
CONFLUX

JOURNAL OF EDUCATION

VOLUME 1, ISSUE 7, DECEMBER 2013

A PEER REVIEWED INTERNATIONAL JOURNAL



EMOTIONAL INTELLIGENCE OF TEACHERS WORKING AT HIGHER SECONDARY LEVEL

Prof. G. Lokanadha Reddy¹ and Dr. R. Vijaya Anuradha²

Abstract

This study examined the emotional intelligence of teachers working at higher secondary level. Three Hundred and Twenty Seven higher secondary teachers from Vellore District in Tamil Nadu were chosen as sample by using Simple Random Sampling Technique and administered with an Emotional Intelligence Rating Scale. The statistical techniques employed were percentage, mean, SD, mean \pm 1SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results are analyzed accordingly.

INTRODUCTION

The teacher occupies a pivotal position in any progressive society. Whether viewed as a model, a supervisor, a guide or a leader, the task of a teacher is crucial in moulding the youth. The changing role from that of a dispenser of knowledge to that of innovator, stimulator, motivator, helper and agent of social change presumes that teachers possessing certain personality traits alone can perform any of those roles effectively. The teacher today must be versatile, continuously learning with wide interests and looking at every problem as a challenge. The teacher must love his / her job, have a desire to grow professionally and thereby become a source of inspiration to the students and not just a source of information. Motivation, knowledge and creativity should be inculcated among students along with the scientific temper (Parameswaran, 2001). The National Policy on Education (1986) states that 'the status of the teacher reflects the socio-cultural ethos of a society'. It is said that no people can rise above the level of teachers. This statement makes clear the dignity, which teachers command from the society.

Higher secondary stage is the stage of education, which helps students to become matured members of the complex modern society. It is the most crucial and delicate period in the life of adolescents with lots of academic pressure and confusions over their future, which they can overcome only with the support and guidance from the teachers. It is the stage where, students find it difficult to decide on their own on many occasions as well as on many issues without proper advice and suggestions. It enables the adolescents to enter the real life as a knowledgeable, active - minded and sociable individual only when they are influenced and motivated by their teachers. For this, the teacher has to play many roles and produce value oriented citizens to the society. The teachers have more responsibilities in moulding the character of students. Teachers help the physical, mental, emotional and intellectual growth and development of students. They have to take care of affective domain of the students, besides stress on academic excellence. For academic excellence of students, first the teacher should possess the good attitude towards teaching and better emotional intelligence (Sahaya and Manorama, 2010). The most pertinent question that arises in the present scenario is whether our teachers are indeed emotionally well equipped to handle the pressures and challenges of their venerable yet vulnerable profession.

Emotional intelligence has become a very popular concept in professional settings and is even analyzed in the academic domain. There is a growing consensus among the researchers, educationists and experts that in today's context, a world characterized by globalization, rapid technological change, work place diversity, and constant environmental turbulence, emotional intelligence is essential for effective individual and organizational performance. High level of emotional intelligence leads to less stress at occupational environment and positively related to organizational commitment and better performance (Nikolaou and Tsaousis, 2002). Numerous studies argue that personal qualities such as self-awareness, self-motivation, flexibility and integration, as well as interpersonal skills such as negotiation, listening, empathy, conflict management, and collaboration are critical ingredients for high performance (Spencer, McClelland, and Kelner, 1997; Spencer and Spencer, 1993; Hall and Associates, 1996; Boyatzis, 1982). Individuals with greater emotional intelligence show higher levels of career, life and job satisfaction (Poornima, 2010) and become more resilient to occupational stress. Emotional

¹ Professor and Dean, School of Education and HRD, Dravidian University, Kuppam, A.P.

² Post Doctoral Fellow, School of Education and HRD, Dravidian University, Kuppam, A.P.



intelligence has been cited as a crucial contributor to organizational success (Goleman, 1998; Salovey and Mayor, 1990). Many organizational researchers have called for more focus on the role of emotions at work. For example, Ashforth and Humphrey (1993) argue that emotions are an integral and inseparable part of organizational life and that more attention should be given to the individuals' emotional experience and the present study is an attempt in this direction.

