

EMOTIONAL INTELLIGENCE AND SOCIAL SKILLS IN RELATION TO OCCUPATIONAL SELF-EFFICACY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Present study was conducted to see the relationship between emotional intelligence, social skills and occupational self-efficacy of secondary school teachers and to study the difference between emotional intelligence, social skills and occupational self-efficacy of male and female secondary school teachers. For this purpose a sample of two hundred secondary school teachers were selected through simple random sampling technique. The result of the study showed significant relationship between emotional intelligence and occupational self-efficacy, social skills and occupational self-efficacy of secondary school teachers. There exist significant interrelationship between emotional intelligence and social skills and occupational self-efficacy of secondary school teachers. Furthermore, findings reported no significant difference between emotional intelligence social skills and occupational self-efficacy of male and female secondary school teachers.

KEY WORDS: Emotional Intelligence, Social Skills, Occupational Self-efficacy, Secondary School Teachers

Emotional Intelligence

Emotional intelligence (EI), often measured as an emotional intelligence quotient, describes ability, capacity or skill to perceive access and manage the emotions of oneself, of others and of groups. As a relatively new era of psychological research, the definition of EI is constantly changing. The first attempt toward a definition was made by Salovey and Mayor (1990) who defined Emotional Intelligence as “the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions.”

Goleman (1998) defines emotional intelligence as a learned capability based on Emotional Intelligence resulting in outstanding performance at research. He identifies emotional and social competencies in his definition: Self-awareness-knowing what we are feeling and

using this understanding to make decisions; self-regulation-controlling over emotion so that they add to our well-being; empathy-understanding how others are feeling and having rapport with diverse people; and social skills-being able to understand social situations and to interact smoothly. Emotionally matured people are mentally healthy, well-adjusted and high on emotional intelligence. Emotional maturity is the acquisition of adoptive behavior that reduces escapes and avoids emotional disturbance of an individual. Therefore an emotionally mature individual is one who sees in clearer perspective and is continually involved in a struggle to gain healthy integration of feeling, thinking and action.

Social Skills

Social skills are defined as interpersonal behaviour that helps the individual in society. Social skills are the ability to interact with others that are considered as fundamental to human development (Odom et al. 1992). Social skills are essential for every social being. These skills are discrete, observable, and teachable behaviour that initiate and sustain social interaction and that are decently associated to measures of social competence.

Social skills help us to connect with others. They streamline our lives and prevent confusion. Gresham & Elliot (1984) noted following three general types of social skills' definitions e.g. (i) peer acceptance definition which suggest that social skills are those behaviour of children and adolescents who are accepted by or are popular with their peers, (ii) behavioural definitions which state that social skills are situation specific responses which increase the probability of positive reinforcement and decrease the probability of punishment, and (iii) social validity definitions which indicate that social skills are situation-specific behaviour which predict and/or correlate with important social outcomes.

Vaughn and colleagues (1993) found that outgoing and initiating behaviour, which are often needed for peer interaction, were less important to success in school and for interactions with teachers. The study found that cooperating and responding skills were more important in the school environment (Vaughn et al., 1993). There is much overlap in the skills necessary for peer and adult interactions. There is no definite proof, however, as to which skills are necessary for which type of interaction. While there is some agreement among authors as to which skills are considered social skills, there is little agreement as to which of these skills are most useful in producing various types of positive interactions.

Occupational Self-Efficacy

A person with a strong feeling of efficacy strongly influences a person's achievement. Self-efficacy is the measure of one's own abilities to complete tasks and reach goals. It is the persons believes about his and her ability and capacity to accomplish a task or to deal with challenges the concept of self-efficacy lies at the center of psychologist Albert Bandura.

According to Albert Bandura, self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. In other words, Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura (1994) described these beliefs as determinants of how people think, behave and feel.

Occupational self-efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess

certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context.

Need and significance of the study

A good teacher is a conscious, vibrant member of society. He is quite aware of his solemn, sincere duties towards his country. If he keeps himself well informed of, and enriched with adequate knowledge, he can serve his country meticulously well. As such he can justly be held as genuine harbinger of national progress.

