

Emotional Intelligence of Teachers Teaching At Secondary and Senior Secondary Schools



Education

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ABSTRACT

This study underscores the relevance of Emotional Intelligence of Teachers Teaching at Secondary and Senior Secondary Schools in relation to Gender, Experiences and Qualification variations. A standardized tool was used for assessing emotional intelligence of 120 teachers both Secondary and Senior Secondary Schools teachers of Hailakandi district of Barrack Valley, Southern Assam. The result showed that Emotional Intelligence of teachers are not normally distributed; 50% teachers of the study are having poor Emotional Intelligence. Gender, Experiences and Qualification variation wise no differences found. But Designation wise variation is present.

INTRODUCTION

Emotional Intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success in any walk of life-academic, social, vocational or professional. Consequently, the I.Q. scores are often used for selection, classification and promotion of individuals in various programmes, courses and job placements etc. However, researches and experiments conducted in the '90s onwards have tried to challenge such over-dominance of the intelligence and its measure intelligent quotient (I.Q.), by replacing it with the concept of emotional intelligence and its measure, emotional quotient (E.Q.). These have revealed that a person's emotional intelligence measured through his E.Q. may be a greater predictor of success than his or her I.Q.

Historically speaking, the term emotional intelligence was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995).

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. In day-to-day life, they affect our relations with other people, our self-identity and our ability to complete a task. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. To be effective, the cognitive processes must be in control of the emotions, so that they work for rather than against. Here comes the importance of emotional intelligence. The famous psychologist E.L. Thorndike, through his concept of social intelligence, laid down a solid foundation of the essence of emotional intelligence in 1920. He used the term social intelligence to describe the skill of understanding and managing other people. Gardner (1983) introduced the idea of multiple intelligences, which included both interpersonal intelligence and intrapersonal intelligence. Sternberg referred to the concept of social intelligence in the name of contextual intelligence through his Triarchic theory of intelligence. In 1985, R. Bar On invented the term Emotional Quotient (E.Q. is a relative measure of one's emotional intelligence possessed by him at a particular period of his life). P. Salovey and J. Mayer (1990) conceptualized the term Emotional Intelligence that consisted of three different categories of adaptive abilities. The term Emotional Intelligence (EI) was actually popularized by Goleman (1995) who claimed that emotional intelligence "can be as powerful and at times more powerful, than I.Q."

Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in us and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure.

Emotional Intelligence includes traits like self-awareness, social deftness, the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others. Goleman (1995) identifies the five elements as the components of emotional intelligence: Self-awareness, Self-regulation, Motivation, Empathy and Social skills.

Study conducted by Singh (2003) found that teachers need to be high in their emotional intelligence to be successful. Sutton and Wheatly (2003) highlighted 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 process in the classroom and in particular for the socio-emotional development of the students. Dash et al (2004) in a study on Teacher effectiveness in relation to their Emotional Intelligence of senior secondary school teachers, found that there is a positive effect of emotional intelligence on teacher effectiveness (as overall and in the entire dimension) at the senior secondary school level. The teacher effectiveness of various dimensions on differential between high and low Emotional Intelligence also found positive difference. Amritha and Kadhiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers. Bansibihari and Sarwade (2006) in a study on, "the Effect of Emotional Maturity on Teacher Effectiveness" found that emotional intelligence of teachers increases the achievement motivation, optimism, joy and purpose of learning by students while decreasing violence, depression and insulation in them. Teaching carried out by emotionally matured teachers would be more stable than that of emotionally immature or unstable teachers. Teachers make who are emotionally mature are generally self-aware, can make personal decision and manage their feelings well. They can handle stress, empathize with others, can communicate well and can build trust in others. Emotionally matured teachers have the capacity to recognize their strengths and weaknesses and can take responsibility for their actions. They can be assertive without being insulting and know when to lead and when to follow. They are effective as leaders and resolve conflicts following win-win model. Thus, emotionally matured teachers can think well as well as act better and facilitate learning by the child: feel good means learn good. Kaur, et al. (2006) in their study, Teacher's Effort to Promote Emotional Intelligence among Adolescent students, the major findings of the study are in the expected direction and in favour of the hypotheses. The analysis of the total effort shows that the efforts which teachers are doing are below average. The teachers are doing the effort maximum on the com-

