SUMMARY

Education is illumination. It plays extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, modes of creative thinking and expression and paving the way for enhancing the quality of life. It is perhaps the reason that every society endeavors to make all necessary arrangements for ensuring best possible education for the next generation.

Education is the life long process and each one of us gets opportunities for a variety of experiences. The quest for such experiences is an inborn quality. Every human child is compelled to seek his/her basic needs which in turn take the shape of human environment interaction result of which continues throughout life. It needs no description that the teacher is the pivot of any educational system. On him rests the failure or the success of the system. He is a dynamic force of the school. There is a saying that an ordinary teacher tells, a good teacher demonstrates, the best teacher inspires. Teachers who inspire and motivate the students are included in the category of “Effective Teachers.”

Teaching in the classroom depends upon how the teacher performs his duty of teaching. A sincere and hard working teacher always comes out all successful. He makes every effort to achieve the desired ends. He always goes well prepared in everyway. In his classroom teaching, there is very effective classroom interaction. He faces the class confidently. This type of teaching can be called effective teaching.

The term ‘teacher performance’ is a very ambiguous concept. There is no universally acceptable definition about the performance of teacher. Many a time, the terms teacher performance and teacher effectiveness are synonymously used. Medley (1982) made an attempt to clear the distinction between teacher performance and teacher effectiveness, saying that teacher performance is “what a teacher does in the job, rather than what he or she can do. Teacher performance is specific to the job situation; it depends on the competence of the teacher, context in which the teacher works, and the teacher’s ability to apply his or her competence at any given point in time.” Milan & Darling (1990) further say,
“Teacher effectiveness is the effect that the teacher’s performance has on pupils. Teacher effectiveness depends not only on the competence and performance but also on the responses pupils make.”

Thus classroom performance of the teacher means what a teacher does in the classroom and teacher effectiveness includes both teachers’ performance in the classroom and its effects on the students.

**Emotional Intelligence**

According to Dr. John Mayer from the University of New Hampshire and Dr. Peter Salovey from Yale University, emotional intelligence is the capacity to reason about emotions, and the capacity of emotions to enhance thought. It is the capacity to understand your emotions and use the information from your emotions to think better. It is the intelligent use of thoughts and emotions, heart and mind working harmoniously to make better decisions and to foster improved relationships. According to Mayer and Salovey (1990) Emotional Intelligence is “the ability to monitor one’s and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action.”

We may view the idea of Emotional Intelligence as a way of characterising skills and abilities that help us to recognize emotions in ourselves and others, understand these feelings and use language to communicate them: harness the power of emotion as a tool in cognitive activities like problem solving, reasoning and creativity; and manage emotion both in oneself and in other people. In short, the four major domains governed by Emotional Intelligence can be summarized as:

1. Understanding Emotions of self.
3. Understanding Emotions of others
4. Managing Emotions of others.

Emotional Intelligence is one of the latest “buzzwords” in education. It is not IQ but EQ that matters a lot. The wonderful thing about EQ is that unlike IQ, which stabilizes at the age of 18, it can be changed. If a person has a low EQ
score on “empathy” today, he can have a higher “empathy” score in the future, if that person recognizes his/her limitation, changes attitude, adopts a learning strategy and practices key listening and empathy skills. This most important assumption that unlike IQ, emotional intelligence can be developed, contributes largely to the popularity of the theories of emotional intelligence. While we acknowledge that genetics play an important role in the development of emotional intelligence, we also note that geneticists themselves challenge the assumption that nurture does not have an impact on nature and note that gene expression is largely shaped by the social and emotional experiences of the individual.

Goleman (1995) made a provocative claim that if IQ contributed up to 20% of life success the remaining 80% was fulfilled by Emotional Intelligence.

He claimed that less rudeness or aggressiveness would be seen among youth at work with high Emotional Intelligence revealing that Emotional Intelligence will help employee in team work, in co-operation, in helping learn how to work together more effectively.