Researchers observed that emotions always work together with cognition and motivation to help the person act appropriately in relation to the social context, or self-regulate. There is no denying the fact that one's emotional make up counts quite substantially towards one's ability to live, progress and adjust to others. In all sense, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Since these qualities count significantly towards a person's success in his area of achievement, it may induce him likewise to achieve the required success. If proper efforts are made for training the emotions and developing proper emotional intelligence potential, it will surely help in bringing mutual understanding, empathy, right actions, right behavior on the part of individual and groups, to live a better life in peace and cooperation.

Teacher education in our country has to face the challenge of producing teachers for a new society. However, in order to meet the challenge successfully, it is necessary to improve the quality of teacher educators. The part played by the teacher educator is most vital as he is the one who carefully produces teachers. The success of education is also based on the capabilities and competence of the teacher educator. His wisdom, knowledge and management of the class will depend upon so many factors. If a teacher educator has high level of occupational self-efficacy i.e. beliefs in one's capabilities, his effectiveness in the classroom situations will be helpful to produce good teachers. Occupational self-efficacy can be different, in different areas of life as it is task specific. It is not only important to build in students and teachers as well. The teacher who has positive attitude, confidence and the belief that he can handle all of the classroom challenges makes a huge difference in his effectiveness as a teacher.

Emotional intelligence is not learned in a standard intellectual way; it must be learned and understood on an emotional level. Intellectual understanding is the first important step, but the development of emotional intelligence depends on sensory, nonverbal learning and real-life practice. Emotional intelligence can lead to a pervasive sense to excel in life irrespective of age, caste, gender, creed or profession. It is found that people who are emotionally adapted, who know and manage their own feelings well and who read and deals effectively with other people's feelings are at an advantage in any domain of life. People with well-developed emotional skills are also more likely to be content and effective in their lives, mastering that habits of mind that foster their own productivity whereas people who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thought (Mayer, Salovey, and Caruso, 2000). But having a high emotional intelligence doesn't mean that the person never panics or loses his / her temper. Rather it means that he/she brings own feelings

under control and channels them into productive behaviors. The ability to bring out-of control emotions back into line results in what earlier generations called emotional maturity.

Vaughn and colleagues (1993) viewed social competence much like intelligence, which is seen as a higher order construct. The authors stated that effective social interactions are achieved by producing socially competent behaviour which comprising many interacting components including positive relationships with others, accurate/age appropriate social cognition, absence of maladaptive behaviour, and effective social skills (Vaughn, Zaragoza, Hogan, & Walker, 1993).

Occupational self-efficacy is specific in affecting the belief systems of different areas of occupation to a different extent. As we know, teacher holds the most crucial position in the education system. A teacher is responsible for the destiny of our children. He should possess certain qualities, capacities, competencies, capabilities in order to modify and shape the behaviour of the students in a certain specific direction. He should also have beliefs in his capabilities. This will enhance his efficacy in the classroom situations. In fact, teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. Employees with high occupational self-efficacy are often characterised by their tenacity and determination and driven by their belief in future success (Breso, Schaufeli, & Salanova, 2011). Empirical research has linked occupational self-efficacy with a wide range of attitudes, behaviours and work performance measures such as commitment (Schyns & Collani, 2002), job satisfaction (Rigotti et al., 2008).

Review of literature indicates that there is a dearth of research studies pertaining to emotional intelligence, social skills and occupational self-efficacy of secondary school teachers especially in the Indian context. Research review says that emotional competence is related to the demonstration of self-efficacy in emotion eliciting social interactions. So, justification for the study is derived from the limitation of past researches which suggests needs for additional research on the study of these variables.

Objectives of the study

Following were the objectives of present study:

1. To study emotional intelligence, social skills and occupational self-efficacy of secondary school teachers.
2. To study the relationship between emotional intelligence and social skills of secondary school teachers.
3. To study the relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.
4. To study the relationship between social skills and occupational self-efficacy of secondary school teachers.
5. To study the interrelationship among emotional intelligence, social skills and occupational self-efficacy of secondary school teachers.
6. To study the difference between emotional intelligence of male and female secondary school teachers.
7. To study the difference between social skills of male and female secondary school teachers.

