CHAPTER II

REVIEW OF RELATED LITERATURE

- Introduction
- Studies Related to Emotional Intelligence
- Studies Related to Teaching Competency
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature and related studies is nothing but an exhaustive survey of what has already been done concerning the problem, which is being investigated and hence is an indispensable step in its analysis and evaluation.

The review of related studies is an important pre requisite to actual planning and execution of any research work. For any worthwhile research in any field the researcher needs an adequate familiarity with the literature available in that field of study. This not only provides an access to the accumulated wisdom of the ages but also enables the investigator to carry out his work successfully.

In the words of Best (1983) review of related studies is “a summary of the writings of recognized authorities and of previous research, provides evidence that the researcher is familiar with what is already known and what is still unknown and interested.” This leads to the conclusion that it is the sole measure that enables the researcher in delimiting and defining the problem and is also in choosing and adopting the appropriate methodology. It avoids unnecessary duplication, demonstrates relationship between completed research and the topic under investigation.

The major purpose of the present study, as mentioned in earlier contents is to find out the ways to improve the emotional intelligence of an individual and find the relationship between emotional intelligence and teaching competency. The review has
been limited to the studies closely related to the investigating area. The reviewed
literature are categorized and presented under the following subtitles.

2.2 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

2.3 STUDIES RELATED TO TEACHING COMPETENCY

2.4 OVERVIEW OF THE RESEARCH REVIEWED

2.2 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

2.2.1 Studies conducted in India

Darsana (2007) conducted a study on the relationship between emotional intelligence
and achievement facilitating variables of higher secondary school students.

The objectives of the study were

1) To find out the relationship between emotional intelligence and achievement
   facilitating variables for the whole sample and relevant sub samples.

2) To compare the emotional intelligence of groups in pairs classified on the basis of
   sex, locale of the school, nature of school management and socio economic
   status (high SES, low SES)

   The study was conducted on a representative sample of 387 higher secondary
   school students (191 boys & 196 girls). The results revealed a significant relationship
   between emotional intelligence and socio economic status for the whole sample and sub
samples and in total the study revealed a significant relationship between emotional intelligence and achievement facilitating variables

Gaurav (2008) conducted a study on the relationship between emotional intelligence and medium of instruction. The major objectives of the study were

1) To compare the emotional intelligence of secondary school teachers in relation to their medium of instruction.

2) To analyse the major aspects of emotional intelligence of secondary school teachers in relation to their medium of instruction.

Research has been carried out on 140 teachers at +2 level, of which 70 from English medium and 70 from Hindi medium were taken. Emotional Intelligence scale by Anukool Hyde, Sanjyoth Pathe& Upinder Dhar was used for collecting data. The study indicated that emotional intelligence of secondary school teachers differs significantly in relation to their medium of instruction.

Hameed and Tahira (2008) conducted a study on emotional maturity and Social adjustment of student teachers. The main objectives of the study were

1. To find out the relationship between emotional maturity and social adjustment of student teachers.

2. To find out is there any difference in emotional maturity of student teachers w.r.t gender and type of institution.
The results of the study revealed that there is a significant difference in the emotional maturity level when compared on the basis of gender (t-value=2.23) and type of institution (t-value=4.09). There is a significant positive correlation between emotional maturity and social adjustment (r=0.6057).

Indu (2007) conducted a study on the emotional intelligence of secondary teacher trainees. Five hundred and two teacher trainees were assessed for their emotional intelligence. The objectives of the study were

1) To compare the mean scores of emotional intelligence in relation to gender
2) To study the influence of type of family on emotional intelligence of teacher trainees.
3) To compare the emotional intelligence of teacher trainees on the basis of type of institution namely, government, government aided and private colleges of education.

The tools used for the study are Emotional Intelligence Scale (EIS) constructed by the researcher based on Bar-On dimensions of emotional intelligence. The findings revealed that majority of the sample possessed average emotional intelligence and there was no significant difference in emotional intelligence of the sub samples; type of family and type of institution.
Johnson (2008) conducted a survey type study to find out the emotional quotient of teacher educators and principals working in training colleges. The objectives of the study were

1) To find out the level of emotional quotient of teacher educators in the union territory of Pondicherry.

2) To find out the level of emotional quotient of principals working in training colleges and training institutes.

The study was carried out in 175 teacher educators of which 107 are males and 68 are females. Bar-On inventory was used for collecting the data. The results revealed that

1) The teacher educators in the training colleges and training institutes have same level of emotional quotient.

2) There is no significant differences in the emotional quotient of teacher educators and principals with respect to the difference in their personal variables.

3) The emotional quotient of principals and teacher educators are found to be average.

Pyari (1999) conducted a study to find out the influence of emotional maturity on academic achievement. The study revealed that mean value of emotional maturity of
boys was slightly greater than girls. No significant gender difference was observed in emotional instability, emotional regression and personality disintegration.

Rekha Menon (2001) conducted a study on emotional intelligence and its relation to academic achievement of secondary school pupils of Kerala and the study did not find any significant relationship between the variables of emotional intelligence and academic achievement.

Segal (1999) conducted a study on emotional quotient, intelligence, personality and psychological well being of adolescent. The study revealed that EQ and IQ dimension show a moderate to significant positive relationship, EQ was revealed positively with psychological well being among adolescents.

Sridhar (2006) conducted a study on the level of teacher efficacy and emotional intelligence of primary school teachers in relation to their personal variables. The research questions posed for the study were

1) Do the teacher efficacy levels of primary school teachers as measured by the TES significantly correlate with higher emotional intelligence coefficients as measured by the EIT?

2) Is there any significant difference between the means of emotional intelligence and teacher efficacy scores with reference to gender, age and educational level?

The study made use of simple random sampling in selecting 100 primary school teachers from all the urban primary school teachers in Mysore South. The tools used for
the data collection are Teacher Efficacy Scale (TES) and Emotional Intelligence test. The mean accounted for TES was 35 on teaching efficacy and 25 on personal efficacy, both falls under moderate category. There is no, however, significant difference between the means of TE and EQ with reference to two independent variables considered in this study. In respect to the third independent variable (age) a significant difference has been observed. The mean obtained for emotional intelligence was 202.

Sobha Tom (2007) studied emotional intelligence and adjustment of teachers working at different levels in the Kannur district of Kerala. Emotional Intelligence scale by Anukool Hyde, Sanjyoth Pathe & Upinder Dhar was used for collecting data. The study concluded that emotional intelligence and adjustment of teachers in the total sample and in the sub samples are high.

Usha & Rekha (2008) conducted a study on emotional competence and mental health as predictors of academic achievement. The study was conducted on 530 secondary school students of Kerala. The tools used for the data collection were emotional competence scale, mental health status scale and achievement test in Physics. The results revealed that EC and mental health have high correlation with achievement. It also revealed that among the variables studied, the best predictor academic achievement is emotional intelligence.
Vandana Jadhav (2008) conducted a study of emotional intelligence of student teachers in relation to general intelligence and academic achievement. The objectives of the study were the following

1. To study the emotional intelligence among student teachers in relation to general intelligence.
2. To study the emotional intelligence among student teachers in relation to academic achievement.

The results of the revealed that there is no significant relationship between emotional intelligence and general intelligence ($r=0.0325$) and academic achievement ($r=0.1446$).

Vinod Kumar (2003) conducted a study of correlates and nurturance of emotional intelligence in primary school children. The study was conducted in three phases. In first phase, the original electronic English version of MEIS, developed by Mayer & Salovey (1997) was adapted into a paper pencil Hindi version. During the second phase, emotional intelligence of these children was assessed, analyzed and correlated with the social performance, attentive abilities and academic achievement. In the third phase, nurturance tools were devised and applied on a selected group of 25 children. All the four components of emotional intelligence, namely identification, assimilation, understanding and regulation of emotions correlate with each other and the overall emotional intelligence score. The present study points toward a possibility of two factor structure of emotional intelligence. The first factor components show correlation
with socio-cultural and environmental variables. The second factor components show association with variables indirectly representing general intelligence, like, academic achievement.

### 2.2.2 Studies conducted in abroad

Adenike Emeke (2008) has studied the relative effect of emotional intelligence and self efficacy on scholastic achievement. The study investigated the relative effect of some Nigerian secondary school students. Locus of control was used as a moderator variable. The objectives of the study were

1) To find out the main effect of treatment on academic achievement of the students.

2) To find out the main effect of locus of control on academic achievement of the students.

3) To find out the interaction effect of treatment and locus of control on academic achievement of the students.

Participants consisted of 270 students across three selected educational zones in Oyo state. A pre test - post test, control group quasi experimental design with a 3X2 factor matrix was adopted for the study. Three null hypotheses were tested at 0.05 level of significance. Four valid and reliable instruments were used for the study. Emotional intelligence training package (EITP), Self efficacy training package (SETP), Locus of control scale (LOCS, r=0.68) and English language achievement test (ELAT, r=0.73)
were used for data collection. Data analysis involved analysis of covariance and Duncan post-hoc test to examine the relative effect of emotional intelligence and self efficacy training on the scholastic achievement of secondary school students.

Adeyemo (2008) studied the demographic characteristics and emotional intelligence among workers. The study was conducted in some selected organizations in Oyo State, Nigeria. The study investigated the relationship between demographic variables and EI, as measured by the WEIP. Participants were 215 workers randomly drawn from selected organizations in Nigeria. Correlation analysis showed a significant relationship between EI and two of the independent variables - gender and working experience. Females and experienced workers had higher EI scores. However, no significant relationship was observed between age, salary grade, marital status, educational qualification and EI.

