CHAPTER – I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Globally, there is an overwhelming concern over the quality and relevance of education. Undoubtedly, quality of education is the direct consequence and outcome of the quality of teachers and teacher education system. The Education Commission (1964-66) has pointed out that the quality, competence and character of teacher as the most significant factors, are influencing the quality of education and are contributing to the national development. According to the Kothari Commission, “The destiny of nation is being shaped in the classroom”. The teacher has the responsibility to shape that destiny. Many commissions and reports on education have opined that the quality of a nation depends upon the quality of its citizens. The quality of citizens depends upon the quality of their education; the quality of their education depends more than any other single factor, upon quality of their teachers.

It is widely accepted that teacher is an important vehicle to improve the quality of school education. The revitalization and strengthening of the education system depends on teachers. It is the teacher who matters the most Goldhaber and Anthony (2007). They play crucial role for the upliftment of educational standards in the country. This demands teachers to be more effective in the classroom, be optimistic with high Self-esteem and emotional intelligence to influence the students and enable them to achieve better, become good citizens and contributing personalities.
Thus, the Teacher is an educational leader and decision maker, who directly affects and indirectly influences the students. It is the responsibility of the teacher to guide and inspire students, to enrich his disciples and inculcate values”. Further, the teacher has to discharge various administrative duties of the school as and when required, viz. frame timetable, arrange school functions, conduct examinations and co-curricular activities, maintain office records and so on.

In the present day, the task of a teacher is quite challenging. It is far more difficult than it was a few decades ago. The tremendous explosion of knowledge, development of teaching technology and availability of different channels of education like TV, video and audio lessons, computer programming on the one hand, and ample opportunities which were not available for effective teaching on the other hand, increased the challenges and responsibilities of the teacher. Thus, the dimension of teaching to be effective normally includes: human relation dimension, instructional dimension and evaluative dimension. Those teachers who are good on these dimensions can become good professionals in their fields. They are the repertoire of skills, knowledge, attitude, values and abilities which help them to effectively perform their tasks. These are the essential attributes for effective teachers. They need to possess pedagogical skills and competencies and professionally competent enough to meet the demands of the society.

On the other hand, the teachers shape the life pattern of future generation of students through academic and personal-social interaction with them. They conduct varied activities with students, lead them and give them desired behaviors and teach them cultural values and prepare them for the life. Thus, the students are made successful and blissful by their vivid actions. In terms of student
achievement, the teacher is a more significant and influential factor than any kind of school resources. Teacher beliefs, behaviors, attitudes and actions were all found to play a significant role in the effective classroom, and therefore to affect student achievement (Muijs and Reynolds, 2002; Reynolds, 1998; Veeraraghavan and Bhattacharya, 1989). The teachers play a primary role in students learning (Anderson, 1991). In order to meet all the challenges, the teacher himself or herself need to be more competent, dynamic, potential and effective. It is therefore said that, the success of any educational process depends on teacher effectiveness, teaching aptitude, attitude or Self esteem towards teaching, behavior, emotions, and many more factors.

Further, the teachers, to be effective, are expected to incorporate a set of behaviors into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students and assessments of student understanding and proficiency with learning outcomes. They take into account the physical, intellectual, and psychological interest of the students. Carter V. Good (1973) defines “the ability of a teacher to create a meeting and an interaction between the physical, intellectual and physiological interest of the students and given subject matter or context, the ability of the teacher to relate the learning activities to the developmental process of the learners and to their current and immediate interests and needs. It is also found that the main predictors of teacher effectiveness were health, social, emotional and total adjustment (Grewal, 1976).
Apart from these views, a strong belief among policy makers and public as well as private funding agencies is that test scores are directly related to the quality of teacher Effectiveness (Kupermint, 2002). The National Comprehensive Centre for Teacher Quality (NCCTQ) suggests, extending the definition of teacher effectiveness beyond teachers’ contribution to students’ achievement, it is important to consider how teachers influence class rooms, school and their colleagues as well as how they contribute to other important outcomes for students (Goes, Bell & Little, 2008).

