CHAPTER – II

REVIEW OF THE RELATED LITERATURE

INTRODUCTION

The review of related literature is one of the important aspects of a research. It provides awareness to any researcher the area which has already been dealt with. As a result, it paves the way for no duplication. In the words of Milligan and Schumacher (1989), “A literature review is usually a critique of the status of knowledge in a critically defined educational topic. Related literature is that which is obviously relevant to the problem, such as previous research, investigating the same variables on a similar question, references to the theory and empirical testing and studies of similar practices.”

Moreover, this exercise of search excites the intellect of the researcher and discovers something new. Thus, the opportunity provides new nuances and helps the researcher to forgo any type of conscious duplication. According to Best (1992), “A brief summary of previous research and the writing of recognized experts provide evidence that the researcher is familiar with what is already known and what is still unknown and untested.” Keeping in mind the above assumptions, the investigator has presented some of the previous studies in order to have a meaningful approach to the stated problem.

INDIAN STUDIES

a. Studies on Emotional Intelligence


The findings of the study were: (i) emotional intelligence of secondary teachers was extremely low. (ii) the level of emotional quotient was independent of gender and age and (iii) There was no significant difference among the groups.

Mohana Sundaram (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level.

The findings of the study were: (i) men and women teacher trainees did not differ in their emotional intelligence. (ii) there was a significant low positive correlation between emotional intelligence and overall academic achievement of teacher trainees.
(iii) the teacher trainees of co-education institutions were at higher level, than the teacher trainees of non co-education institutions in their emotional intelligence.
(iv) there was significantly low positive correlation between emotional intelligence and achievement in educational subjects and achievement in science subjects.


The findings of the study were: (i) that 98.4% teachers had low level of emotional intelligence (ii) there was no significant difference between emotional intelligence of males and females. Also emotional intelligence was independent of age.

Sangeeth Jose (2005) attempted to study on emotional intelligence and self efficacy of the teacher educators.

The findings of the study were: (i) that the teacher educators had moderate level of emotional intelligence and self-efficacy. (ii) that female teacher educators had out done male teacher educators in emotional intelligence. (ii) 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.

Gakhar and Manhas (2005) conducted a study on cognitive correlates of emotional intelligence of adolescents.

The findings of the study were: (i) significant and positive correlations were found between emotional intelligence and all the cognitive variables namely, intelligence, creativity and academic achievement. (ii) no significant difference was observed between boys and girls with respect to emotional intelligence. (iii) a significant difference was observed in the emotional intelligence of adolescents studying in private and government schools with the private school scoring higher. (iv) a significant difference was observed between the emotional intelligence of science and arts students with the science students scoring higher. (v) no significant difference was observed between adolescents of rural and urban areas and scheduled and non-scheduled caste.

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: (i) there was a significant relationship between emotional intelligence and intelligence quotient of the male students (ii) there was a significant relationship between emotional intelligence and academic achievement of the female students.

Amritha and Kadhiravan (2006) conducted a study on the influence of personality on the emotional intelligence of teachers.

The findings of the study were: (i) teachers working in private schools had more impulse control, emotional self-awareness and flexibility skills. (ii) male teachers had more preference for thinking whereas female teachers had more preference for feeling dimension of personality.

Romould (2006) made a study on enhancing emotional intelligence of student teachers through Enneagram Educational Programme.

The findings of the study were: (i) practising enneagram knowledge in the classroom enable the teachers to improve their patterns of communication. Their interpersonal relationships and integrity help them to develop and maintain a conducive classroom climate. (ii) As a whole, it could be concluded that the field of education, particularly the teachers’ training programme is a beneficiary of enneagram education programme.


The findings of the study were: (i) there were 9% male and 22% female B.Ed. students with high EI. (ii) 6% male and 12% female B.Ed. students have low EI. (iii) male and female students differed significantly on self – management dimension of EI while arts and science stream students differed on social skills dimension of EI. B.Ed. (iv) students of non-working mothers were scoring more on internality while B.Ed. students of working mothers were scoring more on empathy.

Singh and Koteswari (2006) conducted a study on emotional intelligence and coping resources of stress among project managers.

The findings of the study were: (i) there was a significant positive correlation between emotional intelligence and the coping resources of stress. (ii) emotional intelligence and coping resources of stress were found to increase positively with age.
Manhas and Gakhar (2006) conducted a study on non-cognitive correlates of emotional intelligence of adolescents.

The findings of the study were: (i) there was a significant difference in the emotional intelligence of adolescents studying in government and private schools. (ii) there was a significant difference in the emotional intelligence of adolescents of Arts and Science stream. (iii) there was a significant difference in the emotional intelligence of adolescents belonging to scheduled castes and non-scheduled caste families. (iv) the slight upper level of non-scheduled caste students in their emotional intelligence might be due to the high socio-economic status of their parents, better facilities in home and better educational opportunities.

Neelakamal (2007) conducted a study on emotional competence of primary school teachers.

The findings of the study were: (i) the primary school teachers of Cuddalore district in Tamilnadu state had average level of emotional competence. (ii) the teachers having higher qualifications were found to have better emotional competence than teachers having essential qualification only. (iii) there was no significant difference between any two categories of sub-samples of teachers belonging to different groups in relation to their experience, in respect to their emotional competence.

Srivastava Nidhi (2007) conducted a study of emotional intelligence in relation to achievement in environmental studies.

The findings of the study were: (i) a positive relation between emotional intelligence and achievement in environmental studies. (ii) high and low achievers in environmental studies exhibit high and low emotional intelligence respectively.

Singara Velu and Ezhil Ranjan (2007) studied on the emotional intelligence of students teachers (Pre-service) in the union territory of Puduchery.

The findings of the study were: (i) men and women student teachers had the same level of EI. Rural and Urban student teachers differed significantly in their EI. (ii) student teachers who were studying in government colleges and private colleges differ significantly in their EI and D.Ed. and B.Ed. students’ teachers differ significantly in their EI.
Sameer Babu (2007) studied the relationship between Emotional Intelligence and self-esteem among secondary school students.

The findings of the study were: (i) there was a significant relationship between self-esteem and EI of secondary school students. (ii) there was no significant difference between girls and boys and students from coastal and non-coastal areas in their self esteem and EI.

Bipin Savalia (2007) made a comparative study of emotional quotient (EQ) of the higher secondary students of various subjects, to check whether there was any difference in EQ of students learning in different educational streams and to check whether there is any difference in EQ of male and female students.

The findings of the study were: (i) there was a significant difference in EQ of science students and commerce students, having more EQ (ii) there was a significant difference in EQ of male and female students, with male students having more EQ.

Alexander and Annaraja (2008) conducted a study on impact of emotional intelligence study skills and aspiration of the problem students of higher secondary classes on their scholastic performance.

The findings of the study were: (i) there was a significant relationship between emotional intelligence and study skills. (ii) there was a significant relationship between study skills and aspiration of problem students (iii) there was a significant relationship between scholastic performance and aspiration of the problem students.

Kumar and Pandey (2009) conducted a comparative study on management professional and teacher educators on emotional intelligence.

The findings of the study were: (i) there was no significant difference in the emotional intelligence of male and female professionals of management. (ii) there was no significant difference in the emotional intelligence of male and female professionals of teacher education. (iii) male management professionals had been found to be more emotionally intelligent than female teacher education professionals. (iv) there was no significant difference between female professionals of management and teacher education.
Gupta (2009) conducted a study on emotional intelligence of senior secondary students in relation to their reasoning ability.

The findings of the study were: (i) there was a positive relationship between emotional intelligence and reasoning ability of senior secondary students. (ii) there was no significant difference was found between male and female senior secondary students in their emotional intelligence.


The findings of the study were: (i) emotional intelligence of secondary school teachers differed significantly in relation to their age difference. (ii) it also had 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. (iii) there was 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.

Singh, Ajai (2010) studied on the effect of personality traits and emotional intelligence on leadership effectiveness.

The findings of the study were: (i) personality traits and emotional intelligence were significant predictors of leadership effectiveness. (ii) different traits played differential role in predicting the leadership effectiveness.

Indu and Nishakumari (2010) conducted a study on emotional intelligence of college students.

The findings of the study were: (i) there was no significant difference between the emotional intelligence of male and female college students. (ii) undergraduate and postgraduate students showed significant difference in their emotional intelligence. It was found that postgraduate students were emotionally intelligent than the undergraduate students. (iii) there was no significant difference in the total emotional intelligence of arts, science and commerce students, but there was a significant difference in the dimension like inter-personal skill and adaptability. Arts students
demonstrated more inter-personal skill and were more adaptable than science and commerce students.

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: (i) there was no significant relationship between emotional intelligence and general intelligence of student teachers. (ii) there was no significant relationship between emotional intelligence and academic achievement of student teachers.

Hameed and Thakira (2010) conducted a study on Emotional maturity and social adjustment of student teachers.

The findings of the study were: (i) the male were better than female in their emotional maturity and social adjustment. (ii) there was a substantial relationship between emotional maturity and social adjustment of student teachers.

Poornima (2010) conducted a study on emotional intelligence of special education teachers of school for mentally retarded.

The findings of the study were: (i) special education teacher’s age, community, educational qualification, level of classes handled, nature of job, years of experience and monthly salary have significantly influenced their emotional intelligence. (ii) the step-wise multiple regression analysis revealed that the variables, nature of job, level of classes handled and the salary of the teachers have contributed to up to the percent of their emotional intelligence.

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: (i) there was a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student-teachers. (ii) there was no significant difference between gender subject, community, and influence of others, preview teaching experience and the emotional intelligence of the student-teachers. (iii) there was a significant relationship between emotional intelligence and attitude towards teaching profession of student-teachers.
Santhosh Kumar (2010) conducted a study on effect of cognitive style emotional intelligence of higher secondary school students.

The findings of the study were: (i) the mean score of emotional intelligence of science students was more than their counterparts. (ii) the boys were higher than girls in their emotional intelligence. (iii) on the effect of cognitive style emotional intelligence others of higher secondary school students was corresponding a change.

Singaravelu (2010) conducted a study on unheeded affective domain affects the affection on net boarhound.

The findings of the study were: (i) the students of higher secondary classes have less development in affective domain. (ii) there was significant association between the male and female teachers opinion on the affective domain to the students. (iii) the study revealed that the poor acquisition of the affective domain towards the students was associated with the option of both sexes of the teachers in Coimbatore district.

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: (i) there was no significant relationship between emotional intelligence and general intelligence of student teachers. (ii) there was no significant relationship between emotional intelligence and academic achievement of student teachers.

Patnaik, (2011) enquired on an Introspective on Work Performance with reference to Emotional Intelligence.

The finding of the study were that the people with high EQ were not necessarily high in performance.


The finding suggested that the level of confidence is much higher for the female scheduled caste students of arts stream having high emotional intelligence than for the female students of the same caste and the same grade but having low emotional intelligence.
b. Studies on Creativity

Golwalkar (1986) in his study on the scientific attitude, creativity and achievement used a sample of 270 tribal and 270 non-tribal students of Rajasthan studying in classes IX and X offering science as an optional subject.

