

Emotional Intelligence in Relation to Occupational Self-efficacy and Personality of Secondary School Teachers

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ABSTRACT

This study endeavoured (i) to assess the level of emotional intelligence of secondary school teachers, and (ii) to study the influence of occupational self-efficacy, personality and their interaction on emotional intelligence of secondary school teachers. A sample of 240 secondary school female teachers was randomly selected from various secondary schools of state Haryana. Data analysis revealed (i) significant independent effect of occupational self-efficacy and personality on emotional intelligence; and (ii) significant two factor interactive effect of variables on interpersonal management skill of secondary school teachers.

Keywords: Emotional Intelligence, Occupational self-efficacy, Personality, Secondary school teachers

Introduction

Salovey and Mayer (1990) first introduced emotional intelligence conceptualising it as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions.” Goleman (1995) expanded Salovey and Mayer’s work to consider how emotional intelligence differed from cognitive intelligence, or I.Q., which has been shown to be a weak predictor of job performance (Sternberg and Detterman, 1986). Instead, what seemed to be the most significant predictors of performance and success were more affective abilities such as emotional control and the ability to get along with others. Goleman (1995) offered a definition of emotional intelligence as “the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our

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relationships.” In light of the findings cited above, Goleman (1995) posited human competencies like self-awareness, self-discipline; persistence and empathy are of greater consequence than IQ in predicting performance.

The popularity of emotional intelligence during the past decade has led researchers to examine its potency in various areas of humans functioning. Thus, it has been found that emotional intelligence is related to life success (Bar-on, 2001), life satisfaction and well being (Palmer, Walls, Bergess, and Stough, 2002), interpersonal relationships (Fitness, 2001). Some other empirical studies have also found emotional intelligence as an important tool related to positive criterion such as prosocial behaviour, parental warmth, and positive family and peer relations (Mayer, Caruso and Salovey, 1999; Rice, 1999; Salovey, Mayer, Caruso and Lopes, 2001).

The measures of emotional intelligent competencies have also been shown to relate to other selected personality measures. Emotional intelligence has shown associations with Type B personality, Myers Briggs measures of intuiting and feeling; and the NEO-PR measures of extroversion (Byrne,2004). In his study to determine whether a relationship exists between personality (Types A and B) and emotional intelligence, found that people with a mixture of both Type A and Type B were higher in emotional intelligence. Furthermore, it was found that Type B was positively correlated with social skills competencies (Cited at Reed, 2005).

From literature review, it appears that emotional intelligence provides a very unique kind of ability by linking cognitive and affective sphere of human personality. Numbers of personal, social and personality factors seem to affect emotional intelligence to a great extent. One has to concede to the fact that emotional intelligence is environmental in nature and can be learned and increased over lifetime of an individual.

Study Rationale

The aim of an education is the all round development of the child. In the pursuit of this goal, teachers play a significant role. Along with the design and execution of an intelligent curriculum, its effective implementation requires an emotionally intelligent teacher who can sense the slightest changes in the classroom and can manoeuvre the teaching strategies accordingly. An emotionally intelligent teacher

can bring about a positive social and behavioural change in the students by presenting before him a model behaviour and emotional intelligence in his day to day teaching and dealing with the students. Thus, in order to identify and develop such characteristics in our teachers, we need to assess the emotional intelligence of teachers.

It is clear from research that teachers have great potential to effect students' educational outcomes (Anderson, 2004). There is substantial evidence indicating that schools make a difference in terms of student achievement, and the significant factor in that difference is attributable to teachers. Effective teachers can do wonders in classrooms. Effective teachers believe that they can make a difference in student learning outcomes and they teach in a way that demonstrates that belief (Gibbs, 2002). Teacher effectiveness is governed by levels of self-efficacy, that is, the belief teachers have about their teaching capabilities (Gibbs, 2002; Tschannen-Moran, Woolfolk-Hoy and Hoy, 1998). Departments of education acknowledge this link between teacher effectiveness and teacher self-efficacy. Teachers who have "a high sense of efficacy about their teaching capabilities can motivate their students and enhance their students' cognitive development" (Bandura, 1994).