Consequently, factors like knowledge of subject matter, professional knowledge, sense of humor, higher academic qualifications, sincerity in teaching, and mastery of the methods of teaching which function as correlates in certain studies are considered to be components of Teacher Effectiveness. Parikh (1984) states that, the most effective teachers in secondary schools are considered to be self-sufficient, extraverted, emotionally stable, honest, radical, and consistent in their nature. Whereas the less effective teachers were serious, dependent, introverted, conservative, and had fewer leadership qualities.

Thus, an effective teacher is required to interact with the students, colleagues and other important authorities. They have to understand and handle the situation with emotions in the right manner at the right time, in the right way. It is one’s emotional response to a particular situation that makes the difference. Even our experiences and experiments clearly delineate that a person with a high intellect cannot be always successful in his life.

Here, one could observe that, the role of emotions in every aspect of life cannot be neglected. In other words managing emotions is crucial and important
for better performance in different work settings (Goleman, 1995). It is also stated that Emotional Intelligence involves the ability to monitor one’s own and other’s emotions to discriminate among them and to use the information to guide one’s own thinking and actions (Mayer & Solvey, 1993). Thus, emotional control was the main characteristic of Teacher Effectiveness (Wangoo, 1984; Madden, 2000).

The role of ‘emotions’ in every aspect of life is now empirically proven too. Sing (2003a) opines that maladjustment or poor performance at the work place has been found to be due to the poor development of one’s emotional awareness. An essential role of emotional intelligence in preventing employees of human services from burnout has also been confirmed. Canadian HR reporter (1998) provides concrete evidence on “EQ beats IQ in Work Place” based on the studies conducted by different researchers. Stein (1956) said that emotional intelligence is significantly and highly correlated with job performance, while cognitive intelligence has shown low and insignificant correlation with performance in the work place. Emotional Intelligence which is measured by emotional quotient, has its scope in recruitment, retention and employee development. At work group level, emotional intelligence is manifested in harmonious relationships among workers. Goleman (1995) showed that IQ contributes about 20 percent to the factors that determine life success, and the remaining 80 percent is predicted by emotional intelligence. He also found that Superior performance and learning could be achieved through balanced emotions. It is observed that gifted teaching comprises interpersonal intelligence and wisdom. Gifted teachers understand learners’ perspectives, link thought and action, and explore cross-cultural expressions. But, Tyagi (2004) revealed that
there was a total lack of emotional competencies among higher secondary school teachers such as to tackle frustrations, to delay gratification, communication of emotions and inter-personal relationships.

In spite of outer ‘success’, the teacher may feel unfulfilled, empty, unworthy of their accomplishments. The outer stuff does not and cannot give a teacher a truly, healthy, Self-image or happiness or peace of mind. In so many ways, a poor Self-image can literally prevent him from achieving and even setting goals that could make his life an accomplishment filled wondrous adventure. Therefore, it is very essential that a teacher need to be more optimistic with positive outlook and strong mind about himself or herself and about the classroom and outside world. In other words, a teacher should have high Self-esteem, which is a major key to success in life and refers to the evaluation a person makes and customarily maintains with regard to him or herself. It is the Self evaluation made by each individual, one’s attitude towards oneself along a positive, negative dimension”.

The relationship between Self-esteem and academic achievement has been well documented in the literature (Holly, 1987). Different studies have concluded that academic achievement and Self-esteem are positively correlated (Bankston & Zhou, 2002; Lockett & Harrell, 2003; Schmidt & Padilla, 2003; Covington, 1989; Purky, 1970). Self-esteem is more likely the result than the cause of academic achievement and a certain level of Self-esteem is required for a student to achieve academic success (Holly, 1987). People seek to maintain, protect and enhance Self-esteem by attempting to obtain success and avoid failure in domains on which their Self worth has been staked (Crocker & Park, 2003). Self-Esteem is a
significant predictor of reading awareness (Carr, Borkowski & Maxwell, 1991) and is influenced by culture, child rearing practices, achievement-related attributions and interactions with parents and teachers (Holly, 1987) and is negatively related to shyness (Kemple, Kristen, 1995).