The findings of the study were: (i) non-tribals were found to be superior to tribals on three components of scientific attitude. (ii) the non-tribals had higher level of creativity (iii) the non-tribal students had a higher level of scholarly achievement in science subjects than the tribals.

Dubey Sushma (1986) investigated into the education and influences on development of creative thinking in children.

The findings of the study were: (i) age, space, school education environment, family education environment and social class were found to have significant positive main effects on creative thinking in children. (ii) the interaction between age and space, space and school education environment and school education environment and family education environment had significant effect on creative thinking.

Trimurthy (1987) investigated into the creative thinking ability of secondary school students in the context of some psycho-socio factors.

The findings of the study were: (i) boys were better than girls both in verbal and non-verbal creative thinking ability, (ii) urban students were better than the rural students in both verbal and non-verbal creative thinking ability. (iii) students with high IQ were found to be more creative than students with low IQ in verbal creative thinking ability.

Desai (1987) investigated into the creative thinking ability of students of higher secondary of Gujarat state with context of some Psycho-socio factors.

The findings of the study were: (i) there was no difference in creative thinking ability of urban and rural higher Secondary students. (ii) the students with higher scholastic achievement were found better in creative thinking than students with low scholastic achievement. (iii) the students with good reasoning ability were better in creative thinking than students with poor reasoning ability.
Rajagopalan (1988) conducted a study on the relationship of creativity with classroom climate achievement motivation and mental ability.

The findings of the study were: (i) students studying in class IX had higher originality as compared to students studying in class VIII. (ii) the mean activity scores of students having high achievement motivation was more highly significant than the mean score of students having low achievement motivation for both the classes. (iii) it was concluded that classroom climate among the classroom environment, creativity, academic self concept and academic achievement.

Padhi (1991) investigated into the relationship among the classroom environment, creativity, academic self concept and academic achievement.

The findings of the study were: (i) classroom environment (CE) score of the students correlate positively and significantly with academic self concept (ASC) and academic Achievement (AA) for all urban rural and trait sample. (ii) CE scores also correlate positively and significantly with the academic self concept and AA, (iii) academic self concept (ASC) and AA scores are found to be highly correlated.

Krishnan (1993) conducted a study of creativity in relation to some selected variables.

The findings of the study were: (i) subjects of different birth orders do differ significantly among themselves in their creative achievement. Of all birth orders the only borns have secured maximum mean score and the middle borns get minimum mean score. (ii) subjects belonging to the private type of management of schools invariably secured maximum mean scores of those of municipal type of management have scored minimum mean score, (iii) the subjects of the parents who have had education upped the graduate level have secured maximum mean scores and those of illiterate parents have obtained minimum scores.

Padhi (1998) conducted a study to evaluate the perception of Oriya elementary and Secondary teachers on the creative personality of students.

The findings of the study were: (i) the elementary teachers as well as Secondary school teachers supported creativity traits like curiosity and pre occupation with tasks. (ii) both the teachers did not value traits like independent judgment and questioning as characteristics of creativity. (iii) both primary and secondary teachers agreed with
experts’ judgment about the three least valued characteristics, i.e. fearfulness, timidity, haughty and self satisfied.

Singh Bhoodev (2000) conducted a study on quantity quality of mathematical creative thinking in the adolescents.

The finding was that quantity and quality of mathematical creative thinking were significantly related to each other.

Mahapatra Premalata (2000) conducted a study on developing creative expression in elementary grades through enrichment programmes.

The findings of the study were: (i) the experimental treatment of enrichment programme had a positive impact on the children. (ii) girls were found to be better in developing composition writing as command to boys.

James Anice (2001) conducted a study on socio-cultural difference in creative thinking.

The findings of the study were: (i) caste affects individual creative thinking as SC students were found to be low on creative thinking in comparison with forward class. (ii) there was significant difference between rural and urban students on creative thinking. (iii) religion was found to be the most significant predictor variable for discriminator between low and high creative thinking group. (iv) medium of instruction also affects creative thinking. (v) significant relationship was found between medium of instruction and creative thinking. Socio economic status has no effect on individual thinking.

Aljughaiman Abdulla (2002) conducted a study on teachers’ perception of creativity and creative students.

The findings of the study were: (i) teachers have positive attitudes and perceptions about creativity, (ii) know many of the positive characteristics of creativity only appreciate the creative students who exhibit positive attitudes but they do not know how and believe that a lot of responsibilities, (iii) time limitations, burden of teaching basic skills, lack of knowledge and fear of discipline problems are five major obstacles towards encouraging creativity in the classroom in which they have no control.
Panda and Yadava (2005) conducted a study on Implicit creativity theories of India.

The findings of the study were: (i) emphasis on relational, social and interpersonal aspects rather than cognitive analytical and utilitarian aspects of creativity. (ii) there was an indication of gender differences. (iii) there were degrees of cultural continuity in implicit creativity theories in the Indian context.

Roy (2005) conducted a study on the effect of Creativity Appreciation Training Programme (CATP).

The findings of the study were: (i) teachers of high and higher secondary school had poor perception about creativity teaching and learning. (ii) CATP, the high and higher secondary school teachers demonstrated a remarkable positive shift in their attitude towards creative teaching and learning.

Mahender Reddy Sarani (2006) conducted a model for the correlates of student Creative Thinking.

The finding was that a model where out of school activities, mother’s education, teachers’ encouragement and mother’s income had casual relationship with student’s creative thinking.

Annies (2007) conducted a study of creativity among over achievers and under achievers of students of IX standard in relation to certain psycho-social factors.

The findings of the study were: (i) IX standard students vary in respect of their anxiety, economic value and social value. (ii) the boys and girls belonging to over achievers, under achievers and normal achieving group differ in their verbal creativity.(iii) anxiety has positive correlation with verbal, non-verbal and total creativity for over achievers and under achievers.


The finding was that there was a significant difference between creative thinking Potential of male and female pursuing student in different Piagetian stage.
Palaniappan Ananda Kumar (2008) conducted a study on Academic Achievement of group formed on Creativity and Intelligence.

The findings of the study were: (i) there were a significant difference between High IQ and Low IQ and low creative and low IQ low creative groups. (ii) there was no significant difference in academic achievement between IQ low creative and low creative and low IQ high creative groups.

Palaniappan Ananda Kumar (2008) conducted a study on the influence of intelligence on the relationship between creativity and academic achievement.

The findings of the study were: (i) the American students were significantly superior compared to Malaysian students in overall creativity as well in its components viz. fluency, flexibility, originality and elaboration. (ii) there was no significant difference in relationship between creativity and academic achievement between Malaysian and American students.

Alam Mahmood (2008) conducted a study on academic achievement in relation to creativity and academic achievement motivation.

The findings of the study were: (i) there was a significant positive relationship with academic achievement and academic achievement motivation. (ii) there was a significant difference between boys and girls in urban and rural students in above said variables.

Venkataraman (2008) conducted a study on the impact of creativity thinking on hemisphericity dominance of students.

The finding was that synaptic technique helped to enhance creativity in students and the students who belonged to the right hemisphere dominance were more creative when compared with the students of other hemispheric dominance.

Prema and Alphonse Raj (2008) conducted a study on creativity among High School students in relation to their attitude towards science.

The findings of the study were: (i) rural and urban high school students in relation to its various dimensions fluency, flexibility and originality and in toto is moderate. (ii) there was a significant difference observed between male and female high school students in the creativity (iii) there was a significant relationship between
creativity and attitude of high school students with respect to background variables sex and locality.

Arya, Umesh Kumar (2008), studied linguistic creativity in newspaper headlines content analysis of English dailies.

The findings of the study were: (i) political news continued to dominate the creative headlines whereas agriculture news' share was negligible. (ii) the newspapers having biggest circulations were frontrunner in creative headlines too. (iii) all newspapers under study accord a decent, easily recognizable and high OTS (opportunity to see) status to such headlines on most important pages.

Gokhar Chopra and Singh (2009) conducted a study on emotional intelligence and adolescent with high and low creativity.

The findings of the study were: (i) there was a significant mean difference between high and low creativity in EI. (ii) there was no significant difference between high creative boys and girls (iii) there was no significant difference between high creative girls and high creative boys.

Kauts, Amit (2010) studied on the organizational effectiveness and leadership style in relation to creativity among principals.

The findings of the study were: (i) there was no difference between Government and private primary schools regarding organizational effectiveness. (ii) high creative principals yield higher scores of organizational effectiveness than low creative principals. (iii) government schools and schools with high creative principals are managed more democratically than private schools and schools with low creative principals respectively. (iv) interaction effect exists between Institutions and creativity on the scores of leadership style. (v) all the dimensions of organizational effectiveness are positively related with creativity among primary heads. (vi) there exists positive correlation between leadership style and various dimensions of organizational effectiveness viz., Efficient organizational system, organizational'- efficiency, interpersonal harmony, efficient leadership, high morale, job satisfaction and commitment.
Sharma, Prema (2010) creativity and personality dimension (extroversion-introversion) of higher secondary students.

The major finding of the study was that out of 100 students 86 were found average and 14 were Introvert and Extrovert.

Banerjee, Debasri (2011) studied on the relationship between creative and cognitive style - an empirical study.

The findings of the study were: (i) a positive and significant correlation between creative and cognitive style. (ii) the factors discriminating between high creative, moderate and low creative are fluency, both verbal and non-verbal elaboration and originality. (iii) cognitive style did not significantly discriminate between creative groups.

c. Studies on Teacher Effectiveness

Arora (1976) conducted a study on differences between effective and ineffective teachers.

The findings of the study were: (i) the age and the tenure of service were non-differentiating characteristics. (ii) a greater number of ineffective teachers passed examination while in service. (iii) the educational qualifications and divisions obtained and continuity of studies in one phase did not differentiate. (iv) for job motivation, the stage at which the decision to join the profession and the decision to join the profession was taken, the considerations which influenced the choice of profession and the decision to join the profession were the differentiating characteristics. (v) of the aspects under the present work, the working conditions and others, the distance between the school and the school and home, the time spent on daily travelling, the additional non-teaching duties, the nature and satisfaction with them, utilization of free periods, satisfaction with syllabus and incentives for good work were the differentiating characteristics. (vi) the teachers did not differ in terms of the length of teaching experience, satisfaction with the allotment of teaching subjects, textbooks and the mode of transport used for travelling to school. (vii) the groups of effective and in-effective teachers differed on the attitude to teaching, teacher-pupil relationship, discipline and punishment, teaching aids, homework and curriculum.
Sohini (1977) made a study of the development of teacher effectiveness through teaching practices.

The major findings of the study were: (i) the coefficient of correlation obtained between the overall grade and the grade computed on the basis of assessment of components were quite significant in respect of both the experienced and the inexperienced teachers. The relationship was higher in the case of subjects in which subject experts observed higher percentage of lessons. (ii) in the case of experienced teachers, teachers’ effectiveness in general reached a limit on sixth, seventh or eighth lesson in all subjects except science. (iii) in the case of inexperienced group, the limit was reached in the seventh or eighth lesson in the case of English, Hindi, Marathi and History. (iv) teachers’ effectiveness reached a limiting value in respect of English, Marathi, Hindi and History in respect of both the experienced and inexperienced groups in the seventh or eighth lesson. In the case of science for both the groups, teachers’ effectiveness reached a limit earlier. (v) in terms of appreciable improvement, which meant teaching grade A and above, in the case of experienced group, science showed the highest percentage frequency. Next in order were geography and mathematics. In the case of inexperienced group, the order was science followed by mathematics. (vi) the commonly observed significant elements of the teacher’s effectiveness were: his ability to motivate the class, ability to speak effectively, ability to use blackboard aptly and certain personality maturity. (vii) certain behaviours such as exposition of the subject matter in an appealing manner, sensitivity to individual differences among pupils and making provision for their differences, relating the topic to other topics and to practical life situations, setting problem-solving and emotional assignments, were not attended to by both the groups to the desired extent.