Akerjordet & Severinsson (2008) conducted a literature review study of emotionally intelligent nurse leadership. Emotional intelligence has been acknowledged in the literature as supporting nurse leadership that fosters a healthy work environment, creating inspiring relationships based on mutual trust. A literature search to explore EI in the nursing profession was undertaken using international data bases covering the period January 1997 to December 2007. Results revealed that nurse leaders who exhibit characteristics of EI enhance organizational, staff and patient outcomes. In addition, EI was associated with positive empowerment processes as well as positive organizational
outcomes. The main conclusion of the studies is that nurses in leadership positions with high self-awareness and supervisory skills create a favorable work climate characterized by resilience, innovation and change.

Alegre, Alberto (2011) conducted a study on parenting styles and children's emotional intelligence. This study reviews the scarce research literature in the area of children's emotional intelligence. Based on the parenting literature, four main dimensions of parenting are identified that are relevant to the study of emotional intelligence: parental responsiveness, parental positive demandingness, parental negative demandingness, and parental emotion-related coaching. Parental responsiveness, parental emotion-related coaching, and parental positive demandingness are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence. Additionally, social-emotional intervention programs used in schools have succeeded in improving children's emotional skills.

Angela (2009) conducted a study on the trait emotional intelligence and its relationships with problem behavior in Hong Kong adolescents. This study examines how trait emotional intelligence, as measured using the 33-item emotional intelligence scale, is related to internalizing and externalizing problem behavior in 325 adolescents in Hong Kong. An item factor analysis yields four dimensions of emotional intelligence.
This set of Chinese data, together with a dataset from the UK suggests the inadequacy of the original one-factor model in describing this type of intelligence. The female adolescents scored significantly higher in self-management of emotions and social skills, whereas no significant differences between gender were identified in awareness of others’ emotions and positive use of emotions. There was an inverse relationship between emotional intelligence and problem behavior. The self-management of emotions was negatively associated with all types of problem behavior, whereas social skills were related to aggression and delinquency. Regression analysis suggests that poor use of emotions may lead to higher levels of problem behavior, such as depression, aggression and delinquency, whereas a higher degree of self-management may lead to less anxiety.

Ayoko et al., (2008) studied the influence of team emotional climate on conflict and team members’ reactions to conflict. They seek to advance research on conflict and emotions by integrating features of conflict, reactions to conflict, and team EI climate, as measured by the work group emotional intelligence profile (WEIP). Participants were 528 employees in 97 organizational teams. Results revealed that teams with less-well-defined EI climates were associated with increased task and relationship conflict and increased conflict intensity. In addition, team EI climate, especially conflict management norms, moderated the link between task conflict and destructive reactions to conflict. The main implication is that team leaders and members need to be aware of their team member’s reactions to conflict.
Barbara (2002) has studied emotional intelligence and its relationship to achievement and implications for education. Pearson correlations and standard multiple regression analysis was used to examine the relationship between emotional intelligence skills and academic achievement. The statistical results for the study reveal that they are significantly correlated.

Bar-On (2006) conducted a study to develop an inventory to measure emotional and social intelligence construct. According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. The emotional and social competencies, skills and facilitators referred in this conceptualization include the five key components and each of these components comprises a number of closely related competencies, skills and facilitators. Consistent with this model, to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures.

Bennouna (2004) conducted a study on the mentor’s emotional intelligence and performance of mentoring functions. The purpose of this study was to examine the relation between major (or co-major) professor’s emotional intelligence profile and their performance of mentoring functions as perceived by their adult learner doctoral student
graduates (mentees). This study was conducted at a College of Education at a large research university in the south-east United States and included 79 doctoral students who graduated between 1999 to 2002 and their respective 29 major professors. Major Professors' emotional intelligence profile’s resided in the top two categories between optimal and proficient. These scores were higher than the North American norm using a sample of professionals in business and industry, which resided between the vulnerable and proficient categories. A profile comparison by gender revealed that female professors scored higher on the intuition and creativity subscales, while male professors had a higher score for trust. On the mentoring profile, doctoral graduates rated their major professors highest on their ability to assist students to envision the future and lowest on their competence to confront and challenge student’s achievements. Correlational analysis between the major professor’s emotional intelligence profile and their performance of mentoring functions revealed a majority of weak and negative correlations, which were inconclusive, and warrant further research.

Boyatzis & Saatcioglu (2008) conducted a study on developing emotional, social and cognitive intelligence competencies in graduate management education. The study presents a comprehensive review of 17 longitudinal studies of the impact of a particular MBA program on developing emotional, social and cognitive intelligence competencies. The findings indicate that competencies that predict effectiveness in management and leadership can be improved in adults through a graduate management program and that these improvements can sustain out as far as seven years.
Brundin *et al.*, (2008) has studied the relationship between Manager’s emotional displays and employee’s willingness to act entrepreneurially. This study draws on the literature of emotions and entrepreneurial motivation to analyze how and why emotional displays of managers influence the willingness of employees to act entrepreneurially. Using data from 31 entrepreneurially oriented firms, the findings revealed that manager’s displays of confidence and satisfaction about entrepreneurial projects enhance employee’s willingness to act entrepreneurially, whereas displays of frustration, worry, and bewilderment, respectively diminish it. However, negative moods may be functional in cases where the situation is complex and risky and direct attention to details is necessary. The findings are in line with the EI framework that maintains that emotionally intelligent managers are able to use emotions in order to enhance cognitive processes among employees. In other words, manager’s display of emotion may put employees in good or bad moods. By being aware of the consequences of displaying positive or negative emotions, and by being able to be more flexible and alter their displays, managers can impact employees work performance.

Burbach, Mark (2004) has studied the relationship between emotional intelligence and full-range leadership as moderated by cognitive style and self-concept. This field study examined the effect of an ability-based measure of emotional intelligence as a predictor of full-range leadership style. The moderating effects of leader’s cognitive style and direction of self-concept (internal vs. external) on the relationship between emotional intelligence and full-range leadership style were also
examined. The analysis was done on the data collected from 146 self-identified leaders and 649 raters. A significant predictive relationship was found between emotional intelligence and all full-range leadership styles from leaders' perceptions. Cognitive style added significant variance to the relationship between emotional intelligence and transformational leadership and outcomes of leadership from leader's perceptions. This indicated the combined extraversion and intuitive cognitive style is associated with transformational leadership over and above emotional intelligence. The study indicated that internal self-concept is associated with transformational leadership over and above emotional intelligence and external self-concept is associated with management by exception and laissez-faire leadership over and above emotional intelligence. No significant interaction was found between cognitive style or direction of self-concept and emotional intelligence while predicting full-range leadership style from leaders' perceptions. A significant predictive relationship was found between emotional intelligence and laissez-faire leadership and outcomes of leadership from raters' perceptions. A significant interaction was found between direction of self-concept and emotional intelligence while predicting transformational leadership, contingent reward leadership and outcomes of leadership from raters' perceptions. This indicated that the leader's internal self-concept moderates the relationship between emotional intelligence and transformational leadership, contingent reward leadership and outcomes of leadership from raters' perceptions. The results of this research provide guarded
optimism for the predictive value of an ability model of emotional intelligence in leadership research.

Caputi et al., (2000) conducted a study for the critical evaluation of the emotional intelligence construct. Investigators administered the multifactor emotional intelligence scale (MEIS) to Australian undergraduates along with a battery of IQ, personality, and other theoretically relevant criterion measures including life satisfaction relationship quality. The study revealed that EI was not related to IQ but was related to specific personality measures (empathy) and to other criterion measures (e.g., Life satisfaction). EI was also related to people’s ability to manage their moods but not their ability to prevent moods from biasing their judgments. IQ was surprisingly related to both these mood processes. The results suggest that EI construct it distinctive and useful.

Charbonen (2001) conducted a study to examine the relationship between emotional intelligence and leadership in adolescents. Here two main scales were used. Schuttle et al., scale and Weisinger Scale were used but the scores did not correlate with peer nominations and some aspects of emotional intelligence were associated with leadership not only in adults but also in adolescents.

Chaun-Ta (2003) conducted a study on the relationship between foreign language anxiety and emotional intelligence. The study was conducted in a sample of EFL Students in Taiwan. An examination of the association between language anxiety
and emotional intelligence skills among private college students, who learn English as a second language in Taipei, Taiwan.

Chiva & Alegre (2008) conducted a study on the relationship between emotional intelligence and job satisfaction and the role of organizational learning capability. The purpose of this study is to examine the relationship between EI, as measured by the SREIT and job satisfaction. Data were collected from blue-collar employees working for ceramic tile manufacturers in Spain. Results suggest that emotionally intelligent individuals are more likely to experience high levels of job satisfaction. Results also indicate that organizational learning capability (OLC), defined as a set of stimulating factors that facilitate organizational learning (e.g., experimentation, risk taking, interaction with the external environment, dialogue and participative decision making), plays a significant role in determining the effects of EI on job satisfaction.

Ciarrochi et al., (2002) conducted a study on the emotional intelligence moderates the relationship between stress and mental health. The study hypothesized that EI would make a unique contribution to understanding the relationship between stress and three important mental health variables, depression, hopelessness, and suicidal ideation. University students (n=302) participated in a cross-sectional study that involved measuring life stress, objective and self-reported emotional intelligence, and mental health. Regression analyses revealed that stress was associated with: (1) greater reported depression, hopelessness, and suicidal ideation among people high in emotional
perception (EP) compared to others; and (2) greater suicidal ideation among those low in managing others' emotions (MOE). Both EP and MOE were shown to be statistically different from other relevant measures, suggesting that EI is a distinctive construct as well as being important in understanding the link between stress and mental health.