8. To study the difference between occupational self-efficacy of male and female secondary school teachers.

Hypotheses

- There exists no significant relationship between emotional intelligence and social skills of secondary school teachers.
- There exists no significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.
- There exists no significant relationship between social skills and occupational self-efficacy of secondary school teachers.
- There exists no significant interrelationship among emotional intelligence, social skills and occupational self-efficacy of secondary school teachers.
- There exists no significant difference between emotional intelligence, social skills and occupational self-efficacy of male and female secondary school teachers.

Research Method

For the present study, the investigator adopted the descriptive survey method for the collection of data because this method was considered to be more suitable for the present problem.

Population and Sample

The target population for the study was all the secondary school teachers working in secondary school teachers of Haryana.

In the present study a sample of 200 secondary school teachers (100 male and 100 female) was drawn through random sampling method.

Tools used

In the present study the tools used for collecting data were:

1. Emotional intelligence scale by Ankool Hyde, Sanjay Pethe and Upender Dhar.
2. Adapted Hindi version of Matson's Evaluation of Social Skills with Youngsters by Sharma (2000).
3. Occupational self-efficacy scale by Sanjay Pethe, Sushma Chaudhary and Upender Dhar.

Statistical Techniques Used

Following statistical techniques were used to analyze the data:

- i. Mean and Standard Deviation (S.D.);
- ii. Pearson's product-moment coefficient of correlation 'r';
- iii. Coefficient of Multiple correlation 'R';
- iv. t-test for significance of difference between mean scores.

Analysis and Results**Analysis and interpretation based on descriptive statistics**

In order to calculate the values of the measure of central tendency (mean), standard deviation, skewness, kurtosis and frequency distribution emotional intelligence, social skills and occupational self-efficacy total scores of primary school teachers of the total sample-descriptive statistics were used. Further, C.I. denotes Class-Intervals; mid-pts denotes mid points and F denotes Frequency. The detail analysis and interpretation have been given in tables 1-3 (a) & (b):

Table-1(a)**Descriptive statistics of emotional intelligence total scores of secondary school teachers**

N	200
Mean	140.7
Median	139.0
Mode	129.0
S.D.	21.83
Variance	476.34
Sk	-1.04
Ku	2.81
Range	129.0
P ₂₅	129.0
P ₇₅	161.0

Table 1(a) depicts the values of mean, median and mode value of emotional intelligence total scores of secondary school teachers. The mean value comes out to be 140.7, median 139.0 and mode 129.0 respectively. The values of standard deviation (S.D.) and variance are 21.83 and 476.34 respectively which represent the centered scores from the mean position. The value of skewness is -1.036 which shows the distribution is negatively skewed and scores are normally distributed. The value of kurtosis is 2.81 which is greater than the kurtosis value i.e. 0.263. Thus, the curve is platokurtic.

Table-1(b)**Frequency distribution of emotional intelligence total scores of secondary school teachers**

Class Interval (C.I.)	Mid-Points (mid-pts)	Frequency (F)	Cumulative Frequency
170-179	174.5	11	200
160-169	164.5	42	189
150-159	154.5	16	147
140-149	144.5	31	131
130-139	134.5	35	100
120-129	124.5	33	65
110-119	114.5	17	32
100-109	104.5	14	15
90-99	94.5	0	1
80-89	84.5	0	1
70-79	74.5	0	1
60-69	64.5	0	1
50-59	54.5	0	1
40-49	44.5	1	1

Table 1 (b) shows the frequency distribution of emotional intelligence total scores of secondary school teachers. The maximum frequency is 42 and falls under class interval; 160-

169. Frequency distribution of emotional intelligence total scores of secondary school teachers is being shown below in figure 1:

Figure-1

Showing the frequency distribution emotional intelligence total scores of secondary school teachers

