CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

The review of related literature enables the researcher to have proper perspective in the topic of research. That is why Borg (1965) pointed out its significance as “Literature forms the foundation upon which all the future work is built.” Thus, it eliminates the duplication of what has been done and provides helpful suggestions for significant investigation. It provides meaning to the research work and helpful to formulate the problem clearly to carry out the research activity systematically.

The investigator has reviewed untested reports of previous researches, dissertations, articles, surveys, books and internet sources. Thus in this chapter, researcher has presented the findings, opinions, statements of various researches and authors which have a bearing on the present study. 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 study. It has been presented under different heading as follows:

2.2 Studies related to Teacher Effectiveness and other background variables.

2.3 Studies related to Emotional Intelligence and other background variables.

2.4 Studies related to Personality Type and other background variables.

2.5 Studies related to Teacher Effectiveness and Emotional Intelligence.

2.6 Studies related to Teacher Effectiveness and Personality Type.

2.6 Studies related to Teacher Effectiveness, Emotional Intelligence and Personality Type.
2.2 STUDIES RELATED TO TEACHER EFFECTIVENESS AND OTHER BACKGROUND VARIABLES:

Quality of education rests upon one of the chief factors of education namely, teacher related factors. Hence, it is a major topic under investigation since a century. In educational research Teacher Effectiveness is recognized by other terms such as teaching success, successful teaching, teaching efficiency, teaching performance, teaching ability because of its complexity. Thus, review of research related to Teacher Effectiveness reflects different and interesting facts.

Harden (1946) found that personal qualities and teaching success are not closely associated with teacher efficiency. He predicted from the data he gathered from subjective measures such as interviews, autobiographies and comments of instructors etc.,

Jensen (1951) tried to determine the critical requirements of teachers. He suggested that the critical incident technique might be employed profitably to develop valid basis for teacher valuation and as an aid to the in-service growth of the teachers. He defined the critical requirements of teachers as "any observable teacher behaviour or activity." For this study he used critical incident technique suggested by Flagan and his co-workers.

Rabinowitz and Travers (1953), Ryan (1949, 1953b, 1957) as well as Rammers (1952), argued that Teacher Effectiveness could be understood as the effects on students as student gains, student growth and changes in student.

Anderson (1954) noted that there was no adequate basis to prove what is good teaching in his study of certain criteria of teaching effectiveness. For this he used thirty teachers who received the university teacher certificates and who are employed in high schools in the state of Wisconsin as sample.

Jones (1956) conducted a study on good and poor teachers by using a composite rating derived from practice teaching grades, placement bureau ratings and the principals’ ratings. Reported that degree of emotional stability was almost equal among good and poor teachers. They were seemed to have characteristics.
such as quickness of action, efficiency of production, more flexible in numerical abilities and disposition. Significant differences was found among good and poor teachers in academic ability. The good teachers were superior to poor teachers in their intelligence, knowledge of subject professional knowledge and more sociable and dominant than poor teachers.

Morsh et al (1956) studied "student achievement as measure of instructor effectiveness" and conducted that instructor effectiveness is positively related to the following factors; student gains, instructor subject matter knowledge, instructors intelligence, supervision or fellow instructions estimations, written and performance tests.

Heil et al (1960) reported that well intergraded teachers are the most effective with all types of children’s. Whereas the weakly integrated teachers are ineffective with everyone except the strivers.

Mitzel (1960) suggested a multidimensional view of teaching success as the best critical view of teaching success as the best criterion. The teaching attitude, teaching interests, pupils ratings, colleagues ratings, self ratings, principals ratings, teaching behaviour, teaching skills, teaching models and professional preparation of teachers have been discussed as criterion measures for identifying Teacher Effectiveness.

Ryans (1960) derived findings on the basis of response of teachers to teachers’ characteristics of schedule. High teachers were found to be intelligent and social with interest in music, painting, creative in literacy affairs. And they were generous, emotionally stable and cheerful whereas low teachers were restricted and critical in their appraisals of other persons. They were less intelligent, emotionally less stable and represented older age group.

Anand (1961) in his study suggested that the teachers of Mathematics and English were ranked higher than the teachers of drawing. Pupils ranks also agreed more for qualities like expression, sympathy, loveliness beauty etc., In the case of
principals ratings also the analysis of variance was worked out which suggested significant differences between principals ratings and qualities.

**Halls (1964)** interpreted by using pupils achievement that fully certified teachers were more effective in teaching.

**Biddle and Ellena (1964)** in their study included the following in Teacher Effectiveness as cognitive experiences a) Training b) Socializations c) Ascribed position (1.Teacher preparation 2.Skill 3.Motives 4.Habits 5. Knowledge) d) Teacher behavior (Trait, immediate effects external and change in behaviour of students) e) Long-term consequences (Adjustment of pupil and new ideas in life and education).

**Arisman Febal (1966)** found that student teachers in an open climate school perceived the efficiency of the student teaching situation more favourably than the student teachers in a closed climate school.

**Deva (1996)** in his study concluded that Intelligence as a predictor was of negligible importance. The most important characteristics of efficient teacher were kindness, effective questioning, fluent expression, maintaining good relationship and good use of material aid.

**Sergets (1967)** investigated that the teachers of schools having open climate rated high on teacher satisfaction as well as school as compared to those of schools having closed climate. He revealed that there was a significant rank-order correlation school openness and teacher agreement between school openness and teacher agreement on the context of this openness and there was no significant relationship between faculty size and school climate.

**Kulandaively and Rao (1968)** in his analysis of qualities of a good teacher, found that a good teacher teaches well, inspires good qualities, re-teaches a lesson when not understood, treats the students alike, manage students of problematic type. For this he collected data from 1227 boys and 1435 girls from 6th to 11th standard of 11 schools of different types.
Debnath (1971) in his study of some important determinants of teaching efficiency found that age, experience, academic achievement and training were significantly related to teaching efficiency.

Debnath and Sharma (1971) found that age was one of the significant determinants of teaching competency.

Trivedi (1971) investigated the factors related to Effective Teaching in Secondary Schools. Teachers considered the following factors to be related to Effective Teaching, Effective use of teaching aids, use of illustrations, Motivation, Improved Supervision, impartial attitude of the teachers.

Fox and Bookshire (1971) in their effort of defining effective college teaching, identified five major characteristics of effective teaching: a) Professional qualities b) Professional characteristics c) Inter-personal relationships d) Communication skills e) Technical skills of teaching.

Lian H Wong (1972) conducted an investigation on the application of self-anchoring scale for study of Teacher Effectiveness. Result reflects that the beginning teacher rated their Teacher Effectiveness significantly lower than teachers with more experience. Male teachers rated their Teacher Effectiveness significantly higher than female teachers.

O'Keeley (1974) explained the measurement of Teacher Effectiveness in terms of the following. An effective teacher must have current thorough knowledge of the subject matter, shows interest in teaching and shows interest in and enthusiasm for the subject. Teaching is situational and effective depends upon human qualities and interest in the subject.

Nair (1974) found that age had a positive relationship with teaching ability. Whereas, sex, locality of the school, caste religion were found to be not affecting their teaching ability.

King (1976) examined the relationship between the teachers effectiveness of 27 college psychology teachers as rated by their students and teachers scores on
the theoretical orientations. Results show that only the dimension of environmental determination exhibited a significant positive relationship with rated teaching effectiveness.

Kamala Arora (1976) studied characteristic differences between effective and ineffective teachers. The major findings were: effective teachers were mostly satisfied with their job; whereas ineffective teachers were dissatisfied or indifferent. Effective teachers derive satisfaction in job, in company of students and teaching in general. Whereas, ineffective teachers do so mainly from the financial angle. Effective teachers have significantly more favourable attitude than ineffective teachers towards teaching profession, teaching personnel, friendly relations between teachers and pupils, democratic discipline and mild reformatory punishment, modern teaching techniques, judicious homework and adequate teaching aids. And effective teachers feel that enhancement of teachers prestige depends on teachers own competence, behaviour and feel teachers’ education necessary and beneficial.

Evans (1976) reported teaching as a dynamic and complex phenomenon involving teacher, pupils and subject matter. Studies of teacher effectiveness have failed to identify a single pattern of effective teaching. Although certain teaching patterns were better than others. There is no one kind of good teaching that fits universally for all teaching situation to all teachers and for all pupils. Good teaching cannot be defined because the criterion differs for every instructional situation and every teacher. Good teaching is so complex and creative that it defies analysis.

Maheshwari (1976) explored the classroom verbal interaction pattern of effective and ineffective teachers. The main findings of the study were: effective teachers used the categories of "accept feeling, praise, uses student ideas, questions students response and initiation". Whereas ineffective teachers employed "Lecture direction and authority "categories in the classroom behaviour. The effective teachers involved more indirect influence, student initiation, teacher response ratio and pupil steady state ratio. Whereas, ineffective teachers involved more direct
teacher talk, silence or confusion, steady state ratio and non-stimulating situation in classroom behaviour. In the effective teachers teaching, student response and initiations’ were followed by teachers praise and accepting feelings. Where as ineffective teachers teaching student response and initiative were followed by directions and authority. And the effective teachers involved more creative teaching models.

**Bennett (1976)** conducted his study on Teacher Effectiveness in Britain. On the basis of questionnaire responses teachers were categorized into a continuum of 12 teaching styles ranging from the most progressive style (focusing on pupils organizing their work individually, integrating individual subjects into projects, and low use of formal teaching methods) to the most traditional style, in which the whole class was taught, subjects were taught separately and formal testing and assessment were widely used. Most teachers fell into the middle group, however, using a mixture of approaches that went from more of an emphasis on progressive to more of an emphasis on traditional methods. Bennett found that both English and Math’s students in the formal classrooms made more progress, over time than students in the more progressive classrooms.

**Goodwin Coy Ronald (1978)** studied whether or not there was any relationship between junior high school Teacher Effectiveness and junior high school teacher personality factors. The major findings were: the junior high school students perceived the reserved teacher to be a better motivator than the out-going teacher. The more intelligent to be fairer than the less intelligent teacher. The tough minded teacher to be a better motivator of students than the tender minded teacher. The tough-minded teacher to be more subject matter oriented than the tender minded teacher. And the conservative teacher to be more subject matter oriented than the experimenting teacher.

**Herbert etal (1979)** investigated the validity of student evaluation of instructional effectiveness. A comparison of faculty self-evaluations and evaluations by their students. Despite, faculty agreement in the ratings obtained separate factor analysis indicated similar dimensions underlying with student and
faculty evaluations, validity co-efficient were statistically significant for all evaluation factors, mean differences between student and faculty ratings were small and the two groups agreed upon the behaviors’ most descriptive of the faculty. These findings reaffirm the validity of student evaluations.

