CHAPTER – 2

REVIEW OF RELATED LITERATURE

In the previous chapter the theoretical background pertaining to the present study was discussed. This chapter deals with the review of related literature. The review of related literature is essential to all aspects of research work. According to Koul (2009) research can never be undertaken in isolation of work that has already been done on the problems related to a study proposed by researchers. The related literatures reviewed are from different sources namely journals, magazines, periodicals, books and websites and research articles. This has helped the researcher to obtain deep insight and clear perspectives of the problem formulate hypotheses, selection of tools and statistical techniques for analyzing data.

An over view of this chapter is presented in Figure no.2.1

Figure no. 2.1: Figure showing the over view of Review of Related Literature.
A detailed account of the review of related literature is presented under the following headings in three sections namely:

2.1 Studies related to Teacher Effectiveness

2.2 Studies related to Social Intelligence

2.3 Studies related to Self-Concept

2.1 STUDIES RELATED TO TEACHER EFFECTIVENESS

Silveira Jason M (2014) conducted a study to examine the relationship among teacher effectiveness, pacing and teacher intensity. A scripted stimulus video was made where the teacher demonstrated predefined pacing lapses to measure their teacher intensity, teacher effectiveness, general perceptions and teacher pacing. 164 college students were randomly assigned to evaluate teacher intensity, general perceptions, teacher effectiveness and teacher pacing. College students evaluated the teacher on the construct using continuous and summative measures. Results indicated that the constructs had a strong positive linear correction with each other.

Goel Sunita (2013) investigated teacher effectiveness of teachers in relation with their job satisfaction, personality and mental health. Six hundred school teachers from three districts of Punjab were administered the following four tools for collection of data:- teacher effectiveness scale by Umme Kulsum, Meera Dixit’s job satisfaction scale, Ashish Kumar Singh and Arun Kumar Singh’s differential personality inventory and mental health check list constructed by Pramod Kumar. The collected data was analyzed by employing SD, t-test and correlation. The findings revealed that teacher effectiveness of female teachers was significantly more when compared to male teachers and teacher effectiveness of urban school teachers was significantly more when compared to rural school teachers. Teacher effectiveness of teachers having high job satisfaction was more when compared to teachers having low job satisfaction.
Bella Joseph (2013) investigated the teacher effectiveness and professional competency of higher secondary school teachers in Kottayam. 395 secondary school teachers formed the sample for the study. Savan’s professional competency scale containing 35 items and Jayaraman’s teacher effectiveness scale were used. ANOVA and Normal (Z-test) was conducted to establish the mean significant difference. The findings showed no significant correlation between professional competency and teacher effectiveness among secondary school teachers.

Sodhi Binakshi (2012) studied the teacher effectiveness of secondary school teachers in relation to their school organizational climate in Punjab. Sample of 450 secondary schools teachers were selected for the study. The teachers were administered school organizational climate scale, teacher effectiveness scale, teacher attitude inventory and job satisfaction scale. It was concluded that the teachers perceiving familiar and autonomous type of school organizational climate exhibited significantly higher level of teacher effectiveness as compared to those perceiving closed type of school climate. No significant difference was found in teacher effectiveness of teachers across gender, location, stream and teaching experience groups.

Jacob Amber (2012) examined the relationship of teacher effectiveness, teacher characteristics like pedagogical knowledge, teacher preparation /certification and student achievement. This research study was taken up with the objective of building and testing a model of teacher effectiveness using hierarchical linear modeling to investigate the impact of cognitive ability, pedagogical content knowledge, and teacher’s perceived ability to build relationships with students on student achievement. After accounting for student’s prior English Language and Arts achievement, teacher’s pedagogical content knowledge and perceived relationships with students were not significant predictors of student achievement. For mathematics, prior math achievement and gender were found to be significant
predictors, whereas teacher characteristics were not found to be related to student achievement.

Sawhney and Kaur (2011) took up research on teacher effectiveness and examined its relation to self-concept of elementary school teachers of Punjab. Data was collected using Teacher effectiveness scale by Kumar and Mutha and Mohsin’s self-concept inventory. Results of the study indicated no difference in teacher effectiveness of female and male teachers. Significant difference existed between self-concept of female and male teachers. Significant relationship was found between self-concept and teacher effectiveness of teachers.

Maria Roopa (2010) took up a descriptive survey to study teacher effectiveness and temperament variables of secondary school teachers of Mangalore Taluk. The objective of this study was to examined the relationship between teacher effectiveness and teacher temperament. A sample of 100 teachers was taken from Mangalore taluk. Descriptive statistics namely mean median, standard deviation, smoothed frequency polygon and ogive used. Pearson Product Moment Correlation and ‘t’ test was adopted to find the difference between mean score of secondary schools teachers based on gender, types of school and area with respect to the two variables. The mean scores on teacher effectiveness and temperament variable were found to be significantly correlated.