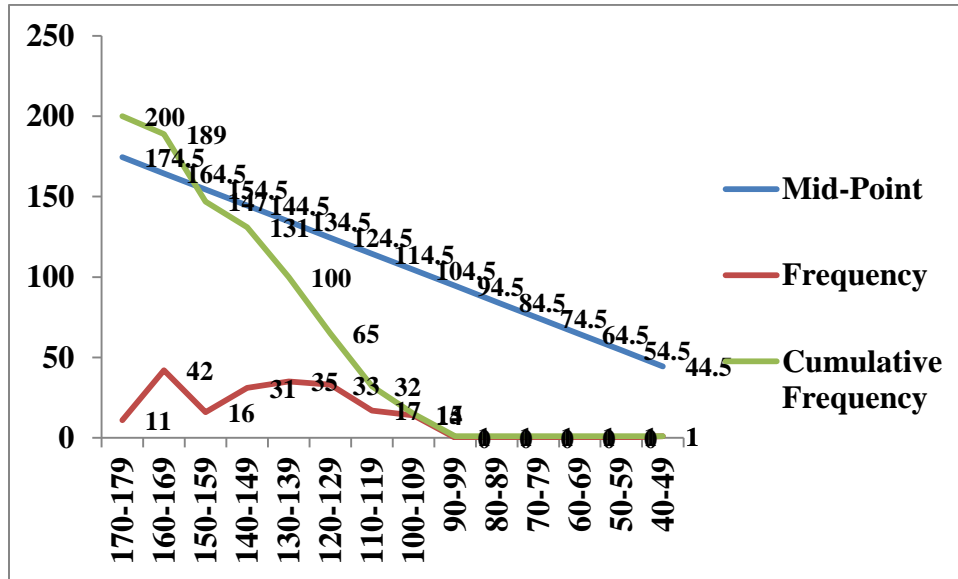


Table-2(a)

Descriptive statistics of social skills total scores of secondary school teachers

N	200
Mean	93.7
Median	93.0
Mode	92.0
S.D.	9.23
Variance	276.34
Sk	-1.04
Ku	2.81
Range	94.0
P ₂₅	93.0
P ₇₅	102.0

Table 2 (a) depicts the values of mean, median and mode value of social skills total scores of secondary school teachers. The mean value comes out to be 93.7, median 93.0 and mode 92.0 respectively. The values of standard deviation (S.D.) and variance are 9.23 and 276.34 respectively which represent the centered scores from the mean position. The value of skewness is -1.04 which shows the distribution is negatively skewed and scores are normally

distributed. The value of kurtosis is 2.81 which is greater than the kurtosis value i.e. 0.263. Thus, the curve is platokurtic.

Table-2(b)
Frequency distribution of social skills total scores of secondary school teachers

Class Interval (C.I.)	Mid-Points (mid-pts)	Frequency (F)	Cumulative Frequency
90-99	94.5	42	200
80-89	84.5	36	158
70-79	74.5	31	122
60-69	64.5	45	91
50-59	54.5	31	46
40-49	44.5	15	15

Table 2 (b) shows the frequency distribution of social skills total scores of secondary school teachers. The maximum frequency is 45 and falls under class interval; 60-69. Frequency distribution of social skills total scores of secondary school teachers is being shown below in figure 2:

Figure-2

Showing the frequency distribution social skills total scores of secondary school teachers

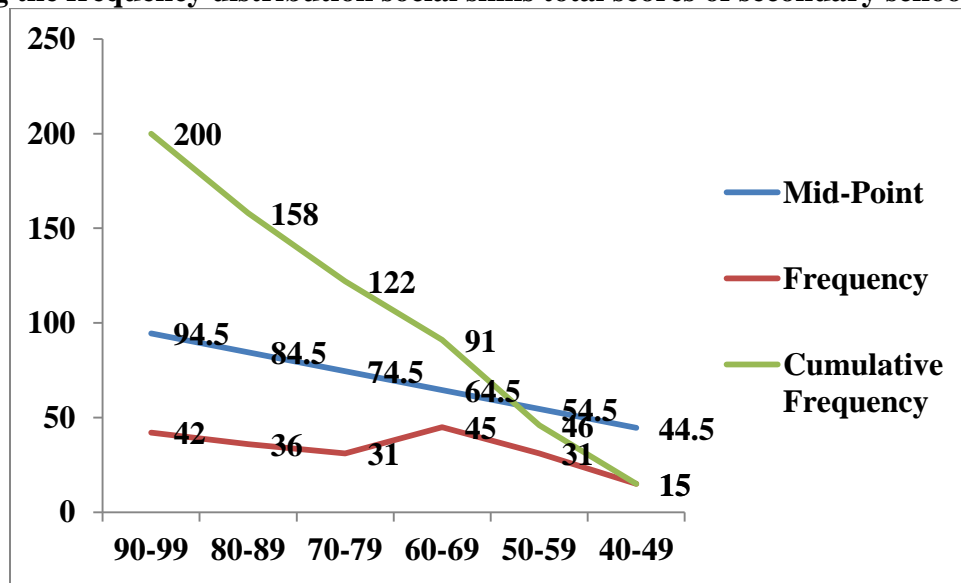


Table-3(a)

