



**TEACHER EFFECTIVENESS IN RELATION TO EMOTIONAL
INTELLIGENCE AND MATURITY OF INSTITUTIONS AMONG B.ED
STUDENTS**

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Abstract

Schools and teachers had more responsibilities in molding the character of students. The teacher was expected to play multidimensional role. So present study was conducted to investigate the impact of Emotional Intelligence on Teacher Effectiveness of B.Ed interns. B.Ed students studying in colleges with 5-10 years of establishment and colleges with 15-20 years of establishment were selected as sample of study. Teacher Effectiveness Scale (TES) by Kumar and Mutha, Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar were used to measure Teacher Effectiveness and Emotional Intelligence. After analysis it was found that students studying in colleges with 5-10 years of establishment and 15-20 years of establishment were found to exhibit different levels of Teacher effectiveness. It was also found that high emotional intelligence contributes to teacher effectiveness consistently in both the categories of institutions viz 5-10 years of establishment and 15-20 years of establishment, with one observation that in case of high emotional intelligence and average emotional intelligent students, maturity of institutions did not play any role with respect to teacher effectiveness. But in case of low emotional intelligence teacher effectiveness was found to be higher in case of institutions with 5-10 years of establishment than in institutions with 15-20 years of establishment.

Introduction:

Education is one of the most important weapons to make an individual fully productive to the nation. Unless an individual is healthy physically, mentally and emotionally; he cannot solve his problems and adjust with the people surrounding him. Education not only helps in the development of personality of the individual but also determines his future and in turn, future of the country. Indirectly, when the entire individual's capacity is combined together, it renders to national productivity. Education is a social process by which knowledge is transferred to students through intermediaries, the teachers. It can be had from non-formals and formal systems of education. All formal systems are based on the classroom teaching. "The destiny of India is shaped in her classrooms", highlights the most eminent role of teacher in shaping the country's destiny. It is pertinent to mention what Sidney Hook once remarked that everyone who remembers his own educational experience remembers teachers, not methods and techniques.

Education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people and it should prepare younger generation to understand and face the realities of globalization. In this context, schools and teachers have more responsibilities in molding the character of the students. Thus the role of teacher in society is vital for its improvement. The dream of learning society in this information age becomes real only when the teachers are able to collaborate with each other to accomplish the task and towards its end their ability to communicate effectively becomes more critical than their technical skills and capabilities. In the modern scenario, the role of teachers is changing due to the pressure of social and economic transformation. The society expects leadership from the teachers in the task of making education an effective instrument of nation building. A teacher is not only to instruct but to inspire the student, influence the life and character of his students and equip them with ideas and values to enter the stream of national life as worthy citizens.

The teachers today are to guide and make the pupils not merely more informed but better persons and wiser human beings. It is the teacher who shows the

avenues of reaching the spiritual heights and leads to emancipation of the individual. It is the teacher who cultivates reverence towards the past tradition and rich culture of our country. Teacher educate the youth in developing their social consciousness, democratic temper and positive attitudes. His role is confined not merely to stimulate intellectual faculties but also to inculcate high ideals and thoughts which affect their attitudes and aspirations.

Teacher Effectiveness

The effectiveness of process of education depends on the effectiveness of its teachers. The definition of teacher effectiveness is subjective, meaning that it can be different for different people. The literature on teaching effectiveness or teacher effectiveness uses a variety of concepts. It is defined as teacher's characteristics or as teaching processes or the teaching outcomes. In the present study, teacher effectiveness has been defined as having good academic and professional knowledge with a clear concept of the subject matter, good preparation of the lesson with clear objectives, organized and systematic presentation of the concepts with proper learning materials, ability to communicate his/her knowledge to the students successfully, classroom management, positive attitude towards students and colleagues, result feedback accountability and ability to understand and motivate students.

Anand (1983) concluded that Teachers' effectiveness specifies their capability to work for the achievement of the aims and objectives of education and to further strengthen their teaching profession .

Krishnan (1994) reported that an effective teacher creates environment that motivates the students.

