CHAPTER 1

INTRODUCTION AND DESIGN OF THE STUDY

This chapter emphasises the general introduction about the topic and the significance of the study. The research methodology and chapterisation scheme pertaining to the present work is also presented.

1.1 INTRODUCTION

Emotional Intelligence is one of the most notorious factors or the elements in the field of behavioural and social sciences that has gained acceptance in the recent years for its contribution in personal and professional success. Emotional intelligence is the most vital and prioritised element for a successful life. There is a famous saying that only the fittest person can survive in this competitive world and a person requires emotional intelligence to be fit among the competitors. Therefore intelligence alone is not adequate for the success of a person; he or she needs emotion to balance it. It contributes to the performance of work duties and improves the attitude of a person. It also improves the self-confidence in one’s state of mind.

Emotional Intelligence is very important for every profession. According to the research made by the Research Organisation of Emotional Intelligence, it was found that the Emotional Intelligence is mostly required by marketing profession compared to other professions. Marketing professionals need to understand and tackle the emotions of different types of customers and customise their marketing strategy. Next the Emotional
Intelligence is more required for managers, followed by teaching professionals, Police, Doctors and so on.

Emotional Intelligence plays an important part in both the personal and professional life of all the personalities. It is an important paradigm that leads to the performance and success of each and every individual. According to Goleman Emotional Intelligence is liable for about 80 percentage of a person’s success in life. The person who can understand himself or herself can easily understand others and can be very clear in his or her

Emotional Intelligence has a stronger influence when the teaching professionals build a rapport towards the students. They should be very flexible towards the expectations of the students. Emotional Intelligence requires a momentous amount of patience and dedication towards the profession. The expectations of the students have changed nowadays and they want the Teaching professionals to provide them broader knowledge rather than narrowest bookish knowledge. In order to cope up with the students expectations the teaching professionals must have the potential to teach both technical and practical aspects and satisfy the students.

The teaching profession requires a lot of Intelligent Quotient and Emotional Quotient. The teaching profession requires a host of emotional capabilities. Teaching professionals must have the potential and capacity to handle the emotions of the students. The teaching profession is found to have high peril because it is very difficult to understand the complexity of behaviour and the emotions of the students

Teaching Efficacy refers to the Teacher’s confidence in his/her capacity to achieve the desired performance. Self Esteem refers to how a person gives credit worthiness to him or herself. In this study the major dynamics which influence the Emotional Intelligence, Teaching Efficacy and
Self-esteem are identified and the combined effect of Emotional Intelligence and Teaching Efficacy on Self-Esteem of Teaching professionals of Krishnagiri District are analysed.

1.2 NEED FOR THE STUDY

Emotional Intelligence is a topic of rising interest in every organization like manufacturing and IT companies, schools, colleges and hospitals. In today’s modern era the technologies have increased and the risk involved is also increased. The people have to struggle a lot to understand the issues and be successful in the carrier. Emotional Intelligence helps the people to adjust according to the situation with tolerance. It also increases the confidence among the people and influences them to increase self-Perception, loyalty and the overall performance. There are plenty of existing researches on analysing the Emotional Intelligence of managers. There are also many researches on the Teaching Efficacy of teachers. But a very few number of research is made on analysing the combined effect of Emotional Intelligence and Teaching Efficacy. The research on Emotional Intelligence of teachers is widely being recognised now. Therefore, this study aims to investigate the possible relationship between Teaching Professionals’ Emotional Intelligence competencies and their Teaching Efficacy and their combined effect on enhancing their self-Esteem.

1.3 STATEMENT OF THE PROBLEM

Teaching profession is multifaceted and the teachers need a lot of litcheness and rapport towards the students. On one hand the Teaching Professionals need Emotional Intelligence to influence the students and on the other hand they need the Teaching Efficacy to teach the class innovatively and effectively. A huge amount of research is made on analysing the Emotional Intelligence of managers and Leaders. But a very few amount of
research is made on analysing the emotional Intelligence of teachers. In the same way there are more amounts of researches made on analysing the relationship between Teaching Efficacy and self-esteem of School teachers. Therefore this study aims to combine the psychological factor of Emotional Intelligence along with the teaching Efficacy in order to determine the self-esteem of Teaching Professionals working in Colleges.