Descriptive statistics of occupational-self-efficacy total scores of secondary school teachers

N	200
Mean	75.96
Median	77.0
Mode	58.0
S.D.	14.77
Variance	218.26

Sk	-0.529
Ku	-0.22
Range	714.00
P ₂₅	65.25
P ₇₅	89.00

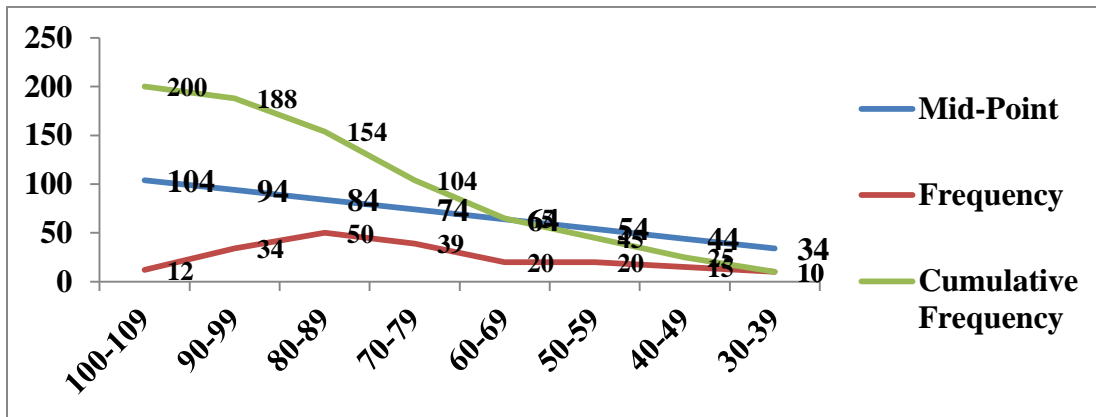
Table 3 (a) depicts the values of mean, median and mode value of occupational self-efficacy total scores of secondary school teachers. The mean value comes out to be 75.96, median 77.0 and mode 58.0 respectively. The values of standard deviation (S.D.) and variance are 14.77 and 218.26 respectively which represent the centered scores from the mean position. The value of skewness is -0.53 which shows the distribution is negatively skewed and scores are normally distributed. The value of kurtosis is -0.22 which is lesser than the kurtosis value i.e. 0.263. Thus, the curve is leptokurtic.

Table-3(b)**Frequency distribution of occupational self-efficacy total scores secondary school teachers**

Class Interval (C.I.)	Mid-Points (mid-pts)	Frequency (F)	Cumulative Frequency
100-109	104	12	200
90-99	94	34	188
80-89	84	50	154
70-79	74	39	104
60-69	64	20	65
50-59	54	20	45
40-49	44	15	25
30-39	34	10	10

Table 3 (b) shows the frequency distribution of occupational self-efficacy total scores of secondary school teachers. The maximum frequency is 50 and falls under class interval; 80-89. Frequency distribution occupational self-efficacy total scores of secondary school teachers total scores are being shown below in figure 3:

Figure-3**Showing the frequency distribution occupational self-efficacy total scores secondary school teachers**



Analysis and interpretation based on coefficient of correlation and coefficient of multiple correlations

The analysis and interpretation based on the data to find out the relationship and inter-relationship between emotional intelligence, social skills and occupational self-efficacy of secondary school teachers. For this purpose, the data were collected from two hundred secondary school teachers and were analyzed through product moment co-efficient of co-relation ‘r’ and co-efficient of multiple co-relation ‘R’. The details of the same have been presented in table 4-6:

Table-4

co-efficient of correlation between emotional intelligence and occupational self-self-efficacy of secondary school teachers

Variables	df	Co-efficient of correlation “r”	Level of significance
Emotional intelligence	198	0.612*	P>0.01
Occupational self-efficacy			

***Significant at 0.01 level of significance at T.V. =0.117**

Table 4 shows that the calculated “r” value is 0.612 between emotional intelligence and occupational self-Self-efficacy of secondary school teachers is significant at 0.01 level of significance. This shows that there exist significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.

