CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of literature is a summary of the writing of recognized authorities of previous research. It familiarizes a researcher with what is already known and what is still unknown and untested in particular field. Educational research represents an activity directed towards the development of an organized body of scientific knowledge. In this direction, the survey of the literature is an important step. The survey enables the investigator to ponder over his or her problem with great insight and undertaking. The design and techniques employed by the previous investigators, when studied, help the new investigator to formulate their design more carefully. A worthwhile study in any field of knowledge demands an adequate familiarity with the work which has been conducted in that field. It is only through the accumulation of the recorded knowledge of the past that researcher utilizes the previous findings in order to enunciate a sound research design. Researcher locates comparative data that is useful in the interpretation of results, develops an insight to formulate appropriate hypothesis, explains ideas in a lucid manner, enrich his personal scholarship and prevents repetition of research. Research cannot be isolated from
the work which has been done already which may be directly or indirectly related to the study proposed by the researcher. It gives the investigator an understanding of previous work that has been done and it develops the insight of an investigator. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely. A thorough search of studies avoids unintentional duplication of previous studies.

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies.

According to Best and Kahn (2006), “Familiarity with the literature in any problem area helps the students, to discover what is already known, what others have attempted to find out, what methods of attacks have been promising or disappointing and what problem remain to be solved”.

According to Hart (1998), “Literature review is the use of ideas in the literature to justify the particular approach to the research. A careful review of the research journals, books, thesis, dissertations and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study”.
According to Shaw (1995), “The process of review should explain how one piece of research builds on another”.

According to Gay (1990), “The review tells the researchers what has been done and what needs to be done”.

According to Donald Ary (1972), “Knowledge of related research enables the investigator to define the frontiers of his field. An understanding of theory in the field enables the researcher to plan his questions in perspective”.

From the definitions mentioned above, it is clear that an effective literature review should include the following characteristics:

a) Methodologically analyze and synthesize quality literature.

b) Provide a firm foundation to a research topic.

c) Provide a firm foundation to the selection of research methodology and

d) Demonstrate that the proposed research contributes something new to the overall body of knowledge or advances the research field’s knowledge base.

Accordingly, keeping the above functions in consideration, this section presents an overall view of studies in the area of “Professional Ethics and Emotional Intelligence of Higher Secondary Teachers in Relation to their Teacher Effectiveness”. The
investigator reviewed all such studies and the relevant ones have been categorized variable wise under the following heads as:

1) Studies related to Professional Ethics.

2) Studies related to Emotional Intelligence.

3) Studies related to Teacher Effectiveness.

2.2 STUDIES RELATED TO PROFESSIONAL ETHICS

Reimers, Jackson E., Farmer, Cheryl L., & Klein-Gardner, Stacy S. (2015) conducted a study on “An Introduction to the Standards for Preparation and Professional Development for Teachers of Engineering”. The past 30 years have yielded a mature body of research regarding effective professional development for teachers of Science and Mathematics, leading to a robust selection of professional development programs for these teachers. The current emphasis on connections among Science, Technology, Engineering, and Mathematics underscores the need for similar research into the nature of effective professional development for teachers of Engineering. With this in mind, this paper completes a review of the literature concerning effective professional development for teachers of Engineering, both as a unique discipline and as a context for teaching and learning in other subjects. The results of this review serve as the foundation for five research-based design standards for professional development initiatives in the field of Engineering Education, which have been
published on the American Society for Engineering Education (ASEE) website along with a matrix that will enable providers and consumers of Engineering professional development to determine the extent to which a given program focuses on each of those standards.

Bozalek et al. (2014) conducted a study on “Analysing the Professional Development of Teaching and Learning from a Political Ethics of Care Perspective”. This paper uses Tronto’s political ethics of care as a normative framework to evaluate a model of teaching and learning professional development. This framework identifies five integrated moral elements of care - attentiveness, responsibility, competence, responsiveness and trust. This paper explicates on each of these elements to evaluate the piloting and implementation of a teaching and learning professional development model at a South African higher education institution. The political ethics of care was found to be a useful normative framework for a group of higher educators to reflect on the process of engaging in teaching and learning professional development, in that it revealed the importance of differential power relations, the importance of working collaboratively and being attentive to the needs of both caregivers and care receivers.
Macfarlane, B., Zhang, J., & Pun, A. (2014) provided in their study “Academic Integrity: A Review of the Literature” a literature review on academic integrity, which encompasses the values, behaviour and conduct of academics in all aspects of their practice. This is a growing area of academic research as a result of the expansion of higher education on a global basis and concerns about standards of professional conduct. The article maps the main strands of research on academic integrity by reference to teaching, research and service using 115 articles derived from both western and Chinese literature. The review indicates that much of the literature is framed in terms of misconduct or academic corruption with research ethics the dominant focus. Researchers investigating academic integrity draw predominantly on multivariate analysis using surveys/questionnaires, documentary analysis and, more occasionally, interviews. While there has been rapid growth in the literature, a stronger focus is needed on identifying "ethical" as well as "unethical" practice despite the methodological challenges in overcoming social desirability reporting.

Moswela, B., & Gobagoba, M. (2014) found in their study “Ethics Education Adherence by Teacher Trainees during Teaching Practice: A Botswana Perspective” the extent to which teacher trainees understand and observe professional ethics. Data were
gathered from randomly chosen 90 participants as follows: 70 teacher trainees on teaching practice at schools, 10 school teaching practice coordinators and 10 lecturers in the Faculty of Education at the University of Botswana. A predominantly qualitative based empirical approach to data gathering that used an open-ended questionnaire was used. The results show that teacher trainees have a fair understanding of what teacher ethics and teacher professionalism entail. However, this knowledge does not translate into practice. Still teacher trainees indulge in love affairs with their students, which the study reveals. Such teacher behaviour undermines the academic performance of students particularly the girls as they are the most affected by such relations. Male teachers have been reported to be the ones who make advances towards girls more than female teachers to the boys on sexuality matters. Such behaviour by teacher trainees, as the survey suggests, has likely been partly influenced by the absence of an enacted code of ethics that teachers can relate to in their practice which has partly contributed to some teachers to flout professional conduct with impunity. Study recommends that a code of ethics for teachers is very necessary in order to raise the image of teaching as a vocation and that ethics education should be mandatory to all students of education at the teacher training institutions in Botswana.
Seghedin, Elena, (2014) focused in their study “Teachers Professional Ethics to the Personal Professional Responsibility” on the idea of civic responsibility of all adults for the new generation and tried in different previous studies that teaching is involving a lot of moral principles and values. Aim of this article is to present a part of research about the teaching ethics under the idea of being a stable dimension of teaching professionalism. Calling, work engagement, autonomy, responsibility are revealed to be the main components of a Personal Moral Professionality. These topics are related and discussed under the perspective of existence a professional personality of each teacher. The study suggests that universities and schools like learning and professional organizations could promote teachers ethos and contribute to the development of a Teaching Applied Ethics and, in the end, of an active Personal Moral Professionality.

Bondi, David Carr, Chris Clark, and Cecelia Clegg. While the first two books are situated within the context of teaching and education, the third book, as an edited volume, contains chapters that represent a multidisciplinary perspective on the work of professionals within nursing, social work, counseling, and the ministry, as well as in teaching. Each of the books engages in the careful inquiry into philosophy broadly and educational philosophy specifically from conceptual frameworks widely associated with Aristotelian virtue ethics. Writing from an applied perspective on the field of scholarship relating to the moral and ethical dimensions of teaching, Campbell applauds the books for their timely reminder of the central role or persona of the individual professional as a moral agent and ethical practitioner. She argues that within the contemporary context of teacher education, which tends either to neglect or narrowly define the ethics of the profession, such an emphasis on the cultivation of personal character and responsibility within a framework of clear ethical dispositions or virtues is a welcome contribution to the field. It enables teachers, teacher educators, and student teachers to concentrate on both the ethics of practice and the practice of ethics in the ongoing quest to further their own development of virtue, practical wisdom, and personal and professional knowledge.
Fisher, Yael, (2013) conducted a study on “Exploration of Values: Israeli Teachers' Professional Ethics”. The main purpose of this study was to explore Israeli teachers’ professional ethics and values using the Facet Theory (Guttman in Psychometrika 33:469-506, 1968). Since Israel does not have a teachers code of ethics, such exploration can be a basis for constructing one. The study is mainly exploratory, and the main hypotheses that guided the study were based upon universal structure of values (Pakizeh et al. in "J Exp Soc Psychol" 43(3): 458-465, 2007 Schwartz, in "Advances in experimental social psychology". Academic Press, San Diego, 1992), and were examined using a mapping sentence. The initial findings showed the data deployment on the SSA map exhibits both a radial and an angular form in a Radex configuration. Israeli teachers believe that professional ethics is based on conditioned values. The variables in the SSA map appear in a radial configuration forming three concentric circles: personal values, social values, and universal values. The components representing the code of ethics were deployed in an angular form showing three elements: professionalism, reliability and honesty, and decency.

