1.0 INTRODUCTION

The issue of teachers is becoming a priority educational phenomenon and it is no more plentitude to state that good quality education needs good teachers. It is quite difficult to estimate the influence of teachers on students. The role of a teacher is moulding the character of thousands of pupils, is tremendous. In Indian thought, the teacher is assigned many splendid roles. It is certain that to provide the best education the best teacher should be necessarily equipped with skills and competencies. This is true especially at elementary level where the role of teacher becomes limitless and infinite since he inculcates the values and positive attitudes in children. Therefore, it is a matter of common sense that the best way to provide quality education, is to empower teachers with required competencies.

Teachers at all stages are concerned with learners. They may be children in the early years of schooling or youth in schools, colleges and universities. Teacher’s obligation to bring about learning translates into the need on their part to understand the learner, both as a person and as a learner.

Teachers are concerned with learners not just in the ordinary sense. Their life is intimately bound up with them. Their professional lives acquire meaning only with reference to the relationship that exists between the lives acquires meaning only with reference to the relationship that exists among the two. Students, in a sense, define the
life and environment and enjoyable of the teacher. This life can be made meaningful and enjoyable for both if teachers love their charge - Children or youth - love being with them, talking to them, listening to them, playing with them, and teaching them.

'Love' here means not just on emotional response to the learner but acceptance of children for what they understand of their needs and problems. Even more, it means a genuine interest in the well being and development of the learner. It also implies a sincere desire on the part of the teacher to help the learners in their learning and other needs and build their self-confidence to face difficult situations. It calls for sympathizing with the inadequacies, foibles, failures and shortcomings of the young learners, sharing their joy and sorrows and building up their self-image.

In a society where a happy childhood is denied to the vast majority of children due to poverty, unscientific child-rearing practices and a host of other reasons and where unhappy childhood is the rule rather than exception, this aspect of teacher's commitment - acceptance of children - becomes even more crucial. It is a precondition for any learning to take place at all. Without acceptance and love, students can achieve nothing while, other than mechanical rote memorization of verbal 'knowledge' and not even that, many a time. What eventually matters to children in their life after school is certainly not the amount of matter that they were made to cram while in school, it is the confidence and courage to face life that they were to develop and the support they got from their teachers, in this way to love, understanding, affection and sympathy.
Teachers are, indeed, primarily concerned with children as learners. The implication of this assertion is to draw the attention of the teachers to appreciate the part of the job, that of trying to get the students learn. This task may take different forms, corresponding to the developmental stages of the learners. At the early stages, teachers are concerned with preparing the minds of children to receive knowledge in different ways - providing them sensory experiences, arousing their curiosity and interest, developing their problem-solving skills. As the child develops, its encounter with knowing and understand the world continues, but in more sophisticated ways.

It is generally agreed that the goodness of an educational system to a great extent is dependent on the quality of teacher. A college may have excellent material resources like equipments, building, library and other facilities along with curriculum appropriately adopted to suit the community needs but if the teachers are misfit or indifferent to their responsibilities the whole programmes is likely to be ineffective and wasted.

The Secondary Education Commission (1952) rightly points out "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community." To a large extent the quality of the teacher determines the quality of teaching and learning and the degree of achievement of educational objectives. Kothari Commission (1964) "...of all the different factors which influences the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant".

Chapter I
Teachers have been regarded as the persons who liberate and emancipate their students from the shackles of ignorance. They are the people who bestow their students with the knowledge of distinguish between good and bad, high and low. As the old proverb goes that a teacher affects eternity he can never tell where his influence stops. Therefore, there should be a sufficient supply of intelligence and sincere persons to the teaching profession with the best professional education and satisfactory conditions for their work.

Adaval (1952) has all words of appreciation regarding the high status of teachers, the strength of an educational system largely depends upon the quality of its teachers, however, enlightened the aims, however, up to date and generous equipments, however, efficient the administration, the value of children is determined by the teacher. That is, therefore, nothing is more important than that of securing a sufficient supply of a right kind of people to profession, providing them the best possible training and ensuring to them a status and esteem commensurate with the important and responsibilities of their work. Even the best curriculum and the most perfect syllabus remain dead, unless quickened into life by the right methods and to right kinds of teacher (Sugirtham, 1995).

In the modern age of science and technology, knowledge is expanding rapidly; the new generation of learners is very competitive and wants to keep abreast of the latest information in every field. In this connection, teachers in the era of change are required to incur expanded roles and responsibilities such as curriculum developer, new teacher mentor, staff development facilitator, action researcher, pre-service teacher educator and team leader (Cheng et al., 1999).
Therefore, it signals an alarm for a large mass of teacher who enters into the classroom without any preparation.