1.4 OBJECTIVES OF THE STUDY

1. To study the effect of Socio Economic Variables on the Attitude measures (Emotional Intelligence, Teaching Efficacy and Self-Esteem) of Teaching Professionals in Krishnagiri District.

2. To find out the Attitude measures level of Teaching Professionals in different categories of Educational Institutions in Krishnagiri District.

3. To analyse the impact of Emotional Intelligence and Teaching Efficacy in enhancing Self Esteem of Teaching Professionals in Krishnagiri District.

1.5 SCOPE OF THE STUDY

The research study analyses the relationship between the Emotional Intelligence and Teaching Efficacy and its impact on enhancing the self-esteem of Teaching Professionals with special reference to Krishnagiri District, Tamil Nadu, India. The data are collected from teaching professionals in Engineering, Arts and Science Colleges, Polytechnic and B.Ed. Colleges in Krishnagiri District.
Top Engineering Colleges like Adhiyamaan College of Engineering and Technology, Perumal Manimegalai College of Engineering and Technology, Hosur Institute of Technology, Sri Venkateshwara College of Engineering and PSV College of Engineering; Arts and Science Colleges like MGR College, Arignar Anna College, Krishna College of Arts and Science, Sivagamiammal College of Arts and Science, and St. Joseph College of Arts and Science; Polytechnic Colleges like Govt Polytechnic College, IRT Polytechnic College, Vinayaka Polytechnic College, St Joseph Polytechnic College, Perumal Manimegalai Polytechnic College, and PSV Polytechnic College and B.Ed. Colleges like St Joans College of Education, Rajiv Gandhi College of Education and Concord College are chosen for the study.

1.6 LIMITATIONS OF THE STUDY

- The research study is limited to Krishnagiri District.
- Lot of time and care is devoted to collect the unbiased response from the respondents.
- The variable which affects Self-Esteem is limited to Emotional Intelligence and Teaching Efficacy

1.7 OVERVIEW OF EMOTIONAL INTELLIGENCE

1.7.1 Basic Concept

Emotional Intelligence is concerned with effectively understanding oneself and others, maintaining good relationship with others, and adjusting to surroundings. The people who have Emotional Intelligence are generally very strong and determined. Most of the people lack Emotional Intelligence because people do not know how to express the same emotions that they feel in their inner mind. To remove the limitation of the 17th century research, Sharma (1977, 1981, 1983 and 1985) proposed and examined the role of
elements of Emotional Intelligence (Self-concept, motivation and adjustment) and the academic achievement

There are many other related researches made by Elizabeth Stubbs Koman in the year 2007 entitled ‘Emotional Intelligence competencies in the Team and Team Leader’, aims to make a multilevel examination of the impact of EI on the performance of the team. It highlights that the performance of the team is based on the Emotional Intelligence of the team leader. The Emotional Intelligence of the group was measured using Emotionally Competent group norms. The article also examines whether the emotionally competent group norms has an impact on the performance of the team. The tools like Correlation & Regression were used and finally it was concluded that there is an impact of EI on team performance.

There are also researches made on the impact of Emotional Intelligence on Service Institutions. John Humphreys (2005), in the study entitled ‘Emotional Structure and Commitment: Implications For Health Care Management’ aims to determine whether the emotional structure of direct healthcare workers was related to their commitment to the organization. The independent variables used in this study is Emotional Intelligence. The dependent variables are Emotion Coping ability and Organisational Commitment. The statistical tools used to analyse the impact using correlation and regression Analysis and finally it was concluded that there was a significant relationship between all the factors and also found that when Emotional Intelligence increases the Emotional coping up and Organisational Commitment also increases.