petency of inter-personal realm and very few on intra-personal realm, and again this percentage is also far below the average. Vito(2009) in his study investigated the relationship between emotional exhaustion, depersonalization and emotional intelligence total score. However, a significant difference was found between the emotional intelligence total score and one aspect of burnout, personal accomplishment. Further analysis revealed a positive relationship between personal accomplishment and intra-personal, inter-personal and general mood subscales of emotional intelligence. Wong,et al.(2010) on Teachers Job Satisfaction in Hong Kong showed that school teachers believe that middle level leaders' emotional intelligence is important for their success and a large sample of teachers surveyed also indicated that emotional intelligence is positively related to job satisfaction. The main implication of this study is that the teaching profession requires both teachers and school teachers to have high levels of emotional intelligence. Devi, et al.(2011) conducted a study on Emotional Intelligence and life satisfaction among married and unmarried female teachers and the result revealed that there is positive relationship between emotional intelligence and life satisfaction. Buck(1984) and Meyer and Gehler(1996) found that female respondents performed better than male respondents in their emotional intelligence. Gibson and Dembo(1984) in a study found that teachers with high emotional intelligence are better equipped to keep their students engaged in learning activities. Woolfolk and Hoy(1990) found that teachers with higher emotional intelligence are more humanistic in their approach. Goleman(1995) pointed out for the teachers that the degree of emotional intelligence positively predicted degree of life success and emotional intelligence could be learned and acquired. Schutte, et al.(1998) and Van Roy, Alonso and Viswesram(2005), Atkins and Stough(2005) found that females have significantly higher reported emotional intelligence than do males. Mayer, et al.(1999) found emotional intelligence increases with age and experience. Petrides and Furnham(2000) found emotional intelligence of males were higher than female. Edannur(2010) found the gender of the teacher educators did not make any differential influence on their emotional intelligence.

Very few studies has been conducted on emotional intelligence of the secondary and senior secondary school teachers. But emotional intelligence of the teachers is very relevant, because only an emotionally healthy teacher can properly guide the students. An inefficient doctor is the dangerous for the patient in this way if the teacher is not emotionally healthy then it is difficult to guide his/her students properly. It is also observed that very few studies has been conducted to find out difference in emotional intelligence of secondary and senior secondary school teachers according to the intra-variables of sex, experience and qualification. Hence, the problems aims to explore the emotional intelligence of teacher teaching at secondary and senior secondary levels, emotional intelligence of teachers in relation to some personal variables of sex, experience and qualification and to find out difference in emotional intelligence of secondary and senior secondary school teachers according to these variation.

Emotional intelligence contributes much more towards balance personality of the individual. A teacher because of his experience in varied situation dealing with students, community and teachers becomes emotionally balanced. Therefore, it is expected that experience may be a predicting variable to emotional intelligence. Sex has also a major role to play in developing emotional intelligence of teachers. The present study has been thought of to be undertaken considering the psychological impact of emotional intelligence on individual development. The teacher as individuals are required to shape the destiny of the nation. Therefore, it becomes obligatory to access the level of emotional intelligence of the teachers in relation to gender and experience variation to support the theoretical impact in the previous lines. An attempt has been made, therefore to answer the following questions:-

- Are the teachers balanced in respect of their emotional intelligence?

- Is there any difference in male and female teachers so far as emotional intelligence is concerned?
- Do experienced teachers show higher level of emotional intelligence compared to less experienced teachers?
- Is emotional intelligence normally distributed among the teachers?

So answer to these above questions the present research project designed to be undertaken by the investigator as "Emotional Intelligence of Teachers Teaching at Secondary and Senior Secondary Schools". Hence the rationale of the study is justified.

Objectives of the Study

The major objectives have been framed:

- To assess the Emotional Intelligence of teachers teaching at secondary and senior secondary levels.
- To assess the Emotional Intelligence of teachers in relation to some personal variables of gender, experience and qualification.
- To find out difference in Emotional Intelligence of secondary and senior secondary school teachers according to the intra variables of gender, experience and qualification.

Formulation of Hypotheses

H₀₁ Emotional Intelligence is not normally distributed among teachers teaching at secondary and senior secondary level.

H₀₂ There does not exist significant difference in Emotional Intelligence of teachers teaching at secondary and senior secondary level.

H₀₃ There does not exist significant difference in emotional intelligence of teachers in relation to gender variation.

H₀₄ There does not exist significant difference in emotional intelligence of teachers due to experience variation.

H₀₅ There does not exist significant difference in emotional intelligence of teachers in relation to qualification variation.