Dhillon and Navdeep (2010) studied teacher effectiveness in relation to their value patterns. A sample of 200 teachers was selected for the study. Teacher effectiveness scale and teacher’s value inventory were used. Result of the study showed no relationship between teacher effectiveness and value patterns of teachers. No significant difference was found in the level of teacher effectiveness of male and female, government and private school teachers. No significant difference was found in the value patterns of male and female teachers and government and private school teachers.
Heck Ronald H (2009) conducted a study on teacher effectiveness and its impact on student outcomes. The sample comprised of 9196 students from 156 elementary schools. Effectiveness of successive teachers was found to be related to student achievement in math and reading. Collective teacher effectiveness was found to be positively associated with student achievement levels. The quality of teaching processes of the school was positively related to student achievement levels. They also recommended teacher effects inclined to accumulate between and within schools to bring about noticeable academic disadvantage or advantage.

Martin E P Seligmana (2009) took up a longitudinal study to find out the predictors of Teacher Effectiveness. The sample consisted of 390 novice teachers working in under-resourced public schools. They were administered measures of teachers positive traits namely life satisfaction, grit and optimistic explanatory style prior to academic year. At the end of the academic year, teacher effectiveness was measured by student’s academic gains. These three positive traits were found to individually predict teacher performance.

Agharuwhe A Akiri (2009) studied the influence of teacher’s classroom effectiveness on student’s academic performance in public secondary school in Nigeria. The study was descriptive in nature and involved 979 teachers, consisting of 480 males and 519 females selected by stratified random sampling technique. Academic performance records of fifty students per teacher were selected. Two questionnaires and a rating scale were used to collect data. Statistical techniques used were correlation, simple regression, ‘t’-test and single factor analysis of variance. The result showed that effective teachers produced better performing students. However, the observed difference in students’ performance was statistically not significant. It was found that teachers’ effect is not the only determinant on students’ academic achievement.
Mumthas and Blessytha (2009) conducted a study on secondary school teachers with high tacit knowledge and studied their teacher effectiveness in relation to stimulation of cognitive effectiveness gains in students. A sample of 5950 secondary teachers was selected according to the Headmaster’s 75 nominations from 15 secondary schools of five districts of Kerala. Interviews were conducted on secondary school head masters and selected teachers with high tacit Knowledge. Instructor self-evaluation form was used for collecting the data. It was found that these teachers gave the highest preference to “Relation with students”. It was found that teachers with high tacit knowledge possessed good relationship with students over and above the “Stimulation of cognitive and affective gains in students”.

Adegbile and Adeyemi (2008) studied quality assurance through teacher effectiveness, on a sample of 100 primary school teachers of Nigeria. Classroom interaction sheet was used for assessing teacher’s effectiveness as an index of quality assurance. The results indicated that there was no significant relationship between male and female teachers.

Satwinderpal (2008) conducted a study on occupational stress in relation to teacher effectiveness of secondary school teachers. Teacher effectiveness scale constructed by Kumar and Mutha was administered to a sample of 1000 government secondary school teachers in Punjab administered for collection of data. 200 highly effective and 200 less effective teachers were taken for the study. The findings indicated that with increase in the level of occupational stress the effectiveness of the teachers reduced.

Vibha (2008) took up a research study to examine the relationship between teaching effectiveness and nonverbal classroom communication. 75 B.Ed. trainees in Dayalbagh Education Institute in Agra were selected as the sample. The study revealed that nonverbal classroom communication behavior of pupil teachers was highly positively correlated with teaching effectiveness. A significant difference was found in gesture, eye contact, posture, kinesics and paralanguage of highly effective pupil teachers and less
effective pupil teachers. But there was no significant difference between the haptics and artifacts types of nonverbal classroom communication behavior of highly and less effective pupil teachers.

Rachna Jain (2007) studied teacher effectiveness and attitude towards Teaching Profession. A sample of 75 teachers were selected from Delhi schools. Attitude towards teaching profession scale developed by Goyal and Teacher effectiveness scale constructed by the investigator were used for data collection. The present study reveals that teacher's effectiveness and attitude towards teaching profession was found to be significant.

Roul (2007) conducted a study on teacher effectiveness and organizational climate of autonomous and non-autonomous college teachers. Teachers from 322 colleges of Orissa formed the sample. Teacher effectiveness scale by Kumar and Mutha, organizational climate description questionnaire by Sharma and teachers rating scale were used for collection of data. It was found that significant differences existed in teacher effectiveness of college teachers from autonomous and non-autonomous colleges. Teachers from autonomous colleges scored significantly better than their counterparts from non-autonomous colleges. Also male teachers of autonomous colleges were found to be more effective than those of non-autonomous colleges.

Bansibihari and Surwade (2006) in their research study compared teacher effectiveness of emotionally mature female teachers and emotionally immature female teachers. 355 female teachers from secondary schools of Navapur and Dhule cities from North Maharashtra. Bhargava and Singh’s emotional maturity scale and Kumar and Mutha’s Teacher effectiveness scale were used to collect the data Less emotionally mature teachers were found to have lesser effective when compared to their more mature counterparts. Male and female emotionally mature teachers did not differ with respect to their teacher effectiveness.
Christian Brush (2005) studied the influence of teacher’s effectiveness on the learning progress while teaching a unit with predefined learning objectives. Adoptive teaching competency was measured by using a multi-method approach. 49 teachers and 898 students formed the sample. It was found that smaller classes lead to higher academic learning progress, better knowledge of students, and better classroom teachers. Combined effect of type of college and organizational climate was not found to produce significant effect on teacher effectiveness.

