CHAPTER – V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

INTRODUCTION

The intention of this study was to find out emotional intelligence, creativity and teacher effectiveness of primary school teachers. It was also designed to find out the relationship between emotional intelligence and creativity, emotional intelligence and teacher effectiveness and teacher effectiveness and creativity among primary school teachers. The sample consisted of 708 primary school teachers hailing from Aurangabad, Patna, Muzaffarpur and West Champaran educational districts in the state of Bihar, India. The three tools used for the data collection were:

(i) Emotional Intelligence
(ii) Creativity and
(iii) Teacher Effectiveness

Emotional Intelligence inventory was constructed by Thomas Alex and Dr. P.Annaraja, (2004) the Battery of divergent Production Abilities (DPA) by Sharma (1987) and Teacher Effectiveness (2008) was self-constructed and validated by the investigator.

FINDINGS

1. EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS

(i) 0.1% of teachers have high level of self awareness.
(ii) 7.5% of teachers have high level of self management.
(iii) 0.7% of teachers have high level of social awareness.
(iv) 7.2% of teachers have high level of relationship management.
(v) 3.1 % of teachers have high level of emotional intelligence.
1.1 EMOTIONAL INTELLIGENCE OF MALE AND FEMALE PRIMARY SCHOOL TEACHERS

(i) None of male teachers have high level of self awareness.

(ii) 7.9% of male teachers have high level of self management.

(iii) 1.3% of male teachers have high level of social awareness.

(iv) 9.2% of male teachers have high level of relationship management.

(v) 3.4% of male teachers have high level of emotional intelligence.

(vi) 2.0% of female teachers have high level of self awareness.

(vii) 7.2% of female teachers have high level of self management.

(viii) 0.2% of female teachers have high level of social awareness.

(ix) 5.7% of female teachers have high level of relationship management.

(x) 2.7% of female teachers have high level of emotional intelligence.

1.2 There is no significant difference between male and female teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.3 There is no significant difference between married and unmarried teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.4 There is no significant difference between graduate and postgraduate teachers in their self awareness, self management, social awareness and emotional intelligence but there is a significant difference between graduate and postgraduate teachers in their relationship management.

While comparing the mean scores of graduate and post graduate teachers in their relationship management, post graduate teachers are better than graduate teachers in their relationship management.
1.5 There is no significant difference between rural and urban teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.6 There is no significant difference between Hindi and English medium teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.7 There is no significant difference between teachers having co-curricular certificate and without having co-curricular certificate in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.8 There is no significant difference between teachers having e-pedagogy training and without having e-pedagogy training in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.9 There is no significant difference between ten years and above ten years of teaching experience teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.10 There is no significant difference among aided, government and private school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.11 There is no significant difference among teachers handling Science and Maths, Vocational, Languages and Social Science in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.12 There is no significant association between qualifications of teachers and their self awareness, self management, social awareness and emotional intelligence but there is a significant association between qualifications of teachers and their relationship management.

1.13 There is no significant association between number of in-service training programme attended by the teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.
2. CREATIVITY OF PRIMARY SCHOOL TEACHERS

(i) 15.3% of teachers have high level of word fluency.
(ii) 11.9% of teachers have high level of ideational fluency.
(iii) 6.8% of teachers have high level of associational fluency.
(iv) 4.2% of primary school teachers have high level of expressional fluency.
(v) 6.2% of primary school teachers have high level of spontaneous flexibility.
(vi) 9.0% of primary school teachers have high level of originality and elaboration.
(vii) 14.5% of primary school teachers have high level of creativity.

2.1 CREATIVITY OF MALE AND FEMALE PRIMARY SCHOOL TEACHERS

(i) 11.9% of male teachers have high level of word fluency
(ii) 9.6% of male teachers have high level of ideational fluency
(iii) 2.0% of male teachers have high level of associational fluency.
(iv) 5.9% of male teachers have high level of expressional fluency.
(v) 4.6% of male teachers have high level of spontaneous fluency.
(vi) 7.9% of male teachers have high level of originality and elaboration.
(vii) 12.5% of male teachers have high level of creativity.
(viii) 17.8% of female teachers have high level of word fluency.
(ix) 13.6% of female teachers have high level of ideational fluency.
(x) 10.4% of female teachers have high level of associational fluency.
(xi) 3.0% of female teachers have high level of expressional fluency.
(xii) 7.4% of female teachers have high level of spontaneous fluency.
(xiii) 9.9% of female teachers have high level of originality and elaboration.
(xiv) 16.0% of female teachers have high level of creativity.
2.2 There is no significant difference between male and female teachers in their word fluency, expressional fluency, spontaneous flexibility, originality and elaboration but there is a significant difference between male and female teachers in their ideational fluency, associational fluency and creativity.

