

**Teacher Effectiveness In Relation to Emotional Intelligence of Effective and Ineffective High School Teachers**

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**Abstract:** The present study was conducted to investigate the relationship between Emotional intelligence and teacher effectiveness of High School Teachers in Kashmir Province. systematic random sampling method was used to select samples from 200 high school teachers of Government Schools in Kashmir valley and survey method was used to collect data by administering Anukool Hyde, Sanjyot Pethe and Upinder Dhar Emotional Intelligence Scale (EIS. 2001) and Teacher Effectiveness Scale Nadeem N. A. (TES. 1993) with personal data sheet and the data were analyzed using mean, SD and t-test methods. the findings revealed that a significant difference has been found between effective and ineffective teachers on factors Self –Awareness, Empathy, Self-motivation, Emotional stability Managing Relations, Self-Development and Commitment of emotional intelligence.

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**Introduction**

A teacher is not only a custodian of a nation's values but is also an architect par excellence of new values. Dr. S. Radhakrishnan has remarked, "*Teacher's place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.*" The Secondary Education Commission (1952-53) has rightly said, "*We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community.*" Teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. Successful' and, Effective"- these two terms may be used as synonymously in the context of good and effective teaching. Mursell has therefore aptly observed, "Successful teaching is teaching that bring about effective learning." Ryan (1969) remarked that an effective teacher may be understood as "One who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgment and adequate personal adjustment of the student. Walls (1999) summarized teacher effectiveness under the headings i.e. the, four aces of teaching "in which four aces are Outcomes, Clarity, Engagement and Enthusiasm. He stated that the four aces represent a consolidated way of thinking about the "process" of teaching as it influences the "product" (student learning) and student learning is better, faster, and more long lasting when teachers are able to play the four aces.

Teaching is the method through which we can educate a person. Merely, enabling a person to acquire knowledge or skills without any change in the total personality is not teaching. Teaching in the modern days is understood as the subordination of the method employed to instruct in a particular subject matter to directing the growth of the child so that he is capable of self-education. Teaching is different from indoctrination, training, propogandizing, preaching, inspiring, counselling, and moralizing. These are considered as 'cousins' of teaching and not teaching itself. While elevating the teaching profession to the status of other professions Stinnett (1968) describes a profession as involving intellectual abilities. He believes that teaching certainly meets this criterion because it involves activities that are predominantly intellectual in nature and the work performed by its members is basic to the preparation for all other professional endeavours. Teaching, therefore, is sometimes referred to as the "Mother of Professions". Teaching is apparently the noblest of the tasks that a person can take upon himself to execute. More than any other profession, teaching demands focusing the best intellectual potentialities of an individual to make a good teacher.

Now the question is what the meaning of teacher effectiveness is. Barr (1952) explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational understanding. Wangoo (1984) has reported that personality adjustment, democratic leadership, a high degree of intelligence and emotional control are the main characteristics that are associated with teacher effectiveness.

In the literal sense, the teacher effectiveness is defined in terms of what the teacher pupils do; the assessment of teacher effectiveness through effects on students, in terms of gains, growth, changes all of which involves measurement of changes in behaviors and some of which can be attributed to the impact of the individual teacher. Crawford and Bradshaw (1968) views an effective teacher as the one who is able to encourage and promote student understanding, develop study skills, mould desirable attitude towards ideals of education and contribute to the emotional adjustment of pupils. An effective teacher helps the students in the development of basic skills, understanding, proper work habits and desirable attitude, value judgment and adequate personal adjustment (Ryan, 1969). The teacher plays a pivotal role in educational administration; therefore a teacher must be philosophical, sociologically and psychologically sound so that students imbibe these qualities. Effectiveness of teacher stems from a combination of knowledge, skills and personal characteristics (Katz, 1993), the characteristics which are correlated with teacher effectiveness are: good knowledge of subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully & to deal with classroom situations and personal characteristics that is enthusiasm, effective communication, adaptable to change, a lifelong learner, competent, accepting of others, patient, willingness to take risks, flexibility, creativity, hardworking and sense of humour (Gupta & Jain, 2007; Taylor & Wash, 2003; Colker 2008).