Initially, India faced the shortages of getting trained and qualified teacher, particularly in the remote and far flung regions in the country. Single teacher schools and alternative strategies to formal schooling made it a compulsion to utilise the services of those who were not fully and adequately prepared to undertake the responsibility for teaching. A large number of teachers who were under qualified or untrained were also appointed as teachers in schools. This continued for about 2-3 decades. Subsequently, the position has changed appreciably. During the last ten years, access to education and retention of children in schools have remained significant factor, a third major direction in terms of learning attainments and quality of education in schools have received attention. The issues of retention of children in schools and higher learning attainments require a congenial learning environment as well as professionally caused and committed teachers. The issues of enhancing the teacher effectiveness and school effectiveness have become major parameters for policy makers as well as for those responsible for implementation of strategies.

In this context, Emotional Intelligence, Teacher Commitment and Teacher Effectiveness are of prime important phenomena. Emotional intelligence and Professional Commitment are the most influencing factors to Teacher Effectiveness.
1.1 NEED OF THE STUDY

The elementary level, the root of education is facing very harsh problems as wastage and stagnation. In order to remove them, professionally committed and emotionally intelligent teachers are required. Keeping this view the investigator will attempt to study the influence of Emotional Intelligence and Professional Commitment on Teacher Effectiveness at elementary level.

An ingredient of a successful organization is a healthy dose of emotional intelligence. As noted by Goleman, at the individual level, emotional intelligence can be identified, assessed, and upgraded. Because the responsibilities of teachers are to incorporate programs that enable students to learn, to cope, understand their own value, gain empathy for others, land manage and control their emotions. These factors of emotion, this insight into oneself as well as into the emotions of others, constitute the first step in gaining essential skills for a successful life. Professional commitment plays a decisive role in effective teaching. The more a teacher is committed, the more he would acquire competencies and the more he would tend to be performing teacher. Professional committed teachers are required in order to increase the quality of elementary education. This fact motivated to the researcher to study the effect of emotional intelligence and professional commitment on teachers effectiveness. Only emotionally intelligent and Professionally Committed teachers inculcate above described traits among students. Teachers can facilitate learning by moulding the behavior they expect learners to demonstrate in every aspect of life. The behavior of a teacher is crucial for the transfer and maintenance of new emotional and social competencies. Teaching strategies should address different learning styles and incorporate
visual, sensory, auditory, and interactive elements such as role-playing, group discussions, and simulations, special recommendation is the use of self-disclosure in which teachers use their own stories to communicate how they deal with an emotion. Sharing stories that reflect the teacher’s self-awareness, motivation and persistence provides a model of behaviour that learners can emanate in their own efforts to form mutually satisfying relationships and become more emotionally strong.

In order to survive in a fast changing and competitive world, every person needs to develop and nurture emotional intelligence. Even every emotion has a cognitive component and every thought of a teacher is influenced by emotional intelligence. Emotions make up the entire personality pattern of individuals. They enter our human system as a source of energy that radiates and resonates.

Very few researches have been developed to study emotional intelligence and Professional Commitment and its effect on teachers’ effectiveness. Emotional intelligence is less explored because many psychologists and researchers have devoted thousands of hours to cognitive intelligence while it is true that cognitive intelligence has been immensely implored. These studies have shown that three are more people with average cognitive intelligence who become successful in life while those having high cognitive intelligence are not. Where does the difference lie? Psychologists point to emotional intelligence as the key factor for this spells the ability of an individual to cope up with life’s many pressures and surprises. The importance of Teacher effectiveness has aroused several important questions for educational researchers. What phenomenon effects Teacher effectiveness of the elementary school teachers?
What factors enhance teacher effectiveness? After reviewing existing literature, the investigator has come to know that there are various phenomenon and factors that effect and enhance teacher effectiveness. Emotional Intelligence and commitment are two of them. The researcher felt a dearth in the area of emotional intelligence and professional commitment. The above facts motivated the investigator to investigate the effect of emotional intelligence and professional commitment on teacher effectiveness at elementary level.

The present study will be an attempt towards filling up the gap existing in educational research in India as regards the phenomenon of Emotional Intelligence and professional commitment of teachers and its implications for effective Teaching. The construction of tool for measuring professional commitment of elementary teachers will surely be employed in further research.

1.2 CONCEPTUAL BACKGROUND

A. THE EMOTIONAL INTELLIGENCE

The word emotion is derived from the Latin word "Emover" which means the spirit that moves us. That energy is the transmitter and recover of all feeling, thoughts and actions. It determines what we dream about and what we are drawn to, believe in and committed to. In other words, emotions are the currents of energy that are within us. It activates our lives, shapes our perception and behaviour, which then emanate outward and influence others. Emotion simply deals with feeling such as anger, love, joy and sadness.
Many times we are read lines like "Let emotion not sway your duty towards your kingdom" in Indian History. But what is life without emotion? Dull!, according to Aristotle. 'What is wanted is appropriate emotion, feeling proportionate to circumstances. Suppressed emotions and too much control over it becomes pathological as in immobilizing depression, overwhelming anxiety, ranging anger, manic agitation' - says Dr. Daniel Goleman.