Barrett et al. (2012) examined in their study “How Do Teachers Make Judgments about Ethical and Unethical Behaviors? Toward the Development of a Code of Conduct for Teachers” the dimensions that underlie teachers judgments about ethical versus
unethical behaviors. 593 educators and teachers in training were administered on a 41 item survey. For each item, respondents rated the extent to which they believed the behavior (a) occurred frequently and (b) represented a serious violation of professional standards. Four factors were identified: Personal Harm, Grade Inflation, Carelessness and Public/Private boundary violation. Personal Harm violations were rated as most serious and Carelessness violations most frequent. Professional educators viewed Carelessness violations as less serious than did teachers in training. Implications for a code of ethics for teachers were addressed.

**Forster, Daniella J. (2012)** stressed in his study “Codes of Ethics in Australian Education: Towards a National Perspective” that teachers have a dual moral responsibility as both values educators and moral agents representing the integrity of the profession. Codes of ethics and conduct in teaching articulate shared professional values and aim to provide some guidance for action around recognized issues special to the profession but are also instruments of regulation which position teachers in sanctioned roles. This paper offers a rationale for reviewing the purposes of codes of ethics in Australia as instruments which profoundly influence teacher morality and have significant educational implications. As one of the first comparative reviews of
Australian state and territory codes of ethics and conduct procedures the author finds that policies around ethical action in teaching can be characterized as either "aspirational" or "procedural"; each type shaping teacher role morality differently. The aim is to spur dialogue about notions of "value" and to articulate problems of individual autonomy, regulatory control and collective integrity.

Montgomery, Diane & Walker, Mary, (2012) analyzed in their study “Enhancing Ethical Awareness” as teachers continue professional development throughout their careers to better serve the educational needs of students who are gifted, it becomes apparent that one of the goals is to strive to increase self-awareness of ethical and moral professional decisions and actions. Often, this requires intentional reminders and deliberate work to increase awareness or consciousness to facilitate continual emotional growth. Furthermore, teachers are the mirrors for gifted students as they evaluate their values, actions, civility, and ethics for living and working among others, which is of particular importance in gifted education. The authors present some ways that ethical teaching includes both awareness of the codes of ethics published by professional organizations and the actions to enhance ethical awareness, such as reflective teaching, contemplative practices, and proactive ethical classrooms.
Nijhof, A., Wilderom, C., & Oost, M. (2012) focused in their study “Professional and Institutional Morality: Building Ethics Programmes on the Dual Loyalty of Academic Professionals” on universities ethics programmes. Accounting for the dual loyalty of academic professionals, the objective of the study is to contribute to the most appropriate ethics programmes in such an academic context. It has been argued that none of the theoretically derived strategies is applicable solely on its own. For universities it is most promising to design ethics programmes based on the guiding values of the academic community, including integrity measures for universities and corrective measures for students. The argument developed in this article is assumed to be widely applicable in assessing the appropriateness of ethics management strategies in other professional settings.

Silverman, Marissa, (2012) conducted a study on “Virtue Ethics, Care Ethics, and The Good Life of Teaching”. The author is extremely supportive of the general claims of Higgins’s detailed and erudite discussion, which is centrally concerned with the quest for "the good life," and is equally concerned with the idea that "professional ethics should concern the needs, desires, aspirations, and welfare of practitioners themselves". The author finds quite persuasive his emphasis on the importance of virtue ethics in education. In this essay the author focuses primarily on his claim
that “virtue ethics” needs teaching as much as teaching needs “virtue ethics”. She wishes to proffer sympathetically that additional concepts of selfhood and ethics may have a place in Higgins’s project, in discussions of educational ethics, and in ethics for music education. Specifically, the author introduces key themes from the relatively recent fields of "enaction" and "care ethics," explaining what she thinks that they might contribute to one's understandings of ethics (and virtue ethics) in music education.

Boon, Helen, (2011) conducted a study on “Raising the Bar: Ethics Education for Quality Teachers”. Since the 1970s an "ethics boom" has occurred to counter the disappearance of ethics education from tertiary institutions. This "boom" appears to be absent from teacher education programs in Australia and the United States. Given persistent calls to enhance teacher quality this is problematic because quality teaching is inexorably linked to teachers beliefs, values and professional ethics. This case study, conducted in a regional Australian university, was designed to document examples of ethical dilemmas faced by pre-service and practising teachers, to explore pre-service teachers perceptions of ethics education and to examine the B.Ed course curriculum for ethics subjects across the four-year degree course. Results highlight a need for teacher training courses to include ethical
philosophy units. This represents a sustainable way to support professional practice and enhance teacher quality, by preparing and equipping teachers with techniques to explore and teach complex ethical issues in the classroom.

**Henderson, Richard, L., Antelo, A., & St. Clair, N. (2010)** stressed in their study “Ethics and Values in the Context of Teaching Excellence in the Changing World of Education” on the ethical problems associated with teaching in a transnational or multicultural environment. Authors offer a review of related literature, as well as extensive global teaching experience, to proffer a model that is designed to allow professional educators to maintain excellence in teaching in the problematic context. Recommendations for research are also offered as part of the conclusions.

**O'Neill, John & Bourke, Roseanna, (2010)** stated in their study “Educating Teachers about a Code of Ethical Conduct” worldwide, there is a growing expectation that teachers will act in a “professional” manner. Professionalism, in this regard, includes identification of a unique body of occupational knowledge, adherence to desirable standards of behaviour, processes to hold members to account and commitment to what the profession regards as morally right or good. In other words, as ethical conduct, teaching ethically involves making reasoned decisions
about what to do in order to achieve the most good for learners. Often, this involves a complex interplay between current context, past experience and personal beliefs and values. However, teacher education and accountability frameworks typically give priority to the "practical rationality" of planning, delivery and assessment of the official curriculum, not the "value rationality" involved in exploring the ethics of teaching in difficult practical circumstances. An aspirational code of ethics for teachers was recently developed by the New Zealand Teachers Council. The authors were part of a group commissioned to design and deliver a single professional development workshop for teachers to raise awareness about the code. This article focuses on the challenges of developing a workshop that both informs and educates teachers about ethics.

Feng, Li, (2007) revealed in his study “A Research on the Professional Moral Conducts of Teachers in China” that developing a professional ethics is crucial towards amassing the ranks of high-quality teachers, which contributes to the improvement of national education. This study bases its analysis on the survey of humanistic qualities of Chinese citizens. 3348 teachers at three different levels from 31 provinces, autonomous regions and municipalities of China are investigated into their professional moral conducts in terms of sense of responsibility and initiative. The result shows that the professional moral levels differ distinctly
among teachers from universities, junior or senior high schools and primary schools. The results suggest that professional ethics is vulnerable to external factors. It is essential for the construction of teachers professional ethics to improve their moral culture.

**D. Mohana, (2007)** conducted a study on “Professional Ethics of Teachers at Different Levels”. The study have been administered to a stratified random sample of 640 teachers working in primary schools, secondary schools, higher secondary schools and colleges/universities in Cuddalore District in Tamil Nadu. The results revealed that the professional ethics of teachers is high. Teachers differ significantly in their professional ethics with respect to their gender, location of the institution and age, and do not differ significantly with respect to their type of institution.

**Nityananda, Pradhan, (2006)** conducted a study on “The Ethical Responsibilities of Teaching Implications for Teacher Education”. Author has discussed about teacher education, professional ethics of teachers, the ethical responsibilities of teaching, and about teachers code of ethics in his article. Implications for teacher education have also been discussed.