Mutha (1980) made an attitudinal and personality study of effective teachers.

The major findings of the study were: (i) sex, professional training, nature of schooling and income level were significantly associated with the teacher’s effectiveness. (ii) the effective teachers had significantly higher scorers on intelligence than the ineffective. (iii) the effective teachers had high scores on anxiety than the ineffective. (iv) the effective teachers had significantly higher scores on teaching aptitude than the ineffective. (v) the effective teachers had significantly higher scores on neuroticism than the ineffective. (vi) the effective teachers had significantly higher scores on theoretical value than the ineffective. (vii) the ineffective teacher had...
significantly higher scores on political value than the effective. (viii) the effective teachers had significantly higher scores on job satisfaction than the ineffective. (ix) the set of personality variable ascendance submission, anxiety, marital adjustment, extroversion neuroticism and teaching attitude significantly predicted the teacher’s effectiveness. (x) personality variable ascendance submission, anxiety, marital adjustment, extroversion, neuroticism, job satisfaction, teaching aptitude, real self-ideal self-discrepancy, religious value, social value, theoretical value, aesthetical value, economic value, political value and intelligence – significantly predicted the teacher’s effectiveness.

Gupta (1981) conducted a study on job involvement and need patterns of primary school teachers in relation to teaching effectiveness.

The findings of the study were: (i) in the case of rural and urban males, job satisfaction was not significantly correlated with personal factors, while in the case of rural females and urban males, age and experience were significantly and positively correlated with job involvement but income was not significantly correlated with job involvement. (ii) in the case of rural males, job involvement was not significantly correlated with psychological needs excepting n-aggression. With regard to rural female teachers, job involvement was not significantly correlated with any of the fifteen psychological needs. Among urban males job involvement was significantly correlated with n-nurturance, n-endurance, n-heterosexuality and n-aggression but not significantly correlated with the remaining eleven needs. Regarding urban females, job involvement was significantly correlated with n-exhibition, n-succorance, n-nurturance and n-endurance. (iii) as regards rural females and urban males, job involvement was not significantly correlated with teaching effectiveness while in the case of rural males and females, it was significantly and positively correlated with teaching effectiveness. (iv) in the case of rural males/females and urban females, teaching effectiveness was not significantly correlated with any of the personal factors. Among urban males, teaching effectiveness was significantly and positively correlated with age and experience and negatively with income. (v) in the case of rural males, teaching effectiveness was not significantly correlated with any of the fifteen psychological needs. Regarding rural females, teaching experience was positively correlated with n-affiliation and negatively with n-autonomy. With regard to urban males, teaching experience was significantly and positively correlated with n-affiliation and negatively
with n-autonomy. With regard to urban males, teaching experience was significantly and positively correlated with n-affiliation and negatively with n-achievement; in the case of urban females, it was significantly and positively correlated with n-change and n-endurance and negatively with n-exhibition and n-heterosexuality. (vi) teaching experience, in rural males, was positively and significantly correlated with job involvement (personal and situational) while there was no significant correlation in the case of rural females and urban males but in the case of urban females, they were positively and significantly related (personal). (vii) in the case of rural males and females urban males and females and rural and urban females, there existed no significant difference between the two groups on situational and total job involvement. (viii) there existed significant differences between rural males and females, urban males and females, and rural and urban males on teaching effectiveness. (ix) in the case of rural males and females, urban males and females rural and urban females and urban and rural males, there existed no difference between the groups on all the personal factors as related to job involvement. (x) among rural males and females there was no difference between the two groups on all the psychological needs in relation to job involvement excepting n-order and n-aggression. With regard to rural and urban females, no difference existed between the two groups on all the psychological needs except n-endurance in relation to job involvement while in rural and urban males there was no difference on all the needs as related to job involvement, excepting n-dominance. (xi) in the case of rural males and females, and rural and urban females, there existed significant difference between the groups on teaching effectiveness with regard to job involvement while in the case of urban male and female and rural and urban males there was no difference. (xii) in rural and urban males no difference existed between the two groups on any of the fifteen psychological needs in relation to teaching effectiveness. (xiii) in the case of rural male group, rural female group, urban male group and urban female group, no significance existed on teaching effectiveness.

Balachandran (1981) made a study on teaching effectiveness and student evaluation of teaching.

The findings of the study were: (i) needs of achievement, affiliation and endurance were positively related while needs of autonomy dominance and aggression were negatively related to the job satisfaction of primary school teachers. Needs of exhibition, succorance, abasement and nurturance were not related significantly with
the job satisfaction of primary school teachers. (ii) attitude towards teaching as a career and personality maturity was positively related to the job satisfaction of primary school teachers. (iii) marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers. (iv) out of twelve variable only eight were significant contributors to the prediction of job satisfaction of primary school teachers. These eight variables were: attitude, N-aut, n-ach, n-aff, personality maturity, n-exh, n-end and n-suc (R = 0.675). (v) Need achievement was positively related while needs of exhibition, autonomy and aggression were negatively related to the job satisfaction of secondary school teachers. Needs of affiliation, succorance, dominance, abasement, nurturance and endurance were not related significantly to the job satisfaction of secondary school teachers. (vi) attitude towards teaching as a career and personality were positively related to the job satisfaction of secondary school teachers. (viii) out of twelve variables only eight were significant contributors to the prediction of job satisfaction of secondary school teachers. These variable were, n-ach, n-aut, personality maturity, n-end, n-dom, n-aba, and n-suc (R=0.767). (ix) needs of achievement and abasement were positively related while needs of nurturance and aggression were negatively related to the job satisfaction of college teachers. Needs of exhibition, autonomy, affiliation, succorance, dominance and endurance were not related significantly to the job satisfaction of college teachers. (x) attitude towards teaching as a career and personality maturity was positively related to the job satisfaction of college teachers. (xi) unmarried college teachers were more satisfied than married college teachers. There was a U-shaped relationship between age and job satisfaction of college teachers. Teaching experience was not associated significantly with the job satisfaction of college teachers. (xii) out of the twelve variables only five were significant contributors to the prediction of job satisfaction of college teachers. These variables were: attitude, n-agg, n-nur, personality maturity and n-aba (R=0.732). (xiii) primary school teachers were significantly less satisfied than secondary school teachers or/and college teachers. (xiv) secondary school teachers and college teachers were almost equally satisfied with their job.
Sethi and Patel (1985) made a study on the relationship of creativity, intelligence, emotional maturity and self acceptance to teacher effectiveness.

The finding of the study was that there was a significant relationship of creativity, intelligence and emotional maturity to teacher effectiveness. The main effect of self acceptance was not significant.

Singh (1985) made a factor analytic study of teaching behaviour.

The major finding of the study was that teaching behaviour of secondary school teachers were found to have eight skills viz. skill of questioning, of explanation, of blackboard writing, of reinforcement, of introducing a lesson, of summarizing the lesson, of teaching aids and skills.

Choudhari (1985) made a factorial study on the teaching competencies of teachers teaching English at the secondary school level.

The findings of the study were: (i) the pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other. (ii) the competency ‘structuring questions’ accounted for 32 percent variance and correlated significantly with both the product variables. (iii) all the demographic variables of teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies. (v) teachers’ intelligence and attitude were found to be associated with some of the competencies.

Padmanabhaiah (1986) conducted a study on a relationship between job satisfaction and teaching effectiveness of secondary school teachers.

The findings of the study were: (i) the teachers in general (72%) were dissatisfied with their job. (ii) all the personal and demographic variables except the variables ‘qualifications of the teachers’, could significantly influence the level of satisfaction with various job factors but not the total job satisfaction. (iii) male and female teachers were not significantly different in the level of their overall job satisfaction/ dissatisfaction. (iv) among 11 persons and demographic variables studied, only 5 regions, designation, age, experience and size of the family of the teachers could significantly influence the level of teaching effectiveness. (v) out of 35 variables studied only a few possessed significant coefficient of correlation with teaching effectiveness.
Mahapatra (1987) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching.

The findings of the study were: (i) regional background did not have a significant effect on all the four variables studied. (ii) sex had a significant effect on these variables namely, teaching success, intelligence, attitude towards teaching and vocational interest. (iii) the coefficient of correlation between teaching success and intelligence, attitude and interest were significant. (iv) among all the three predictors, the contribution of intelligence was 13%. Intelligence was considered to be the most influential predictor.

Rao (1987) made an analytical study on classroom teaching of effective science teacher.

The findings of the study were: (i) among the content processes employed by the effective science teachers to process the components of content, irrespective of the topics and subject, analysis and assumption contest processes were found common with all the teachers. (ii) other content processes like categorization, application of principles and logical reasoning were meagrely employed only by a few effective teachers. (iii) there was no concurrence in interactive patterns observed with the teachers. (iv) some of the teachers were moderately interactive, whereas a few were not at all interactive. (v) teacher-initiated interactive patterns were often observed with the effective science teacher. (vi) the coordination between verbal and non-verbal skills were not prominent although using the blackboard, gestures, movement, focusing and silence and non-verbal cues were observed with all verbal skills.

Agarwal (1988) made a study of adjustment problems and their related factors of more effective and less effective teachers with reference to primary level female teachers.

The findings of the study were: (i) there was a significant difference between the adjustment problems of more effective and less effective female teachers at primary level; the more effective teachers were better adjusted than their less effective counterparts; (ii) social factors were found more prominent in the adjustment problems of more effective teachers, while in the case of less effective female teachers the emotional factors were found more influential.
Prakasham (1988) conducted a study of teacher effectiveness as a function of schools organizational climate and teaching competency.

The findings of the study were: (i) the open school organizational climate positively affected both the teaching competency as well as teacher effectiveness. (ii) teachers of urban school significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competence and teacher effectiveness. (iii) females scored invariably higher with insignificant difference in all types of schools, categorized in terms of territory, management-type and organizational climate. (iv) moderately better teacher effectiveness was observed in schools under Christian management. (v) there existed a significant relationship between teaching competency and teacher effectiveness climate (vi) teaching competency, territorial variations as well as school organizational climate yielded highly significant main effects whereas sex and management types did not.


The major findings of the study were: (i) it was found that teaching aptitude had a high significant positive correlation with teaching effectiveness, but it had no direct relationship with teacher-community participation. (ii) a significant difference was found between science and human science teacher in relation to teaching aptitude. (iii) no significant difference was found between rural and urban, government and non-government and male and female teachers with regard to their aptitude and effectiveness.

Gupta (1988) conducted a study on intelligence, adjustment and personality needs of effective teachers in science and arts.