Sutton and Wheatley (2003) suggest that "the substantial variation in teacher efficacy may result in part from variance in teachers' emotions". Chan (2004) found that "self-efficacy beliefs were significantly predicted by the components of emotional intelligence" and suggested that differences between teachers might affect this relationship. Previous research, although limited, has focused on "emotions as a consequence rather than an antecedent" of efficacy beliefs (Sutton and Wheatley, 2003). Emmer and Hickman (1991) recommended research to explore the relationship between teacher emotions and efficacy beliefs.

There are several reasons to understand emotional intelligence and personality together. Emotional intelligence is a part of human personality, and personality provides the context in which emotional intelligence operates. Understanding emotional intelligence as a part of the broader personality system also can alert researchers as to what parts of personality may influence emotional intelligence, increase its effects, or lower them.

Despite the many reports on the relationships between self-efficacy, personality to emotional intelligence, there is scarce if any documentation of the influence of self-efficacy, personality and their interactive effect on emotional intelligence which will address

differences in teachers based on self-efficacy and personality. Keeping this in view the present study was planned.

The study was conducted on female teachers belonging to age group 35-50, having experience more than five years in the light of reported gender differences, age differences in emotional intelligence in some studies (Amirtha and Kadheravan, 2006; Katyal and Awasthi, 2005; Tapia and Marsh, 2001).

The study deals specifically with secondary school teachers. Secondary education is an important subsector of the entire education system because it is the most crucial stage of life. Secondary school teachers require high level of emotional competency due to demanding situation, while dealing with adolescent children who suffer from swing moods and emotional instability. Therefore, it was essential to investigate level of emotional intelligence of secondary teachers. Research review says that emotional competence is related to the demonstration of self-efficacy in emotion eliciting social interactions (Saarni, 1997). But whether self-efficacy can be viewed as a means of enhancing emotional intelligence? Whether emotional regulation and management is affected by personality type? Keeping the above background in view the present study was taken up with the following objectives.

Objectives

1. To study the level of emotional intelligence of secondary school teachers.
2. To study the influence of occupational self-efficacy, personality and their interaction on emotional intelligence of secondary school teachers.

Methodology

Sample

A study was conducted on 240 female teachers (35-50 year old) teaching Class VII- IX having a teaching experience of >5 years who were randomly selected from various secondary schools of state Haryana.

Tools Used

1. Teachers' Emotional intelligence Inventory (tEQi) by Shubra Mangal
The tEQi consists of 200 items measuring four factors of emotional intelligence i.e. Awareness of self and others (AOS),

Professional orientation (PO), Intrapersonal management (INTRA M), and Interpersonal management (INTER M).

The test-retest and split-half reliability coefficient of the scale was found to be .96 and 0.95 respectively. Construct and criterion validity of the scale were established.

2. *Occupational Self-Efficacy (OSE) Scale by SanjayPethe, Sushma Chaudhary and Upender Dhar*

The scale consists of 19 items identifying six factors of self-efficacy i.e. Confidence (C), Command (CO), Adaptability (A), Personal effectiveness (PE), Positive attitude (PA) and Individuality (I).

The odd-even reliability coefficient of the scale was found to be 0.98. Face and content validity of the scale were established.

3. *Introversion-Extroversion Inventory (IEI) by Dr. P.F. Aziz and Dr. Rekha Agnihotry.*

The inventory consists of 60 items – 30 pertaining to an introvert's characteristics and 30 to an extrovert's characteristics.

The test-retest reliability coefficient of the inventory was found to be 0.95. The criterion related validity coefficient was found to be 0.95.

Method

The present study is an ex-post facto type in which descriptive survey method has been used.