Researchers continue to argue over precisely which emotions can be considered primary-the blue, red, and yellow of feeling from which all blends come-or even if there are such primary emotions at all. Some theories propose basic families, though not all agree on them. The main candidates and some of the members of their families are given as under:

**ANGER**  
Fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility, and perhaps at the extreme, pathological hatred and violence.

**SADNESS**  
Grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and when pathological, Severe depression.

**FEAR**  
Anxiety, apprehension, nervousness, and consternation, misgiving, qualm, edginess, dread, and fright, terror: as a psychopathology phobia and panic.

**ENJOYMENT**  
Happiness, joy, relief, contentment, bliss,
delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and at the far edge, mania.

LOVE: Acceptance, friendliness, trust, kindness affinity, devotion, adoration, infatuation.

SURPRISE: Shock, astonishment, amazement, wonder

DISGUST: Contempt, disdain, scorn, abhorrence, aversion, distaste, revulsion.

SHAME: Guilt embarrassment, charging remorse, humiliation, regret, mortification and contrition.

**RELATIONSHIP BETWEEN EMOTION AND COGNITION**

Every emotion has a cognitive component and every thought is influenced by emotional factors. Both emotion and thought are basic attributes, which in the human being are intimately meshed, in a dialectical unity (Thomas and Chess, 1980). Differentiated psychological traits of older children and adults clearly reflect the interaction processes that involve emotion and thought. Feeling reinforces ideas and ideas in turn reinforce feelings. When we remember incidents that made us feel angry and sad when we thought about these incidents, did our mood also change? Did recalling memories of these events influence the way we felt? The chances are good that it did, for in many instances, our thoughts seem to exert strong effects on our emotions. This relationship works in the other directions as well. Being in a happy mood often causes us to think happy thoughts, while feelings and tend to bring negative memories and image to mind. In short, these appear
to be important link between emotion and cognition - between the way we feel and the way we think.

The latest research in neurobiology has shown that human beings operate from two minds - the rational mind (more recently developed in evolution) and the primitive mind, which is purely the emotional mind. The emotional mind is the source of basic emotions; anger, sadness, fear, lust, surprise, disgust, etc.

The rational mind, centered in the neo-cortex the outer part of brain, allows humans not only to plan, learn and remember, but also to love, care and makes moral and ethical distinctions.

Historically, the subtler part of the brain or the neo-cortex developed about a million years ago. The harmony between the emotional and rational mind is what constitute emotional intelligence and is the key to a richer and more fulfilling life.

**EMERGENCE OF THE EMOTIONAL INTELLIGENCE**

People who have a control over their life can manage and know their feelings well and read effectively with other people's feelings. While the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1995).

To understand EQ, imagine that human mind have two parts: (1) a thinking part, and (2) a feeling part. The harmonious compatibility of the two parts Constitute EQ. We can see in the fig.-1:
Research has suggested that intelligence is broader than the narrow cognitive domain measured by traditional intelligence tests and in fact, contributes only about 20% to the factors that determine life success (Gardner, 1995) which as shown in fig.2 Recently, Emotional intelligence, a construct that includes much of Gardner's theory, has emerged as a key factor in research investigating a range of outcomes including academic achievement and employment success (Goleman, 1995, 1998; Salovey & Mayer, 1989-1990)

Goleman (1995) described Emotional Intelligence as an ability that includes self-awareness, impulse control, persistence, zeal, self-motivation, empathy and social adeptness. Bernet (1996) operationalised emotional intelligence by focusing on optimal responses that result from the ability to attend rapidly appropriately and without effort to the experienced feelings (p.5) an inability in this area leads to self-damaging emotions and behaviours. In other words, emotional intelligence refers to the skill-fullness with which one can mediate and regulate the emotions of oneself and others.
Why we need emotional intelligence?

IQ contributes only 20% to one's life success. Rest 80% is by EQ.
### Chapter 1

SHOWING VARIOUS COMPONENTS OF EMOTIONAL INTELLIGENCE

#### SELF AWARENESS

Knowing one's internal states, preferences, resources and intuition

1. **Emotional awareness**
   - Recognizing one's emotions and affects.
2. **Accurate Self-Assessment**
   - Knowing one's strength and their limits.
3. **Self-Confidence**
   - A strong sense of one's self-worth and capabilities.

#### SELF-REGULATION

Managing one's internal states, impulses and resources

1. **Self Control**
   - Keeping disruptive emotions and impulses in check
2. **Trustworthiness**
   - Maintaining standards of honesty and integrity.
3. **Conscientiousness**
   - Taking responsibility for personal performances.
4. **Adaptability**
   - Flexibility in handling change.
5. **Innovation**
   - Being comfortable with novel ideas, approaches and new information.