1.7.2 Models of Emotional Intelligence

The ability based model looks at the emotions as the useful bases of information which makes the person to adjust with the surrounding
Environment. The model contains four elements like perceiving emotions, using emotions, understanding emotions, and managing emotions. Perceiving emotions means identifying the emotions of ourselves and others. Using Emotions includes implementing the emotions in one’s thoughts and feelings. Understanding emotions include understanding the complications of the changing emotions and managing emotions is balancing the right emotions at the right time. The Mayer and Salovey's model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is modeled based on the ability based model of Emotional Intelligence

The mixed model of Emotional Intelligence proposed by Daniel Goleman emphasizes on the skills required by the leader for his success. The four factors included in the model were Self Awareness, Self-Management, Social Awareness and Relationship Management. Self-awareness is the capacity to recite one's emotions for taking decision. Self-management is controlling and balancing the emotions in every situation. Social awareness involves understanding others emotions and Relationship management is maintaining a rapport with the others. The Emotional Competency Inventory (ECI), (1999), The Emotional and Social Competency Inventory (ESCI) in 2007 and the Emotional Intelligence Appraisal, (2001) supported Daniel Goleman Model

The Bar on Model includes understanding his or her emotions, understanding others emotions and finally balancing the emotions for the personal growth. This model Emphasizes that the Emotional Intelligence can be improved by continuous training and motivation. It also reveals that there is a combined effect of Emotional Intelligence and Cognitive Intelligence on the General Intelligence. The Bar-On Emotion Quotient Inventory (EQ-i) measures emotional and social intelligence.
In trait EI model Petrides and colleagues anticipated a conceptual distinction between the ability based model and a trait based model of EI. The trait EI model is general and considers both the Goleman and Bar-On models. EQ-i, the Swinburne University Emotional Intelligence Test (SUEIT), Schu EI model and Trait Emotional Intelligence Questionnaire (TEIQue) supported this model.

1.7.3 Developing Emotional Intelligence

There are many ways to attain emotional Intelligence. One can seek the guidance of experts who are good in emotional Intelligence or one can follow any model, or one can learn it from our parents or friends. The first step in attaining Emotional Intelligence is be emotionally literate. The second step is to make a difference between one’s feelings and thought. Feelings arise from our heart and thought arise from our brain. The thought does not contribute to Emotional Intelligence, and it is only the feeling which leads to emotional Intelligence. Finally we must avoid people who are opposing us and try to make relationship with people, who encourage us and support us in every situation.

1.7.4 Measures of Emotional Intelligence

Emotional Intelligence is therefore a great measure of our personality and behaviour. There are several measures or Instrument, framed by researchers to measure the Emotional Intelligence. They are Reuven Bar-on EQ-i, Multifactor Emotional Intelligence Scale (MEIS), Seligman Attributional style Questionnaire (SASQ), Emotional competence Inventory (ECI)
1.7.5 Core Elements of Emotional Intelligence

The success of the business or service does not rely upon only on the quality of the products or the brand service. It depends upon the investment made upon by the people. It can be built only by having a better rapport with the people and it is only because of emotional Intelligence. The main areas covered by most of the researchers regarding Emotional Intelligence are self-awareness, self-management, and Social awareness and Relationship management.

1.7.6 Knowledge and Behaviour

There is a vast different between knowledge and behaviour. Knowledge can be obtained by reading through standard books and sometimes even memorising it, but Emotional Intelligence cannot be immediately derived by memorising from the books or from advice of experts. Book reading or getting the advice just gives us the awareness of Emotional Intelligence but understanding and implementing the Emotional Intelligence is a very slow process and can be arrived only by practice and experience.

1.7.7 Skills to Build Emotional Intelligence

The Emotional Intelligence acquires many skills for its development. These skills are very much required for every individual to practice and enhance Emotional Intelligence and get success in all endeavors. Some of the important skills required for building Emotional Intelligence are listed below.