The findings of the study were: (i) all the distributions were almost normal. (ii) science teachers were found significantly more intelligent than arts teachers. (iii) science and arts teachers did not differ significantly with respect to adjustment and academic and general environment of the institution.(iv) effective arts teachers were significantly better adjusted socially, psychologically and physically than effective science teachers. (v) effective science and arts teachers did not differ in respect to professional adjustment. (vi) effective arts teachers were found significantly better
adjusted in personal life than effective science teachers. (vii) effective arts teachers were significantly higher than effective science teachers on financial adjustment and job satisfaction. (viii) so far as total adjustment was concerned effective arts teachers were significantly superior to effective science teachers. (ix) effective science teacher had significantly more n-arch, n-abasement, n-endurance, n-aggression than effective arts teachers. (x) effective arts teachers had significantly more n-exhibition, n-affiliation than effective science teachers. (xi) effective arts and science teachers did not differ significantly on n-autonomy, n-interception, n-dominance, n-succourance, n-nurturance, n-change, n-heterosexuality, n-defence and n-order. (xii) teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing. (xiii) teacher effectiveness was found to be related to the experience of the teachers. They were found most effective in the 11-15 years experience group; after that their effectiveness began to decline. (xiv) teachers effectiveness seemed to be related to salary. The number of effective teachers decreased as the salary increased. (xv) teacher effectiveness was not related to gender.

Atreya Jai Shankar (1989) conducted a study on teachers’ values and job satisfaction in relation to their teaching effectiveness at degree- college level.

The findings of the study were: (i) at degree-level, teaching effectiveness was significantly related to values and job satisfaction. (ii) teaching effectiveness was found to be normally distributed trait. (iii) the effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

Vasistha and Verma Jegadish (1991) studied and identified personality of effective and ineffective teachers.

The findings of the study were: (i) effective and ineffective teacher had sharp distinction in relation to the following personality traits: emotional construction, marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship, given to introspection. (ii) on the basis of F-percent, it could be interpreted that effective teachers were superior in emotional construction. (iii) effective teachers had marked inhibition of sexuality as their personal trait, while ineffective teachers were rule by the immediate needs of gratification and they tended to act on impulse
without inhibition. (iv) effective teachers had dependent personality characteristics, whereas ineffective teachers had difficulty in establishing close personal relationship. The latter had a poor type of introspection of their inner resources and potential as compared to the former.


The findings of the study were: (i) intelligence and emotional maturity were significant factors of teacher effectiveness. (ii) self concept was found to have no significant influence on teacher effectiveness.

Mukundan (1990) made a study on personality factors and adjustment of student teachers.

The finding of the study was that male teachers were gregarious and thoughtful and showed high competence in teaching.

Kumar (1991) studied the relationship between teacher effective and personality traits among different groups of teachers.

The findings of the study were: (i) science teachers were more effective that arts teachers. (ii) teacher effectiveness and personality traits of commerce teachers were negatively correlated.

Vashishta and Varma (1991) studied the personality traits of effective and ineffective teachers.

The findings of the study were: (i) effective teachers possessed introvert type of personality while ineffective teachers had ambibert type of personality. (ii) ineffective teachers lacked intellectual capacity and had emotional interference with their abilities.

Nautiyal (1992) conducted a study on the efficiency of teachers’ performance as related to their values, effectiveness, morale and students’ perceived teacher characteristics.

The findings of the study were: (i) there were significant differences between the teachers’ performing skills and their effectiveness, between the female teachers of government and private colleges; and there were differences of morale between the high performance-skill and the low performance-skill teachers of government schools. (ii) effective difference was found in theoretical values between the teachers of high-
performing-skill and low-performing-skill of government colleges. (iii) the same condition was found in private colleges while there was no difference between the theoretical value of female teachers of government colleges and private colleges. (iv) there were effective differences of economic values in government colleges, these differences were not found in the teachers of private colleges. (v) there was no effective difference of economic value between the female teachers of private schools. (vi) there were differences of authentic values in the female teachers of government schools. This was not found in the male teachers of government colleges and in the female teachers of private schools. (vii) social, political and religious values were the same in the male/female teachers of government and private schools. (viii) there was no difference in the student perceived teacher characteristics of high performance-skill and low-performance-skill teachers in government colleges but this was found in private schools.

Saxena Jyotsna (1995) conducted a study on teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession.

The findings of the study were: (i) both effective and ineffective teachers were found to be well adjusted, derived satisfaction from their work and had favorable attitude towards teaching profession. (ii) effective urban, government, female, older, more experienced, and untrained and science teachers had relatively better adjustment compared to rural, private, male, younger, less experienced, trained and arts teachers, respectively, while reverse was true in case of ineffective teachers. (iii) post graduate teachers were found better adjusted than graduate teachers. (iv) effective rural younger and untrained teachers were relatively more satisfied with respect to their job in comparison to urban, older and trained teachers, respectively while reverse holds good in respect of ineffective teachers. (v) private, female, graduate, arts and less experienced teachers had relatively more job satisfaction compared to government, male, post graduate, science and more experienced teachers had respectively. (vi) effective rural, private, science and more experienced teachers had relatively better teaching attitude compared to urban, government, arts and less experienced teachers respectively while reverse is the case with regard to ineffective teachers. (vii) female, younger, graduate and untrained teachers had relatively favorable attitude in comparison to male, older, post-graduate and trained teacher.
Kaur (2000) conducted a study on the impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of prospective teachers.

The finding of the study was that B.Ed. programme was effective in bringing changes in teacher effectiveness, teaching aptitude towards teaching and personality traits of prospective teachers.


The findings of the study were: (i) age was a significant factor of teacher effectiveness. (ii) variables like sex, marital status, qualification, status of college, management and subject of teaching have no influence in teaching effectiveness.


The finding of the study was that factors like experience, community, type of management and locality had significant influence in teacher effectiveness.


The finding of the study was that emotional intelligence did not influence effectiveness in teaching which a contradiction to the concept of emotional intelligence was.

Basibihari and Surwade (2006) studied on the effect of emotional maturity on teacher effectiveness.

The findings of the study were: (i) emotional maturity influenced teacher effectiveness. (ii) emotionally matured teachers were found to be more effective than emotionally immature teachers.

Naik (2006) studied the effect of teacher personality, attitude and teaching effectiveness on students achievements.

The finding of the study was that there existed significant difference between the interaction effects of teachers personality type and attitude towards profession on effectiveness in teaching.
Raju and Viswanathappa (2006) studied the impact of educational qualification on the teaching competency of primary school teachers.

The findings of the study were: (i) educational qualifications had influence on teaching competency. (ii) teachers with required qualifications performed better than the other group. (iii) locality, sex, age, type of school and experience had no influence in teaching competency.

Dakshinamurthy (2006) conducted a study on interaction effect of teachers’ teaching effectiveness, teachers’ personality and teachers’ attitude on academic achievement in social science among students studying in secondary schools.

The findings of the study were: (i) the teachers with favourable attitudes towards profession would influence more the academic achievement of students in social science that the teachers with unfavorable attitude towards profession. (ii) the teachers with effective teaching would influence more the academic achievement of students in social science than the teachers with effective teaching.

Julie Eben (2007) conducted a study on teaching competency of teachers in the schools for the mentally challenged.

The findings of the study were: (i) there was a significant difference between trained and untrained teachers, rural and urban, married and unmarried school teachers in their teaching competency. (ii) the Chi-square values related to teachers’ age and their teaching competency differ in terms of organizational and co-curricular activities.


The findings of the study were: (i) there was no significant difference in teaching competency such as cognitive base, performance based, affective based and consequence based competency between rural and urban primary school teachers. (ii) there was significant difference between experienced and inexperienced teachers’ in their teaching competency.

Shanmugaganesan & Lakshmi (2008) conducted a study on personality type and teaching competency of teacher trainees.

The findings of the study were: (i) there was a significant relationship between the personality type and teaching competency of teacher trainees. (ii) extroverts were
more significant towards teaching competency than the introverts. (iii) teaching competency and performance were not directly related. (iv) gender had no influence on the teaching competency of teacher trainees.


The finding of the study was that there was a significant relationship between self-efficacy and teaching competency of secondary teacher education students.

Amaladoss Xavier (2009) conducted a study on relationship between job satisfaction and teaching competency.

The findings of the study were: (i) the level of job satisfaction of postgraduate chemistry teachers was average. (ii) teaching competency of post graduate chemistry teachers were found to be average. (iii) there was no significant relationship between the different levels of competency postgraduate chemistry teachers and job satisfaction.


The findings of the study were: (i) the B.Ed. teacher trainees improved in all dimensions viz., planning, monitoring and evaluation of self-regulatory strategies in the assessment than the pre-assessment. (ii) the teaching competency of the teacher trainees improved significantly in the post-assessment of teaching competency than in the pre-assessment. (iii) all the components of teaching showed significant improvement.

Ramesh and Annaraja (2010) conducted a comparative study on teaching competency of male and female B.Ed. students in distance education.

The major finding of the study was that there was no significant difference between male and female B.Ed. students in their professional information, interest in profession, attitude towards children adaptability and teaching competency.

Sabu (2010) conducted a study on in-service training programmes and teaching competency.

The findings of the study were: (i) secondary school teachers significantly differed with regard to the number of in-service programmes attended. (ii) men and women teachers did not differ significantly in teaching competence. (iii) government and private school teachers did not differ significantly in teaching competence.
FOREIGN STUDIES

a. Studies on Emotional Intelligence

Stubbs Elizabeth (2005) conducted a study on the impact of emotional intelligence of a group leader on group performance.

The findings of the study were: (i) team leader’s emotional intelligence was significantly related to the presence of EGGN on the teams they led and that EGGN were related to team performance. (ii) team leader’s emotional intelligence had effects on the teams they led and team level emotional intelligence affected team performance.

Nannette Smith (2007) studied the measurement of emotional intelligence in African-American adolescents: testing the validity and reliability of an original instrument.

The finding of the study was that the survey was valid but unreliable due to only outlier data. Future iterations of the survey will include additional instructions and visual cues to aid in participant ease of use and decrease the chance of outlier data.

Myers Patrick (2007) concluded that recollections of parents as cold and harsh led to the development of self-criticism. Self-criticism led to the difficulty accessing utilizing and regulating one’s emotions. Furthermore, self-criticism increased interpersonal distress and other psychopathologies. On the other hand, recollections of parents as warm and supportive led to increased abilities to access, utilize and regulate one’s emotions. In particular, the ability to repair one’s negative emotions led to improved mental health and positive affect. This research connects the self-criticism and emotional intelligence constructs together under an evolutionary perspective (Sloman, Gilbert and Hasey, 2003). In brief, self-critics experience prolonged attachment ruptures, which stunts psycho-physiological emotional development. This can interfere with self-critics’ abilities to appropriately process emotions and appraise the interpersonal environment. Feeling inferior, self-critics may be afraid of rejection and attempt to prove themselves, which leaves self-critics vulnerable to interpersonal distress and other psychopathologies.
Warnke Ann (2008) studied the relationship of the emotional intelligence of elementary school principals and the collective efficacy of their staff as perceived by teachers.