Data Collection

The State Haryana was divided into four zones viz. North, East, South and West. Then using lottery method one district was selected from each zone. A list of secondary schools located in these four districts was obtained from office of the concerned district education officer. Out of that list 20 schools (five from each district) were randomly selected for collection of data. The investigators personally visited the schools one by one. A list of all regular female teachers teaching Class VII-IX with experience above 5 years, ranging in age 35 to 50 years was prepared with the help of headmaster/headmistress of the concerned school. After rapport formation investigators administered the tools to all those listed teachers present on the day. Initially, 450 secondary teachers of Haryana State were chosen. Out of this, the responses of only 290 teachers could be taken for analysis, as only two levels in case of independent variables (High or low in case of occupational self-efficacy and introversion or extroversion in case of personality) were taken into consideration. Then, the extrovert and

introvert teachers were divided into two parallel groups- extroverts having high occupational self-efficacy, extroverts having low occupational self-efficacy, introverts having high occupational self-efficacy and introverts having low occupational self-efficacy. From each of these groups, 60 teachers were selected randomly, that is 60 from each combination group. In this way final sample comprised of 240 teachers as given in the following Table 1:

Table 1
Distribution of Sample of Secondary School Teachers (N=240)

	High Occupational Self- efficacy	Low Occupational Self- efficacy
Extroverts	60	60
Introverts	60	60

Statistical Techniques Employed

In order to study the influence of personality, self-efficacy and their interaction on emotional intelligence 2-way ANOVA (2x 2 bivariate factorial designs) was employed. The first independent variable occupational self-efficacy (A) varied in two ways- High (A₁) and Low (A₂); the second independent variable personality (B) varied in two ways-Extrovert (B₁) and Introvert (B₂). In case of significant main effects as well as interactions, the ANOVA was supplemented by t-test.

Analysis and Interpretation of Data

In pursuance of the objectives data was analysed and interpreted under the following heads (1-2):

1. Level of emotional intelligence of secondary school teachers

Table 2
Classification of Subjects into Three Groups on the Basis of their Score in Emotional Intelligence Inventory (N=240)

Emotional intelligence Dimensions	High Level		Moderate Level		Low Level		N
	N	%age	N	%age	N	%age	
Awareness of Self and Others	32	13.33%	172	71.67%	36	15%	240
Professional Orientation	35	14.58%	168	70%	37	15.42%	240

Emotional Intelligence in Relation to Occupational...

Intrapersonal Management	36	15%	164	68.33%	40	16.67%	240
Interpersonal Management	38	15.83%	162	67.5%	40	16.67%	240
Total Emotional Intelligence	39	16.25%	160	66.67%	41	17.08%	240

The inferences regarding percentage of subjects falling into different dimensions of emotional intelligence are revealed in figure 1 also.

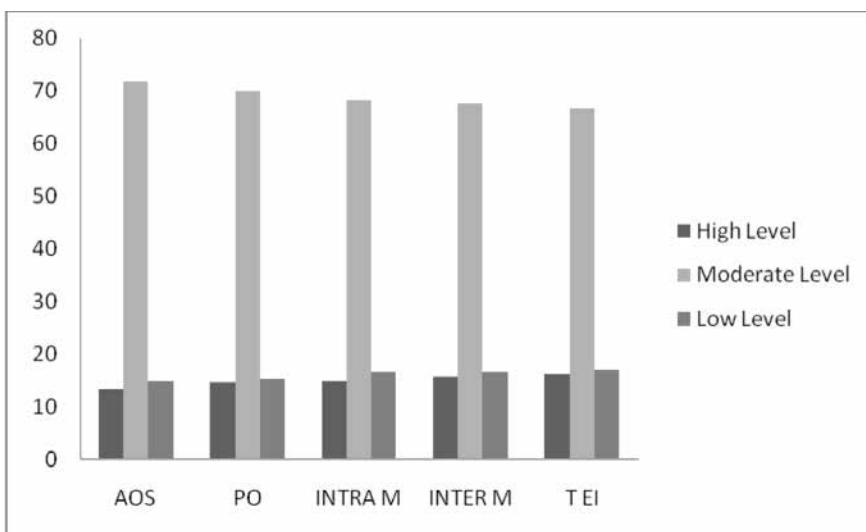


Fig. 1: AOS-Awareness of self and others, PO-Professional Orientation, INTRA PM- Intrapersonal management, INTER PM- Interpersonal management, T EI- Total Emotional intelligence

2. Influence of occupational self-efficacy and personality on emotional intelligence of secondary school teachers

The summary of ANOVA (2x2x2) is given in Table 3.