- We must be able to identify our emotions and understand others emotions.
• We must have the capacity to handle and reduce stress and conflict.
• We must also build a good bond with others.
• We must be able to deal with challenges in a positive way and also use humor.
• Managing emotions and Bondage
• Facing the challenges

1.7.8 Daniel Goleman Book

To understand the concept of Emotional Intelligence completely, we can make overview of Daniel Goleman book “Emotional Intelligence”. Goleman has clearly mentioned about the relationship between emotion and reason. He also examined the relationship between Emotional Intelligence and our behaviours in every situation. It is one of the famous books which is written in a simple, manner to be understandable to everyone.

1.8 AN OVERVIEW OF TEACHING EFFICACY

1.8.1 Basic Concept

Teaching-efficacy refers to a degree to which the teachers believe that they have the capacity to achieve specific performance. It also refers to the teachers’ confidence that they can achieve success in their teaching profession. The teachers who have more teaching efficacy can exhibit high levels of planning, motivation to students, meeting students’ expectation, showing more innovativeness and creativeness in teaching. Bandura (1977), emphasised that Teachers self-efficacy can be developed through experience. The self-efficacy can also be developed by other factor like observing other teachers activities, or by getting feedback from students or peers. Brinson &
steins (2007), made a research on collective efficacy and found that there is a relationship between collective efficacy and teacher parents relationship. A good teacher with collective efficacy generally welcomes feedback and opinion of the parents.

1.8.2 Personal & General Efficacy

There are two categories of Efficacy namely, Personal Teaching Efficacy and General Teaching Efficacy. Personal Teaching Efficacy refers to teachers own feelings of their confidence on their abilities that they can perform a specific objective and achieve success. General teaching efficacy refers to the general belief about the capacity of the teachers to influence the students. These two factors are independent of each other. High self-efficacy lead to academic achievement, goal attainment, increased effort. The factor affecting efficacy are experience, observing others, getting comments from other and psychological factor like stress and depression.

1.8.3 Measuring Teaching Efficacy

There are various instruments available for measuring teaching efficacy like

- Ohio State Teacher efficacy scale (OSTES) developed by Tschanne-Moran and woolfolk Hoy in 1996.
- Self-Efficacy Teaching & Knowledge Instrument for Science Teachers (SETAKIST), developed by Roberts and Hensor in 2000
- Collective Teacher Efficacy scale (CTE), developed by Godard and Colleague in 2000.
1.8.4 Self-Efficacy and Confidence

Self-efficacy is different from self-esteem and confidence. Self-efficacy refers to one’s belief on their capabilities whereas self-esteem refers to self-evaluation of their capabilities. Confidence is nonspecific and efficacy is very specific on their subject.

1.9 AN OVERVIEW OF SELF ESTEEM

1.9.1 Basic Concept

Self-esteem refers to the person’s positive or negative credit or weightage which they give to themselves. In 20th century, scientific experimental Research was made on the behaviour of human beings like science lab. Rather than Descriptive Study of the emotions Self-Esteem test were made for Experimental Study, which played an important role in self actualisation and mental disorders.

The self-esteem determines the success or failure of a person. If a person has a positive & strong self-Esteem, he definitely gets success in life and he will be able to use his almost potential to achieve his goal Life. Similarly if a person has negative self Esteem, he gets depressed and cannot achieve further more in his life. Smith & Mackie (2007) also define it as ‘the positive or negative evaluation that we give to ourselves’. The positive self-esteem leads to the achievement of success and negative self-esteem leads to depression and stress.

1.9.2 Determination of Self Esteem in Performance Appraisal

Self-esteem is also listed among one of the factors for self-performance appraisal along with self-efficacy and Locus of control. Self
Esteem also leads to job satisfaction and performance. Self-esteem is followed as a cultural practice in countries like Japan.