#### MOTIVATION

Emotional tendencies that guide or facilitate reaching goals

1. **Achievement**
   - Striving to improve or meet a standard or excellence.
2. **Commitment**
   - Aligning with the goals of the group or organization.
3. **Initiative**
   - Readiness to act on opportunity
4. **Optimism**
   - Persistence in pursuing goals despite obstacles and setbacks.
**EMPATHY**

Awareness of others feelings, needs and concerns

1. **Understanding Others**  Sensing other's feelings and perspective, and taking an active interest in their concerns.
2. **Developing Others**  Sensing other's development needs and bolstering their abilities.
3. **Service orientation**  Anticipating, recognizing and meeting customers' needs.
4. **Leveraging diversity**  Cultivating opportunities through different kinds of people.
5. **Political Awareness**  Reading a group's emotional currents and power relationships.

**SOCIAL SKILLS**

Adeptness at inducing desirable response in others

1. **Influence**  Wielding effective tactics for persuasion
2. **Communication**  Listening openly and sending convincing messages.
3. **Conflict Management**  Negotiating and resolving disagreements.
4. **Leadership**  Inspiring and guiding individuals and groups.
5. **Change Catalyst**  Initiating and guiding individuals and groups.
6. **Building Bonds**  Nurturing instrumental relationships.
7. **Collaboration and Cooperation**  Working with others towards shared goals.
8. **Team Capabilities**  Creating group synergy in pursuing collective goals.
CORNERSTONES OF EMOTIONAL INTELLIGENCE

The four cornerstones of emotional intelligence are
1) Emotional Literacy
2) Emotional Fitness
3) Emotional Alchemy
4) Emotional Depth

EMOTIONAL LITERACY: This involves developing a clear and useful vocabulary for emotional literacy and recognizing respecting and valuing the inherent wisdom of feelings. Emotional energy, emotional honesty, emotional feedback and practical institution contribute to emotional literacy. To experience emotional literacy/emotional honesty a person can go for an emotional intelligence self audit for several days. This can be improved through monitoring thoughts and feelings, self-observation, paying careful attention to get feelings etc.

EMOTIONAL FITNESS: Trust is the key characteristics of emotional fitness. It includes authenticity, resiliencies, renewal and constructive discontent. Emotional fitness refers to those qualities that illuminate our personal values and character and the feelings that enliven and drive them.

EMOTIONAL DEPTH: Emotional depth calls forth ones core character, unique potential, and purpose of destiny. It is the manifestation of person's commitment, drive, initiatives conscience, and accountability. It shows one's integrity and increases his/her influence beyond authority, rank and title. Emotional depth can be developed through developing self-awareness, assertiveness, empathy, communication and referring role model.
**EMOTIONAL ALCHEMY:** It is a blending of forces that enable us to discover creative opportunities and transform lesser ideas into greater ones. It is emotional alchemy through which we extend our creative instincts and capacity to flow with problems and pressure and to fight for the future. It shows light to the range of hidden solutions untapped opportunities.

**CHARACTERISTICS OF HIGH EMOTIONAL INTELLIGENCE PEOPLE:**

Peter Salovey (1990) has identified five characteristics of high E.Q. in persons. These know one's emotions, motivating one, recognizing emotions in others and holding relationship. Some other characteristics of high E.Q. people, according to many psychologists (Gardner 1995; Goleman, 1995; Salovey & Mayer, 1989-1990; Hatzes 1996) are as shown below,

**SHOWING CHARACTERISTICS OF HIGH E.Q. PERSONS**

**EMOTIONAL SELF-AWARENESS:**

- Improved recognizing and naming own emotions.
- Better able to understand the causes of feelings.
- Recognizing the difference between feelings and actions.

**MANAGING EMOTIONS:**

- Better frustration tolerance and anger management.
- Fewer verbal put-down, fights, and classroom disruptions.
- Better able to express anger appropriately, without fighting.
- Fewer suspensions and expulsions.
• Less aggressive or self-destructive behaviour.
• More positive feelings about self, school and family.
• Better at handling stress.
• Less loneliness and social anxiety.

**Harnessing Emotions Productivity:**
• More responsible.
• Better able to focus on the task at hand and pay attention.
• Less impulsive; more self-control.
• Improved sources on achievements tests.

**Empathy: Reading Emotions:**
• Better able to take another person's perspective.
• Improved empathy and sensitivity to other's feelings.
• Better at listening to other.