Earlier it was considered that classroom performance of the teacher depends only on the level of the intelligence of the teacher. In the recent past, psychologists have realized that only intelligence is not enough to achieve success
in life. So a teacher with innumerable degrees and high profile personalities can not necessarily be termed as a good teacher. The primary quality that makes a whole lot of difference to a teacher’s output on the job front is the classroom interaction and his teacher-like behaviour. His behaviour not only as person but also as a teacher is predominately controlled by his emotional behaviour, which in turn depends upon the degree of emotional intelligence possessed by him. In this way what makes a teacher successful in his classroom behaviour and makes him popular among the students is nothing but his emotional intelligence.

**Level of Aspiration**

Like other psychological phenomena, motivational factors are important in directing individual behaviour consciously and make him strive to perform certain types of activities in order to achieve a definite goal. Everyone aims at reaching a definite goal or excellence in performance and in doing so, he sets a desire for distinction which has an inner structure known as level of aspiration. The level of aspiration means, what a person aspired or desired to achieve in a particular area, subject or field. It has been observed that most of the teachers do not maintain their level of aspiration. They worked hard but still lack in their performance.

‘Level of Aspiration’ is a psychological construct which reflects a cognitive type of motivation of the individual. Frank defines it in terms of the Level of future performance in a familiar task which an individual knowing his level of past performance in that task, explicitly undertakes to reach. James Drever explains it as a frame of reference involving self-esteem or alternatively as a standard with reference to which an individual experiences i.e. has the feeling the success or failure. Thus, the term Level of Aspiration involves the estimation of his ability (whether over, under or realistic) for his future performance on the strength of his past experience (goal discrepancy), his ability and capacity, the efforts that he can make towards attaining the goal, thus set by him. The goal setting behavior as well as the process of attaining the goal are consequences of his past experience, whether failure oriented or success-oriented, level of efforts made by him in that direction, and his capacity to pursue the goal.
In 1940 Gardner described level of aspiration as a truly quantitative concept which has two requirements that the subject make some public indication of his aims and that, he make this in quantitative terms. Boyd (1952) defined “Level of Aspiration” as an individual ambition in a dynamic situation that it is an individual’s goal or expectation in regard to the goodness of his own future performance for a given task.”

In teaching also, some teachers have ambitions far below, some have normal and some have far above, what they might reasonably expect to achieve, some quickly change their aspirations to fit their experiences of success and failure; others stick tenaciously to their high goals in the face of repeated failure. It is, therefore, quite obvious that the level of aspiration is of basic importance for the conduct of human beings in all the fields and influence most of their goals.

**Significance of the Study**

The justification of a research project lies in its contribution to society for its welfare. The purpose of present study is to see whether there is relationship between Classroom Performance of Senior Secondary school Teachers and Emotional Intelligence and Level of Aspiration of Teachers.

Along with the tremendous growth in the opportunities, it is necessary to preserve the quality of education. And the quality of education depends on classroom performance of a teacher. A teacher plays a very significant role in the teaching learning process. The quality, competence and character of teachers are undoubtedly very significant. Nothing is more important than to secure a sufficient supply of high quality personnel to the teaching profession, providing them with the best possible professional preparation and to create satisfactory condition of work to make their teaching more effective. In this technological society, teaching is not a leisure time activity. It has become goal oriented and productive instrument to raise the standards of children and society at large. Today teachers’ effectiveness becomes a very important question before the educationists and researchers. Teachers’ performance in the classroom matters a lot. Senior Secondary Stage is a very decisive stage of education in a student’s
life, because at this stage new vistas are opened up before the students. So the role of the teacher has become more important as he/she provides guidance, counselling and inspiration to students for their career development. The effectiveness of the process of education is rightly seen in the effectiveness of the teachers. Only effective teachers can materialize policies and plans of education in the classroom. Teacher performance in the classroom depends, to a great extent, on the level of aspiration and emotional intelligence of the teacher. The level of aspiration is the expected level of achievement of the individual where difference is obtained between person’s performance in a task and his estimate of future performance in that task (Humphrey and Argyle (1962)). A great deal of individual variation is found with regard to goal setting behaviour. Optimum aspiration level helps the ambitious teachers to be more effective.