Hence, the Null hypothesis No. 1 which is stated earlier that there exist no significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers is retained.

Table-5

Co-efficient of correlation between social skills and occupational self-self-efficacy of secondary school teachers

Variables	df	Co-efficient of correlation “r”	Level of significance
Social Skills	198	0.612*	P>0.01

Occupational self-efficacy			
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***Significant at 0.01 level of significance at T.V. =0.117**

Table 5 depicts that the calculated “r” value is 0.612 between social skills and occupational self-Efficacy of secondary school teachers is significant at 0.01 level of significance. This shows that there exist significant relationship between social skills and occupational self-efficacy of secondary school teachers.

Hence, the Null hypothesis No. 2 which is stated earlier that there exist no significant relationship between social skills and occupational self-efficacy of secondary school teachers is retained.

Table-6
Co-efficient of multiple correlations between emotional intelligence, social skills and occupational self-efficacy of secondary school teachers

Variables	df	Co-efficient of multiple correlation “R”	Level of significance
R _{1,23}	197	0.931*	P >0.01

***Significant at 0.05 level of significance at T.V. = 0.325**

R₁₂= Emotional Intelligence vs Occupational Self-Efficacy,

R₁₃= Social Skills vs Occupational Self-Efficacy,

R₂₃= Emotional Intelligence vs Social Skills.

Table 6 reveals that the calculated “R” value is 0.931 among emotional intelligence, social skills and occupational self-efficacy of secondary school teachers is significant at 0.05 level of significance. It means that there exist significant interrelationship among emotional intelligence, social skills and occupational self-efficacy of secondary school teachers. Further, the emotional intelligence and social skills have strong relationship with the occupational self-efficacy of the secondary school teachers.

Hence, the Null hypothesis No. 3 which is stated earlier that there will be no significant interrelationship among emotional intelligence, social skills and occupational self-efficacy of secondary school teachers was not retained.

Analysis and interpretation based on t-test (differentials)

Analysis and interpretation based on the data pertaining to find out the significance of difference between mean scores of emotional intelligence, social skills and occupational self-efficacy of male and female secondary school teachers. For this purpose, the data were collected from two hundred secondary school teachers and were analyzed through t-test. The details of the same have been presented in table 7 to 9:

Table-7
Significance of difference between emotional intelligence scores of male and female secondary school teachers

Group	N	Mean	S.D.	S. Ed.	t-ratio	Level of significance
Male	100	142.9	18.24	4.89	0.91**	P<0.05
Female	100	138.5	24.95			

****Not Significant at df/198 at 0.05 level of significance=1.65**

Table 7 depicts that the mean emotional intelligence scores of male and female secondary school teachers are 142.9 and 138.5 with S.D.'s 18.24 and 24.95 respectively. The calculated t-value comes out to be 0.91 is not significant at 0.05 level of significance. It means that the emotional intelligence of male secondary school teachers did not differ significantly as compared to female secondary teachers.

Hence, the Null hypothesis (4) which is stated earlier that there exists no significant difference between emotional intelligence of male and female secondary school teachers is retained. Difference between mean and S.D. scores of male and female secondary school teachers on emotional intelligence are shown below in figure-4:

Figure-4

Showing mean and S.D. scores of male and female secondary school teachers on emotional intelligence