Table 3
Summary of 2x2 Factorial Design ANOVA of Emotional Intelligence (N=240)

	df	Sum of Squares					Mean squares					F- value				
		Emotional Intelligence Dimensions					Emotional Intelligence Dimensions					Emotional Intelligence Dimensions				
		AOS	PO	INTRA M	INTER M	T EI	AOS	PO	INTRA M	INTER M	T EI	AOS	PO	INTRA M	INTER M	T EI
A	1	1653.12	406.13	202.51	1018.13	11438.28	1653.12	406.13	202.51	1018.13	11438.28	18.36*	14.87*	22.08*	10.86*	64.96*
B	1	4584.03	3444.5	962.51	5791.57	54532.53	4584.03	3444.5	962.51	5791.57	54532.53	50.91*	126.08*	104.96*	61.79*	309.69*
A x B	1	140.28	3.78	96.26	5644.7	.0025	140.28	3.78	96.26	5644.7	.0025	1.56 (NS)	0.14 (NS)	0.78 (NS)	60.23*	.000014 (NS)
Within SS	236	11164.6	3387.06	1136.47	11621.91	21834.69	90.0370	27.32	9.17	93.73	176.09					
Total	239	17542.03	7241.47	2397.75	24076.31	87805.50										

* Significant at .01 level, NS-not significant even at .05 level

A-Occupational self-efficacy, B-Personality, AOS-Awareness of self and others, PO-Professional orientation, INTRA PM- Intrapersonal management, INTER PM- Interpersonal management, T EI- Total emotional intelligence

2.1 Emotional intelligence by occupational self-efficacy

From Table 3 it can be seen that the F-value for occupational self-efficacy with respect to AOS, PO, INTRA M, INTER M and T EI is 18.36, 14.87, 22.08, 10.86 and 120.96 respectively, which is significant at 0.01 with df=1/236. It means occupational self-efficacy had significantly independent effect upon AOS, PO, INTRA M, INTER M and T EI of secondary school teachers.

The mean profiles of teachers having high and low occupational self-efficacy level on dimensions of emotional intelligence have been plotted in Figure 2.

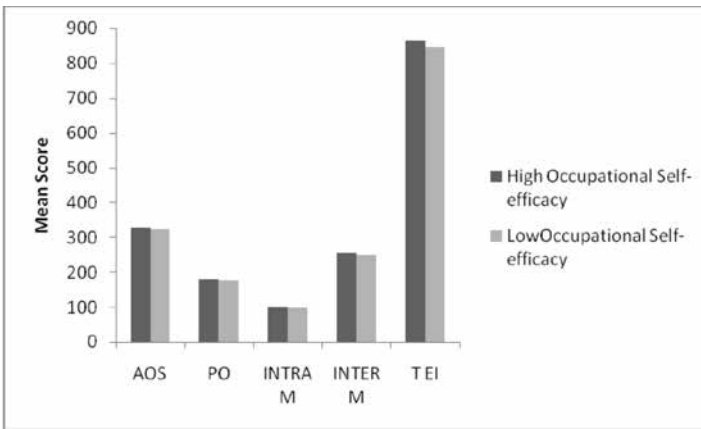


Fig. 2: AOS-Awareness of self and others, PO-Professional Orientation, INTRA PM- Intrapersonal management, INTER PM- Interpersonal management, T EI- Total Emotional intelligence

In order to interpret these mean values, t-test was applied. The results for the same have been given Table 4.