Teacher effectiveness was studied in terms of gender, professional knowledge training, nature of schooling, income level, locality of residence, management of schools, interpersonal relationships, marital status, designation, achievement motivation, self-efficacy, job satisfaction, life satisfaction, locus of control, burnout, stress, educational qualification, caste, etc. Intelligence and creativity are studied with teacher effectiveness and teaching competence. Creativity and intelligence taken jointly is a better predictor of teacher effectiveness (McElvain et al. 1963; Nair, 1974; Singh, 1987; Gupta, 1988; Singh, 1991; Vesanthe & Anandi, 1997; Panda, 2004). Teacher effectiveness is related to personality, attitude, intelligence, adjustment, experience and educational qualification of a teacher (Singh, 1987; Gupta, 1988). An effective teacher shows high emotional maturity and teachers with a high I.Q. are found effective than low and average I.Q. teachers (Kaur, 1989; Phaewsakul, 1989; Dass, 1995).

Emotional Intelligence plays a vital role in social sciences; it has a direct impact on the teacher's behaviour working in an organization and it is important for the success of their profession. Teachers

are considered as the main pillar of the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed of the essential skills, knowledge, and talents. In the recent years, the concept of the emotional intelligence among teachers has taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes controlling own and others' emotions; make a choice between them and the ability to use these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. The intelligent and devoted teacher makes use of such methods by which he/she can successfully teach various subjects to the students. She/he realizes that many things unconsciously influence the students in the school.

Review of literature was done to report the studies related to Level of Emotional Intelligence among teachers. Following studies examined the underlying phenomena of Emotional Intelligence in various professions, organizations, and sectors. Mondal, N.K., Paul, P.K and Bandyopadhyay, A. (2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers and revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant. Akomolafe (2011) made an attempt to study the interactive and relative effect of Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counsellors for the desired results to be achieved. Krishnamurthy and Varalakshmi (2011) revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee. Zahra et al. (2012) found the relationship between emotional intelligence and job self-efficacy. Edannur, S (2010) found that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

Mousavi, H.S. et al (1990) and Nosrat, B.A., Tarasi, Z (2012) found that there is a significant positive relationship between emotional intelligence and job satisfaction, between the components of social skills, empathy and motivation and job satisfaction. The study concluded that the job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

**Objectives of the Study:**

The following objectives were formulated for the present study:

1. To identify effective and ineffective teachers on the basis of interrelated criteria.
2. To study and compare emotional intelligence of effective and ineffective high school teachers.
3. To and compare emotional intelligence of effective and ineffective high school teachers.

**Hypotheses**

The proposed study was conducted to test the following hypothesis.

1. There is a significant difference between effective and ineffective high school teachers on emotional intelligence.

**Methodology:****Initial sample:**

In Kashmir division there are ten districts and all districts were involved in data collection. There are total 804 Govt high schools in these districts. Out of these 804 schools, 80 schools (10% of the total schools) were selected on the basis of the systematic random sampling technique. Initially, 400 high school teachers, 80 Headmaster/Headmistress and 2000 students were selected. A proper procedure was adopted while selecting the initial sample. The breakup of the sample is as under.

S. No.	District	Total no. of Govt. High Schools	No. of Schools selected @ 10% per district	No. of Teachers selected @ 5 teachers per school	No. of Head Masters/Miss selected per school	No. of Students selected @ 5 students per teacher
1	Anantnag	122	12	60	12	300
2	Baramulla	162	16	80	16	400
3	Bandipora	48	5	25	5	125
4	Budgam	102	10	50	10	250
5	Ganderbal	40	4	20	4	100
6	Kulgam	52	5	25	5	125
7	Kupwara	101	10	50	10	250
8	Pulwama	71	7	35	7	175
9	Shopian	35	4	20	4	100
10	Srinagar	71	7	35	7	175
	<b>Total</b>	804	80	400	80	2000

**Final sample**

Nadeem's Teacher's Effectiveness Scale (1993) which includes subscales viz. self-rating, principal rating and student rating was administered on the final sample of (400) subjects in order to identify the effective and ineffective high school teachers. The extreme group technique of 25% high scorers and 25% low scorers were identified as effective and ineffective teachers respectively.