Previous researches show that IQ alone is no more a measure of personal and professional success. It accounts for only 20 % and the rest 80 % is contributed by emotional and social intelligence. Emotional Intelligence enhances self efficacy and personal effectiveness. “Self-Awareness” component of emotional intelligence helps to improve understanding of self and others. Emotional Intelligence of the teacher is a vital necessity for the welfare of the students in particular and the nation in general. A teacher poor in emotional competencies can not foster a healthy classroom interaction, which can lead to low academic achievement of students, poor emotional development of the students, thus loss to the nation. The future of the children is quite safe in the hands of an emotionally intelligent teacher. On the other hand if a teacher suffers from poor emotional competencies, he is not only harming himself and his career but also spoiling the social- emotional development of the students. With this assumption the present study is designed to examine the relationship between level of aspiration, emotional intelligence and classroom performance of senior secondary school teachers.

Extensive review of the literature indicates that a very few studies have been conducted in this direction. The present study has been conducted to know the effects of Emotional Intelligence and Level of Aspiration on the Classroom
Performance of Senior Secondary School Teachers against the background of their Age, Gender, Experience, Locality and Stream (science and arts).

**Statement of The Problem**

“A Study of Classroom Performance of Senior Secondary School Teachers in Relation to their Level of Aspiration and Emotional Intelligence.”

**Operational Definitions of the Key Terms**

**Classroom Performance**

Classroom Performance of Teacher is defined as the extent of teacher’s mastery over the subject matter, his/her desirable personal qualities conducive to the profession (like confidence, regularity, punctuality and emotional resilience), relationship with students and colleagues, communication skills, planning and preparation and task orientation as measured by Self Evaluation Teacher Performance Scale. (Pandya, 1996)

**Level of Aspiration**

Level of aspiration is the expected level of achievement of the individual where difference is obtained between person’s performance in a task and his estimate of future performance in that task. (Shah & Bhargav, 1996)

**Emotional Intelligence**

Emotional intelligence can be defined as the ability to strike a balance between emotion and reason, being aware of one’s own emotions, show empathy and compassion for others and have a high self-esteem by understanding and managing the emotions of self and others. (Mangal, 2008)

**Variables Involved In the Study**

**Dependent Variable**

1. Classroom Performance of Teachers.
Independent Variable
1. Emotional Intelligence.
2. Level of Aspiration.
3. Demographic Variables.

Objectives
Briefly stated, the objectives of the study are:-

(1) To assess the level of Classroom Performance of Senior Secondary School teachers.

(2) To study the differences in Classroom Performance of Senior Secondary School teachers with respect to Demographic Variables (Gender, Experience, Age, Stream and Locality).

(3) To study the differences in Classroom Performance of Senior Secondary School teachers with different levels of Emotional Intelligence.

(4) To study the differences in Classroom Performances of Senior Secondary School teachers with different Levels of Aspiration.

(5) To find out the effect of Gender, Emotional Intelligence and Level of Aspiration on the Classroom Performance of Senior Secondary School teachers.

(6) To find out the effect of Experience, Emotional Intelligence and Level of Aspiration on the Classroom Performance of Senior Secondary School teachers.

(7) To find out the effect of Age, Emotional Intelligence and Level of Aspiration on the Classroom Performance of Senior Secondary School teachers.

(8) To find out the effect of Stream (science and humanities), Emotional Intelligence and Level of Aspiration on the Classroom Performance of Senior Secondary School teachers.
To find out the effect of Locality, Emotional Intelligence and Level of Aspiration on the Classroom Performance of Senior Secondary School teachers.

Hypotheses

1. There is no significant difference between the Level of Classroom Performance of Sr. Sec. School teachers with respect to -
   - Gender (Male and Female)
   - Experience (More than 10 years and below 10 years)
   - Age (More than 35 years and below 35 years)
   - Stream (Arts and Science)
   - Locality (Rural and Urban)

2. There is no significant difference in the effectiveness of Classroom Performance of Senior Secondary School teachers with different levels of Emotional Intelligence.

3. There is no significant difference in the effectiveness of Classroom Performance of Senior Secondary School teachers with different Levels of Aspiration.

4. There is no significant relationship between Gender, Emotional Intelligence and Level of Aspiration along with the interaction effect of these variables on the Classroom Performance of the teachers.