OBJECTIVES OF THE STUDY

1. To develop a tool to assess the level of Emotional Intelligence of higher secondary teachers.
2. To find out the significant differences, if any, in the Emotional Intelligence of teachers working at higher secondary level due to variations in their Gender (men / women); Age (up to 35 yrs / 36-45 yrs / 46 yrs and above); Community (OC / BC / MBC, SC & ST); Marital status (married / unmarried); Educational qualification (PG with B.Ed. & M.Ed. / PG with M.Ed. & M.Phil.); Nature of the subject the teachers handling i.e. Languages (English, Tamil, Hindi, French) / Science (Physics, Chemistry, Botany, Zoology) / Mathematics and Computer Science / Commerce; Salary received (up to Rs.10,000/-, Rs.10,001-Rs 15,000/-, Rs 15,001/-Rs. 20,000/-, Rs.20,001/- and above); Type of school they are working-in (government / private); Location of school the teachers are working-in (rural / urban) and; Years of experience (up to 15 yrs / 16 yrs and above).
3. To study how far and to what extent the independent variables gender, age, community, marital status, educational qualification, nature of the subjects the teachers handling, salary they receive, type of school they are working-in, nature of school the teachers are working-in, and years of experience influence the emotional intelligence.

HYPOTHESIS OF THE STUDY

There exists a significant difference in the emotional intelligence of higher secondary teachers due to variations in their gender, age, community, marital status, educational qualification, nature of the subjects the teachers handling, salary they receive, type of school the teachers are working-in, nature of school the teachers are working-in, and years of experience.

METHODOLOGY

Survey method was used in the study. With regard to the research tool, considering the available tools and literature, it was felt that the rating scale developed by Poornima (2010) to assess the emotional intelligence of special education teachers is more appropriate, as it possesses the content, face and intrinsic validity and the calculated reliability of the tool was found to be 0.88. However, it was noted that there is a need to change some of the items, keeping in mind the requirements of the present study. Accordingly, certain statements were modified and the reliability of the modified tool was found to be 0.83 by using split-half method. Thus, the final form of 56 positive and negative items was arranged under the four dimensions of emotional intelligence such as self-awareness, self-management, social awareness and social skills. Three Twenty Seven teachers working in 32 higher secondary schools of Vellore district in Tamil Nadu were chosen as the sample, by using simple random sampling technique. The school heads were contacted in person, explained the purpose of the study and the emotional intelligence rating scale was administered to the teachers according to their convenience to collect the data. The data were analyzed by using appropriate statistical techniques such as percentage, mean, SD, mean \pm 1SD, t-test, F-test, and stepwise multiple regression analysis.

ANALYSIS AND INTERPRETATION OF THE DATA

The mean and SD of emotional intelligence scores have been calculated for each teacher working in the higher secondary schools. Based on mean and SD, the number and percentage of higher secondary teachers falling under low, moderate and high emotional intelligence have been calculated and the same is presented in Table 1.



Table 1. Number and Percentage of Teachers Working in Higher Secondary Schools with Low, Moderate and High Levels of EI

Emotional Intelligence	Number and Percentage of Teachers		
	Low	Moderate	High
Self-awareness	52 (15.9)	227 (69.4)	48 (14.6)
Self-management	07 (2.1)	178 (54.4)	142 (43.4)
Social awareness	240 (73.3)	43 (13.1)	44 (13.4)
Social skills	61 (18.6)	214 (65.4)	52 (15.9)
Emotional Intelligence as a Whole	62 (18.9)	211 (64.5)	54 (16.5)

Note: Number in the brackets denotes percentage

From table-1 it is clear that, out of 327 teachers working in higher secondary schools, self-awareness and social skills are moderate among 227 (69.4%) & 214 (65.4%) teachers, low among 52 (15.9%) & 61 (18.9%) teachers and, high among 48 (14.6%) & 52 (15.9%) teachers respectively. Self-management skills are moderate in 178 (54.4%) teachers, high in 142 (43.4%) teachers and low among 7 (2.1%) teachers; whereas, in general, social awareness was found to be very low among the teachers with 240 (73.3%) teachers showing low levels of social awareness while 44 (13.4%) and 43 (13.1) teachers showing high and moderate levels respectively. When EI is considered as a whole, it was found that 211 (64.5%) teachers possess moderate level of EI, followed by 62 (18.9%) teachers with low level and the remaining 54 (16.5%) with high level of EI which are in agreement with the findings of David and Roy (2010), Edannur (2010), Neelakandan (2007) and Indu (2009).