Srivastava (2005) conducted a study on primary school teachers of different age groups to examine their teacher effectiveness. The sample comprised of 128 female and 110 male teachers from urban schools situated in Tehri Garhwal district. Kumar and Mutha’s teacher effectiveness scale was used for collecting the data. The findings revealed that the teacher effectiveness of male teachers decreased with increase in the age. The teacher effectiveness of male teachers increased to some extent with their increasing age. The age variable did not produce a significant impact on teachers’ effectiveness. Male and female teachers were not found to differ significantly in teacher effectiveness. Age was found to be a mild determinant of teacher effectiveness.

Arokiadoss (2005) took up a study to estimate teacher effectiveness of 275 college teachers from Madurai Kamraj University in Tamil Nadu. Teacher effectiveness scale and personal information schedule were adopted. The findings showed that 18% teachers had high level of teacher effectiveness and 15% had low level of teacher effectiveness where as 67% were at the average or moderate level of teacher effectiveness. Women teachers were formed to be effective in advising and guiding and were found to possess better skills of teaching and evaluation. Male teachers were found to be effective motivators. Arts teachers were found to be possessed higher mastery in their subjects and involvement in college activities. Private college teachers were found to show more involvement in college activities. Autonomous
college teachers were reported to have equipped with higher teaching skills and found to be more involved in college activities. Teachers with research degrees were found to possess mastery over their subjects, motivating skill and ability to develop rapport with the students effectively.

Pandey and Maikhuri (2005) studied the effective and ineffective teachers attitude towards teaching profession. 100 secondary school teachers were selected as the sample from Pauri and Tehri districts. There was no significant difference between effective and ineffective male teachers in their attitudes towards teaching profession. No significant difference was found between effective and ineffective female teachers so far as their attitudes towards teaching profession was concerned. Male and female ineffective teachers were almost similar in their attitudes towards teaching profession.

Debendra Nath Dash (2004) took up a research study to investigate teacher effectiveness in relation to emotional intelligence, 100 secondary school teachers of Orissa were selected as the sample for the study. The tool used for teacher effectiveness developed by Kumar and Mutha consisted of 69 items and emotional intelligence scale developed Schutte et al., consisted of 33 items. Pearson product moment correlation coefficient was used. Positive influence of emotional intelligence on teacher effectiveness was found.

Raja et al., (1998) investigated teacher effectiveness and school organizational climate of secondary schools in Tuticorin. The sample comprised of 279 teachers findings revealed that the teachers did not differ significantly in teacher effectiveness with respect to their age, marital status, religion, birth order, caste, subjects handled, classes handled and medium of instruction, qualification and nature and locale of the school where they were working. As regards organizational climate, only a controlled climate was found to be prevailing in all the higher secondary schools, except in one school where autonomous climate was prevailing, though there were differences found in private schools, area of location of the schools and organizational climate. Efficiency of teachers was found to be average low in
schools having controlled climate whereas it was average or above average in schools having autonomous climate.

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

Padamanabha (1986) investigated teacher effectiveness and job satisfaction of secondary school teachers. 960 secondary school teachers were selected as the sample, 72 percent of teachers were found to be dissatisfied with their job. No significant difference existed in overall job satisfaction of male and female teachers. Rural and urban teachers were found to differ significantly in their level of overall job satisfaction. The variables namely job involvement, job satisfaction and life satisfaction and family satisfaction put together obtained a multiple correlation of 0.109 with teacher effectiveness.

Prakasham (1986) studied teacher effectiveness in relation to teaching competency and as a function of school. 800 secondary school teachers from Raipur and Bilaspur districts in Madhya Pradesh formed the sample. Teachers from government and non-government schools were not found to differ significantly in teacher effectiveness and in teaching competency. Significant positive correlation was found between teacher effectiveness and teaching competency of teachers in different types of organizational climates. The main effect of teaching competency was found to be significantly higher than other independent variables like territorial variations and school organizational climate.
Subbarayan (1985) examined the relationship between teacher effectiveness and self-concept. The sample of 521 post graduate final year students was randomly selected. 91 teachers were identified as effective according to student’s choice and according to ratings of two colleagues who were selected randomly. They were administered self evaluation rating scale. Male and female teachers were not found to be significant difference with respect to teacher effectiveness. No significant difference in teacher effectiveness was found between less and more experience teachers. Lecturers, readers and professors were not found to be significantly different with respect to teacher effectiveness.

2.2 STUDIES RELATED TO SOCIAL INTELLIGENCE

Sumanlata Saxena (2013) examined social intelligence of undergraduate students of science and arts streams of Bhilai city in Chattisgarh. Descriptive survey was employed for the study. A sample of one hundred and twenty students were selected using stratified random sampling technique. Social intelligence scale by Chadda and Ganesan was used to collect the data. t-test was used to analyse the data. Female students were found to have higher social intelligence than male students. Students from arts stream were found to possess higher social intelligence than those from science stream.