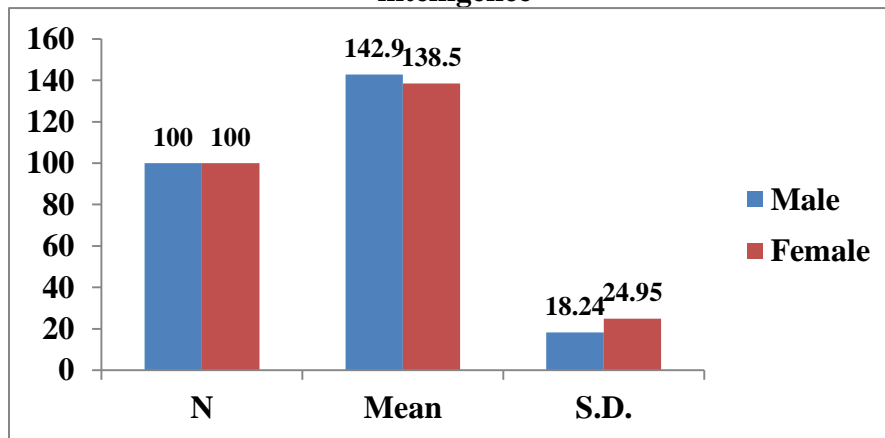


Table-8

Significance of difference between social skills scores of male and female secondary school teachers

Group	N	Mean	S.D.	S. Ed.	t-ratio	Level of significance
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Male	100	79.75	8.22	4.89	1.22**	P<0.05
Female	100	93.21	10.49			

****Not Significant at df/198 at 0.05 level of significance=1.65**

Table 8 depicts that the mean social skills scores of male and female secondary school teachers are 79.75 and 93.21 with S.D.'s 8.22 and 10.49 respectively. The calculated t-value comes out to be 1.22 is not significant at 0.05 level of significance. It means that the social skills of male secondary school teachers did not differ significantly as compared to female secondary teachers.

Hence, the Null hypothesis (5) which is stated earlier that there exists no significant difference between social skills of male and female secondary school teachers is retained. Difference between mean and S.D. scores of male and female secondary school teachers on social skills are shown below in figure-5:

Figure-5

Showing mean and S.D. scores of male and female secondary school teachers on social skills

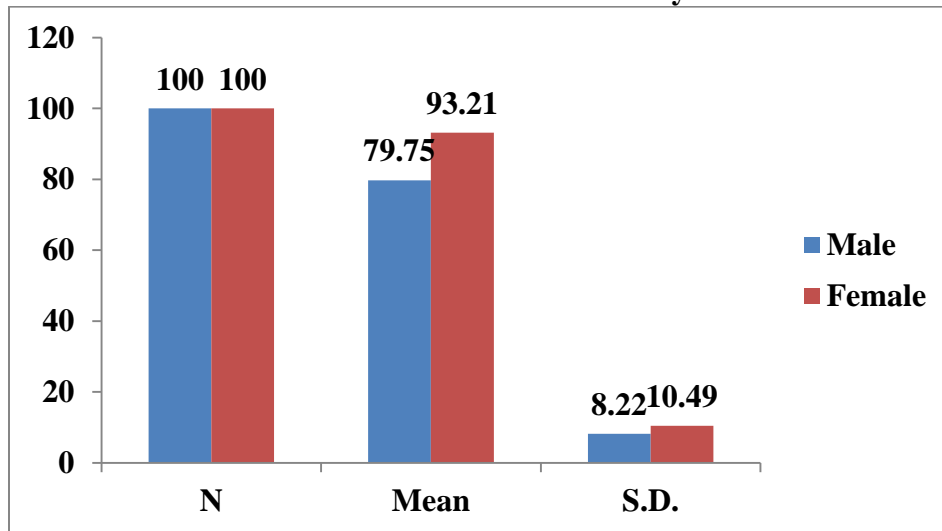


Table-9

Significance of difference between occupational self-efficacy scores of male and female secondary school teachers

Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of significance
Male	100	76.47	15.02	3.32	0.31**	P<0.05