To know the level of emotional intelligence of higher secondary teachers on each emotional intelligence aspect under different dimensions of emotional intelligence, mean and SD for each aspect has been calculated. Based on mean and SD, the level of emotional intelligence of teachers on each aspect has been calculated by using mean \pm 1SD and the same is presented in Table 2.

Table 2. Mean Scores and Level of Emotional Intelligence of Higher Secondary Teachers

Si.No.	Statements	Mean	Level
I	Self-Awareness		
1	Able to identify and distinguish my own emotions.	3.89	H
2	Defend myself when I receive negative feedback in the work environment.	3.27	M
3	I am unaware of my own feelings.	3.60	M
4	know how feelings impact my own actions.	3.92	H
5	I acknowledge my own strengths and weaknesses.	3.33	M
6	My ability in self-evaluation has helped me to overcome many difficult situations.	3.25	M
7	Even under severe criticism, I do what I believe in.	2.33	L
8	I know my priorities very clearly.	3.95	H
9	I do not feel good about myself on many situations.	3.16	M
10	I feel good about myself when I look at both my good and bad points.	3.09	M
11	I am happy with the way I look at the things.	3.88	H
12	I feel confident that I can do my Job up to the expectations.	3.17	M
II	Self- Management		
13	I find it difficult to control my anger.	2.43	L



14	I maintain patience on many occasions.	2.24	L
15	Ready to change my ideas and goals based on new information to fit into the situation.	3.36	M
16	I have the presence of mind in any situation.	3.00	M
17	I can behave calmly even in stressful situations.	2.40	L
18	I feel restless on occasions when new ideas and information are to be accepted.	3.06	M
19	I am ready to admit my mistakes when it demands.	3.11	M
20	It is not possible to do the duties entrusted to me with responsibility and commitment	3.04	M
21	I am able to maintain the standards of honesty and integrity.	3.25	M
22	I take calculated risks to reach the goals.	3.14	M
23	I initiate actions to create possibilities for the future.	3.14	M
24	I hesitate to take up new assignments.	2.45	L
25	My optimism motivates me to overcome any hurdles and go forward.	3.15	M
26	It is difficult for me to reach even small goals.	3.19	M
27	Always act on my own values even when there is a significant risk.	2.90	L
28	I am well organized in my work.	2.51	L
III	Social Awareness		
29	It is very hard to see people suffer.	3.07	M
30	I do not interfere with the feelings of others and help them to overcome.	2.36	L
31	I am able to confront with the unethical actions of others.	2.49	L
32	I am capable of using teaching aids to cater to the needs of the special students.	3.17	M
33	I am available to the students even after the school hours, if they are in need.	3.88	H
34	Sometimes, it is difficult to relate the curriculum to the diverse backgrounds of special children.	3.09	M
35	In many situations, I understand the organizational values & un spelt out rules.	3.23	M
36	I always work by understanding the organizational financial constraints and act accordingly.	3.17	M
37	I always recognize the forces in the school and work to meet the requirements of the job.	3.17	M
38	I am not fully aware of the infrastructure facilities available in the school.	3.02	M
IV	Social Skills		
39	I encourage my colleagues to work even when things are not favourable.	3.33	M
40	I do not insist the students to learn what they are lacking.	3.29	M
41	I appreciate others for their success.	3.89	H
42	I try to provide ongoing mentoring or coaching to my colleagues.	3.32	M
43	It is easy for me to make friends.	3.37	M
44	It is not easy to get along with others in work situations.	3.17	M
45	I feel it difficult to seek help from others when needed.	2.51	L
46	I interact well and provide guidance and counseling to the students and their parents.	3.55	M
47	I maintain good relations and co-operate with the school personnel.	3.92	H
48	I can lead others by setting an example.	3.54	M