Table4
Occupational Self-efficacy Wise Mean, SD and t-value of Emotional Intelligence

EI dimensions	Group	N	Mean	SD	t-value	Remark
AOS	A1	120	329.50	9.51	6.36	p<.01
	A2	120	322.31	7.92		
PO	A1	120	179.12	7.38	3.74	p<.01
	A2	120	176.08	7.36		
INTRA M	A1	120	100.63	3.97	4.68	p<.01
	A2	120	98.11	4.37		
INTER M	A1	120	256.38	12.59	3.72	p<.01
	A2	120	250.73	10.86		

T EI	A1	120	866.14	24.36	5.95	p<.01
	A2	120	847.23	24.88		

AOS-Awareness of self and others, PO-Professional Orientation, INTRA PM- Intrapersonal management, INTER PM- Interpersonal management, T EI- Total Emotional intelligence

From Table 4 it is clearly evident that secondary school teachers of different occupational self-efficacy levels differed significantly at .01 level in all the dimensions of emotional intelligence i.e AOS,PO,INTRA M, INTER M and in their T EI score which favored teachers with high occupational self-efficacy to score more when compared to teachers with low occupational self –efficacy.

2.2 Emotional intelligence by personality

From Table 3 it can be seen that the F-value for personality is 50.91 which is significant at 0.01 with df =1/236. It shows personality significantly influenced the emotional intelligence of secondary school teachers. The mean profiles of extrovert and introvert teachers on dimensions of emotional intelligence have been plotted in Figure 3.

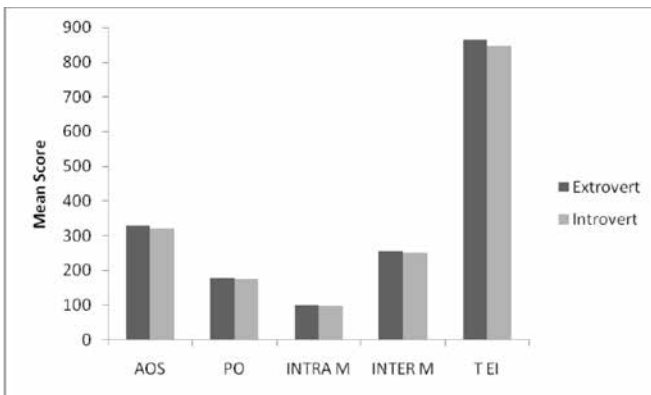


Fig. 3: AOS-Awareness of self and others, PO-Professional Orientation, INTRA PM- Intrapersonal management, INTER PM- Interpersonal management, T EI- Total Emotional intelligence

In order to interpret these mean scores, t-test was applied. The results for the same have been given in Table 5.

Table 5
Personality wise Mean, SD and t-value of Emotional Intelligence

EI dimensions	Group	N	Mean	SD	t-value	Remark
AOS	B1	120	331.89	8.23	12.70	p<.01
	B2	120	319.92	6.24		

PO	B1	120	183.05	4.47	14.66	p<.01
	B2	120	172.67	6.34		
INTRA M	B1	120	102.11	2.70	12.59	p<.01
	B2	120	96.63	3.93		
INTER M	B1	120	260.28	11.39	10.41	p<.01
	B2	120	246.83	8.42		
TEI	B1	120	877.33	15.67	5.95	p<.01
	B2	120	836.05	16.81		

AOS-Awareness of self and others, PO-Professional orientation, INTRA PM- Intrapersonal management, INTER PM- Interpersonal management, TEI- Total emotional intelligence

From Table 5 it is clearly evident that extrovert and introvert secondary school teachers differed significantly at .01 level in all the dimensions of emotional intelligence i.e. AOS, PO, INTRA M, INTER M and in their T EI score, which favoured extrovert teachers to score more when compared to introvert teachers.

2.3 Interaction effect on emotional intelligence

F-value for the interaction between occupational self-efficacy and personality (A x B) with respect to INTER M is 45.79 (vide Table 3 for df= 1/236) is significant at .01 level, leading to inference that the two variables interact with each other.

The interaction effect between occupational self-efficacy and personality has been shown graphically in Figure 4.