**Handling Relationship:**
• Increased ability to analyse and understand relationships.
• Better at solving problems in relationships.
• More assertive and skilled at communicating.
• More popular and outgoing; friendly and involved with peers.
• More sought out by peers.
• More concerned and considerate.
• More "Pro-social" and harmonious in groups.
• More sharing cooperation and helpfulness.
• More democratic in dealing with others.
DEFINITIONS OF EMOTIONAL INTELLIGENCE:

Salovey and Mayer (1990) defined emotional intelligence within a development model of intelligence. Their model is comprised of four hierarchical tiers that define a person's ability to recognise and group emotions. Within the first stage, individuals learn how to identify emotions in themselves and others as well as how to discriminate between expressions of emotions. In the second stage, individuals learn how to identify emotions in themselves and others as well as how to discriminate between expressions of emotions. In the second stage, individuals use emotions to aid in the decision making process. The third stage is characterized by the ability to employ emotional knowledge. The capacity to recognize the relationships among emotions and transitions from one emotion to another are attributes of this stage. Finally the fourth stage is characterised by the ability to manage emotions by behaviour associated with the information those emotions convey.

In contrast to Salovey and Mayer, Goleman (2001) proposed a performance based theory of emotional intelligence. Specifically, he relates emotional intelligence as 20 competencies in four clusters of general abilities. The four clusters consist of Self Awareness, Social Awareness, Self Management, and Relationship Management. Each of the four clusters is seen as distinct from cognitive abilities and each other. These researchers provide a sampling theory about emotional intelligence that have emerged since Gardner's initial work in the early 1980s. All these theories have in common is the basic premise that emotional intelligence refers the abilities to recognise and regulate emotions in one and others.
**Daniel Goleman's Definition of Emotional Intelligence:**

Goleman explained in his book the basic definition of emotional intelligence, categorising it into five assets/abilities (1995).

1) **Self-Awareness**
   This is the ability to recognise and understand an emotion or feeling as it happens; being aware of one's mood and thoughts about that mood. This ability is the most important aspect of emotional intelligence as it is the basic on which the other four abilities are built upon.

2) **Self-Regulation**
   This is the ability to manage emotions, handle feelings appropriately and the ability to think before acting.

3) **Motivation**
   This is the ability to marshal emotions into the service of a goal. It is a passion to work for reasons that go beyond money or status; a tendency to pursue goals with energy and persistence.

4) **Empathy**
   This is the ability to recognise and understand emotions of others. It is the fundamental 'people skills'. It is also the effectiveness in relating and responsible to people according to their emotional reactions.

5) **Relationship Management**
   This is the ability to manage emotions in others. It also includes those abilities that lead to popularity, leadership, and interpersonal effectiveness.
Salovey and Mayer’s Definitions of Emotional Intelligence

Salovey and Mayer, gurus in the field of emotional intelligencer, have made significant contributions to the development of the EQ theory as well as measurement methods. Their first definition on emotional intelligence is the most influential statement in emotional intelligence theory. Salovey and Mayer, along with another colleague Caruso, have also proposed additional definitions of emotional intelligence.

**Definition 1 (1990):**
"Emotional Intelligence is a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and action."

**Definition 2 (1997):**
"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

**Definition 3 (2000):**
"Emotional intelligence is the ability to process emotional information particularly as it involves perception, assimilation, understanding, and management of emotion."

**B. PROFESSIONAL COMMITMENT**

National Council for Teachers Education (1998) has posited, "Professionalism can be defined in several ways. It is, however, certain
that adequate rigor, identified duration, nature and fine-tuning of skins and competencies required are essential to give any particular job the status of a profession. Even this would not suffice unless and until the members of the profession continue to upgrade and enhance their knowledge and skills regularly. These two would remain soul-less without professional commitment which must become the major driving force of day-to-day functioning of each individual associated with the profession”.

The term 'profession' as used in modern society had no counterpart in the ancient world. To be sure there existed the three classic professions – theology, law and medicine, but the practitioners did not unite to form organized professions. During the middle ages, the men who provided what we now think of, as professional services were either members of the priesthood of members of exclusive guilds. The medieval universities arose from the influence of these guilds. The medieval universities arose from the influence of these guilds and became the training centers for the professions. By the end of the sixteenth century, with the exception of teaching, the professions had become secularized.

But what we understand by the world 'profession'? Stinnett (1965) is right when he says, "Few words are so loosely used as 'profession'. Almost every specialized group, as soon as its members can claim to offer a significant service to society, begins to identify itself as a profession. What were only new occupations a few years ago are now fully recognized professional and new professions are emerging at an accelerating rate?"
A.M. Carr-Saunders (1928), who has done pioneer work on profession, says, "A little reflection shows that what we now call a profession emerges when a number of persons are found to be practicing a definite technique founded upon a specialized training. A profession may perhaps be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service of advice to others for a definite fee or salary."

Teaching is relatively late arrival among the galaxy of modern professions. As an occupation teaching is an ancient one at least as old as law or medicine. But as professional its late emergence as profession is largely due to its close association with priesthood or religion.