The findings were: (i) the emotional intelligence competencies of self-awareness, self management and social awareness accounted for statistically significant variability (p<.05) in teacher perception of collective efficacy. (ii) these findings suggested direction for staff development, principal training and principal selection.


The finding of the study was that the EQ subscale competencies were most significant: Flexibility, Assertiveness, Stress Tolerance, problem solving and self actualization. In conclusion, this study presented new research within the domain of higher education and the findings offered a glimpse into which EQ competencies had positive relationship to job satisfaction for deans.


The findings of the study were: (i) in the fall of 2008, as individuals better managed their own emotions GPA increased and perceived stress decreased. As individuals better managed others’ emotions GPA decreased. (ii) gender differences were noted; females evidenced higher AES scores than males but no age differences were noted. (iii) in the spring 2009, older individuals with higher AES scores, who better managed their own emotions evidenced lower stress. (iii) experience of EI related their experience of IQ. (iii) students understanding of success evolved from standard academic performance to multidimensional internally driven individual level of success, interwoven with the ability to manage personal emotions as well as the ability to and manage the emotions of others and effectively communicate.

Matear David (2009) made an enquiry on examination of cognitive, cultural and emotional intelligences, and motivation in the development of global transformational leadership skills.

The findings of the study were: (i) significant relationship existed between the predictor variables of age, motivation, emotional intelligence and cultural intelligence
and the dependent variables of self-and social dimensions and overall transformational leadership skills. (ii) standard multiple linear regression indicated that the six factor model was statistically a good fit. However, stepwise multiple linear regressions identified the three most important components of the model as: emotional and cultural intelligences and motivation. (iii) this study provided important information for the development of key leadership competencies and capabilities within professional medical programs.

Curry Cosmas (2009) studied on the correlation of emotional intelligence of school leaders to perceptions of school climate as perceived by teachers.

The findings of the study were: (i) EI of school leaders was not correlated to school climate as perceived by teachers. (ii) there were significant correlations between the two when compared to some factors of the SLEQ. (iii) quantitative analysis indicated that school climate and EI of school leaders were linked.

Philip Carlos (2009) studied on the emotional intelligence and adaptive coping in adolescents with learning disabilities.

The major finding of the study was that there was a significant relationship between emotional intelligence and approach coping but did not show a significant relationship between emotional intelligence and avoidance coping.

Milillo Michael Steven (2009) Analysed the emotional intelligence among management leaders and non-management leaders in software development.

The results were: (i) managers select non-management leaders based solely on their technical expertise and do not consider levels of emotional intelligence. (ii) because of lack of attention to emotional intelligence levels of non-management leaders the benefits of higher emotional intelligence may not be available for the team situations.

Smith Melanye (2009) assessed the police perceptions of integrity: The relationship between emotional intelligence and moral development among police officers.

The findings of the study were: (i) police administrators should focus on developing emotional intelligence throughout an officers’ career so that both emotional intelligence and moral development may positively influenced. (ii) training should be
developed for new recruits that enhance their ability to effectively handle situations involving moral dilemmas.


The finding of the study revealed that there was no significant relationship between supervisors’ leadership traits and processes and educators’ organizational commitment, although educators’ job satisfaction and supervisors’ organizational leadership traits and processes were slightly correlated (R= -0.114, p<0.005).


The findings of the study were: (i) participants demonstrated EI and leadership skills and both EI and leadership skills were interwoven. However, group strengths and weaknesses emerged. (ii) social competency was strength across EI and anchored into the self-reported leadership skills. But, noted an area for improvement was self skills. It appeared that the participants concentrated on leadership when it involved others more than on their own self-awareness.

Behnke Carl Alan (2009) studied the relationship between emotional intelligence and attitudes towards computer based instruction of postsecondary hospitality students.

The findings of the study were: (i) students expressed a preference towards the interactive, non-linear, unstructured form of computer-based instruction. (ii) attitudes associated negatively with emotional-social intelligence for students identified as possessing low-average emotional-social intelligence.

Vuzzo Darren (2009) studied on emotional intelligence and stress on today’s law enforcement.

The findings were: (i) the empirical findings may prove as a basis in designing a training programme for increasing emotional intelligence and lowering stressors in police departments. (ii) this may create an overall effect of reducing the law enforcement sergeants stress levels while increasing awareness on leadership.

The findings were: (i) there were statistically significant positive and negative correlations between emotional intelligence and leadership style. (ii) the EQ-i measure was a better predictor of leadership style than the MSCEIT measure. (iii) the results did indicate a need for further research using other leadership measurement and a more diverse sample from the early childhood field.

Harlacher Jason (2009) studied about the social and emotional learning as a universal level of support: evaluating the follow up effect of strong kids on social emotional outcomes.

The findings were: (i) the treatment group had greater positive gains across all of the dependent measures from pre-test to post test. These gains maintained at the 2 month follow up period, providing preliminary evidence of the preventive quality of SK. The results are discussed within the broader framework of a three-tiered model of support for SEL and the possibility of using SK as a universal level of support within school. (ii) the quantitative, correlational study evaluated relationships between emotional intelligence competencies and transformational leadership skills of civil servant leaders in an agency of the federal government. (iii) a significant negative relationship was found between emotional intelligence and passive avoidant leadership skills.

Pardee Deborah (2009) studied the emotional intelligence and job satisfaction among mental health professionals.

The findings were: (i) there were no differences in emotional intelligence base upon gender. (ii) male job satisfaction appeared to be influenced by the ability to be aware of emotions and manage their own emotions. (iii) female job satisfaction appeared to be influenced solely by the ability to be aware of emotions. (iv) internal factors did appear to play a role in job satisfaction among the population.

Lussiez Yann (2009) studied the empathic principal: the relationship between empathy, transformational leadership, and teacher self-efficacy.

The findings were: (i) individual teachers seem to have responded to the empathy of their principal, responding positively to the care and individualized concern
shown to them by their leader and partially translating this to their view of their principal as being transformational. (ii) transformational leadership in schools were related to teachers’ willingness to give extra effort, their satisfaction with the leadership and the view of the principal as being effective. (iii) understanding of the relationship between transformational leadership and teacher self-efficacy in that transformational leadership behaviors showed a significant relationship with teacher self-efficacy.


The findings were: (i) the factor analysis provided four EQ factors. (ii) the significant relationship between emotional intelligence and job satisfaction.

Heeyoung (2009) conducted a study on relationship between students’ emotional intelligence, social bond and interactions in online teaching.

The finding of the study was that statistical relationships between students’ emotional intelligence, social bond and interactions that naturally occur in an educational setting.

Ashlea Troth (2010) conducted a study on a model of team emotional intelligence, conflict, task complexity and decision-making.

The findings of the study were: (i) emotional intelligence had a significant relationship between task and conflicts in teams. (ii) team emotional intelligence directly affected the relationship between conflict and decision – making performance in the team context.

Oney, Michael (2010) made an enquiry on the exploring the casual relationship of emotional intelligence to clergy leadership effectiveness.

The findings of the study were: (i) EI was not a statistically significant predictor of the ecclesiastical performance variables of Sunday school attendance. (ii) the logistic regression model indicated a marginal predictive relationship between clergy EI and conversions. (iii) the most salient results of this research was that EI was not a strong predictive construct relative to certain ecclesiastical performance variables and that the EI of clergy related to facilitating conversions was a predictive quality.
Chi-Sum Wong, Ping-Man Wong, Kelly Peng and et al. (2010) conducted a study on effect of middle-level leader and teacher emotional intelligence on school teachers’ job satisfaction. The finding of the study provided supports concerning the impact of teacher and middle-level leader EI on school teachers’ job satisfaction.

Afsaneh Ghanizadeh and Fatemeh Moafian (2010) conducted a study on the role of EFL teachers’ emotional intelligence in their success.

The findings of the study were: (i) there was a significant relationship between teachers’ success and EQ. (ii) significant correlations were found between teachers’ EQ, their teaching experience, and their age.

Ali Rahimni and Sedhigeh Skordi (2010) conducted a study on the relationship of emotional intelligence and linguistic intelligence in acquiring vocabulary in Iran.

The findings of the study were: (i) there was a positive relationship between EI and LI, between EI and vocabulary knowledge and between LI and vocabulary knowledge. (ii) EI was found to be a potential predictor for LI, and vice versa. (iii) multiple regressions showed that LI was a better predictor of receptive vocabulary knowledge than EI.

Caroline Mansfield and Simone Volet (2010) conducted a study on developing beliefs about classroom motivation: Journeys of pre-service teachers.

The finding of the study was that the importance of filtering prior beliefs, alignment and conflict of ideas, significance of self-motivating factors and power of emotions in developing beliefs about classroom motivation.

Carol Harris (2010) conducted a study on emotions "out of the Closet" and into the graduate classroom.

The findings of the study were: (i) the aesthetics, understood not only as appreciation, but also as action, brought to students the illuminating power of multiple forms of expression. Through expression, that was, students named feeling, affect, and begin to understand the nature of emotion. (ii) the arts provided ways of expression apart from, and including, the spoken word. (iii) the arts, and an understanding of aesthetics, opened a rarely travelled route whereupon students were engaged in organizational theory as a humane science.
Cheryl Bolton and Fenwick English (2010) conducted a study on deconstructing the logic/emotion binary in educational leadership preparation and practice.

The findings of the study were: (i) the development of an initial schematic that challenges the dominant binary in considered decisions in educational leadership. (ii) the binary regarding the separation of logic and emotion simply did not exist as emotion is always a factor in decision making. (iii) the schematic proposed a way to make emotion an inclusive part of considering decision making. (iv) the role of emotion was in fact, logical and rational, as opposed to non-rational in educational decision-making contexts.

Darryl and Seland (2010) conducted a study on lead wire: Emotional Intelligence.

The findings of the study were: (i) the study had linked employee happiness to emotional intelligence and with the tools to quantify it. (ii) the study suggested that employers could make a more educated guess as to whether their employees would be happy at work.

Eddie and Tong (2010) conducted a study on the sufficiency and necessity of appraisals for negative emotions.

The finding of the study were not only replicated past findings on single appraisals but also suggested that appraisal configurations were neither sufficient nor necessary for these negative emotions.


The findings of the study were: (i) regression analyses of child and adult measured of child's emotion self-regulation and callous-unemotional traits, and a child measure of moral emotions, showed that poor emotion regulation, along with low levels of guilt and high levels of shame, predicted children's externalizing behaviours, while only low levels of guilt predicted a unique subset of child characteristics called callous-unemotional traits. Children who experienced healthy guilt for misdeeds were better able to control their behaviour. (ii) adults noted the ability of children with
Hassan Eunice Modupe (2010) conducted a study on emotional intelligence and self-esteem as predictors for success in teaching practice exercise.

The finding of the study was that emotional intelligence emerged as the most significant direct predictor of success, followed by self esteem. The two predictors jointly accounted for a significant percentage of the total variability in teaching practice success.


The findings of the study were: (i) the participants' overall EI was found to be positively correlated in a statistically significant manner with all five areas of leadership practice. (ii) there were significant differences exist in distinct areas of EI and distinct areas of leadership practice as a function of cultural difference. (iii) the results of the study brought significant insights into the field of cross-cultural leadership development in the academic context.