Constough (2001) conducted a study to examine the relationship between emotional intelligence and life satisfaction. The results of the study revealed that emotional intelligence accounts for individual differences in life satisfaction. The findings of the study provide preliminary empirical evidence that how clearly individuals tend to experience their emotions and use their emotional intelligence. The study also accounts that well conceptualized and developed emotional intelligence can account for the variance in life satisfaction.

Day (2004) conducted a study about using an ability based measure of emotional intelligence to predict individual performance, group performance and group citizenship behaviours. Here the construct and criteria validity of an ability based measure of EI were examined. The Mayor Salovey and Caruso emotional intelligence Test (MISCEIT) subscale was modestly correlated with personality. Women performed significantly better than men for all the scales.

Day & Carroll (2008) studied the difference in the comparison of response distortion on ability and trait-based EI measures. This study compared the susceptibility of two EI tests to faking. In a laboratory study, participants completed the EQ-i and the
MSCEIT in two sessions. In the first session (i.e., the 'applicant condition'), participants were given a job description and asked to respond to the EI measures as though they were applying for that job. Participants returned 2 weeks later to repeat the tests in a 'non-applicant' condition. Mean differences between 'applicant' and 'non-applicant' condition indicated that the EQ-i was more susceptible to faking than the MSCEIT. Results also revealed that participants were more likely to be selected for the job based on their applicant condition EQ-i scores than their non-applicant EQ-i scores, but they had an equal chance of being selected based on their MSCEIT scores from each condition.

Dunn & Brackett (2007) conducted a study on the role of individual differences in emotional intelligence for predicting the future outcome. They have done two studies, and examined whether people who are high in emotional intelligence (EI) make more accurate forecasts about their own affective responses to future events. All participants completed a performance measure of EI (the Mayer-Salovey-Caruso Emotional Intelligence Test) as well as a self-report measure of EI. Affective forecasting ability was assessed using a longitudinal design in which participants were asked to predict how they would feel and report their actual feelings following three events in three different domains: politics and academics (Study 1) and sports (Study 2). Across these events, individual differences in forecasting ability were predicted by participant’s scores on the performance measure, but not the self-report measure, of EI; high-EI
individuals exhibited greater affective forecasting accuracy. Emotion management, a subcomponent of EI, emerged as the strongest predictor of forecasting ability.

Elfenbein & Curhan (2008) conducted a study to document the extent of individual differences, characterized in broad terms of self-efficacy, motivation style, abilities such as cognitive and emotional intelligence, personality factors and visible characteristics such as sex and age, in negotiation performance, and the secondary goal is an exploratory analysis of the extent to which negotiating performance differences can be explained on the basis of existing measures, including EI, as measured by the MSCEIT. Participants were 149 individuals in a master's level negotiation course, randomly assigned to groups of five or four for negotiation exercises (e.g., negotiation about the purchase of a car, the rental of a home, purchase of a health insurance, etc). Results revealed that the variance explained by individual differences in negotiation was significant. Results also showed that EI was unrelated to performance in negotiations, but partners higher in EI reported a stronger agreement about the quality of their negotiation process and relationship. The results indicate that EI has a positive effect on negotiating experience.

Engelberg & Sjoberg (2002) conducted a study on emotional intelligence and social adjustment. The main purpose of the study was to investigate the relation of affect intensity to EI and whether emotional perception is related to social adjustment. The result obtained was that EI did draw a disposition to experience more intense effect
in response to emotional stimuli and successful social adjustment was related to self perceived mood and a more accurate perception of variation in other’s mood.

Fabio Sala (2001) studied the relationship between self-other discrepancy and job level with a measure of emotional intelligence. It is hypothesized that self-other discrepancy scores will be higher for those individuals who have higher level jobs. The sample for the present study is 1214 participants (response rate = 25%). Seven hundred and thirty-six (61%) of the participants were male while 462 (38%) were female. Participants reflected relatively broad age groups: 5% were between the ages of 20—29; 21% were 30—39; 28% were 40—49; 16% were 50—59; 2% were over 60 years old. The tool used for the study is emotional intelligence inventory (ECI). The results of this study demonstrate that higher-level employees are more likely to have an inflated view of their emotional intelligence competencies and less congruence with the perceptions of others who work with them often and know them well than lower-level employees.

Fernandez, Alisa (2007) conducted a study on attitudinal, behavioral, and emotional Intelligence and skill characteristics of college students and parents. The study examined Hispanic college student-parents’ emotional intelligence (EI) skills, children’s behaviors, and parental attitudes and behaviors. Common issues and problems they faced were also examined. The subjects of the study included 14 college student-parents from a selected college in South Texas. The results of the study suggested that college student-parents were dealing with problems and issues related to family, health, children, discipline, college, and work. Time and stress relating to their multiple,
conflicting roles also seemed to affect them in various ways. Without help, student-parents are at risk of dropping out of classes or college altogether. Group and individual sessions with the experimental group showed positive results. Teaching EI and parenting skills can help student-parents learn to deal with their children’s behaviors, improve their own behaviors and parental attitudes, become role models for their children, and help them teach their children valuable skills to impact their lives positively.

Follesdal & Hagtvet (2007) the goal of this study was to carry out a comprehensive analysis of the reliability of scores from MSCEIT. Results from 111 Norwegian executive’s responses on the Norwegian version of MSCEIT, which was translated by the first author in cooperation with a translator and back-translated to English by an independent bi-lingual psychologist, show that some scores reflect considerable amounts of measurement error. Overall, the findings reveal that some scales provide multidimensional scores, some provide scores that may not generalize to the intended domains, and some provide scores that are not interpretable. The low estimated reliability coefficients suggest that the scores may not generalize well to intended EI domains, and the validity of some of the scores may be questioned. One of the main implications of the study is that until more is known about the validity of the MSCEIT scores in non-American samples, one should be cautious in using the MSCEIT in settings outside the U.S.

Groves et al., (2008) conducted a study on developing and measuring the emotional intelligence of leaders. The purpose of this study is to empirically test whether
it is possible to deliberately develop EI as conceptualized in the Mayer and Salovey (1997) model. They constructed a self-report EI measure (Emotional Intelligence Self-Description Inventory - EISDI) specifically designed for training applications. The study utilized a sample of 135 fully employed U.S. business students in a treatment/control group research design in which treatment group participants underwent an intensive 11-week leadership development EI training program. Additional samples of 270 and 130 fully employed business students were utilized to develop the EISDI. The results indicate that EI can be developed; the experimental group demonstrated statistically significant overall EI gains and across each EI dimension, while the control group did not show any significant pre-/post-test differences. The results also suggest that EISDI may be an effective instrument for management development.

Guleryuz et al., (2008) conducted a survey on the mediating effect of job satisfaction between emotional intelligence and organisational commitment of nurses. This study examines the effect of EI on job satisfaction and organisational commitment among 267 nurses working in different departments of a hospital in Turkey. EI was measured by the Emotional Intelligence Questionnaire - a self-report instrument developed by Wong and Law (2002) that measures four dimensions of EI: self-emotional appraisal (SEA), others' emotional appraisal (OEA), regulation of emotion (ROE), and use of emotion (UOE). Results revealed that EI was significantly and positively related to job satisfaction and organizational commitment. Results of the study also suggest that job satisfaction is a mediator between EI and organisational
commitment and that SEA and UOE have direct effects on organisational commitment whereas job satisfaction is a mediator between "regulation of emotion" and organisational commitment.

Hammett, Richard (2007) conducted a study on the development and validation of a new measure of emotional intelligence. The study was conducted to extend and improve the assessment of transformational emotional intelligence (EI) for adult learners by exploring the a priori model of personal excellence developed by Nelson and Low (2003). The research derived theory was investigated using exploratory factor analysis of the 150-item Personal Excellence Inventory and the new 87-item instrument was validated using measures of career satisfaction and achievement of clergy and seminarians.

Hopkins & Bilimoria (2008) conducted a study on the social and emotional competencies for predicting success for male and female executives. This study examined the relation between emotional and social intelligence competencies, as measured by the 360-degree version of the ECI 2.0, and organizational success, as determined by annual performance and potential ratings. Participants were 105 top-level executives in one financial services organization. The results showed no significant differences between male and female leaders in their demonstration of emotional and social intelligence competencies. The most successful men and women were also more similar than different in their competency demonstration. However, gender did moderate
the relationship between the demonstration of these competencies and success. Male leaders were assessed as more successful even when the male and female leaders demonstrated an equivalent level of competencies. Finally, four competencies significantly separated the most successful male and female leaders from their typical counterparts: Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst.

Hui Liang (2007) studied the relationship between personality type and emotional intelligence in a sample of college and university faculty in Taiwan. The research questions put for the study are

1. Is there a significant relationship between personality type and emotional intelligence skills of faculty?
2. Is there a significant relationship between gender and emotional intelligence skills of faculty?
3. Is there a significant relationship between age and emotional intelligence skills of faculty?

The tools used were Nelson and Low’s (1999) Emotional Skills Assessment Process (ESAP) and Myers-Briggs Type Indicator (MBTI Form M, Traditional Chinese Version). A sample of 100 college and university faculty members from ten schools, within Taiwan higher education was taken. The results show no significant relationship
between faculty’s emotional intelligence skills and gender. Both leadership skills and self-management skills were suggested better in elder faculty (46 – 60) in Taiwan. Elder faculties in Taiwan have more experience than their younger peers as they go through the various stages in life.