The Methodology:

A normative survey was adopted to find the relationship between emotional intelligence of teachers teaching at secondary and senior secondary schools with respect to their gender, experience and qualification variables. The study its nature is ex-post facto as the current status of the phenomena has been studied as what exist at present. The Random Sampling technique was used. Overall 120(60 male and 60 female) were taken as sample from 10 different secondary and senior secondary schools of Hailakandi district of Barrack Valley region of Assam. After selecting 120 teachers from ten different schools, the teachers were grouped under gender, experience and qualification variations. Mangal's (2007) Teachers' Emotional Intelligence Inventory was used for assessing emotional intelligence of teachers. It is a 5 point scale consists of 200 items. The investigator has used Mean, standard deviation and 't' test to test the null hypotheses formulated. The procedure of the study are here in terms of the steps followed for completion of the study.

Result and Discussion:

The result was presented under two sections namely organization of data and statistical analysis procedure adopted for interpretation of the findings.

Organization of Data

Under this section organization of data was made in a data sheet for calculating measures of central tendency and variations along with the categorization of teachers on emotional intelligence scale to test the distribution of scores along with the lines of normality, the measures of central tendency, standard deviation, quartile deviation, percentile, skewness and kurtosis have been computed along with nine different categorization within sigma level in order to study the teachers in different levels of emotional intelligence.

Descriptive Measures on Teachers’ Emotional Intelligence Inventory

This shown in the following table 1,

Table 1

Variation	Sub-sample	Mean	Median	Mode	SD
Total	120	750.5	759.5	777.5	89.5
Male	60	757.83	731.85	679.89	84.5
Female	60	742.83	749.5	762.84	94
Experienced	60	715.35	726.42	748.56	94
Inexperienced	60	706.17	717.68	740.7	112
Secondary	28	738.6	746.56	762.48	107
Sr. Secondary	92	818.55	737	573.9	100
Graduate	28	749.12	744.12	734.12	101
Post-Graduate	92	763.59	727	653.82	107

On perusal of the above table it was observed that there exist a slight difference in the mean scores of experienced teachers(715.35) and inexperienced teachers(706.17) in compari-

Table 2

Sample	Mean	Md.	Mo.	SD.	Q1	Q3	P10	P90	Skew.	Kurt.	Q
Total	750.5	759.5	777.5	89.5	689.5	814	619.5	864.5	-0.51	0.254	62.25

The descriptive measure on emotional intelligence score revealed that the sample, mean, median and mode were found to be 750.5, 759.5 and 777.5 respectively. The semi inter-quartile range being 62.25 and when added to the median gives a value of 821.75 and when Q was subtracted from the median the value is 697.25. The third and first quartile of the distribution were 814 and 689.5. If the sum and difference between the median and semi-inter quartile range becomes same with the third quartile and first quartile they give evidence towards normality in distribution of scores, but in the present case they are not the same. Therefore, the distribution could not be confirmed to be normal.

Measure of the Skewness and Kurtosis of the curve were found to be -0.51 and 0.254 respectively giving the indications of negatively Skewed and Platykurtic in nature.

The scores were then calculated as per the conditions of normality in respect of inclusion of percentage of case within $\pm 1\sigma$ limits, $\pm 2\sigma$ limits and $\pm 3\sigma$ limits. In order to categorise the teachers in different levels of emotional intelligence these limits were considered and the number of sample were categorized into six heads and their score ranges were calculated along with the number of persons contained in those limits. The same has been tabulated in table 3.

Table 3
Category of Teachers in accordance with the level of Emotional Intelligence

Degree of EI	Sigma limit	Score range	No. of teachers	Percentage
Very High	+2σ and Above	865 and Above	12	10
High	+1σ to +2σ	814-864	18	15
Above Average	M+1σ	780-813	18	15
Average	M-1σ	760-779	12	10
Poor	-1σ to -2σ	690-756	30	25
Very Poor	-2σ and Below	689 and Below	30	25

N=120

On perusal of the above table, it was revealed that 25% of the total samples were regarded to have high level of Emotional Intelligence and 25% are having average and 50% are having poor

son to other scores. The mean scores of Male, Senior Secondary Teachers and Post-Graduate Teachers were more than the total mean scores where as it was less in case of Female, Experienced Teachers, Inexperienced Teachers, Secondary and Graduate Teachers.

The Median of male, female, experienced, inexperienced, secondary, senior secondary, graduate and post graduate were 731.85, 749.5, 726.42, 717.68, 746.56, 737, 744.12, 727 respectively. The mode of male, female, experienced, inexperienced, secondary, senior secondary, graduate and post graduate were found to be 679.89, 762.84, 748.56, 740.7, 762.48, 573.9, 734.12 and 653.82. The median and mode values for female, experienced, inexperienced and secondary teachers were greater than the mean value but in other cases it is less than the mean value. Therefore, the normal probability curve almost in case of entire sub samples were deviated from normality as it is clear from the above table 1.