**Siddheshwar, Sharma, (2006)** conducted a study on “Professional Ethics and Values in Teacher Education” and stated in his article that networking arrangements must be created
between institutions of teacher education and university departments of education and receive priority for instilling ethical values both in students, society and teachers.

Tan, Chuan-bao, (2006) stated in his study “Change of Concepts: From Teachers Occupational Ethics to Professional Ethics” the transition from experience-based teachers to expertise-based ones has marked a significant phase in the history of human education. The conceptive transition from the general "occupational ethics" of teachers to "professional ethics" is actually an important aspect of the transition from experience-based to expertise-based teachers. The establishment of teachers professional ethics bears the same historical inevitability as the movement of teachers professionalization. Complying with this trend, it is necessary to promote the establishment of teachers professional ethics specifically in view of the improvement in their living conditions and professional development.

University of Hawaii, (2006) has prepared “Community Colleges Statement on Professional Ethics”. The community college faculty adopted the American association of university statement on professional ethics. The adoption of this statement on professional ethics reinforces the expectations and standard, which they serve to achieve.
Bruhn et al. (2002) conducted a study on “Moral Positions and Academic Conduct: Parameters of Tolerance for Ethics Failure”. They have studied the college teachers professional ethics, the parameters of tolerance for ethics failure in colleges and asked the colleges to develop a clear professional statement on a code of ethics that would set governance and professionalism.

Linda, Valli, (2002) conducted a study on “Listening to Other Voices: A Dissertation of Teacher Reflection in United States”. Author has stated in her research that teachers in the United States spend a lot of time in teaching ethics and moral educations.

2.3 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Yin, Hongbiao, (2015) investigated in his study “The Effect of Teachers Emotional Labour on Teaching Satisfaction: Moderation of Emotional Intelligence” teachers perceptions of the relationships among the emotional job demands, emotional intelligence, emotional labour strategies and teaching satisfaction, with a particular focus on the moderating role of emotional intelligence. The results of a survey of 1281 Chinese teachers reveal that teachers perceptions of emotional job demands and emotional intelligence significantly predict the three emotional labour strategies. Emotional intelligence significantly moderates the impact of emotional job demands on surface acting and
expression of naturally felt emotion but not deep acting. Even after controlling for emotional job demands and emotional intelligence, deep acting and expression of naturally felt emotion still have a positive influence on teachers teaching satisfaction. Deep acting and expression of naturally felt emotion are more effective emotional labour strategies for teachers. A teacher development programme is suggested to make teachers clear about these emotional demands and different emotional labour strategies, and enhance teachers emotional intelligence.

Adilogullari, Ilhan, (2014) conducted a study on “Analysis of the Relationship between the Emotional Intelligence and Professional Burnout Levels of Teachers”. The nature of the study consists of high school teachers employed in city center of Kirsehir Province; 563 volunteer teachers form the nature of sampling. The statistical implementation of the study is performed using SPSS.16.0 software. T-test was applied in percentage frequency and dual groups, and One-Way Anova test was applied for the comparison of more than 2 members in a group together with Pearson Product Correlation Test. Consequently, a negative relation was found between emotional intelligence and burnout levels of teachers.

Goroshit, Mariana & Hen, Meirav, (2014) conducted a study on “Does Emotional Self-Efficacy Predict Teachers Self-
Efficacy and Empathy”? Research has shown that teachers self-efficacy and empathy are two of the most important variables consistently related to outcomes of positive teaching and student learning. Emotional self-efficacy refers to peoples judgment regarding their own capacity to process emotional information accurately and effectively. It is considered a powerful variable affecting the emotional state of individuals and their performance. The main objective of the present study was to examine to what extent emotional self-efficacy predicts teachers self-efficacy and empathy in teachers. Findings indicated that emotional self-efficacy predicts both empathy and teachers self-efficacy. These results contribute to the growing body of literature maintaining that in order to practice and succeed in the complex and demanding school milieu, teachers must develop not only their teaching skills, but the emotional capacity required to enhance their resilience, their survival and their ability to innovate.

Hen, Meirav & Sharabi-Nov, Adi, (2014) conducted in their study “Teaching the Teachers: Emotional Intelligence Training for Teachers” a pre-post, quasi-experimental design to evaluate the contributions of a 56-h "Emotional Intelligence" training model. The model has been developed and studied in an attempt to address educators’ growing needs to practice and implement "emotionally intelligent" learning environments. One hundred
eighty-six teachers from ten elementary schools in Israel participated in this study. Findings indicated an increase in emotional intelligence and empathic concern from the beginning to the end of the course. Further regression indicated that both expression and regulation of emotions predicted empathy at the end of the course. Participants' reflective assignments indicated an increase in self introspection, emotional awareness, emotional regulation and understanding others.

**Abbasi Farhan & Iqbal Farah, (2013)** carried out a study “Relationship between Emotional Intelligence (EI) and Job Satisfaction among University Professors in Karachi (Pakistan)” on a sample size of 100 Professors from different universities of Karachi. Participant’s age was between 25-50 years. The Schutte Self Report Emotional Intelligence Test (SSEIT Schutte et al., 1981) and Maslach Burnout Inventory (Maslach & Jackson, 1981) were applied. Linear Regression was used to analyze the data. The result indicated a significant negative association between emotional intelligence and job burnout among universities professors.

**Chen Huan-Tun & Chin Hung Chih, (2013)** investigated the “Effect of Emotional Intelligence on Job Satisfaction of Teachers Teaching at Vocational High Schools in Taiwan (Yunlin Country)”. A questionnaire survey was done of 300 teachers teaching food service at central Taiwan’s vocational high schools. The result
revealed that teachers were either neutral or satisfied with their jobs. Through factor analysis they grouped emotional intelligence into four elements: emotional regulation, emotional expression, emotional adjustment, and emotional operation. They found that emotional regulation, emotional expression, emotional adjustment were related to teachers job satisfaction. While emotional regulation was found as the most influential factor and emotional expression as the second, emotional operation had nothing to do with teacher’s job satisfaction.

**Deniz, Sabahattin, (2013)** focused in their study “Relationship between Emotional Intelligence and Problem Solving Skills in Prospective Teachers” to investigate the relationship between emotional intelligence and problem solving. The sample set of the research was taken from the Faculty of Education of Mugla University by the random sampling method. The participants were 386 students--prospective teachers--(224 females; 182 males) who took part in the study voluntarily. Emotional intelligence levels and problem solving skills of prospective teachers were measured using the Bar-On Emotional Quotient Inventory (Bar-On, 1997) and Problem-Solving Inventory, respectively. Pearson product-moment correlation analysis and structural equation modeling were employed to analyze data.
Emotional intelligence was found to be significantly correlated with problem solving.

Hammett, Jennifer, (2013) conducted a study on “Examining Teacher Burnout Using Emotional Intelligence Quotients: A Correlational Study”. The purpose of this study was to discern if there are significant differences in a teacher’s level of burnout based on his or her emotional intelligence quotient. This quantitative study examined the relationship between demographic characteristics, an emotional quotient inventory, and a burnout inventory to find significant relationships between different subscales and to determine if a person’s level of emotional intelligence does in fact affect the amount of job induced burnout suffered. This study focused on elementary teachers in a large urban school district in Texas. Through random sampling, approximately 100 elementary educators among 32 elementary schools in the district were chosen to voluntarily participate in the study. Analysis of quantitative data revealed that there was a significant relationship between the amount of burnout an employee experiences and their level of emotional intelligence. The results from this study confirmed results and recommendations from previous researchers on the topic of burnout and emotional intelligence. Quantitative data analysis also showed that there were not any significant differences between the
constructs of burnout, the constructs of emotional intelligence, and the demographic variables.

**Mishra, S., & Laskar, J. H. (2013)** conducted a study on “Relevance of Emotional Intelligence of Teachers Teaching at Secondary and Senior Secondary Schools in relation to Gender, Experience and Qualification Variations”. A standardized tool was used for assessing emotional intelligence of 120 teachers both secondary and senior secondary school teachers of Hailkandi district of Barrack Valley, Southern Assam. The result showed that emotional intelligence of teachers is not normally distributed; 50% teachers of the study are having poor emotional intelligence. Gender, experiences and qualification variation wise no difference has been found. But designation variation is present.