In India, the academic profession and the school system emerged as a result of the forces unleashed by the British rule. But whether the academic occupation has reached the level of professionalization is still a debatable issue both among insiders as well as outsiders. Do the teachers measure up as professionals? Scholars hold different views on the question. Sunitee Dutt (1970) and C.L. Wadhavan (1978) found the teachers lacking professional attribute as such as extended training, code of professional etc.

Similarly U. Nayar (1979) has reported low professionalization among women teachers in South Asia. Suma Chitnis (1979) has made interesting observations about college teachers: "On the whole college teachers do not seem to measure up as professionals. From among the seven indicators in terms of which their occupational standing has been examined, they seem to quality satisfactory on only one: their idealism and their commitment to work. On the other six indicators – their foundation upon advanced learning, the occupation fulfills in society,
their organization and solidarity, their autonomy and the status accorded to their profession - they fail to fit the concept of professionals”.

But the National Classification of Occupations recognizes teaching as a profession. Teachers themselves think that they are not rated by society as high as other professionals like bureaucrats (I.A.S.) or doctors, engineers or lawyers. Moreover, it is commonly agreed that teaching is a peculiar type of profession. As beautifully pointed out by Rao (2005), "...among all professions, teaching, in the case of professionals like doctors and lawyers, their professional concern ceases once for all with the desired 'cure affected' or with the 'winning of the contest' in the court of law.” But the professional impact of a teacher does not end merely with the 'examination passed' by the student. The professional role of teachers is not analogous to that of a lawyer or doctor because the former’s influence endures and is reflected in mind sharpened (or not sharpened), personalities shaped or not shaped and characters molded or not molded.

Commitment, however, cannot be overlooked in the teaching profession and commitment was assumed to be natural ingredient of teaching.

**C. TEACHER EFFECTIVENESS**

Teacher effectiveness can be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which the teacher works. Teacher effectiveness is defined in terms of what the teachers-pupils do.

*Chapter I*
1) Adaptability, 2) Considerateness, 3) Enthusiasm, 4) Good judgment, 5) Honesty and 6) Magnetism were the typical characteristics listed by Commonwealth Teacher Training Study (Charters & Waples, 1929).

The six most frequently mentioned characteristics of best teachers listed by high school pupils were (1) has teaching skills, (2) is cheerful, good natured, patient, not irritable, (3) is friendly, companionable, not aloof, (4) is interested in pupils, understands them. (5) is impartial does not have teachers pets and (6) is fair in grading and marking.

The effectiveness of teacher depends, then on at least many different kinds of variables, and it is vital that they be distinguished clearly from one another.

Defining teacher effectiveness, Ryans (1951, 1960, and 1963) expressed that an effective teacher may be understood as one who helps in the development of basic skills understanding, proper work habits, desirable attitude and adequate personal adjustment of the students. Krishnan (1994) also stated that teacher effectiveness concerns with those out outcomes that reflect the agency of the teacher and the objectives of education. It points to the effects of a teacher in a classroom situation. In the similar context Biswas and De (1995) revealed that in defining teacher effectiveness two trends are discernable. The first is concerned with pupil growth-acquisition of ultimate and proximate goals exhibited through their knowledge, skills and attitudes. Second is related to the handling the process variables involved in teaching, such as presenting, asking, responding, providing feedback etc. An effective teacher is one who has the ability of knowledge and organisation of the subject matter; skills in instruction,
and personal qualities and attitudes that are useful when working with
students. In the opinion of Mohod and Mohod (2003) effective teacher
are those who are both competent and committed professional
practitioners. A teacher should have commitment to learner, commitment
to society, commitment to basic human values, commitment to profession,
and commitment to achieve excellence, care and concern for doing
everything in the classroom, in the college and the community in the
best possible manner. All these qualities make a person an effective
teacher.

An effective teacher is one who not only impart the entire
educational curricula allotted to him in the best and the most efficient
manner but also ensures the best possible academic performance,
high degree of moral, good interpersonal relationship with all the staff,
active involvement in the decision making process (whenever is
needed) and an optimal development of all round personality in student. His
tasks are quite challenging, He is a repertoire of skills, knowledge,
attitudes, values and abilities which help him effectively to perform his
tasks. These are the essential attributes for effective teachers.

1.3 STATEMENT OF THE PROBLEM

The study in hand may be stated as:

A STUDY OF EFFECT OF EMOTIONAL INTELLIGENCE AND
PROFESSIONAL COMMITMENT ON TEACHER EFFECTIVENESS
AT ELEMENTARY LEVEL
1.4 OPERATIONAL DEFINITIONS

Operational definition is the definition of any particular term used in certain redefined situations. This helps to understand the terms used in stating the problem. In the present study following terms are required to define operationally.

