Chapter

INTRODUCTION
CHAPTER-I
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God has created man superior to all living beings and non-living things. Man is superior to all things due to his wisdom and consciousness. In Platonic terminology education is the training of each individual to do whatever suits his particular talent, in such a way as to be beneficial for the whole social group.

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. Another important aspect of education is that it helps preservation, sustenance and enrichment of culture. Through education the human child who seems to be dependent for its activities at birth becomes the most competent and successful human being by attaining all round development of his /her personality. This transformation is neither accidental nor haphazard. It takes place in an environment wherein various institutions operate and leave their imprint on the personality. Again the basic individual differences get shaped as per the environmental exposure available to each individual.

Education is the outcome of human environment interaction that one experiences as a child, as an adult and as an old person. As such 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.

Education of an individual human begins at birth and continues throughout life. The very first institution i.e. home [mother, father, siblings, etc.] leaves indelible impact on the lives of individuals. The age 0-5 years is very much impressionable when the development of brain takes place at much faster rate. At this stage family members may have a profound educational effect on the overall development of the child - often more profound than they realize though family
teaching may function very informally. But the child also needs formal education which is imparted in schools and colleges.

Education is a growing science and process which socializes the child and causes certain changes in his behaviour. It is a process of enabling people not merely to live but to live better. Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. Education is a mirror of society. It transmits the traditional and singular aspect of knowledge and culture to the emerged generation. Education is a powerful instrument for change in society.

It is a process of bringing about change in child’s behaviour, knowledge, skills, attitudes, values and aspirations. As mentioned in the national policy on education (1986), “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.”

Education is tri polar process of teacher, learner and environment. Every component has its own importance. They are equally responsible for the success and failure of the Educational programme. Educationists generally agree that the “Goodness” of an educational programme is determined to a large extent by the quality of learning process. When the learner fails to attain the pre specified goals, something is wrong with the teacher either with the plans he makes or with the way in which he carries them out.

1.1. Concept of a Teacher

Among the greatest of all services that can be rendered by men to Almighty God, is the education and training of children, so that they can grow like pearls of divine bounty in the shell of education and will be one day the jewel in the crown of abiding glory. It is the teacher who does the job of education and training of children.

The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated
in and through the work of a teacher, "The people of a country are the enlarged replica of their teachers." They are the real nation builders.

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. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. But, if they lack training in education and cannot give their heart to their profession, the system is destined to fail. Hence, the teacher is a vital component of the school. It is well accepted fact that the quality of education is mediated by the teacher and what the teacher does. Teachers have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students to curiosity and self directed learning. Teachers can also degrade the quality of education through error, laziness, cruelty or incompetence. For better or worse, a teacher determines the quality of education and quality of education in turn is determined by the quality of the teacher.

The American Commission on teacher education remarked, "The quality of nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively, but in a critical measure, upon the quality of their education. The quality of education depends more than any other single factor, upon the quality of their teachers." Thus, excellence of an educational system depends on the quality of teachers available to implement it.

Teachers with a quality ‘conscientious’ for teaching are those who are committed, enthusiastic and intellectually and emotionally energetic in their work with children. These teachers are aware of the challenges of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of all their pupils. They care deeply about them. They care also about how and what they teach and are curious to learn more about both in order to become and remain more than merely competent. They are aware of the role played by emotions in classroom teaching. They are committed to work in co-operation and collaboration with colleagues. For these teachers, teaching is a creative and adventurous profession.
According to Swami Vivekanand, “The only true teacher is he who can immediately come down to the level of the student and transfer his soul to the student’s soul and see through the student’s eyes and hear through his ears and understand through his mind.”

Dictionary of education defines a teacher as “A person who has completed a professional curriculum in a teacher education institution and whose training has been organized by the award of appropriate teaching certificate and a person who instructs others.”

The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. “There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young.” As social engineers, the teachers can socialize and humanize the young by their man-like qualities. The teacher’s task is related to our perception of education. The process of education keeps on changing according to the contemporary demands and needs of the society. Therefore, the present teacher has to play different roles, and he has to be a competent professional, a skilled teacher. He is always expected to be an effective communicator, a designer and user of learning resources, learning facilitator and an active participant in community life. A teacher in our society today is called upon to do a variety of thing viz:–

1. Organise learning resources.
2. Conduct Interactive classroom teaching.
3. Cater to special needs of disabled children.
4. Organise and guide a variety of co-curricular activities.
5. Train students in problem solving, develop in them qualities of democratic citizenship and promote environmental consciousness.
6. Organise and participate in programs of community service and development.

Education commission (1964-66) thus aptly remarked, “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of the teachers are
undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions at work in which they can be fully effective.” In the entire teaching learning process the teacher is a powerful agent who can inculcate the democratic ideas of nationhood in children, the future citizens of the nation. High achievement of the students, better school performance, moulding of children into better citizens and exposing them in the arena of growing competition are some of the major issues lying at the hands of the teacher.