Categorization of Teachers on Emotional Intelligence Scale.

Measures of Central Tendency and Variations on Emotional Intelligence of Teachers, shown in the table 2,

Emotional Intelligence.

Thus, is because, in geographical situation of this part, the teachers are not aware of knowledge about Emotional Intelligence.

The scores were then calculated as per the conditions of normality in respect of inclusion of percentage of cases within $\pm 1\sigma$ limits, $\pm 2\sigma$ limits and $\pm 3\sigma$ limits. 65.83% of the cases lie in between $\pm 1\sigma$, 95% of cases lies in between $\pm 2\sigma$ and 99.99% of the cases lie in between $\pm 3\sigma$ as against 68.26% ($\pm 1\sigma$), 95.44 ($\pm 2\sigma$) and 99.73% ($\pm 3\sigma$) respectively. As the % of cases obtained in the different sigma units differs because the Emotional Intelligence score not been obtained in the right direction, it might be because of less number of sample taken for the study.

ANALYSIS AND INTERPREATATION

Attempts have been made to make differential analysis due to the impact of intra-variable in the sample. For this, the sample has been spited into four categories of sub samples. They are:-

- Male vs. Female teachers,
- Graduate vs. Post-Graduate teachers,
- Experienced vs. Inexperienced teachers,
- Secondary vs. Senior Secondary.

For finding out the difference between two sub samples of teachers in all cases the test of significance of difference between the means of independent samples were applied to calculate 't' ratios and the same was tested for significance to accept and reject the null hypothesis. The details of the sub sample analysis were presented in the following pages.

Gender Wise Differences in Emotional Intelligence:

For determining the significant difference if any, in the Emotional intelligence of the sub sample of Male and Female teachers the 't' ratio was calculated, the result is shown in table 4.

Table 4

Summary of the 't' ratio on emotional intelligence of male and female teachers

Variation	Sub Sample	N	Mean	SD	SED	t-ratio	Remarks
Gender	Male	60	757.83	84.5	16.32	0.92	NS
	Female	60	742.83	94			

On perusal of the above table, it was revealed that the calculated value of 't' being 0.92 was much lesser than the table value of 't' at 118 degrees of freedom even at 0.05 level of significance. Hence the 't' was insignificant. Therefore, the null hypothesis that "there does not exist significant difference in Emotional intelligence of secondary and senior secondary teachers in relation to Gender variation" was accepted. From this it may be inferred that male and female teachers do not differ in their emotional intelligence with regard to gender.

The results seems to be indicating that normal or usual gender differences, which are found, replicated in most studies in the area of emotional intelligence those significantly favoured females Buck (1984), Mayer and Geher (1996), Bastian (2005), Singaravelu (2007); are not true with the specific group of male and female teachers of Hailakandi. However, the result is confirmative with the study of Edannur(2010) who conducted the study in the same area, where found that, the gender of the teacher educators did not make any differential influence on their Emotional Intelligence.

Educational qualification wise difference in emotional intelligence:

For determining the significant difference if any, in the emotional intelligence of the sub sample of Graduate and Post-Graduate teachers the 't' ratio was calculated, the result is shown in table 5.

Table 5

Variation	Sub Sample	N	Mean	SD	SED	t-ratio	Remarks
Academic qualification	Graduate	65	749.12	101	19.11	0.76	NS
	Post Graduate	55	763.59	107			

On perusal of the above table, it was revealed that the calculated value of 't' being 0.76 was much lesser than the value of 't' at 118 degrees of freedom even at 0.05 level of significance. Hence the 't' was insignificant. Therefore, the null hypothesis that "there does not exist significant difference in Emotional Intelligence of secondary and senior secondary teachers in relation to qualification variation" was accepted. From this it may be inferred that Graduate and Post-Graduate teachers do not differ in their emotional intelligence with regard to qualification variation.

Teaching experience wise differences in emotional intelligence:

For determining the significant difference if any, in the Emotional intelligence of the sub sample of Experienced and inexperienced teachers the 't' ration was calculated, the result is shown in table 6.

Table 6

Summary of the 't' ratio between experienced and inexperienced teachers in emotional intelligence

Variation	Sub Sample	N	Mean	SD	SED	t-ratio	Remarks
Teaching experiences	Experienced	60	715.35	94	18.88	0.49	NS
	Inexperienced	60	706.17	112			

On perusal of the above table, it was revealed that the calculated value of 't' being 0.49 was lesser than the table value of 't' at 118 degree of freedom at 0.05 level of significance. Hence, the 't' was insignificant. Therefore, the null hypothesis that "there does not exist significant difference in Emotional Intelligence of secondary and senior secondary teachers due to experience variation" was accepted. From this it may be inferred that experienced and inexperienced teachers do not differ in their emotional intelligence with regard to their teaching experiences variation.

