CHAPTER – II

REVIEW OF RELATED LITERATURE

In this chapter, it has been attempted to present the review of research studies on different variables selected for the present study and also to establish the need for the present research. The review of related literature has been presented here under the following heads.

- Studies on Teacher Effectiveness and other Background Variables.
- Studies on Emotional Intelligence and other Background Variables.
- Studies on Self Esteem and other Background Variables.

2.1 STUDIES ON TEACHER EFFECTIVENESS AND OTHER BACKGROUND VARIABLES

The research ventures over the decades have highlighted different and interesting facts about Teacher Effectiveness. It is discovered that the main predictors of Teacher Effectiveness were home, health, social, emotional and total adjustment, dominance, verbal and non-verbal intelligence (Grewal, 1976) but age was one of the significant determinants of teaching competency. However, the relationship between some personality variables and Teaching Effectiveness established that the organization pattern of superior teachers was generally logical and that of inferior teachers was emotional; and the interpersonal relations as regards social behavior were high in superior teachers but very low in inferior teachers (Singh, 1976).

Considering the relationship between junior high school Teacher Effectiveness and Personality Factors, Goodwin Coy Ronald (1978) explored that
(i) the junior high school students perceived the reserved teacher to be a better motivator of students than the out-going teacher; (ii) the more intelligent teacher to be fairer than the less intelligent teacher; (iii) the tough-minded teacher to be a better motivator of students than the tender-minded teacher; (iv) the tough-minded teacher to be more subject matter oriented than the tender-minded teacher; and (v) the conservative teacher to be more subject matter oriented than the experimenting teacher. Gupta and Swaroop (1981) indicated that only five factors – B, E, Q, F, Q4 were highly positive and were related to Teaching Effectiveness while six factors I, Q3, O, M, N and Q2 had high negative correlation; and (iv) Factors B, H, O, Q4 were very important factors for Teaching Effectiveness.

A comprehensive research in more than 20 countries conducted by Schiefelbein and Simmons (1981) leads to the conclusion that “Teacher certification should be reviewed with caution as a way to increase student achievement”. They also found that years of teacher experience was a significant determinant of student achievement in only 7 out of 19 studies, and that more years of teacher training was not related to higher student achievement in 5 out of 6 studies.

Comparing the relative position of different high school teachers with regard to role discrepancy, morale, teaching effectiveness and academic alienation.

However, Teachers did not differ significantly with respect to their age, marital status, religion, birth order, cast group, cadre, subject handled, classes handled, and medium of instruction, qualifications and nature and locale of the school where they were working (Raja, William & Thyagarajan, 1998), the total personality of a teacher was found to be affecting his teaching (Prakasham, 1988).
The teaching may be affected by numerous factors, but there are ways to help teachers to become more effective. Ideas like creating an applied science teaching, to provide guidelines on how to teach, aiming some school reforms at the teacher/classroom level instead of at the managerial/school level, using within school variation in teaching practice to help improve teaching have been covered. (Reynolds, 1998).

It could be summarized from some of the results that there is a close relationship between the level of effectiveness of the teachers and the level of achievement of their students. (Khanna, 1985; Muijs & Reynolds, 2002) or school achievement (Veeraraghavan & Bhattacharya, 1989) and effective teachers adjust their teaching to fit the needs of different students and the demands of different instructional goals, topics and methods (Doyle, 1985).

Further, the relative magnitude of teacher effects on student achievement considering the influences of intra-classroom heterogeneity, student achievement level, and class size on academic growth had been examined (The Tennessee Value-Added Assessment System, TVAAS). The results showed that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain. Thus, a major conclusion is that teachers make a difference. The students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence (Sanders & Rivers, 1996)
Further, it is found that Teacher Effectiveness or success of a teacher is significantly related to some personality factors (Malik, 1984; Gupta, 1977; Mutha, 1980; More, 1988), Personality adjustment (Wangoo, 1984) more adjustment needs (Chaya, 1974; Singh, 1978; Khanna, 1985). It is also reported that the teachers who were good were found to be above average (Gage, 1963). Whereas, in contradiction to these reports, Parikh (1984) highlighted that more effective teachers and less effective teachers in the sciences did not differ regarding personality traits.

Researches made on Gender and Teacher Effectiveness indicated that there is significant relationship between gender and the effectiveness of teaching (Chaya, 1974; Mutha, 1980; Biswas & De, 1995). In contrast to these results, Indira (1997) and Thamilmani (1990) found that there is no significant influence of sex of teachers on Teacher Effectiveness.