1.2. Concept of Teaching

Teaching is a very well known activity. It is one of the most challenging and one of the most important jobs in our society. It has been practiced since primordial times. The practitioner of this art has been assigned a very high social status especially in the Indian context where he/she has been considered as the trustee of the nation’s culture. By that token, teaching has constituted a very important modality of education and has remained the chief instrument of the educational process. In the modern context, however, this status of the teacher has been considerably subverted for reasons best known to those who are serving teachers of today's schools and colleges. In its most natural form, education in our land was construed as the transmission of life from life to life. The act of teaching was viewed as a teacher’s primary obligation to conserve and spread knowledge as its custodian. The teacher was regarded as the direct and sole source of light and life. There was always a personal touch, a human element, a living inspiration in the activity performed and practiced by the great “Gurus” who made it a vital and not a mechanical process, a commerce of life, a communion of souls.

Thus, it is evident that in the act of teaching there is an element of subjectivity derived from and based on the personal relationship between the teacher and pupils at the level of substantive knowledge configuration in the shape of content. This subjectivity stands recognized from the ancient times. Today when we talk about teaching as an art, the relationship so postulated is also
viewed as science in so far as it may be described, explained and predicted with precision and objectivity.

Teaching is undoubtedly an extraordinarily complex task. Highet says, “It seems to me very dangerous to apply the aims and methods of science to human beings as individual. Teaching involves emotions and human values, which cannot be systematically appraised and are quite outside the grasp of science. Teaching is not like inducing a chemical reaction, it is much more like painting a picture or making a piece of music, or on a lower level, like planting a garden or writing a friendly letter.”

Teaching denotes action undertaken with the intention of bringing about learning in another. In this way, teaching is different from mere telling or showing. Teaching involves face to face encounter and the teacher’s actions are conducive to learning. Normally, teaching acts fall within a range of activities that include explaining, describing, demonstration, exemplifying, guiding etc. Teaching aims at learning and hence at knowledge.

Teaching is considered both as an art and a science. As an art, it emphasizes the imaginative and artistic abilities of the teachers in creating a worthwhile situation in the classroom to enable students to learn. As a science, it focuses on logical, mechanical and procedural steps to be followed to attain an effective accomplishment of goals.

Different educationists have different ideas regarding the concept of teaching:
“Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.”
-Morrison (1934)

“Teaching is to learning as selling is to buying.”
-Dewey (1934)

“Teaching is intended behaviour for which the aim is to induce learning.”
-Sheffler (1960)

Davis and Glaser (1982) have pointed out that the entire structure of teaching has four steps:
Step-1 Planning of teaching, which includes content analysis, identification and writing of objectives.
Step-2 Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.

Step-3 Identification of suitable teaching-learning strategies.

Step-4 Managing teaching-learning, whereby the focus is on the assessment of the learning objective in terms of student performance and this form the feedback to teacher and students.

1.3. Effective Teaching

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.”

What makes an effective teacher? Well, that probably depends on the subject matter and the level of the students. However, some teachers can make even the most boring material interesting (and alternately some teachers can make interesting material boring) some of it has to do with personality and charisma, but teacher’s effectiveness is due to his/her knowledge application of good teaching practices. Good teaching practices mean teaching which produces maximum learning outcome. It aims to achieve the goal of education. Teacher’s effectiveness means “ability to teach effectively in classroom.” An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns with these outcomes and the objectives of education. It points to the effects of a teacher in the classroom situation.

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.
1.4. Characteristics of Effective Teacher

1. **Training in Pre-Service Programme** - The ultimate aim of teacher education is to prepare effective teachers - teachers who are capable of bringing behavioral changes in pupils under their charge to an optimum level in relation to the input in terms of human energy and material resources expanded in the process. Teacher preparation ought to begin with a sound pre-service teacher education program that may transform an individual into a competent and committed professional functionary, fully equipped with an equally comprehensive professional readiness to perform these tasks with perfection and satisfaction.

2. **Academic achievements** - Academic achievement reveals scholastic performance of the individual in the curricular subjects and shows learning outcomes (Devnath, 1971). Generally it indicates proficiency in school subjects. Academic achievement of a teacher is a weighted aggregate of division obtained at high school, higher secondary, graduate, post graduate and other examinations.

3. **Subject matter knowledge** - Subject matter knowledge is another variable that one might think could be related to teacher effectiveness (Collinson 1996). Studies of teachers' scores on the subject matter tests of the National Teacher Examination have found no consistent relationship between the measure of subject matter knowledge and teacher performance as measured by students' outcomes or supervisor's ratings. It is necessary for a teacher to be an effective one and to have a deep and thorough knowledge of his subject. He must be familiar with the different methods, techniques, strategies and tactics of teaching and must possess the art of using these methods at appropriate time in the classroom. A teacher gets depth in the knowledge of the subject matter in his academic degree course while the knowledge of
teaching skills and other qualities of teachers and teaching profession during teacher training course. Thus, it may be said that higher the academic career of a teacher greater are the chances of utilizing his efficiency in teaching.