Walsh and Maffei (1994) concluded that the relationship between the student and the teacher is an important factor for teaching effectiveness. The relationship can affect education in three ways namely a good student-teacher relationship makes education more enjoying experience for both teachers and student , it improves student evaluations of teachers and enhances student learning.

Salami(2010) concluded consistent and constructive feedback from students, colleagues and school authorities facilitates a teacher in better self-evaluation of his/her abilities. Those with good EI have no hesitation in taking feedback from others and then working upon it to continuously evolve their performances. Teachers with high EI competencies are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic . They have better communication skills, better abilities for conflict resolution and problem solving, better impulse and self-control and higher self-esteem. With higher level of motivation they are more assertive and more responsible and cope better with stress.

Teacher effectiveness can be judged through many factors through their competency and their performance in classroom. The act of teaching along with their competency and performance results in effectiveness in the classroom. Besides, due to the availability of modern technology, the advance media have to be incorporated in the teaching learning process. A number of factors have been identified in assessing the effectiveness of a teacher. These include verbal ability, content knowledge, continued professional development, teaching experience and teacher certification. An effective teacher must treat all students equally, understand the dynamics of the class, have a commitment to teaching and above all, enjoy it. A teacher should be motivational, able to adapt to changing circumstances and able to relate their subject to everyday life. An effective teacher should be able to display fairness and respect, enthusiasm, enjoyment of social interaction and a caring attitude. In addition, they should have organizational and managerial skills.

Korur (2001) concluded that teachers should be enthusiastic in teaching because students can easily notice whether the teachers are willing to teach or not, should have a smile in their face and take care of students' gender, age, current achievement, motivation and attitude.

Sutton and Wheatly (2003) revealed that emotional competence of teachers is necessary, both in general for their own well being and for effectiveness and quality in carrying out teaching learning processes in the classroom and in particular for socio-emotional development of students .These can be improved with effective intelligence of teachers.

Hwang (2006) concluded that teachers who had superior competencies ,comfort, empathy ,leadership and self efficacy tended to perform better in overall teacher effectiveness. It was also found that the faculty members who performed superior in overall EI skills tended to achieve higher teacher effectiveness.

The studies mentioned above revealed that behaving students in a friendly way, showing interest in their problems, showing enthusiasm in teaching, fairness and impartiality, learning their names quickly and treating students equally are examples to effective characteristics.

Emotional Intelligence

Emotional intelligence plays a vital role in social sciences. The concept of emotional intelligence among teachers is of great importance now days. Emotional intelligence is a type of social intelligence that includes to control own's and others' emotions; make a choice between them and ability of using these emotions to set his life. Therefore this skill is really required to make the teachers' performance very effective.

Emotional Intelligence refers to an ability to recognise the meanings of emotions and their relationships to reason and problem solving on the basis of them. The concept of this EI is popularized in Goleman's book on Emotional Intelligence in which he introduced the importance of emotional quotient in workplace, noting that intelligence quotient is a less powerful predictor of outstanding leadership than emotional quotient.

Mayer and Salovey defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotionally intelligent teachers have the ability to perceive and regulate their own emotions which helps to increase workplace engagement and reduce stress.

Dong (2006) in his study revealed that an employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his co-workers.

Krishnamurthy and Varalakshmi (2011) found that improvement in emotional intelligence increases motivation and effectiveness of employees.

Kauts & Saroj (2012) revealed that teachers with high emotional intelligence were having less occupational stress and vice versa. So, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Researchers have found that our emotional awareness and ability to handle feelings rather than our I.Q will determine our success and happiness in all walks of life. An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his co-workers. These abilities greatly enhance job satisfaction, lead to high job performance, long term mental health, better outcomes in work groups and leadership qualities. Thus, it was concluded that the study of emotional intelligence was quite important as it enabled human beings to respond appropriately to a variety of situations. It provided a critical edge in work, family, social and even spiritual settings, brings awareness over inner world into focus. It acted as a preventive measure against bad behavior, anxiety, boredom, depression--collectively taken as stress.