Hui-Wen (2008) conducted a cross-cultural investigation of academic leader’s emotional intelligence and leadership effectiveness in Taiwan and the United States. The study explored the relationships between emotional intelligence (EI) and transformational leadership practices of academic leaders in Taiwan and the United States. The impact of culture on EI and leadership practices was also examined. Self-perceived leadership practices and EI between the two cultures suggested culturally specific interpretations. However, it was concluded that EI provides an underlying contribution to leadership effectiveness independent of cultural influences. In order to lead effectively, increasing EI seems to be required to leverage a sense of self-awareness, to manage one’s own emotions, to manage the emotions of others, and to lead in accordance with the cultural expectations of respective organizations.

Hunt & Evans (2002) investigated whether emotional intelligence can predict how individuals respond to traumatic stress. They found that individuals with higher emotional intelligence scores, report lower psychological symptoms relating to their traumatic stress and traumatic stress had a greater impact on females than males and males had higher EI than females. They also found that individuals who use monitoring
style will experience lower stress compared to those who use blunting study (monitors will have higher EI scores than Blunters).

Hwang, Fei, Fei (2007) conducted a study on the relationship between emotional intelligence and teaching effectiveness. The purposes of the study were to explore the effect of emotional intelligence skills in effective teaching. The correlational research included two instruments, the Emotional Skills Assessment Process (ESAP) and the Teaching Effectiveness Evaluation (TEE). Using a sample of teachers at an Institute of Technology in Taiwan, the EI scores included the 10 ESAP skills, three potential problem areas, and a total EI score. The teaching effectiveness score, the arithmetic mean of a faculty member’s student evaluations, was obtained from end of course evaluations. The statistical methods of univariate descriptive statistics, ANOVA, and Pearson product-moment correlation coefficient were used for data analysis. Findings suggested that higher education institutions may need to provide lifelong learning programs in emotional intelligence skills for faculty in order to facilitate the development of harmonious learning environments.

James et al., (2002) conducted a study on emotional intelligence and academic success. The transition from high school to university was used as the context for examining the relationship between emotional intelligence and academic achievement. They found that pupil with low emotional intelligence scores are poor predictors of academic success. The study also revealed that academic success was strongly
associated with several dimensions of emotional intelligence. i.e., intrapersonal adaptability and stress management abilities.

Jennings & Palmer (2007) conducted a study on the relationship between enhancing sales performances through emotional intelligence development. In this study, front line sales managers and sales representatives of Sanofi-Aventis, a pharmaceutical company in Australia, were put through a six-month learning and development program on EI designed to enhance their sales performance. The EI and sales revenue of participants were measured before and after the program and compared to that of a control group. The EI of the participants, as measured by the Genos EI Assessment, was found to improve by a mean of 18% while the control group decreased by 4%. In addition, the total sales revenue of the participants was found to increase by an average of 12% in comparison with the control group. The implication of this study is that EI development training can result in improvements in sales revenue.

Kirk et al., (2009) conducted a study to develop and validate the emotional self-efficacy scale. This is an attempt to build research in the areas of EI and self-efficacy (i.e., beliefs in one’s capabilities to organize and execute the courses of action required to produce a given attainment), a measure of emotional self-efficacy was developed and validated. Two hundred and seven participants rated their self-efficacy for adaptive emotional functioning. High emotional self-efficacy was associated with greater EI, as measured by the MSCEIT, higher positive mood and lower negative mood. Emotional
self-efficacy showed evidence of incremental predictive validity in that it remained associated with positive and negative mood after EI was controlled. Assessment of emotional self-efficacy may be useful in future studies that aim to better understand the process of adaptive emotional functioning and its impact on life outcomes.

Kirkcaldy (1999) conducted a study on emotional expression and implication for occupational stress. The study was conducted on three groups namely police officers, childcare workers and educators in mental health care. The study revealed that there was no difference in the emotional intelligence measurement between two groups of care workers but there was significant difference between care worker grouping and police officers i.e., Police officers are seeming more emotionally adaptable than the care workers.

Koman & Wolff (2008) conducted a study on the impact of emotional intelligence on team performance. This study examines the relationships among team leader EI competencies, as measured by the ECI 2.0, team level EI, as assessed using the group emotional intelligence measure, and team performance which was determined using a subjective measure (i.e., asking upper level officers to evaluate multiple teams within the command over time) and objective measures (i.e., percentage of raw material waste; number of accidents; and percentage of flight objectives met). A total of 349 aircrew and maintenance military team members participated representing 81 aircrew and maintenance teams. Results revealed that team leader EI is significantly related to
the presence of emotionally competent group norms (ECGN) on the teams they lead i.e. employing leaders with developed EI competencies increases both their own personal performance as well as that of the teams they lead.

Langton & Aldrich (2008) conducted a study on the relationship between leadership practices that facilitate a positive emotional climate and organizational performance. This two-wave study investigated the relationship between leadership practices that facilitate a positive emotional climate (PEC practices) and organizational outcomes after controlling for competition, age of firm, turnover and new hires rate. PEC practices included being sensitive to employees' emotional needs, encouraging employees by giving positive feedback, offering opportunities for employees' advancement, and taking initiatives to create a teamwork environment and a positive emotional climate between workers. In the first wave, the researchers collected data regarding the PEC practices from 229 entrepreneurs and small business owners operating in British Columbia, Canada. The data on outcome variables, i.e. revenue, strategic growth, and outcome growth, were collected in the second wave, 18 months later. The findings revealed that PEC practices were positively related to revenue, strategic, and outcome growth and accounted for 12 percent of the variance in revenue and 8 percent of the variance in outcome growth.

MacCann et al., (2010). Studied that coping mediates the relationship between emotional intelligence and academic achievement. Two studies were designed to redress
this imbalance. In each of these studies, both emotional intelligence and coping styles were significantly related to academic achievement. In Study 1, 159 community college students completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and problem-focused, emotion-focused, and avoidant coping scales. Collectively, the coping variables significantly mediated the relationship between EI and grade point average (GPA) for emotion perception, emotion facilitation of Thought and emotion management (but not for emotional understanding). Problem-focused coping was the only single significant mediator, mediating the relationship between emotion management and GPA (but not other branches and GPA). In Study 2, 293 middle school students completed the Situational Test of Emotion Management for Youths (STEM-Y) and scales measuring the same three coping strategies. In this study, the coping variables again significantly mediated the relationship between emotion management and GPA. Once again, problem-focused coping was a significant mediator. Collectively, these results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping.

Magdalena, Williams (2004) has studied the relationship between achievement and retention patterns in a predominantly Hispanics serving institution of higher education. An examination of the problem of retaining first-year students at TAMUK. The researcher finds that both academic factors (ACT/SAT scores, high schools class standing) and the EI Skills of drive strength, time management, and commitment ethic are significantly correlated and predictive of retention and academic achievement.
Marky, Smith (2004) conducted a mixed paradigm study of a transformational Learning Program. The study was conducted on high school students. The study used mixed-methods design to study the effects of an EI intervention program on at-risk high school students. Seven of nine null hypotheses are rejected based on MANOVA analyses of multiple dependent variables including the Snyder Hope Scale, CTI, Personal Responsibility Map (Nelson & Low, 2003), grades, conduct, attendance, discipline referrals, and suspensions.

Mayor et al., (2002) conducted study for developing for multifactor emotional intelligence scale and they developed the Mayor Salovey and Caruso Emotional Intelligence Test (MSCEIT). The test consists of a new four-branch measure of emotional intelligence. Each of the four branches of the MSCEIT is measured by two task scales. The perceiving emotions branch includes the faces and pictures tasks. The faces task comprises four faces, including one male and three females, varying in age and ethnicity. Each face is rated on a five-point scale ranging from 1 (no emotion) to 5 (extreme emotion) for its degree of surprise, anger, sadness, fear, happiness, and excitement. The pictures task includes three photographed landscapes and three color patterned pictures. For each landscape and color pattern, the respondent is asked to rate the degree of emotion expressed in the picture. Each is rated on a five-point scale ranging from 1 (no emotion) to 5 (extreme emotion) on each of six emotions. The facilitating Thought branch contains the facilitation and sensations tasks. The facilitation
task contains five situations that ask a respondent to rate each of three emotions for their helpfulness in the situation. Each of the emotions is rated on a five-point scale ranging from 1 (not useful) to 5 (useful). The Sensations task is comprised of 5 items examining the similarity of an emotion or feeling with a sensation. For example, how much is the emotion of surprise like the sensations of cold, slow, and sharp. Each sensation is rated on a five-point scale ranging 1 (not alike) to 5 (very much alike). The understanding emotions branch includes the changes and blends tasks. The changes task is made up of thirteen multiple-choice questions that measure an individual’s knowledge of experiencing possibly conflicting emotions in certain situations and understanding how emotions transition from one to another (e.g., how contentment can change into joy). The blends task is composed of twelve multiple-choice questions assessing an individual’s ability to analyze complex or blended emotions. The blends questions are in multiple choice format and ask respondents to analyze how one emotion may be a combination of two or more simple emotions. The managing emotions branch contains the emotional management and emotional relations tasks. The emotion management task includes five emotionally charged vignettes, which ask the participant to evaluate the effectiveness (i.e., the ability to preserve or improve a mood) of five possible actions using a five-point scale ranging from 1 (very ineffective) to 5 (very effective). The emotional relations task examines 3 interpersonal vignettes, evaluating the effectiveness (i.e., maintaining or improving interpersonal relationships) of 3 possible actions using a
five-point scale ranging from 1 to 5. The MSCEIT normative sample is based on data collected from more than 50 research sites amassing 5000 participants.