4. **Intelligence** - Intellectual teachers will make full use of their knowledge and provide Intelligence, also known as the general mental ability, helps an individual to adjust to the environment and learn from the past experiences. Operationally speaking, intelligence is the ability which helps an individual to succeed in school or in some job (Linda, 1990). A more comprehensive and perhaps appropriate description is that intelligence includes at least the abilities demanded in the solution of the problems which require comprehension and use of symbols.

5. **Teachers as a Role Model** - Role Models are people who set good examples by the words they speak and by the actions they take. Role Models can be the people you know personally or people you have learned about in the news at school or on television. Students tend to copy the behaviour and mannerism of the teachers. The teacher’s entire personality is a reflection on the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as an ideal conduct unconsciously. The ideal teacher is one who through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the students to copy, follow and emulate.

6. **Teacher’s Character** - A flower in bloom is loved by all and in this lies its glory. Similarly, man may be viewed as having achieved everything in life when he becomes perfect in character. If the best flowers among mankind take to teaching, society is abundantly enriched; their fragrance and beauty are then made the best use of. If the teacher becomes an embodiment of right conduct
in thought, word and deed, the students by their association will learn virtue and develop manly qualities. They can be humanized and can live and act like better human beings. They can become thoughtful, concerned and courageous.

7. **Teacher’s Personality** - Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, enthusiasm, drive, initiative, open mindedness etc., are some of the essential traits of an ideal teacher. External appearance has a psychological effect upon the students. By attractive appearance, he/she can win the love and affection of his students and can command respect. He/she should be frank, tolerant, kind, fair and straight-forward so that he/she can stimulate learning. Some personality traits which make the teacher effective are self confidence, self respect, excellent appearance, sound health, good intellect, high character, sense of humour, optimism, punctuality, enthusiasm and industriousness etc. A teacher must have some personal values like love, brotherhood, forgiveness, sharing, team spirit, responsibility, sympathy, patience, courtesy, loyalty, tolerance and accountability etc.

8. **Teacher’s Mental Health** - We speak of education as a lamp lighting another lamp, one life making another life and a spirit speaking to another spirit. We can achieve this objective, if the teachers have good mental health. Students develop interest in those subjects, which are taught by pleasing and genial teachers. The teacher makes the emotional atmosphere in the classroom. A neurotic teacher may spread fear, nervousness and worry in the classroom. A fanatic-teacher may spread hatred, prejudice and hostile feelings among the students. If he has a good mental health, he can create love, interest and enthusiasm for learning and a taste in the subject he teaches.
9. **Teacher's Physical Health** - A teacher should possess a sound body along with a sound mind. He should have a sound physical health, physical energy and vitality. This will make him alert, cheerful, happy, dynamic and enthusiastic.

10. **Teacher's Emotional Intelligence** - Teachers should be emotionally well balanced. Emotionally healthy teacher will not magnify their importance. If the teacher is emotional, moody, prejudiced and over strict, he will create a fear and terror and this will endanger the health of the pupils. A teacher who has high emotional intelligence knows his emotions and feelings well, which helps him in his thinking and actions. It is more about self awareness and self management. Bad tempered and impatient teachers are quickly sensed by the students and in this way can destroy the delicate student-teacher relationship. The teacher who is able to stay calm and show interest in the well being of individuals will win respect in the classroom.

11. **Social Adjustment** - Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. He should know how to adjust himself to the social surroundings in which he lives. He should not be quiet, retreating and introverted. He should be free from worry, anxiety and egotism. He should mix well in society and take a helpful interest in his neighbours. Normal social life outside the school will go a long way to give him happy social adjustments. Social values like discipline, respect for elders, faithfulness, knowledge, dedication, devotion, sense of competition, responsibility self reliance, sincerity, affection, obedience, patriotism, honesty, confidence, cleanliness, good manners, patience, positive approach, courage, hopefulness, regularity, self evaluation and truthfulness etc. are some of the qualities of effective teachers.
12. **Teacher’s Professional Efficiency** - The teacher must possess a strong sense of vocation and true devotion to teaching. He should have a genuine love for his calling. For his professional efficiency, he should have knowledge of psychology and educational philosophy, and a clear understanding of aims, contents, methods and materials of instruction, perfect skill and interest in teaching. He must possess a fair knowledge of national and international current affairs.

13. **Teacher’s Accountability** - Lessinger advocates that each child has a right to be educated in order to become a productive citizen of a country. The parents and the citizens have a right to know the progress of education of their children. Teachers, being the “educational or human engineers” are accountable for the progress of the children they teach. Teacher’s accountability is very important in modern teaching-learning process, and it should be evaluated at frequent intervals. There must be proper supervision of their work. The supervisor should see how far the teachers are accountable in respect of teaching, research, co-curricular activities, use of aids and equipments in the classroom, utilization of local resources for the benefit of the students and development of students’ moral and ethical values. Thus, the degrading condition of education in our country can be checked.