49	I have clear ideas to realize the vision of the school I am working.	3.90	H
50	I try to move away from the conflict situations.	3.08	M
51	I always like to be the active partner in solving the conflicts in my school.	3.48	M
52	I quarrel with others when things have not favoured me.	3.88	H
53	I adopt new teaching techniques to make learning more effective.	3.91	H
54	I believe that working with group leads to failure.	3.25	M
55	I establish and maintain close relationship with other professionals at work.	3.89	H
56	I will not convince by appealing to the students and parents interest.	2.34	L

Note: Levels of Emotional Intelligence - Low: 2.99 and below; Moderate: 3.00 to 3.69; High: 3.70 and above

The teachers working in higher secondary schools possess moderate level of EI in 7 aspects of *self-awareness* dimension i.e. in defending themselves while receiving negative feedback, knowing their own feelings, acknowledging their own strengths and weaknesses, self-evaluating themselves to overcome difficult situations, feeling good about themselves, looking at their own positive and negative points and feeling confident in delivering their duty upto the expectations of the job (S. No. 2, 3, 5, 6, 9, 10 & 12 respectively). The same teachers are showing high level of emotional intelligence in identifying and distinguishing their own emotions, knowing their feelings and its impact on actions, knowing their priorities clearly, and in being happy with the way of looking at the things (S. No. 1, 4, 8 & 11 respectively). Contrary to this, the teachers possess low level of self-awareness in only one aspect i.e. continuing to act on their beliefs even under criticism.

In the dimension *self-management*, the higher secondary teachers possess moderate level of emotional intelligence in the aspects of having ability to change ideas and goals based on new information to fit into new situations, having presence of mind, feeling restless in accepting new ideas and information, ready to accept the mistakes when situation demands, impossible to do the entrusted duties with responsibility and commitment, ability to maintain the standards of honesty and integrity, ready to take calculated risks to reach the goals, initiating actions to create possibilities for the future, motivated by optimism to overcome any hurdles to go forward, and sometimes it is difficult to reach even the smallest goals (S. No. 15, 16, 18, 19, 20, 21, 22, 23, 25 & 26 respectively). Further, the same teachers are exhibiting low levels of self-management in certain aspects such as: difficulty in controlling over their anger, ability to maintain patience on many occasions, capable of behaving calmly even in stressful situations, hesitate to take up new assignments, always acts on own values even at significant risks, and well organized in the work (S. No. 13, 14, 17, 24, 27 & 28 respectively).

With regard to the dimension - *social awareness*, the higher secondary teachers are showing high level of social awareness by making themselves available to the students even after the school hours, if the students are in need. Contrary to this, the teachers are showing low level of self-management with respect to the interference in the feelings of others & helping them to overcome it, and ability to confront with the unethical actions of others (S. No. 30 & 31 respectively). Further, the teachers are demonstrating moderate levels of social awareness on certain aspects such as; unable to see the people suffering, capable of handling teaching aids to cater to the needs of special children, sometimes finds it difficult to relate the curriculum to the diverse backgrounds of special children, able to understand the organizational values and unspelt rules in many situations, always work by understanding the organizational financial constraints and act accordingly, always works to meet the requirements of the job and not fully aware of the infrastructure available in the school (S. No. 29, 32, 34, 35, 36, 37 & 38 respectively).

Under the *social skills* dimension, the teachers exhibit low level of social skills only in two aspects such as; difficulty in seeking help from others when it is needed and not convinced by appealing to the students & parents interest (S. No. 45 & 56 respectively). Their social skills are at high level in six aspects such as; appreciating others for their success, maintaining good relations and co-operating with the school personnel, having clear ideas to realize the vision of the school, quarrel with others when things are not in favour, adopt new teaching techniques to make learning more effective and establishing & maintaining close relationship with other professionals at work (S. No. 41, 47, 49, 52, 53 & 55 respectively). Apart from this, the higher secondary



teachers are demonstrating moderate level of social skills with regard to; encouraging colleagues to work even when things are not favourable, do not insist the students to learn what they are lacking, try to provide mentoring and coaching of colleagues, easy to make friends, not easy to get along with others in the work situations, ready to provide guidance and counseling to the students and their parents, can lead others by setting an example, trying to move away from the conflicting situations, like to be active partner in solving the conflicts in the school and believing that working with group leads to failure (S. No. 39, 40, 42, 43, 44, 46, 48, 50, 51 & 54 respectively).