### 1.9.3 Maslow Hierarchical Need-Self Esteem

Self-Esteem is one of the important fourth need of a person, and therefore it is included in Maslow hierarchical needs theory. He described self-Esteem as the need for respect and recognition. He also states that Self Esteem further leads to self actualisation and at most achievement.

### 1.9.4 Development of Self Esteem

Self-Esteem can also be developed through experience. The self Esteem of the parents determines the experience of a child. The child who gets support and caring from the parents develops self-Esteem in a greater manner and for Students, the academic achievement leads to self-Esteem. Adolescents make self-evaluation based on the opinion of their friends or based on the relationship with the friends. There is a belief that African Americans have high self Esteem compared to whites. The Feeling of shame and Poor performance leads to negative Self-Esteem.

### 1.9.5 Behaviour of high Self-Esteem People

The people who have high self Esteem, believe on their capabilities and talents. They do not worry about others comments. They also don’t think of past and future and they believe on present happenings. They believe themselves that they are personally valuable. They are even sensitive, understand others feelings and enjoy themselves. They also try to find out a solution for the problem independently. They have a positive evaluation on themselves in spite of criticism from others.
1.9.6 Benefits of High self-Esteem

There are two types of self Esteem. The Implicit self-esteem refers to unconscious and spontaneous self-evaluation whereas explicit self-Esteem refers to reflective and conscious self-evaluation. Low self-Esteem can also be from various other reasons like genetic hormone factors and other health problems. Positive self-Esteem leads to self-confidence, attainment of goal, happiness and potential to love and respect and to be loved and respected by others. It also Increases creativity of the person. Much research is also made on finding the relationship between self-esteem, success in life, happiness and achievement of goal.

1.9.7 Tips to Improve Self-Esteem

- Remove Negative thoughts
- Effort first, success next.
- Treat every failure as the opportunities to learn.
- Give up inferior thoughts
- Involve up new and innovative activities
- Set goal in life.
- Accepts comments and criticism
- Enjoy the life.

1.10 RESEARCH METHODOLOGY

1.10.1 Research Design

The method used in the study is ‘Descriptive method’ since this study aims to describe what is the current status of the Attitude Measures of the Teaching Professionals of the Krishnagiri District.
1.10.2 Data Source

The Primary data are collected as a form of Survey by collecting through the Questionnaire from Teaching Professionals from all the Engineering, Arts and Science, Polytechnic and Bachelor of Education Colleges in Krishnagiri District, Tamil Nadu, India.

The Secondary data are collected from Books, Journals and Web Site related to Emotional Intelligence, Teaching Efficacy and Self Esteem.

1.10.3 Sampling Design

The total population is 2367 Teaching Faculties and out of which 520 Teaching Faculties were selected for the study. The Sample Size was determined with 95% confidence level and 4% Margin of Error. Stratified Proportionate random sampling method is used. 520 samples were dived into different strata (different categories of Educational Institution) based on the proportion of the total number of staff members of different categories of educational Institution (Proportionate Stratified Sampling). 270 samples were collected on random of from all the Engineering Colleges with the population of 1233 faculty members, 161 samples were collected from Arts and Science Colleges with the population of 733 faculty members, 64 samples from Polytechnic Colleges with the population of 291 and 25 samples from B.Ed. Colleges with the population of 110 faculty members in and around Krishnagiri District.

1.10.4 Variables Used in the Study

Emotional Intelligence and Teaching Efficacy are the independent variables and Self-Esteem is the dependent variable. In this study, three sets of questionnaires - Emotional Intelligence Questionnaire (EIQ), Teaching
Efficacy Questionnaire (TEQ) and Self-Esteem Questionnaire (SEQ) are developed with 5 point Likert Scales ranging from 5 = Completely agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Completely Disagree

1.10.4.1 Independent Variables

Emotional Intelligence

Emotional Intelligence is concerned with effectively understanding oneself and others, maintaining good relationship with others, and adjusting to and coping with the society to be more successful in dealing with societal expectations. There are three models of Emotional Intelligence. They are Ability Model, Mixed Model and Trait Model.