Dimensions of Emotional Intelligence are

- Self awareness viz; being aware of oneself
- Empathy viz; feeling and understanding the other person
- Self motivation viz; being motivated internally
- Emotional stability viz; to stay composed in all situations
- Managing relations viz; to handle relationship with others

- Integrity viz; awareness of one's weakness, strengths and beliefs
- Value orientation viz; to maintain ethical standards
- Commitment viz; to keep

Goad and Justice (2005) in their study indicated that pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for new and novice teachers promises. Teachers' emotional intelligence has an influence on the behavior of the students through their taking into account the needs of their students. To enhance teachers' emotional intelligence, greater interaction with students must be promoted. Emotionally intelligent teacher must be able to monitor and manage the negative emotions, is optimistic, motivate the students.

Maturity of Institutions

Effective teacher is the product of long span of experience which develops his attitude, beliefs, concepts and understanding. Theory suggests that there is requirement to study the things and way that teacher believe. This view was based on the assumption that the experiences are replaced by correct and useful ideas. For instance a newly appointed teacher of mathematics may not teach a formula in that much efficient way as a teacher teaching mathematics to same class for 10 years may teach.

Gupta (1988) found in his research that teacher effectiveness is related to experience of teachers. They were found most effective in the 11-15 years experience group but afterwards it began to decline.

Experienced teachers show better management skills, such as being firm and assertive in teaching, thus producing better results. Experienced teachers in colleges lead to more productivity. Teachers are the nation builders. They are to shape the personality of pupils. So, teachers themselves need to have enriched and mature experiences

which can be inculcated through well established matured institutions. Teachers must have professional and cultural values and such values come with age and experience.

In general life, like in other professions i.e. lawyers, Doctors, engineers, scientist, the efficiency increases as the number of years, a person remains in his respective work increase. Each year of experience gives new difficulties to face which helps in clearing out the doubts and concept formation. Hence, a person becomes efficient to do the same job efficiently because now he becomes familiar with difficulties he may face and also the ways to overcome them.

The task of teacher education, then, is to recognise that teachers have the cognitive capacities to self-reflect, self-motivate and self-regulate, and to harness self-efficacy so that teachers develop competence in exercising control of their thinking, behaviour and emotions. A teacher who has full control over his emotions can inspire emotional intelligence among students. The most prominent hurdles in the way of achievements among pupils are emotional imbalances like anxiety, frustrations, tensions etc. Thus emotional intelligence of the teacher and maturity of institutions contributes to the effectiveness of a teacher.

Statement of the Problem

Teacher effectiveness in relation to Emotional Intelligence and Maturity of institutions among B.Ed students.

Objectives of the Study.

1. To compare Teacher Effectiveness of students studying in colleges of 5-10 years of establishment and 15-20 years of establishment.
2. To compare Teacher Effectiveness of B.Ed interns with different levels of emotional intelligence.
3. To compare Teacher Effectiveness of students studying in colleges of 5-10 years of establishment and 15-20 years of establishment with different levels of EI.

Hypotheses of the study

1. There is no difference between Teacher Effectiveness of students studying in colleges with 5-10 years of establishment and 15-20 years of establishment.
2. There is no difference between Teacher Effectiveness of students with different levels of Emotional intelligence.
3. There exists no interaction effect on teacher effectiveness scores of B.Ed interns studying in institutions with 5-10 years and 15-20 years of establishment with different levels of emotional intelligence.

Population

In order to conduct the study, sample was selected from the colleges of education in Punjab. The colleges with 5-10 years of establishment and 15-20 years of establishment with respect to their maturity were listed separately.

Sample

In order to conduct the study, 648 B.Ed students with stratified random sampling technique from colleges with 5-10 years of establishment and 15-20 years of establishment were selected as sample of the study.

Design of the study

The following design has been used to investigate the main and interaction effects.

A factorial design 2×3 was employed on the scores of Teacher Effectiveness wherein maturity of institutions are studied at two levels viz., colleges with 5-10 years of establishment and colleges with 15-20 years of establishment and Emotional Intelligence was studied at three levels viz. ,high ,average and low .

Tools of the Study

Following tools have been used for conducting the present study.