To know the significant differences, if any, the emotional intelligence of higher secondary teachers due to variations in their personal and demographic variables, mean and SD has been calculated for each group in a variable and t / F-tests has been used appropriately. T-test is used to know the significant difference between two groups and F-test is used when more than two groups are involved in a variable and the results are presented in Table 3.

Table 3. Mean and SD of the Emotional Intelligence of Higher Secondary Teachers and the Calculated t / F-values with respect to Certain Variables

Variables / Groups	Mean	SD	Calculated t / F-values
Gender			
Men	175.33	28.30	2.73**
Women	183.46	24.04	
Marital Status			
Married	180.60	25.25	0.75@
Unmarried	177.53	29.97	
Educational Qualifications			
PG / B.Ed. & M.Ed	181.09	26.52	0.98@
PG / M.Ed. & M.Phil	178.16	25.66	
Type of School the Teachers Working-in			
Government	178.24	26.41	1.18@
Private	181.68	25.98	
Location of the School			
Rural	180.63	26.02	0.43@
Urban	179.36	26.47	
Years of Experience			
Below 15 Years	178.46	26.45	1.17@
Above 16 Years	181.87	25.88	
Age Groups			
Up to 35 years	175.31	26.57	3.21**
36 to 45 years	183.75	25.54	
Above 46 years	180.64	26.05	
Community			
OC	180.59	23.56	0.01@
BC	179.90	26.08	
MBC / SC and ST	179.96	28.11	
Nature of Subjects the Teachers Teaching			
Languages	183.5	26.1	
Science	176.5	26.61	1.13@



Mathematics	179.86	28.89	
Commerce	181.51	22.29	
Salary Received			
Upto Rs.10,000	181.4	26.52	1.25 [@]
Rs.10,001 to Rs.15,000	181.9	25.50	
Rs.15,001 to Rs.20,000	175.38	26.17	
Above Rs.20,001	181.78	26.46	

Note: [@] Not Significant at 0.05 level; * Significant at 0.05 level; ** Significant at 0.01 level

From Table 3, it is clear that the obtained t-value for emotional intelligence of higher secondary teachers with respect to the variable gender (2.73) is significant at 0.01 level. It indicates that men and women teachers are significantly differ in their emotional intelligence and also the mean values of women teachers (183.46) shows that they are ahead of men (175.33). Hence, the formulated hypothesis '*there exist significant difference in the emotional intelligence of higher secondary teachers due to variations in their gender*' is accepted. This result is in tune with the findings of Bansibihari & Surwade (2006), Jadhav & Havalappanavar (2009), Karakus (2012), Koneri (2010), Lee (2003), Lenka & Kant (2012), Malik et al. (2011), Mayer et al. (1999), Nahid (2012), Punia (2005) and Singh (2003).

Contrary to this, the marital status of higher secondary teachers is not showing any significant difference on their emotional intelligence (t-value: 0.75). This finding is in acceptance with the results of Punia (2005) who researched on corporate executives, whereas, it is contradicted by Faye et al. (2011) and Malik et al. (2011), who studied the impact of marital status on emotional intelligence of medical postgraduates and prospective teachers respectively. The t-value 0.98 for educational qualification is also not significant and this result is opposed by the findings of Amirtha & Kadiravan (2006) on school teachers, Manoharan (2007) on high school teachers, Neelakandan (2007) on primary teachers and Poornima (2010) on special education teachers – who claimed that higher the qualification better is the emotional intelligence of teachers. Further, the t-value for 'type of school the teachers working-in' (1.18) indicates that the teachers working in government and private schools are similar in their emotional intelligence. This result is in line with the findings from the studies of Indu (2009) on student teachers, Neelakandan (2007) on primary teachers and Padhi & Verma (2011) on secondary school teachers; whereas, Manoharan (2007) contradicted that, urban high school teachers are better in their emotional intelligence compared to their counterparts. In case of location of the school, it was found that the higher secondary teachers working in rural and urban schools do not differ in their emotional competency (t-value: 0.43). This result is supported by Edannur (2010) and Padhi & Verma (2011); and contradicted by the studies of Alfredo (2012) and Manoharan (2007) on high school teachers and, Shanwal (2003), Punia & Sangwan (2011) on primary and secondary school children respectively and Koneri (2010) found that rural adolescents are high on emotional intelligence than their counterparts. The study also revealed that the variations in teachers' experience do not influence their emotional intelligence (t-value: 1.17). Studies of Neelakandan (2007) on primary teachers, Rastegar & Memarpour (2009) on Iranian EFL teachers and Salami (2007) on secondary school teachers supported the findings of the present study; whereas, it is contradicted by the findings from the studies of Manoharan (2007) on high school teachers, Mishra & Mohapatra (2010) on corporate executives, Poornima (2010) on special education teachers, Puri and Anju (2011) on business executives, Rajkova (2002) on IAS officers, Singh (2005) on managers and Ghanizadeh and Moafian (2009) on EFL teachers, who all claimed that experienced individuals are better in their emotional intelligence.