**Tools used:**

- **Nadeem's Teacher Effectiveness Scale (TES 1993).** The scale has been constructed on a presage – process combined criteria of teaching success. TES is a battery consisting of three subscales viz. *Teachers Self Assessment Scale*, *Students Rating Scale* and *Principals Rating Scale*.

- **Anukool Hyde, Sanjyot Pethe and Upinder Dhar Emotional Intelligence Scale (EIS 2001).** It is based on 10 factors viz. 'A' *Self-Awareness*, 'B' *Empathy*, 'C' *Self-motivation*, 'D' *Emotional stability*, 'E' *Altruistic behaviour*, 'F' *Managing relations*, 'G' *Integrity*, 'H' *Self-development*, 'I' *Value orientation*, and 'J' *Commitment*.

➤ **Statistical Treatment:**

- **Percentage**
- **Mean**
- **SD**
- **t-test**

➤ **Results**

1. It was found that a significant proportion of effective teachers (47%) are 'high' on emotional intelligence whereas 53% of effective teachers are found to possess 'average' level of emotional intelligence. However, among ineffective teachers, 59% are found to be 'average' and 41% possess 'low' level of emotional intelligence.

2. A significant difference has been found between effective and ineffective teachers on factor 'A' (Self-Awareness) and 'B' (Empathy) of emotional intelligence. The mean difference has been found to be significant at 0.01 level of significance which makes it evident that effective teachers are more sensitive to emotions of others and are good at listening to others. They are more friendly, highly sociable and make good companions.

3. It has been found that effective and ineffective high school teachers differ significantly on factors 'C' (Self-motivation) and 'D' (Emotional stability) of emotional intelligence. The mean difference between these two factors has been found to be significant at 0.01 level of significance. The mean scores favour the effective teachers in respect of above factors which makes it clear that effective high school teachers are more comfortable with novel ideas and new information. They pursue goals in spite of disturbances, obstacles and are more responsible, better able to focus on the task at hand and pay attention. Effective teachers face boldly both good and bad situations than ineffective high school teachers. They are also highly motivated to take decisions and achieve the goal. The effective teachers are able to stay composed in both good and bad situations and are also comfortable to new ideas and problems. Further, they are able to encourage others to work even in unfavourable circumstances and are being perceived as forthcoming and sociable by their companions.

4. It has been found that effective and ineffective teachers differ significantly on factors 'E' (Managing Relations), 'G' (Self-Development) and 'I' (Commitment) of emotional intelligence. The mean difference has been found to be significant at 0.01 level of significance. The mean scores favoured the effective teachers which reveal that they are highly oriented towards values and are able to maintain the standards of honesty and integrity. They always confront unethical actions of others. Effective teachers are highly determined in their activities and are highly committed to their job and also manage their relations with the colleagues and students in a democratic manner.

5. It has been found that then mean score difference of effective and ineffective high school teachers on factors 'F' (Integrity), 'H' (Value-Oriented) and 'J' (Altruistic Behaviour) fails to reach any level of significance.

#### **Discussion of the Results:.**

#### **Emotional Intelligence of effective and ineffective high school teachers.**

While comparing effective and ineffective high school teachers on emotional intelligence, the results clearly reflect that a significant proportion (47%) of effective teachers are 'high' and 53% possess average emotional intelligence. However, it is interesting to note that none of the effective teachers possess 'low' emotional intelligence. The results further suggest that a major proportion of ineffective teachers (59%) possess 'average' and (41%) possess 'low' emotional intelligence respectively. It is evident from the discussion that effective and ineffective teachers do not possess the same level of intelligence which has a direct bearing on their teaching learning process. It has

been seen that effective teacher because of their high emotional intelligence level always guide their students in a proper direction.