EMOTIONAL INTELLIGENCE

In the present study Emotional Intelligence will conceptualized to include ability of self awareness, self-regulation, motivation, empathy and social skills. Operationally emotional intelligence defined as, “The score obtained by the elementary school teachers on Emotional Intelligence on Emotional Intelligence test constructed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

PROFESSIONAL COMMITMENT

Commitment refers to mindset reflecting loyalty and willingness to give one’s all principle or plan of action to particular person. A Teacher’s commitment may be reflected with reference to the following six dimensions of his role/obligation: (i) Commitment to learner; (ii) Commitment to institution; (iii) Commitment to Work; (iv) Commitment achieving excellence; (v) Commitment to society and (vi) Commitment to human values. Wherever the term commitment has been used in this thesis, it refers to professional commitment of a teacher.

Operationally Professional Commitment defined as, the score obtained by the elementary school teachers on professional commitment on test constructed by the researcher himself.
TEACHER EFFECTIVENESS

Teacher Effectiveness is defined in terms of the changes, which take place in the knowledge, attitudes, and behaviours of students as a result of teacher involvement.

Operationally the scores obtained by the rating on Teacher Effectiveness scale of Mr. Pramod Kumkar and Prof. D.N. Mutha will ascertain Teacher Effectiveness.

1.5 OBJECTIVES

MAJOR OBJECTIVES

1. To study the effect of Emotional Intelligence on the Teacher Effectiveness of teachers at elementary level.

2. To develop an instrument for Measuring Professional Commitment of elementary Teachers.

3. To study the effect of Professional Commitment on the Teacher Effectiveness of teachers at elementary level.

MINOR OBJECTIVES

1. To study high emotional intelligent and moderate emotional intelligent teachers at elementary level on teacher effectiveness.

2. To study high emotional intelligent and low emotional intelligent teachers at elementary level on teacher effectiveness.

3. To study moderate emotional intelligent and low emotional intelligent teachers at elementary level on teacher effectiveness.
4. To study male high emotional intelligent and male moderate emotional intelligent teachers at elementary level on teacher effectiveness.

5. To study male high emotional intelligent and male low emotional intelligent teachers at elementary level on teacher effectiveness.

6. To study male moderate emotional intelligent and male low emotional intelligent teachers at elementary level on teacher effectiveness.

7. To study female high emotional intelligent and female moderate emotional intelligent teachers at elementary level on teacher effectiveness.

8. To study female high emotional intelligent and female low emotional intelligent teachers at elementary level on teacher effectiveness.

9. To study female moderate emotional intelligent and female low emotional intelligent teachers at elementary level on teacher effectiveness.

10. To study high professional committed and moderate professionally committed teachers at elementary level on teacher effectiveness.

11. To study high professional committed and low professionally committed teachers at elementary level on teacher effectiveness.

12. To study moderate professional committed and low professionally committed teachers at elementary level on teacher effectiveness.

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13. To study male high professional committed and male moderate professionally committed teachers at elementary level on teacher effectiveness.

14. To study male high professional committed and male low professionally committed teachers at elementary level on teacher effectiveness.

15. To study male moderate professional committed and male low professionally committed teachers at elementary level on teacher effectiveness.

16. To study female high professional committed and female moderate professionally committed teachers at elementary level on teacher effectiveness.

17. To study female high professional committed and female low professionally committed teachers at elementary level on teacher effectiveness.

18. To study female moderate professional committed and female low professionally committed teachers at elementary level on teacher effectiveness.

1.6 HYPOTHESES

1. There exists no significant difference in teacher effectiveness between high emotional intelligent and moderate emotional intelligent teachers at elementary level.

2. There exists no significant difference in teacher effectiveness between high emotional intelligent and low emotional intelligent teachers at elementary level.
3. There exists no significant difference in teacher effectiveness between moderate emotional intelligent and low emotional intelligent teachers at elementary level.

4. There exists no significant difference in teacher effectiveness between male high emotional intelligent and male moderate emotional intelligent teachers at elementary level.

5. There exists no significant difference in teacher effectiveness between male high emotional intelligent and male low emotional intelligent teachers at elementary level.

6. There exists no significant difference in teacher effectiveness between male moderate emotional intelligent and male low emotional intelligent teachers at elementary level.

7. There exists no significant difference in teacher effectiveness between female high emotional intelligent and female moderate emotional intelligent teachers at elementary level.

8. There exists no significant difference in teacher effectiveness between female high emotional intelligent and female low emotional intelligent teachers at elementary level.

9. There exists no significant difference in teacher effectiveness between female moderate emotional intelligent and female low emotional intelligent teachers at elementary level.

10. There exists no significant difference in teacher effectiveness between high professionally committed and moderate professionally committed teachers at elementary level.
11. There exists no significant difference in teacher effectiveness between high professionally committed and low professionally committed teachers at elementary level.

