Chapter - III

REVIEW OF RELATED LITERATURE

3.1 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

3.2 STUDIES RELATED TO TEACHER EFFECTIVENESS

3.3 STUDIES RELATED TO PUPILS’ ATTITUDE TOWARDS THEIR TEACHERS
The review of related literature involves the systematic, identification, location and analysis of document containing information related to research problem (Gay, 1996). A summary of the writing of recognised authorities and of previous research provides evidences that the researcher is familiar with what is already known and what is still unknown an untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and help suggestions for significant investigation. The study of related literature is a valuable guide for defining the problem, recognizing its significance, suggesting promising data gathering devices, appropriate study design and sources of data.

According to Good (1959) “survey of related literature helps to show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication”. Review of related literature allows the researcher to acquaint him with current knowledge in the field or area in which he is going to conduct his research. For any worthwhile research the researcher need an adequate familiarity with the literature available in that field of study.

The present study is aimed to find out the relationship between emotional intelligence and effectiveness of primary school teachers in Kerala State. Therefore research studies directly or indirectly related are reviewed in this chapter. In the present study, the literature was collected from various books, theses and dissertation. For the latest studies, the investigator has referred current journals and internet. The studies directly or indirectly related to the topic were collected, classified organised and presented under the following sections:
3.1 Studies Related to Emotional Intelligence

3.2 Studies Related to Teacher Effectiveness

3.3 Studies Related to Pupil Attitudes towards their Teachers

3.1 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Emotional Intelligence can be operationalised as a set of mental abilities that enhance the processing of emotional and cognitive information and thus help the individual to problem solve and make more adaptive decisions (Salovey & Mayer, 1990).

Bennett (2011) examined in his quantitative, non-experimental study the relationship between the emotional intelligence of managers and the organisational commitment of their subordinates in an operations department of telecommunications company. The survey instruments were distributed to 28 managers and 173 subordinates. Survey data were analyzed using correlation and regression analyses. The results indicated a significant positive relationship between total emotional intelligence in managers and total organisational commitment in subordinates. The findings from this study confirm the importance of emotional intelligence in an organizational setting.

Khosravi, Manafi, Hojabri, Aghapour, and Gheshmi (2011) examined the relationship between manager's emotional intelligence level and effective delegation in industry. Managers with high emotional intelligence level are able to identify talents among employees, decentralise the management process, then delegate tasks to staff, so the employees themselves will find this great opportunity to exploit and discover their talents. This study also describes the core and practical concept of emotional intelligence and delegation, followed by the importance of effectiveness in work place.
Naseer, Chishti, Rahman, and Jumani (2011) explored the relationship between emotional intelligence and performance of 15 teams selected from higher education institutes of Pakistan. A single questionnaire was used to gather data from the teams, each team consisting of 5 to 15 members. Simple and multiple regression was applied to investigate the relationships between emotional intelligence as a whole and team performance and then between different dimensions of emotional intelligence. Results indicated that emotional intelligence had positive impact on team performance. The study recommended that experimental study may be conducted to compare the performance of teams before and after providing the training on emotional intelligence so that a clear picture may emerge.

Singh and Pathardikar (2010) conducted a study on the impact of personality traits and emotional intelligence on leadership effectiveness. The study employed on 140 IT professionals working in firms located in northern India. The findings revealed that openness to experience emerged as best predictor of leadership effectiveness followed by conscientiousness, emotional intelligence, agreeableness, and extraversion. They suggested personality traits and emotional intelligence are significant predictors of leadership effectiveness.

Brackett, Rivers, and Salovey (2009) presented an overview of the ability model of emotional intelligence and includes a discussion about how and why the concept became useful in both educational and workplace settings. They discussed the four underlying emotional abilities comprising emotional intelligence and the assessment tools that that has been developed to measure the construct. A primary goal is to provide a review of the research describing the correlates of emotional intelligence. They also described what is known about how emotionally intelligent
people function both intra- and interpersonally and in both academic and workplace settings.

Hastings and Bham (2007) have been proposed a wide range of components as antecedents of burnout in teachers, including student behaviour in the classroom. The study aimed to explore the properties of a measure of student behaviour in the classroom and to test the prediction of burnout dimensions from dimensions of student behaviour using 100 British primary school teachers. An exploratory factor analysis confirmed the domains of disrespectful behaviour, sociability and attentiveness. They focus on the potential role of psychological variables such as teacher self-efficacy and coping strategies in explaining how teacher well-being is affected by student behaviour in the classroom.