While analysing the comparison between effective and ineffective teachers on factor 'A' (self-awareness) of emotional intelligence, the results show a clear distinction between the two groups. Effective high school teachers are higher on self-awareness factor of emotional intelligence. They are able to manage, identify and label emotions in themselves as well as in others. They continue to do what they believe in, even under severe criticism. They are clear with their priorities. Ineffective high school teachers on other hand are not able to manage their emotions. They don't believe in their abilities. They are always in dilemma regarding their priorities. Effective teachers are characterised by high level of self-awareness while ineffective teachers possess a low level of self-awareness. The results from the table reveal that effective and ineffective high school teachers differ significantly on factor 'B' (Empathy) of emotional intelligence. This reflects that effective high school teachers are highly empathetic as compared to ineffective teachers. They are sensitive to emotions of others and are good at listening to others as they listen patiently. They are friendly, helpful, and sociable in comparison to ineffective teachers. They are pleasant and agreeable, hence make good companions. They try to see others point of view and are able to listen keenly under pressure as well. While as ineffective high school teachers don't show any concern to others. They like loneliness and don't show the empathetic attitude towards others.

It is evident from the results that effective and ineffective high school teachers differ significantly from each other on factor 'C' (Self-motivation) of emotional intelligence. The results depict that effective high school teachers are highly motivated to take decisions and achieve the goal. While as ineffective high school teachers are not able to take healthy decisions and are less motivated to work for achieving the goal and take decisions. On the comparison between the two groups on Factor 'D' (Emotional stability) factor of emotional intelligence, the results justify that effective and ineffective high school teachers differ significantly. This envisages that effective high school teachers are emotionally more stable while as ineffective high school teachers are emotionally less stable. Effective high school teachers are able to stay composed in both good and bad situations. They are comfortable to new ideas and problems. On the other side, ineffective high school teachers get confused in the two-choice situation. They are uncomfortable with new problems and ideas.

The effective and ineffective high school teachers differ significantly on factor 'E' (Managing

Relations) of emotional intelligence. The results depict that effective high school teachers are high on the mean score than ineffective high school teachers. Effective high school teachers are able to encourage others to work even in unfavourable circumstances. They didn't depend upon the encouragement from others to perform better. They are being perceived as friendly and outgoing by their companions. They hold an optimistic view of the situation with which they get confronted. On the other hand, ineffective high school teachers hold a pessimistic view about the new situations. They rely mostly on others encouragement and support to get their work done. They are being perceived as reserved and less sociable by their companions.

On factor 'G' (Self Development) the results make it evident that effective and ineffective high school teachers differ significantly. Effective high school teachers have the mean score of 10.94 while as ineffective high school teachers have the mean score of 9.58. The 't'-value obtained is 3.70 which is higher than table value and is significant at 0.01 level. The results imply that effective and ineffective high school teachers differ significantly on self-development of emotional intelligence. Effective high school teachers develop themselves on all walks of life. Apart from their obligatory work they like to work more and hate idleness. In contrary to them, ineffective high school teachers keep themselves far behind from self-development. They don't like to work more than that of obligatory one. In nutshell, effective high school teachers are much concerned about their self-development while as ineffective high school teachers are less concerned about their self-development. On the further interpretation of the results, it has been found that effective high school teachers differ significantly from ineffective high school teachers on factor 'I' (Commitment) of emotional intelligence. The calculated t-value is 6.68 which is significant at 0.01 level. The mean score of effective high school teachers is 8.87 and that of ineffective high school teachers is 7.72 which favour effective high school teachers as they are able to meet commitments and keep promises. They have good self-determination with which they work to achieve the goal. Ineffective high school teachers break the commitments and can't work with the promises they make. They have low self-determination, or they show a low level of commitments towards the work they undertake.