**Mouton et al. (2013)** revealed in their study “Emotional Intelligence and Self-Efficacy among Physical Education Teachers” that there is a positive association between Emotional Intelligence (EI) and well-being, performance and self-efficacy. The purpose of the current study was to examine potential associations between emotional intelligence and self-efficacy among physical education teachers. The Trait Emotional Intelligence Questionnaire (TEIQue) and the Teacher Sense of Efficacy Scale (TSES) were administered to a sample of 119 physical education teachers. The main results show a positive association between emotional intelligence and
self-efficacy, and more particularly that the sociability factor of emotional intelligence predicted the TSES total score. Moreover, neither age nor teaching time experience was related to emotional intelligence or self-efficacy scores. These results both confirm and extend previous findings on the association between emotional intelligence and self-efficacy. Suggestions are provided for specific emotional intelligence training for physical education teachers.

Murray, Ashley Anderson, (2013) examined in his study “The Relationship between Teachers Emotional Intelligence and Attrition Intention” the extent to which the level of teachers emotional intelligence was a predictor of retention indicated by 3 or more consecutive years in the same school district. The study sought to determine if teachers with three or more years of teaching experience contributed emotional intelligence to retention. The study was conducted in a school district located in the Southeastern region of the United States. The sample consisted of 125 teachers of Grades 3-8 that teach in public schools affected by Adequate Yearly Progress (AYP). Teachers emotional intelligence was evaluated with the Emotional and Social Competence Inventory (ECI 2.0), while the teacher’s turnover intentions were examined with the Michigan Organizational Assessment Questionnaire (MOAQ). The statistical data suggest that though emotional intelligence, age, educational attainment and years at
current organization are not, in total, a robust model to predict attrition (only 30% of the variance is accounted for), the statistical significance of the model allowed for rejection of the null hypothesis (Ho): that no relationship exists between these variables. The results suggested that 12 subscales of ECI 2.0 and 1 scale of MOAQ exist between teachers emotional competence and attrition intention, but a positive correlation was indicated between ECI 2.0 and teachers with high educational attainment and influence.

Vesely, Ashley K., Saklofske, Donald H., & Leschied, Alan D. W. (2013) stated in their study “Teachers - The Vital Resource: The Contribution of Emotional Intelligence to Teacher Efficacy and Well-Being” that emotional intelligence (EI) shows promise in predicting educational competencies and positive life outcomes. Considering the many demands placed on teachers and the link to occupational stress, burnout, and decreased job satisfaction, emotional intelligence may be foundational to developing competencies that lead to improved psychological health and teaching success and, in turn, positive student outcomes. It is argued that core factors describing teacher efficacy can be subsumed under the competencies comprising emotional intelligence. This overlap in skill sets suggests that emotional
intelligence training may also increase teachers efficacy in the classroom and decrease their stress and job dissatisfaction.

Anari, Nahid Naderi, (2012) conducted a study on “Teachers Emotional Intelligence, Job Satisfaction, and Organizational Commitment”. The purpose of this study is to investigate the relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment among high-school English teachers. Furthermore, the study aims to examine the role of gender and age in emotional intelligence, job satisfaction and organizational commitment. The participants were selected by proportional stratified sampling and simple random selection. This study adopted a survey research design that utilized an ex post facto research type in which the researcher used questionnaires to collect data from the respondents. The results of the study indicate that there is a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment. It is also found that there is no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the findings in this study
provide support for gender differences, with females reporting higher emotional intelligence, but the results show no age differences among the participants.

Cobbs, Ryan, E. (2012) examined in their study “Is the Emotional Intelligence of Secondary School Principals Correlated with the Job Satisfaction or Performance of their Teachers”? the association between secondary school administrators emotional intelligence (EI) and teacher job satisfaction. Two separate questions guided the study. First, does the emotional intelligence of secondary school administrators relate to teacher job satisfaction and secondly, is there a relationship between emotional intelligence of administrators and teacher job performance? Principals of 84 Kansas high schools participated in the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) with at least two of their staff members participating in a teacher survey that included questions regarding Job Construct, Organizational Citizenship Behavior, Job Scope, Role Stress, and Burn Out. The surveys for both parties were distributed online through a website with a username and password. The MSCEIT was offered through Multi-Health Systems database while the teacher survey was offered through survey monkey. Overall 7 different levels of emotional intelligence were tested as they related to both job satisfaction and job performance. Initially the study
concluded that there were findings of significant correlation between Branch 1 of the emotional intelligence quotient (Perception of Emotion) and job satisfaction, however, that finding was actually negatively correlated showing that the higher the Branch 1 score of the principal, the less satisfied their staff members were with their job. When compared with job performance no significant correlation was found. Subsequently, this study shows that regardless of the claims of those pushing emotional intelligence, further study is needed to verify those claims. The findings here indicate that emotional intelligence has little to no significant association to neither job satisfaction nor performance.

**Mondal, N.K., Paul, P.K., & Bandyopadhyay A. (2012)** carried out a study “Nature and Extent of Emotional Intelligence among Secondary Level School Teachers of Burdwan District in West Bengal (India)” on a sample of 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training. The result revealed that few demographic factors positively impacted on the level of teacher’s emotional intelligence while some were not significant.

**Nizielski et al. (2012)** conducted a study on “Attention to Student Needs Mediates the Relationship between Teacher Emotional Intelligence and Student Misconduct in the Classroom”.

Understanding the relationship between teacher emotional intelligence and student misconduct was the goal of this research. Authors hypothesized that teachers high in emotional intelligence tend to establish good working relationships with students by being attentive to their students needs. In a sample of 300 Syrian teachers, emotional intelligence was assessed with the Wong and Law Emotional Intelligence scale (WLEIS; Wong & Law, 2002). Results showed that teachers perceived emotional intelligence was negatively related to student misconduct and that this relationship was mediated by teachers attention to student needs. The findings of the study highlight the role of teachers emotional intelligence in shaping social interactions in the classroom and lead to some practical implications for teacher selection and training.

**Rojas, Michelle, (2012)** analyzed in his study “The Missing Link: Emotional Intelligence in Teacher Preparation” the effects of the Six Seconds model on the emotional intelligence development of teacher candidates in a teacher education program. How would this focus impact a teacher candidate's ability to navigate the emotional aspects of teaching, exercise optimism, and make daily choices based on a greater sense of purpose? A mixed-methods (QUAL-quant) was employed to investigate this question and to gain a greater understanding of emotional intelligence in the teaching profession. The Six Seconds model of emotional
intelligence was used as a foundation for the intervention and data collection. Data were collected through an emotional intelligence assessment, a teaching satisfaction survey, semi-structured interviews, observations, field notes, training transcripts, training artifacts, and a participant journal. The results from the study indicated that the Six Seconds model has the potential to positively impact emotional intelligence development in teacher candidates. Moreover, the study resulted in broader assertions about emotional intelligence development among future teachers. Emotional intelligence starts with a commitment to change. Second, teacher candidates must have the opportunity to continuously apply new learning in an environment conducive to EQ development. Finally, the pursuit of a noble goal is critical to the application of all other emotional intelligence competencies.

Yin, Hong-biao & Lee, John Chi-Kin, (2012) implied in their study “Be Passionate, but Be Rational as Well: Emotional Rules for Chinese Teachers Work” the emotional rules governing teachers work in the context of Mainland China. This showed that teachers can be seen as emotional workers in teaching and there are four emotional rules for Chinese teachers feelings and emotional expressions. For Chinese teachers, teaching contains a salient component of "heart-consuming" labour ("caoxin"). They rationally instrumentalise their emotional experience and
expression to follow the professional and ethical norms in teaching. Because of this, the nature of teachers emotional labour and emotional rules in the context of Chinese culture is discussed.