Summary of the 't' ratio between secondary and senior secondary Teachers, shown in the Table 7,

Table 7

Variation	Sub sample	N	Mean	SD	SED	t ratio	Remarks
Designation	Secondary	60	738.6	107	18.91	4.23	Significant
	Sr.Secondary	60	818.55	100			

On perusal of the above table, it was revealed that the calculated value of 't' being 4.23 was greater than the table value of 't' at 118 degrees of freedom at 0.01 and 0.05 level of significance. Hence, the 't' was significant. Therefore, the null hypothesis that, "There does not exist significant difference in Emotional Intelligence of teachers teaching at Secondary and Senior Secondary level" was rejected. From this it may be inferred that secondary and senior secondary school Teachers differ in their Emotional Intelligence with regard to their designation.

Summary and recommendations:

Summary

Major findings of the review revealed that emotional intelligence is the driving force behind the factors that affect personal success and everyday interaction with others. Studies of emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interaction and discussion of any given day. Emotional intelligence predicts as much as 80% of the person's success in life, whereas general intelligence predicts about 20%,Goleman(1995) .

Very little study has been conducted on emotional intelligence of the secondary and senior secondary school teachers in this particular area of southern Assam. But emotional intelligence of the teachers is very relevant, because only and emotionally healthy teacher can properly guide the students. It is also observed that very few studies has been conducted to find out difference in emotional intelligence of secondary and senior secondary school teachers according to the intra-variables variation. Hence, the problems aims to explore the emotional intelligence of teacher teaching at secondary and senior secondary levels, emotional intelligence of teachers in relation to some personal variables variation and to find out difference in emotional intelligence of secondary and senior secondary school teachers of this particular area.

Major findings

Results obtained were discussed in the light of the objectives and hypothesis framed. The null hypotheses tested for significance in the result section have been interpreted in terms of rejection and acceptance depending upon the result.

- Emotional intelligence of teachers is not normally distributed.
- Gender wise no difference in emotional intelligence of secondary and senior secondary teachers found.
- Experience wise difference emotional intelligence was studied and found insignificant in support of the null hypothesis.
- Qualification wise difference in emotional intelligence was studied in which the null hypothesis formulated earlier that there does not exist significant different in emotional intelligence of teachers in relation to qualification variation was accepted.
- Designation wise difference in emotional intelligence was studied in which the null hypothesis formulated earlier that there does not exist significant difference in emotional intelligence of teachers teaching at secondary and senior secondary level was rejected.

Conclusion

In conclusion, result in the study were consistent with expectations that there does not exist significant difference in emotional intelligence of teachers teaching at secondary and senior secondary schools in relation to sex, experience and qualification variation. The study also revealed that the total samples were regarded to have high level of emotional intelligence 25%, and 25% are having average and 50% are having poor emo-

tional intelligence. This is because, due to geographical location of Barrack Valley of Hailakandi district which is situated in the southern part of Assam, the teacher of this particular area are not aware of knowledge about emotional intelligence.

Recommendation and further implication of the study

- The present study covers 10 secondary and senior secondary school teachers from only one district. Therefore, a study drawing sample from all the Secondary and Senior Secondary schools of the district or sample drawing from all the district of the state of Assam likely to provide comparatively more comprehensive picture of the secondary and senior secondary school teachers with respect to the variables under investigation.
- A study of different variables under investigation can be carried out at primary, secondary and senior secondary school teachers and their emotional intelligence can be studied as per their level of teaching.
- Efforts should be made to ensure the emotions of teachers are not suppressed rather channelized through various activities like sport, games, stage performances etc.

- They must learn the power of hum our and beauty of emotional and physical wellbeing.
- Attending training, workshops and seminars on personality development.
- Reading books and articles related to personality improvement and value education are quite helpful.etc.

This study provides an empirical basis for understanding as to how much the high emotional intelligence teachers have come up in comparison to the low emotional intelligence teachers. Also we can feel the direction in which some steps can be taken to improve the psychological make-up of the low emotional intelligence teachers in order to enhance their emotional intelligence. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation. Since, teacher's personality, behaviour, interest, attitude and emotions affect the children's behavioural pattern. So, a teacher should understand and learn how to channelize his own emotions and other attributes as well as the same of pupils in the teaching learning process.

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