Sembiyan R and Visvanathan G (2012) in his study investigated the influence of certain background variables on social intelligence of college students in few districts of Tamil Nadu viz., Villupuram, Cuddalore, Nagapattinam, Vellore, Thanjore, and Thiruvannamali. A sample of 1050 college students were selected for the study. The data was analysed by calculating t-values. It was found that students from different localities, types of family and types of colleges did not exhibit significant difference in social intelligence. Male and female students exhibited significant difference in their social intelligence.
Parto Eshghil (2012) investigated the relationship between social intelligence with effective influence among physical education teachers. A sample of 48 physical education teachers were used for study. Silvera social intelligence scale and the Survey of effective influence tools were used for data collection. The results showed that the correlation between overall social intelligence scores and overall effective influence scores was significant.

Soleiman Yahyazadeh (2012) investigated social intelligence in relation to job satisfaction of secondary school teachers. 177 teachers were selected as the sample for the study. Troms social intelligence scale and job descriptive index were used to collect the data. Significant relationship was found between social intelligence and job satisfaction. The findings revealed a significant difference in social intelligence of teachers possessing various academic degree levels. Significant relationship was also found between social intelligence of teachers and dimensions of job satisfaction viz., attitude towards supervisors, nature of work, opportunities for promotion, relation with co-workers, work environment. However negligible relationship was found one factor of job satisfaction - salary and benefit. The results indicated that higher the social intelligence among teachers greater was their job satisfaction.

Zamirullah Khan (2011) examined the social intelligence of physical education students. Keeping objectives of physical education in mind, the researcher investigated whether the duration of participation in physical education had any impact on social intelligence. The sample consisted of 45 physical education students. Chadda and Usha Ganeshan’s Social intelligence scale was used to collect the data. As per the results the students of B.P.Ed scored higher in tactfulness dimension of social intelligence than the students of B.P.Ed.

Meijs Noortje (2010) studied the relationship between cognitive and social intelligence in adolescents in two school contexts. The sample consisted of 512 adolescents out of which 55 were from vocational and
college preparatory schools in Europe. Socio metric popularity was used as a measure of acceptance and perceived popularity was used as a measure of social dominance. Vocational students benefited from doing well either socially or academically and not in combination. Students from college preparatory schools were found to have gained socio metric popularity by excelling both academically and socially.

Juchniewicz Jay (2010) studied the influence of social intelligence on effectiveness of music teaching. Forty teachers from “more challenging programs” and “exemplary programs were given Interpersonal Perception Task (IPT-15). Also teaching excerpts of twelve exemplary and challenged teachers were observed and rated for overall effectiveness by 84 external evaluators. The results showed that there was no significant difference between IPT-15 scores of exemplary and challenged teachers. Exemplary teachers were rated significantly higher than challenged teachers by the external evaluators. External evaluator’s ratings were majorly(85%) influenced by social attributes. Teachers demonstrating effective social skills were perceived to be effective teachers. Exemplary were rated effective because of their communication skills whereas teachers were rated ineffective because of ineffective classroom management.

Qingwen Dong Randall (2008) studied social intelligence, intercultural communication sensitivity, social intelligence and self esteem of 419 undergraduate students in western United States. Significant relationship was found between intercultural communication sensitivity and social intelligence where social intelligence accounted for more than 10% variance in intercultural communication sensitivity.

Babu M Sameer (2007) conducted a study on social intelligence and aggressive nature among students, study consisted of 84 senior secondary school students of Malappuram district in Kerala. The study adopted Normative survey method. The study was taken up with the following objectives: (1) To measure the extent of social intelligence and aggression

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among senior secondary school students (2) to find the relationship between aggression and social intelligence (3) to compare the social intelligence of these students. Results of the study revealed that Social Intelligence among secondary school students was found to be average. They were found to have a greater amount of aggression. Relationship between social intelligence and aggression scores of senior secondary school students were found to be negative and negligible for the whole sample, but was not significant. Gender based comparison of social intelligence proved to be significant. Social intelligence based comparison of aggression proved to be significant.

Punamaki Raija (2007) examined social intelligence and parent-child communication. 478 Finnish, 10 to 13-years old school children formed the sample and the variables were measured by self reports. Social intelligence had a moderating role in the association of digital game violence and direct aggression among boys older than 10.

Andreou Eleni (2006) studied relationship between social intelligence, perceived popularity, social preference and two types of aggressive behavior. 403 Greek school children from fourth to sixth grade formed the sample of the study. The variables were measured using Peer-estimation techniques. Social preference was found to be negatively associated with both overt and relational aggression among girls. Among boys social preference was found to be positively associated with overt aggression. It was also found that perceived popularity was positively associated with relational aggression among both boys and girls. Cognitive aspects of social intelligence were found to be good predictors of relational aggression. Lack of social skills were good predictors of overt aggression. Relational aggression was found to be a positive predictor or perceived popularity.

2.3 STUDIES RELATED TO SELF-CONCEPT

Hilde (2014) conducted a longitudinal study to examine teacher and peer contribution to development of self-concept of children. 570 children of
the age seven years five months from grade two and three were selected for
the study as the sample. The findings indicated that children’s self-concept
was impeded by peer rejection and this was found to affect the development
of internalizing problems. The adverse effects of peer problems on children
self-concept was buffered by individual teacher support.