**Adilogullari, Ilhan, (2011)** examined in their study “Teachers Level of Emotional Intelligence of Some of the Demographic Variables for Investigation” the level of emotional intelligence of some of the demographic variables of the teachers working in the province of Gaziantep. The study evaluated data by using descriptive statistical methods (frequency, percentage, mean, standard deviation). For more than two group comparisons of parameters between the groups, one-way ANOVA and Turkey test were used to determine the group that is causing the difference. On Emotional Intelligence Scale, the overall confidence level was found to be 0.834. Totally 340 teachers participated in the study who served in the center of Gaziantep. Out of which 190 (55.9%) of the teachers belongs to primary level schools and 150 (44.1%) of the teachers were working in high schools. Teachers monthly income and significant differences in the levels of postgraduate training according to the variables of emotional intelligence have emerged. Teachers emotional intelligence levels of age, gender, marital status variables did not show any significant change in emotional intelligence with respect to interpersonal relations, stress management, understanding own feelings and
understanding other persons feelings, adaptation to the conditions and environment capabilities. Senior teachers are expected to follow and adopt advanced emotional intelligence skills.

**Krishnamurthy M., & Varalakshmi, S. (2011)** carried out a study “Emotional Intelligence of Employees working in Educational Institution” on a sample size of 200 teaching and non teaching staff taken on the basis of demographic factors. Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee.

**Gerald, Grant Ronald, (2010)** observed in his study “Effects of Emotional Intelligence on Teacher Retention” the mixed method explanatory design focused on determining if the emotional intelligence of principals affects the retention of new teachers. In phase one, a non-random cluster sample of 138 public school principals in the state of Louisiana was surveyed using a quantitative instrument. A Factor Analysis, Analysis of Variance (ANOVA), and Multivariate Analysis of Variance (MANOVA) were conducted and results were analyzed. A second phase of inquiry consisted of follow-up interviews of ten principals from the survey sample to gain further insight into their use of emotional
intelligence to affect teacher retention. Results indicate that there is no statistically significant relationship between emotional intelligence and teacher retention.

Noriah Mohamad Ishak, (2010) investigated in his study “Current Position on Teachers Professional Conduct and Emotional Intelligence Outburst in Malaysia and its Impact on the Students Psychological Well Being” the assessment of emotional intelligence of Malaysian teachers. The study used a survey design and MEQI to collect data. One thousand and four teachers participated in the study. The study examined emotional intelligence from four different factors (personal management, people management, spirituality and maturity) and 28 core competencies. Findings from the study show that both groups have similar emotional intelligence profile. However, they have low abilities in a number of areas namely emotional awareness, accurate self-assessment, achievement drive, influencing skills, conflict management, change catalyst and leadership. Both groups also scored high in spirituality and maturity. In conclusion, although both groups have similar emotional intelligence profile, the study shows that the residential school teachers have higher emotional intelligence when compared to the daily school teachers.

Gaurav Singh & Girijesh Kumar, (2009) carried out a study “Emotional Intelligence of Secondary School Teachers with respect
to Age” on a sample of 140 teachers divided into two age groups i.e., below 30 years and above 30 years. Mean, S.D. and t-test were used to analyze the data. The research has indicated that emotional intelligence of secondary school teachers differs significantly in relation to their age difference. It has also been observed that on the aspects like self awareness, emotional stability, managing relation, integrity and self development, teachers with age group of 30 years and above are much better. Whereas on the aspects like self motivation, commitment and altruistic behavior, the teachers with age group less than 30 years have greater mean value. There is no significant difference on empathy and value orientation aspects of emotional intelligence between teachers of age group less than 30 years and with age group 30 years and above.

Subramaniam, Selva Ranee & Cheong, Loh Sau, (2008) carried out a study “Emotional Intelligence of Science and Mathematics Teachers: A Malaysian Experience” to explore the emotional intelligence of Form One Mathematics and Science teachers. The emotional intelligence of the teachers was determined using the Emotional Intelligence for Mathematics and Science Teachers (EIMST) survey instrument. It was adapted and adopted from related instruments and then pilot tested for validity and reliability. A total of three hundred and twenty five (325) Form
One Mathematics and Science teachers from two districts in Selangor were involved in this survey method of data collection. Descriptive statistics in the form of frequency and percentage were computed for emotional intelligence. Inferential statistics such as the t-test was used to compare the emotional intelligence between Mathematics and Science teachers. The findings showed that there was no significant difference in the emotional intelligence between the Mathematics and Science teachers, though a higher mean value of emotional intelligence was noted for Mathematics teachers compared to the Science teachers. However, analysis based on the individual subscales of emotional intelligence showed that there was significant difference in emotional intelligence between Mathematics teachers and Science teachers for the subscale of regulation of emotion. The Mathematics and Science teachers ranked average in their emotional intelligence. As this research was carried after three years of the implementation of teaching of Form One Mathematics and Science in English. This could imply that they were still in the process of accepting the changes in the policy of teaching Science and Mathematics in English.

Sobha Tom & Sara S. Williams, (2007) carried out a study “Emotional Intelligence and Adjustment of Teachers Working at Different Levels in Kannur District in Kerala” on a random sample of 300 school teachers. The results revealed that the emotional
intelligence of teachers in different sub-samples is high. There is a significant difference in respect of gender, type of school i.e., primary, secondary and higher secondary school teachers in their emotional intelligence. While as there is no significant difference between the emotional intelligence of teachers based on experience.

Sridhar & Hamid Reza Badiei, (2007) investigated “Emotional Intelligence and Teacher Efficacy of Primary School Teachers”. From the population of all teachers from one cluster of urban district in South Mysore, simple random sampling was used to select 100 out of 480 teachers of the selected schools. The relationship between the obtained scores, both on emotional intelligence and teaching efficacy was found and t-test was used to investigate significant difference between the means. The mean accounted for teacher efficacy was 35 on teaching efficacy and 25 on personal efficacy. Both fall under Moderate category of teacher efficacy. There is no however, significant difference between the means of teacher efficacy and emotional intelligence with reference to two of independent variables which are considered in this study (gender, educational level). In respect of the third independent variable (age) a significant difference has been observed.

Alavandar, R. (2006) conducted a study on “Emotional Intelligence of Elementary School Teachers working in Cuddalore
District of Tamilnadu”. The sample of the study consists of 300 teachers working in primary, middle and higher secondary schools using proportionately stratified sampling technique. It has been found that emotional intelligence of elementary school teachers is rather high. Men and women teachers do not differ significantly in their emotional intelligence, age has a significant bearing in their emotional competence and emotional intelligence increase with age until the fifth decade of their life. Educational qualification, teaching experience, level of school and type of management do not significantly differentiate teachers in their emotional intelligence.

**Suresh, T., & Rajalakshmi, (2005)** revealed in their study “Emotional Intelligence of School Teachers” that there is significant gender difference and also there was no rural urban divide. However, teachers from government schools had significantly higher emotional intelligence than those of private schools. Similarly, language teachers exhibited higher performance in their emotional intelligence score than other subject teachers.

**Amirtha, M. (2004)** revealed in her study “Personality of the Teachers in relation to their Emotional Intelligence” that there is no significant gender difference in overall emotional intelligence. Bar-On’s Emotional Inventory was used in the study. Women teachers have better impulse control and problem solving skills than men teachers. Age also does not influence the emotional
intelligence of teachers. In general, educational qualifications do not have a say over the overall emotional intelligence of teachers. Although significance difference in problem solving, emotional self-awareness and stress tolerance skills have been found, where postgraduate teachers are better than graduate teachers. No significant difference is found between arts and science teachers in their study. Experience and type of school do not influence the emotional intelligence of teachers. An important finding of the study is that the personality of teachers has a significant impact on their emotional intelligence.

2.4 STUDIES RELATED TO TEACHER EFFECTIVENESS

Emiroglu, Selim, (2015) investigated in their study “Listeners Behaviors that Increase the Effectiveness of Lecturers” that the attention and interest of listener increase the motivation and performance of the lecturer. Thus, the lecturer becomes more lively, energetic and productive during his/her presentation. Especially in the educational environments, the students, who are the listener in the classroom atmosphere, have some influences over the teachers. The aim of this study is to identify the behaviors of the students on how that increases the motivation and performance of lecturers. To this end, 25 teachers and faculty members in the Turkish language and Turkish literature branches were consulted in the academic years of 2013-2014 in the city of
Konya, Turkey. The study is a qualitative research, which was designed as in phenomenology research. The data presented by the participants were examined by the content analysis techniques deeply and classified into four titles.