While comparing the mean scores of male and female teachers in their ideational fluency, female teachers are better than male teachers in their ideational fluency.

While comparing the mean scores of male and female teachers in their associational fluency, female teachers are better than male teachers in their associational fluency.

While comparing the mean scores of male and female teachers in their creativity, female teachers are better than male teachers in their creativity.

2.3 There is no significant difference between married and unmarried teachers in their ideational fluency, expressional fluency and spontaneous flexibility but there is a significant difference between married and unmarried teachers in their word fluency, associational fluency, originality, elaboration and creativity.

While comparing the mean scores of married and unmarried teachers in their word fluency, unmarried teachers are better than married teachers in their word fluency.

While comparing the mean scores of married and unmarried teachers in their associational fluency, unmarried teachers are better than married teachers in their associational fluency.

While comparing the mean scores of married and unmarried teachers in their originality and elaboration, unmarried teachers are better than married teachers in their originality and elaboration.

2.4 There is no significant difference between graduate and post graduate teachers in their word fluency, ideational fluency, expressional fluency, spontaneous flexibility and originality and elaboration but there is a significant difference between graduate and post graduate teachers in their associational fluency.

While comparing the mean scores of graduate and post graduate teachers in their associational fluency, postgraduate teachers are better than graduate teachers in their associational fluency.
2.5 There is no significant difference between rural and urban teachers in their expressional fluency, spontaneous flexibility, originality and elaboration but there is a significant difference between urban and rural teachers in their expressional fluency.

While comparing the mean scores of rural and urban teachers in their associational fluency, urban teachers are better than rural teachers in their expressional fluency.

2.6 There is no significant difference between Hindi and English medium teachers in their word fluency, ideational fluency, originality and elaboration but there is a significant difference between Hindi and English medium teachers in their associational fluency, expressional fluency, spontaneous flexibility and creativity.

While comparing the mean scores of Hindi and English medium teachers in their associational fluency, English medium teachers are better than Hindi medium teachers in their associational fluency.

While comparing the mean scores of Hindi and English medium teachers in their expressional fluency, English medium teachers are better than Hindi medium teachers in their expressional fluency.

While comparing the mean scores of Hindi and English medium teachers in their spontaneous fluency, English medium teachers are better than Hindi medium teachers in their spontaneous fluency.

While comparing the mean scores of Hindi and English medium teachers in their creativity, English medium teachers are better than Hindi medium teachers in their creativity.

2.7 There is no significant difference between primary school teachers having curricular certificate and without having curricular certificate in their word fluency, ideational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity but there is a significant difference between primary school teachers having curricular certificate and without having curricular certificate in their associational fluency.
While comparing the mean scores of having curricular certificate teachers and without having curricular certificate teachers in their associational fluency, having curricular certificate teachers are better than without having curricular certificate teachers in their associational fluency.

2.8 There is no significant difference between primary school teachers having e-pedagogy training and without having e-pedagogy training teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, originality and elaboration.

2.9 There is no significant difference between ten years of teaching experience and above ten years of teaching experience teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality and elaboration.

2.10 There is no significant difference between aided, government and private school teachers in their word fluency, ideational fluency, associational fluency, spontaneous fluency, originality and elaboration but there is a significant difference between aided, government and private school teachers in their expressional fluency and creativity.

2.11 There is no significant difference among teachers handling Science and Maths, Vocational, Languages and Social Science in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.12 There is no significant association between qualifications of teachers and their word fluency, ideational fluency, associational fluency, spontaneous fluency, originality, elaboration and creativity but there is a significant association between qualifications of teachers and their expressional fluency.