14. **Professional Ethics of Teachers** - Teachers, who consider their job as a profession, work only for pay cheque. Their work is considered useful for their own sake. Since perchance they have occupied a professional chair they try for their own good, at the cost of others. But our cultural heritage proves that true teachers are those who consider their job as honourable. Such teachers work with a sense of self-fulfilment and self-realization. Prof. George Herbet Palmer once rightly said, “If Harvard does not pay me to teach, I would gladly pay Harvard for the privilege of teaching.”
This should be the professional value of an Indian teacher. An ideal teacher should not work for pecuniary motives, but with a sense of education and for the cause of education.

- **Towards Students** - It should be teachers' primary duty to understand them, to be just, courteous, to promote a spirit of enquiry, fellowship and joy in them, not to do or say anything that would undermine their personality, not to exploit them for personal interests and to set before them a high standard of character, discipline and personality.

- **Towards Profession** - It should be teachers' primary duty to be sincere and honest to their work and to go thoroughly prepared to the class, to endeavor to maintain their efficiency by study and other means; not to do or say anything which may lower their prestige in the eyes of their students; not to write or encourage the use of help books; not to exert any pressure upon their students or their parents to engage private tuition, not to act as an agent or accept commission and other compensation for recommending books.

- **Towards Society** - It shall be teachers' primary duty to set an example in citizenship, to endeavour to promote the public good, to uphold the dignity of their calling on all occasions, to size up the demands and aspirations of the society, to be dynamic leaders when required and to be ideal followers when desired.

### 1.5. Concept of Teacher Performance

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) revealed that 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. (As cited in Malik, 2005)

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.

1.5.1 Factors Influencing Classroom Performance of Teachers

Some of the factors that can have great influence on the teacher performance apparently are:

1. Psycho-Social Maturity
2. Locus of Control
3. Organisational Conflict
4. Intelligence
5. Academic Background
6. Attitude towards Teaching Profession
7. Socio-economic Status
8. Adjustment
9. Age
10. Gender
11. Professional Training
12. Level of Aspiration
13. School Climate
14. Teaching Experience
15. Job Satisfaction
16. Emotional Intelligence
1.5.2. Evaluating Performance of a Teacher

Performance of a teacher can be evaluated by:

1. The Principal
2. The Students
3. Colleagues
4. Administrators
5. Parents of the Students
6. The Researches Conducted
7. Self Evaluation by Teachers themselves

1.5.3. Self Evaluation of Teacher Performance

Each type of the evaluator mentioned above might give a different pattern or perspective of teacher performance. However, to evaluate teacher performance, the researcher preferred to depend upon teachers own evaluation of their performance and thus, chose to measure teacher performance as perceived by teachers themselves especially for the following reasons.

1. It enables the researcher to understand how a teacher perceives his/her own performance.
2. The other variables of the study - emotional intelligence and level of aspiration of a teacher are likely to influence his/her classroom performance more directly rather than students’ perception of teacher performance.

1.5.4. Self Evaluation Tool

“Self-Evaluation of Teacher Performance Scale” constructed and standardized by Pandya (1996) is most suitable for measuring the performance of teachers.

1.6. Emotional Intelligence

For long, it has been believed that certain aspects of intelligence such as spatial skills, logical reasoning, understanding analogies, verbal skills etc. are
important. Researchers were quite confused. They were puzzled by the fact that while IQ could predict the academic performance to a significant degree and professional and personal success to some degree, there was something missing in the equation. Some of those with fabulous IQ scores were doing poorly in life or one could say they were wasting their potential by thinking, behaving and communicating in a way that hindered their chances to succeed. One of the major missing parts in the previous equation is “Emotional Intelligence.”

1.6.1. Emotional Intelligence: The Concept

What do happiness, fear, anger, affection, shame; disgust, surprise, lust, sadness and love have in common? These are emotions which directly affect our day-to-day life.

What are emotions? According to Karen Stone McCown “Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions. What is most important is for each of us to learn that we create our own emotions. Our responses are shaped by our thoughts—by what we tell ourselves. As we clarify our understanding of our own beliefs and patterns, we learn that we are actually choosing our own lives. We take responsibility of our thoughts, feelings and actions; we become accountable.”

'Where do Emotions come from?

Human beings are not only motivated by reason and intelligence, but are also subject to passions, desires and a range of other feelings which can motivate them strongly—often in a direction different from that of reason. These feelings are called emotions. Since emotions move humans to do things, some psychologists have compared them to the mainspring of a watch. Just as the hands of a watch would be motionless without the mainspring or battery, so would human beings be listless and accomplish little or nothing if there were no emotions to motivate them.