**Kaya et al. (2015)** examined in their study “Teachers Awareness and Perceived Effectiveness of Instructional Activities in relation to the Allocation of Time in the Classroom” the time spent in various types of science instruction with regard to teachers awareness of instructional activities. The perceived effectiveness of instructional activities in relation to the allocation of time was also examined. A total of 30, 4th grade teachers (17 female, 13 male), from seven different primary schools, participated in the study. First, the teachers completed a questionnaire regarding student-centred and teacher-centred activities and their effectiveness. Subsequently, classrooms were videotaped during a 40- minute science lesson. The videos were coded for the type and duration of instruction and analysed. During science lessons, teachers misidentified almost half of the activities in the questionnaire as being student-centred, and rated these activities as more effective. Based on classroom observations, the teachers were found to primarily use teacher-centred instruction. Based on the classroom videos, it was found that teachers who were more aware of student-centred activities spent less time on teacher-centred
activities. Additionally, teachers who found teacher-centred activities more effective tended to spend more time on teacher-centred activities and thus less time on student-centred activities and orientation.

**Shaha, Steven H., Glassett, Kelly F., & Copas, Aimee, (2015)** conducted a study on “The Impact of Teacher Observations with Coordinated Professional Development on Student Performance: A 27-State Program Evaluation”. The impact of teacher observations in alignment with professional development (PD) on teacher efficacy was quantified for 292 schools in 110 districts within 27 U.S. States. Teacher observations conducted by school leaders or designated internal coaches were coordinated with PD offerings aligned with intended teacher improvements. The PD involved throughout was an online, on-demand system teachers accessed as convenient with a range of PD assistance regarding teaching techniques and participative teacher/user interactive communities for collaboratively posting and downloading PD-related materials. Results indicate that systemic teacher observations, coupled with aligned PD, resulted in significantly improved student achievement in reading and in Maths on standardized assessments.

**Abdullah, Arslan Mahmut, (2014)** conducted a study on “Opinions of Literature Teachers Related to Academic Training, In-
Service Training and Organizational Socialization” to assess the views of Turkish Literature teachers on their academic training, in-service training and organizational socialization process that were sources for university education in terms of teaching Turkish language effectively. In the present study, 92 literature teachers carrying on their duties at primary high schools in 2013-2014 school-year in the province of Erzincan were interviewed on their professional socialization variables. Seventy-five teachers participated in a pre-test conducted in order to determine validity and reliability of "Literature Teachers Professional Socialization Variables Scale" used in the study. The results of the pre-test showed that in the multi-factor scale, total variance of the factors is 49.636%, while the reliability varies between 78.9 and 87.3%. According to the findings of the study, literature teachers stated that their "academic training", "in-service training" and "organizational socialization" practices ranked between "low and medium". The results of the study revealed that the pre-service training conducted just before teaching was far from adapting teachers effectively into teaching. In parallel with these results of the research, it was suggested that a career system promoting the leadership skills in teaching should be adopted by literature teachers.
Alshehry, Amel Thafer, (2014) revealed in their study “Investigating Factors Affecting Science Teachers Performance and Satisfaction toward Their Teaching Process at Najran University for Girls' Science Colleges” that in Saudi educational system, many factors have led to a various need for teaching qualifications in higher educational institutions. One main aim of this study was to determine the perception of college teachers on how to assess the effectiveness of the teaching process and what most students consider when evaluating their teachers. Further, it aimed to investigate the problems that academic teachers face in providing well-planned and effective services. To determine teachers perspectives, semi-structured interviews were conducted with 27 teachers selected at random from science departments at Najran University. It focused on several areas of teaching methods, such as curriculum programming, syllabus coverage of classes, teachers, and methods of effective teaching. Evaluation and student feedback was recorded. The collected data were analyzed through a list of key issues, concerns and themes to be discussed by the set of participants. The results revealed that teachers had some difficulties in addressing practical problems with implementing the current curriculum, using sufficient supplementation for teaching methods, and understanding validation of the evaluation process presented by students on the teachers achievements. Based on these findings, it is crucial to
take teachers points of view into consideration in the development of the curriculum process, the exam system, resources, facilities and the evaluation system. Teacher involvement will create ownership and allow them to have an active role in teaching students with more devotion and commitment to evaluation. This will lead to significant improvement in teaching methods of science at all college levels.

Chaplin et al. (2014) conducted a study on “Professional Practice, Student Surveys, and Value-Added: Multiple Measures of Teacher Effectiveness in the Pittsburgh Public Schools”. Pittsburgh Public Schools (PPS) has been working for the last several years to develop richer and more-comprehensive measures of teacher effectiveness in support of a larger effort to promote effective teaching. In partnership with PPS, REL Mid-Atlantic collected data from Pittsburgh on three different types of teacher performance measures viz., professional practice measures derived from the Danielson Framework for Teaching; Tripod student survey measures; and value-added measures designed to assess each teacher’s contribution to student achievement growth. The study found that each of the three types of measures has the potential to differentiate the performance levels of different teachers. Moreover, the three types of measures are positively but modestly correlated with each other, suggesting that they are valid
and complementary measures of teacher effectiveness and that they can be combined to produce a measure that is more comprehensive than any single measure. School-level variation in the ratings on the professional practice measure, however, suggests that different principals may have different standards in assigning ratings, which in turn suggests that the measure might be improved by using more than one rater of professional practice for each teacher.

Jackson, C. K., Rockoff, Jonaha. E., & Staiger, Douglas O. (2014) revealed in their study “Teacher Effects and Teacher-Related Policies” the emergence of large longitudinal data sets linking students to teachers has led to rapid growth in the study of teacher effects on student outcomes by economists over the past decade. One large literature has documented wide variation in teacher effectiveness that is not well explained by observable student or teacher characteristics. A second literature has investigated how educational outcomes might be improved by leveraging teacher effectiveness through processes of recruitment, assignment, compensation, evaluation, promotion, and retention. These two lines of inquiry are closely tied; the first tells about the importance of individual teachers, and the second tells how this information can be used in policy and practice. It has been reviewed that the most recent findings in economics on the
importance of teachers and on teacher-related policies aimed at improving educational production.

**Konstantopoulos, Spyros, (2014)** conducted a study on “Teacher Effects, Value-Added Models, and Accountability Background”. The purpose of this paper is to review the effects teachers have on student achievement, with an emphasis on value-added models. The paper also discusses whether value-added models are appropriately used as a sole indicator in evaluating teachers performance and making critical decisions about teachers futures in the profession. It has been concluded that more comprehensive systems for teacher evaluation are needed. The strengths and weaknesses of these models should be clearly described. There is also need of much more empirical evidence with respect to the reliability and the stability of value-added measures across different states. The findings thus far do not seem robust and conclusive enough to warrant decisions about raises, tenure, or termination of employment. In other words, it is unclear that the value-added measures that inform the accountability system are adequate.

**Morgan et al. (2014)** conducted a study “The Stability of Teacher Performance and Effectiveness: Implications for Policies Concerning Teacher Evaluation” to explore the stability of both teacher performance and effectiveness by determining the extent to
which performances and effectiveness of individual teachers fluctuate over time. The sample consisted of 132 teachers for whom both observational and state standardized test data were available for five consecutive years. Neither teacher performance nor effectiveness were highly stable over multiple years of the study. The observed relationship between teacher performance and teacher effectiveness was reasonably stable over time, but the magnitude of the relationship was quite small. Teacher performance was also likely to be inflated in low performing schools. It was also discussed when different observed patterns may be acceptable based on the purpose for which the data are used.