James Hess and Arnold Bacigalupo (2010) conducted a study on the emotionally intelligent Leader, the dynamics of knowledge-based organizations and the role of emotional intelligence in organizational development.

The findings of the study were: (i) the knowledge-based organizations might benefit from the utilization of behaviors most often attributed to emotional intelligence, and emotional intelligence may be redefined as a process rather than an outcome for organizational development. (ii) the knowledge working environment must be utilized innovative processes to maintain the engagement and effectiveness of the workforce. Applying emotional intelligence as an organizational development process rather than an outcome, it became a strategy for the development of the individual and the organization concurrently rather than treating them as opposing interests.

Jill Blackmore (2010) conducted a study on preparing leaders to work with emotions in culturally diverse educational communities.

The findings of the study were: (i) the paper identified possible strategies that could be undertaken in professional learning forums that address issues of difference.
(ii) there were significant issues around professional learning to develop pedagogical practices that address student diversity (iii) there was less theorizing around leadership diversity and what that might mean in terms of professional development of leaders.

Michèle Schmidt (2010) conducted a study on is there a place for emotions within leadership preparation programmes.

The major finding of the study was an examination of the emotions of school leaders and the importance of acknowledging their emotions within preparation programmes remained an understudied topic in the field of education.

Nicholas Ronald Clarke (2010) conducted a study on emotional intelligence and learning in teams.

The findings of the study were: (i) the two emotional intelligence abilities, emotional awareness and emotional management were found to influence the three critical reflection processes of problem analysis, theorizing cause and effect relationships and action planning as well as processes associated with team learning including team identification, social engagement, communication and conflict management. (ii) research limitations/implications - Practical implications - emotional intelligence may offer insights into how differences in the nature, direction and depth of critical reflection could occur in team learning contexts.

Pamela Garner (2010) conducted a study on emotional competence and its influences on teaching and learning.

The finding of the study was that the emotional competence had greater influence in the teaching and learning.

Ralph Adolphs (2010) conducted a study on social cognition: Feeling voices to recognize emotions.

The major finding of the study was that pre-motor and somato-sensory cortices were required to process the emotional meaning of sounds.

Raymond Trevor Bradley, Rollin McCraty, Mike Atkinson et al. (2010) conducted a study on emotion self-regulation, psycho physiological coherence, and test anxiety: Results from an experiment using electrophysiological measures.

The findings of the study were: (i) students exhibited reduced test anxiety and reduced negative affect after the intervention. (ii) there was suggestive evidence from a
matched-pairs analysis that reduced test anxiety and increased psycho physiological coherence appear to be directly associated with improved test performance—a finding consistent with evidence from the larger study.

Rivka Blau and Pnina Klein (2010) conducted a study on elicited emotions and cognitive functioning in preschool children.

The findings of the study were: (i) positive emotions were found to generate an overall improvement in children's cognitive functioning. (ii) this finding was inconsistent with findings reported in research conducted among adults, suggesting differential effects of emotions on cognitive performance of children and adults. (iii) children improved cognitive performance after eliciting positive emotions occurred predominantly on tasks related to subject areas they were familiar with.

Ryan Williams Lamothe (2010) conducted a study on types of faith and emotional intelligence.

The findings of the study were: (i) a shift in understanding the necessity of emotions in cognitive and social development. (ii) a shift set the stage for describing the types of relational faith, using the notion of emotional intelligence to differentiate between adaptive and maladaptive manifestations of each faith type. (iii) a shift served as a lens for identifying the varied and complex types of faith-relations manifested in daily life within or outside of the church, synagogue or mosque.

Scott Titsworth, Margaret Quinlan and Joseph Mazer (2010) conducted a study on emotion in teaching and learning: development and validation of the classroom emotions scale.

The finding of the study was that Classroom Emotional Scale (CES), showed that teachers' communication behaviours were related to students' reports of emotional experiences in classes, and document relationships between students' emotional experiences and various indicators of their motivation, affective, and cognitive learning.

Taewon Moon (2010) conducted a study on emotional intelligence correlates of the four-factor model of cultural Intelligence.

The finding of the study was that specific factors of EQ were related to specific factors of CQ. It demonstrated how CQ and EQ were distinct, but related constructs.
Valerie Anderson and Sarah Gilmore (2010) conducted a study on learning, experienced emotions, relationships and innovation in Human Resource Development (HRD).

The influences on the experience of an innovative HRD pedagogy were identified as: assessment processes and expectations; relationships and behaviours within the learning and teaching process; the experienced emotions of those involved; and the extent to which students feel clarity about what was expected. Research limitations/implications - The qualitative nature of the data and the focus on one particular UK institutional taught module limits the generalisability; in particular, the experience of full-time students or those involved in courses that focused exclusively on HRD outside of UK were not incorporated. Practical implications - Attention to assessment processes was an essential pre-requisite to any pedagogic innovation, as was effective and transparent team-working by tutors and careful thought about tutor behaviours in settings where experienced emotions and relationships directly affect the innovative process. Originality/value - The inherent tension between the constructivist and exploratory HRD curriculum and the requirement for "performative clarity" in HRD pedagogy was explored. Experienced emotions and relationships were shown to mediate a student-centred and critically reflexive HRD pedagogy, something that was currently insufficiently recognized in much of the literature.


The findings of the study were: (i) the quality of teachers affected students’ academic success; the quality of school leadership was significantly related to student achievement (ii) the job of the school administrator was challenging in any set of circumstances, but the leadership in low and marginally performing schools presented additional and unique trials.

Wolf, Ty (2010) made an examination of emotional intelligence and transformational leadership profiles of Illinois superintendents.

The findings of the study were: (i) Superintendents with higher emotional intelligence profile scores were significantly higher transformation leadership profile.
scores than superintendents with lower emotional intelligence. (ii) female superintendents scored significantly higher than male superintendents for transformational leadership. (iii) superintendents with four to seven years of experience scored significantly higher than those with eight or more years of experience for emotional intelligence. (iii) suburban/urban superintendents scored significantly higher than rural superintendents on the transformational leadership profile.

Essary, Dirk (2010) studied on emotional intelligence: an investigation on the effect of implementing emotional intelligence competencies into management training of a metropolitan government agency.

The findings of the study were: (i) offering emotional intelligence training could increase the emotional awareness of managers and also increase their use of emotional intelligence in the work environment. (ii) demonstrated the applicability of this training at all levels of management. (iii) increased emotional awareness and use of management techniques that consider the emotional aspect of employees.


The finding of the study was that a better measure of performance is needed to study the impact of CR and EQ on trainees. When measured more effectively, characteristics of trainees may be relevant to improving performance.

Petersen, Vanessa (2010) made an attempt to understand the relationship between emotional intelligence and middle school students with learning disabilities.

The findings of the study were: (i) students who scored average to above average on a measure of emotional intelligence scored significantly higher on language arts grade. (ii) the student’s level of EI demonstrated several relationships with their academic success. (iii) students who met with academic success reported better stress management techniques and students who are never tardy to school report better interpersonal skills and increased mood. (iv) students who earned zero or one disciplinary demerits reported better mood than their peers who had more disciplinary demerits. (v) females did not demonstrate a higher level of EI and there proved to be no relationship between type of SLD and EI. (vi) EI played a role in the academic success of students with learning disabilities.
Radnitzer, Karl David (2010) made a study on emotional intelligence and self-directed learning readiness among college students participating in a leadership development program.

The major findings of the study were: (i) strong interrelationships between self-directed learning readiness and emotional intelligence. (ii) provided students with self-directed experiences increased their ability to become stronger self-directed learners.


The findings of the study were: (i) important positive relationships existed between stress and emotional intelligence which revealed that direct-care workers with high stress levels have lower levels of emotional intelligence and direct-care workers with low levels of stress have higher levels of emotional intelligence. (ii) general mood was a substantial predictor of direct-care worker’s stress.

Berry, Catherine (2010) studied on elements of emotional intelligence that facilitate exper-to-peers tactic knowledge transfer.

The findings of the study were: (i) there was a significant difference between the two groups. (ii) there was a combination of emotional intelligence composite variables that differentiate group A from Group B. (iii) the classification of groups A and Group B was 95% accurate and achieved 99% True Positive rating on the Receiver Operating characteristics.

Ford, Jennifer Mercedes (2010) studied on the impact of emotional intelligence on job satisfaction: A study of front-line staff at a large healthcare organization.

The findings of the study suggested that (i) the average emotional intelligence was not significantly higher (t(22)=124,p<.001). (ii) there was a significance difference in three subscales: (a) empathy (EQ_{EM}) (t(22)=.002,p<.001), (b) Independence (EQ_{IN}) (t(22)=.010) and (c) social responsibility (EQ_{RE}) (t(22)=.000, p<.001).

Taghi, Aghahoseini (2010) analysed the relationship among organizational multiple intelligences in Iranian teacher education centers.

The findings of the study were: (i) vision intelligence has had the greatest effects and after systematic and social intelligences have had direct and total Effects on
pedagogical intelligence. But contextual intelligence only has had indirect effect on pedagogical intelligence. (ii) vision intelligence has had an indirect effect on contextual and social intelligence. (iii) systematic intelligence has had direct and indirect effects on pedagogical and social intelligence.

Harini (2010) studied the influence of emotional intelligence on life satisfaction and job performance of employees.

The findings of the study were: (i) there was a significant relationship between influence of emotional intelligence on life satisfaction and job performance of employees. (ii) influence of life satisfaction and job satisfaction there was no significant relationship between emotional intelligence and job performance of employees.

**b. Studies on Creativity**

Hill Gregory Thomas (2000) conducted a study on sex and gender differences in humour, creativity and their correlations.

The findings of the study were: (i) males were found to have significantly higher humour mean scores than females. (ii) the sex role subgroups Androgynous and Masculine recorded higher mean scores for both humour and creativity. (iii) this might simply reflect a main effect of the masculinity or instrumentality of dimension.

Frank, Lilly (2002) conducted a study on teaching outside of the box: studying a creative teacher.

The findings of the study were: (i) the teacher’s personality acted as a conduit for expressing her creativity in the classroom. (ii) their creative process was directed by her personality to choose the materials and methods of developing curriculum and instruction and to guide her in her reflective teaching. (iii) this revelatory case example of creative teaching possesses characteristics resembling studies of creative giants, however presents a model of the process of creative teaching that can be inspiring to all educators.

Cox, Barry French (2002) studied the relationship between creativity and self-directed learning among adult community college students. The findings of the study were: (i) there was a relationship between creativity and self-directed learning
readiness, which reinforces earlier accounts. (ii) these related attributes especially if used together could help the achievement of adult community college students.

Sun, Lin (2007) revealed that result of non – parametric statistics and qualitative data analysis showed: (i) with LaD, students’ design knowledge, awareness of the importance of design knowledge base, memory of incidental information, fluent and original ability of creativity, creative strengths, critical thinking ability, time spent in conceptualization and thinking for appropriate cognitive strategies and motivation were enhanced, (ii) with CAM incorporated in teaching with LaD (LaD + CAM), students gained further improvement in design knowledge, fluency and elaboration while they developed deeper understanding of the subject matter and paid more attention to conceptual development and reasoning. (iii) with reflection reinforced in learning (LaD + CAM + RR), students grew in their abstracting and elaborating skills, planning, help seeking and rehearsal skills and enhanced the understanding about graphic design usage, design standards and social factors affecting graphic design.