Viljaranta Jaana (2014) studied academic achievement, interest and
self-concept of ability Longitudinal data was collected for over many school
years. The study was taken up to examine the relationships between self-
concept of ability from the sample of 216 students. The results showed that, in
both reading and math, performance predicted student’s subsequent self-
concept of ability. Math performance was found to predict interest in
mathematics. Students’ self-concept of math ability was found to have an
effect on math performance. Self-concept of ability or interest was not found
to predict academic performance.

Salah (2014) conducted a study to investigate whether self-concept and
self-efficacy have different underlined process and also if they are required to
understand long term achievement. The sample consisted of 10370 students.
The result showed that self-concept and self-efficacy were strongly correlated
with achievement in mathematics. At the end of high school tertiary entrance
marks strongly and independently predicted by self-concept and self efficacy.
University entry was strongly predicted by math self efficacy but not by math
self-concept. Math self-concept significantly predicted students undergoing
science, engineering and technology in post school studies.

Bakadorova Olga (2014) conducted a study on interplay of individual
school self-concept, socio-motivational support and Achievement motivation.
The sample included 1088 secondary schools students of Germany. The
results indicated that the teacher-student relationship and “teachers as positive
motivators” mediated the association between individual school self concept.
Neither “peers as positive motivators” nor the student-student relationship
was found to mediate this association.
Calero Flor R (2014) conducted a study on influences of the independent variables of family academic expectations and academic self-concept, peer relationships, student teacher relationships and school work. 222 secondary school students from Long Island, New York were administered a survey. Structural equation modeling was used to analyse the influence of the independent variables on the dependent variable, academic self-concept. A multiple regression analysis indicated that peer relationships, family academic expectations and schoolwork were significant predictors of student academic self-concept.

Seaton Marjorie (2014) investigated whether students with high academic self-concepts perform academically better. The sample consisted of 2786 high school students in Australia measured at four time across six months. Separate models indicated reciprocal relations between mathematics self-concept and achievement. Juxtaposing the variables, when all were included in a single model, only self-concept was found to have significant reciprocal relationships with achievement.

Arens A Katrin (2014) investigated the relationship between multiple domain-specific self-concept facets and self-esteem. The study investigated grade and gender differences in relation to domain specific self-concept. 1958 German students in Grades 3 to 6 formed the sample for the study. Sub samples of third and fourth graders and fifth and sixth graders or between boys and girls were not found to differ in self-concept and self-esteem. These results suggested the self-concept and self-esteem relationship to be invariant across grade levels and gender.

De Freitas (2013) in his study tried to explain that self-concept could help academic performance. 167 of first generation college students of southwestern United States were selected as the sample for the study. Lower grade point averages were obtained for students with lower verbal and math Self-concept. Latinos and Asians were found to have better maths self-concept when compared to African Americans. The researcher also discussed
the potential of academic self-concept as a significant factor in enhancing the academic performance of students.

Leung Kim Chau (2013) investigated the effect of domain specificity of peer support interventions which targeted specific domains of self concept. Academic oriented peer support intervention related to verbal subject matter was given to fifty participants in study one. Verbal self-concept of these participants were found to have enhanced significantly when compared to the control group. Socially oriented peer support intervention focusing on interpersonal communication and skills was given to fifty three participants in study 2. This was found to enhance same sex-relation self-concept but not other areas of self concept when compared to the control group.

Rinn Anne N (2013) examined father’s and mother’s level of education, socio economic status, and family social support as predictors of self-concept of undergraduate majors. 499 undergraduates out of which 75% were females from a university in United States were selected as the sample. Male undergraduates were found to have higher self-concept than their female counterparts.

Rubie Davies C M (2013) investigated self-concept of higher education students of different gender and faculty in Newzealand. 18929 undergraduate students from Newzealand university formed the sample. Students from different faculty were found to differ in verbal maths self-concept. Students in 87 faculties who were more reliant on maths skills had higher maths self-concept than those in faculties where facility in verbal skills was important. No differences existed in overall self-concept for academic, verbal and maths self-concept and significant difference existed for problem-solving self-concept. This finding suggests student’s choice of faculty may be based on perceptions of their skills and capabilities in the various fields, irrespective of gender.
Nelson Jason M (2013) studied the self-concept of Attention Deficit Hyperactivity Disorder (ADHD) college students. Self report and observer-reports were measures completed by ADHD students and their parents. Results showed ADHD students did not find problems with self-concept where as their parents reported so. The difference in self-reports and parental-report was statistically significant. The study recommended multi-informant assessment to measure self-concept than using self-reports of parent-report.

Schmidt Mirko (2013) took up a study to examine the effect of an intervention programme in physical education to increase general level of self-concept of strength and of endurance. The intervention programme during physical education lesions on endurance and strength training was tried on 464 primary school children. The findings indicated increase in general level of self-concept and also its veridicality in over and under estimate. Implications indicated didactic methods to enhance functional self-concepts.