1. TEACHER EFFECTIVENESS SCALE (TES) (Kumar and.Mutha)

2. EMOTIONAL INTELLIGENCE SCALE (EIS) (Hyde , Pethe and Dhar).

Statistical Techniques Used

The following statistical techniques have been employed to analyze the data obtained in order to test the hypotheses:

Descriptive Analysis techniques like, Mean and Standard Deviation are used to study the general nature of the sample employed.

Analysis of variance (2×3) is employed to study the Main effects as well as Interaction

Effects.

METHODOLOGY

For administering the tests and collecting data, the B.Ed interns were approached after seeking permission from the Heads of the concerned institution. They were explained the purpose of collecting such information. They were assured that the information collected from them would be used only for research purpose. They were properly motivated to provide realistic and appropriate information. All possible efforts were made to make them feel at ease before giving them booklets and answer sheets. The instructions were given and read aloud and explained to the student-teachers as per the manual for each test, only after establishing a good rapport with them. The investigator was present there all the time to answer their queries. After completing one test, the answer sheets and booklets were collected and next test was given. In the similar way, all the tests were completed.

- All the tests viz., Teacher Effectiveness, Emotional Intelligence have been scored strictly according to the directions for scoring given in their respective manuals.
- For the design of the study, size of sample for final analysis consists of 648 student-teachers: 326 student –teachers of colleges with 5-10 years of establishment and 322 student –teachers of colleges with 15-20 years of establishment were taken.

Analysis & Interpretation

Two way ANOVA have been employed on the scores of Teacher Effectiveness in relation to maturity of institutions and emotional intelligence of B.Ed. interns. The means of sub-groups of two way analysis of variance on the teacher effectiveness scores have been calculated and are presented in the Table 1.1 below

TABLE 1.1

MEANS AND SD'S OF DIFFERENT SUB-GROUPS OF TEACHER EFFECTIVENESS IN RESPECT TO TWO DIMENSIONS OF MATURITY OF INSTITUTIONS AND THREE DIMENSIONS OF EMOTIONAL INTELLIGENCE OF B.ED INTERNS.

VARIABLES	MATURITY OF INSTITUTIONS		
	5-10	15-20	TOTAL
HIGH EMOTIONAL INTELLIGENCE	M1 =304.90 SD=17.140 N=21	M4 =304.55 SD=20.649 N=29	MHEI =304.70 SD=19.068 N=50
AVERAGE EMOTIONAL INTELLIGENCE	M2 =272.99 SD=29.210 N=274	M5 =271.42 SD=33.331 N=233	MAEI =272.27 SD=31.150 N=507
LOW EMOTIONAL INTELLIGENCE	M3 =256.26 SD=38.765 N=31	M6 =229.77 SD=55.940 N=60	MLEI =238.79 SD=52.074

			N=91	
TOTAL	M5- 10=273.46 SD=31.077 N=326	M15- 20=266.64 SD=42.613 N=322		

In order to analyze the variance, the obtained teacher effectiveness scores have been subjected to ANOVA with respect to maturity of institutions and emotional intelligence of B.ED interns. The summarized results have been presented in the Table 1.2 Below:

TABLE 1.2

SUMMARY OF ANOVA ON THE TEACHER EFFECTIVENESS SCORES OF B.ED. INTERNS IN RELATION TO MATURITY OF INSTITUTIONS (A) AND EMOTIONAL INTELLIGENCE (B)

S. No.	SOURCES OF VARIANCE	SS	Df	MSS	F
1.	MATURITY OF INSTITUTIONS (A)	5812.441	1	5812.441	5.055*
2.	EMOTIONAL INTELLIGENCE (B)	120193.906	2	60096.953	52.266* *
3.	INTERACTION (A X B)	11164.785	2	5582.393	4.855**

4.	WITHIN	738190.25 4	642	1149.829	
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*Significant at the 0.05 Level of Confidence

**Significant at the 0.01 Level of Confidence

Maturity of Institution (MOI)

It may be observed from table 1.2 that the F-Ratio for difference between means of TE scores among students studying in colleges of education of 5-10 yrs of establishment and 15-20 yrs of establishment have been found to be significant at the 0.05 level of confidence. Hence, the hypothesis (1) viz, “There is no difference between teacher effectiveness of students studying in colleges of 5-10 years of establishment and 15-20 yrs of establishment” has been rejected. So, Teacher effectiveness of two groups differ significantly which means maturity of institutions is affecting teacher effectiveness of B.Ed interns. The analysis of means table 1.1 reveals that teacher effectiveness of B.Ed interns in institutions with 5-10 years of establishment is significantly higher than teacher effectiveness of B.Ed interns in institutions with 15-20 years of establishment.