Leech (2007) conducted a study to determine whether higher levels of 4-H leadership positively correlate with higher levels of emotional intelligence. The 4-H is a community-based programme, organised as a three-way partnership among the federal, state and county Cooperative Extension Services. The study sought to determine whether the Texas 4-H program enhances emotional intelligence through their character education program. When character development variables were measured against gender, only three were found to be significantly different. There was also little significance when the character development variables were measured against the type of school (public, private, home) the Council members attended. There was no relationship between character development and years in the 4-H program. Overall, females on Council had higher scores for all five of the Emotional Quotient domains and, therefore, for the Total Emotional Quotient score. There was no relationship between emotional intelligence and years in the 4-H program and no difference in character education and emotional intelligence
levels for Texas 4-H Council officers versus Texas 4-H Council members. It also finds that there was a positive relationship between character education and emotional intelligence.

Salami (2007) investigated the relationships of emotional intelligence and self-efficacy to work attitudes of secondary school teachers in south-western Nigeria. The result indicated that emotional intelligence and self-efficacy had significant relationships with work attitudes. However, age, sex and work experience had none. It was recommended that emotional intelligence and self-efficacy of the teachers should be enhanced to improve their work attitudes.

Bindu and Thomas (2006) investigated the nature and extent of the relationships that exist among two cognitive variables, viz., intelligence and creativity, and two non-cognitive variables, viz., emotional intelligence and maladjustment among a sample of young adults (n = 90). The results revealed that the two gender groups differed significantly in the mean scores on the variables and also in their inter correlations. The relationship between intelligence and creativity was found to be stronger in the female group than in the male group. Emotional intelligence played a significant role in determining overall creativity and maladjustment in the female sample. Maladjustment was identified as the most important predictor of all the other variables, in the case of the male sample. The findings have been discussed in the light of available theoretical and empirical literature.

Engelberg and Sjoberg (2006) investigated the extent to which money attitudes relate to Emotional Intelligence. The results suggested that high levels of EI imply a less pronounced orientation toward money and a greater sense of
economic self-efficacy. Furthermore, money orientation seemed to be linked to worse adjustment of work vs. family and leisure time.

Harvey and Dasborough (2006) presented a theoretical model of attributions and emotions, and the behavioural and psychological consequences of these in the workplace. They argued that emotional intelligence plays a moderating role in the attribution-emotion-behavior process. Specifically, the emotional intelligence dimensions of perception, facilitation, and understanding emotion are posited to moderate the relationship between outcome-dependent affect and attribution formation. The emotion management dimension of emotional intelligence is argued to moderate the relationship between attributions and subsequent emotional responses. These emotional responses are then argued to influence behavioural, motivational, and psychological consequences in the workplace.

Jayan (2006a) assesses and analyses the manner in which emotional competencies and performance are related and how emotional competencies and its clusters distinguish among low, medium and high managerial performances. Participants were male middle-level managers randomly selected from five public sector chemical factories located in southern Kerala. Results showed that the high managerial performers had significantly more emotional competence and its four clusters than the relatively lower managerial performers.

Jayan (2006b) explored the role of predictive variance of emotional competencies, personality variables and job attitudes in job performance. Star performers with emotional competence draw on a wide range of persuasion strategies than others do, including impression management, dramatic agreements or actions, and appeals to reason. At the same time, the influence competence
requires them to be genuine and put collective goals before self-interests; otherwise what would manifest as effective persuasion becomes manipulation.

Kristjansson (2006) casts doubt on the assumption that Aristotelians should approve of the clarion call for EI, as understood by Daniel Goleman and the proponents of social and emotional learning, in the classroom. In making his famous claim that the good life would have to include appropriate emotions, Aristotle obviously considered the schooling of emotions to be an indispensable part of moral education. A recent trend in moral education, social and emotional learning, incorporates the mantra of emotional intelligence (EI) as a key element in an extensive program of character building. Various marked differences between EI and Aristotelian emotional virtue are highlighted and explored. He argues that the claims of EI lack moral ballast and that when this fact is added to an existing heap of educational problems attached to the implementation of EI programs, educators had better rethink their reliance on EI as a model of emotion cultivation, and perhaps revert to the teachings of Aristotle himself.