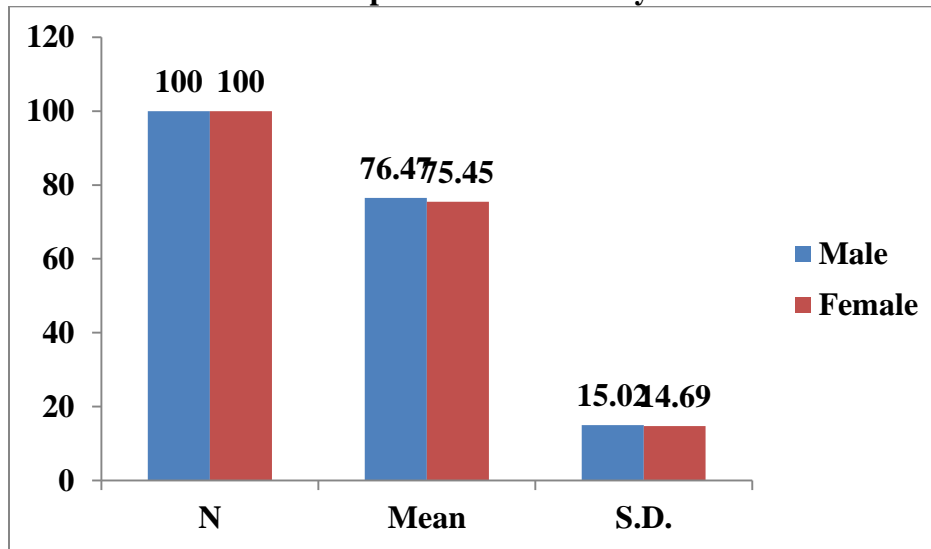
Female	100	75.45	14.69			
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****Not Significant at df/198 at 0.05 level of significance=1.65**

Table 9 shows that the mean occupational self-efficacy scores of male and female secondary school teachers are 76.47 and 75.45 with S.D.'s 15.02 and 14.69 respectively. The calculated t-value comes out to be 0.31 is not significant at 0.05 level of significance. It means that the occupational self-efficacy of male secondary school teachers did not differ significantly as compared to female secondary school teachers.

Hence, the Null hypothesis (6) which is stated earlier that there exists no significant difference between occupational self-efficacy male and female secondary school teachers is retained. Difference between mean and S.D. scores of male and female secondary school teachers on occupational self-efficacy is shown below in figure-6:

Figure-6
Showing mean and S.D. scores of male and female secondary school teachers on occupational self-efficacy



Main Findings

In the light of the analysis of the data and interpretation of results of the present investigation as already discussed in the previous chapter, the following main findings are stated:-

1. Most of the secondary school teachers are likely to have high emotional intelligence.
2. Most of the secondary schools teachers are likely to have good social skills.
3. Occupational self-efficiency of secondary school teachers were found to be in normal range.
4. There exist significant relationship between emotional intelligence and occupational self-efficacy of secondary school teachers.
5. There exist significant relationship between social skills and occupational self-efficacy of secondary school teachers.
6. There exist significant interrelationship between emotional intelligence, social skills and occupational self-efficacy of secondary school teachers.
7. Emotional intelligence of male secondary school teachers did not differ significantly as compared to female secondary teachers.
8. Social skills of male secondary school teachers did not differ significantly as compared to female secondary teachers.
9. Occupational self-efficacy of male secondary school teachers did not differ significantly as compared to female secondary school teachers.

Educational Implications

The educational implications of the present study were not difficult to discern. The subject of the study was of much important in the present context as secondary school teachers' emotional intelligence and occupational self-efficacy is very important for their management of teaching and learning as well as dealing with student in an effective and efficient ways.

The findings of the present study point out the importance of emotional intelligence and social skills. Integration of emotional intelligence and social skills in the classroom which would result in the better teacher. The importance of these skills, which contribute to success in life and occupational self-efficacy. Emotional intelligence can be thought of as a set of skills that help teachers to be successful in school, at work and in relationships.

The present study point out that emotional intelligence was positively correlated with occupational self-efficacy of secondary school teachers. Thus, secondary school teachers' occupational self-efficacy was affected by emotional intelligence in educational settings.

Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and thus ensures that an individual be able to attain heights in his personal as well as professional life.

Social skills are the skills that are used by human beings to interact and communicate with others to assist status in the social structure and other motivations. Social skills are defined as interpersonal behaviours that help the individual in society.

The present study point out that self-efficacy is the measure of one's own abilities to complete tasks and reach goals and self-efficacy plays an important role in the occupation. Because it is related to the person's attitudes, abilities, and cognitive skills comprise what is known as self-system and in the occupation of teaching, a teacher is responsible for the destiny of our children. Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context.

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