Emotions are psychological feelings that people have that usually result from—and contribute to—a conflict. Examples are anger, shame, fear, distrust and
a sense of powerlessness. If emotions are effectively managed they can become a resource for effective conflict resolution. If they are not effectively managed, however, they can intensify a conflict, heightening tensions and making the situation more difficult to resolve.

Emotional Intelligence (EI) is closely related to the concept of social intelligence and is unrelated to traditional abstract intelligence, as is evident from the following quote:

*If IQ tells you what you can do,*

*EQ tells you what you will do.* *(Dr Michael Rock)*

Social Intelligence as described by Gardner can be termed as a sum total of interpersonal and intrapersonal intelligence, where interpersonal intelligence includes understanding and managing others and intrapersonal intelligence includes understanding, managing and motivating self. The concept of emotional intelligence is an extension of this concept of social intelligence. This relatively new concept is a departure from the traditional thinking that intelligence can be divided into two categories-verbal and non-verbal types. In fact, these are the abilities that the traditional IQ tests assess, ignoring the emotional aspects of one's personality. The various emotional aspects include awareness of emotions of self and others and managing emotions of self and others. These special abilities put under a separate title are termed as Emotional Intelligence.

According to Goleman (1995) we have two minds, one that thinks and one that feels. These two fundamentally different ways of knowing interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of: more prominent in awareness, thoughtful and able to reflect. The emotional mind is impulsive and powerful, and sometimes illogical. These two minds operate in harmony with each other, most of the times feelings are essential to thought and vice versa. But when passions surge the balance tips, it the emotional mind that has the upper hand. Therefore how we do in life is determined by both- IQ and EQ. *(Fig.1.1)*
1.6.2. Emergence of the term Emotional Intelligence (EI)

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. Goleman, D (1996).

Emotional intelligence is a different way of being smart; it includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It is being motivated and remaining hopeful and optimistic when you have setbacks in working towards goals. It is empathy; knowing what the people around you are feeling. And it's social-skills-getting along well with other people, managing emotions in relationships, being able to persuade or lead others. Bar-On, Reuven (1997) defined a model of emotional Intelligence as an “array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.”

The roots of the concept of emotional intelligence may be searched out over 200 years ago in the following remarks of the Greek Philosopher, Aristotle in his Nicomachean Ethics –
"Anyone can become angry- that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way- that is not easy."

This statement has an essence and spirit of emotional intelligence stressing that one has a proper reason for reacting to a particular situation. Reflections of emotional intelligence can also be sensed in the text of Bhagwad Geeta composed centuries before the argument for the awareness and management of emotional reactions by stating, "That man is disciplined and happy who can prevail over the turmoil that springs from dislike and anger here on earth . . ." With the expansion of field of psychology in the early 20th century, emotional responses and behaviour began to be theoretically and empirically explored. The point to be stressed here is that the value and importance of human relations, that we are now naming as EI competencies or skills is not new. Philosophical and religious texts have been attempting to focus humanity by giving importance to develop awareness and monitor behaviour for centuries. To clarify, interpersonal skills such as compassion, empathy and trust and intrapersonal skills such as self - knowledge, observation and contemplation have been reflected through various episodes, both major and minor in written form in the history.

To sum up 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.
### The Four Dimensions and Nineteen Competencies Associated with Emotional Intelligence

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<thead>
<tr>
<th>Self-Awareness</th>
<th>Social-Awareness</th>
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<td>(Knowing one's internal states, preferences, resources, and intuitions)</td>
<td>(Awareness of others' feelings, needs, and concerns)</td>
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<td><strong>1. Emotional self-awareness:</strong> Recognizing one's emotions and their effects</td>
<td><strong>9. Empathy:</strong> Sensing others' feelings and taking an active interest in their concerns</td>
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<td><strong>2. Accurate self-assessment:</strong> Knowing one's strengths and limits</td>
<td><strong>10. Service orientation:</strong> Anticipating, recognizing, and meeting customers' needs</td>
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<td><strong>3. Self-confidence:</strong> A strong sense of one's self-worth</td>
<td><strong>11. Organizational awareness:</strong> Reading a group's emotional currents and power relationships</td>
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<td><strong>4. Adaptability:</strong> Flexibility in handling change</td>
<td><strong>12. Developing others:</strong> Sensing others' developmental needs and bolstering their ability</td>
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<td><strong>5. Self-control:</strong> Keeping disruptive emotions and impulses in check</td>
<td><strong>13. Leadership:</strong> Inspiring and guiding individuals and groups; aligning with the goals of the group or organization</td>
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<td><strong>6. Conscientiousness and reliability:</strong> Taking responsibility for personal performance; maintaining standards of honesty and integrity</td>
<td><strong>14. Influence:</strong> Wielding effective tactics for persuasion</td>
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<td><strong>7. Initiative and innovation:</strong> Readiness to act on opportunities; being comfortable with novel ideas, approaches, and new information</td>
<td><strong>15. Change catalyst:</strong> Initiating or managing change</td>
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<td><strong>8. Achievement drive:</strong> Striving to improve or meet a standard of excellence; persistence in pursuing goals despite obstacles and setbacks.</td>
<td><strong>16. Communication:</strong> Listening openly and sending convincing messages</td>
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<td><strong>17. Conflict management:</strong> Negotiating and resolving disagreements</td>
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<td><strong>18. Collaboration and building bonds:</strong> Working with others toward shared goals; nurturing instrumental relations</td>
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<td><strong>19. Team capabilities:</strong> Creating group synergy in pursuing collective goals</td>
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1.6.3. What is EQ?