Heather, Leah Ryerson (2007) revealed that the results suggest a positive relationship between the use of art to differentiate instruction and the development of positive classroom environments where students enjoy learning. In addition, the results of this study show positive evidence indicating that creativity can be increased and that all students have the capacity to be creative.

Scheele, Claudia Simone (2007) conducted a study on the poem as periodic centre: complexity theory and the creative voice in Nietzsche, Gottfried Benn and Wallace Stevens.

The findings of the study were: (i) the act of poetic creation in the continuous and dynamic re-creation of form is grounded in natural forces themselves. (ii) in a world of ever changing and fleeting phenomena, the poem functions like a periodic centre, that is as a salutary moment of confluence between subject and object.

Anderson, Troy (2007) made a study in the middle of things: How ego networks and context perceptions influence individual creativity in work groups.

The findings of the study were: (i) the direction of the effects of both social network position and tie strength on creative performance may depend on group size and that ego network characteristics also affect perceptions of the organizational context. (ii) the preferred model showed a strong fit to the data, providing support for
the inclusion of network variables in any comprehensive theory of creative behaviour in organizations.

Rausch, Stephen Dennis (2007) made a study on creativity and economic development: exploring the relationship between index rank, index components and economic development context.

The findings of the study were: (i) the concentration of the creative class in an MSA acts as an economic engine, or as a positive influence on quality of life. (ii) conclusions are based on the analysis of correlations various linear regression models and qualitative analysis in selected MSAs and therefore do not constitute casual arguments.

Policar, Laura (2008) conducted a study on interdisciplinary methodology which improves motivation, creativity and critical thinking.

The findings of the study was that widespread opinion that excessive curriculum duplication can evade frustration with decreasing opportunities for creativity in classroom.

Wang, Shuhong (2009) studied thinking outside of the box when the box is missing: Examining the curvilinear relation between role ambiguity and creativity.

The finding of the study was that creative self efficacy mediated the relation between role ambiguity and creativity. Creative role identity failed to serve as a mediator.

Massalski, Dorothy Clare (2009) studied Cognitive development and creativity in Navajo University students: explorative cases study multiple intelligence perspective.

The finding of the study was that the American Indian perspectives are possibly prophetic as they proceed beyond culture and gifted education intersecting and informing other fields: psychology, educational anthropology, and philosophy and Indigenous studies both in American populations as well as Indigenous gifted students worldwide.

The findings of the study were: (i) this research demonstrated positive outcomes of enhanced creativity and original thinking in the acting classrooms from both the quantitative and qualitative search. (ii) although no significant change in the acting students’ pre/post test scores was indicated, there was a significant positive difference between the acting and the economics group both the Torrance and the Barron Welsh tests when using multiple regression analysis to control for pre-score. (ii) the directed journaling entries and more able to develop on their ideas. Communal activity and collaboration created a trust among the students and instructors. (iii) the non-majors became particularly aware of the shifts in their behaviour and thinking.

Miller, Angela (2009) studied Cognitive processes associated with creativity: Scale development and validation.

The findings of the study were: (i) different conceptualizations and design issues may be the reason for the non-significant results and additional research in this area is needed. (ii) a deeper exploration of the relationships between the various self-report subscales led to a more vivid description of each cognitive process included in the CPAC, laying the foundation for a theoretical understanding of the similarities and differences of these processes.

Johnson, Bernard (2009) studied Individual Creativity and its association to individual productivity in the workplace.

The findings of the study were: (i) leader-follower relationships, (ii) knowledge, skill and motivation and (iii) individual vs. Group behavior within the organizational environment.

Olivant, Katie Field (2009) studied about an interview study of teachers’ perceptions of the role of creativity in a high-stakes testing environment.

The findings of the study were: (i) teachers highly value the role creativity plays in helping children learn and enjoy learning (ii) the current high-stakes testing conditions inhibit their ability to foster creativity and thus compromise meaningful learning.
Azevedo, Dale (2010) studied on the teaching a church board how to play: how learning to play can strengthen a church board.

The findings of the study were: (i) it appeared that play did, in fact, have the desired results within the church’s administrative board. In addition to reducing anxiety, increasing creativity, accepting differences of opinion and redefining “failure”, (ii) there was also evidence that play helped deepen interpersonal relationships and perhaps participant’s relationships with God. (iii) even in three short months, experiences of play began to change the church board’s efficiency and effectiveness.


The finding of the study revealed that more nuanced conceptions within these four aspects of the nature of Science. Implications for science education and future research are discussed.

Jahnke, Michele (2010) studied on how teacher collective efficacy is developed and sustained in high achieving middle schools.

The results were: (i) eight factors were identified as influencing the development of collective efficacy. (ii) a positive and supportive environment, the clear vision and goals, high expectations, strong support system, meaningful professional development, shared leadership, innovative practices and structured and productive collaboration. (iii) three additional factors we determined to sustain teacher collective efficacy: hiring practices, mentoring and tradition. (iv) four factors were identified as influencing student achievements: student support programs, multiple teaching strategies, data driven instruction and positive relationships with students.

Yaghoubi, Nour-Mohammad (2010) studied on the relationship of organizational culture and personnel creativity in public organization (a case study of Iran).

The finding of the study was there was a statistical significant relation between OC and Personnel creativity.
Barbara, Imperatori (2011) studied malevolent creativity: does personality influence malicious divergent thinking?

These results confirm the link between personality and malevolent creativity, corroborating the general model of aggression and extending understanding of malevolent creativity, a new subfield of creativity research.

Rita, Bissola, (2011) studied on the organizing individual and collective creativity: flying in the face of creativity cliches.

The results of the study were that creativity is not only about creative genius and design for creativity is not a matter of linear correlation but implies a more sophisticated and integrative approach according to which individual creative skills, team dynamics and organizational solutions interact with each other to produce a collective creative performance

c. Studies on Teacher Effectiveness

Riggle, Blair Andrew (2001) conducted a study on students’ perceptions regarding their teachers’ instructional qualities and practices.

The of the study were: (i) approximately 1227 freshmen students who had passed the Ohio ninth grade proficiency test on their first attempt as eighth graders were administered this survey. (ii) large scale standardized assessment such as the Ohio ninth grade proficiency test was used.

Ayres, Donna (2002) conducted a study on the effectiveness of a lesson planning strategy to aid pre-service elementary teachers in developing reflective practice on lesson design.

The findings of the study were: (i) differences between reflective and common sense teachers suggested cognitive style differences in lesson approaches. (ii) qualitative analysis suggested that personality and motivation inhibits lesson competency development.

Alban, Theresa Raab (2002) conducted a study on evaluating school and teacher effectiveness: a comparison of analytical models.

The finding of the study revealed that schools and teachers were ranked using a residual analysis to determine the difference between students’ actual mean performance and students’ expected mean performance.
Roehrig, Alysia Deanne (2003) conducted a study on the effects of mentoring on beginning teacher effectiveness and student outcomes.

The finding of the study revealed that the students’ engagement in cognitively demanding literacy activities did no systematically differ treatment group either.

Selsor, Milinda (2003) conducted a study on rural and suburban community college students’ perceptions of teaching effectiveness.

The findings of the study were: (i) rural and suburban community college student’s rate dimensions related to communication skills highest: instructor enthusiasm, individual rapport and group interaction in that order. (ii) conversely, students rated dimensions related to learning and content among the lowest: learning value, breadth of coverage and assignments/reading in that order. (iii) significant differences were found in 5 statements for gender, 3 statements for age and 2 statements for degree programme. (iv) themes of caring, comfort communication and competence consistent with quantitative data, the top 15 qualitative responses were related to SEEM dimensions enthusiasm and individual rapport.

Gultekin, Mehmet (2006) disclosed that the attitudes of teacher candidates towards teaching profession are quite positive, and their perception levels of teaching competency are very good. Moreover, the teacher candidates consider the program they enrolled in so beneficial for them to gain teaching competencies.

Wheeler, Kristy Plyler (2007) disclosed that no significant correlations were identified between variables, results showed a need for professional development in several areas for general educators teaching in inclusive classrooms.

Sanchez, Lori (2007) revealed that (i) a good teacher were organized into conceptual typology consisting of four general categories: Personal characteristics, teaching characteristics, teacher-student relationship and classroom environment and management. (ii) the students in this study have forged well defined notions on the attributes of good teachers. (iii) an effective teacher must hold the personal characteristics of being nice, respectful of students and fun; the teacher characteristics of teaching many subjects giving homework, explaining things well, being organized and reading to students; create teacher–student relationships which evolve helping students not yelling at students, being a positive role model and believing in students
and create a classroom environment in which discipline is maintained, rewards are given for good behaviour and a safe environment is created.

O’meara, Kevin (2007) revealed that (i) no statistically significant difference existed between the total mean scores on the TBC between male and female students. (ii) no statistically significant difference existed between the total mean scores between teachers and students. (iii) students and teachers regardless of the nature of the student perceive that the characteristics of effective teachers should be present in teachers to a high degree and are present in the teachers at Squadron Officer School. (iv) the TBC showed promise for continued use in measuring the characteristics of effective teachers in instructional settings outside the traditional college or university environment such as Squadron Officer College.

Wheeler, Kristy Plyler (2007) conducted a study on teacher effectiveness in accommodating students with emotional and behavioural disorders in the inclusive classroom setting.

The findings of the study were: (i) no significant correlations were identified between variables (ii) a need for professional development in several areas for general educators teaching in inclusive classrooms.

Sanchez, Lori (2007) conducted a study on what makes a good teacher: Are we looking in the right direction for guidance?

The findings of the study were: (i) the students in this study have forged well defined notions on the attributes of good teachers. (ii) an effective teacher must hold the personal characteristics of being nice, respectful of students and fun; (iii) the teacher characteristics of teaching many subjects giving homework, explaining things well, being organized and reading to students, create teacher – student relationships which evolve helping students not yelling at students, being a positive role model and believing in students and create a classroom environment in which discipline is maintained, rewards are given for good behaviour and a safe environment is created.

Johnson, Barbara Ann (2007) made a study on effective teaching traits relevant to the academic success of African American students.

The findings of the study were: (i) the political system had mandated that all students receive an appropriate education and educational systems are being held more accountable than ever. (ii) test scores of African American students continue to be
significantly lower than those of Euro American students. (iii) an issue may reframe the thoughts and activities of educators and educational researchers in the relationship between teaching traits of master teachers and the academic success of African American students.

Ernest, David Joseph (2007) conducted a study on student evaluations of teaching and student motivation.

The finding of the study revealed that the online response rates are significantly smaller than response rates of paper SETs, dropping to or below 50%.

Baartman and Liesbeth (2007) declared that (ii) the teachers deem classical and competency-based quality criteria equally important. (ii) vocational teachers gave higher importance scores than pre-vocational teachers; possibly due to the pressure they experience to improve the quality of their assessments on teachers' opinions on quality criteria for competency assessment programs.

D'agostino, Jerome and Waverely, Hester (2007) found that (i) advanced education majors and non-majors differed mostly on academic knowledge, (ii) functional knowledge predicted competence to the greatest extent. (iii) A variety of useful information can be gleaned from teacher tests if sub scores of these dimensions are generated through identifying Prepared and Competent Teachers with Professional Knowledge Tests.