Chris Kyriacou and Newen (1982) revealed the problems related to research on Teacher Effectiveness in schools. They recognized problems regarding the three main approaches to examine classroom process/systematic observation, participant observation and questionnaire surveys are discussed and problems of research design and analysis considered. In considering the applications for further research, the paper calls for development of measures reflecting a variety of educational benefits occurring from good teaching to be used criteria for teacher effectiveness to complement the emphasis placed on the previous research on tests of attainment. In further stressed that more attention needs to paid to the teachers and pupils perceptions of teachers performance and the lesson content.

Passi B K and Sharma (1982) studied teaching competency of secondary school teachers and found that the male and female language teachers did not differ in their teaching competency.

Stickle (1982) compared the effectiveness of 37 faculty member perception of their own advising with 183 college students perception of faculty advising. He found that faculty consistently rated their effectiveness higher than student rated faculty effectiveness.

Blair (1984) found seven teacher characteristics that have been associated with achievement of student. Useful time, diagnosis, direct instructions, transfer of skills, flexible grouping, positive transfer of skills, flexible grouping, positive mind set and management were included as fundamentals of effective instructions. It is asserted that the classroom teacher is the key variable in the learning of the child.

Doyle (1985) investigated that effective teachers can adjust their teaching to fit the needs of different students the demands of different instructional goals, topics and methods.
Dembo and Fibson (1985) in their study emphasized the concept of teacher efficiency and its influence on the teacher in classroom behavior and student achievement. The result revealed that low and high efficiency teachers differ in instructional practices, classroom organization. And discussed that enhancement of teaching efficiency is related to teacher education particularly the social context in which practice teaching takes pace with socialization and teaching experience, personality variables such as attribution styles and parent teacher relations.

Subbarayan (1985) investigated that there was no significant influence of sex of teacher on Teacher Effectiveness.

Kyriacou (1985) in his study presented a framework on effective teaching which focuses on classroom process. The framework consists of three levels of analysis in sequential order:

1. A source level of analysis.
2. A psychological level of analysis and
3. A pedagogical level of analysis.

A source level of analysis focused on the active learning time and quality of instruction. Second, a psychological level of analysis stressed the psychological concepts, principles and processes which attempt to explain how process may influence outcomes. Third, a pedagogical level of analysis focused on teaching skills and on a way interaction between teacher perceptions and strategies, pupils’ perceptions, strategies and characteristics of the learning experience. It is also argued that the distinction among the three levels of analysis may aid clarification in conceptualizing research on effective teaching.

Padmanabhaiah (1986) investigated that age of the teachers significantly influenced the level of the teacher effectiveness.

Aubrecht et al. (1986) studied two classes of each of four hundred high school teacher who were rated for Teacher Effectiveness by the teachers and by
their students. Results indicate similarity in factor self-ratings. Summary factor scores for multi-trait, multi-method analysis were established convergent validity co-efficient were significant for all factors.

**Rusenholtz (1986)** observed that the teachers with less than three years of experience are typically less effective than more senior teacher. Especially in non-collegial work setting, the benefits of experience appear to level off after about five years. The reason identified for this was that the senior teachers do not always continue to grow and may grow tired in their job. Further the benefits of experience may interact with educational opportunities. Similarly, very well prepared beginning teachers can be highly effective.

**Morsh (1986)** on his confined empirical study to the two American measurements designed to measure student’s evaluation of university teacher effectiveness found that all items were judged to be appreciated by a large majority of students. All items were selected by some students as being most important. There was a surprising consistency in the items judged to be less appropriate and most important. All but the work load and difficulty items clearly differentiated between good and poor instructors. Factor analysis generally replicated the factors that each instrument was designed to measure and multi-trait multi-method analysis demonstrated strong support for both the convergent and divergent validity of response to the instruments.

**Moha patra (1987)** made a study on Teacher Effectiveness as an observation study and found that sex has no significant affiliation with Teacher Effectiveness scores. In case of patience and sympathy, women teachers were better than men teachers but in all other aspects men teachers were better than woman teachers. Less experienced teachers appear to be pupil oriented showing more effective social and humanities teachers were less friendly, science teachers were stereotyped and humanities teachers were more communicative. And teachers with post graduation were outstanding in most of the aspects over the graduated teachers. There was positive and strong association found between Teacher Effectiveness and the attainment of the B.Ed level.
Agarwal (1988) studied teaching efficiency on a sample of female teachers of primary schools and concluded that more effective teachers had problems of adjustment due to social factors while less effective teachers had emotional problems.

Gupta (1988) studied effective teachers of art and science subjects in intermediate colleges of Agra district. The findings indicated that the science teachers were more intelligent, the arts teachers were better adjusted. Effectiveness was highest in the 30-39 age groups and it was negatively correlated with salary of teachers.

Biswas and De (1995) revealed following aspects: male and female teachers differed significantly on Teacher Effectiveness and the female teachers were comparatively much effective than their counterparts.

Ganeswara (1995) evaluated the effectiveness of primary and secondary level teachers with different potentials of creativity and different nexus of interpersonal relationships. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teachers. Significant relationships were found between teacher effectiveness, creativity and inter-personal relationships. Significant differences were found between rural and urban teachers with reference to inter-personal relationships.

Sanders and Rivers (1996) observed that the students assigned to several ineffective teachers in a row show significantly lower achievement than those who are assigned to several highly effective teachers in sequence.

Cheng Yin and Tung Tsui Twok (1996) made a study “multimode’s of Teacher Effectiveness implications for research”, presented a new conception of teacher effectiveness. It includes seven models. They were:

1. Goals and Task
2. Resource utilization
3. Process
4. School constituencies satisfaction
5. Accountability
6. Absence of problems and
7. Continuous learning

**Pradhan (1997)** observed that there is no significant difference between Teacher Effectiveness of male and female secondary school teachers.

**Indira (1997)** made a study on attitude of effective and ineffective teachers towards teaching profession. The major findings of this study were: There was no significant difference between male and female teachers in their Teacher Effectiveness. There was significant difference in the Teacher Effectiveness of two groups of lecturers that is, below 35 years and above 35 years of age. Subject of teacher was not an influencing factor for Teacher Effectiveness. Lecturers working in degree colleges seemed to be more effective than the lecturers working in junior colleges. And there was no significant difference between the two groups of lecturers working under different management that is, government and private regarding Teacher Effectiveness.

**Askew et al. (1997)** studied 90 mathematics effective teachers at king's college, London. The study looked at teacher beliefs about teaching, learning and mathematics, and distinguished three teacher ideal-types: connectionist, transmission and discovery orientated. These ideal types could be distinguished on the basis of teachers’ beliefs about what it means to be a numerate student, their beliefs about how best to teach numeric and their beliefs about students and how they learn to be numerate. Highly effective teachers were characterized by connectionist beliefs, while transmission and discovery orientations tended to characterize some of the less effective teachers.

**Young etal (1998)** studied student teachers personal construction of teacher efficacy. It was conducted for a sample of 27 students in Hong Kong by employing the repertory grid technique. The result indicated that third year students
perceptions were more homogeneous than those of first year students. It also indicated that teaching efficacy was viewed in terms of the dimension of concern for instructional participation and relationships with students, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching practice, electives, students’ teaching practice supervisor electives were the major source for the development of a sense of teaching efficiency.

**Wesley (1998)** in his study on high school teachers listed eleven non-traditional expectations for new teachers. They were as follows:

1. Teacher should emphasize with students.
2. Create partnerships with school community members.
3. Account to others
4. Embrace adversity
5. Take the long view
6. Demonstrate competency and interest to other
7. Keep believing in students
8. Maintain high performance goals
9. Share reflections with colleagues
10. Admit and rectify mistakes and
11. Wait patiently for results.

**Raja et al. (1998)** focused on Teacher Effectiveness and school organizational climate of boys’ higher Secondary School in Tuticorin. The sample comprised of 279 teachers of eight higher Secondary School of boys and four rural schools of Tuticorin. Findings revealed that the 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 locale of the school where they were working. As regards organizational climate, only a controlled climate was prevailing in all the higher Secondary School selected for the present investigation, except in one school where autonomous climate was prevailing. Though there were differences in
private schools and area of location of the schools, i.e. urban and rural, they did not have any impact on the organizational climate. Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

**Indira (1999)** studied Teacher Effectiveness in relation to work orientation and stress. For this a sample of 200 lecturers and random sampling technique was used. She found that, stress was not a significant factor in influencing teacher effectiveness. But it showed that higher the stress, lower the effectiveness and vice-versa among teachers. Experience influenced stress significantly. The stress due to intensity of work, students’ behavior and extrinsic annoyers was significantly higher among more experienced lecturers.

**Pandey and Maikhuri (1999)** in their attempt on exploring the attitude of effective and ineffective teachers towards teaching profession obtained results:

1. There was no significant difference between effective teachers having high or low experience in terms of their attitude towards their profession.
2. Highly experienced effective teachers attitude was positive towards teaching profession than low experienced ineffective teachers.
3. Age of effective teachers was not a differentiating factor in their attitude towards teaching profession.
4. Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.

**Protheroe N (2000)** conducted a study on NCLB dismisses Research vital to effective teaching discusses strategies and practices toward effective teaching. The strategies indicated were:

1. Homework checking to correct students
2. Identification of efficient way by teachers to increase effective study time
3. Emphasis on direct instructions
Theall M and Jennifer (2001) in their study observed that students were the most qualified sources to report the extent to which the learning experiences was productive, informative, satisfying or worthwhile. While opinions on these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of students’ satisfaction and there is substantial research linking student satisfaction to effective teaching.

Anderson I P (2002) in his study reflects the view that students appear to be unable to separate their perceptions of the teachers effectiveness from that of technology and method of course delivery. When other variables are held constant, students named the effectiveness of the professors, teachers was lower.

Campbell R J, Kyriakides, L muijs R D and Robinson W (2003) in their article suggested that there is need for the development of more differentiated models of teacher effectiveness. An overview of research is given that looks at whether there is evidence for differentiated models of teacher effectiveness in four areas:

1. Different discipline and curriculum areas
2. Pupil background and ability
3. Pupils personal characteristics and
4. Different teacher roles.

Campbell R J, Kyriakides L, Muijs R D and Robinson W (2004) in their study on effective teaching and values; some implications for research and teacher appraisal, has tended to neglect the analysis of values in two senses; the general values associated with the processes of education and the more specific values underlying effective teaching. The possibilities for re-conceptualizing teacher effectiveness, by incorporating values dimensions, are illustrated through two examples; effectiveness in developing independent learning and effectiveness in achieving a classroom climate characterized by inclusiveness. The contribution of teacher self-evaluation to the process of the identification of values underlying effectiveness was discussed.


**Srivastava (2005)** studied Teacher Effectiveness of upper primary schoolteachers of different age groups. The sample comprised of 110 male and 128 female teachers working in the upper primary schools at urban location situated in Tehri Garhwal district. The data was collected by using Teacher Effectiveness scale of Kumar and Mutha. The findings revealed that the Teacher Effectiveness of male teachers dilutes with their increasing age. The Teacher Effectiveness of female teacher increased to some extent with their increasing age. The age variable did not produce a significant impact on Teacher Effectiveness. The male and female teachers did not differ significantly with one another at different age-level. Thus, age was a mild determinant of Teacher Effectiveness.