Yeung Alexander and Jinnat (2013) studied the disadvantaged indigenous Australians. 1342 non-indigenous and indigenous students from schools of New South Wales, Australia formed the sample. Multivariate analysis was used to analyse the data. Non-indigenous students were found to have obtained higher scores in self-concept, literacy tests and numeracy tests and on self ratings of school work, irrespective of their region. The findings implied that there was an urgent need to improve school environment so that enjoyment of school life and performance is promoted among indigenous students.

Lawrence and Vimala A (2013) investigated self-concept of high school students in relation to their achievement motivation. Self-concept questionnaire constructed by Raj Kumar Saraswath and achievement motive test by Bhargava was used to collect the data. 250 high school students were selected as the sample using simple random sampling technique. ‘t’ test, ANOVA, Pearson Product Moment correlation co-efficient were used to
analyse the data. Findings revealed significant relationship between achievement motivation and self-concept of high school students.

Al-Srour and Safa Mohammad (2013) assessed the level of self-concept according to academic achievement and gender. 365 primary school students from fourth to sixth grades in Amman city were randomly chosen as the sample. The self-concept questionnaire was constructed to collect the data. The findings of the study showed that students had a high level of self-concept. Students from different academic achievement levels and gender differed in their self-concept. The means of males was higher than the means of females on the total score and on each scales of peers relations. Statistically significant differences were found in the level of self-concept among students due to differences in achievement as the differences were for the favor of high achievers who scored more than 95% in the study, followed by the students who achieved 85%-94% then those who achieved 85% and those who refused to tell their averages.

Emily Kristin and Garn Alex C (2013) examined the relationship among leisure-time physical activity and physical and global self-concept. A sample of 319 students enrolled in physical education. Based on theory of self-concept, the hypothesis stated that the relationship between global self-concept and identified regulations would be mediated by physical self-concept. It was also hypothesized that relationship between leisure time physical activity and identified regulations would be mediated by physical self-concept. Data analysis revealed a structural model which showed that the relationship between identified regulations and global self-concept was mediated by physical self-concept. Physical self-concept also was found to mediate the relationship between identified regulation and leisure-time physical activity. Findings provided support for examining self-concept from a hierarchical and domain-specific perspective. Results also offer greater understanding about one possible mechanism that links physical education to
increases in global self-concept and leisure-time physical activity, which are considered important outcomes of quality education.

Nelson and Jason (2012) adopted meta-analytic techniques to examine the self-concept of adults with learning disabilities. The literature was evaluated using fight inclusion criteria which led to the inclusion of studies. It was found that learning disabled adults had lower general self-concept than those without learning disabilities with the magnitude of difference being small (d=0.34). The difference between these groups was medium for academic self-concept and was found to be small for social self-concept. However, for physical self-concept it was found to be trivial. In the studies analysed majority were found to incorporate sample consisting of post secondary institution individuals which affected the generalizability of the results of these studies.

Mc Inerney (2012) took up a study in Hong Kong to study the academic and mathematics self-concept of students. The study aimed at predicting these two self-concepts and also the learning strategies and their effect on academic achievement. The sample consisted of 8354 students. Two models were adopted to know the direction of effect. Model A tested the effect of academic self-concept on learning strategies and Model B tested the effect of learning strategies on academic self-concept. Structural equation modeling was adopted. It was found that there existed a reciprocal relationship between academic achievement and academic self-concept.

Hsieh Manying (2012) studied the relationships among adolescent’s self-concept and emotional regulation strategies. 438 Taiwan adolescents in the age group of 13 to 15 years out of which 215 were boys and 223 were girls were included as the sample. It was found that cognitive appraisal was positively associated with self-concept and suppression was negatively associated with self-concept in both boys and girls. Internalizing problems of adolescents were negatively predicted by self-concept. Self-concept was also
found to mediate the relationship between internalizing problems and emotional regulation.

Spilt Jantine L (2012) conducted a longitudinal study on self-concept and stability and prevalence of behavioural difficulties. The sample consisted of children having a history of Specific Language Impairment. This study examined if self-concept predicted behavioural difficulties. 65 students were followed with teacher behavior ratings and individual assessment of self-concept. Results of the study showed that self-concept and later behavioural difficulties were predicted by earlier language ability. The study found that it was important to distinguish the domains of self-concept. Between the age 8 to 10 years language was not found to be a predictor of self-concept approach significance.

Nagengast Herbert W (2012) examined the relationship between individual achievement and academic self-concept. Data of 15 years old, 398750 students from 57 countries was collected from PISA (Program for International Student Assessment) (2006). The data showed that individual assessment was positively related with academic self-concept in 52 countries. Self-concept was found to mediate the positive effect on career aspiration in 54 countries. School-average achievement had a negative effect on self-concept in 50 countries.