Millan, Rebecca (2008) has studied the emotional intelligence differences among nursing students. The study was conducted in a nursing college in South Texas. The study examined the emotional intelligence skills of nursing students in the LVN, RN, LVN-RN transition option, and paramedic-RN transition option programs in a college in South Texas. Thirty one-way analyses of covariance (ANCOVA) and one-way analyses of variance (ANOVA) were run for the leadership skill performance area (comfort, empathy, decision-making, and leadership) and the intrapersonal skill performance area (self-esteem and stress management). The possible effects of nursing program on these selected emotional intelligence skills were explored, as function of the demographic variables of gender, level of education, country of origin, age, and medical field experience. Twenty-seven research questions were not statistically significant. However, statistically differences in self-esteem skills and stress management skills were found among students in the nursing programs when age was controlled. Also, statistical difference in stress management skills existed among students in the nursing programs when medical field experience was controlled.

Peter Salovey (2002) conducted a study on the relationship between emotional intelligence, personality and the perceived quality of social relationship found that both emotional intelligence and personality traits were positively correlated with social relationship.
Nada Abisamra (2000) conducted a study on the relationship between emotional intelligence and academic achievement in eleventh graders. The purpose of this study is to see do high achievers in 11th grade have a high emotional intelligence level or isn’t there any relationship between their achievement and their emotional intelligence? The population for this study was the 11th graders in Montgomery, Alabama. The sample consists of 500 11th graders both boys and girls from public and private schools in Montgomery, Alabama. The sampling was stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The tool used for the study was Bar- On Emotional Quotient Inventory (EQ-i). It calculated the mean of all the grades each of the 500 students had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers and then compared these grades with the Emotional Intelligence level of each student. The hypothesis set for the study was

1. There will be no significant relationship between emotional intelligence and academic achievement in eleventh-graders. (p < .05).

The results revealed the researcher to reject the null hypothesis and find a relationship between emotional intelligence and academic achievement, hence incorporate emotional intelligence in the schools curricula.
Nelis et al., (2007) conducted a study investigated, using a controlled experimental design, whether it is possible to increase EI, as measured by the French version of the trait emotional intelligence questionnaire, emotion regulation profile questionnaire, and emotional management abilities test. Participants in the experimental group received four group training sessions of 2.5 hours to better understand, identify, express and manage emotions, whereas participants in the control group did not participate in the EI training workshops. Results showed a significant increase in emotion identification and emotion management abilities following the training. In addition, follow-up measures after 6 months revealed that these changes were persistent. These findings suggest that EI can be improved.

Ogundokun (2008) conducted a study on emotional intelligence and academic self efficacy as predictors of academic performance. The study was conducted among the senior school students in Oyo state, Nigeria. The study examined the predictive effects of EI and academic self efficacy on academic performance of students. The research questions set for the study are

1) To what extend could the independent variable (emotional intelligence and academic self efficacy) jointly contribute to the prediction of academic performance of the students?

2) What is the relative contribution of each of the independent variables to the prediction of academic performance of the students?
The study adopted a survey research design of an ex-post facto type. Participants were 485 secondary school students randomly selected in ten co-educational secondary schools in Oyo state, (male-258, female-226). The research instruments used for data collection were: Emotional Quotient Behaviour Inventory (EQBI, a=0.82), Academic Self Efficacy Scale (ASES, a=0.82), English Language Achievement Test (ELAT, a=0.76) and Mathematics Achievement Test (MAT, a=0.79) tested at the 0.05 level of significance. The findings indicated that emotional intelligence and academic self efficacy were potent predictors of academic performance of students.

Rebecca, Haskett. (2003) conducted a study to examine the emotional intelligence and teaching success in higher education, in this study the research on effective teaching have been mainly limited to the study of observable behaviours related to the teaching/learning process and student/faculty interaction. This study has attempted to go beyond that level, and to offer a starting point for continued research into the underlying emotions that differentiate the most effective faculty at institutions of higher education. the results give a significant link between specific EQ competencies, and behaviours of effective teaching, as measured by the seven principles .A comparison of the degree of utilization of the seven principles by the two groups did not reveal a significant difference among the EQ sub scores.

Robert (2003) conducted a study on the role of emotional intelligence in the academic achievement of first year college students. Although progressive efforts have
been made on improving student performance and retention, students' success in higher education continues to decline. The inability to connect cognitive and affective domains in student development has resulted in poorly prepared students in society.

Rode (2008) examined the structural, discriminant, nomological, and incremental predictive validity of the MSCEIT, using data from two undergraduate student samples. The results indicated that EI, as measured by the MSCEIT, is a distinct construct from general mental ability (IQ), personality, long term affect and impression management. However, the results also indicated that the measure is more strongly related to impression management than to IQ or long term affect, and that it does not predict incremental variance in either life satisfaction or academic performance, as measured by self-reported overall GPA. This study raises important questions regarding the consistency between the factor structure of the MSCEIT and the underlying theory, and the extent to which the measure's scoring procedures may be related to conformity or social desirability. The findings reveal that further refinement of both the theory and the measurement are necessary to increase our understanding, and thereby the utility, of the construct of EI.

Rode & Mooney (2008) conducted a study on the ability and personality predictors of salary, perceived job success, and perceived career success in the initial career stage. Using two year long data from a sample of recent business college graduates, they examined the effects of ability (general mental ability and EI) and
personality (Big Five and proactive personality) on extrinsic (i.e., salary) and intrinsic (i.e., perceived job and career success) indicators of career success. Results indicated that gender, extroversion, and agreeableness were the strongest predictors of salary. Emotional stability and proactive personality (e.g., lead and plan more effectively, and adapt more quickly to new situations) predicted perceived job success, while extroversion was significantly related to perceived career success. Neither of the ability measures (i.e., WTP and the MSCEIT) significantly predicted indicators of extrinsic or intrinsic early career success. Overall, the findings indicate that initial career success is related only to personality, suggesting that EI and IQ matters less on entry jobs, where beginning employees are presumably carefully supervised.

Salami, Samuel Olayinka, (2010). Conducted a study on gender as a moderator of relation between emotional intelligence and career development. The purpose of this study is to examine the relationship of emotional intelligence with career development and the moderating role of gender in the relationship. This study adopted a survey research design. Questionnaires were used to obtain data on emotional intelligence, career development and demographic factors from 485 secondary school students (male=255, female=230) randomly selected from 5 states in southwestern Nigeria. Data analysis included regressing career decision-making, self-efficacy and career maturity on emotional intelligence and gender. Results indicated that emotional intelligence and gender predicted career development and gender moderated the relationship between emotional intelligence and career development. The implication of the findings is that
counseling psychologists should assess the emotional intelligence of the male and female students when conducting career counseling. In addition, the findings suggest that the students need to be exposed to counseling interventions for enhancing their emotional intelligence. This study is able to demonstrate the relationship of emotional intelligence and career development of secondary school students in Nigeria and the first to explore the moderating role of gender in the relationship.

Stein et al., (2009) conducted a survey on the emotional intelligence of leaders: A profile of top executives. The purpose of this study is to examine the EI scores of executives in comparison with the general population and to investigate the executive group's EI scores in relation to various organizational outcomes such as net profit, growth management, and employee management and retention. The EQ-i was administered to a sample of 186 executives (159 males and 27 females) belonging to one of the two executive mentoring associations, the Young Presidents' Organization (YPO) and the Innovators' Alliance (IA). A series of questions relating to pre-tax operating profits over the past three years, previous year's net profit, and various business challenges were asked of each executive. The results showed that top executives differed significantly from the normative population on the EQ-i in eight of the 15 EQ-i subscales. Executives who possessed higher levels of empathy, self-regard, reality testing, and problem solving were more likely to yield high profit-earning companies, while Total EQ-i was related to the degree to which a challenge was perceived as being
easy with respect to managing growth, managing others, and training and retaining employees.

Stephen Hart (1999) conducted a study for assessing the reliability and validity of the Bar-on emotional Quotient (EQ – i) inventory. The study provided support for the new measure of emotional intelligence, the Bar – On emotional quotient inventory. The correlations among EQ scales suggested a fairly broad range of related emotional constructs. EQ – i scale showed relatively similar pattern of validity results for men and women which provide the evidence for the lack of gender bias.

Tapia (2001) conducted a study to examine the psychometric properties of emotional intelligence inventory (EQ-i) found that the emotional intelligence was measured by scores on the EQ-i and intelligence by Otis- Lennon school ability test. The findings of the study revealed that non significant correlation was obtained between OLSAT scores and EQ-i scores which indicate lack of relationship between the construct of EI and general intelligence as a lack of relationship with academic achievement in keeping with theory of EI. Females score significantly higher on the EQ-i than males.

Thelwell et al., (2008) has studied the relationship between emotional intelligence and coaching efficacy. The study examined the relationship between EI, as measured using the EI Scale (Schutte et al, 1998) and coaching efficacy, as measured using the coaching efficacy Scale, among 99 athletic coaches. Results revealed
significant relationships between the two sets of variables. More specifically, results showed that motivation efficacy (e.g., maintain confidence) was significantly associated with the regulation of emotions and social skills, whereas character-building efficacy (e.g., promote good sportsmanship) was associated with optimism. Teaching technique efficacy (e.g., demonstrate the skills of your sport) was significantly associated with appraisal of own emotions. The results indicate that if the coaches are unable to appraise their own emotions and regulate them accordingly, then their ability to affect the learning and performance of their athletes will be severely hindered. As such, it may be that coaches who lack awareness of their own emotions are subsequently unable to regulate them accordingly for the situation and ultimately their performer’s well-being.