2.13 There is no significant association between number of in-service training programme attended by the teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.
2.2  TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS

(i) 1.4% of primary school teachers have high level of classroom management.
(ii) 6.8% of primary school teachers have high level of preparation and planning.
(iii) 6.1% of primary school teachers have high level of knowledge of subject matter.
(iv) 0.8% of primary school teachers have high level of teacher characteristics.
(v) 1.8% of primary school teachers have high level of interpersonal relationship.
(vi) 4.5% of primary school teachers have high level of teacher effectiveness.

3.1  TEACHER EFFECTIVENESS OF MALE AND FEMALE PRIMARY SCHOOL TEACHERS

(i) 2.0% of male teachers have high level of classroom management.
(ii) 11.6% of male teachers have high level of preparation and planning.
(iii) 9.2% of male teachers have high level of knowledge of subject matter.
(iv) None of male teachers have high level of teacher characteristics.
(v) 1.0% of male teachers have high level of interpersonal relationship.
(vi) 7.3% of male teachers have high level of teacher effectiveness.
(vii) 1.0% of female teachers have high level of classroom management.
(viii) 3.2% of female teachers have high level of preparation and planning.
(ix) 3.7% of female teachers have high level of knowledge of subject matter.
(x) 1.5% of female teachers have high level of teacher characteristics.
(xi) 2.5% of female teachers have high level of interpersonal relationship.
(xii) 2.5% of female teachers have high level of teacher effectiveness.

There is no significant difference between male and female teachers in their classroom management and knowledge of subject matter and teacher effectiveness but there is a significant difference between male and female teachers in their preparation and planning, teacher characteristics and interpersonal relationship.
While comparing the mean scores of male and female teachers in their preparation and planning, male teachers are better than female teachers in their preparation and planning.

While comparing the mean scores of male and female teachers in their teacher characteristics, female teachers are better than male teachers in their teacher characteristics.

While comparing the mean scores of male and female teachers in their interpersonal relationship, female teachers are better than male teachers in their interpersonal relationship.

3.3 There is no significant difference between married and unmarried teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics and interpersonal relationship.

3.4 There is no significant difference between graduate and post graduate teachers in their classroom management, preparation and planning, teacher characteristics and interpersonal relationship but there is a significant difference between graduate and postgraduate teachers in their knowledge of subject matter.

While comparing the mean scores of graduate and post graduate in their knowledge of subject matter, post graduate teachers are better than graduate teachers in their knowledge of subject matter.

3.5 There is no significant difference between urban and rural teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics and interpersonal relationship and teacher effectiveness.

3.6 There is no significant difference between Hindi and English medium teachers in their classroom management, preparation and planning, knowledge of subject matter, and teacher characteristics but there is a significant difference between Hindi and English medium teachers in their interpersonal relationship and teacher effectiveness.

While comparing the mean scores of Hindi and English medium teachers in their interpersonal relationship, English medium teachers are better than Hindi medium teachers in their interpersonal relationship.
3.7 There is no significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate in their knowledge of subject matter, teacher characteristics; interpersonal relationship and teacher effectiveness but there is a significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate teachers in their classroom management and preparation and planning.

While comparing the mean scores of primary school teachers having co-curricular certificate and without having co-curricular certificate teachers, having co-curricular certificate teachers are better than without having co-curricular certificate teachers in their classroom management.

While comparing the mean scores of primary school teachers having co-curricular certificate and without having co-curricular certificate in their preparation and planning, without having co-curricular certificate primary school teachers are better than having co-curricular certificate in their preparation and planning.

3.8 There is no significant difference between primary school teachers having e-pedagogy training and without e-pedagogy training teachers in their classroom management; knowledge of subject matter, teacher characteristics and teacher effectiveness but there is a significant difference between primary school teachers having e-pedagogy training and without having e-pedagogy training in their preparation and planning and interpersonal relationship.

While comparing the mean scores of primary school teachers having e-pedagogy training and without having e-pedagogy training in their preparation and planning, without having e-pedagogy training teachers are better than having e-pedagogy training in their preparation and planning.