In case of 'age', it is noted that the F-value (3.21) is significant at 0.01 level, which indicates that variations in age has its impact on the emotional intelligence of higher secondary teachers. The studies of Krishnaveni & Deepa (2009) found the impact of age on emotional intelligence; whereas, Bansibihari & Pathan (2004) and Poornima (2010) found that age is independent of emotional intelligence. Further, the mean values also indicate that the teachers with 36 to 45 years age group possess better emotional intelligence (183.75) followed by the teachers with above 46 years age group (180.64) and teachers upto 35 years age group (175.31). The table also reveals that the F-values for the variables 'community' (0.01) and 'salary received' (1.25) are not significant at 0.05 level, indicating their non influence on emotional intelligence of teachers. Further, the F-value



for 'subjects teaching' (1.13) is also not significant at 0.05 level, confirming its non influence on the teachers' emotional intelligence. This is contradicted by the studies of Jayanthi & Agarwal (2006) who claimed that science teachers are better in their emotional intelligence and Subrmaniam & Cheong (2008) found that mathematics teachers are possessing high emotional intelligence than other subject teachers.

One of the objectives of the study is to know how far and to what extent the selected independent variables (gender, age, ----) are influencing the dependent variable-emotional intelligence of higher secondary teachers. For this, multiple regression analysis has been calculated and the results of the same are presented in Table 4.

Table 4. Prediction of Independent Variables to the Dependent Variable- EI of Higher Secondary Teachers

Dependent variable	Independent Variables	Beta Coefficients (β)	Individual contribution of Variable (R ²)	% wise contribution of Variable
Emotional Intelligence	Educational Qualification	-0.054	0.003	0.3 %
	Salary Received	-0.030	0.001	0.1 %
	Location of the School	-0.024	0.001	0.1 %
	Years of Experience	0.065	0.004	0.4 %

The results of multiple regression analysis clearly shows that, only the variables educational qualification, years of experience, location of the school and salary of the teachers are contributing to the emotional intelligence of higher secondary teachers. It is interesting to note that the variable 'years of experience' contributes 0.4% followed by educational qualification accounting for 0.3%, and the variables location of the school and salary of the teachers accounting for 0.1%, each. This result shows that there are some other variables that are not covered in this study may have influence on the emotional intelligence of higher secondary teachers and further researches are needed to identify such variables so as to enhance the emotional intelligence of teachers.

IMPLICATIONS OF THE STUDY

The study revealed that around 83 percent of the higher secondary teachers possess moderate and low levels of emotional intelligence, and there is a need for enhancing and improving the emotional intelligence of teachers at in-service and pre-service levels. Researches indicate that social and emotional intelligence are associated with success in many areas of life, including effective teaching, student learning, quality relationships and academic performance. Integrated programmes should be introduced into schools that includes training on social and emotional skills for both teachers and students, and should receive backing from all levels of the authorities. Additionally, programmes should be field tested, evidence based, and focused on sound psychological or educational theory. EI training workshops for teachers should be organized to provide in-depth information about the EI skills which play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and overall quality of teaching profession. Further, the educational institutions should appoint teachers based on their EI skills, train teachers on EI skills and concepts, create norms and values that encourage people to demonstrate EI skills, and put performance management system in place, such as specifying performance goals. Teacher training curriculum at different levels should incorporate the concept of emotional intelligence appropriately and develop emotional intelligence training packages to enhance the emotional intelligence competence in teachers.