Bowen, Bradley, (2013) conducted a study on “Measuring Teacher Effectiveness when Comparing Alternatively and Traditionally Licensed High School Technology Education Teachers in North Carolina”. According to No Child Left Behind (NCLB), the definition of a highly qualified teacher includes three components viz., obtaining a bachelor’s degree; having full licensure as defined by the state; and demonstrating competency, as defined by the state, in each subject taught (U.S. Department of Education, 2004). However, NCLB does not specifically include career and technical education, of which technology education is a part. Due to the difficulty of filling all teaching positions with highly qualified
teachers, the North Carolina Department of Public Instruction instituted an alternative licensure program established to allow individuals without an education degree from a university-based teacher preparation program to transfer their skills from the workplace into the classroom. This has caused some educators to feel that an alternatively licensed teacher does not have the necessary understanding of pedagogical theories and practices they would obtain when completing a traditional education program. A quasi-experiment was designed to determine if there was a significant difference in teacher effectiveness when comparing alternatively licensed and traditionally licensed high school technology education teachers. The methodology was designed to use both a quantitative and qualitative approach to utilize triangulation. By using the methodology in this study, the researcher was able to provide evidence that there may not be any statistically significant differences between alternatively licensed and traditionally licensed technology education teachers in North Carolina.

Islahi, Fatima & Nasreen, Nakhat, (2013) investigated in their study “Who Make Effective Teachers, Men or Women? An Indian Perspective” the effectiveness of male and female teachers in relation to demographic factors like marital status, training, location and medium of instruction. These issues have important
implications to understand and evaluate teachers effectiveness especially in view of the changing sex ratio of school teachers. Correlation, t-test, and ANOVA were employed on a sample of 482 teachers comprising 245 males and 237 females. Overall, male and female teachers exhibited insignificantly different effectiveness however variations were noticed with respect to different demographic factors. The paper concludes by arguing that since the quality of education being delivered, generally, has been considered as a function of teachers degree of effectiveness. There is a need for both substantive and methodological focus on gender specific responsibilities and requirements, in order to take out maximum from male and female teachers to produce high degree of effectiveness in their profession.

Karakas, Mehmet, (2013) revealed in his study “Prospective Elementary Teachers’ Views on their Teachers and Their Effectiveness” reflection of elementary teachers on their past experiences and talk about their teachers and the way they were taught, and portray the characteristics of effective and not so effective teachers. The study also highlights Turkish teachers’ way of instruction and the strategies they use. Participants were 41 sophomore and 62 junior prospective elementary teachers enrolled in a small university in northeastern Turkey. Data were collected using mostly the document analysis techniques. Findings show
that effective teachers are caring, loving, funny, and patient, show special in and out of class interest in students, and are fair to everyone. Not so effective teachers are out of temper, fear imposing, using abusive language, authoritarian, using violence, unfair and discriminating between students, and boring in class.

**Abd Hamid, Siti R., Syed Hassan, Sharifa S., & Ismail, Nik Ahmad H. (2012)** stated in their study “Teaching Quality and Performance among Experienced Teachers in Malaysia” that assessing teachers effectiveness will not be a straight forward attempt by solely examining students achievements or students perceptions of their teachers attributes. A careful examination of the teaching concepts, one as a form of "labor and profession" (Firestone & Bader, 1991); or the other as a "craft and art" (Grimmett & MacKinnon, 1992) will indicate that it involves teacher’s cognitive ability and interpersonal skills (soft skills) which enhance teacher’s performance in the classroom. Furthermore, the National Framework for Professional Standards (MCEETYA, 2003) has outlined that teacher’s professional value (quality and professional knowledge and skills) will impact the management of student’s learning. Based on these concepts, this study investigated a teacher effectiveness model. The framework of this investigation measured the teacher’s cognitive ability (skills of assessment and evaluation, IT skills, and co-curricular knowledge)
and the teacher's personality or interpersonal skills (soft skills). The respondents were experienced teachers working in Malaysia. A set of questionnaires with 120 questions were constructed by the researchers and were administered among 2000 school teachers from different types of schools. However, only 1366 completed questionnaires were analyzed while 634 responses were removed due to incomplete data. The results revealed a model fit with both cognitive abilities and personality predicting classroom management. Good personality alone, however, is insufficient in terms of enhancing the teachers' commitment and responsibilities towards their students unless it is complemented by the teachers' cognitive competency (cognitive abilities).

**Bouwma-Gearhart, Jana, (2012)** observed in their study “Science Faculty Improving Teaching Practice: Identifying Needs and Finding Meaningful Professional Development” that research into the effectiveness of teaching professional development for postsecondary educators has increased over the last 40 years. Little is known about science faculty members teaching professional development needs and their perceptions regarding what constitutes meaningful teaching professional development. Informed by an extensive review of the literature and numerous research projects involving hundreds of faculty members in the sciences from multiple universities, this paper seeks to help
science faculty members assess their own teaching professional
development needs as well as to seek out meaningful and effective
teaching professional development activities to help meet their
needs.

Dibapile, Waitshega Tefo Smitta, (2012) conducted a study
on “A Review of Literature on Teacher Efficacy and Classroom
Management”. The purpose of this paper was to review the
literature on teacher efficacy and classroom management. The
conceptual framework of this paper was based on the theories of
Rotter (1966) and Bandura (1977). The review of literature
indicated that teacher efficacy helps teachers plan effective
instructional strategies, increases performance, and enhances
teacher effectiveness and productively. On the other hand
classroom management helps teachers to control students who
have behavioral problems. Teacher efficacy researchers used and
modified instruments to measure teacher efficacy construct. In
conclusion, culture was identified as a variable that impacts upon
teacher efficacy.

among Emotional Intelligence, Teacher Effectiveness and
Occupational Stress of Secondary School Teachers”. Data were
collected from 600 secondary school teachers. The result indicated
that teachers with high emotional intelligence have less
occupational stress and more teacher effectiveness, where as teacher with low emotional intelligence have more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

**Sivasakthi Rajammal & Muthumanickam, M. (2012)** conducted a study on “Teacher Effectiveness in relation to Emotional Intelligence among School Teachers in Chennai and Thiruvalluvar District”. The study includes a volunteer sample of 900 school teachers. The major findings were:

a) Teachers in general have high teacher effectiveness and average emotional intelligence in terms of gender, place of school, marital status, age, type of management, level of teaching, year of experience and monthly income.

b) Teachers differ significantly in different groups namely gender, place of school and marital status and do not differ significantly in terms of age, type of management, year of experience and monthly income in their teacher effectiveness.

c) Teachers differ significantly in age and type of management and do not differ significantly in terms of gender, place of school, year of experience, monthly income, level of teaching and marital status in their emotional intelligence.
Cooper, Paul, (2011) revealed in their study “Teacher Strategies for Effective Intervention with Students Presenting Social, Emotional and Behavioral Difficulties” a review of international research literature on teacher strategies for effective intervention with students presenting social, emotional and behavioural difficulties (SEBD). Particular attention is given to implications with respect to evidence defining the qualities and skills of effective teachers and the value of behavioural and cognitive behavioural interventions.

Rosy, (2011) conducted a study “Teacher Effectiveness and Job Satisfaction among School Teachers” on a sample constituted 350 teachers selected from 17 schools of Chennai district. The major findings were:

The analysis of multiple comparison lead to the conclusion that teacher effectiveness is found to be highly significant among the teachers, who are working in government aided and private aided schools.

From the present study, it is found that there is no significant difference between undergraduate and post graduate teachers in their teacher effectiveness.

Tannenbaum, Chana, (2011) stated in their study “Effective Teachers/Inspired Students: The Critical Role of Teachers in
“Yeshiva” High Schools” that teachers are thought to be the backbone of any high school. Data indicating how students perceive their teachers was gathered from a questionnaire completed by 355 recent Yeshiva high-school graduates. Results show that Yeshiva High School teachers are thought of as open minded and tolerant (51.9%), caring (73.2%), and interested in developing the teacher/student relationship (77.2%). The 66% of Yeshiva students who viewed teachers as positive role models stood in sharp contrast to the 2.4% of the general high-school population reported in the literature who viewed teachers as positive role models.