The sub factors of Emotional Intelligence used in this study are:

1. Self-Perception : Identifying ourselves
2. Social Perception : Identifying others
3. Self-Clarity : Clear on thoughts
4. Self-Conscious : Alertness
5. Positive Attitude : Taking things in a positive way
6. Emotional Balance : Balancing emotions between two extremes
7. Rapport : Building bonds or relationship with others
8. Emotional Control : Emotions not exceeding the limit
9. Resilience : Flexibility
10. Self-Drive : Self-motivation
Teaching Efficacy

Teaching-efficacy refers to a degree to which the teachers believe that they have the capacity to achieve specific performance. It also explains the extent to which the teachers have the confidence to motivate and improve the performance of the students.

The sub factors identified in this study are

1. Plan-Oriented : Predicting the future plans in advance
2. Motivation : Encouraging to improve the skills
3. Integrity : Honesty and Truthfulness
4. Commitment : Dedication and loyalty
5. Accountability : Responsibility
6. Culture Adoption : Adjusting to the Organisational Culture
7. Compliance to rules and regulations : Following rules & regulations
8. Communicative : Effective sharing of Information
9. Trust : Building confidence
10. Freedom : Independent in thoughts and ideas

1.10.4.2 Dependent Variable

Self-Esteem

Self-esteem refers to the person’s positive or negative credit or weightage which they give to themselves. Negative Self-Esteem definitely leads to stress and depression. In 20th century, scientific experimental Research was made on the behaviour of human beings like science lab. Rather than Descriptive Study of the emotions Self-Esteem test were made for
Experimental Study, which played an important role in self actualisation and mental disorders.

The self-esteem determines the success or failure of a person. If a person has a positive & strong self-Esteem, he definitely gets success in life and he will be able to use his almost potential to achieve his goal Life. Similarly if a person has negative self Esteem, he gets depressed and cannot achieve further more in his life.

The factors used in the study are:

1. Perseverance : Firmness and Determination
2. Self-Credibility : Self-worthiness
3. Positive Vision : Focused on the future positive result
4. Competent : Comparatively best talented person
5. Creative : Doing things in a different and new way
6. Self-Leadership : Influencing others
7. Ethical Values : Following Noble or moral values
8. Social-cohesion : Social Involvement and Participation
9. Self-Realisation : Understanding ourselves
10. Time and Pressure Management : Completing the desired work at the appropriate time

1.10.5 Measurement Instrument

Emotional Intelligence is measured using Emotional Intelligence Questionnaire (EIQ). EIQ is framed based on models of TEIQUE and other standard Emotional Intelligence questionnaires. EIQ consists of 10 sub factors
with 5 items in each sub factor that can be answered by responding to a 5-point Likert scale. The higher the score, the higher is the Emotional Intelligence.

Teaching Efficacy is measured using Teaching Efficacy Questionnaire (TEQ). TEQ is framed based on famous models of the Tschannen-Moran Teachers’ Sense of Efficacy Scale and other standard Teaching Efficacy questionnaires. TEQ consists of 10 sub factors with 5 items in each sub factor that can be answered by responding to a 5-point Likert scale. The higher the score the higher is the Teaching Efficacy.

Self-esteem is measured using Self-Esteem Questionnaire (SEQ). SEQ is framed based on famous models of Rosenberg Self-Esteem Scale and other standard Self-Esteem questionnaires. SEQ consists of 10 sub factors with 5 items in each sub factor that can be answered by responding to a 5-point Likert scale. The higher the score the higher is the Self-esteem.