Emotional Intelligence (EI)

It may be observed from Table 1.2 that F-Ratio for difference between means of Teacher effectiveness scores of B.Ed interns with different levels of EI was found to be significant at the 0.01 level of confidence. It means B.Ed interns with different levels of Emotional Intelligence have difference in Teacher effectiveness. To find out the significance of difference between means due to which the F ratio has been found significant, t ratios between the sub groups have been calculated and are presented below in the table 1.3.

TABLE 1.3

SUMMARY OF t-VALUES

Source of Variation	Mean Difference	Std Error diff	t- values
M_{HEI} M_{AEI}	32.43	4.488	7.226**
M_{HEI} - M_{LEI}	65.91	7.641	8.626**
M_{AEI} - M_{LEI}	33.48	3.998	8.373**

Further, it may be observed from the Table 1.3 that the differences between means of $M_{HEI}-M_{AEI}$, $M_{HEI}-M_{LEI}$, $M_{AEI}-M_{LEI}$ have been calculated and t-ratios are found to be significant at the 0.01 level of confidence. Further the observation of the Table 1.1 suggests that M_{HEI} viz; high emotional intelligence group yields higher mean Teacher effectiveness scores than that of M_{AEI} viz; average emotional intelligence group and M_{LEI} viz; low emotional intelligence group meaning that B.Ed interns with higher emotional intelligence exhibit more Teacher effectiveness than B.Ed interns with Average Emotional intelligence and with low emotional intelligence group. Similarly, M_{AEI} viz; average emotional intelligence group yields higher mean Teacher Effectiveness scores than that of M_{LEI} viz; low emotional intelligence group meaning that B.Ed interns with average emotional intelligence exhibit more Teacher effectiveness than B.Ed interns with low emotional intelligence group.

The results are also in tune with Jha and Indoo(2012) who revealed that positive correlation existed between teacher effectiveness and emotional intelligence. There also existed significant relation between teacher effectiveness and emotional intelligence, teacher effectiveness increases with increasing emotional intelligence.

Hwang (2006) found that the teachers who had superior competencies, comfort, empathy, leadership and self esteem, tended to perform better in overall teaching effectiveness. The author also found that the faculty members who performed superior in overall EI skills tended to achieve higher teaching effectiveness.

The results are in tune with the findings of Das (2004) who has examined the effect of emotional intelligence of teacher effectiveness at senior secondary level of education and found that there is a positive effect of emotional intelligence on teacher effectiveness (as overall and in all the dimensions) at the senior secondary school level.

Emotional Intelligence and Maturity of Institutions

It may be observed from the Table 1.2 that F-Ratio for the interaction between maturity of institutions and emotional intelligence on Teacher effectiveness scores of B.Ed interns was found to be significant at the 0.01 level of confidence. Hence hypothesis (3) viz, "There exists no interaction effect on teacher effectiveness scores of B.Ed interns studying in institutions with 5-10 years and 15-20 years of establishment with different levels of emotional intelligence." has been rejected. Hence, the result indicates that teacher effectiveness of B.Ed interns differs with different levels of emotional intelligence in colleges of education with 5-10 years of establishment and in colleges of education with 15-20 years of establishment.