According to Venkateshwarlu (2006), even if facilities for students are adequate, education becomes ineffective if the teachers do not have competence to get the students to use them properly. If radical changes are to be made in education and schools are to survive, then, the teachers’ role will also have to undergo a lot of change.

Caires and Almeida (2005) described the main gains resulting from student teachers first contact with teaching profession. Significant and wide impact of teaching practice on personal and professional development, higher levels of self knowledge, a more realistic perception of self and own skills, and a larger interpersonal repertoire were highlighted as main benefits of the teaching practice.
Gohm, Corser and Dalsky (2005) examined the association between emotional intelligence and stress considering personality as a moderating variable. Results suggest that emotional intelligence is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others. They highlight results among the highly stressed intense but confused participants in particular because they have average emotional intelligence, but do not appear to use it, presumably because they lack confidence in their emotional ability.

Keidar (2005) explains the use of Emotional Intelligence and Non-Verbal Communication in ethics education at medical schools. Emotional Intelligence is the conscious and intellectual coupling of thought with feeling which triggers behaviour, promoting relationship structures and causing man to believe he has attained his nirvana as well as his position in society. In emotional situations the intelligent know how to combine mind and feeling. This coordination is prompted by an intelligent person’s consciousness of and vigilant reaction to the emotions stirring within himself and his fellow man, enabling him, through the agency of his conscious thinking, to formulate, to give expression to, and to steer them towards procedures which fortify and improve the quality of life of man as an individual and as a member of society. Persons who are aware of their feelings master them, socialise with them and establish a system of checks and balances for them which make for better living.

Markin (2005) examined the relationship between client emotional intelligence, insight, transference, and session outcome in a single session of ongoing counselling. The results suggest that client emotional intelligence is related to insight and transference. In most cases, emotional intelligence predicted the level of transference above and beyond the predictive power of insight. In
addition, there is some evidence to suggest that emotional intelligence is related to session outcome. The findings also suggest that insight is a partial mediator of certain dimensions of emotional intelligence and session outcome. Attention, a subscale of emotional intelligence and negative transference interact to predict session outcome. The results did not support the transference and insight interaction effect on session outcome that was hypothesised. The study suggests that level of client emotional intelligence affects the pattern of certain combinations of transference and insight interaction effects.

Nelson and Low (2005) presented in the article ‘the Emotionally Intelligent Teacher: A Transformative Learning Model’ a research-based model of emotional intelligence and explored the role of emotional intelligence in effective teaching and learning. A growing body of research supporting the value of emotional intelligence to both effective teaching and student achievement was presented. The role and importance of emotional intelligence to transformative learning are discussed. Emotional intelligence skill characteristics of effective teachers are illustrated. To achieve the high goals and expectations of education in the 21st century, the intentional inclusion and development of emotional intelligence skills in teacher preparation programs and student development programs are needed.

Reilly (2005) suggests in his article that negotiation courses using traditional lectures combined with role plays and simulated exercises can be used to train students in understanding emotion and increasing their emotional intelligence. It defines emotion and emotional intelligence; describes and analyzes one simulated exercise that has proven to be particularly potent in the classroom for teaching both the theory and practice of emotional intelligence.
Salovey and Grewal (2005) provided in their article an overview of current research on emotional intelligence. They defined in EI in many ways and focus on the four-branch model by Mayer and Salovey (1997), which characterises emotional intelligence as a set of four related abilities: perceiving, using, understanding, and managing emotions. The theory provides a useful framework for studying individual differences in abilities related to processing emotional information. Despite measurement obstacles, the evidence in favour of emotional intelligence is accumulating. Emotional intelligence predicts success in important domains, among them personal and work relationships.

Fer (2004) attempted to evaluate the Emotional Intelligence (EQ) In-Service Program on the basis of experiences of 20 secondary school teachers who attended the program in a private school in Turkey. A phenomenological approach, with a focus group method was used. The first objective of this study was to evaluate EQ program on the basis of teachers’ experiences. The second was to explore the teachers’ perceptions about the implications of EQ skills in classroom situations. The results were discussed in terms of the evaluation of the EQ program and its implications for learning and teaching activities in the classroom.