**Rai (2005)** found the factors of effective teaching from the student ratings of teacher characteristics and determine if there was any agreement between student evaluation of teaching and self—evaluation of teaching using the criteria. Tools used in the study were rating scale for student evaluation of teaching effectiveness and attitude scale by Ahluwalia. Students and teachers had similar views regarding the criteria of effective teaching. Self—rating of teacher with respect to overall teaching effectiveness was significantly higher than student rating of the same. Significant correlation was found in the teaching effectiveness score of male and female teachers.

**Ajay Kumar Mohanty (2006)** stressed that there is a need for implementing student rating as a policy indicator for evaluation of Teachers’ Effectiveness.

**Bansibihari and Surwade (2006)** compared Teacher Effectiveness of emotionally mature group with that of emotionally immature group. The sample consisted of 180 male and 175 female belonging to Secondary School for Navapur and Dhule cities of North Maharashtra. Emotional Maturity Scale by Bhargava and Sigh and Teachers Effectiveness Scale by Kumar and Mutha were used for data collection. Results of the study indicated that emotionally more mature teachers were more effective than their counterparts. There was no sex difference in emotionally mature group with respect to Teacher Effectiveness.
Leigh (2006) estimated Teacher Effectiveness changes in students test scores within the period of two years. Using a data set covering over 10,000 Australian primary school teachers and over 90,000 pupils, he estimated how effective teachers are in raising students’ test scores from one exam to next. Since the exams are conducted only every two years, it is necessary to take account of the work of the teacher in the intervening year. Even after adjusting for measurement error, the resulting teacher fixed was widely dispersed across teachers, and there was a strong positive correlation between a teacher’s gains in literacy and numeracy. Teachers fixed effects show a significant association with some, though not all, observable teacher characteristics. Experience had the strongest effect, with a large effect in the early years of a teacher’s career. Female teachers did better at teaching literacy. Teachers with a master’s degree or some other form of further qualification did not appear to achieve significantly large test score gains. Overall, teacher characteristics found in the department payroll database could explain only a small fraction of the variance in teacher performance.

Sushantra Kumar Roul (2007) studied “Teacher Effectiveness of Autonomous and non-autonomous college teaching” and found that there was significant difference between autonomous and non-autonomous college teachers on Teacher Effectiveness.

Roul (2007) investigated the Teacher Effectiveness and organizational climate of autonomous and non-autonomous college teachers. The sample consisted of three general autonomous colleges and three non-autonomous colleges of Orissa. As many as 7 departments and 7 teachers from each department were selected, on random basis. Tools included Teacher Effectiveness Scale by Kumar and Mutha, Organizational Climate Description Questionnaire (OCDQ) by Sharma and Teachers Rating scale. There was a significant difference between autonomous college teachers and non autonomous college teachers on Teacher Effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous college were found more effective than the male teachers of non-autonomous colleges. Female teachers of
autonomous colleges were more effective than the female teachers of non-autonomous colleges. Autonomous college teachers were found more effective organizational climate than the non-autonomous college teachers. Combined effect of type of college and organizational climate did not produce significant effect on Teacher Effectiveness.

Adegbile and Adeyemi (2008) examined quality assurance through Teacher Effectiveness. One hundred primary schools teachers of Usun State, Nigeria were included in the sample. An observational instrument tagged Classroom Interaction Sheet (CIS) was used for assessing teacher’s effectiveness as an index of quality assurance. The results indicated that no significant relationship existed between the male and female teacher in each category of the observed behavioral indices. No significant difference based on the categories was observed.

Satwinderpal (2008) studied occupational stress in relation to Teacher Effectiveness among secondary school teachers. A representative sample of 1000 government secondary school teachers was randomly selected from the four districts, Ludhiana, Patiala, Muktsar and Mansa of Punjab. With the help of teacher effectiveness scale 213 highly effective and 203 less effective teachers were identified and 200 highly effective and 200 less effective teachers were taken for the study. To study the teacher effectiveness, the Teacher Effectiveness Scale (TES) by Kumar and Mutha was used. Results revealed that the values of correlation coefficients between Teacher Effectiveness and occupational stress were -.871, -.468 and -.892 for the highly effective, less effective and total group of teachers. All the values were negative and significant. The findings indicated that with the increases in the level of occupational stress the effectiveness of the teachers reduced.

Sridhar and Badiei (2008) examined and compared the teacher efficacy of higher primary school teachers in India and Iran by surveying 225 Indian teachers and 222 Iranian teachers. Overall participant teacher efficacy scores were almost high. Iranian male teachers had high personal efficacy than counterparts in India.
Results also revealed that no significant differences regarding efficacy beliefs on both dimensions for number of years of teaching experience even when compared as a function of country.

**Dhillon and Navdeep (2010)** explored Teacher Effectiveness in relation to their value patterns. The sample comprised of 100 male and 100 female teachers. Two tests Teacher Effectiveness Scale (TES) and Teacher’s Value Inventory (TVI) had been used. Results of the study had shown no relationship between teacher effectiveness and value patterns of teachers. There was no significant difference in the level of Teacher Effectiveness of male and female, government and private schools teachers. There was no significant difference in the value patterns of male and female teachers and government and private schoolteachers.

**Sawhney and Kaur (2011)** examined Teacher Effectiveness in relation to self-concept of elementary school teachers. Teacher Effectiveness Scale by Kumar and Mutha and Self-Concept Inventory by Mohsin were used for data collection from elementary school teachers of Punjab State. Results of the study revealed that there was no significant difference found in the Teacher Effectiveness of male and female teachers. A significant difference was found between self-concept of male and female elementary school teachers. There existed significant relationship between Teacher Effectiveness and self-concept of male and female elementary school teachers.

**Inderi H and Croll (2009)** studied teacher self-perceptions of effectiveness in a district of Kenya. The result reveals that the teachers have a sense of themselves, competent classroom performers and educational professionals without necessarily having strong sense of efficacy with regard to pupil outcomes.

These reviews confirm the fact that various factors and aspects of Education influence Teacher Effectiveness to varying degree.
2.3 STUDIES RELATED TO EMOTIONAL INTELLIGENCE AND OTHER BACKGROUND VARIABLES:

Emotional Intelligence is the very significant and emerging concept of recent origin. Though the impact of emotions has its root in all the transactions of human being, its significance is now being realized by the modern world. Emotional Intelligence is said to predict success in both Personal and Professional life. That is why, its importance is felt greatly in every walks of life. Various studies on Emotional Intelligence throw light on its impact on various issues of human transactions. Earlier philosophers and scientists had relied on and glorified Analytical Intelligence throughout much of western history. At the same time emotion has been regarded as an inferior, often disruptive element of human nature (Russel and Lemay 2000). Young (1936) said that emotions have no conscious purpose and cause “a complete loss of cerebral control” but Hume (1948) empiricist philosopher argued that emotional impulses motivate all action. Darwin (1965) revealed that emotions serve at least two highly advantageous functions. First, emotion energizes adaptive behaviours and second, emotion gives rise to a signaling and communication system. Emotional Intelligence is also said to influence in the key areas of personal functioning.

Goleman (1995a, 1998b) claims that Emotional Intelligence will account for success at level higher than \( r=0.45 \) at home, at school and at work. Studies in corporate sector have shown that “intelligence gets you hired, but Emotional Intelligence gets you promoted. That is why Canadian HR reporter (1998) rightly interprets that “EQ beats IQ in work place”. It is supported by Stein’s (2004) observation that “Emotional Intelligence is significantly and highly correlated with job performance, while Cognitive Intelligence has shown low and insignificant correlation with performance in the work place.

Now, it is the accepted fact that emotions are the primary source of motivation. They arouse, sustain and direct human action Izard (1971), Leeper (1948) and Tankins (1962). Thus the interaction of emotion and cognition would also give rise to Emotional Intelligence.
The following reviews throw light on the studies done on Emotional Intelligence in relation to other variables and its level of impact on various aspects of life.

Woods (2001) conducted “An investigation of the relationship among EI levels. Holland’s academic environment and community college students’ internet use. The result of the analysis indicated that those who spent more time on email had a higher emotional intelligence overall scope.”

Noureen Fathima, Syed Mnzoor H Shah and Amaskiani (2001) conducted a study on “An empirical evidence of relationship between Emotional Intelligence and academic achievement of undergraduate students.” The results showed that emotional intelligence could predict academic achievement. Similarly, there was significant relationship between Emotional Intelligence and academic achievement.

Tehan (2002) studied the role of Emotional intelligence played in the graduation of adults, 30 years of age/older, from an alternative college degree completion process. And found that Emotional Intelligence was a factor in determining the successful completion of alternative college degree program.

Nair (2002) tried to develop a test to measure Emotional Intelligence and Integrity and to investigate their contribution in making an executive successful in her/his career or profession. Sample of the participants for the test which was conducted in two phases were: first phase with 107 consisting of Post-graduates, M. Phil and Ph. D students of them. S. University and the second phase with 109 consisting of post-graduates, M.Phil and Ph. D students of the University as well as professionals, house wives and teachers from outside. There were 114 items (90 of EI and 24 of Integrity) on the 19 dimensions (14 of EI and 5 of Integrity) for the final constructed test, after rigorous item analyses. This final test was administered on another sample of M.Phil and Ph. D students as well as professionals, housewives and teachers forestablishing the reliability of the test. Through rigorous verification of four formulated hypotheses, the following conclusions were drawn: 1) there insignificant relationship between EI and Integrity; higher the EI level, higher is the level of integrity. 2) No significant relationship exist (a) between EI
and executive success, (b) between Integrity and executive success (c) successful & not so successful executives in terms of EI and Integrity levels. The main contribution of this study to the field was the reliable and valid tool (but yet to be made available to others) to deal with EI and integrity.

**Barchard (2003)** attempted to study whether Emotional Intelligence does assist in the prediction of academic success in a sample of undergraduate psychology students using year and grades as the criteria. Results indicated that only certain measures of EI predicted academic success and none of these measures showed incremental predictive validity for academic success over and above cognitive and personality variables. It was hypothesized that the overlap between many emotional intelligence measures and traditional measures of intelligence and personality limits their incremental predictive validity in this context.

**Tyagi (2003)** conducted a study on Emotional Intelligence of Secondary Teachers in relation to gender and age. And found that EI of secondary teachers is extremely low. The study also revealed that there was a total lack of emotional competencies such as to tackle frustrations, to delay gratification, communication of emotions and inter-personal relationships. He concluded that male and female teachers do not differ in respect of their level of Emotional Intelligence.

