectiveness clearly indicates that Emotionally Intelligent Teacher is more effective than the intelligent teacher.

There is hardly any study to compare the Professional commitment of elementary teachers with regard to their teacher effectiveness.

Both the Emotional Intelligence and Professional Commitment were mostly compared at secondary level so far.

Hence this investigation was undertaken to study to “To study of effect of Emotional Intelligent and Professional Commitment on Teacher Effectiveness at Elementary Level.”