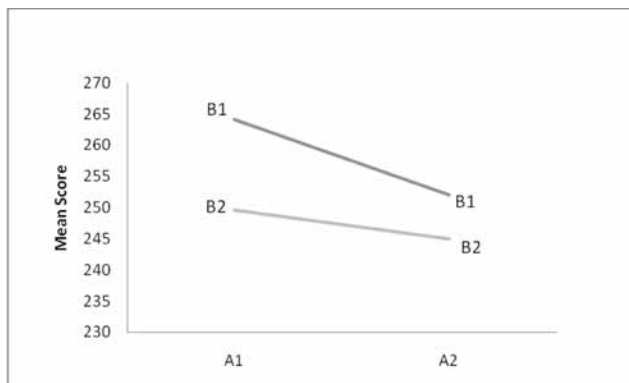


Fig. 4: A1: High Occupational Self-efficacy, A2: Low Occupational Self-efficacy, B1: Extrovert, B2: Introvert

The non-parallel lines in Figure 4 show the presence of interaction is significant. To investigate further, the interaction between occupational self-efficacy and personality, the t-ratios were computed. The results for the same have been given in Table 6.

Table 6
Significance of Difference of Mean Scores of Interpersonal Management Skill (INTER M) of Different Combination Groups for Occupational Self-efficacy x Personality

Group (Mean)	A1B1 (264.09)	A1B2 (249.66)	A2B1 (252)	A2B2 (245)
A1B1 (264.09)	-	5.02*	2.02 **	7.31*
A1B(249.66)	-	-	3.53*	2.84*
A2B1(252)	-	-	-	6.31*
A2B2(245)	-	-	-	-

*.01 level of significance, **.05 level of significance, A1 -high occupational self-efficacy, A2 -low occupational self-efficacy, B1 -extrovert, B2- introvert

Table 6 shows that

- Extrovert teachers having high occupational self-efficacy level have more interpersonal management skills (M=264.09) than introvert teachers having high occupational self-efficacy level (M=249.66).
- Extrovert teachers having high occupational self-efficacy scores have more interpersonal management skills (M=264.09) as compared to extrovert teachers having low occupational self-efficacy (M=252).
- Extrovert teachers having high occupational self-efficacy level have more interpersonal management skills (M=264.09) than introvert teachers having low occupational self-efficacy level (M=245).
- Extrovert teachers having low occupational self-efficacy level have more interpersonal management skills (M=252) than introvert teachers having high occupational self-efficacy level (M=249.66).
- Introvert teachers having high occupational self-efficacy level have more interpersonal management skills (M=249.66) than introvert teachers having low occupational self-efficacy level (M=245).
- Extrovert teachers having low occupational self-efficacy level have more interpersonal management skills (M=252) than introvert teachers having low occupational self-efficacy level (M=245).

Table 6 also shows that extrovert teachers having high occupational self-efficacy level have maximum interpersonal management scores (M=264.09), while introvert teachers having low occupational self-efficacy level have minimum interpersonal management scores (M=245). Figure 4 also supports the same interpretation.

Findings of the Study

1. There exists significant difference in emotional intelligence of secondary school teachers with respect to occupational self-efficacy.
2. There exists significant difference in emotional intelligence of secondary school teachers with respect to personality.
3. There exists significant influence of occupational self-efficacy and personality on interpersonal management skill of secondary school teachers.

Discussion of the Findings

The discussion is presented under the three subheads:

Emotional intelligence and occupational self-efficacy

From the results it is clearly evident that emotional intelligence is significantly more in case of secondary school teachers having high occupational self-efficacy in comparison to secondary school teachers having low occupational self- efficacy. The results are in consonance with the findings of Sailaja and Uma Devi (2010) who reported significant differences between the emotional intelligence of adolescents with different self-efficacy levels favouring adolescents with high self-efficacy to score better than medium and low self-efficacy levels on all dimensions of emotional intelligence.

The results reveal that secondary school teachers with high occupational self-efficacy level are comparatively more professionally oriented and are more aware of self and others. This may be due to the reason that teachers with high level of self-efficacy are better skilled in art of doing work efficiently, which make them more predictive about the possible problems and issues faced during the work carried out by their colleagues. This way they develop the ability to monitor feelings from moment to moment. Interestingly, present results are similar with the findings revealed by Phillips and Gully (1997) where under graduates with high self-efficacy levels were found to set goals by themselves, better performance in the examinations with

high goal orientation and with internal locus of control. Coladarci (1992) and Evans and Tribble (1986) observed higher professional commitment for efficacious in-service and pre-service teachers respectively. This also indicates a probable correlation between professional commitment and profession orientation which may be verified in a further study.