Warner (2002) conducted a study on emotional intelligence and its relations to everyday behaviour. The study revealed that women scored significantly higher EI than men. EI however was more predictive of the life space criteria for men than for women. Lower EI in males was associated with negative outcomes including illegal drug and alcohol use, deviant behaviour and poor relation with friends.

Wong & Huang (2008) conducted a study on the effects of emotional intelligence on job performance and life satisfaction for the research and development scientists in China. This study examined the relation between EI, IQ, as measured by the Wonderlic personnel test, life satisfaction and job performance, as determined based on the company's formal evaluation system that evaluates performance with one of six
alphabetical grades (C to A). Participants were 102 scientists working at a large computer company in Beijing, China. EI was measured using the MSCEIT and WLEIS, a 16 item self-report measure of EI developed for Chinese respondents. Results revealed that job performance was not related to IQ or any of the MSCEIT dimensions, but significantly related to two dimensions of the WLEIS (r=.26 and .20, respectively, for other's emotional appraisal and emotional regulation). After controlling for four demographic variables and IQ, the WLEIS had incremental predictive validity for both job performance and life satisfaction, whereas the MSCEIT had incremental predictive validity for life satisfaction only. The findings demonstrate that on top of IQ, WLEIS scores still account for about 10% of overall job performance. The mean scores of the four MSCEIT dimensions were significantly below the mean score of 100 for U.S. respondents and raise doubts about the validity of the MSCEIT to measure the EI of Chinese respondents.

Yao-Hui (2007) has studied the relationship between personality type and emotional intelligence in a sample of college and university faculty in Taiwan. The study using a sample of 100 college and university faculty members in Taiwan, a series of one-way ANOVA were incorporated to evaluate 18 hypotheses comparing personality type, emotional intelligence (EI), gender, and age. The two inventories utilized in the study were the emotional skills assessment process (ESAP) (Nelson & Low, 1998) and the Myers-Briggs Type Indicator (MBTI). While the relationship
between gender and EI skills could not be supported, the study did find evidence supporting the relationship between EI and personality type.

Zampetakis et al., (2008) conducted a study to find out the role of trait emotional intelligence and perceived organizational support on entrepreneurship within organizations. The aim of this study is to deepen the understanding of the factors that influence individual entrepreneurial behaviour in organizations. Using a sample of 224 employees from four public and quasi-public organizations in Greece, the authors tested the influence of two personal traits on entrepreneurial behaviour: 1) trait EI, as measured by the self-report Wong and Law Emotional Intelligence Scale; and 2) contextual factors as measured by the Perceived Organisational Support (POS) scale. Results indicate that both EI and POS correlate with individual entrepreneurial behaviour. Research findings also indicate that tenure moderates the relationship between POS and entrepreneurial behaviour such that the positive relationship between POS and entrepreneurial behaviour is stronger for employees with less tenure, compared to employees with high tenure. The results suggest that employees are more likely to act entrepreneurially, when they are high in trait EI—the belief that they can successfully feel, recognize, regulate, control, and evaluate their own and others' emotions, and perceive high levels of organizational support.

Zysberg, Leehu & Zisberg, Anna.(2010) conducted study on emotional intelligence in applicant selection for career related academic programs. Two studies describe the development of the Audiovisual Test of Emotional Intelligence (AVEI),
aimed at candidate selection in educational settings. Study I depicts the construction of the test and the preliminary examination of its psychometric properties in a sample of 92 college students. Item analysis allowed the modification of problem items, resulting in acceptable reliability (intraclass correlation = 0.67) and moderate to good discrimination indices. Study II examined criterion-related validity of the AVEI based on a sample of 102 nursing students in a large university in northern Israel. The results suggest that the AVEI correlated with students' performance in field practice and in human relations training courses better than with any other relevant variable (e.g., GMA, GPA). Associations remained in the 0.45 to 0.60 range, even after controlling for factors such as academic ability, GPA, and gender. These results suggest that the AVEI may be a valid instrument in student selection for care-related programs.

2.3 STUDIES RELATED TO TEACHING COMPETENCY

2.3.1 Studies conducted in India

Agarwal (1969) studied the competency of primary school teachers with a view to improve their professional and personal competency. He found that 70% of teachers belong to the raw intelligence group, did not have adequate subject knowledge, weak in organizing extra curricular activities and performed poorly in the teaching process.

Bal Krishan Pal (2000) conducted a study of core teaching skills of in-service primary teachers in relation to their self-concept and adjustment. The specific objectives of the study were as follows:
1. To study the core teaching skills of in-service primary school teachers of Delhi schools.

2. To develop observation schedule for assessment of core teaching skills (CTS) at Primary school level.

3. To identify and assess the extent of skill deficiencies of primary school teachers.

4. To study the relationship core teaching skills, self-concept and adjustment of primary teachers.

The study has been designed and conducted into two phases, co-relational and differential phases. While the former study relationship between the core teaching skills, self-concept and adjustment of primary teachers the latter is concerned with the differences between the core teaching skills, self-concept and adjustment of primary teachers. The sample selected for the study is from Delhi here both types of schools have been selected randomly from each district. From each district 5% schools of different types i.e., Sarvodaya Vidyalayas and MCD Primary Schools have been selected. However if the total number of school in any category is less than 20 at least one schools is included in the sample and in the second phase of sampling teachers were selected from each type of schools teachers were categorized on the basis of their professional qualifications (i.e. Diploma in Education ETEIJRT and Degree in Education B.Ed) as well as on the basis of their sex, required number of teachers i.e., 208 from each category was then randomly selected. The tools used for the study are Core Teaching Skill Observation Schedule (CTOS), Self-Concept inventory (SCI). The results revealed that
1) Female primary teachers are showing more skill deficiencies than the male primary teachers.

2) Primary teachers of Sarvodaya Vidyalayas are reflecting more skill deficiencies than the primary teachers of M.C.D. Primary Schools.

3) Primary teachers having professional qualification Diploma in Education (ETEIJBT) are showing more skill deficiencies than the professional qualification Degree in Education.

4) Core Teaching Skills and Adjustment are not significantly correlated between MCD Primary schools’ and Sarvodaya Vidyalayas’ primary teachers.

5) Core Teaching Skills and Adjustment are not significantly correlated between Male and Female primary teachers.

Chandra (1993) conducted a study on certain correlates of teachers’ effectiveness of Biology. The findings revealed a positive and significant correlation between teachers’ effectiveness and intelligence, a substantial positive correlation between teacher effectiveness and teaching aptitude, and moderate correlation between teacher effectiveness and anxiety.

Doraswami (1986) conducted a study in the development of competency based curriculum design for methodology of teaching mathematics. The findings revealed that competency based curriculum in general was found to be more effective than existing curriculum in developing cognitive competencies. The competency based curriculum had developed mastery of 20 competencies in at least 60% of student teachers.
Dushyant (2003) conducted a study on academic achievement, teaching aptitude and the personality traits as the predictors of success in elementary teacher training. The objectives of the study were

1) To study academic achievement at +2 level in predicting success in elementary teacher training course in terms of achievement, teacher education rating and school teacher rating.

2) To study the teaching aptitude in predicting success in terms of achievement, teacher educator rating and school teacher rating.

3) To study personality traits as indicator of success in elementary teacher training course in terms of achievement, teacher educator’s rating and school teacher rating.

4) To determine the relative predictive value of academic achievement, teaching aptitude and personality traits responsible for the success in elementary teacher training course.

The results revealed that

1. Academic achievement of student teacher at +2 level has high correlation with all the indicators of success in the elementary teacher education course except with school teacher rating. It contributed 23% in the predicting success of external examination of ETE course.

2. Teaching aptitude of student teacher has high relationship with all the indicators of success in the ETE course. The components of teaching aptitude namely
‘Cooperative attitude’ and ‘Optimism’ have contributed significantly to all the indicator of success.

3. Personality traits of student teachers have also high correlation with the entire success indicator in ETE course. Academic achievement, teaching aptitude and personality traits, all together contributed 25% to the total assessment on indicator of success in ETE course.

Farah (2008) conducted a comparative study of teaching competencies of the teachers trained through the formal system of education and those through the distance education system. The sample of the study consisted of randomly selected 70 teachers trained through the formal system and other randomly selected 70 teachers trained through distance system of teacher preparation. Students taught by these teachers were also randomly selected in order to administer the pupil liking scale and constituted the student sample. The results revealed no significant relationship between the knowledge and the attitude of the teachers trained through the formal mode and distance mode. There was a significant difference in the knowledge, attitude and skills of the teachers trained through the formal education system and those trained through the distance education system and no significant difference in the pupils’ liking for the teachers trained through formal education system and those trained through the distance education system.

George & Anand (1980) studied the effect of micro teaching with self concept and teaching competency of student teachers. He found that the micro teaching
facilitated the enhancement of self concept and the improvement of teaching competence of student teachers. When micro teaching was followed by integration of teaching skills were found superior to independent skill treatment.

George & Joseph (1978) studied the effect of micro teaching on the general teaching competency and teaching attitude of (B.Ed) teacher trainees. The findings revealed that the training and the persistent practice in the few instructional skills helped the teacher trainees to master the pre instructional and post instructional skills of teaching and to integrate them in to their repertoire of teaching behaviours.