Goodman, Gay and Arbona (2008) revealed that (i) a significant relationship between the Professional Attributes Questionnaire (PAQ) and both the Professional Roles and Responsibilities (PPR) and the Generalist Elementary Comprehensive (GEC) exams. (ii) no significant relationship was found between the teaching performance portfolios and either one of the state-mandated tests evaluating teacher competency.


The findings of the study were: (i) the intrapersonal aspect of teaching is relevant to teacher effectiveness and classroom climate; that contemplative and mindfulness practices may offer systems that support and sustain teachers as they navigate. (ii) negotiate and mange the intrapersonal aspect of teaching and that pre-service and in-service professional development and provide vehicles to deliver this training.
Zielinski, Tammy Gutterman (2009) exhaustively studied examining factors contributing to the effectiveness of general education teachers of inclusion students.

The findings of the study were: (i) teacher effectiveness must be used as a multi-dimensional construct. (ii) teacher gender as well as years of graduate studies, both contribute to enhancing overall teacher effectiveness.

Miller, Robert (2009) studied how professional development can enhance teacher effectiveness and student success.

The major finding of the study was that the use of teacher developed professional development programs and whether or not student achievement in the learning environment increased.

Richard (2009) conducted a study on changes in pre-service elementary teachers’ Personal Science Teaching Efficacy (PSTE) and Science Teaching Outcome Expectancies (STOE): the influence of context.

The findings of the study were: (i) whether pre-elementary teachers met or exceeded the number of postsecondary science courses required to graduate. (ii) their positive or negative perceptions of prior school science experiences had a statistically significant main effect on the changes in PSTE but not STOE.

Karen (2009) conducted a study on evaluation of self-reported teacher efficacy and minority achievement in middle school.

The findings of the study were: (i) the teacher reported self efficacy rating have an impact on student performance. (ii) the study discovered that the teachers from the school in the study presented a high level of collective teacher efficacy.

Abdul, Raheem et al. (2010) conducted a study on teaching competency testing among Malasian school teachers.

The findings of the study were: (i) all the teachers were competent. (ii) there were significant relationships between teaching competency and gender, specialization and academic achievement.
Koehler, Jessica Rohyn (2010) studied on an experimental evaluation of the effect of Instructional Consultation Teams on Teacher Efficacy: A multivariate, multilevel examination.

The major finding of the study revealed that ICT teams significantly increased teachers’ scores on the efficacy scales.

**CRITICAL REVIEW OF RELATED LITERATURE**

The investigator has reviewed 193 related literatures for the present study. Among them 96 are foreign studies and 97 are Indian studies. Among the foreign studies 57 are directly connected to Emotional Intelligence, 16 to Creativity and 23 to Teacher effectiveness. Among the 97 Indian literatures 31 are connected to Emotional Intelligence, 27 connected to Creativity and the rest 39 are connected to Teacher Effectiveness. Most of the studies have been employed survey method. In other cases random sampling, non-probability sampling, stratified random sampling, cluster sampling were followed in the sampling techniques.

Creativity is the hallmark of teacher effectiveness. Without the creative initiative of a teacher, a teacher cannot be effective in his/her profession. The NCTE in its draft Curriculum Framework on Teacher Education (2005) has recommended further that research and study in the area of Emotional literacy which is the offshoot of Emotional Intelligence. When a teacher is stable in his/her emotional intelligence he/she is able to read the rising levels of depression. The responsibility therefore falls on the teachers to train in the development of life-skills so that the students may live productive and healthy lives. Erasmus (1530) said. “The main hope of a nation lies in the proper education of its youth.” It not only includes ‘learning to know’ and ‘learning to do’ as defined by the Delors Commission( 1976) on education for the 21st Century but also ‘learning to live together’, ‘learning to be’ and ‘learning to change oneself and the society’ as well. Therefore, the demands of signs of time in order to be productive is to be emotionally Intelligent, creative and effective. Hence, these are the three great pillars of success in education assuming greater significance in teaching profession.
Apart from the above review of literature, the investigator would like to add critical comments on the three variables Emotional Intelligence, Creativity and Teacher Effectiveness. The critical review of the related literature may throw further insight in the research. The investigator has made the following conclusions from the above related literature.

**Emotional Intelligence**

Tyagi (2004) concluded that the emotional intelligence of secondary teachers was extremely low and the level of emotional quotient was independent of gender and age. Mohana Sundaram (2004) predicted that there was low positive correlation between emotional intelligence and achievement in educational subjects and achievement in science subjects. Pathan Young (2004) revealed that there was no significant difference between emotional intelligence of males and females. Sangeeth Jose (2005) attempted to study on emotional intelligence and self efficacy of the teacher educators. The study showed the 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) showed a significant relationship between emotional intelligence and intelligence quotient of the male students and emotional intelligence and academic achievement of the female students. Stubbs Elizabeth (2005) revealed that the team leader’s emotional intelligence had effects on the teams they led and team level emotional intelligence affected team performance.

Srivastava Nidhi (2007) pointed out a positive relation between emotional intelligence and achievement in environmental studies. Singara Velu and Ezhil Ranjan (2007) inferred that the rural and urban student teachers differed significantly in their EI. Bipin Savalia (2007) revealed there was a significant difference in EQ of science students and commerce students, having more EQ and here was a significant difference in EQ of male and female students, with male students having more EQ.

Warnke Ann (2008) suggested direction for staff development, principal training and principal selection. Coco Charles (2009) offered a glimpse into which EQ competencies had positive relationship to job satisfaction for deans. Inferred that the interwoven with the ability to manage personal emotions as well as the ability to and manage the emotions of others and effectively communicate. Curry Cosmas (2009)
indicated that EI of school leaders was not correlated to school climate as perceived by teachers and there were significant correlations between the two when compared to some factors of the SLEQ.

Philip Carlos (2009) pointed significant relationship between emotional intelligence and approach coping but did not show a significant relationship between emotional intelligence and avoidance coping. Milillo Michael Steven (2009) showed the possibility could be that managers select non-management leaders based solely on their technical expertise and do not consider levels of emotional intelligence. Shepherd-Osborne Tracie (2009) recommended that organizations incorporate emotional intelligence assessment into the educator hiring process as well as determine the job satisfaction and organizational commitment levels and leadership type preference of current educators as a basis for forming training budgets and retention strategies.

Behnke Carl Alan (2009) predicted that the attitudes associated negatively with emotional-social intelligence for students identified as possessing low-average emotional–social intelligence. Vuzzo Darren (2009) suggested a training programme for increasing emotional intelligence and lowering stressors in police departments. Jerome Karen (2009) revealed that was a significant positive and negative correlation between emotional intelligence and leadership style.

Hatfield and David (2009) revealed that there was a significant negative relationship was found between emotional intelligence and passive avoidant leadership skills. Pardee Deborah (2009) suggested that male job satisfaction appears to be influenced by the ability to be aware of emotions and manage own emotions, while female job satisfaction appears to be influenced solely by the ability to be aware of emotions. Oney Michael (2010) concluded that EI is not a strong predictive construct relative to certain ecclesiastical performance variables and that the EI of clergy related to facilitating conversions is a predictive quality.

Creativity

Hill Gregory Thomas (2000) remarked that males were found to have significantly higher humour mean scores than females. Singh Bhodev (2000) found that quantity and quality of mathematical creative thinking were significantly related to each other. Mahapatra Premalata (2000) revealed that the experimental treatment of enrichment programme had a positive impact on the children. Girls were found to be
better in developing composition writing as command to boys. James Anice (2001) inferred that there is socio-cultural difference in creative thinking. Religion was found to be the most significant predictor variable for discriminator between low and high creative thinking group.

Frank Lilly (2002) inferred that the teachers’ personality acted as expression of her/his creativity in the classroom. Aljughaiman Abdulla (2002) inferred that the teachers have positive attitudes and perceptions about creativity; know many of the positive characteristics of creativity only appreciate the creative students.

Panda and Yadava (2005) concluded that there is certain degree of cultural continuity in implicit creativity theories in the Indian context. Fountain Heather Leah Ryerson (2007) suggested the development of positive classroom environment s where students enjoy learning. Anderson Troy (2007) suggested that creative performance may depend on group size and that ego network characteristics also affect perceptions of the organizational context.


Miller Angela (2009) revealed that there was lack of relationships between the CPAC scale, social desirability and several demographic variables suggested some evidence for divergent validity. Olivant Katie Field (2009) showed that teachers highly value the role creativity plays in helping children learn and enjoy learning, but that the current high-stakes testing conditions inhibit their ability to foster creativity and thus compromise meaningful learning.

Arora (1976) revealed that the teachers did not differ in terms of the length of teaching experience, satisfaction with the allotment of teaching subjects, textbooks and the mode of transport used for travelling to school. Atreya Jai Shankar (1989) inferred that the effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching. Vasistha and Verma, Jegadish (1991) inferred that the Effective
teachers had dependent personality characteristics, whereas ineffective teachers had difficulty in establishing close personal relationship.

**Teacher effectiveness**

Nautiyal (1992) predicted that there was no difference in the student perceived teacher characteristics of high performance-skill and low-performance-skill teachers in government colleges but this was found in private schools. Gultekin Mehmet (2006) inferred that the attitudes of teacher candidates towards teaching profession are quite positive, and their perception levels of teaching competency are very good. Wheeler Kristy Plyler (2007) inferred a need for professional development in several areas for general educators teaching in inclusive classrooms.

O’Meara Kevin (2007) predicted no statistically significant difference existed between the total mean scores between teachers and students. Vorndran Kenneth (2009) depicted at the importance of the intrapersonal aspect of teaching in aspect of teaching is relevant to teacher effectiveness and classroom climate. Zielinski Tammy Gutterman (2009) inferred that the teacher gender as well as years of graduate studies, both contribute to enhancing overall teacher effectiveness. Miller Robert (2009) predicted that the use of teacher developed professional development programs and whether or not student achievement in the learning environment increased.

Based on the above collected relevant literature, it could be understood and inferred that the present study differs from the reviewed studies in many ways. First of all, there was no such study undertaken so far as I know which had these three combined variables of emotional intelligence, creativity and teacher effectiveness.

Secondly, it could be propagated with full conviction that there are many connected foreign literature connected to emotional intelligence but there are very few studies done directly which dealt with teacher effectiveness and creativity. There was only one Indian study done which was related to teacher effectiveness and creativity.

Thirdly, it is the first time of its kind that such a study is undertaken from Bihar. This undertaking is first in its kind to recognize the efforts made by the primary school teachers’ who lay the foundation for higher academic achievements. It could be a considerable contribution if the findings and suggestions of this research could be implemented to change the scenario of education in Bihar.
There are very few Indian researchers who have studied teacher effectiveness and creativity together. However, so many studies have been conducted in teaching competency, though these two terms could be equated so far as the teacher effectiveness is concerned. It differs when the researcher is projecting the important role of primary school teachers which is the foundation of higher developments in the area of life-skills of students. Finally, it is important to note that it differs from the rest of the studies in terms of population sample and area of study.