While comparing the mean scores of primary school teachers having e-pedagogy training and without having e-pedagogy training teachers in their interpersonal relationship, having e-pedagogy training teachers are better than without having e-pedagogy training in their interpersonal relationship.
3.9 There is no significant difference between below ten years of teaching experience and above ten years of teaching experience teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics and teacher effectiveness.

3.10 There is no significant difference among aided, government and private school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.11 There is no significant difference among primary school teachers handling Science and Maths, Vocational, Languages and Social Science in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.12 There is no significant association between qualifications of primary school teachers and preparation and planning, knowledge of subject matter, teacher characteristics and interpersonal relationship but there is a significant association between qualifications of primary school teachers and their classroom management and teacher effectiveness of the primary school teachers.

3.13 There is no significant association between number of in-service training programme attended by the teachers and their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness of the primary school teachers.

4. RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS

4.1.a There is no significant relationship between teacher effectiveness of primary school teachers and their self awareness and social awareness but there is a significant relationship between emotional intelligence and their self management, relationship management and emotional intelligence of the primary school teachers.

4.1.b There is a significant relationship between teacher effectiveness of male primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.
4.1.c There is a significant relationship between teacher effectiveness of female primary school teachers and their self management, social awareness, relationship management and emotional intelligence but there is no significant relationship between teacher effectiveness and their self awareness of the teachers.

4.2 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND CREATIVITY OF PRIMARY SCHOOL TEACHERS

4.2.a There is no significant relationship between teacher effectiveness and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity of the teachers.

4.2.b There is a significant relationship between teacher effectiveness of male primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity of the teachers.

4.2.c There is no significant relationship between teacher effectiveness of female primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity of the teachers.

5. INFLUENCE OF EMOTIONAL INTELLIGENCE AND CREATIVITY ON TEACHER EFFECTIVENESS PRIMARY SCHOOL TEACHERS

5.1 There is a significant influence of emotional intelligence and creativity on teacher effectiveness of primary school teachers.

5.2 There is a significant influence of emotional intelligence and creativity on teacher effectiveness of male primary school teachers.

5.3 There is a significant influence of emotional intelligence and creativity on teacher effectiveness of female primary school teachers.

6. FACTOR ANALYSIS FOR EMOTIONAL INTELLIGENCE, CREATIVITY AND TEACHER EFFECTIVENESS

The factor analysis of the three variables namely emotional intelligence, creativity and teacher effectiveness yields a single factor with considerable factor loading as given in the above table; hence there is significant factor with positive loading of the variables
namely self awareness, self management, social awareness, relationship management, word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality and elaboration, classroom management, preparation and planning, knowledge of subject matter, teacher characteristics and interpersonal relationship. The factor for the variables has been identified as “Emotive Creative Pedagogy”. It includes the dimensions of emotional intelligence, creativity and teacher effectiveness.

**INTERPRETATIONS**

*Emotional Intelligence of Primary School Teachers*

The post graduate teachers are better than graduate teachers in the relationship management. It may be due to the fact that they are seniors in age and experience. They are better exposed to life than the graduate teachers. This finding is further supported by the study conducted by Neelkamal (2007) which revealed that the teachers having higher qualifications were found to have better emotional competence than the teachers having essential qualifications only. This finding is further supported by the study conducted by Indu and Nishakumari (2010) which revealed that undergraduate and postgraduate students showed significant difference in their emotional intelligence. Postgraduate students were emotionally intelligent than the undergraduate students.

Though there is no significant difference in the emotional intelligence of male and female, married and unmarried, rural and urban, Hindi medium and English medium, having co-curricular certificate and without having co-curricular certificate, having e-pedagogy training and without having e-pedagogy training, ten years of teaching experience and more than ten years of teaching experience, aided, government and private, handling Science and Maths, Vocational, Languages and Social Science, having number of in-service training programme attended by the teachers and having no in-service training programme attended by the teachers in their self awareness, self management and social awareness yet they are at par with each other. It may due to the fact that they may be aware of their emotions, good at handling them at the time of need and it may be good for the students. They may be able to be empathetic to the students in their emotional journey. This finding is supported by the study conducted by Tyagi (2004) which revealed that there was no significant among the groups. This finding is also supported by the study conducted by Mohana Sundarn (2004) which
revealed that men and women did not differ in their emotional intelligence. This finding is contradicted by the study conducted by Manhas & Gakhar (2006) which revealed there was a significant difference in the emotional intelligence of adolescents of Arts and Science stream. Since the emotional intelligence of teachers is quite good, they are, as a result, able to motivate and guide the students properly in the right path.