According to Ruben Bar-On EQ is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures. In Layperson’s Language EQ is a set of social and emotional abilities that help individuals cope with the demands of daily life.

1.6.4 Significance of Emotional Intelligence

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 upto 20% of life success the remaining 80% was fulfilled by Emotional Intelligence.(Fig.1.2)

![Figure 1.2 (Pie Chart Depicting role of EQ & IQ in success)](image-url)
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.

### 1.6.5. Emotional Intelligence of Teachers

We know the fact that demands and pressures of social interaction job vary from person to person and job to job. For example the emotional intelligence of a bureaucrat, a doctor, a businessman, a manager, or an I.T professional is different due to different job profile and social interaction. While considering Emotional Intelligence of a teacher in the present context, we see that the job profile of a teacher is also very different from the above cited professions. A teacher is a mechanism to bring about a positive social and behavioural change in the student by presenting before him a model behaviour and emotional intelligence in his teachings and dealings. The teacher can be the most powerful force in modelling and teaching how to control anger, resolve conflicts and motivate students. This is something which no computer, no machine can ever do. Nothing is as powerful as the human touch in education: the ability to whisper in a student’s ear, give him a pat on his back and say, “You are right!” A teacher can harness the strengths and weaknesses of a student in a positive manner through the emotional channel. All these things make the job of a teacher a specialized one.

### 1.6.6. Significance of Emotional Intelligence for school teachers

Teaching is an excellent profession. It requires an ability to impart knowledge, provide leadership, instill values and help to prepare young individuals for future. A teacher occupies an important place in the process of education. His performance in the classroom matters a lot. For effective teaching learning process, classroom performance of a teacher is of immense importance. A teacher’s attitude, condition and personality unquestionably affect the pupils and the teaching learning process at large. It is a well accepted fact that the quality
of the nation depends upon the quality of education imparted to its citizens which in turn depends upon the ‘quality of its teachers’. The term quality of its teachers includes all the personality dimensions of the teacher, i.e. span of knowledge, teaching skills and teacher behaviour comprising his or her emotional intelligence.

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.

For success in school and later life, a child requires a lot of patience and stress management, which can be manifested and operationalized successfully only if the child gets constant support from home and school and only if his or her basic emotional needs are met. While all humans share these needs, each differs in the strength of the need, just as some of us need more water, more food or more sleep. One person may need more freedom and independence; another may need more security and social connections. One may have a greater curiosity and greater need for understanding, while another is content to accept whatever he has been told. These are broadly termed as “individual differences” which are commonly faced by a teacher in a classroom. One of the major problems observed in the schools is the treatment of all children as if their emotional and psychological needs were identical. The result is that many children’s needs are unsatisfied. They become frustrated. They act out their frustration in various ways, which are typically seen as misbehaviour. This is evident when children are expected to do all the same things for the same length of time. If teachers identify
their unique needs and satisfy them then there will be fewer behavioural problems. Thus, the school environment has to be maneuvered according to the basic need of the student keeping in mind the basic child psychology.

There are three ways in which a teacher can influence children- (1) indirectly; through their personal influence (2) directly; through teaching and (3) by changing the environment. Teachers who themselves are emotionally competent enough can manage or regulate emotions appropriately in the classroom in a better way. An emotionally competent teacher is likely to emphasis on responsible behaviour on the part of his students by placing himself as a role model and through formalizing classroom activities in a proper way. He / She can foster creativity in students and these activities can be used later on in times of emotional hardships or when the child is frustrated in order to channelise the emotions in a positive direction.

A teacher who is skilled in terms of emotional competencies will naturally try to build a sense of mutual understanding, group feeling and a climate of trust by encouraging students to communicate freely and by working in a cohesive manner.

Jordan (2000) notes that emotions are present within all aspects of organizational life and “should be raised to the surface of awareness.” Whilst Jorden’s focus is on the business work place, equal focus can be made on the school as a work place and on the interactions between teacher and students and teachers and their colleagues. Such understanding will definitely assist us in preparing effective teachers in a profession that relies mainly on inter-personal relationship. The success of an educational programme and the development of emotional intelligence among our children depend a lot on the level of emotional intelligence of a teacher. An emotionally intelligent teacher is the heart and soul of any educational venture. 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 emotionally intelligent teacher. Students can learn how to recognize and manage emotions, care about others, make good
decisions and develop positive relationship through an emotionally intelligent teacher.