Further, in order to examine the differences between groups, t-ratios for the difference in means of different sub groups have been calculated, which are presented in the Table 1.4 below:

TABLE 1.4

SUMMARY OF t-VALUES FOR THE INTERACTION BETWEEN MATURITY OF INSTITUTIONS AND EMOTIONAL INTELLIGENCE ON THE TEACHER EFFECTIVENESS SCORES

Source of Variation	Mean Difference , D	Std Error diff, SE	t- values
M1-	31.912	6.464	4.937**

M2			
M1- M3	48.647	9.023	5.392**
M1- M4	0.353	5.520	0.064
M1- M5	33.488	7.369	4.544**
M1- M6	75.138	12.451	6.035**
M2- M3	16.735	5.740	2.916**
M2- M4	31.559	5.570	5.666**
M2- M5	1.576	2.778	0.568
M2- M6	43.226	5.055	8.551**
M3- M4	48.294	8.100	5.962**
M3- M5	15.158	6.5	2.332*
M3- M6	26.491	11.237	2.357*
M4- M5	33.135	6.342	5.225**
M4- M6	74.785	10.750	6.957**
M5- M6	41.650	5.645	7.379**

Further, it may be observed from Table 4.4 that the differences between means of M1-M2, M1-M3, M1-M5, M1-M6, M2-M3, M2-M4, M2-M6, M3-M4, M3-M5, M3-M6, M4-M5, M4-M6, M5-M6 have been calculated and t-ratios are found to be significant at the 0.01 level of confidence.

Further, the observation of means from the Table 1.1 suggests that

1. M1 i.e high emotional intelligence group yields higher mean Teacher effectiveness scores than that of M2 i.e average emotional intelligence and M3 i.e low emotional intelligence group meaning that B.Ed interns with higher emotional intelligence studying in institutions with 5-10 years of establishment exhibited significantly higher Teacher effectiveness than B.Ed interns with Average Emotional intelligence and with low emotional intelligence in the same category and B.Ed interns with Average Emotional intelligence and with low emotional intelligence studying in institutions with 15-20 years of establishment.

2. B.Ed interns with average emotional intelligence studying in institutions with 5-10 years of establishment exhibited significantly higher Teacher effectiveness than B.Ed interns with low emotional intelligence in both the categories of institutions but exhibited lesser Teacher Effectiveness than B.Ed interns with high Emotional intelligence studying in institutions with 15-20 years of establishment.

3. B.Ed interns with low emotional intelligence studying in institutions with 5-10 years of establishment exhibited significantly low Teacher Effectiveness than B.Ed interns with high emotional intelligence, average emotional intelligence studying in institutions with 15-20 years of establishment.

4. B.Ed interns with high emotional intelligence studying in institutions with 15-20 years of establishment exhibited significantly higher Teacher Effectiveness than B.Ed interns with average emotional intelligence and low emotional intelligence in the same category of institutions.

5. B.Ed interns with average emotional intelligence studying in institutions with 15-20 years of establishment exhibited significantly higher Teacher Effectiveness than B.Ed interns with low emotional intelligence in the same category of institutions.

Discussion

It can be generalized from all the findings that high emotional intelligence contributes to teacher effectiveness consistently in both the categories of institutions viz 5-10 years of establishment and 15-20 years of establishment, with one observation that in case of high emotional intelligence and average emotional intelligent students, maturity of institutions does not play any role with respect to teacher effectiveness. But in case of low emotional intelligence teacher effectiveness is found to be higher in case of institutions with 5-10 years of establishment than in institutions with 15-20 years of establishment. Probably the reason could be that the students with low emotional intelligence require more attention, more monitoring than other category of students and institutions with lesser maturity or lesser number of years of establishment are less structured with respect to institutional values and more concentrated towards the students' performance because of inner challenges of institutions.

Educational Implications

At the initial stage of session of B.Ed, level of emotional intelligence of interns can be assessed so as to plan programmes for them to improve their competencies. When B.Ed interns are aware of their emotional intelligence competencies that can improve their effectiveness in teaching, they become more realistic and resilient in their focus in teaching. The efforts for enhancing teacher effectiveness should be done during training. Therefore on the basis of findings of present study, it is recommended that emotional intelligence training should be used to enhance teacher effectiveness of B.Ed interns. However, various projects can be created to give information to teachers about burnout and suggestions to overcome it. Training modules for enhancing emotional intelligence should be used in teacher education programmes so that the future teachers are able to monitor and manage negative emotions, be optimistic and motivate their students.

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