Riemer (2004) remarked by utilising skills in emotional intelligence (EQ) can facilitate the development of communication competences, which are considered to be a fundamental aspect in the education of engineers, especially by senior international engineering bodies. EQ impacts significantly on the acquisition and expression of communication skills, including listening skills. Likewise, self-actualisation can affect EQ-communication skills. EQ and communication skills are considered to be career enhancers; when combined they can significantly augment an engineer’s skills base.
According to Carmeli (2003) emotionally intelligent individuals are expected to recognise, manage, and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence. Teaching work can be demanding and leads to high levels of stress. Emotional intelligence can enable teachers to control this stress effectively and prevent its negative effects on one’s attitude towards his/her profession.

Sushama (2003) conducted a study on Emotional Intelligence in relation to creativity and adjustment. The study revealed that:

i) There will be significant gender difference in Emotional Quotient

ii) There will be significant differences among subjects in EQ based on their occupation.

iii) There will be significant differences among subjects in EQ based on their education.

iv) EQ will not be significantly relates to the age of the subject.

Winograd (2003) in a self study of an elementary teacher’s emotion, examined the feeling rules for teachers, the functional and dysfunctional dimensions of teacher emotions and the strategies teachers use to engage in emotional labour. The findings show that the teachers may be able to learn to accept and understand the darker emotions of teaching, to understand the relationship between emotions and social structure as well as learn to use emotions such as anger and disgust as catalysts for social activism and change.

The studies conducted by Zizzi (2003) and Akers (2004) on the needs assessment of emotional intelligence in agricultural education explored the importance and inclusion of emotional intelligence in the existing curriculum by agricultural education instructors. The very philosophy of agricultural education lends itself to the development of emotional intelligence. Agricultural education
instructors examined twenty emotional intelligence competency areas through the review of literature, such as ability to co-operate, capacity to communicate, citizenship, confidence, conflict resolution, coping skills, curiosity, empathy, health promotion, life skills, managing relationships, mood management, negotiation skills, problem prevention skills, self-awareness, self-control, self-motivation, service skills, social competencies and workplace skills. Then they identified eight out the twenty competencies as high-level success abilities. The selected competency areas are ability to co-operate, ability to communicate, citizenship, confidence, life skills, self-control, self-motivation and workplace skills. This means agricultural education instructors believe these components are important.

Humphrey (2002) discussed in terms of four key leadership issues - the traits necessary for leadership, the relationship of emotions to the leadership process, perceptions about leaders and the relationship between leadership and performance. Empathy is shown to be an important variable that is central to both emotional intelligence and leadership emergence. A key leadership function is to manage the emotions of group members especially with regard to feelings related to frustration and optimism. Leaders' emotional displays are demonstrated to have a larger impact on perceptions of leaders than the content of the leaders' messages and their influences upon emotional process variables are found to have a large impact on performance.

Pianta explained (as cited in Murray, 2002) emotionally pleasant relationships between teacher and students provide a sense of security within the school setting. It promotes exploration and comfort as well as social, emotional and academic competence. The children with greater levels of support in
relationships with teachers had smaller quantity of behavioural problems, greater
compentence and healthier social competence and better school adjustment than did
children experiencing greater conflict in their relationships.

Sherlock (2002) explores how emotional intelligence may be integrated into
an international curriculum. Through the examination of several models of
international education it is determined that values of open-mindedness, inclusion,
respect and tolerance are more likely to be achieved within a curriculum that
fosters the development of emotional intelligence.

Cherniss (2000) claimed emotional intelligence really is not new. In fact, it
is based on a long history of research and theory in personality, social, as well as
psychology. He believes it is more useful and interesting to consider how
important it is for effective performance at work. A considerable body of research
suggesting that a person’s ability to perceive, identify, and manage emotion
provides the basis for the kinds of social and emotional competencies that are
important for success in almost any job. The pace of change increases and the
world of work make ever greater demands on a person’s cognitive, emotional, and
physical resources. Psychologists can help clients to use emotional intelligence to
improve both productivity and psychological well-being in the workplace of
tomorrow.

Gazzard (2000) explored what is meant by philosophy, what is meant by
emotional intelligence, and then sets about to explain the connection between
them. Early childhood education is the context used to show how this might be
done. The interplay between philosophical thinking and emotional well being is
not restricted to any age level or category of people. Early childhood had been
selected as the case in point because it clearly sets the stage for the quality of emotional experience to follow.

Hamachek (2000) examined relationships between intellectual intelligence and the emotional intelligence that can grow from increased self-knowledge and self-understanding. Intellectual knowledge is essential to be successfully educated and to be a contributing member of society. Emotional knowledge is equally essential; it can help people accept their limits, work toward their potentials, and develop healthy interpersonal relationships.