Results also indicate that secondary school teachers with high occupational self-efficacy are higher on skills of intrapersonal and interpersonal management than teachers with low occupational self-efficacy. Self-efficacy positively influence the ability to express feelings and convey ideas with confidence. Teachers with high self-efficacy being more empathetic establish relationships and are more socially responsible. It is interesting to note that Saarni (1997) in a study found that self-efficacy and social interactions are central to emotional competent functioning of individuals.

Emotional intelligence and personality

It is apparent from the results that emotional intelligence is significantly more in case of extrovert secondary school teachers as compared to introvert secondary school teachers. The study supports the findings of H.S. and Betsur (2010) that extroverts are more emotionally intelligent.

The results reveal that extrovert secondary school teachers are more professionally oriented and more aware of self and others than introverts. It may be because of their continuous interaction that allows them to understand the feelings of others and they respond to it frequently. While discussing and interacting with people they become more aware of career prospects, existing and coming opportunities for growth and advancement of their careers. Introverts derive the information from secondary sources only, rarely engaging themselves with primary sources of information. The observation is supported by the research work of Khanwelier on introverted professionals. According to introverts, extroverts are more likely to excel in their workplace (Kahnweiler, 2009).

Results also indicate that extrovert teachers are higher on intrapersonal as well as on interpersonal management skill. This may be attributed to the reason that extroverts express their feeling in a better way and have comparatively more confidence to convey their ideas. They are oriented outside, for surroundings and are more capable of building bonds and taking initiatives. Also because of their more interaction with people they withstand adverse events

and stressful situations and have better opportunities to manage others effectively as compared to their counterparts.

Interactional effect of occupational self-efficacy and personality on emotional intelligence

Regarding interactional effect, the joint effect of factors occupational self-efficacy and personality is found significant on dimension interpersonal management skill. The probable reason for significant interaction effect may be due to the two different ways in which each factor is varying viz. high and low occupational self-efficacy level; and extrovert and introvert teachers.

Educational Implications

1. Since emotionally intelligent teachers are more likely to succeed in classroom. In schools efforts should be made to develop in teachers the appropriate level of emotional intelligence. In this context special attention should be given to teachers having low level of emotional intelligence. Emotional intelligence may be developed through emotional competences (Goleman 1998; Steiner 1997; Höpfl and Linstead 1997; Cooper and Sawaf 1997; Martinez 1997). Thus, high quality programmes can bear significant influence on the development of emotional competences in the desired direction.
2. Since pre-service teacher training (B.Ed.) is mandatory for secondary school teacher, so it is imperative for colleges of education to integrate emotional competencies within the objectives of pre-service training keeping in view the basic content and competency objectives, which future teachers are to develop in their students. Training in emotional competencies for prospective teachers will enable them to make a worthy response to the multiplicity of functions and educational demands.
3. Extrovert teachers are more emotionally intelligent as compared to introvert teachers. Therefore, we can attain optimum success in training needed competences if we take into consideration the personality type (introvert/extrovert) of teacher.
4. Since occupational self-efficacy has produced independent significant contribution to all dimensions of emotional intelligence and overall emotional intelligence. It is possible that enhancing teachers' self-efficacy will have a positive influence on their emotional intelligence. Hence, teachers must be trained to further enhance their self-efficacy levels which include cognitive,

motivational, and affective and selection processes to reach favourable levels of emotional intelligence throughout their life span. Thus, it is important to find ways to enhance self-efficacy of teachers.

Natesan (2004) reported that Positive Therapy (a package, combining the eastern techniques of Yoga and western techniques of Cognitive Behaviour Therapy) can enhance self- efficacy. Rajakumari and Natesan (2010) concluded from study on 150 adolescents that after the Positive Therapy, there was a significant enhancement in the level of general self-efficacy from low to moderate in Assessment II to high in Assessment III, indicating the beneficial effects of Positive Therapy in the enhancement of general self-efficacy. So, Positive Therapy can be practised over secondary school teacher, especially having low self-efficacy level.

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