1.6.7. Emotional Intelligence Tool

Teachers’ Emotional Intelligence Inventory developed by Mangal, Shubhra (2008) is used to measure the Emotional Intelligence of the teachers.

1.7. 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 have high 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. if he has the feeling of 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.
Thus, four main points are distinguished in a typical sequence of events in a Level of Aspiration situation.

1. Last performance,
2. Setting of Level of Aspiration for the next performance,
3. New performance, and
4. Psychological reaction to the new perform

The difference between the level of last performance and that of the new goal is called; Goal Discrepancy; whereas the difference between the goal level and that of the new performance is called “Attainment Discrepancy.” The greater the Discrepancy, whether goal or attainment, the lesser the chances of attaining the goal and the wider the frustration that the individual may experience. Thus, neither the over estimation, nor the under-estimation, whatsoever they may be, but it is the realistic estimation in terms of least goal or attainment discrepancy, that brings home the highest level of satisfaction ascertaining his reality-oriented personality and consistency between his goal setting behavior and his ability and efforts to attain the same.

The Level of Aspiration is usually measured in terms of goal discrepancy score. When GDS is very high or low, it may be claimed that one is merely imaginative, fantastic, unrealistic, below or above his self esteem, on the contrary when, actual performance and expectance of the individual is about the same, it may be said that person is realistic and practical in life. Thus, setting of level of aspiration may itself motivate the individual to try his level best, though sometimes acknowledge how well one has performed previously may equally be effective. The performance in the last trial makes one able to estimate how well he will do in the next trial whether he would exceed or fail short of his estimate. It is generally found that majority of the people tend to set their level of aspiration slightly above the previous performance and continue to adjust the level on successive trial. If one has reached the level set by him previously, the number is lowered on the subsequent trials. The greater the success, the stronger the tendency to raise the level whereas the greater the failure, the stronger is the tendency to lower it.
Level of Aspiration (LOA) is an individual’s future expectation or ambition. It refers to the estimate of one’s future in a given task. In today’s world of competitiveness there is not a single individual who is devoid of ambition in some or other form. A great deal of individual variation is found with regard to goal setting behavior. Persons with an equal amount of ability may also differ significantly in their goal setting behavior. One may set it very low; still others may set it to their performance level. Thus, in choosing life goals and in doing daily activities people differ largely in their expectations and aspirations.

The concept of ‘Level of Aspiration’ was first of all introduced in 1931 by Dembo, one of the Lewin’s students, in the course of an experimental investigation of anger. The first experiment directed towards the analysis of the level of aspiration – a translation from German Word ‘Anspruch and Niveau’ was performed by Hoppe in 1930. He defined a familiar concept to the psychologists, educationists, sociologists and others and has been the topic of extensive discussion and experimentation in the last quarter of the 20th century.

The word ‘Aspire’ refers to the ambition or desire, which has yet not been fulfilled and a man still works for it, Hoppe (1930) defined the ‘Level of Aspiration’ (LOA) as ‘a person’s expectations, goals or claims on his own future achievement in a given task. On the basis of experimental analysis, Hoppe found that a given performance is accompanied by a feeling of failure if it falls below the LOA and a given performance is accompanied by a feeling of success if it goes above the LOA. Therefore, LOA according to Hoppe, was essentially qualitative in nature, he ascertains LOA through the following lines of evidence:

1. The subjective nature of an individual’s goal,
2. The occurrence of success and failure experienced after the goal is achieved, conflicting and decision taking experience, and
3. The influence of immediate past experience on the subsequent level of goal setting behaviour.

Not only this, Hoppe has also investigated the various factors which effect goal setting behavior. He concludes that individual variations are found in level of aspiration in his capabilities for doing a particular task. Thus, Hoppe
conceived level of aspiration as a technique for studying dynamic factors which operate in the prediction of feeling of success and failure. Frank (1935) altered Hoppe's concept of level of aspiration (LOA) behavior in the light of his quantitative technique, where the goodness of performance was measured in terms of the times taken to complete the set task. The subject was acquainted with the task, given a number of trials and after each trial told how long he had taken. He was subsequently asked to state how long he thought he would take to complete the next trial. By this method, the goal was expressed in the same units, in which goodness of performance was measured, thus, enabling direct comparison to be made between the level of aspiration and the level of performance. Frank offered evidence that the LOA is a stable personality characteristic relatively independent of specific task. He then redefined Hoppe's concept of level of aspiration as level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach."