It is also reported that the male and female language teachers did not differ in their teaching competency. In other words, the subject of teacher was not an influencing factor for Teacher Effectiveness (Indira, 1997). But the Age of the teachers was really a significant factor in influencing the level of the Teacher Effectiveness (Padmanabhaiah, 1986; Rosenholtz, 1986).

2.2 STUDIES RELATED TO EMOTIONAL INTELLIGENCE AND OTHER BACKGROUND VARIABLES

Impact and importance of Emotional Intelligence in various fields have been studied extensively by various researchers. It was opined by the educationists that though emotions historically had taken a back seat to cognition, it is gaining tremendous recognition now a days. However, the role of Emotional Intelligence
in predicting the success in one’s personal and professional life cannot be ignored. Emotional Intelligence will account for success at higher level performance (Goleman, 1995a, 1998a) and has its scope in recruitment, retention and development of employees.

Goleman, (1995) also proved that IQ contributes about 20 percent to the factors that determine life success, and the remaining 80 percent is predicted by Emotional Intelligence. At work group level, Emotional Intelligence is manifested in harmonious relationships among workers. He also found that Superior performance and learning could be achieved through balanced emotions.

Evaluation made by Kaplan (2003) suggested that, though participants’ Emotional Intelligence appeared weak in pre-program, it improved significantly in post-training, but, emotionally more intelligent employees had higher levels of job satisfaction and greater commitment to their organizations (Abraham, 2000) but one could find no difference between gender, arts and science faculty. However, the Emotional Intelligence influences the academic achievement of the student teachers (Patil, 2006).

Studies have also demonstrated that people who report higher levels of emotional intelligence also report higher levels of attending to health and appearance and more positive interactions with friends and family (Brackett and Mayer, 2003) and it creates and sustains informal networks (Kelly and Caplan, 1993). But, it is found 90 percent of the teachers encompass only low and moderate levels of Emotional Intelligence (Poornima, 2011).

Similarly, Gardner and Stough (2002) found significantly positive relationship between Transformational Leadership and Emotional Intelligence, a
significant negative correlation between Emotional Intelligence and *Laissez-Faire* Leadership but no significant relationship between Emotional Intelligence and Transactional Leadership.

Thus, the results of many researches enable a wider reflection on teacher’s Emotional Intelligence, delineating new perspectives of research.

De Fabio (2005) analyzed thoroughly the construct of Emotional Intelligence and its relationship to occupational Self-efficacy beliefs in a sample of teachers. Males score higher than females on intrapersonal dimension, while females score higher on interpersonal dimension.

It is indicated that a typology of emotional condition consists of anticipatory, anxious, fatalistic and affirming emotions. One of the researches 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. Consequently, it is proposed that the impact of emotions on trainee teachers deserves considerably more attention than has hitherto been recognized.

The moderating effects of gender, age, years of experience and current teaching status on the association between Emotional Intelligence and Teacher’s Self Efficacy are also reported (Penrose, Perry & Ball, 2007). However length of teaching experience and current status add significant direct effects on predicting teacher Self efficacy but did not moderate the relationship between Emotional Intelligence and Teacher Self Efficacy.
One could also notice that gifted teachers’ teaching comprises of interpersonal intelligence and wisdom like any other teachers. Nevertheless, it is reported that the Teacher Effectiveness is related to teacher emotions (Madden, 2000) and average effective teachers were emotionally stable (Gupta, 1976; Singh, 1987; Malik, 1984; Satyagirirajan, 1984 & Barr, 1961) Though, more effective teachers posses emotional problems (Aggarwal, 1998), emotional control was the main characteristic of teacher effectiveness (Wangoo, 1984). Narendra Sidhaye and Anjali Anaspure (2008) explored that there is significant increase in the EI of B.Ed. students due to Yoga and Meditation.

In the corporate world, the Emotional Intelligence that characterizes successful leaders is reflected in their Self-awareness, Self-management, and relationship building for everyday problem-solving and communication (Goleman, 1995). In addition to emotional predictors of online success, Emotional Intelligence is positively correlated with age also (Goleman, 1998).

The relationship between Gender and Emotional Intelligence (Schutte et al., 1998; Atkins and Stough, 2005) found that females have significantly higher reported Emotional Intelligence than do males. However, males ‘overall’ and ‘Self motivation’ estimates of emotional intelligence were significantly higher than were females’ estimates.