**Chansen (2003)** conducted a study on linking EI and literary development through educational drama for a group of first and second graders. The result shows that the children’s development in this area of EI and liberty seemed to be enhanced because of the focus on individual emotional experience facilitated by certification through educational drama.

**Law and Song (2004)** explored the incremental validity of EI in 2 studies using a four dimensional definition of EI as a set of abilities. They were able to show in one study that EI and personality dimensions add together to predict life satisfaction better than personality alone. In another study, sample, found that after controlling the big five personality dimensions, others rating of EI explained additional variants in student’s job performance rating, respectively. They
concluded that their result support the idea that Emotional Intelligence may be related to but separate from personality.

**Feldman (2004)** studied the relationship among college freshman’s cognitive risk tolerance, academic hardness and Emotional Intelligence and their usefulness in predicting academic outcomes. Results showed the female students had significantly higher academic hardness EI scores than male students.

**Bracket, Mayer and Warner (2004)** assessed Emotional Intelligence and its relation to everyday behaviour. The test of Emotional Intelligence and a measure of the big five personality traits were took by 330 college students. The study resulted that women scored significantly higher in Emotional Intelligence than man. Lower Emotional intelligence in males was due to their inability to perceive emotions and to use emotions to facilitate thought. It was associated with negative outcomes including illegal drug and alcohol, deviant behavior and poor relations with friends. It also revealed that Emotional Intelligence was significantly associated with maladjustment and negative behaviors of college aged males but not for females.

**Parker et al. (2004)** identified the relationship between Emotional Intelligence and academic achievement in high school in Huntsville. Result reflects that academic success was strongly associated with several dimensions of Emotional Intelligence.

**Parker et al.(2004)** studied whether various dimensions of Emotional Intelligence were found to be significant predictors of academic success. The results showed that the highly successful students scored higher than the unsuccessful group on three out of the four subsets (intrapersonal ability, stress management and adaptability) of emotional intelligence as defined by the EQ-I; short. The two groups did not score significantly different on interpersonal ability.

**Petridesa K V, Norah Frederickson and Adrian Farnham (2004)** conducted a study on “the role of trait Emotional Intelligence in academic performance and deviant behavior at school.” It reflected that trait Emotional
Intelligence moderated the relationship between cognitive ability and academic performance. In addition to this, pupils with high trait Emotional Intelligence scores were less likely to have had unauthorized absences and less likely to have been excluded from school. Most trait of Emotional Intelligence effects persisted even after controlling for personality variance. It is concluded that the constellation of emotion-related self-perceived abilities and disposition that construct of trait Emotional intelligence is implicated in academic performance and deviant behavior, with effects that are particularly relevant to vulnerable or disadvantaged adolescents.

Romould (2006) conducted a doctoral study on “Development of an Enneagram Educational Programme for Enhancing Emotional Intelligence of Student-Teachers” at the Maharaja Sayajirao University of Baroda. The study was intended to develop an Enneagram Educational Programme and to assess the effect of this intervention programme on the emotional competence of B. Ed student-teachers. A sample of 40 student-teachers, from the B. Ed colleges of Jharkhand State in India, was selected at random and twenty student-teachers each were allotted for the experimental group and control group. The data were collected with the help of Emotional Intelligence Scale (Shute,1998), EQ map questionnaire and other techniques, and analyzed quantitatively and a significant difference was found between the Mean scores for the components of EI of the experimental and control group, in the pre- and post– intervention administration of the scale.

Drew (2007) in his study on the relationship between Emotional Intelligence and Student Teacher performance aimed to determine whether Student Teacher Performance (STP), (as measured by a behavior-based performance evaluation process), was associated with Emotional Intelligence (EI),(as measured by a personality assessment instrument). The sample consisted of 40 student-teachers. The study revealed that EI, as assessed by the Bar On EQ-I, and College Supervisors' assessments of STP were related. However, data collected from the Cooperating Teacher and Student-Teacher perspectives did not reveal While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or
more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-I Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility.

**Mohan Sundaram (2004)** conducted a study on Emotional Intelligence and achievement of teacher trainees at primary level. The findings of the study were:

- Men and women teacher trainees did not differ in their Emotional Intelligence.
- There was a significant low positive correlation between Emotional Intelligence and overall academic achievement of teacher trainees.
- The teacher trainees of co-education institutions were at higher level, than the teacher trainees of non co education institutions in their Emotional Intelligence.
- There was significantly low positive correlation between Emotional Intelligence and achievement in educational subjects and achievement in science subjects.

**Sangeeth Jose (2005)** attempted to study on Emotional Intelligence and self efficacy of the teacher educators. The findings of the study were:

- The teacher educators had moderate level of Emotional Intelligence and self-efficacy.
- The female teacher educators had out done male teacher educators in Emotional Intelligence.
- There was significant relationship between Emotional Intelligence and self efficacy of female teacher educators and the teacher educators and the teacher educators in total except male teachers.
Perumalil Thomas (2005) conducted a study on the relationship between Emotional Intelligence, intelligence Quotient, teacher perception and academic achievement of 11th graders. The findings of the study were:

- There was a significant relationship between Emotional Intelligence and intelligence quotient of the male students.
- There was a significant relationship between Emotional Intelligence and academic achievement of the female students.

Dhull and Mangal (2005) in their article discussed Emotional Intelligence and its significance for school teachers. They have stressed the importance of brain based research, educational status of schools and the need to increase the efficiency of schools by educators and teachers. They have emphasized restricting and resulting of teacher education, in-service and pre-service programs to groom teachers along proper guidelines.

Wysocki (2005) conducted a study of Emotional Intelligence and gender role conflict. It was aimed to investigate the relationship between Emotional Intelligence as measured by Mayer and Salovey. The study showed that Emotional Intelligence was significantly related to the department variable, gender role conflict.

Menzie (2005) examined the relationship between and social competence and Emotional Intelligence on the basis of Grade Point Averages. The result showed positive correlations between the academic and social competence scales.

Barent (2005) conducted a study on “Principals’ level of Emotional Intelligence as an influence on school culture”. This study measured the EI and influence on school culture of fifteen principals randomly selected from school districts in Wyoming. The Mayer-Salovey-CarusoEI Test (MSCEIT) was used to collect data. Data analysis gave rise to (1) hierarchical linear model of the current status of teachers’ perceptions of the school culture in four categories (shared vision, facilitative leadership, teamwork& cooperation, and nurturing a learning community) and (2) the current status of the four categories of emotional
intelligence of the principals (managing emotions, using emotions, understanding emotions, and perceiving emotions). The findings of the study were clear indicators for the influence of emotionally intelligent principal on the school culture.

**Boyd (2005)** conducted a study on “The Emotional Intelligence of teachers and students' perceptions of their teachers' behaviour in the classroom”. The results indicated that there was significant difference between those teachers who scored well in the EI test and those who displayed emotionally intelligent behaviours as perceived by students in the classroom. It was remarked that teachers' perceptions of how students feel about them or the classroom environment they create, are not always accurate. The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) may indicate Emotional Intelligence knowledge but it cannot predict how individuals will be perceived by others. Also it was found out that teachers who are emotionally intelligent do not necessarily use it in the classroom. Lastly, teacher behaviour matters to students in terms of relationships & perceptions, and in creating the feeling that the classroom is emotionally safe. It was concluded that an emotionally safe classroom is more conducive to learning.

**Phillips (2005)** in his study on “An analysis of Emotional Intelligence and faculty qualities necessary for success in a non-traditional classroom setting” was aimed to assess competencies of faculty teaching non-traditional college students (defined as adult students over 25 years of age) who have worked for several years prior to pursuing a college degree. This study explored whether there is any relationship between self-reported ratings of EI and teaching success as evaluated by the nontraditional students in the ‘end-of-course’ evaluation. Some senior faculty members (N=52) participated in the study; they completed the EQ-I: S assessment of emotional intelligence. Scores obtained from EQ-I scale were correlated with the ‘end-of-course’ student evaluations of teachers. Additionally, interviews were conducted with faculty who scored the highest and the lowest on EI to understand whether such faculty members were incorporating techniques associated with EI into their classroom settings. No significant relationships between scores on the assessment of EI and scores on the student end-of-course
evaluations were found. The qualitative analysis of the narrative interviews indicated that both the group of faculty who scored high and low on the EI assessment did stress on flexibility and strong interpersonal relationship skills in the classroom. However, the faculty members who scored high on the EI assessment did demonstrate more optimism than did those scoring low on the assessment of EI. It was suggested that further researches should be conducted to determine what specific behaviours are exhibited by teachers with high EI, which would benefit non-traditional as well as traditional adult students' success. Better selection of instructors and a more effective classroom culture can be made effective by the identification of faculty competencies necessary for teaching non-traditional adult students, which in turn could help students to achieve their academic and professional goals. It may also help to provide needed skilled employees in organizational environments, and help these workers to become responsible and productive citizens in their workplace and their society as a whole.

Rosales (2005) studied “The relationship between Emotional Intelligence and communication styles in middle school teachers "for examining the relationship. 40 school teachers employed at a South Central Texas Middle School were selected. An Instrument for measuring EI (Bar-On EQ-i) and another for measuring communicator styles (Norton's Communicator Styles Measure) were used. The null hypothesis that there was no relationship between EI and communicator styles in the sampled group of middle school teachers was rejected. The findings indicated a negative significant correlation between the composite score of EI and the dramatic communicator style. The results of supplemental analysis supported the rejection of the null hypothesis; further additional analyses were also carried out and as such no significant relationships were found. Conclusion of the study indicates that the sampled middle school teachers having high EI were not, as such, good communicators.

Shah (2006) conducted a study on “Emotional Intelligence of Upper Primary Students of Gujarat State in Relation to Certain Variables”. The major objectives of the study were to construct and standardize an emotional intelligence scale for upper primary school students of Gujarat State and to study the
relationship of emotional quotient with sex, area, socio-economic status and IQ. From this study it was found that there was no significant difference in the mean scores on EI with regard to sex, area, socio-economic status and IQ.

**Katyal S and Awasthi E (2005)** made a study on gender differences in Emotional Intelligence among adolescents of Chandigarh. It revealed that majority of girls and boys had low emotional intelligence. And girls were found to have higher emotional intelligence than boys.

**Szuberla (2006)** studied Emotional Intelligence and school success of young adults of schools in sub-urban Alaska. The study revealed the significant relationship between total scores of Emotional Intelligence and scholastic achievement.

**Mohammed D T (2006)** made an attempt to study the relationship between Emotional Intelligence and job satisfaction testing the claim that Emotional Intelligence predict job satisfaction. The result indicates that individual Emotional Intelligence was not significant product of the level of job satisfaction.

**Sameer Babu (2007)** studied the relationship between Emotional Intelligence and Self-esteem among secondary school students. The findings of the study were: 1. There was a significant relationship between self esteem and EI of secondary school students. 2. There was no significant difference between girls and boys and students from coastal and non-coastal areas in their self esteem and EI.

**Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin and Bommer (2007)** in their study predicted that Emotional Intelligence was related to academic performance for the following reasons. Academic performance involves a great deal of ambiguity (Austin, 1993), which has been shown to cause felt stress (Jex, 1998) students are required to manage numerous assignments adapt to the differing teaching styles and expectations of instructors, work independently toward objectives and manage conflicting academic and non-academic schedules. In addition, some aspects of academic work may be considered highly stressful such as taking exams (Rode et al., 2007).
Singaravelu S (2007) conducted a study on Emotional Intelligence of student teachers of primary level in Puducherry region. The result revealed that the Emotional Intelligence of student teachers (pre-service) at primary level in Puducherry is high.

Nirmal S and Sreejith P S (2009) reveals that EI has a pronounced influence on the development of life skills among higher secondary school students.

Sharma R (2009) in her study compared EI and creativity of students in three types of schools: Gurukulas, public and Government schools and found best performance in public schools.

Michele L Pettit, Sue C Jacobs, Kyle S page and Claudia V porras., (2009) conducted a study on “An assessment of perceived Emotional Intelligence and eating attitudes among college students.” Results confirm gender differences regarding eating disorder symptoms and indicated that low levels of perceived emotional intelligence (i.e., clarity and repairs) were associated with greater risks for bulimia/food preoccupation.

Chopra Vanita (2009) in his Article “Educational Implications of Emotional Intelligence for Better Teacher and Student Performance” addresses the importance of emotional intelligence and the integration of it in the classroom which would result in better teacher as well as student performance. The importance of these skills, which contribute to success in life and as a result help an individual to know himself and others better is discussed and presented here. Emotional intelligence can be thought of as a set of skills that help learners or students to be successful in school, at work and in relationships. As a consequence of this, they are more likely having robust self esteem and are better placed to cope with disappointments and setbacks. To become effective learners, young people need to develop a strong sense of self worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance and demonstrate persistence and resilience in the face of obstacles and setbacks. In conclusion, it can be said that through emotional intelligence both teachers and
students will be benefited in the use, control and managing of their emotions and thus contribute not only to their development but also to the process of teaching and learning and making it far more effective.

**H. Indu, (2009)** conducted study on “Emotional Intelligence of secondary teacher trainees”. It presented the results of an investigation on the Emotional Intelligence of secondary teacher trainees. Five hundred and two teacher trainees were assessed for their Emotional Intelligence. The objectives of the study were: to compare the mean scores of emotional intelligence in relation to gender, to study the influence of type of family on emotional intelligence of teacher trainees, to compare the Emotional Intelligence of the teacher trainees on the basis of types of institution namely, government, government-aided and private colleges of education. In the conclusion it was found that majority of teacher trainees of Coimbatore district possess average Emotional Intelligence. It was seen from the results that male and female teacher trainees did not differ in their Emotional Intelligence. The results also showed that there is no significant difference between the Emotional Intelligence of teacher trainees based on the sub-samples; type of family and type of institution.

**Lather Manisha (2009)** studied “Emotional Intelligence as a measure for success in life” and found that Emotional Intelligence has recently awakened great interest in researchers and mental health specialists, the author says emotional intelligence is the driving force that affects personal success and interactions with others. Most young people will develop and assume the responsibility for their own protection and peace of mind. But during the years of learning and practice, parents, teachers and helping adults need to be aware of the signs and patterns that signal danger. Awareness of adolescent stress and depression opens the door for adults to begin constructive efforts.

**Lather Manisha (2009)** made a study on "Effect of Emotional Intelligence on psychological distress of high school students”. It was based on the assumption that application of emotional skills can reduce distress among high school students. One thousand high school students (500 male + 500 female) of IX and X grade
were selected as a sample for the study. Hindi adaptation of Cornell medical index health questionnaire (Broadman et al. 1949) by Wig et al. (1983) was used to measure the psychological distress of high school students. Emotional Intelligence Scale (Sharma, R. 2007) was used to measure Emotional Intelligence. After analysis it was found that out of 1000 high school students taken as sample, 562 students were having psychological disturbance. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional Intelligence was found to be helpful in reducing psychological distress of students.

Mohan Radha (2009) in his Article “An exploration of the utility of a self-report Emotional Intelligence measure: pre-service teacher education” focused the importance of developing greater Emotional Intelligence abilities in pre-service education as part of the training they receive within teacher education institutions, by first identifying the key factors at play. The objectives of the study were; to find a usable measure of Emotional Intelligence that relates directly to teacher trainees in colleges of education and schools, to see what information that measure can give about the levels of emotional intelligence held by teacher trainees about to embark on their career. The sample comprised of 58 students of the B.Ed. teacher education course who were invited to volunteer to participate in the research under ethical guidelines published by the college. These students had completed 40 days of teaching experience in schools and had opportunities to observe teachers and students across a range of learning environments. Categorical information was collected on gender, age group, community, marital status and educational qualifications. The Emotional Intelligence appraisal was administered to them individually. This study suggests that further research is warranted with both pre-service and practicing teachers. The instrument was administered only once in this study. It is important to retest participants on multiple occasions to assess the stability of findings. Following this study, it would be appropriate to survey more experienced teachers in order to assess whether levels of Emotional Intelligence are different between the two groups. This would give information about whether
the experience of teaching also gives greater depth of experience in understanding and managing the emotional aspects of teaching learning.

Saluja Arti & Nandra Inder Dev Singh (2009) studied on “Emotional Intelligence Need of the Day” and remarked that Emotional intelligence (EI) is the silent partner of rational intelligence- equal in importance, yet frequently overlooked and rarely schooled or tested. One acts according to his/her emotional rational mind. The intellect is based solely on the working of the neo cortex, the more recently evolved layer at the top of the brain. The emotional centers are lower in the brain in the more ancient sub cortex. Emotional Intelligence involves these emotional centers at work in concert with the intellectual centers. According to Goleman (1998), “Individual’s success at workplace .80% contingent on EQ, our IQ gets us selected and EQ gets us promoted.” Studies have shown that IQ is inherent but EQ can be developed and nurtured by developing self-awareness, regulating emotions, motivating oneself, cultivating empathy and managing relationships.

Umadevi M.R. (2009) in her study on “Relationship between Emotional Intelligence, achievement motivation and academic achievement” found that the relationship between Emotional Intelligence, achievement motivation and academic achievement of primary school student teachers. Emotional Intelligence scale and achievement motivation test was administered on 200 D.Ed. students, and the data obtained was subjected to descriptive, correlation and differential analysis. The objectives of the study were: to find out the relationship between Emotional Intelligence, and academic achievement of student teachers, to find out the relationship between achievement motivation and academic achievement of student teachers, and to compare the Emotional Intelligence and achievement motivation of student teachers with respect to sex and arts and science groups. It was found that there is a positive relationship between Emotional Intelligence and academic achievement of primary school student teachers, there is a positive relationship between achievement motivation and academic achievement of primary school student teachers, male and female, student teachers, arts and science student teachers do not differ in emotional intelligence, and male and
female student teachers, arts and science student teachers do not differ in achievement motivation.

**Usha P. & Rekha (2009)** in their study on “Emotional competence and mental health as predictors of academic achievement.” Tried to investigate the emotional competence and mental health as predictors of academic achievement among the secondary school pupils of Kerala. For this purpose a sample of 530 students of Thrissur and Ernakulam districts of Kerala was selected on the basis of gender, type of management of school and locality. They were administered Scale of Emotional Competence, Mental Health Status Scale and Achievement Test in Physics. The hypothesis of the study were: there will be significant difference in the mean scores of emotional competence, mental health and achievement in physics for the groups formed on the basis of sex, locality and type of management of schools, there will be significant relationship between emotional competence and achievement in physics for total sample and sub-samples, there will be significant relationship between mental health and achievement in physics for total sample and sub-samples, and achievement in physics can be predicted significantly in terms of the independent variables selected such as emotional competence and mental health. The findings of the study imply that emotional competence is the best predictor of achievement in physics of secondary school pupils. Therefore more emphasis should be laid on infusing emotional literacy into the standard curriculum and to create proper school climate to enhance the development and application of emotional skills among pupils. Mentally healthy children accept their responsibilities, make their own decisions, plan ahead, set realistic goals for themselves, and in problem solving fashion, do the best they can in the problem situations, they encounter or create. They learn how to learn and to solve problems and they take pride in enhanced intellectual efficiency. Therefore emphasis should be laid on creating proper school climate to enhance the development of mental health of pupils.

**M Engin Deniz, Zeliha Tras and Didem Aydogan (2009)** conducted a study on “An investigation of academic procrastination locus of control and Emotional Intelligence.” The research findings show that the sub-scales of the
emotional intelligence scale, adaptability and copying with stress are highly correlated with the student's academic procrastination tendency scores (p<.05). Secondly, it was found the two sub-scales of the Emotional Intelligence scale, adaptability and general mood, could significantly predict the students locus of control scores (P<.05). Lastly, a negative correlation was found between Emotional Intelligence skills and both academic procrastination (P<.05) and locus of control (P<0.01).

**Erdal Hamarta, M Engin Deniz and Neslihan saltalic (2009)** conducted a study on “Attachments styles as a predictor of Emotional Intelligence.” Results indicate that there is a significant positive correlation between the secure attachment style and all subscales of Emotional Intelligence abilities. And attachment styles significantly explain Emotional Intelligence and secure attachment style predict all sub-dimensions of Emotional Intelligence.

**Nirmala J (2010)** in her study on “Emotional Intelligence among college students in Eritrea” a North-east African country, revealed that the sample had average score on EI in the aggregate as well as component wise. And there was gender difference in Emotional Intelligence on motivation and empathy components.

**Samuel olayinka Salami (2010)** conducted a study on, “Gender as a moderator of relation between Emotional Intelligence and career development.” Results indicated that Emotional Intelligence and gender predicted career development and gender moderated the relationship between Emotional Intelligence and career development.

**Fred C Lunenburg (2010)** done a study on Emotional Intelligence in the Workplace: Application to Leadership. In this study he found out there is some evidence that the characteristics of EI (example: self-awareness, self-management, self-motivation, social awareness, and relationship management) may be a better predictor of leadership performance and success than the traditional “intelligence quotient,” or IQ.
Ruchi Dubey (2010) revealed on EI and academic motivation among adolescents: a study. In this study she revealed the relationship between Emotional Intelligence, academic motivation and to compare the Emotional Intelligence of students with high and low academic motivation.

Sunita G Angadi (2010) made study on Emotional Intelligence in relation to reading comprehension of secondary school students. In this study she showed that emotional intelligence is defined as the ability to recognize and manage ones emotions and the emotions of others. As a result, individuals, groups and organizations high in EI are presumed to be more capable of utilizing emotion to adapt and capitalize on environment demands.