**Creativity of primary school teachers**

The female teachers are better than male teachers in their ideational fluency, associational fluency and creativity. This may be due to the fact that the female primary school teachers may have more experience in life. They may be exposed to life better than anyone else. This finding is supported by the study conducted by Upadyaya Himani (2007) which revealed that there was a significant difference between male and female pursuing student in different Piagetian stage. This finding is also further supported by the study conducted by Prema and Alphonse Raj (2008) which revealed that there was a significant difference observed between male and female high school students in their creativity.

The female teachers are better than male teachers in their ideational fluency. It may be due to the fact that there is an interest in subject and area of their concern. The female teachers may be giving more time in reading variety of additional subjects. This finding is supported by the study conducted by Panda and Yadava (2005) which revealed that there was an indication of gender differences.

The female teachers are better than male teachers in their associational fluency. It may be due to the fact that their perception of knowledge and ideas are better. They may be sharp in connecting one thing from the other. They may be good readers and up to date in their thirst for knowledge.

The unmarried teachers are better than married teachers in their word fluency, associational fluency, originality, elaboration and creativity. It may be due to the fact that interest in reading and writing. They also may be dedication and conviction to give the best to their capacity.

The unmarried teachers are better than married teachers in their spontaneous flexibility. This may be due to the fact that unmarried primary school teachers are reading more books, upgrading themselves for better career and want to reach greater heights.
The unmarried teachers are better than married teachers in their originality and elaboration. It may be due to the fact that they may be giving more time for reflection and doing things in a perfect way. They may have more time to spare for doing and redoing in learning.

The postgraduate teachers are better than graduate teachers in the associational fluency. It may be due to the fact that they are better exposed to life and studies. They must have been in contact with intellectuals, read quite a few good books, better perception in the reality of connecting knowledge to other areas of knowledge.

The urban teachers are better than rural teachers in their expressional fluency. It may be due to the fact that there is a lack of facility for the rural teachers whereas there is no time for the urban teachers for reading and updating themselves. This finding is supported by the study conducted by James Anice (2001) which revealed that there was a significant difference between rural and urban students in their creative thinking. This finding is supported by the study conducted by Alam Mahmood (2008) which revealed that there was a significant difference between boys and girls in urban and rural students in academic achievements and academic achievement motivation.

The urban teachers are better than rural teachers in their expressional fluency. It may be due to the fact that the urban teachers may have better facilities to spend time at home for academic performance. These facilities may be in the area of technology and the impact of new gadgets in their day today life. They may have better approach to new nuances in education.

The English medium teachers are better than Hindi medium teachers in their associational fluency, expressional fluency, spontaneous flexibility and creativity. It may be due to the fact that there is availability of reading materials. It may be due to the fact that more reading materials in English whereas there may be lack of availability of reading materials in Hindi. This finding is supported by the study conducted by James Anice (2001) which revealed that significant relation was found between medium of instruction and creative thinking.

The English medium teachers are better than Hindi medium teachers in their associational fluency. It may be due to the fact that more reading materials are available for the English medium primary school teachers. This finding is supported by the study
conducted by James Anice (2001) which revealed medium of instruction also affects creative thinking.

The English medium teachers are better than Hindi medium teachers in their expressional fluency. It may be due to the fact that there is reading habit for the English medium primary school teachers. It may possible that they may have new gadgets for the use of classes. The English medium primary teachers may have better facilities and libraries to refer and update themselves since they are situated in the urban areas.

The English medium teachers are better than the Hindi medium teachers in their spontaneous fluency. It may be due to the fact that the English medium teachers are exposed to internet and other gadgets and also exposed to different types of people coming to the school during parent’s teachers’ meet. They may also enjoy the better facilities in the school. This finding is supported by the study conducted by James Anice (2001) which revealed that medium of instruction also affects creative thinking.