1.10.5.1 Pilot Study to test the Reliability of the Measurement Instrument

Since the study relies on the primary data, adequate care is taken to prepare the questionnaire. The reliability of each of the sub factors was tested using Cronbach Alpha test. Initially the Emotional Intelligence Questionnaire (EIQ) consists of 10 items under each sub factors. Then 5 items from each sub factors were dropped from the instrument to increase the reliability alpha value. Finally the overall Cronbach alpha value for Emotional Intelligence was found to be .94. The Cronbach alpha value for each of the sub factors are depicted in the Table 1.1.
Initially the Teaching Efficacy Questionnaire (TEQ) consisted of 10 items under each sub factors. Then 5 items from each sub factors were dropped from the instrument to increase the reliability alpha value. Finally the overall Cronbach alpha value for Teaching Efficacy was found to be .96. The Cronbach alpha value for each of the sub factors are depicted in the Table 1.2.
Initially the Self Esteem Questionnaire (SEQ) consisted of 10 items under each sub factors. Then 5 items from each sub factors were dropped from the instrument to increase the reliability alpha value. Finally the overall Cronbach alpha value for Self Esteem was found to be .91. The Cronbach alpha value for each of the sub factors are depicted in the Table 1.3.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>.91</td>
</tr>
<tr>
<td>Perseverance</td>
<td>.80</td>
</tr>
<tr>
<td>Self-Credibility</td>
<td>.76</td>
</tr>
<tr>
<td>Positive Vision</td>
<td>.96</td>
</tr>
<tr>
<td>Competent</td>
<td>.85</td>
</tr>
<tr>
<td>Creative</td>
<td>.73</td>
</tr>
<tr>
<td>Self-Leadership</td>
<td>.82</td>
</tr>
<tr>
<td>Ethical values</td>
<td>.86</td>
</tr>
<tr>
<td>Social Cohesion</td>
<td>.77</td>
</tr>
<tr>
<td>Self Realisation</td>
<td>.70</td>
</tr>
<tr>
<td>Time and pressure management</td>
<td>.81</td>
</tr>
</tbody>
</table>

Further the validity of the Measurement Instrument was made for the three factors Emotional Intelligence, Teaching Efficacy and Self Esteem. These three factors were validated and accepted in Independent Measurement Model by performing Measurement Model Confirmatory Factor Analysis and the measure was considered to be the valid measures of all the factors.
1.10.6 Hypothesis Testing – List of Null Hypothesis

1. There is no multivariate effect of fixed factors of Socio Economic variables on each of the attitude measures.

2. There is no multivariate effect of interaction between Socio Economic variables on each of the attitude measures.

3. There is no significant effect of the Socio Economic variable Institution on all components of the Attitude Measures.

4. There is no significant effect of the Socio Economic variable Age on all components of the Attitude Measures.

5. There is no significant effect of the Socio Economic variable Gender on all components of the Attitude Measures.

6. There is no significant effect of the Socio Economic variable Marital Status on all components of the Attitude Measures.

7. There is no significant effect of the Socio Economic variable Type of College on all components of the Attitude Measures.

8. There is no significant effect of the Socio Economic variable Designation on all components of the Attitude Measures.

9. There is no significant effect of the Socio Economic variable Experience on all components of the Attitude Measures.

10. There is no significant effect of the Socio Economic variable Monthly Income on all components of the Attitude Measures.

11. There is no significant effect of the Socio Economic variable FDP Attended status on all components of the Attitude Measures.
12. There is no significant effect of the Socio Economic variable Book Published Status on all components of the Attitude Measures.

13. There is no significant effect of the interactions of Socio Economic variables Institution and Gender on all components of the Attitude Measures.

14. There is no significant effect of the interactions of Socio Economic variables Institution and Marital Status on all components of the Attitude Measures.

15. There is no significant effect of the interactions of Socio Economic variables Institution and Type of College on all components of the Attitude Measures.

16. There is no significant effect of the interactions of Socio Economic variables Institution and Designation on all components of the Attitude Measures.

17. There is no significant effect of the interactions of Socio Economic variables Institution and Monthly Income on all components of the Attitude Measures.

18. There is no significant effect of the interactions of Socio Economic variables Institution and FDP Attended Status on all components of the Attitude Measures.