5. There is no significant relationship between Experience, Emotional Intelligence and Level of Aspiration along with the interaction effect of these variables on the Classroom Performance of the teachers.

6. There is no significant relationship between Age, Emotional Intelligence, and Level of Aspiration along with the interaction effect of these variables on the Classroom Performance of the teachers.

7. There is no significant relationship between Stream, Emotional Intelligence and Level of Aspiration along with the interaction effect of these variables on the Classroom Performance of the teachers.
8. There is no significant relationship between Locality, Emotional Intelligence and Level of Aspiration along with the interaction effect of these variables on the Classroom Performance of the teachers.

**Plan and Procedure**

**Population and Sample**

In the present study, teachers teaching in the Govt. Sr. Sec. Schools situated in the state of Haryana formed the population. In the present study the investigator used the multi-stage random sampling technique to select the subjects from the population. Haryana state was divided into four zones namely North, South, East and West. Out of each zone, one district was picked up by using the lottery technique. Thus, all the four districts formed the sample of the study. A list of Govt. Sr. Sec Schools was obtained from the concerned D.E.O of the selected districts and 20 schools from each district were selected at random making total schools to 80.

**The Layout of the Sample**

The data was collected with the help of three tools namely Self Evaluation Teachers’ Performance Scale by S.Pandya, Teachers’ Emotional Intelligence Inventory by Shubra Mangal and Level of Aspiration Measure by Bhargav and Shah and a sheet of demographic characteristics.

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Sampling

To meet the requirement of 2x2x2 factorial design, the multistage random sampling method was used in selecting sample. Initially 650 Senior Secondary School Teachers of Haryana District were chosen. Out of this, the responses of only 425 teachers could be taken for analysis, as only two levels (High or Low) were taken into consideration in case of independent variables. As per the requirement of the 2x2x2 cells (40 in each cell of the paradigm) the final sample of 320 teachers was chosen.

Tools Used

To collect information for the research, the investigator used certain tools. The following tools which were readily available and suited the requirements of the study in hand, and had also been tested on the touchstone of various test requirements on reliability, validity etc. by their authors, were preferred to be employed for collection of the data for the study.

- General data sheet for demographic variables
- Self-evaluation Teacher Performance Scale (SETPS) developed by S. Pandya.
- Teachers’ Emotional Intelligence Inventory (TEQi) developed by S. Mangal.
- Level of Aspiration Measure (LOA) developed by M. Bhargava & M.A. Shah

Collection of Data

The research tools were administered to 650 teachers of Govt Sr. Sec. School. Before administering the tools, the investigator went to the randomly selected 80 different Sr. Sec. Schools which were situated in Haryana and contacted the principals of govt. schools to obtain permission for collecting data from their teachers. After securing the necessary permission, the teachers were explained the objectives of the study and given the tools. Clear instructions were
given on the tools. Investigator herself interacted with the teachers and answered their queries.

After collecting the responses to each tool from all the teachers, scoring was done in accordance with the instructions given in the manual of each tool.

**Statistical Analysis**

Keeping in view the objectives as well as the design of the study, the statistical techniques like Mean, S.D. and Analysis of Variance were used. The Analysis of Variance was also supplemented by t-test in case where F is significant.

**Findings**

The statistical Analyses of the study reveal the following findings:

**Findings based on Overall Performance of Teachers**

All the Govt. Sr. Sec. School teachers of Haryana have been found to be 'substantially effective' in their Classroom Performance. Gender, Stream and Locality have no significant effect on Classroom Performance of teachers but their Experience and Age have significant effect on their performance.

**Findings based on comparison of two levels of Emotional Intelligence and Level of Aspiration.**

A. **Performance by Emotional Intelligence**

Comparison of Classroom Performance of Sr. Sec. School teachers with different levels of Emotional Intelligence.

There exists significant difference in the effectiveness of classroom performance of Sr. Sec. School teachers with different levels of Emotional Intelligence (Rejection of HO$_2$), indicating difference in favour of high Emotionally Intelligent teachers than low Emotionally Intelligent. High Emotionally Intelligent teachers tend to perform significantly better than those of low Emotionally Intelligent teachers.
B. Performance by Level of Aspiration

Comparison of Classroom Performance of Sr. Sec. School teachers with different Levels of Aspiration.