Vathana and Ajay Kumar (2010) conducted a study on Emotional Intelligence among student teachers in relation to general intelligence and academic achievement. The findings of the study were: 1. There was no significant relationship between Emotional Intelligence and general intelligence of student teachers. 2. There was no significant relationship between Emotional Intelligence and academic achievement of student teachers.

Sahaya Mary and Manorama Samuel (2010) conducted a study on influence of Emotional Intelligence on attitude towards teaching of student-teachers. The findings of the study were:

1. There was a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student-teachers.

2. There was no significant difference between gender, subject, community and influence of others, preview teaching experience and the Emotional Intelligence of the student-teacher.

3. There was a significant relationship between Emotional Intelligence and attitude towards teaching profession of student-teachers.

Vandana Jadhav and Ajaykumar Patil (2010) conducted a study on Emotional Intelligence among student teacher in relation to general intelligence
and academic achievement. The findings of the study were: 1. There was no significant relationship between Emotional Intelligence and general intelligence of student teachers. 2. There was no significant relationship between Emotional Intelligence and academic achievement of student teachers.

Singh and Patharkar (2010) conducted a study on the impact of Personality traits and Emotional Intelligence on leadership effectiveness. 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.

Gopal Anvita (2011) while “Exploring the relationship between wellness, Emotional Intelligence and job stress-a psycho-management perspective” considered the following objectives: 1) finding whether the sample population in this organization is under stress; and 2) verifying the hypothesis that there is no correlation between the level of employee’s Emotional Intelligence and his/her wellness and examining the possibility whether they affect the level of occupational stress in this organization. The sample for this study consisted of 40 individuals, randomly selected from the population of teaching faculty in an institution of Delhi comprising of members of both sexes, with ages ranging from 35-60 years. The conclusion of the study was that organizational health depends on the health and well being of the people working in it. This can be measured by administering the set of questions used in this study. This exploratory study could show that Emotional Intelligence, which represents wellness of an individual, can help in overcoming job/occupational stress. The strategy to enhance Emotional Intelligence by identifying the areas of individual and groups such as communication, self-awareness and interpersonal relationship can assuage stress and make people more healthy and organization more productive.

Singh Tirath, Singh Arjinder and Kaur Binderjit (2011) made a study on “Relationship between non-verbal, Emotional and Spiritual Intelligence: Role of Gender” The present study examined the relationship between spiritual (SI), emotional (EI) and non-verbal intelligence (NVI), and role of gender in these
relationships. Total 471 student teachers of mean age = 23.56 years studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab) participated in the present study, out of which 172 were male and 299 female. It was divulged that for males only the correlation between NVI and SI is positive and significant and between NVI and EI; and SI and EI low negative but not significant. Whereas, for females all correlations (Between NVI and EI; NVI and SI; and SI and EI) are positive and significant. For total, the correlations between SI and EI; NVI and EI; and NVI and SI are positive (very low to moderate) and significant. Male and female student teachers had equal commonness between SI and NVI; and SI and EI but female student teachers had more commonness between NVI and EI than male student teachers; out of sixteen dimensions of SI fourteen have positive and significant correlation with NVI. Further, most of inter-correlations of various dimensions of SI with dimensions of EI are positive and significant.

Mahajan Monica (2011) conducted a study on “Academic Achievement in relation to Emotional Intelligence and Spiritual Intelligence”. Hoshiarpur, Punjab.

This study was designed to study academic achievement in relation to Emotional Intelligence and Spiritual Intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data. The technique employed was multistage randomization of clusters at school and section level. B-variate coefficients of correlation and t-ratio were used to analyze the data. The findings were: there exists no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between the spiritual intelligence of boys and girls. There exists positive and significant relation between academic achievement and Emotional Intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.
Singh Amit and Kumar Dinesh (2011) studied “Emotional intelligence and academic achievement of college students” to know the Emotional Intelligence and academic achievement of college students of Rohini in Delhi. The sample of 100 college students was taken (50 boys and 50 girls) from Rohini. The study indicated that the Emotional Intelligence of (Science, Art and Commerce stream) college boys and girls were similar while the academic achievement of science boys and girls were not similar, and study also indicated that there was positive relationship between Emotional Intelligence and academic achievement.

Marianna Szabozcutea (2011) conducted a study on “The Emotional experience associated with Worrying: anxiety, depression or stress?.” Hierarchial regression analysis showed that all measures of worrying had a unique positive association with stress, over and above their associations with anxiety and depression. Item level analyses showed that stress symptoms were uniformly strongly associated with worrying, while anxiety symptoms had the weakest association.

Hassan Darvish, Ali Akbar Nasrollahi (2011) conducted a study on studying the relations between Emotional Intelligence and occupational stress: “A case study at payame Noor University’.The result reveals that there is significant relationship between subscales of Emotional Intelligence and emotional stress, indicating that most affection is related to emotional management subscale ($\beta=0.4$, $p<0.05$) the most important subscale of Emotional Intelligence is related to understanding other emotions ($\sqrt{2}=3.63$, alpha $=0.05$).The most important subscale of occupational stress is related to role overload ($\sqrt{2}=4.16$, alpha$=0.05$).The concept model of research has a good fit and confirms the hypotheses regarding the relationship between Emotional Intelligence and Occupational Stress ($\sqrt{1.02}$, DF=43, P value=0.36721, RMSEA=0.013).

Naseer, Chishti, Rahaman and Jumani (2011) explored the relationship between Emotional Intelligence and performance of 15 teams selected from higher educational institutes of Pakistan. Results indicated that Emotional Intelligence has positive impact on team performance.


Khosravi, Manafi, Hojabric, Aghapour, Gheshmi (2011) examined the relationship between managers’ Emotional Intelligence level and effective Delegation in industry. Managers with high Emotional Intelligence were able to identify talents among employees, decentralize the management process, than 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 workplace.

Saban Hasan Al-Onizat, (2012) conducted a study on “The relationship between Emotional Intelligence and academic adaptation among gifted and non-gifted student.” The findings indicated that there is a positive relationship between the school social adaptations scale and Emotional Intelligence scale. And contrarily the higher relationship appears in the relationship with colleagues. There is a positive relationship between all school social adaptation dimensions and all Emotional Intelligence dimensions and the higher relationship appears between the relationship with colleagues and the general mood, then the relationship with colleagues and interpersonal competence, the between the general mood and the relationship with administrations, then between the relationship with colleagues and adaptability.

Kathryn etal (2012) conducted a study on “Ability Emotional Intelligence, trait Emotional Intelligence and academic success in British secondary schools: A 5 year longitudinal study.” Results show that the importance of ability Emotional Intelligence resides in the fact that it moderates the effect of cognitive ability on performance in Year II. Trait EI has a direct effect on year II performance for boys only.

Analysis of above mentioned reviews confirm the fact that though Emotional Intelligence owes its origin, it has greater influence on various aspects. So researcher has selected Emotional Intelligence as one of the major variable for the study.
2.4 STUDIES RELATED TO PERSONALITY TYPE AND OTHER BACKGROUND VARIABLES:

Concept of Personality Type gained significance due to the immense work of Carl Jung. Personality of teacher is said to influence the students’ performance to the greater extent. As Personality Type owes its origin very recently in research field. So researcher is able to find more reviews related to Personality, Personality Traits, Personality Characteristics and Personality Factors and very little reviews regarding Personality Type. The following reviews reveals significant facts related to impact of Personality Type on various background variables.

Feldman (1986) reviewed the literature correlating college teachers’ personality characteristics with effectiveness in the classroom. The personality traits were grouped into fourteen clusters and significant average correlations between the traits and overall evaluations were found for eleven of the fourteen clusters.

Law and Song (2004) identified the incremental validity of Emotional Intelligence in 2 studies using a four dimensional definition of Emotional Intelligence as a set of abilities. In one study they found that Eland personality dimensions add together to predict life satisfaction better than personality alone. In another study, they found that after controlling the big five personality dimensions, others rating of EI additional variants in students job performance rating respectively. They concluded that the result support the idea that Emotional Intelligence may be related to but separate from Personality.

Easwari (2004) examined relationship of Personality with administrative and academic responsibilities of education officers in Tamil Nadu. The sample consisted assistant elementary education officers of Dindigul, Coimbatore and Madurai districts. Results revealed that there was no low positive relationship between administrative responsibility and personality factor of responsibility. It was also found that there was no low positive relationship between academic responsibility and Personality factors.
Slavica (2004) investigated personality factors and teacher attitude in relation to their evaluation methods. The investigation was carried out on a sample of 76 teachers, teaching individual subjects in Zadar primary schools. The Scale of External Locus of Control, The Self-Actualisation Scale and the Scale of Teacher Attitudes were used. The results had shown different combinations of predictor variables sex, age, experience, self-actualization dimensions, extroversion, comfort, conscientiousness, emotional stability, intellect and locus of control for a negative attitude toward knowledge like underestimation, positive attitude toward knowledge like overestimation and a positive attitude toward grading as well as insecurity in grading, high grading criteria and positive feelings while grading. Results revealed that teacher attitudes toward knowledge and grading, as well as feelings could be explained by personality factors. In view of the fact that tolerant, fair and strict teachers differ in their attitudes, it was concluded that personality factors, attitudes, influence the way teachers grade the knowledge of their students.

Nachimuthu (2006) studied occupational commitment in relation to personality. The study consisted of 150 professional selected through purposive sampling method from occupations such as teaching, police and executive from various parts of Coimbatore city of Tamil Nadu State. The age ranges of the professional are from 23 to 46. Results of the study revealed that there existed a significant relationship between personality and occupational commitment. Executives had higher level of occupational commitment when compared to lectures and police.

Liang (2007) conducted a study on ”The relationship between Personality Type and emotional Intelligence in a sample of college and university faculty in Taiwan” at the Texas A & M University – Kingsville, USA. Higher education institutions have been searching for ways to enhance the effectiveness of students and faculty to address the problems and challenges of recruitment, retention, and quality issues for faculties and students for which EI skills play major role. The current study focused on identifying and determining the EI skills and personality type factors impacting faculty performance and success in post secondary education. i.e., the study investigated whether there was any relationship, of EI and
Personality Type among the faculty teaching in Taiwan. A sample of 100 faculty members from colleges and universities in Taiwan was taken. Eighteen hypotheses were framed and tested to explore the relationship between Personality Type and EI. A quantitative approach was used to collect and analyze data. Two inventories, the Myers-Briggs Type Indicator (MBTI) and the Emotional Skills Assessment Process (ESAP) were utilized for data collection. A one-way ANOVA was applied to analyze the data. Major factors evaluated were personality type, gender, and age. Dependent variables were six sub scores from the ESAP. Data analyses revealed a significant relationship function between faculty's Personality Type & EI skills and their age & EI skills; but not between gender and EI skills.