While comparing effective and ineffective high school teachers on factor 'F'

(Integrity) of emotional intelligence, there seems to be no significant difference between the two groups but the mean score slightly favours effective teachers which reflect that they can take a stand for what they

believe in. The results make it clear that effective and ineffective high school teachers do not differ significantly on factor 'H' (Value Orientation) of emotional intelligence. However, the mean score slightly favours effective high which reflects that the effective high school teachers are more oriented towards values as compared to ineffective high school teachers. They are able to maintain the standards of honesty and integrity. They are able to confront unethical actions of others.

While analysing the comparison between effective and ineffective high school teachers on factor 'J' (Altruistic Behaviour) of emotional intelligence, the results clearly suggest that there seems to be no significant difference between the two groups. The obtained t'-value 0.22 makes it clear that effective and ineffective high school teachers do not differ significantly from each other. The results confirm that both effective and ineffective high school teachers are able to encourage others to take initiatives. They are also able to handle conflicts around them properly.

These findings are in line with the studies earlier conducted by *Hassan, N. (2015), Ajeya & Singh (2012), Hwang (2006) and Gupta, R. (1976)*. Hasan, N. (2015) concluded that teachers with high EI were found to have high self-confidence, were more committed towards their job as well as organisational performance. He further concluded that teachers with high emotional intelligence have a direct influence on academic achievement and personal career. Ajeya & Singh (2012), who revealed a positive correlation between emotional intelligence and teacher effectiveness. Among the different components of emotional intelligence the effective teachers were found to be emotionally stable, manage their relations properly, possess more social awareness and are highly committed. 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 results also found that the faculty members who performed superior in overall EI skills tended to achieve higher teaching effectiveness. Gupta R.C. (1976) found that effective teachers were significantly more intelligent, possessed emotional stability, high self-concept and they were more adventurous and tender-minded than ineffective teachers.

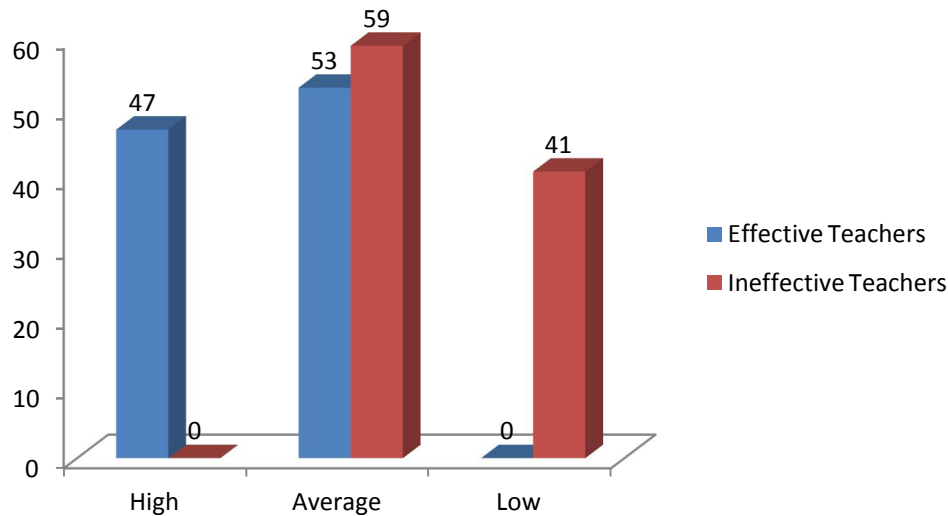
*In the light of above results, our objective no.2 which reads as, "to study and compare emotional intelligence of effective and ineffective high school teachers" has been realised.*

In the light of above results, our hypothesis no. 1 which reads as "there is a significant difference between effective and ineffective high school teachers on emotional intelligence" stands partially accepted