Dhillon & Navdeep Kumar, (2009) conducted a study on “Teacher Effectiveness in relation to their Value Pattern”. The objectives of the study were to assess the teaching effectiveness of teachers. A sample of 200 teachers was taken from the present study. The sample was divided into 100 male and 100 female teachers of government and private schools. The major findings of the study were:

a) There was no relationship between teacher effectiveness and value pattern of teachers.

b) There was no significant difference in the level of teacher effectiveness of male and female teachers.
M. Rajeshkumar & R. Krishna Kumar, (2009) conducted a study on “Impact of E-Learning on Teacher Effectiveness”. The population of the study consisted of teachers of higher education in the Tamil Nadu serving in the colleges of engineering and technology and university departments. The sample was selected from the higher educational institutions and selected on the basis of random sampling from 5 engineering colleges and 7 engineering departments belonging to universities. 225 teachers were selected for the study out of which 82 were from colleges and 173 from universities. The major findings of the study were:

a) The teachers working in universities and colleges differ significantly with respect to teacher effectiveness as the mean difference of the teachers working in universities are more than the teachers working in colleges.

b) There is no significant mean difference in the teacher effectiveness, on the basis of gender, departments they belong to, teaching experience and teachers who posses knowledge about computers.

c) Educational qualification and employment status caused the significant difference in teacher effectiveness. The teachers with M.E. and Ph.D. category differ significantly in teacher effectiveness.
Recommendations for research are also offered as part of the conclusions.

**Rechard Buddin & Gema Zamario, (2009)** revealed in their study “Teacher Licensure Test Scores and Other Teacher Qualification affect High School Student Achievement” the results which are based on longitudinal student level data from Los Angeles. The findings disclose little relationship between traditional measures of teacher quality and student achievement in English Language Arts (ELA) or Math. Similarly, teacher aptitude and subject matter knowledge as measured on state licensure tests have no significant effects on student achievement. Achievement outcomes differ substantially from teacher to teacher and the effects of a good ELA or Math teacher spill over from one subject to the other. The results indicate a trend showing, the experienced teachers to be the most interactive with students. Results suggest a high correlation between teacher-student interaction and teaching effectiveness. The findings have prompted the investigator to choose experience as one of the variable for the study.

**Bolyard, Johnna J., & Moyer-Packenham, Patricia S. (2008)** revealed in their study “A Review of the Literature on Mathematics and Science Teacher Quality” that a large body of literature exists that examines teacher quality characteristics and the relationship of indicators of those characteristics to teacher
effectiveness. This existing research literature broadly views teacher quality research without illuminating specific areas of teacher quality, such as Mathematics and Science. In an effort to focus the literature base for researchers and policymakers more narrowly, this review specifically examines teacher quality as it relates to Mathematics and Science teaching and learning. The review highlights key policy and practitioner perspectives, provides a focused synthesis on current research findings on Mathematics and Science teacher quality, and suggests areas of research that are limited in the literature.

Goldhaber, Dan, (2007) stated in their study “The Importance of Methodology in Teasing out the Effects of School Resources on Student” the role of methodology in assessing the effects of teacher qualifications on teacher effectiveness (also commonly referred to as the "quality of teaching"). The author focuses on some of the statistical problems that can arise in a non-experimental setting and the ways in which statisticians attempt to deal with them. Then, using data on teachers and students from a statewide administrative dataset from North Carolina, he shows how estimates of the impact of various teacher qualifications change depending on the type of statistical methodology applied to the data. The next section briefly reviews the literature on teacher effects and examines how one might think about findings on the
impact of teacher qualifications on student achievement in light of
the statistical issues can arise.

**Kumar, G. (2005)** carried out a study “Teacher Effectiveness
and Job Satisfaction of Women Teachers” with the main objective
of studying the relationship between teacher effectiveness and job
satisfaction. The subjects were 120 women teachers working in
high schools of Chittor district of Andra Pradesh selected by
following random sampling technique. The tools used were teacher
effectiveness scale consisting of 50 items, job satisfaction scale
consisting of 100 items and bio-data sheet. The major findings
were:

a) The findings showed low and positive correlation between
teacher effectiveness and job satisfaction.

b) Only the management of the school has sufficient impact
both on teacher effectiveness and job satisfaction.

c) The other variables included in the study i.e., locality of
the school and subject of teaching had no significant effect on both
teacher effectiveness and job satisfaction.

**Latha, A., Ananthesayanam, R., & Ramaswamy, S. (2005)**
analyzed a study “Emotional Intelligence and its Effect on Teacher
Effectiveness among the School Teachers” on a sample consists of
158 teachers from 13 selected schools. The major findings were:
Emotional intelligence does not influence the teacher effectiveness in general, but emotional intelligence does affect certain aspects of teaching process viz., the teacher’s sense of humour and mastery in the subject. They concluded that the teacher’s effectiveness does not depend upon the emotional competency of the school teachers.

**Roul, Sushantakumar, (2004)** conducted a study “Comparative study of Teacher Effectiveness of Autonomous and Non- Autonomous College Teachers in relation to their Mental Health” on a sample consisted of three autonomous and three non-autonomous colleges of similar stature taken from Orrisa. Seven departments and seven teachers from each department were selected randomly from each college. Objective of the study were:

a) To compare teacher effectiveness of male and female, autonomous and non-autonomous college teachers. b) To compare the mental health of autonomous and non-autonomous college teachers. c) To find the difference in the effectiveness scores of autonomous and non-autonomous college teachers in relation to mental health. The tools used for the study were: a) Teacher Effectiveness Scale by Kumar and Muthu. b) Mental Health Inventory by Jugdish and Srivastsva and c) Teachers Rating Scale developed by the researcher. Statistics used for the study were t-test and F-ratio. After analysis the major findings of the study were: 1) Both male and female from the autonomous colleges were
found to be significantly higher on teacher effectiveness as compared to the teachers from non-autonomous colleges. 2) The teachers from autonomous colleges were found to have better mental health as compared to the teachers from non-autonomous colleges. 3) The combined effect of the type of college and the teachers mental health did not produce any significant effect on teacher effectiveness.

2.5 SUMMARISATION OF THE REVIEW

The related studies reviewed by the researcher comprises of 80 studies. Out of which 23 studies deals with professional ethics, 29 studies concerning emotional intelligence and 28 studies are related to teacher effectiveness.

Professional Ethics

Out of 23 studies, one study deals with teachers of engineering, three studies dealt with higher education teachers, one study deals with teacher trainees, school teaching practice coordinators and lecturers in the faculty of Education, one study concerning pre-service and practicing teachers, ten studies deals with teachers, one study focuses on university ethics programmers, one comprise of ethics for music education, one study related to ethical problems associated with teaching, two studies deals with ethical responsibilities for teacher education, one study outlines the community colleges statement on
professional ethics, and remaining one study deals with teachers at different levels including primary, secondary, higher secondary, college and university teachers.

**Emotional Intelligence**

Out of 29 studies, twenty studies dealt with school teachers at different levels, one study concerning university professors, one study focuses on prospective teachers, one study concerned physical education teachers only, one study deals with high school English teachers only, two studies related to principals correlated with teachers, one study deals with employees including both teaching and non-teaching staff working in educational institutions, one study refers to teacher candidates, and remaining one study related to science and mathematics teachers.

**Teacher Effectiveness**

Out of 28 studies, twenty studies deals with school teachers at different levels, one study focuses on literature teachers only, two studies concerning science faculty teachers of higher education, one study related to mathematics and science teacher quality, one study deals with high school women teachers, one study refers to prospective elementary teachers, one study concerning with engineering teachers of higher education and the remaining one deals with autonomous and non-autonomous college teachers.
2.6 CONCEPTUAL FRAMEWORK

The related studies reviewed by the researcher comprises of 80 studies. In professional ethics there are 23 studies, out of which one study focuses on university ethics programmers, one comprise of ethics for music education, one study related to ethical problems associated with teaching, one study outlines the community colleges statement on professional ethics. In Emotional Intelligence there are 29 studies, out of which one study concerned physical education teachers only, one study deals with high school English teachers only, two studies related to principals correlated with teachers. In Teacher Effectiveness there are 28 studies, out of which one study focuses on literature teachers only, one study refers to prospective elementary teachers, one study concerning with engineering teachers of higher education.

The review of literature provided clue to the investigator to formulate the relevant objectives and hypotheses. The research methodology adopted by different researchers helped the investigator to focus on how the study is to be conducted further. The survey of the related literature prompted the investigator to finalize the title of the research and to choose professional ethics, emotional intelligence and teacher effectiveness as variables for the current study, as these are very important factors for complete professional development of the teachers. Further no research
studies have been undertaken including these three variables earlier. Hence, a study on these three components have been taken by the investigator to throw light on the significance of professional ethics and emotional intelligence on teacher effectiveness and to find out the co-relation among these three variables.