Westnberg and Philip (2012) studied the ego development and self-concept of deaf adolescents. 68 adolescents who were deaf and normal in intelligence were included in the sample. Harter’s (1998) manual for self-perception profile and multidimensional measure of self-concept were used to collect the data. Adolescents who were deaf showed lower level of social acceptance and ego development when compared to normal adolescents. Hierarchal multiple regression was used to analyse the data to control socio-demographic variables. This showed positive association of global self-worth and ego development. The researcher discussed the need for interventions to promote the wellbeing of deaf youth.
Wondium Ahmed (2012) conducted a study for testing a motivational model of performance by taking constructs from self-determination and self-concept theories. Self-reporting measures were used to measure academic self-concept of Asian and European graduate students. Analysis consisted of structural equation models from the sample consisting of 94 Asians and 87 Europeans representing separate cultural groups. In the overall sample the proposed model was found fit the data reasonably with all proposed path coefficient being statistically significant. In the separate central group analysis although the models fit both sample data, one path coefficient was not found to be significant in the Asian sub sample. The results were discussed using self-concept and self-determination theories as well as cultural difference perspectives.

Huang Chiungjung (2011) took up a study to investigate the relationship between self-concept and academic achievement. 39 longitudinal and independent samples were selected for meta-analysis and path analysis. The correlation coefficient between prior self-concept and subsequent academic achievement was found to range from 0.2 to 0.27. It was found to vary from 0.19 to 0.25 between prior 93 academic achievements and subsequent self-concept. Subsequent academic achievement and prior self-concept and also subsequent self-concept and prior academic achievement were found to be moderated by Globality of self-concept. As high academic performance and high self-concept were related and vice-versa, intervention programs that combine self-enhancement and skill development to be integrated was suggested.

Sung Kyung Mi (2011) investigated self-concept and coping strategies. The sample consisted of 351 Korean female early adolescents. The sample was administered coping responses inventory and multi-dimensional self-concept scale. They were found to exhibit the greatest positivity with respect to family self-concept with respect to academic self-concept they exhibited greatest negativity. They were most frequently found to use the seeking
guidance strategy of approach coping and seeking alternative rewards strategy of avoidance coping. Self-concept was positively or negatively related with various coping skills. Using content analysis, seven categories including discord in family relationships were identified.

Jacob E Kuhns (2011) conducted a mixed method, qualitative and quantitative study to address high school dropout academic by attempting to find the effect of role service-learning plays on their self-concept. 28 students of a public school of Central Pennsylvania with service learning and traditional curriculum formed the sample. A questionnaire consisting of three parts out of which the first two parts consisted of six open ended questions were related to seeking qualitative data where students had to describe themselves and the social groups in which they were members. The third part employed Harter’s Self-perception profiles for adolescents consisting of 45 statements representing eight domains viz., social acceptance, close friendship, Behavioral Conduct, Athletic Competence, Global Self-Worth, Physical Appearance and Job Competence was used to collect data related to self-concept. Service learning and self-concept were found to be positively correlated.

Tofaha and Ramon (2010) examined the relationship between self-concept and dimensions of perfectionism. The sample consisted of 284 school aged students in Egypt. Pearson product moment correlation technique was used for data analyses. Results indicated that academic self-concept was positively and significantly correlated with self oriented perfectionism. All self-concept sub scales were positively correlated with compulsiveness. Academic self-concept was found to have a positive correlation with socially prescribed perfectionism. The results revealed that self-concept dimensions and most perfectionism were positively correlated. Academic self-concept in general school, reading and mathematics was found to be enhanced by self oriented perfectionism. Academic self-concept was also significantly positively correlated with “Sensitivity to mistakes” and “Socially-prescribed
perfectionism”, contrary to expectations. Non academic self-concept was not significantly associated with “Sensitivity to mistakes” and “Socially-prescribed perfectionism”.

Hui-Ju Liu (2010) examined the relationship between motivation in foreign language learning and academic self-concept. 434 university students of first year possessing four different ability levels formed the sample. MANOVA repeated measures, multiple correlations, multiple group analysis and multivariate latent growth curve analysis were employed to analyse the data. It was found that academic self-concept and its related variables and the components of motivation were positively and significantly correlated for both groups with higher and lower ability levels. Students with higher ability levels were found to have higher correlations between academic self-concept and its related variables and the components of motivation than their counterparts with their lower ability level. Student’s proficiency level was found to be moderately correlated with learning motivation and academic self-concept. Gender was found to be weakly correlated with learning motivation and academic self-concept.

Ikediashi Azubike (2010) conducted a study on self-concept and academic achievement of delinquent and non-delinquent students in Imo state, Nigeria. The study examined self-concept and academic achievement of delinquent and non-delinquent students. A total sample of 120 comprising of 60 non-delinquent students and 60 delinquent were randomly selected. The sample responded to two research instruments namely Adolescent Personal Data Inventory (APDI) for self-concept and Achievement Test Battery (ATB) for academic achievement. The results indicated that there was a significant difference between self-concept of delinquent and non-delinquent students.

Robert F. Kissner (1979) investigated self-concept as a predictor of juvenile delinquency. The main purpose of the study was to examine the role of self-concept on juvenile delinquency. The sample of the study was 139
male juvenile delinquents. Tennessee Self-Concept scale was used to measure the self-concept of juvenile delinquents. The results of the study indicated that differences in self-concept do exist between juvenile who commit an adjudicated offence. The study also revealed that negative self-concept influences juvenile delinquency.