Lewkowicz (1999) expressed that the teachers can help their students to reduce frustrations, make classroom time more productive and prevent behavioural and learning problems through providing them with information and skills with which to make informed, positive and independent choices regarding their emotional, social and mental well-being. This resource for teachers provides techniques for developing and applying five emotional competences such as self-awareness, managing emotions, self-control, empathy and handling relationships.

Petrides and Furnham (1999) measured the psychometric properties of the self-report emotional intelligence. They scrutinised personality and individual differences and several weaknesses are identified. They proposed theoretical distinction between trait and information-processing emotional intelligence.

LePage-Lees (1997) research explored the educational experiences of 21 academically successful women they were disadvantaged as children. The study revealed that resilient women who had endured stress as children often developed a highly advanced level of interpersonal and intrapersonal intelligence.

Mayer and Salovey (1997) claimed that emotional intelligence (EI) meets traditional standards for intelligence. Certain raised issues concerning their work is
whether there are correct answers to questions on tests purporting to measure emotional intelligence as a set of abilities. They presented arguments for the reasonableness of measuring emotional intelligence as ability and summarise recent data suggesting that such measures are reliable and that scores based on various scoring criteria are substantially intercorrelated.

Block and Kremen's (1996) research on IQ and ego-resiliency has provided some answers to the basic question, whether a high EQ person essentially is similar to a high IQ person, or is each different? Their measure of ego-resiliency is similar to emotional intelligence in that it includes the main interpersonal and intrapersonal competencies associated with EQ. They found IQ and EQ are not similar competencies, but separate ones. Although a slight correlation was found between IQ and some components of ego-resiliency, it is small enough to make clear that each is relatively independent of the other. The emotionally resilient person tends to be more oriented toward, competent, and comfortable in the interpersonal world, in which life is largely led; the person defined too exclusively by raw IQ tends to be admirably productive and effective in the clearer world of work, but tends also to be uneasy with affect and less able to realise satisfying human relationships.

Travers and Rebore (1990) argue that teachers, despite differing personality type, must have some common traits. Superior Intelligence, compassion, humour, respect for children and patience are necessary ingredients for good teachers. The process of teaching, however, also requires an awareness of such things as child maturation and learning as a psychological phenomenon as well as the sociological forces at work in and out of the class room.
The study of Murphy (1988) concerning the effects of intrapersonal and social support on mental health had shown that knowledge of social support has increased exponentially in the last decade; however, it remains unclear how support prevents or relieves stress and whether persons experiencing different kinds of stress need different kinds of support.

Gardner (1983) emphasised that there is not one type of intelligence responsible for success in life. He introduced the theory of “Multiple Intelligence” which consisted of seven different intellectual components such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal. In 1999 he added an eighth component, the naturalistic intelligence. A person could be intelligent in one intellectual area, may average in other.

3.2 STUDIES RELATED TO TEACHER EFFECTIVENESS

Rajammal and Muthumanickam (2011) investigated the teacher effectiveness of school teachers in Chennai and Thiruvallur Districts. They administered the tool ‘teacher effectiveness of school teachers’ to a random sample of 900 school teachers. It is found that teachers significantly differ in teacher effectiveness in respect of gender, place of school, level of teaching and they do not differ in teacher effectiveness in respect of marital status, age, type of management, years of experience and monthly income of teachers.

Kauts and Saroj (2010) performed a study based on the assumption that application of emotional intelligence can increase teacher effectiveness and reduce occupational stress among teachers at secondary school stage. Six hundred secondary school teachers were selected as a sample for the study. The study was found that teachers with high emotional intelligence were having less occupational stress and more teacher effectiveness, whereas, teachers with low emotional
intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Preis (2010) discussed that a teacher considered good by some do not necessarily indicate that the teacher is the most effective teacher as it relates to student learning. The perception of good may be more a reflection of enjoyable, entertaining, feel-good qualities with no distinction between good teaching and successful teaching.

Harris and Rutledge (2009) compared research on the theoretical models and predictors of teacher effectiveness with those of other occupations. In the research on other workers, experience is a strong predictor, but that cognitive ability appears to be the best predictor, particularly in complex jobs. In research on teaching, they find that teacher experience is the best predictor of effectiveness and that cognitive ability is rarely considered.