Further, it is found that males score higher than females on intrapersonal dimension, while females score higher on interpersonal and showed that the teachers Self-efficiency is best explained by intrapersonal (De Fabio, 2005). Contrary to this, Tyagi (2004) revealed that male and female teachers do not differ in respect of their level of Emotional Intelligence.
Mendes (2003), Williams (1989), Bakker et al. (2000) and Chan (2006) found that there is a significant relationship between Emotional Intelligence and burnout and Emotional Intelligence is related to teachers' attitude towards teaching profession, self-assessment and evaluation of teachers (Devaraj, 2003; Kyriakides, 2006; Shao, 2007; Ross, 2007).

There is also a corroborating view that Emotional Intelligence enhances academic achievement and success. The two variables combined are predictors of success in Teaching Practice (Mayer & Salovery, 1997; Amendolai, 2003; Hassan Eunice Mudupe, 2010).

2.3 STUDIES RELATED TO SELF-ESTEEM AND OTHER BACKGROUND VARIABLES

The concept of Self-esteem has been researched by several social scientists. While there has been a lot of research focused on Self Esteem there seems to be a lack of definitive research. The National Association for Self-Esteem (NASE) cites several reasons for this:

- There is little agreement on the definition of Self esteem. Thus, it becomes difficult to compare Self esteem research studies when the researchers are studying different aspects of Self esteem.

- There has been no agreement on standard measures of Self esteem. Over 130 different measures have been used to measure Self esteem. Few of these measures have any demonstrable reliability.

- It becomes difficult to determine whether Self esteem either causes the result observed or whether it contributes to other variables that result in particular behaviors or problems.
Most Self esteem research studies have been conducted over such a short period of time; it is difficult to determine the long term effect.

Most measures of Self esteem have tapped what is termed “global Self esteem”. Thus, the level of Self esteem is affected by so many different factors; it is almost impossible to isolate any single factor. Changes that affect one aspect of Self esteem may not affect the other aspects.

The significant aspects of Self esteem for students or adults constantly change as we mature. Thus, what seems to affect Self esteem with some individuals has no effect on others because their Self esteem is based on other variables.

It is difficult to measure the effects of Self esteem because it is a basic attitude. This attitude affects motivation or behavior only when other attitudes or conditions don’t override its significance at that moment.

In spite of all these reasons, many studies done on different aspects of Self esteem have been presented here.

A lot of researches have been done on the relationship of Self-Esteem with school achievement, crime and violence, drug and alcohol abuse, school dropouts and other psychological variables. Among them, the relationship between Self-Esteem and academic achievement has been well documented in the literature. The studies have reached the conclusion that Academic Achievement and Self-Esteem are positively correlated (Coopersmith, 1975; Wylie, 1979; Scheirer & Krant, 1979; Brookover et al., 1985; Holly, 1987; Walz & Bleuer, 1992; Purkey, 1970, Tracey & Sedlacek, 1984, 1985; Reasoner, 2005; Covington, 1989; Reynolds, 1988; Rosenberg, Schooler & Schoenbach, 1989).
Erickson (1968) specifically identified Academic Achievement as a vital component in forming a healthy Self-image and Self-esteem is operationally defined as the evaluative appraisal of the experience of being capable of meeting academic challenges and being worthy of happiness.

In other words, Self-esteem is related to some components of success, either academic or verbal and there is continuous interaction between Self-Esteem and Academic Achievement.

Purky (1970) and Bloom (1977) found that achievement and Self-esteem were generally related. Van Tuinen and Ramanaiah (1979) researched the prediction of academic performance of specific and global Self-esteem in undergraduate female students. He reported that specific Self-esteem was a significant predictor of actual performance on concept attainment tasks, whereas global Self-esteem was not an adequate predictor.

According to Clemes and Bean (1981) children with high Self-Esteem are more positive, responsible, tolerable to frustration and able to influence their environment. On the other hand, children with low Self-esteem can be easily manipulated by others, frustrated quickly, often blame others for their weaknesses, and they tend to avoid difficult situations.

It is very interesting to note that Self-esteem was more likely the result than the cause of academic achievement. However, it is also acknowledged that a certain level of Self-Esteem is required in order for a student to achieve academic success and that Self-Esteem and achievement go hand in hand. They feed each other (Holly, 1987). Contrary to this, it is also noticed that Self-esteem was
generally not related to educational aspirations, but the relationship was important to some student’s feelings of competence (Yoge & Ilan, 1987).