12. There exists no significant difference in teacher effectiveness between moderate professionally committed and low professional committed teachers at elementary level.

13. There exists no significant difference in teacher effectiveness between male high professionally committed and male moderate professionally committed teachers at elementary level.

14. There exists no significant difference in teacher effectiveness between male high professionally committed and male low professionally committed teachers at elementary level.

15. There exists no significant difference in teacher effectiveness between male moderate professionally committed and male low professional committed teachers at elementary level.

16. There exists no significant difference in teacher effectiveness between female high professionally committed and female moderate professionally committed teachers at elementary level.

17. There exists no significant difference in teacher effectiveness between female high professionally committed and female low professionally committed teachers at elementary level.
18. There exists no significant difference in teacher effectiveness between female moderate professionally committed and female low professional committed teachers at elementary level.

1.6 DELIMITATION OF THE STUDY

Keeping in view the limited resources, time and facilities at the disposal of the Investigator, The present study was confined to the following parameters:

1. **REGION:** The study was confined to the area of the District Ghaziabad (UP) only.

2. **POPULATION:** The teacher of both the sex teaching in the primary school of Uttar Pradesh Government at district Ghaziabad.

3. **EDUCATIONAL LEVEL:** It has focused only primary teachers, it does not include the teachers belonging to the secondary and higher educational level.

4. We want to see the effect of Emotional Intelligence and Professional Commitment in reference to different type of duties of elementary teachers only.

5. This study is limited to effect of two variables only i.e. Emotional Intelligence and Professional commitment.
1.7 SIGNIFICANCE OF THE STUDY

According to the Goleman (1995)

"Emotional Intelligence, the skill that helps people harmonize, should become increasingly valued as a work place asset in the year to come."

Daniel Goleman had effectively shown how emotional intelligence is crucial predictor of work performance at all levels; it becomes more important as the more senior is the person concerned. The viewpoints and ideas propagated by him have brought a revolution in the field of the child care, home, school and work place management.

The concept of emotional intelligence has raised the issue of how success might be predicted. Although success may not be optimally predicted by emotional intelligence alone, the prediction of success was unleashed by the concept of emotional intelligence.

Although there may seem a bit exaggeration in the tall claim that emotional intelligence is a sure guarantee for unqualified advantage in life, there is no denying the fact that one's emotional make up count significantly towards success in life, so emotional intelligence may affect the success of teachers also.

Until recently, a person's general intelligence measures as IQ or Intelligence Quotient is considered as the greatest predictor of success in any walk of life-academic, social, vocational or professional. Consequently the IQ scores are often used for selection, classification and promotion of individuals in various programmes, courses and job placements etc. However, if emotional intelligence affects the success then emotional intelligence must be considered for the same. Thus, the present study is significant from several points of view not only in
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It is unanimously accepted by eminent scholars and researchers of different fields such as educators, sociologists, psychologists, policy makers, politicians, administrators etc. that in our country there is an unprecedented need for successful teachers to lead the multitudes of school children and adolescents. Successful teachers can contribute significantly to the process of improving education. The explosion of knowledge at very fast pace is bringing about economic, social, political and technological upheaval in the country. These in turn is reflected in the classroom teaching and necessitate the requirement in the classroom teaching of a competent and effective teacher.

The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovations or merely remaining mute in the face of a growing need for reform. On the other hand he can participate actively as an initiator himself or on interpreter of the plans devised by others. The lack of professionalism and supply of poor teachers are the two points effecting the quality of teaching in the country.

It is a matter of deep thought and observation that why do the nation lack dedicated teachers who feel proud in introducing themselves as "teachers". The academicians and researchers have tried to establish relationship between the subject knowledge and teaching success. It was almost unanimously accepted that teachers with better academic records acquire success in teaching and become better teachers. But vast observation make it very clear that only knowledge
of subject matter, teaching skills and awareness towards job are not enough for successful teaching. This in turn gives rise to another question that what are the qualities and characteristics associated with successful teaching? Various studies listing characteristics of successful and unsuccessful teachers have been carried out. These researchers found some common characteristics among effective teachers i.e. sympathetic, sense of humor, patience impartial, pleasing manners, polite, broad minded, intelligent and strong character besides the knowledge of subject matter and teaching skills. All these factors count for emotions and a person being emotionally intelligent.

When emotions are acknowledged and guided constructively, they enhance intellectual performance. In today's world of diminishing job security, one's personal growth and development must include strengthening of emotional capacities in order to survive.

The advantage of sharing emotions for both teachers and students is the establishment of a rich emotional flexibility that allows them to look at one emotional experience. Acknowledging the power of emotions enables teachers to better transform their relations with their students and to the subject-matter itself so that they can create emotional connections with student.

Therefore this study is significant because it indicates the relationship of emotional intelligence & Professional Commitment with teachers' effectiveness in teaching.