Jahangiri, Mucciolo, Choi, and Spielman (2008) reviews survey findings to determine the most commonly used methods for assessing teaching effectiveness in U.S. dental schools. The outcomes from assessments of teaching effectiveness can be used for formative and summative purposes. Formative assessments are used to develop or improve persons or programs. Summative assessments are used to determine “final” achievement and to provide accountability, as the results are more directly related to the efficacy of teaching.

Ogrenir (2008) examined the relationship between emotional intelligence and teacher effectiveness beliefs of elementary education pre-service teachers and found that there were some significant differences in pre-service teachers’ teacher effectiveness beliefs associated with emotional intelligence skills.
Pugh (2008) conducted a study and explored that student teachers could reflect upon feedback to improve their use of emotional intelligence in the classroom, thereby making consequent improvements to their teaching as defined by the required professional teaching standards.

Walker (2008) engaged in discussions with college students and writing assignments that pertain to the outstanding characteristics of their most effective teachers. "Effective" meaning that those teachers made the most significant impact on their lives. He concluded that effective teachers share at least twelve clear characteristics. They were prepared, positive, hold high expectations, creative, fair, display personal touch, cultivate a sense of belonging, compassionate, have a sense of humour, respect students, forgiving, and admit mistakes. Those characteristics consistently affected students in positive ways. It was a longitudinal, qualitative, quasi-research study of students in education, including in-service as well as pre-service teachers.

Hwang (2007) conducted a study and find whether or not emotional intelligence skills were significantly related to teaching effectiveness. The study provided information for professionals related to the role of emotional intelligence skills in teaching effectiveness and career excellence. He also suggested that institutions may need to provide lifelong learning programs on emotional intelligence skills that facilitate the development of a harmonious learning environment.

Magno and Sembrano (2007) tested two models on the interaction of teacher variables using Structural Equations Modelling. In the first model, the effect of teacher’s personality characteristics and teaching efficacy on teacher’s performance and effective teaching was tested. In the second model, the effects of
learner-centered practices on teacher’s performance, effective teaching, and teaching efficacy were included. The teachers assessed themselves. It was found that the teachers practicing learner-centered approaches use their self-efficacy in order to be effective in teaching, but it was also found that being effective does not result in high teaching performance ratings. The use of learner-centered practices is seen as effective but does not warrant having high ratings based on student assessment.

Berk (2005) proposed a unified conceptualisation of teaching effectiveness is to use multiple sources of evidence, such as student ratings, peer ratings, and self-evaluation, to provide an accurate and reliable base for formative and summative decisions.

Campbell, Kyriakides, Muijs and Robinson (2004) viewed teacher effectiveness as the power to realise socially valued objectives agreed for teachers' work, especially, but not exclusively, the work concerned with enabling students to learn.

Denis (2003) seeks to contribute to a fuller understanding of the impact of emotions on the personal well-being and motivation of 41 primary (elementary) trainee teachers in a university in the South-West of England. Through a process of reflective writing, respondents describe the way that their emotional state affected their confidence and enthusiasm for teaching. These emotions were both edifying (largely associated with the prospect of being back in school) and enervating (largely associated with concerns emanating from previous school experiences and conforming to a new school situation). Findings of the study indicate that a typology of emotional condition consists of anticipatory, anxious, fatalistic and affirming emotions. The research highlights the impact of emotional condition on
trainee teachers' ability to function efficiently and suggests that in a time of rapid change and increasing pressure on teachers from every direction, learning to cope with emotions is an important element of training. It also proposed that the impact of emotions on trainee teachers deserves considerably more attention than has hitherto been recognised.

Rice (2003) reviewed a wide range of empirical studies that examine the impact of teacher characteristics on teacher effectiveness in order to draw conclusions about the extent to which these characteristics are linked with teacher performance. It is found that many personal characteristics important for a good teacher are not measured in the studies reviewed. The framework for this study included five broad categories of measurable and policy-relevant indicators to organise the teacher characteristics assumed to reflect teacher quality.

Sutton and Wheatley (2003) suggested that teacher' emotions influence teachers' and students' cognitions, motivation, and behaviours.

Bulger, Mohr, and Walls (2002) made a study on teacher effectiveness which provided educational professionals with a relatively clear understanding of the fundamental principles for effective instructional practice. Teaching professors should use these empirically supported principles as a basis for the determination of their own instructional effectiveness in the classroom.