There exists no significant difference in the effectiveness of Classroom Performance of Sr. Sec. School teachers with different Levels of Aspirations (Retention of HO_3).

Findings based on Analysis of Variance.

A The mean scores of Classroom Performance of Sr. Sec. School teachers were used to compute the differences in teachers Gender, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that

1. There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

2. There exists significant two factor interactional effect in teachers’ Gender and their Level of Aspiration (AxC). Male teachers with low Level of Aspiration show highest mean scores whereas male teachers with high Level of Aspiration show lowest mean teacher Classroom Performance scores.

B The mean scores of classroom performance of Sr. Sec. School teachers were used to compute the differences in teachers Experience, Emotional Intelligence and level of aspiration. Findings of the study revealed that

1. There exists a significant difference between teachers having more than 10 years of experience and below 10 years of experience. Teachers having less than 10 years of experience show better
Classroom Performance as compared to the teachers having more than 10 years of experience.

2 There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

C The mean scores of Classroom Performance of Sr. Sec. School teachers were used to compute the differences in teachers Age, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that

1 There exists a significant difference between teachers having more than 35 years of age and less than 35 years of age. Young Teachers having less than 35 years of age show better Classroom Performance as compared to the teachers having more than 35 years of age.

2 There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

D The mean scores of classroom performance of Sr. Sec School teachers were used to compute the differences in teachers Stream, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that

1 There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.
There exists a significant difference between teachers having high Level of Aspiration and low Level of Aspiration. Teachers having low Level of Aspiration show better Classroom Performance as compared to those having high Level of Aspiration.

The mean scores of Classroom Performance of Sr. Sec School teachers were used to compute the differences in teachers' Locality, Emotional Intelligence and Level of Aspiration. Findings of the study revealed that

1. There exists a significant difference between rural and urban teachers. Teachers belonging to urban area show better Classroom Performance scores as compared to teachers belonging to rural area.

2. There exists a significant difference between teachers having high Emotional Intelligence and low Emotional Intelligence. Teachers having high Emotional Intelligence show better Classroom Performance as compared to those having low Emotional Intelligence.

3. There exists a significant difference between teachers having high Level of Aspiration and low Level of Aspiration. Teachers having low Level of Aspiration show better Classroom Performance as compared to those having high Level of Aspiration.

4. There exists significant two factor interactional effect in teachers' Locality and their Level of Aspiration (Ax C) on Classroom Performance scores of teachers. Teachers from urban area with high Level of Aspiration show highest means scores whereas teachers from rural areas with high Level of Aspiration show lowest mean teachers' Classroom Performance scores.

5. There exists significant two factor interactional effect in teachers' Emotional Intelligence and Level of Aspiration on Classroom Performance of teachers. Teachers with high Emotional Intelligence and high Level of Aspiration show highest mean
scores whereas teachers with low Emotional Intelligence and high Level of Aspiration show lowest mean scores.

Educational Implications

The present study makes an initial effort on Classroom Performance of Sr. Sec. School teachers in relation to their Emotional Intelligence and Level of Aspiration. Despite its limitations it has significant implications for some important areas of education. The findings may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators, policy makers and teacher educators.

The key stone in the educational edifice is doubtless the teacher. The progress and prosperity of children depends a lot on the sincere efforts of teachers. No one can effectively take his place or influence children in the manner and to the degree a teacher can do it. ‘Schools are the nurseries of the Nation’ and ‘Teachers are the Architects of the future’ are not mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture where children in whose hands quiver the destiny of future, are trained and from their ranks will come out, when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher’s role is thus, as important as his responsibility is onerous.