Ahmed Wondimu and Greetje (2012) took up a study to examine the relationship between anxiety in mathematics and self-concept. 495 students of which 51% of were girls were selected as the sample. Self reporting measures were used to assess anxiety in mathematics and self-concept for three times in an academic achievement. Structural equation modeling showed reciprocal relationship between math anxiety and math self-concept. The results supported the theory stating that math anxiety and math self-concept are reciprocally related.

Sangeeta Rath (2012) studied the influence of academic competence and gender on self-concept. 120 adolescents (60 boys and 60 girls) who secured 80% are more marks and were academically competent and 120 adolescents (60 boys and 60 girls) who secured 50% are less marks and were academically less competent were randomly selected as the sample from first year graduate level in Odissa. Factorial design across academically competent versus academically less competent and boys versus girls was adopted for data analysis. Adolescents with higher moral, physical, family, personal and overall self-concept were found to be academically competent. The overall self-concept was highly associated with personal self-concept in boys than in girls. Whereas the overall self-concept and social self-concept were highly associated with physical self-concept among girls than in boys.

Simons J Capio (2012) conducted a study to compare physical self concept among clinical and non clinical adolescents. 103 adolescents out of which 59 were girls and 44 were boys were included in the sample. It was found that the clinical group with psychiatric disorders were found to have
lower physical self-concept than the non clinical group. It was also found that girls had a lower physical self-concept than boys. 

Halder Santoshi (2012) studied the self-concept of both sighted and blind male and female Indian adolescents. The sample of 160 participants in the age group 15 to 18 years of whom 100 were sighted and 60 were blind were chosen for this study. ‘t’ test was used for data analysis. It has found that the sighted male adolescent had a higher overall self-concept than their female counterparts. However no significant differences were found in male and female adolescent who were blind. Three dimensions out of the six dimensions of self-concept were found to be higher in sighted adolescents than the blind. The sighted adolescents were also found to score higher in overall self-concept than their blind counterparts.

Suneetha Hangal (2007) investigated the relationship between self concept, emotional maturity, and achievement motivation of adolescent children of employed mothers and mothers who were home makers. 75 adolescent children of employed mothers and 75 adolescent students of home maker mothers studying in 8th and 9th standard from Hubli and Dharwad districts were included in the sample. Ahluwalia’s children self concept scale, Deo-Moha’s achievement motivation scales and Bhargava’s emotional maturity scale were used as the tools of the data. The collected data was analysed by employing ‘t’ test and ANOVA. It was found that adolescent students of employed mothers possessed high emotional maturity. Adolescent students of home makers were found to have significantly higher self concept. Achievement orientation was found to be significantly higher in female students of employed mothers.

Deb Sibnath (1994) conducted a study to examine the self-concept of high school students of Calcutta city. A representative group of 640 high school students (aged 14-16 yrs) was selected, and data were collected by the locally adapted Bengali version of the Self Concept Inventory. The results revealed that the majority of the students (86.73%) possessed a positive self-
concept which indicated that they did not show a possibility of becoming a delinquent, whereas only 13.27% possessed a negative self-concept towards predisposition of becoming a delinquent. Early intervention programmes, through community approaches like student counseling and periodic meeting of parents in school and community, were suggested as the most essential steps.

An overview of the related studies reviewed with respect to Teacher Effectiveness, Social Intelligence and Self-Concept is presented in the table no 2.1.

Table no.2.1: Table showing an overview of the related studies reviewed with respect to variables.

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<th>Section</th>
<th>Variables</th>
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It has been found from the review of related literature that research has been carried out in different context and the researchers have conceptualized teacher effectiveness, social intelligence and self-concept using different sets of variables. Thus, the absence of common measures to assess teacher
effectiveness, social intelligence and self-concept is noticeable. The diverse measure used to assess teacher effectiveness, social intelligence and self-concept indicates the context-specific nature of the concepts.

**Conclusions**

The studies reviewed related to different components and dimensions of the criterion variables viz., Teacher Effectiveness, Social Intelligence and Self-Concept.

Studies on teacher effectiveness were found to focus on different context which were considered for finding the teacher’s classroom effectiveness, with respect to teacher intensity, job satisfaction, personality and mental health, professional competency, organizational climate, self-concept, temperamental, occupational stress, attitude towards teaching profession, communication, emotional mature, intelligence, teacher intensity, teacher effectiveness on learning process, gender, stream, location, types of school, teaching experience, teaching competency, creativity and interpersonal relationships and other related learning and teaching process.

The related literature and studies reviewed on social intelligence were found to be in relation to the job satisfaction, cognitive intelligence, academic achievement, self-esteem, communication, social interaction, aggressive nature of students, teachers in general and that of physical education and music teachers in particular.

Studies reviewed on self-concept have concentrated on studying the individual self-concept, academic self-concept, cognitive and affective self-concept, multiple domain specific self-concept in relation to other variables like achievement motivation socio motivational support, family academic expectations and gender differences, few studies also have attempted to study find the predictors of self-concept.
The review of related studies reveals that none of the studies have attempted to study teacher effectiveness in relation to social intelligence and self-concept of secondary school teachers. Hence this study attempted to bridge this gap in research aimed at studying the levels of teacher effectiveness, social intelligence and self-concept among secondary school teachers and the relationship between these variables.