Following the pioneer work of Hoppe and Frank, Gould (1939) employed Frank's method but made clear her conviction that there is no "one to one relationship between what we might call true aspiration level and the quantitative measures of level of aspiration." She has offered evidence that level of aspiration of a given individual is not independent of a given task. Boyd (1952) defined Level of Aspiration as an individual ambition in a dynamic situation, i.e. it is an individual's goal or expectation in regard to the goodness of his own future performance for a given task." Joshi (1963) pointed out that in Level of Aspiration; individual strives positively towards the goal which is generally in keeping with his assets, whereas in wish fulfillment fantasies one is lost in them. According to Hurlock (1967) Aspiration means "a longing for what is above one's achieved level with advancement on it as its end. In other words, Aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him."

In short, many researchers have pointed out that 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. A considerable number of variables in the level of aspiration situations have been worked out by foreign and Indian researchers alike; (Alwin & Otto 1971) Parental influences on aspirations are crucial because parents control both financial and psychological resources and are key factors in socialization. Aspirations can also be shaped through the social milieu of school setting; Bhargava (1976) found that level of aspiration of the child is closely related to his self concept and educational achievement. Sarala Ram (1978) observed insignificant, very low relationship between level of aspiration and three areas of adjustment like-emotional, social and educational. On the whole, there are wide individual differences in level of aspiration.

1.7.1. Determinants of Level of Aspiration

Level of aspiration is usually influenced by two types of factors i.e., environmental and personal. In early childhood, before the child is old enough to know what his abilities, interest and values are, his aspirations are largely shaped by his environment. As he grows older and becomes more aware of his abilities and interests, personal factors have a greater influence. But many of his aspirations, his values, for example, are still environmental in origin.

Environmental Determinants

1. Parental Ambitions: - Parental ambitions influence the level of aspiration of the child. Parents always expect more from the first born, and therefore the level of aspiration may be higher for the first born than that of those born later.

2. Culture: - Cultural traditions are important factors for setting the goal better and rich cultural background helps a child in fulfilling high expectations.

3. Social Values: - It also varies with the area of achievement of goal setting. Social reward and prestige also works as reinforcement.
4. **Peer Pressure**: Friends may encourage or discourage a child for anything. If they encourage him, it is possible that he will develop a tendency of high goal setting.

5. **Competition**: Competitions with siblings and peer in the hope of performing better is also an affecting factor for level of aspiration.

6. **Group Cohesiveness**: It is also considered as a determinant of goal setting. One does better and sets high goal when he is acting in a group.

7. **Social Expectations**: Society expects more from some people than others. It is generally assumed that one who is successful in a particular area may also be successful in other areas if he wishes.

**Personal Determinants**

1. **Wishes**: If one needs to achieve something or he has high achievement motivation, his level of aspiration of achieving will be higher, and thus his wishes influence the level of aspiration.

2. **Personality**: The personality characteristics also determine the kind and strength of his aspirations.

3. **Past Experiences**: The previous success strengthens one’s aspiration whereas failure weakens it.

4. **Values and Interest**: Personal values and interest also determine the extent of level of aspiration.

5. **Sex**: It is generally found that boys have higher aspirations than girls because of their interests, likings, goals, and expectations of family and society.

6. **Socio-Economic Background**: It is noticed that middle and upper groups have higher degree of aspirations than those of lower group.

7. **Racial Background**: Minority group aspire higher than majority group. It is just a sort of compensation on the part of minority groups.

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. Its study is still more important in the contest of the present research work as a teacher's level of aspiration represents him not only as he is at any particular moment but also as he would like to be and do something at some point in the future. Some measures can be adopted to see that not only those who have high level of aspiration keep up their tempo but also those whose level of aspiration is low could be helped to move up the ladder step by step.

1.7.2. Level of Aspiration Tool

Considering the above literature the investigator used a readymade tool "Level of Aspiration Measure" prepared by Bhargava & Shah (1996) to measure the level of aspiration of senior secondary school teachers.

1.8. 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.

Alongwith 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).

1.9. Statement of the Problem

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

1.10. 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)

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)

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. (Bhargava & Shah 1996)
1.11. Variables Involved In the Study

A. Dependent Variable: Dependent variable is that factor which is observed and measured to determine the effect of independent variables. In this study, the dependent variable refers to various aspects of Classroom Performance of the Teachers.

B. Independent Variable: Independent variable is that factor which is measured manipulated or selected by the experimenter to determine its relationship to an observed phenomena. The independent variables of the study are Emotional Intelligence and Level of Aspiration and Certain Demographic variables like Gender, Age, Experience, Stream and Locality.

1.12. 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.

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

1.13. 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.

1.14. Delimitations of the Study

Taking into consideration the time and resources available, the present study is delimited to the following aspects:

1. The study is delimited to the Govt. Senior Secondary school Teachers only.

2. The sample is taken from a few districts of Haryana only.

3. The study is delimited to a sample of 425 Govt. Senior Secondary School teachers of which 208 are female and 217 are male.

4. The study is delimited to find out the effect of independent variables on the development of teachers' Classroom Performance.

5. Only Emotional Intelligence and Level of Aspiration are taken as independent variable and demographic variables are taken against the background of the present study.