The primary school teachers having curricular certificate are better than without having curriculum certificate in their associational fluency. It may be due the fact that the velocity of interest the primary school teachers have attended or acquired the certificate. This also may be due to the fact that getting any certificate is their area of concern and interest.

The private school teachers are better than the government and aided school teachers in their expressional fluency and creativity. It may be due to the fact that the private school teachers are demanded so much from the administrators to be productive and efficient. The private schools are result oriented. As a result, the private school teachers have to work hard to be effective and creative in their endeavor whereas the aided and government school teachers may not be working hard to be productive. This finding is supported by the study conducted by Krishnan (1993) which revealed that the subjects belonging to the private type of management of schools invariably secured maximum mean scores of those of municipal type of management have scored minimum mean score.

The primary school teachers who are either graduate or postgraduate are equally good in their expressional fluency. It may be due to the fact that better exposure to the content. Those primary school teachers who obtained higher degree must have been highly motivated to learn for their better career. It may be due to the fact that post
graduation is a stage of acquiring vast knowledge and possessing special skills. It is possible that the education system which we follow in India may give effective teaching learning ideas and modern scientific and creative thinking. Therefore, the qualitative education and pedagogy at this stage may have tremendous effect on its beneficiaries. As a result, they have better knowledgeable, better exposed to life and well experienced in their educational career.

**Teacher effectiveness of primary school teachers**

The male teachers are better than female school teachers in their preparation and planning for the subjects. It may be due to the fact that male teachers may have enough time to prepare and plan than the female teachers because the female teachers may be busy more in day today home affairs and taking care of their children at home than preparation and planning. This finding was supported by the study conducted by Padmanabhiah (1986) which revealed that male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction. This finding is supported by the study conducted by Ramesh & Annaraja (2010) which revealed that no significant difference was found between male and female B.Ed. students in their teaching competency. Further, this finding is contradicted by the study conducted by Shanmugaganessan Lakshmi (2008) which revealed that the gender had no influence on the teaching competency of the B.Ed. trainees.

The female teachers are better than male teachers in their teacher characteristics. It may be due to the fact that the sober nature of women as a whole. Some of the female teachers may be quite dedicated, committed and approachable to the students, other teachers and parents for a cause. The female teachers may be mothers who are more sociable. Their social approach and relationship with others may help the children to acquire more knowledge and information. Further, they may be able to guide and inspire their children to make use of available sources for future career.

The female teachers are better than male teachers in their interpersonal relationship. It may be due to the fact that the sober nature of women. They may be good at making rapport with the colleagues and parents of the students outside. Moreover, they may be ready to adapt possible steps for the development of the abilities and potentialities of the students.
The post graduate teachers are better than graduate teachers in their knowledge of subject matter. It may be due to the fact that better exposure to the content. Those primary school teachers who obtained higher degree must have been highly motivated to learn for their better career. It may be due to the fact that post graduation is a stage of acquiring vast knowledge and possessing special skills. It is possible that the education system which we follow in India may give effective teaching learning ideas and modern scientific and creative thinking. Therefore, the qualitative education and pedagogy at this stage may have tremendous effect on its beneficiaries. As a result, they have better knowledgeable, better exposed to life and well experienced in their educational career. This finding is supported by the study conducted by Saxena Jyotsna (1995) which revealed that post graduate teachers were better adjusted than graduate teachers. This finding is further supported by the study conducted by Raju and Viswanathappa (2006) which revealed that teachers with higher qualifications performed better than the other group.

The English medium teachers are better than Hindi medium teachers in their interpersonal relationship. It may be due to the fact that the economic status of English medium teachers. It is also possible that English medium school teachers like to mingle with each other because of the social status they enjoy. This finding is supported by the study conducted by Sohini (1977) which revealed that in the case of inexperienced group, the limit was reached in the seventh or eighth lesson in the case of English, Hindi, Marathi and History.

The primary school teachers who are having co-curricular certificate are better than those without having co-curricular certificate in their classroom management. It may be due to the fact that their interest in this subject and apply it in the academic field properly.