Numerous studies have shown that low Self-esteem becomes a tremendous source to commit crime and violence (Toch, 1969; Kaplan, 1975; Johnson, 1977; Kelley, 1978; International Association of Chiefs of Police, 1979; Steffenhagen and Burns, 1987; Davis, 1993). Whereas Sahagan (1991) and Lopez (1992) focus on enhancing the Self-worth and Self-esteem of youth so that they do not seek out and need the gang to meet their basic human needs.

Some studies indicated that low Self-esteem either causes or contributes to neurosis, anxiety, defensiveness, and ultimately alcohol and drug abuse (Keegan, 1987) addictive substance use (Skager, 1988), drug-dependent patients (Gossop, 1976), whereas Miller (1988) demonstrated that a program to increase Self-esteem significantly changed the attitudes of students regarding their alcohol and drug use.

Piccinini (1987) reported that sample of bulimic subjects were found to exhibit significantly lower levels of Self-esteem as compared to those not exhibiting bulimic behavior. Battle (1990) in his research confirmed the relationship between depression in adolescents and low Self-esteem. Bhatti (1992) refers to clinical studies documenting the relationship between low Self-esteem in adolescents and thoughts about suicide, depression, and drugs.

Some studies made on school dropouts and Self-Esteem indicated that school dropouts tend to have more negative Self-esteem (Bloom, 1977), low academic achievement and low Self-esteem (Sachar et al, 1997b; Earle, 1987). Further, Kite (1989) found that school dropouts feel that they lack the intelligence
or the ability to succeed in school and suffered from low Self-esteem, reinforced consciously or unconsciously by parents or teachers. Berry (1974) found that dropout students attending a special school had lower Self esteem than a comparable group of non-dropouts attending a regular high school.

An interesting study examined the relationship between Self-esteem and adjustment among children with reading and writing difficulties. Analysis revealed that children with reading and writing difficulties obtained significantly low score on Self-esteem and adjustment when compared to normal children. Children having reading and writing difficulty had poor scores on general and academic aspects of Self-esteem and on peers and teachers related areas of adjustment. However, the differences between the groups were found to be low suggesting that suitable remedial/ intervention programmes may bring the children with difficulty on par with normal children (Manjula Patil, 2006).

A study aimed to estimate the prevalence of anxiety and its relationship with Self-esteem among University students found a significant negative relationship between anxiety and Self-esteem as well as between age and anxiety. Females suffered significantly greater anxiety than males and males measured significantly higher on Self-esteem than females. However, a significant relationship between Self-esteem, anger-in and anger-out could be noticed (Coşkun Arslan, 2009).

A less commonly observed fact is that Shyness is found to be negatively related to Self esteem. Yet, it is a significant predictor of reading awareness (Carr, Borkowski & Maxwell, 1991) and continued attention to early shyness in empirical theoretical and practical works is suggested (Kemple, Kristen, 1995).
Blascovich and Tomaka (1991) considered Self-esteem as the component of the Self-concept, a broader representation of the Self that includes cognitive and behavioral aspects as well as evaluative or affective ones.

When analysed the relationship between Self-esteem and gender differences, it indicated that Self-esteem was interpersonally oriented for adolescent girls, while for boys Self-esteem was person-oriented. Thus, while Self-esteem was related to the masculine trait of unique superiority for boys, high Self-esteem was related to interconnectedness with others for adolescent girls (Block & Robins, 1993). And among adolescent girls it was found that majority of girls had medium Self esteem and the lower in older girls. It is also indicated that the type of family of girls affects the level of Self-esteem (Kamala Raj, 2008), income and Self-esteem. The level of education, number of years spent in school and non formal training were found to be significant positive correlates of Self esteem (Sachar et al, 1997b). However, Self-esteem of males was found consistently higher than Self-esteem of females (Chubb, Fertman & Ross, 1997; Quatman & Watson, 2001), whereas Smith (2002) found contradictory result in this regard. People seek to maintain, protect and enhance Self-esteem by attempting to obtain success and avoid failure in domains which their Self worth has been staked (Crocker & Park, 2003).