REFERENCES

Alfredo, Fuentes. (2012). Closing the mathematical achievement gap through the heart to the brain: A case study of urban high school mathematics teachers' perceptions of how their emotional intelligence facilitates instruction and learning in the classroom, Dissertation work, Department of Cognitive Psychology, University Of Hartford.



- Amirtha & Kadiravan (2006). Influence of personality on the emotional intelligence of teachers, *EduTracks*, 5 (12), Pp. 25-29.
- Ashforth, B.E. and Humphrey, R.H. (1993). Emotional labor in service roles: The influence of identity, *Academy of Management Review*, 18, Pp. 88-115.
- Bansibihari, P. and Pathan, Y.G. (2004). Emotional intelligence of secondary teachers in relation to gender and age, *Asian Journal of Psychology and Education*, 39 (5-6), Pp. 18-21.
- Bansibihari, P. and Surwade, L. (2006). The effect of emotional maturity on teacher effectiveness, *EduTracks*, 6 (1), Pp. 37-38.
- Boyatzis, R.E. (1982). *The competent manager; A model for effective performance*, Wiley: New York.
- David, R.S. and Roy, R. (2010). Relationship between emotional intelligence and teachers competency, *Journal of Community Guidance and Research*, 27 (2), Pp. 191-201.
- Edannur, Sreekala. (2010). Emotional intelligence of teacher educators, *International Journal of Educational Science*, 2(2), Pp. 115-121.
- Ghanizadeh, A. and Moafian, F. (2009). The role of EFL teachers' emotional intelligence in their success, *ELT Journal*, 64 (3), P. 84.
- Goleman, D. (1998). *Working with emotional intelligence*, Bantam Books: New York.
- Hall, D.T. and Associates (1996). *The career is dead: Long live the career*, Jossey-Bass: San Francisco.
- Indu, H. (2009). Emotional intelligence of secondary teacher trainees, *EduTracks*, 8 (9), Pp. 34-36.
- Jadhav, S.G. and Havalappanavar, N.B. (2009). Emotional intelligence and self-efficacy of police constable trainees, *Indian Psychological Review*, 73, Special issue, Pp. 307-314.
- Jayanthi and Agarwal, R. (2006). A study of the socio-emotional climate of the classroom in respect of teaching experience, total income, age, teaching subject and sex of the secondary school teachers, *Asian Journal of Psychology and Education*, 39 (7), Pp. 2-11.
- Karakuş, Mehmet. (2012). Emotional intelligence and negative feelings: A gender specific moderated mediation model, *Educational Studies*, (DOI 10.1080/03055698.2012.671514)
- Koneri, R.R. (2010). A study of emotional intelligence in relation to parental involvement and self-concept of adolescents, Ph.D. Thesis, Karnatak University, Dharwad.
- Krishnaveni, R. and Deepa, R. (2008). Diagnosing employees' emotional intelligence in the IT/ITES sector of South India, Research supported by All India Council for Technical Education (AICTE) Grant 8023/BOR/RID/RPS-212/2008-09.
- Lee, F.M. (2003). Conflict management styles and emotional intelligence of faculty and staff at a selected college in Southern Taiwan (China), Ed.D. Degree, University of Florida.
- Lenka, Samir. K. and Kant, Ravi. (2012). Emotional intelligence of secondary school teachers in relation to their professional development, *Asian Journal of Management Sciences and Education*, Leena and Luna International, Oyama, Japan.
- Malik, Allah Bakhsh., Khatoon, Sufiana. and Khurshid, Fauzia., (2011). Perceived learning environment and emotional intelligence among prospective teachers, *British Journal of Humanities and Social Sciences*, 2 (2), Pp. 1-9.
- Malik, Allah Bakhsh., Khatoon, Sufiana. and Khurshid, Fauzia., (2011). Perceived learning environment and emotional intelligence among prospective teachers, *British Journal of Humanities and Social Sciences*, 2 (2), Pp. 1-9.