Muijs and Reynolds (2002) suggested teacher effectiveness has been found to strongly influence student progress. He explores the contribution of a number of components, such as teacher behaviour, beliefs, self-efficacy and knowledge, which have been identified in the research literature as possibly leading to differences in teacher effectiveness. The results of this analysis indicate that teacher behaviour has the most significant effect on teacher effectiveness.
Sammons, Matre and Mujtaba (2002) explored school and teacher effectiveness, examining mainly those studies which seek to relate teacher behaviours to student outcomes using social, affective or cognitive areas.

Moran and Woolfolk (2001) argued that teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers’ persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs.

Yeung and Watkins (2000) investigated twenty seven student teachers' personal sense of teaching efficacy in Hong Kong. The results pointed out that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self confidence.

Creemers (1999) explained effective teaching requires a criterion for effectiveness. This criterion refers to the objectives of education in general and of teaching in particular. He introduced a concept of vision to promote consistency and stability in effectiveness, and more particularly to create relationship between the changing objectives of education and the instruments of teaching and schooling.

Reynolds (1998) proposed teacher effectiveness has a significant affect upon student performance. This study explores ways in which to help teachers become more effective. It covered are: creating an applied science of teaching to provide guidelines on how to teach, aiming some school reforms at the teacher / classroom level instead of at the managerial / school level only, using within school variation in teaching practice to help improve teaching across a school.
Cheong (1996) proposes three strategies for improving teacher effectiveness based on the traditional conception such as short-term, long-term and dynamic strategies. The study argues that the dynamic strategy is preferable, but that all of them have strong limitations because they ignore the complexity of teacher effectiveness and narrow the concept to the individual teacher, particularly in a classroom context.

Subbarayan (1985) conducted a study to find out the relationship between teacher effectiveness, research and publication and self concept and found that relationship between teacher effectiveness and self concept is significant.

Good (1979) explained the concept of direct instruction, in which the teacher sets and articulates goals, assesses student progress, and makes class presentations. A review of empirical research on which the concept is based, an assessment of its potential and limitations were included.

Bible and Mc Comas (1963) analysed role expectations and role performances of vocational teachers as perceived by the teachers and their school administrators. Teachers were rated on their job effectiveness according to certain selected criteria. Teachers rated high in effectiveness and their school administrators had greater agreement on role perception.

3.3 STUDIES RELATED TO PUPILS’ ATTITUDE TOWARDS THEIR TEACHERS

Morgan (2011) investigated college teachers’ experiences of relational turning points with their students, as well as how these turning point events may affect teacher outcomes. Analysis of participants’ responses yielded four distinct supra categories of relational turning point events, comprised of consultation, transgression, intimation, and realisation of student potential or success. Teachers
who reported intimation and realisation of student potential or success turning point events also indicated increased liking for students, teacher-student interpersonal relationships, teacher self-efficacy, teacher motivation, and teacher job satisfaction. Teachers who reported transgression turning points indicated decreased liking for students, teacher motivation, and teacher job satisfaction.

Ahmad and Sahak (2009) examine the relationship between teacher-student attachment and teachers’ attitude towards work. Teacher-student attachment and teachers’ attitudes towards work appear critical in promoting and maintaining positive teacher behaviours. Communication connects students with teachers, improving the classroom atmosphere. Teachers who communicate effectively with their students can give them appropriate and helpful feedback. Teacher-student interaction is extremely important for a successful relationship through the entire school year.

Goe (2007) synthesised that many reports, studies, and research articles published in recent years suggest, teacher quality matters a great deal in terms of student learning. The research explores the evidence for this relationship in an effort to help identify which teacher qualifications and characteristics should be prioritised in educating and hiring those teachers who are most likely to have a positive impact on student learning. The framework developed for this research synthesis helped to put into perspective the many different aspects of teacher quality and how they have been measured.

Victoria and Maria (2007) assumed pupils' attitudes influence both learning and teaching processes and affect the way pupils will engage with art as adults. They introduced the Attitude Scale for Art Experienced in School (ASAES), which comprises four subscales: enjoyment, confidence, usefulness, and support. The
findings indicate that teachers' art specialisation and attitudes towards art teaching, pupils' perceived competence and pupils' gender are three important variables that influence the formation of pupils' attitudes. Important interactions between these variables are also reported.