Guptha (1977) conducted an exploratory study to identify the factors affecting teacher’s efficiency. He revealed that twenty four personal characteristics for a teacher, from which factors like human relationship, socio economic conditions, organization of teaching learning process and socio cultural setting of the community were highly significant.

Jeba (2005) studied the relationship of mental health variables with teaching competency among student teachers in DIET. The results indicate that there was no significant difference between arts and science student teachers in teaching competency and mental health variables. The results also revealed that there no significant difference in the case of variation in their personal variables.

James (1978) made a replication study on the assessment of teacher’s pedagogical needs on the secondary vocational technical school level. The findings revealed instrumental stability as high for the entire three assessment instrument and that
items in the instrument were relevant as it had an accurate representation of teacher concerns that would help teachers plan a program of professional development.

Mahapatra (1987) conducted a comparative study on the roles of intelligence, attitude and vocational interest towards success in teaching. The findings revealed that regional background did not have a significant influence whereas sex had. The correlation between teaching success and other variables like intelligence, attitude and vocational interest was positive and significant.

Mathew (1980) made a factorial study of the structure of teaching competencies among higher secondary school teachers. He identified factors affecting the general competency of teachers like using audio visual aids, professional perception, giving assignments, illustrating with examples, pacing while introducing, logical exposition, classroom management, initiating pupil participation, using blackboard and using achieving of closure of the lesson.

Mini John (2004) conducted a study on identification and prevention of certain factors causing non-utilisation of teacher competency in secondary schools of Kerala. The main objectives of the study are

1. To prepare all possible factors causing non-utilization of teaching competency
2. To categorise various factors that would hinder teachers from maximum utilization of their professional competency.
3. To find out the extend at which the factors cause non utilization of the competency of secondary school teachers.

4. To find out the differential effect of extraneous variables on the factors that cause non utilization of teacher’s professional competency.

Data was collected from 331 secondary school teachers. The factors that cause non utilization of teacher competency can be located and identified. Totally 78 factors were identified out of that 63 factors that may cause non utilization of teachers professional efficiency out of that 10 personal factors, 18 institutional factors, 23 psychological factors and 12 sociological factors. The study revealed that each of these factors are relevant and the extend of contribution of each factor to the non utilization of teacher competency was also given in the study.

Muhammad, Ali El-Hajji (2010) conducted a study on teacher’s demographic characteristics, attributes and student’s cognitive dimensions: A correlation analysis. The study was conducted on 120 teachers and 600 students (class IV and V) of primary schools of Andhra Pradesh. The teacher student ratio was 1:5. Teachers’ personal information sheet was used to record name, age, sex, educational qualification, years of service and income. Teachers’ income is one variable, which has a positive and significant correlation with expectations, competence and adoption of meaning orientation strategy. On the other hand, teachers’ adoption of reproducing orientation, achieving orientation and styles and pathology of teaching approaches are independent
of teaching income. A significant but negative correlation is found between teachers’ age and their expectations, indicating that older teachers have lower expectations from schools, self and colleagues, parents, and students. Moreover, teachers’ age has no significant relationship with their competence and adoption of specific teaching strategy.

Natarajan (1984) studied the relative efficiency of the competency based teacher education in the pre-service education program at B.Ed level. The findings revealed that competence based instruction was more suitable for teaching elective subjects and attitude towards teaching. Methods have a favourable correlation with acquisition of competencies; seminar method was favourable to lecture method and also a significant relationship between self-esteem and acquisition of competencies in teacher trainees.

Pasi & Sharma (1982) conducted a study on the teaching competency of student teachers to find the relationship between their attitude towards teaching, interest in teaching, self perception for teaching behaviour and intelligence. The sample for the pilot study consists of 72 teaching learning situations. The study revealed that there was no significant relationship in the attitude of teachers of the secondary level towards teaching interest and intelligence with teaching competence.

Parveen (2005) conducted a study on teaching aptitude in relation to general teaching competency, professional teaching and academic achievements of B. Ed. pupil teachers. The results revealed the following conclusions.

1. Discipline and sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that
female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher.

2. It was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competence, professional interest and academic achievements.

3. General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. In addition to this, effect of academic achievement on teaching aptitude of the pupil teaches was positive but not significant at acceptable level of confidence

Quirashi (1972) investigated the relationship of personality attitude and classroom behaviour of teachers. The study revealed that the teacher’s useful behaviour in the classroom was related in a small measure to their personality and attitude and the teachers attitude towards democratic classroom procedures correlated significantly at 0.05 level.

Rajameenakshi (1988) conducted a factorial study of teaching competence of B.Ed teacher trainees in physical science. The results revealed that training in the skill of demonstration and micro teaching significantly increased teaching competence. The teacher trainees having higher academic status, higher socio economic status and female teacher trainees who taught in girls schools were significantly higher in teaching competence.
Ram Avtar (1983) studied the effect of training for classroom behaviour on the teaching competence and pupil achievement of student teachers. The findings showed that trainers who were trained in the classroom questioning behaviour tended to increase the incidence of higher order questions, the question framing, the delivery behaviour and also involvement in pupils response management behaviour and teaching competence.

Renjini (1999) studied the relationship between self concept of student teachers and their attitude towards the teaching profession. The findings revealed that attitude towards teaching profession were favourable for all groups based on sex, income, academic and optional subject in a training college.

Saeed & Mohammed (2002) conducted a study at investigating the competency level of primary school teachers in the disciplines of science, Mathematics and Pedagogy. The sample comprised 800 randomly drawn primary school teachers working in different state primary and middle schools from 22 districts in Punjab province. The results showed that teachers have low level of competency in all these three areas.

Samantha (1971) made a study on teacher attitude and its relationship with teaching efficiency. The chi-square test showed that there exist some degree of positive relationship between teacher attitude and teaching efficiency there by showing that superior efficiency goes with favourable attitude and vice versa.

Shah (1986) conducted a survey about the management of student teaching in India. The study revealed that instructions favoured the objectives of development of
competencies in trainees to teach, on basis of accepted principles of teaching and learning.

Sharma (1971) conducted a study on the predictors of teacher effectiveness using a sample of 700 teachers. The study revealed that four predictors positively influenced are teachers’ personality, attitude, aptitude and self concept. The sex variables as a predictor was relevant for predicting the personality aspect but not for classroom ratings.

Sharma (1979) studied the development of teacher competencies in student teachers and also found the impact of training on the development of teacher competencies in student teachers. Five teacher competency factors highly significant were authenticity, integration, control, innovativeness, responsibility opening, and pupil behaviour.

Sugumar, V. Raji. (2010). studied competency mapping of teachers in tertiary education. The study was carried out in a Govt. college for women, an accredited autonomous college affiliated to Pondicherry University, which is the first and the biggest college for women in Puducherry. A self administered questionnaire was developed to assess the personal competency (EQ) and academic competencies. The sample size was 110. Results were statistically analyzed wherever needed. Mean, percentages and illustrations were sparingly used. The EQ level was good ranging between 23 and 63 which is indicative of 2nd and 1st level EQ with good interpersonal relationship. The competency level was higher than the required level of 3. The competency gap was negligible indicating a higher performance level. The factor
analysis pooled three factors with highest priority to teacher-taught issues like traditional notion of teaching followed by gaining computer literacy and updating subject knowledge, and finally the priority to publication, participation in academic events.

Vibha Chawla & Praveen Thukral (2005) conducted a study on Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment. This study is an attempt to evaluate the effects of student feedback in developing teaching competence among student teachers. The study was conducted on ten student-teachers of one of the reputed colleges of Punjab University using single-group pretest-posttest design. The efficiency of employing all the selected skills has been calculated by using observation schedule cum rating scale for each skill. The efficiency has been found to be greater than 83% in case of all the student-teachers trained through student feedback. The coefficient of correlation between efficiency of using five selected teaching skills and post-test Baroda General Teaching Competence Scale score has been found to be 0.260. Also, 10% of the student-teachers move from average to high performance category on Stanine scale. In brief, student feedback has been found to be effective in improving the general teaching competence of student-teachers.

Vyas (1982) studied the relationship of teaching with age, academic achievement, intelligence, attitude, socio economic status. The results showed that all the above variables were found to be significantly related to supervisors rating and university and university marks.
2.3.2 Studies conducted in abroad

Alemayehu (2009) conducted a study on the English language teaching competence of primary school first-cycle level teachers emphasizing attitudinal competence. A sample of 30 students is selected randomly from the two schools of primary first cycle level to fill a closed-ended questionnaire consisting of ten items. These items focus on the English teachers' competence to teach the target language in general, and how they treat their students, positively or negatively. To the interview data, seven English teachers are interviewed voluntarily. The purpose of the semi-structured interview is to verify the validity and reliability of the teachers' responses of the questionnaire items. There are also some general questions about their profession, and specific ones about their students English language learning. During the classroom observations, there are six classes observed in the two schools. The results revealed a significant correlation between the variables.

Bruhwiler & Blatchford (2011) Conducted a study on effect of class size and adaptive teaching competency on classroom processes and academic outcome. In the present study teachers' effectiveness on the learning progress was assessed while teaching a unit with predefined learning objectives. To measure adaptive teaching competency a multi-method approach was employed (e.g., vignette and video test). There were 49 teachers and 898 students. Smaller classes led to higher academic learning progresses, better knowledge of students, and better classroom processes.
Adaptive teacher competency remained relevant in smaller classes, that is, class size and teacher quality were independently important.

Clay (1993) examined whether the teacher perception programs were producing teacher with appropriate technological skills to complete successfully in the educational market place. The findings revealed that beginning teachers have lower expectation than employer’s expectation. The suggestion included the following.