19. There is no significant effect of the interactions of Socio Economic variables Institution and Book Published on all components of the Attitude Measures.

20. There is no significant effect of the interactions of Socio Economic variables Institution & Age & Gender on all components of the Attitude Measures.
21. There is no significant effect of the interactions of Socio Economic variables Institution & Age & Marital Status on all components of the Attitude Measures.

22. There is no significant effect of the interactions of Socio Economic variables Institution & Gender & Marital Status on all components of the Attitude Measures.

23. There is no significant effect of the interactions of Socio Economic variables Institution & Age & Designation on all components of the Attitude Measures.

24. There is no significant effect of the interactions of Socio Economic variables Institution & Gender & Type of College on all components of the Attitude Measures.

25. There is no significant effect of the interactions of Socio Economic variables Institution & Gender & Designation on all components of the Attitude Measures.

26. There is no significant effect of the interactions of Socio Economic variables Institution & Age & Monthly Income on all components of the Attitude Measures.

27. There is no significant effect of the interactions of Socio Economic variables Institution & Gender & Monthly Income on all components of the Attitude Measures.

28. There is no significant combined effect of Emotional Intelligence measures on the determination Self Esteem.

29. There is no significant combined effect of Teaching Efficacy measures on the determination Self Esteem.
There is no significant relationship among the Self Esteem variables.

There is no significant correlation between the attitude measures.

### 1.10.7 Tools Used in the Study

In this study statistical tools like Structured Equation Modelling, MANOVA, ANOVA, Correlation and Regression Analysis, Factor Analysis and Discriminant Analysis are used. To find out the effect of Socio Economic Variables and the interactions of Socio Economic Variables on each of the Attitude measures MANOVA tools are used. Factor Analysis identifies valid constructs of the Attitude Measures. To find a linear combination of socio economic factors that discriminate the Dependent Variable and determine the statistical significance of the Discriminant function Discriminant Analysis are used. The impact of Emotional Intelligence and Teaching Efficacy on enhancing Self-Esteem of Teaching Professionals is analysed using Correlation and Regression Analysis. Structured Equation Modelling (SEM Analysis) is used to determine the model fitness.

### 1.11 CONCEPTUAL MODEL OF THE STUDY

The Conceptual Model depicts the Core Factors, Constructs or the Variables and their relationship in a graphical form. The main aim of creating the model of the study is to make the readers clearly understand the presumed relationship among the variables.
OVERALL CONCEPTUAL MODEL OF THE STUDY

**Emotional Intelligence**
- Social Perception
- Self-Clarity
- Self-Clarity
- Self-Conscious
- Positive Attitude
- Emotional Balance
- Rapport
- Emotional Control
- Resilience
- Self-Drive

**Teaching Efficacy**
- Plan-Oriented
- Motivation
- Integrity
- Commitment
- Accountability
- Culture Adoption
- Compliance to rules and regulation
- Communicative
- Trust
- Freedom

**Self Esteem**
- Perseverance
- Self-Credibility
- Positive Vision
- Competent
- Creative
- Self-Leadership
- Ethical values
- Social Cohesion
- Self Realisation
- Time and pressure management

Figure 1.1 Conceptual Model of the Study
1.12 CHAPTERISATION

The First Chapter consists of Introduction and Design of the Study comprising the need for the study, Statement of the Problem, Objectives of the study, Scope of the study, limitation of the study, methodology adopted, Conceptual Model and chapter scheme.

The Second Chapter highlights the review of earlier studies conducted by the researchers in the area of Emotional Intelligence, Teaching Efficacy and Self-Esteem.

The Third Chapter contains the different sectors of Educational Institutions and the profile of the selected sectors for the present study.

The Fourth Chapter entails Data analysis and interpretation.

The Fifth Chapter gives the summary of the findings of the study. Based on these findings a few suggestions will be recommended to improve the Emotional Intelligence of Teaching Professionals.