Khan and Yaseen (2009) examined Personality Factor of elementary level teachers in district Baramulla. Two hundred teachers were randomly selected from Sopore, Rohama and Dangerpora districts. Cattell’s 16PF Questionnaire used as the tool for the measurement of personality factors. Findings revealed that young elementary level teachers were emotionally less stable, easily annoyed and were affected by feelings. They were also found tense frosted, restless and impatient. While old elementary level teachers were emotionally stable, mature, and calm and faces realities. They were also found relaxed, not frustrated, composed and satisfied. Male elementary level teachers were assertive, competitive, dominant, enthusiastic, expressive, cheerful, venturesome, bold, and sociable and were ready to try new things. While female elementary level teachers were humble, submissive, accommodating, sober, pessimistic, introspective, shy, hesitant and timid. Male teachers were tough minded, realistic self reliant, forthright and genuine. While female teachers were found tender minded, over protective, sensitive, shrewd, diplomatic, calculating and socially aware. Male teachers were self assured, secure, untroubled, experimenting, liberal, and critical and were open to change. While female teachers were apprehensive, insecure, worrying, conservative and respect the traditional ideas. Male teachers were uncontrolled and had little regards for social rules and demands. While female teachers were controlled, compulsive, socially aware and careful.
Sowmya and Ningamma (2010) studied Emotional Intelligence in relation to Personality. There was a significant difference among extroverts and introverts. Means continuous interaction of extroverts allows them to understand the feelings of others and they respond to it frequently. There was significant difference in the Emotional Intelligence level between the rural extroverts and rural introverts. Result revealed that there were a significant difference among urban extroverts and urban introverts. Emotional Intelligence among urban extroverts was more than urban introverts. It was because urban introverts have less interaction with the people and hardly responds to the feeling of others. There was a significant difference, but the urban extroverts had high Emotional Intelligence as they get more exposure in the society. There was no significant difference in the means of rural introverts & urban introverts. Introverts are least bothered about other’s feelings. Thus researchers clearly linked Personality Traits of teachers to student success. Effective teachers are enthusiastic, have warmth, and possess a sense of humor, liberal, sociable, showing leadership, extraverted, no anxious, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive, relaxed, not frustrated, composed and satisfied.

As the researcher could not find more review/studying related to Personality Type and other background variables felt the need of conducting research by considering it as a variable.

2.5 STUDIES RELATED TO TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE:

The following studies help us to understand the relationship of Teacher Effectiveness with Emotional Intelligence.

Lamke (1951) compared the qualities of good and poor teachers on the basis of cattels 16 PF test and a pair comparison scale based on catells 20 surface traits. He found that good teachers were gregarious adventurous, frivolous and more interested in opposite sex and had above over age emotional responses and strong artistic and sentimental interests, more conscious, emotionally unstable,
lacking artistic and sentimental interests. He derived above interpretation on the basis of composite ratings by their principals and two observers.

**Sethi and Patel (1985)** tried to investigate the relationship of creativity, intelligence, emotional maturity and self acceptance to teacher effectiveness. The study showed significant relationship of creativity, intelligence and emotional maturity to teacher effectiveness. The main effect of self acceptance was not significant.

**Bemis and Cooper (1987)** tried to find out the relationship between teacher personality, teacher performances and their effects upon pupil achievement. It was found that EPPS scores of personality established a basis for predicting teachers observed classroom behavior. The more effective teachers may be described as critical, willing to accept leadership and interested in persuading and influencing others.

**Aggarwal (1998)** studied teaching efficiency of female teachers of primary school and observed that more effective teachers possess emotional problems.

**Haskett (2003)** conducted a study on the “Emotional Intelligence and teaching success in higher education” at the Indiana University, USA. He studied the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted relationship between EQ and effective teaching. Based on his study, it is clear that it is not only the actions/behaviours taken by faculty that are important, but the underlying attitude (related to EQ) behind the actions that has the greatest influence on effective teaching.

**Okech (2004)** conducted “An exploratory examination of the relationships among Emotional Intelligence, elementary school science teacher self-efficacy, length of teaching experience, race/ethnicity, gender, and age” at the Texas A&M University – Kingsville, USA. The sample consisted of South Texas public school teachers in the age group of 23 - 65 years (N=180) categorised with respect to gender (14 males and 166 females), race/ethnicity (31 African Americans (3 males
and 28 females), 49 Hispanics (7 males and 42 females), 98 Whites (3 males and 95 females), and 2 ("Other" (1 male and 1 female)). The study examined differences in Emotional Intelligence between male and female teachers, and among African American, Hispanics, and white teachers. Co-relational and causal-comparative-research design approaches were used to conduct the study. The Multifactor Emotional Intelligence Scale (Mayer, Caruso, & Salovey, 1999), the Science Teaching Efficacy Beliefs Instrument (Riggs & Enochs, 1990), and a demographics questionnaire were used to collect the data. An independent-measures t test, the Pearson r, and the one-way MANOVA were the statistical techniques used to analyze the data. Results indicated that there existed a significant positive relationship between EI and teacher self-efficacy; but it is very much surprising to note that no significant relationship was found to exist between EI and "length of teaching experience," and between EI and age. Normally, with experience and age, EI is assumed to be growing even till old age this requires further research. Statistically significant differences were also founding EI with respect to gender, and among the three race/ethnicity groups.

Pathan (2004) conducted a study on Emotional Intelligence of secondary teachers at D.Ed. College, Navapur, Maharashtra. This study examined the level of Emotional Intelligence (EI) of secondary school teachers in relation to gender adage. The tool used for the study was a structured questionnaire called ‘Emotional Intelligence Test’, developed by Chadha and Singh (2001). The results indicated that nearly all the teachers under study were under ‘low’ category of emotional intelligence. There was no significant difference between the Emotional Intelligence of males and females, and the age was independent of EI.

Pandit Bansibihari and Lata Sarwade (2006) studied the emotional maturity of secondary school teachers and its effect on Teacher Effectiveness. The findings of the study were: 1. Female teachers were emotionally more mature or stable than male teachers. 2. Emotionally mature/stable teachers are more effective in their teaching than emotionally immature/unstable teachers. 3. There is no sex difference in emotionally mature group and emotionally immature group with respect to Teacher Effectiveness.
**Hwang (2007)** conducted a study on “The relationship between Emotional Intelligence and Teaching Effectiveness” at the Texas A&M University – Kingsville, USA. The study was to explore the effect of EI skills in effective teaching and to find out whether or not self-reported emotional skills were related to Teaching Effectiveness as evaluated by college students. The correlation research conducted in the study was quantitative. The tools used to collect data were: (i) Emotional Skills Assessment Process (ESAP), (ii) Teaching Effectiveness Evaluation (TEE). ESAP was used to measure teachers’ emotional intelligence skills, and TEE was used to measure teaching effectiveness by students at the end of a course taught. The sample for the study consisted of teachers at one Institute of Technology in Taiwan. Emotional intelligence scores, in which the scores of 10EI skills were included, were collected from the self-report on the ESAP of faculty members. The statistical methods of univariate descriptive statistics, ANOVA, and Pearson product-moment correlation coefficient were used for data analysis and to answer the research questions. It was found that EI skills were significantly related to Teaching Effectiveness among the sampled teachers.

**Sridhar and Badiei (2007)** examined Teacher Efficacy and Emotional Intelligence of 100 primary school teachers of urban district in south Mysore. Teacher Efficacy Scale (TES) and Emotional Intelligence Test were used for data collection. Results indicated that the levels of teacher efficacy and emotional intelligence of primary school teachers were placed under moderate category; a high level of both teacher efficacy and Emotional Intelligence would-be correlated with student achievements, job satisfaction, teachers’ willingness to implement innovation, effective teaching. It was also concluded that younger teachers had the highest teaching efficacy and that teaching efficacy declined slightly with age.

**Ogrenir (2008)** A study was conducted on “Investigating the relationships between Emotional Intelligence and pre-service teachers' views of Teacher Effectiveness” at the Pennsylvania State University, USA. This study was aimed to examine the relationship between EI and Teacher Effectiveness beliefs of Elementary and Kindergarten Education pre-service teachers. The researcher also studied pre-service teachers' beliefs about Teacher Effectiveness with regards
toothier number of years in college of education, gender, and GPA. Besides these, the study examined the pre-service teachers' EI with regards to their years in college of education and GPA. The sample included 99 students at The Pennsylvania State University, College of Education, with Elementary and Kindergarten Education Major. Data were collected using two tools: Bar-On Emotional Quotient Inventory Short Form and Teacher Effectiveness Beliefs Survey. Data analyses involved descriptive statistics, ANOVA, and Pearson correlation. This study found that pre-service teachers are concerned mostly with teacher related factors, and then student-related factors, and the least in other personnel related factors. Some significant differences existed in pre service teachers' Teacher Effectiveness beliefs associated with Emotional Intelligence skills. Moreover, this study found that Teacher Effectiveness is influenced by years in College of Education and gender. The findings indicated that Pre-service teachers possess Deskills in average range, but their EI with respect to stress management, and adaptability account for some differences in GPA. It was recommended that future research should be conducted to improve the quality of teacher education.

From the analysis of above reviews it is very clear that there is contradiction regarding the levels of Emotional Intelligence and Teacher Effectiveness and impact of Emotional Intelligence on Teacher effectiveness in relation to male and female teachers.

2.6 STUDIES RELATED TO TEACHER EFFECTIVENESS AND PERSONALITY TYPE:

The following reviews throw light on the relationships of Teacher Effectiveness and Personality Type.

Symodes (1954) tried to differentiate superior teacher and inferior teachers on three well defined bases. He revealed that superior teachers liked children more, personally secured, self assured and passed good and well integrated personality organization. Whereas on the other hand inferior teachers dislike children, suffered from inadequacy and tended to be personally discouraged.
Barr (1961) in his work gives a summary of 83 studies related to Teacher Effectiveness and its correlates. This work summarizes studies investigation undertaken and completed between 1940 and 1960. He found that good teachers were more vigorous, more enthusiastic, happier, less attractive, emotionally more stable, more pleasant, sympathetic, possessed a better speaking voice and displayed a Keener sense of humour than poor teachers.

Comb (1964) concluded that a good teacher was primarily a unique Personality. He was first and foremost person and this fact was most important in determining the thing about him. He had a competence to be sure not a common set of competencies like everyone else.

Gupta and Swaroop (1981) in their study on Teacher Effectiveness concluded that the school educational climate differed from open to closed one type of school to another. The Personality Factors of effective teachers differed significantly from one type of school organizational climate to another. Only five factors – B, E, Q, F and Q4 were highly positive and were related teaching effectiveness while six factors I, Q3, O, M, N and Q2 had high negative correlation. And factors B, H, O were very important factors for Teaching Effectiveness.

Rushton et al. (1983) examined Personality, Research Creativity, and Teaching Effectiveness in university professors. Fifty two professors at the university of Western Ontario were evaluated on 29 trait dimension using four assessment techniques; faculty peer ratings, student ratings, self rating, and objective questionnaires. Results revealed that the effective teacher was best described as liberal, sociable, showing leadership, extraverted, no anxious, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive.