The primary school teachers who are not having co-curricular certificate are better than the teachers having co-curricular certificate in their preparation and planning. It may be due to the fact that the interest of the teachers in knowing the meaning and purpose of co-curricular certificate. The primary school teachers who are not having co-curricular certificate must be trying their best to implement new ideas even if they are making mistake to make the teaching-learning enjoyable and interesting.
The primary school teachers who are not having e-pedagogy training are better than the teachers who are having e-pedagogy training in their preparation and planning. It may be due to the interest of the teachers by making use of the latest knowledge they have gained. Though the teachers who are not having the e-pedagogy training may be trying their best to implement what they have seen or browsed in the internet. It also may be due to the fact that the trial and error learning for those who did have e-pedagogy training.

The primary school teachers who are having e-pedagogy training are better than the teachers without having e-pedagogy training in their interpersonal relationship. It may be due to the fact that wider contacts with people by means of emails, internet and the use of face book. Further, they may be very helpful in the school for any sort of technical assistance. Since they are experts in this field, they may be making use of the available sources for better teaching learning purpose. It may be possible that these primary school teachers may have this subject as best part of their profession.

The primary school teachers who are either graduates or postgraduates have similarity in their classroom management and teacher effectiveness. It may be due to the fact that they must have integrated their knowledge and their degree obtained. The teachers who have higher degree must have obtained not for the sake of higher achievements but also to make use of the available time instead of sitting ideally for no reasons. This finding is supported by the study conducted by Raju and Vishwanathappa (2006) which revealed that educational qualifications had influence on teaching competency. This finding is also contradicted by the study conducted by Saxena Jyotsna (1995) which revealed that post graduate teachers were found better adjusted than graduate teachers. Further, this finding is contradicted by the study conducted by Amaladoss Xavier (2009) which revealed that there was no significant relationship between the different levels of competency postgraduate chemistry teachers and job satisfaction.

Relationship between emotional intelligence and teacher effectiveness of primary school teachers

Correlational analysis reveals that there is a significant relationship between emotional intelligence and teacher effectiveness of male primary school teachers and their self awareness, self management, social awareness, relationship management and
emotional intelligence. It also shows a significant relationship between emotional intelligence and teacher effectiveness of female primary school teachers and their self management, social awareness, relationship management and emotional intelligence. It may be due to the fact that they freely mingle with everybody and anybody around the place where the family is situated. There may be a lot of interaction with all kinds of odd moments of life which enables them to experience life. The male and female primary school teachers may be well balanced in their attitude, behavior and dealing with students. The teachers who are able to integrate concepts and ideas along with their personal experiences of life are capable of giving more clarity of concepts, nuances in different classroom situations. Thus, it is obvious that the male and female primary school teachers would be effective and productive in their profession. This finding is supported by the study conducted by Perumalil Thomas & Annaraja (2005) which revealed that there was a significant relationship between emotional intelligence and intelligence quotient of male students and academic achievement of the female students. This finding is further supported by the study conducted by Sameer babu (2007) which revealed that there was a significant relationship between self-esteem and EI of secondary school students.

**Relationship between teacher effectiveness and creativity of primary school teachers**

Correlational analysis revealed that there was a significant relationship between teacher effectiveness and creativity in male teachers and word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality and elaboration and creativity. It may be due to the fact that the male teachers must have realized that teacher effectiveness is possible when one is creative in nature. The efforts and initiative taken by the male primary school teachers would bear fruit only in the achievement of the students. It may be true that they may not be afraid of getting criticisms for failures and mistakes. They may be bold enough to take up the challenges to be effective and creative in their profession. This finding is contradicted by the study conducted by Gokhar Chopra and Singh (2009) which revealed that there was a significant mean difference between high and low creativity of students in EI.
*Emotional intelligence and creativity on teacher effectiveness primary school teachers*

The result of multiple correlation analysis reveals that emotional intelligence and creativity are influencing on teacher effectiveness primary school teachers. It also reveals that there is a significant influence of emotional intelligence and creativity on teacher effectiveness of male primary school teachers. Further, it reveals that there is a significant influence of emotional intelligence and creativity on teacher effectiveness of female primary school teachers. This may be due to the fact that most of the teachers must be well experienced in the field of education and in life. It may be also possible that the senior teachers may be molding and guiding the juniors as and when required. The senior teachers may be taking initiative to train the less experienced junior teachers for the growth and development of the students as well as the institutions. The male and female teachers may be leading the less experienced teachers to be more reflective and analytical in their approaches. There may be a paradigm of action, reflection, analysis and synthesis in their approaches. As a result, emotional intelligence will lead the teachers to keep good rapport with the students as well as their parents and their beneficiaries. Therefore, teacher effectiveness is totally based on the abilities to identify emotions which are best to deal with in difficult situations and channelize them for positive thinking by materializing them in positive attitude and behavior.