While it is evident that some teachers are much more effective than others, the study’s findings suggest that traditional measures of teacher quality do not predict classroom performance. Educational expert might wish to rethink the current knowledge requirement of teachers for their performance rather than for qualifications that are not associated with their ability. Our compensation system might provide too little incentive for the more effective teachers to deliver their best performance. Characteristics such as experience and age should remain
valued, other incentives such as pay for performance program, might help further motivation of teachers in classroom. It is also recommended that teachers should have access to technology anywhere, anytime and from any place. Training should be provided to teachers to use latest teaching aids. Effective induction programme should be built around a well-defined learning curriculum, combining mentoring with high quality professional development to help new teachers reflect on and improve their classroom practice. Schools need to train and support their mentors to be coaches who understand the elements of good teaching. They need to equip mentors and beginning teachers with a learning curriculum so that they learn to analyze and improve classroom instruction. Besides, time and support are needed for beginning teachers and mentors to work together effectively. Moreover, government should encourage the treatment of teachers as professionals. Elements of a restructured teacher compensation system should include: raising starting salary to recruit well prepared and trained new teachers; basing a proportion of pay on teachers’ skills and knowledge and on teacher success in increasing student achievement. Good teachers produce good students. So, by improving the quality of the teachers, the quality of both the students as well as of the school can be improved.

Use of novel approaches like Team-teaching, Co-operative learning, Workshops, Seminars, Simulated teaching, Brain storming sessions, Discussions, In-service training programmes, Orientation and Refresher courses for teachers encourage capacity building and develop them into excellent teachers. These should be organized from time to time to update their knowledge. An appropriate use of new information technology should be used as a powerful tool in the educational process, but there is need for the investment in the computer programme in schools and in the development of teacher competence. The workload of teachers has increased during recent years. From this perspective serious steps must be taken to review size of the class and working hours. Special measure might also be necessary for older teachers so that they remain efficient and effective. Better living and working conditions of the teachers not only facilitate them in performing the duties efficiently and effectively but also help in
developing interest in the profession. The teachers should thus, be provided better salary, housing facilities, medical facilities, recreational facilities, library facilities, teaching aids, better work opportunities further improve the school climate to help teachers perform better, adjust and feel satisfied with the task they are assigned to do, to help in turn, pupils all round achievement. Congenial teaching environment makes learning attractive and the teacher can adjust teaching according to the interest of children. Only a satisfied and emotionally balanced teacher can produce congenial climate in the classroom.

The matrix of competencies, commitment and performance proposed by NCTE to establish a healthy relationship among teachers and students which is only possible through fostering positive balance between performance, emotional intelligence and level of aspiration of teachers suggesting thereby that if the teachers are emotionally intelligent and have optimum level of aspiration and also their performance is satisfactory, they are bound to have developed their competencies as well as commitment to the profession coupled with good performance. It implies that in order to boost capacity building among teachers, particularly in respect of competencies, commitment and performance, it is imperative that they not only nurture positive attitude towards teaching but also evince harmonious relationship between their performance, emotional intelligence as well as level of aspiration of teachers. Therefore, the most important implication of the study is to augment the possibilities of maximum capacity building of teachers through a vast variety of lifelong even self motivated, self directed as well as discipline based orientation and reorientation of teachers to improve their emotional intelligence, level of aspiration and performance.

The results of the present study also suggest that teachers having high Emotional Intelligence perform better than the teachers having low Emotional Intelligence. From the results it is evident that emotional intelligence is very important variable which affects the teaching-learning process in a collective way inside and outside the classroom. An emotionally intelligent teacher performs better than others. He can understand and manage the emotions of self and his students very well. If a teacher cannot recognize his own emotions, it creates
feeling of distress. Teachers having the quality of self-awareness know about their limitations and strengths which allow them to exercise self-control. Self aware teachers have a high degree of self-confidence and also knowledge of their abilities. The success of an educational program and the development of emotional intelligence among our students depend a lot on the level of emotional intelligence and competencies of a teacher. An emotionally competent teacher is the heart and soul of any educational program and venture. Teachers with high EQ seem to have creativity and mutual respect which is of great use within the classroom while dealing with so many individual differences in the form of 30-40 children. Emotional intelligence of the teacher is a vital necessity for the welfare of the students and the nation. Learning becomes a pleasure; student dropout decreases; and children work from setbacks through hope to success only in the presence and under the able guidance of the emotionally intelligent educator. Students can learn how to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviour through an emotionally intelligent teacher. On the other hand a teacher poor in emotional competencies can not foster a healthy classroom interaction, which can lead to low academic achievement of students, poor emotional development of the students, thus loss to the nation. The future of the children is quite safe in the hands of an emotionally intelligent teacher.