1. Incorporating the use of technology in the classroom instruction.
2. Provide time, support, resources and incentives for faculty training.
3. Require a computer competency as pre requisite to teacher education course.
4. Examine the current and future market for pre service graduates.
5. Establish objectives for pre service faculty to develop technological competencies.

Digumatri (1998) made an analytical study of the competency based teacher training program and also identified some qualities affecting teacher competence. He revealed the qualities like enthusiasm, fluency, industry, neatness, originality, adaptability and thrifty for a competent teacher. The competencies were classified as cognitive based, affective based and exploratory competencies for teachers.

Feryal Cubukcu (2008) studied the student teachers’ perceptions of teacher competence and their attributions for success and failure in learning. In this study data is collected in the form of student journals. Students are simply asked to write about issues or experiences that concern them, to write reflectively, and to attempt to write daily. This approach succeeds in generating data which frames the concerns of the student
teachers themselves, rather than those that might have been imposed by the researchers. The sample for the study consists of 90 volunteers from the department of English language teaching at Dokuz Eylul University, comprising all of them from the third year undergraduate students. The results indicated that Student teachers emphasize teaching skills such as lesson planning, having clear objectives and interesting activities, and instructional skills such as teacher enthusiasm, the use of reinforcement, and teacher motivation of students. Student teachers think that authority and care and affection should go hand in hand and students should feel the self assertion of the teachers along with their care for students. As long as they over plan and come to the class ready with many activities ready to apply, they think they won’t have any predicaments in the class. Student teachers wish to see the teachers who care about them, who treat them respectfully, kindly and fairly, who are accessible not only in the class but also outside the class, and who create stress-free environment.

Hamoud (1995) conducted a study on the relationship between international teacher’s teaching performance and communication competence as perceived by students. This study investigated the relationship between International Teaching Assistants' teaching performance and communication competence as perceived by American (USA) undergraduate students. Teaching performance was specified as the constructs of clarity, immediacy, and communication style. On the other hand, communication competence was specified as the constructs of knowledge, motivation
and communication skills. Four research questions were formulated to explore the relationship between ITAs' performance and competence. The first research question was designed to examine the general relationship between the teaching performance set and the communication set of variables. Research question two sought to determine which elements of the teaching performance set could predict the knowledge variable in the ITAs' communication competence set. Research question three asked which elements of the teaching performance set could predict motivation variable in the ITAs' communication competence set. Finally, research question four asked which elements of the teaching performance set could predict the communication skills variable in the ITAs' communication competence set. A survey research design was used to collect data from the students of the ITAs. Data were collected from 635 undergraduate students enrolled in thirty-nine classes that were taught by the ITAs. The selected sample of students at Southern Illinois University, Carbondale, Illinois, rated their ITAs based on perceived performance and competence. Canonical correlation, multiple regression, and ANOVA procedures were used to analyze the data. Results of this study indicated that the teaching performance set of variables was significantly related to the communication competence set of variables. This study further revealed that all independent variables of the teaching performance set statistically predicted the dependent variables in the communication competence set. However, some significant independent variables appeared to occur more frequently than others as predictors of the ITAs communication competence.
Harriet (2002) conducted a case study of the bachelor of education external degree programme of Makerere University and its relation to distance education and the development of teacher competencies. The study focuses on examining whether the B.Ed (External) helps the teachers on the programme acquire key teacher competencies like in depth Subject matter content, mastery of relevant delivery methods plus acquisition of management and administrative skills. Using questionnaires, interview schedules, non standardised competence tests and lesson observations the study reached a total of 403 respondents drawn from different districts in the country. The study reveals that, although the B.Ed (External) has helped teachers improve their knowledge and skills; it has not entirely helped teachers acquire key teacher competencies because of weakness in the programme and in its administration and management.

Jane (1997) conducted a study which focused on determining most effective assessment method to demonstrate beginning teacher competency as perceived by school administrators, teacher education faculty and teacher trainees. The competency assessment portfolio results revealed those teacher education faculties were more likely to select portfolio for specific disposition competencies. The level of experience of the teacher educator did not significantly influence the selection of the amendment portfolio.

Komur, Sevki. (2010). conducted a study on teaching knowledge and teacher competencies: A case study of Turkish pre service English teachers. The participants of this study are fourth year students in the department of English Language Education of
the faculty of Education, Mugla University, Turkey. Three data collection instruments were used: the teaching knowledge test (TKT), the Teacher Competency Scale, and an open-ended questionnaire based on the sub-dimensions of the TKT test. The questionnaire, given to the student teachers at the end of their teaching practicum, aimed to explore the strengths and weaknesses pre-service English teachers perceived during their real classroom experiences. The results of the TKT and teacher competency scale showed that student teachers acquired means above the average. However, the qualitative data indicate that the scores obtained were not reflected in their actual classroom teaching.

Leou, Shian (1998) conducted a study on teaching Competencies assessment approaches for Mathematics teachers. The purposes of this study were: (1) To construct a list of assessment items; (2) To establish assessment models; and (3) To develop evaluation instruments so that there would be a direction for better mathematics teacher preparation. The research process included three steps: first, to review the literature on the characteristics of a competent Mathematics teacher’s basic skills; second, to develop assessment models and evaluation instrument; and third, to design teaching simulation situations on video to assess student teachers’ mathematics instruction performance. The Delphi method and classroom observation technique were applied in this study. At the beginning, based on the characteristics of excellent Mathematics teachers and their teaching ability developed during practice in recent years, we attempted to construct a list of assessment items. Second, we invited the Delphi committee, composed of senior
teachers, principals, education superintendents and instructors, to revise and redevelop forty-six assessment items. The results revealed Establishment of the teaching competency assessment items for mathematics teachers, Establishment of the assessment model for mathematics teachers, and Completion of teaching simulation situation videotapes as the assessment instrument.

Marlowe (1998) made an investigation on the competence based teacher education. The findings revealed that competence based teacher education program must be based on quality criteria, which must be carefully identified and evaluated and the mastery of these competencies by prospective teachers is a must during teacher education course and feedback act as a guide to student teachers.

Mutambo (2008) studied distance education and the development of teacher competencies. a case study of the bachelor of education external degree programme of makerere university. The Objectives of the study are

1. To assess whether the B.Ed External Programme has increased the teachers’ knowledge of the subject matter.
2. To explore whether the B.Ed External Programme has enhanced the teachers’ delivery methods and skills.
3. To assess whether the B.Ed External Programme has equipped teachers with skills of managing and administering educational activities.

The Research Questions set are
1. Has the B.Ed External Programme helped teachers to improve on their Knowledge of subject matter?

2. Has the B.Ed External Programme helped to enhance teachers’ delivery methods?

3. Does the B.Ed External Programme provide its student teachers with the managing and administering educational activities?

The study adopted both qualitative and quantitative research approaches as anticipated. To gather the relevant data, the following instruments which were proposed in the main study were used; questionnaires, interviews, lesson observations, non standardised competency tests and documentary analysis. Using Purposive and Cluster sampling a total of 218 respondents participated in the pilot study and they were drawn from different districts in the country; Preliminary results from this pilot study reveal that whereas the B.Ed (External) has helped teachers acquire some key competencies; this is not wholly achieved because of poor management of students support services and inadequacies in the curriculum, poor methods of teaching at university, quality and access to study materials, and because of the inadequate opportunities for practice. The challenge therefore is for the programme to address these deficiencies and inadequacies so as to ensure that the teachers graduating from the programme are competent enough to handle the tasks expected of them.

Wali (1985) conducted a factorial study of the teaching correlates of teaching effectiveness. Results revealed a significant correlation between effective teaching and the variables educational qualification, experience, study, family background, attitude,
job satisfaction and values of the teachers. Six factors such as professional dignity, altruistic temper, professional involvement, democratic temper, family background and humanitarian consideration were important determinants of effective teaching.

Wangoo (1984) studied the relationship between personality correlates and scholastic competence. The findings revealed that personality adjustment, democratic leadership, a high degree of Intelligence and emotional control were found to be significantly correlated with teacher effectiveness.

AN OVERVIEW OF THE RESEARCH REVIEWED

Emotional Intelligence research has its background from 1995 onwards. Most of the research reviewed on the concept emotional intelligence are mainly the relation of emotional intelligence with other psychological variables like personality, cognitive ability, academic achievement, life satisfaction, stress etc. some of the studies were properly concerned with developing measuring tools to assess the construct emotional intelligence. Various researches have been conducted in abroad on this area and research in India is also in a rapid pace. The area of emotional intelligence is creating interest for lot of researchers now a day so that the area became a frequently researched one in the educational literature for the past five years.

The research on teaching competency throws light in o the different components of teaching competency on India and abroad. Here the variables like teacher effectiveness, teacher performance, teacher quality etc are also discussed. Most of the
research gives a general explanation about the concept teaching competency and does not define or vaguely define its components. Some studies highlight the overall teacher performance but do not specify the classroom teaching competency.

Hwang, Fei (2007) conducted an exploratory study on emotional intelligence and teacher effectiveness was the only study that was reviewed and reported by the researcher in this area so far. The emotional intelligence packages developed so far concentrates on sporting and medicinal field. The present study of enhancing emotional intelligence using an emotional intelligence based instructional package and its relation to teaching competency was the only one, on this area for improving emotional well being and teaching competency related matters and no other studies adopt the ways and means of improving emotional intelligence and its incorporation in teaching scenario. So the present study can throw light into two important variables related to teaching profession.