Zacharias (2007) aims to explore students' attitudes toward teacher feedback. It used a triangulation of participants and methods in which the practice of feedback was seen from the perspectives of students and teachers collected from the quantitative data (questionnaires) and qualitative data. A total of 100 students participated in filling in the questionnaires and 21 of them were interviewed using a semi-structured format. In addition, there were 20 teachers who completed the questionnaires and 10 of them were interviewed using the same semi-structured format. The findings show that generally teachers and students have a marked preference for teacher feedback. The high preference for teacher feedback was mainly the result of the respondents' positive attitudes towards teacher feedback. Teacher feedback contributed greatly to students' emotional states particularly their motivation and attitudes towards writing.

Akey (2006) suggested that the earlier schools and teachers begin to build students' confidence in their ability to do well, the better off students will be. Students' perceptions of their capacity for success are important to their engagement in school and learning, schools should be designed to enhance students' feelings of accomplishment. Teachers whom students see as supportive and who set clear expectations about behaviour help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational activities.

Acikgoz (2005) aimed to investigate how influential the characteristics of teachers over students' attitudes towards their teachers as well as learning. It is proposed in this study that being fully equipped with pedagogical and professional
characteristics would not be adequate to establish a positive, learnable, and teachable classroom climate.

Galguera (2004) investigated elementary, middle, and high school student attitudes toward teacher ethnicity, bilinguality, and gender were assessed by means of student ratings of 12 hypothetical teachers. The sample consisted of 186 mostly Latin and African American students, ranging in age between 9 and 17 years old and attending either English-only or bilingual and English-language-development classrooms in six inner-city schools. ANOVA revealed significant main effects but no interactions between any of the three within-subject variables. Students rated African American, bilingual, and female teachers highest. A number of between-subject variables were also found to have significant main effects on student attitudes, including language of response, length of U.S. residency, and current teacher's bilinguality. Evidence was found of student preference for same ethnicity teachers but only partial evidence of student preference for same bilinguality teachers. No evidence of student preference for same gender teachers was found.

According to Pianta (1999) positive student-teacher relationships are characterized by open communication, as well as emotional and academic support that exist between students and teachers. Student-teacher relationships become particularly important during early adolescence, as students move from the supportive environment of elementary school to the more incoherent atmosphere. The author draws on research in social development and relationship systems theory to describe the role of child–adult relationships in the development of social and academic competencies and the potential of child–teacher relationships to promote healthy development. It is explicitly focused on the use of child–teacher relationships as a preventive intervention.
Tollefson, Chen and Kleinsasser (1989) investigated the relationship between students' attitudes toward effective teaching, perceptions held by students of their teachers' attitudes toward effective teaching, and ratings by students of their teachers' effectiveness. Students in a sample of 20 classes in a school of education completed the Attitude toward Effective Teaching Scale (ATET), a measure of the students' attitudes toward the components that contribute to effective teaching. Students completed the ATET scale a second time with instructions to respond to the scale as they believed their teacher would respond. The second administration provided a measure of the students' perceptions of their teachers' attitudes. A Teacher Rating Scale (TRS) was administered the last week of the semester. Multiple regression analysis was used to determine the percentage of variance in end-of-course ratings that could be explained by similarity between students' and teachers' attitudes toward effective teaching.

Findings of Schofield (1980) indicated the literature relating elementary school reading and achievement among pupils. High achievement and high attitude in teachers were positively associated with high achievement and high attitudes in pupils; in the pupils of low achievement and low attitude teachers, achievement was low, but attitudes were more favourable than those expressed by the pupils of middle achievement and middle attitude teachers.

Barak (1973) measured student attitudes by the 60-item Michigan Student Questionnaire. All significant positive correlations with the unadjusted scores became negative when adjusted scores were used. Procedures for obtaining independent estimates of student tendencies to rate teachers favourably or unfavourably are discussed.
CONCLUSION

The review of related literature enabled the investigator to reach the theoretical basis for the research, helped to determine the nature of the research and to identify and articulate the relationships between the literature and the field of research. It provided the investigator to properly design the study; to select the appropriate methodology, to prepare the devices for data collection and to analyse the data meaningfully. It also helped him to gather extensive information on the various aspects of emotional intelligence, teacher effectiveness and pupils’ attitude towards their teachers. Most of the studies clearly depict the need and importance of emotional intelligence to become an effective teacher.