Some educators view that Self-esteem is influenced by culture, child rearing practices, achievement-related attributions and interactions with parents and teachers (Holly, 1987). The above results are also supported by studies that perceived family support by parents and Self-esteem were significantly positively
correlated (James, 2002; Yabiku et al., 1999), and certain parental attitudes would affect Self-esteem (Mruk, 1999).

In the study of Arbona and Power (2003), the relation of mother and father attachment to Self-esteem among African American, European American, and Mexican American high school students was examined. Findings indicated that adolescents from 3 ethnic/racial groups did not differ greatly in their reported attachment to father and mother.

Understanding Self-esteem is basic to understand adolescent’s behavior. It is essential to know how adolescents perceive, value and regard the Self to interpret their behavior. A classic work by Coopersmith (1967) proposed that the level of Self-esteem affects all aspects of a person’s life.

The study by Rosenberg and Pearlin, L. (1978) in assessment of social class and Self-esteem among children and adults found virtually no association between social class of parents and Self-esteem among younger children, a modest association among adolescents and advantage moderate association among adults based on their own social class.

Self-esteem profoundly affects the ability to adapt changes in one’s life. Among adolescents, it is found that there were direct paths to global Self-esteem from adolescents’ specific Self-perceptions and mothers’ positive communication (Roy, 1984).

Further, Whitely (1980) found a high correlation between moral decision making and the level of Self-esteem. After implementing a course to raise the level of Self-esteem of college students they found that there was less cheating and stealing and more concern about the common good of other students.
Sahagun (1991) documented that psychological factors including Self-esteem have a greater impact on health than drugs, new medical procedures, and high-tech equipment of modern medicine. The healthiest person today is one with Self-esteem and a sense of personal control. Those who feel good about themselves are less susceptible to not only psychosomatic illnesses but also more resistant to disabilities like cancer.

While reviewing the relationship between Emotional Intelligence and Self-Esteem, a good level of Self-Esteem and Emotional Intelligence was found among the B.Ed. trainees. However, no significant difference among the students based on stream of study, marital status and age was found except in the comparison of them in their Self-esteem based on age (Babu M. Samer, 2008).

Children from families with poor communication methods or dysfunctional families also, tend to have low Self-esteem and finding their own identity (Nunley, 1996).

2.4 CONCLUSION

The review of research studies revealed that much of the previous investigations on Teacher Effectiveness focused on its relation to cognitive abilities, intelligence, personality factors, creativity, burn out, and communication styles of teachers. Some of the studies highlighted the relationship between ‘Teacher Effectiveness’ and students’ academic achievement. Fewer efforts have been made to study the Teaching Effectiveness in relation to certain demographic/background variables like the subjects the teachers teach, age, teaching experience, qualifications and the type of schools in which they work. But no studies have
been noticed regarding the influence/relationship of Emotional Intelligence or Self-esteem with Teaching Effectiveness at any level of education.

A relationship between Emotional Intelligence and psychological variables such as depression, anxiety, and overall mental health has also been well documented in many of the studies. A few attempts have been made to throw light on the relationship between Emotional Intelligence and personality factors, leadership behaviours, emotional control of teachers, quality of Teaching and Teacher Effectiveness. The relationship of Emotional Intelligence with age, length of experience, qualifications, socio economic condition and current status remains unclear as the findings are inconsistent and thus further research is necessitated in this regard.

It is evident that most of the research literature on Self-esteem deals with the individual’s total thoughts and feelings, positive or negative attitudes towards the Self. Some researchers reported that academic success fosters high Self-esteem and in turn, high Self-esteem facilitates academic success. Contradicting to this, it is also found that low Self-esteem resulted in many psychological problems like crime and violence, neurosis, alcohol and drug abuse etc. among college students.

It may also be noted that the results with reference to the relationship between gender, age and teaching experience and Self esteem are of mixed type. Some studies indicate significant relationship, and some other revealed not significant relationship among them. It is also observed that many studies on Self esteem are conducted abroad. Whereas only a few attempts have been made to study the Self esteem of teachers in India. As such, this necessitates the importance of research studies on Indian teachers.
To conclude, the review of related literature available revealed that there are some gaps on the relationship of Emotional Intelligence, Self Esteem with Teaching Effectiveness of teachers. Hence there is a need to bring together greater number of factors influencing Teacher Effectiveness of teachers and to study their interaction effects. This implied, there is a need to pay more attention to find out the impact of Emotional Intelligence, and Self Esteem on Teacher Effectiveness of Secondary School Teachers and hence lead to the present study.