*Factor analysis for emotional intelligence, creativity and teacher effectiveness*

The factor analysis of the variables yields a single factor with considerable factor loading. There is a significant factor with positive loading of the variables namely self awareness, self management, social awareness, relationship management, word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality and elaboration, classroom management, preparation and planning, knowledge of subject matter, teacher characteristics and interpersonal relationship. The factor for the variables has been identified as “Emotive Creative Pedagogy”.
RECOMMENDATIONS

On the basis of the research findings, the investigator has given the following recommendations:-

1. Primary teacher training institutions could take the lead in arranging seminars, workshops for the trainees to develop creativity, emotional intelligence in their effectiveness.

2. In order to develop creativity, emotional intelligence and teacher’s effectiveness, model software could be developed as guidelines for the primary school teachers.

3. Constant evaluation is to be done by the head of the institutions to enhance creativity, emotional intelligence and teacher effectiveness of primary school teachers.

4. The management should take initiative in EQ training for the primary school teachers.

5. The NCTE could incorporate EQ training package mandatory for the primary school teacher trainees in their curriculum.

6. The management could appoint an expert counselor to assist the primary school teachers to realize the importance of creativity and emotional intelligence in their personal life.

7. There could be an intensive coaching/training for the primary school teachers in order to improve study skills, memory improvement skills, concentration, note taking skills, time-management, reading skills and writing skills.

8. The present system of imparting education could be such that the criterion of actualizing the potency in creativity and teaching competency should be the priority for the primary school teachers.

9. The school could provide adequate group dynamics/forum for the primary school teachers to develop emotional intelligence, creativity and Teacher effectiveness.

10. Guest lecturers from educationists followed by group discussions could be organized periodically to enhance the wholesome development of primary school teachers in their creativity and emotional intelligence.
11. A scientific mechanism be designed by the government to provide one-to-one feedback on the improvement of primary school teachers in their EQ, creativity, and teacher effectiveness.

12. The primary school teachers who are directly dealing with the students in their initial stages of formation should be made aware of the importance and growth in emotional well being and teaching competency.

13. The primary school teachers could take appropriate steps to build up the right emotional climate in the campus for proper teaching-learning of the students.

14. The renowned book “The Emotionally Intelligent Workplace” edited by Cary Cherniss and Daniel Goleman could be the model for the workshop of the primary school teachers to enhance strategies to measure and improve emotional intelligence in individuals, groups and organizations.

15. There could be a forum or structure in the school for the primary school teachers to share their opinions and experiences about their growth in emotional intelligence, creativity and their teaching competency.

16. Some of the experienced primary school teachers could be trained as master trainers to conduct seminars, workshop for newly recruited primary school teachers as resource persons to improve in their emotional intelligence, creativity and teacher effectiveness.

17. The government could make an incentive package for the up gradation of the qualifications of the primary school teachers.

**SUGGESTIONS FOR FURTHER STUDY**

Based on the basis of insights and findings, the investigator has proposed the following suggestions for further research:-

1. Impact of emotional intelligence, creativity and teacher effectiveness of the High school teachers.

2. Emotional intelligence, creativity and teacher effectiveness of pre-primary school teachers.

4. Relationship between emotional maturity and emotional literacy among the Higher Secondary School Students.


6. Impact of emotional literacy on academic performance of high school students.

7. Emotional Literacy, creativity and scholastic achievement of Tharu students of West Champaran district.

8. An influence of emotional intelligence and the impact of Educational Technology on academic achievement of High School students.


10. A comparative study of Emotional Intelligence, personality development and Value Education of High School Students.

11. Emotional literacy, Spiritual intelligence and modernity of higher secondary school teachers.


15. A study of soft skills and emotional environment of higher secondary school teachers.

16. An influence of soft skills on teaching competency of higher secondary school teachers.