Wangoo (1984) investigated teacher personality correlates and scholastic competence as related to Teacher Effectiveness. The sample consisted of 500 teachers drawn from higher Secondary School of Srinagar district. Study concluded that personality adjustment, democratic leadership behaviour, a higher
The degree of intelligence and emotional stability were the main characteristics that related with Teacher Effectiveness Study also concluded that teachers who had an outgoing attitude, and who were less aggressive, more trusting, open, forthright, relaxed and group-dependent were highly successful.

Khanna (1985) examined personality patterns of effective high school teachers. The tools used were Deva’s Teachers Rating Scale, The Students’ Perception of their Teachers Scale by Sorenson and the 16 PF Test by Cattell. A sample of 500 teachers was taken for the study. Findings revealed that the effective teachers had traits which were positively helpful and valuable for the mental health of the individual whereas ineffective teachers had traits which tended to lead the person to a kind of maladjustment. There was also a definite impact of teachers’ personality on their students’ perception. There was a closer relationship between the level of effectiveness of teachers and the levels of achievement of their students. Effective teachers were very helpful in raising the level of achievement of the students and also their overall educational standard. In the selection of teachers for high school classes, care should be taken to study their Personality with appropriate personality tests. The effective teachers in the faculties of arts and science possess relatively different traits of personality.

Murray et al. (1990) studied 29 personality traits in relation to student ratings of Teaching Effectiveness. Study comprised a sample of 46 psychology teachers. It was concluded that psychology instructors tend to be differentially suited to different types of courses and furthermore that the compatibility of instructors to courses was determined in part by personality characteristics. Effective teachers were friendly, gregarious, flexible, adaptable and open to change.

Kumar (1991) studied the relationship between Teacher Effectiveness and Personality Traits among different group of teachers. The study revealed that there is relationship between Teacher Effectiveness and Personality Traits.
Howard and Richard (1999) examined the relationship between Personality Type, and Teacher Effectiveness of technical education teachers. The study revealed that sensing Type are more effective.

Vashishta and Varma (1991) compared the Personality Traits of effective an ineffective teachers possessed Introvert Type of Personality. Ineffective teachers lacked intellectual capacity and had emotional interference with their abilities.

Shaughnessy, Self, Schwartz, Naylor (1995) investigated the Personality characteristics of outstanding teachers. Outstanding teachers were identified by principles using 16 PF. They found that outstanding teachers score high on emotional maturity, self sufficiency and self control.

Dragna (1997) studied the teacher’s Personality characteristics and his/her effectiveness in teaching process realization. The teacher motivation, self-actualization and value orientations have been measured positive correlation between self assessment and Teacher’s Effectiveness was found. No special profiles of effective teacher Personality characteristics have been found.

Roberio and Bhargava (1998) investigated the Personality Factors of teachers belonging to higher education. The study revealed that teachers of higher education level were in an average more Introverts, less neurotic, act in a socially desirable way, and perceives themselves as internally controlled or responsible for their action. ed that science teachers were more effective than art teachers. Teacher Effectiveness and Personality Traits of commerce teachers were negatively correlated.

Gnanadevan and Williams (2003) found situations producing stress in school teachers in relation to their Personality Types. The sample consisted 80 male teachers working in school of Chidambaram. Finding revealed that extrovert, ambivert and introvert teachers differ in experiencing stress in various situations. Maximum number of extrovert and ambient teachers experience stress on prices
sky rocketing. Maximum number of introvert teacher’s experience stress on getting married. Not even a single teacher experience stress on trouble with parent in laws.

**Tracy (2005)** in a study on Personality Type as a predictor of interaction between student teachers and cooperating to measure Personality Type, the Myers-Briggs Type Indicator was used and to measure interaction aspects, the Mentoring Relationship Questionnaire, developed by Greiman was used.Findings suggested that, according to both cooperating teachers and student teachers, the student teachers were receiving psychosocial assistance from cooperating teachers. In addition, according to both student teachers and cooperating teachers, student teachers did not need much, nor did they receive much support related to their roles and responsibilities of an agriculture teacher. The study found that the more similar (in general) the pair perceived themselfesto be; the more the pair was satisfied with their relationship or interaction. However, similarity in Personality Type was found to have little influence on the variables.

**Engstorn (2005)** “A study on Emotional Intelligence related to organization outcome beyond what is contributed by Personality.” The study identified the relationship between Psychological Type and Emotional Intelligence and how they are related to work outcomes, specifically, job satisfaction and organizational commitment. Hierarchical multiple regression analysis confirmed the contribution of psychological type. However, when the opposite dependent variable was controlled, the effect of EI was regression analysis supported the existence of a particular relationship between Psychological Type and Emotional Intelligence.

**Meena Kumari (2008)** revealed on Personality and Occupational Stress differentials of female school teachers in Haryana. The study revealed that the low burnout group scored low on psychoticism, neuroticism, lie scale, type-A behavior and all the three dimensions of burnout VIZ., emotional exhaustion, depersonalization and reduce personal accomplishment but high on extraversion and occupational stress.
Dakshinamurthy (2010) designed a study to examine the effect of teachers’ Personality, teachers’ attitude towards profession and teachers’ Teaching Effectiveness on academic achievement in social science. Teachers from 150 secondary school were selected from Dharwad district of the Karnataka State. Results concluded that the teachers with Introversion Personality Type influenced higher on the academic achievement of students in social science than the teachers with Extroversion Personality Type. The teachers with favorable attitudes towards profession influenced more on the academic achievement of students in social science than the teachers with unfavorable attitudes towards profession. The teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with effective teaching.

Naik (2006) tried to find out the effect of Teacher Personality, Attitude and Teaching Effectiveness on students' achievements. The study revealed that there existed significant difference between the interaction effects of teachers Personality Type and attitude towards profession on effectiveness in teaching.

Dakshinamurthy (2010) designed a study to examine the effect of Teachers Personality teachers attitude towards profession and teachers Teaching Effectiveness on academic achievement in social science. Results concluded that the teachers with introversion Personality Type influenced higher on the academic achievement of students in social science than the teachers with Extroversion Personality Type. The teachers with favorable attitudes towards profession influenced more on the academic achievement of students in social science than the teachers with unfavorable attitudes towards profession. The teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with ineffective teaching.

The above reviews related to Teacher effectiveness and Personality Type revealed some interesting aspects regarding relationship of Teacher Effectiveness and Personality Type.
2.7 STUDIES RELATED TO TEACHER EFFECTIVENESS, EMOTIONAL INTELLIGENCE AND PERSONALITY TYPE:

The following reviews on Teacher effectiveness, Emotional Intelligence, and Personality Type revealed unique results.

**Chhaya (1974)** in her study compared 80 effective and 100 ineffective teachers in personality, attitude towards teaching, interest in teaching, emotional stability, extroversion-introversion and authoritarian. The major findings were: effective teachers had significantly better personality adjustment and more favorable attitude towards teaching than the ineffective teacher. Effective teachers did not show significantly more interest in teaching than ineffective teachers. Effective teachers were significantly more emotionally stable than ineffective teachers. Effective teachers were more extroverted than ineffective teachers. Ineffective teachers were more authoritarian than effective teachers. Age and sex of a teacher had a significant relationship with the effectiveness of teaching. And rurality and urbanity of a teacher had no significant relationship with the effectiveness of teaching.

**Gupta (1976)** in his attempt to predict Teacher effectiveness found that the high effective teachers differed significantly from the general population with respect to A+, B+, C+, F+, Q3+, L-, C-, Q1. The low effective teachers differed significantly from the general population with respect to B+, Q3 and in comparison to average effective teachers high effective teachers were more intelligent B+, emotionally stable C+, assertive E+, conscious G+, adventurous H+, tender minded I+ and had high self concept control Q3+ and they were also less suspicious L-, less experimenting and radical Q1 and self sufficient Q2- and less tense and frustrated Q4-.

**Mutha (1980)** made an attempt to identify the factors attitudinal, motivational and personality which differentiated effective teachers from ineffective teachers. The major findings were: sex, professional training, nature of schooling and income were significantly associated with Teachers Effectiveness. The effective teachers had significantly higher scores on anxiety than
the ineffective teachers. The effective teachers had significantly higher scores on teaching aptitude than the ineffective teachers. The effective teachers had significantly higher scores on neuroticism than the ineffective teachers. The effective teachers had significantly higher scores on theoretical value than the ineffective teachers. The ineffective teachers had significantly higher scores on political value than the effective teacher. The effective teachers had significantly higher scores on job satisfaction than the ineffective teachers. The set of personality variables ascendance-submission, anxiety, marital adjustment, extroversion, neurotism, job satisfaction and teaching attitude, teaching aptitude, real self-ideal, self discrepancy, religious value, social value, theoretical value, aesthetic value, economic value, political value and intelligence significantly predicted the teachers effectiveness.

From these few reviews it is clear that Personality Factors and Emotional Stability were related to Teacher Effectiveness.

2.8 CONCLUSION:

Review of literature has thrown light on the various aspects related to Teacher Effectiveness. Research work done on it at various intervals of time by good number of investigators across the country and outside the country revealed interesting results.

Analysis of various studies highlight that Teacher Effectiveness has its significant relationship with students academic achievement. Few studies reflects that Teacher Effectiveness was influenced by various factors such as Intelligence, Creativity, Self concept, Motivation, Personality Factors and Emotional Stability. There are fewer attempts to show its relationship with background variables such as Subject, the teacher teaches, the Type of school they work, the Experience they put in, their Age, Gender, the Locality etc.,

Analysis of research related to Emotional Intelligence and Teacher Effectiveness reflected that the various dimensions of Emotional Intelligence
pronounced its influence. And very few attempts have been made to identify its relationship with Personality Type.

Also researcher has observed varying degree of relationship of Emotional Intelligence with age, experience, qualification, locality. As there are inconsistency in the findings related to Emotional Intelligence and Teacher Effectiveness, there is necessity of conducting research in this regard.

Analysis of research related to Personality Type clearly confirms that very little attempts have been made in this regard to find the relationship of Personality Type and Teacher Effectiveness. Though there are fewer attempts to relate Personality and Personality Traits of teachers, researcher felt the need of research in this regard to find the relationship of Personality Type and Teacher Effectiveness.

It is also evident from the review of literature that no studies have been noticed to the best of researcher regarding the relationship of Emotional Intelligence and Personality Type with Teacher Effectiveness.

To conclude, the review of related literature reflected the existence of some gaps on the relationship of Emotional Intelligence and Personality Type with Teacher Effectiveness of secondary school science teachers. Hence there is a need to study the impact of Emotional Intelligence and Personality Type on Teacher Effectiveness. This clearly indicate, that there is a need to study relationship of Teacher Effectiveness of Secondary School Science Teachers with Emotional Intelligence and Personality Type.