## Appendix:

**Table 4.10: Showing Comparison between effective and ineffective high school teachers on levels of emotional intelligence with (N=100 in each group)**

Remarks	Scores obtained on EIS	Effective Teachers		Ineffective Teachers	
		N	%age	N	%age
<b>High</b>	148 above	47	47.0	0	0.0
<b>Average</b>	103-147	53	53.0	59	59.0
<b>Low</b>	102 & below	0.0	0.0	41	41.0
<b>Total</b>		100	100	100	100

**Fig.4.3: Showing Comparison between effective and ineffective high school Teachers on levels of Emotional intelligence with (N=100 in each group)****Table 4.11. Showing the mean comparison of effective and ineffective high school teachers on factors ‘A’ (Self-Awareness) and ‘B’ (Empathy) of Emotional intelligence scale (N=100 in each group)**

Factors	Groups	Mean	S.D	‘t’-value	Level of Sig.
<b>Factor - A</b> (Self-Awareness)	Effective Teachers	17.44	1.63	6.91	Sig. at 0.01 levels
	Ineffective Teachers	15.66	1.99		
<b>Factor - B</b> (Empathy)	Effective Teachers	20.48	2.66	7.64	Sig. at 0.01 levels
	Ineffective Teachers	17.52	2.80		

**Table 12. Showing the mean comparison of effective and ineffective high school teachers on factors ‘C’ (Self-Motivation) and ‘D’ (Emotional stability) of Emotional intelligence (N=100 in each group)**

Factors	Groups	Mean	S.D	‘t’-value	Level of Sig.
<b>Factor - C</b> (Self-Motivation)	Effective Teachers	22.96	2.92	6.53	Sig. at 0.01 level
	Ineffective Teachers	19.69	3.53		
<b>Factor - D</b> (Emotional – Stability)	Effective Teachers	17.01	2.53	7.67	Sig. at 0.01 level
	Ineffective Teachers	14.13	2.77		

**Table 4.13. Showing the mean comparison of effective and ineffective high school teachers on factors 'E' (Managing- relations) and 'F' (Integrity) of Emotional intelligence (N=100 in each group)**

Factors	Groups	Mean	S.D	't'-value	Level of Sig.
<b>Factor - E</b> <i>(Managing- relations)</i>	Effective Teachers	16.32	3.45	4.34	Sig. at 0.01 level
	Ineffective Teachers	14.50	2.37		
<b>Factor - F</b> <i>(Integrity)</i>	Effective Teachers	13.39	1.62	1.78	Insignificant
	Ineffective Teachers	13.03	1.22		

**Table 4.14. Showing the mean comparison of effective and ineffective high school teachers on factors 'G' (Self-Development) and 'H' (Value-Orientation) of Emotional intelligence (N=100 in each group)**

Factors	Groups	Mean	S.D	't'-value	Level of Sig.
<b>Factor - G</b> <i>(Self-Development)</i>	Effective Teachers	10.94	2.50	3.99	Sig. at 0.01 level
	Ineffective Teachers	9.58	2.31		
<b>Factor - H</b> <i>(Value-Orientation)</i>	Effective Teachers	8.98	1.45	1.91	Insignificant
	Ineffective Teachers	8.40	1.69		

**Table 4.15. Showing the mean comparison of effective and ineffective high school teachers on factors 'I' (Commitment) and 'J' (Altruistic-behaviour) of Emotional intelligence scale (N=100 in each group)**

Factors	Groups	Mean	S.D	't'-value	Level of Sig.
<b>Factor - I</b> <i>(Commitment)</i>	Effective Teachers	8.87	1.02	1.96	Sig. at 0.05 level
	Ineffective Teachers	8.53	1.43		
<b>Factor - J</b> <i>(Altruistic-behaviour)</i>	Effective Teachers	8.71	1.01	0.22	Insignificant
	Ineffective Teachers	8.68	1.05		

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