- Manoharan, B. (2007). Emotional intelligence and personality characteristics among high school teachers: A correlational analysis, Paper presented in the International Conference on Educational Research in the Era of Globalization held at the Dept. of Education, Periyar University, Salem from 28th to 30th November.
- Mayer, J.D., Caruso, D.R. and Salovey, P. (1999). Emotional intelligence meets traditional standards of intelligence, *Intelligence*, 27, Pp. 267-299.
- Mishra, P.S. and Mohapatra, A.K.D. (2010). Relevance of emotional intelligence for effective job performance: An empirical study, *Vikalpa*, 35 (1), Pp. 53-61.
- Nahid, N. A. (2012). Teachers: Emotional intelligence, job satisfaction, and organizational commitment, *Journal of Workplace Learning*, 24 (4), Pp. 256-269.
- Neelakandan, R. and Rajendran, K. (2007). Job satisfaction of public sector employees, *Journal of Community Guidance and Research*, 22 (1), Pp. 76-80.
- Nikolaou, I. and Tsaousis, I. (2002). Emotional intelligence in the workplace: Exploring its effects on occupational stress and organizational commitment, *International Journal of Organizational Analysis*, Special Issue on Emotional Intelligence, 10 (4), Pp. 327-342.
- NPE (1986). National Policy on Education, Ministry of Human Resource Development, Govt. of India, New Delhi.
- Padhi, K.S. and Verma, J. (2011). Effectiveness of secondary school teachers in relation to emotional intelligence and life satisfaction, *EduTracks*, 11 (2), Pp. 20-25.
- Parameswaran, E.G. (2001). Evolving role of school teacher: A historical perspective, *EduTracks*, 1 (3), Pp. 6-17.
- Poornima, R. (2010). Emotional Intelligence, occupational stress and job satisfaction of special education teachers, Ph.D. Thesis, Dept. of Education, Dravidian University, Kuppam.
- Punia, B.K. (2005). Impact of demographic variables on emotional intelligence and leadership behavior of corporate executives, *Journal of organizational behavior*, 4 (2), Pp. 7-22.
- Punia, Shakuntala. and Sangwa, Santosh. (2011). Emotional intelligence and social adaptation of school children, *Journal of Psychology*, 2(2), Pp. 83-87.
- Puri, Anju (2011). The emotional intelligence of business executives in the Indian corporate sector, Ph.D. Thesis, School of Management Studies, University of Punjab, Patiala.
- Rajkhowa, Roopsmita. (2002). Emotional intelligence of IAS officers, Unpublished work carried out in the Dept. of Psychology, University of Delhi, India.
- Rastegar, M. and Memarpour, S. (2009). The relationship between emotional intelligence and self-efficacy among Iranian EFL teachers, *Science Direct*, 37 (4), Pp. 700-707.
- Sahaya Mary, R. and Manorama Samuel (2010). Influence of emotional intelligence on attitude towards teaching of student-teachers, *EduTracks*, 9 (12), Pp. 42-46.
- Salami, S.O. (2007). Relationship of emotional intelligence and self-efficacy to work attitude among secondary school teachers in Southwestern Nigeria, *Essays in Education*, 20, Pp. 43-56, Spring
- Salovey, P. and Mayer, J. (1990). 'Emotional intelligence', *Imagination, cognition and personality*, 9, Pp. 185-211.
- Shanwal, V.K. (2003). A study of correlates and nurturance of emotional intelligence in primary school children, Retrieved from <http://www.jmi.nic.in/Research/ab2003-edn-vinodkumarshanwal.htm>



Singh, D. (2003). Emotional intelligence at work: A professional guide, 2nd ed., Sage Publications: New Delhi.

Singh, D. (2005). EQ and managerial effectiveness: An international study, D. Litt. Thesis, Bundelkhand University, Jhansi, India.

Spencer, L. and Spencer, S. (1993). Competence at work: Models of superior performance, Wiley: New York.

Spencer, L.M., McClelland, D.C. and Kelner, S. (1997). Competency assessment method: History and state of the art, Paper presented at a meeting of the Consortium for Social and Emotional Competency in the Workplace, Boston, October.

Subramaniam, S.R. and Cheong, L.S. (2008). Emotional intelligence of science and mathematics teachers: A Malaysian experience, *Journal of Science and Mathematics Education in Southeast Asia*, 31 (2), Pp. 132-163.