Emotional well being is increasingly recognized as a predictor of success in school, family and work life, bringing it to the attention of educational scholars who are starting to link cognition with emotional intelligence. This alert reviews the rationale for promoting emotional intelligence as early as elementary school. According to Talent Smart, 90% of the performance at the work place possesses high EQ, while 80% of low performance have low EQ. Emotional Intelligence is absolutely essential in the formation, development, maintenance and enhancement of close personal relationship. Unlike IQ, which does not change significantly over a lifetime, the EQ can evolve and increase with one's desire to learn and grow. The EQ of the teachers can also be enhanced by the ability to deal with
their own negative emotions. Perhaps no aspect of EQ is more important than the ability to effectively manage their own negative emotions, so that they don’t overwhelm them and affect their judgment. It is imperative that teachers are provided with early interventions that involve emotional intelligence skills building. Particular attention should be paid to improve emotional intelligence competencies of teachers in early employment. Training in appropriate skill is essential for preparing teachers for career success and fulfillment. Educational planners have the responsibilities to provide their teachers with a strong foundation in both teaching and emotional training so that they will be well rounded individuals and hence worthy employees, effective managers and dynamic teachers. So the Emotional literacy programme should be organized for teachers. This programme will be beneficial and helpful to teachers in improving their Emotional Intelligence.

Level of Aspiration is of basic importance. Every person has certain aspirations and goals in life which guide his activities in various fields. Its study is held more important in the context of the present research work because every individual’s aspiration level represents him not only as he is at any particular moment but also as he would like to be at some point in the future. Parental ambitions, social expectations, desire for perfection, professional attitude, peer pressure, culture, social values and interest, socio-economic background, wishes, past experiences and sex are the factors which affect Level of Aspiration and if maintained at optimum level, help in developing teacher effectiveness.

In the present study it has been seen that some teachers have very low or very high level of aspiration. They require immediate counselling because very low level of aspiration and also very high level of aspiration is not appropriate as, this makes the subject to be satisfied with whatever he/she has achieved and never let him/her to actualise his/her potentialities. It calls for the attention of the educational planners that level of aspiration should be taken care of; if the teachers are needed to be effective. Educational administrators should devote serious thoughts to the causes of high/low level of aspiration of teachers and try to deal with these causes through informal interaction with the teachers.
Suggestion for further Study

The present study has been directed towards studying classroom performance of Sr. Sec. School teachers in relation to emotional intelligence and level of aspiration. It has been conducted under some limitation of time, sample etc. Below are given some suggestions for further research:

(1) The same study may be repeated with a larger sample and at different region so as to have in-depth knowledge.

(2) The present study was conducted on senior secondary school teachers only. For generalisation of the findings, the study could be extended to teachers of other educational levels- primary, secondary and higher education.

(3) The study may be conducted using other methodology, population and setting.

(4) Some other demographic variables like income, training could also be taken.

(5) Comparative studies can be taken up between Govt. and Private schools.

(6) Similar studies may be undertaken by taking other variables like Teaching competency, Job Satisfaction, Teaching Attitude, Self-concept etc.

(7) Different school systems are characterized by different standards of excellence in teaching. It will be a useful research endeavour to compare different school systems such as Navodaya & Central, and Public & Ordinary in respect of the variables used in this study.

The investigator concludes the study with the hope that the findings would help improve optimum utilization of teacher effectiveness of Sr Sec. School teachers to a great extent. It is also hoped that the studies suggested elsewhere would be carried out by others.

Conclusion

On the basis of the findings, it may be concluded that teachers with high Emotional Intelligence are more effective than the teachers with low Emotional Intelligence. In other words, the present study indicates that teachers with High
level of Emotional Intelligence perform better. Further, the Demographic Variable like Area, Age and Experience definitely have their impact on the performance of the teachers, whereas the variables like Gender and Stream don’t have any independent impact on the classroom performance of Sr. Sec. School teachers, but their interaction with Emotional Intelligence and Level of Aspiration affect the classroom performance of Sr. Sec. School teachers. This shows that their particular combination has impact on the classroom performance of Sr. Sec. School teachers.