In toto, an effective teacher may be understood as one who helps development of basic skills, understanding proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students (Ryan 1960). The role of teachers, who have more responsibilities in moulding the character of students and who help in the development of physical, mental, emotional, and intellectual growth of students need to be admired and appreciated.

1.2 TEACHER EFFECTIVENESS

‘Teacher Effectiveness’ refers to “the impact of classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, or students’ performance”. Though the terms, ‘school effectiveness’, ‘teacher effectiveness’, and ‘educational effectiveness’ are used inconsistently in the literature, they are interrelated. Gage (1962) described teachers’ effectiveness in terms of teacher effects on the realization of some value, where value takes the form of some educational objectives identified in terms of pupil behavior, ability or characteristics. The teacher effectiveness is a matter of degree to which a teacher achieves desired effects upon students (Medley & Shannon, 1994).

The term ‘teaching effectiveness’ is also defined by scholars in various ways. It is the relationship between the characteristics of teachers’ teaching act and their effects on the educational outcome of classroom teaching (Flanders and
Simon, 1969) and the power to realize socially valued objectives agreed for teachers’ work, especially, but not exclusively, the work concerned with enabling students to learn (Jim Campbell, 2004). Whereas Gupta (1976) derived the term ‘teacher effectiveness’ as a repertoire of efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, temperament and tendencies, evaluation and feedback, interpersonal relations, job involvement, initiative and enthusiasm, professional values and innovativeness in every day teaching-learning situation. Likewise, the dimensions of teacher effectiveness have been identified by Kulsum (1982) as preparation and planning for teaching, classroom management, knowledge of the subject, teacher characteristics and interpersonal relations.

Further, three forms of teacher competencies – knowledge, performance and consequence have been identified by Borich and Feuton (1977). According to him, ‘Knowledge’ competencies specify cognitive understanding which the teacher expected to demonstrate. ‘Performance’ competencies refer to the ongoing teaching behaviors as measured in terms of its effectiveness in the classroom. ‘Consequence’ competencies refer to the pupil outcomes provided by the teacher’s proper use of an array of knowledge and performance competencies.

The NPE, (1986) also highlighted the same, ‘No people can rise above the level of teachers. Teachers can make or mar the society. Teachers’ personality, their academic and emotional intelligence, their level of adjustment, their creative abilities, interests and attitude affect the students’ behavior patterns and thus ultimately shape their personality’.
It is viewed that Teacher effectiveness causes change in the overt and covert behavior of the learner, for learning is nothing but a change in the behavior of the learner in accordance with social and cultural expectations and norms of the society of which the learner is a member. The better a teacher can manifest this change in the students, the more effective he is. The problem of identification of effectiveness of teachers is, therefore, of prime importance for realizing the desirable goals of education.

The quality of an educational system, to a great extent is dependent on the quality of teachers. In case, the teachers, who are said to be the pivot of educational system, are misfit or indifferent to their responsibilities, the whole program is likely to be ineffective, futile and wasted. It is accurate to say that a school’s effectiveness depends directly on the effectiveness of its teachers. Maximizing teacher effectiveness is a major goal of education.

The teaching learning process is essentially a live process, in the sense that, it is a warm interaction between two living organisms and hence, while exploring the effectiveness of teaching one should take into accounts the non-cognitive dimensions such as warmth, understanding, empathy, concern, sharing, sympathy, deep understanding, mutual psychological explorations etc. There are other factors also that would affect teacher effectiveness such as teaching experience, type of school, and competency in teaching. It is also true that the intelligence and Self esteem, creativeness, the innovative endeavor on the part of the teacher are the factors affecting the teacher effectiveness. Whether teaching is an Art or Science, to be an effective teacher one must develop certain qualities which make his teaching more effective.
1.3 EMOTIONAL INTELLIGENCE

Emotional Intelligence is a new development in the area of intelligence as well as in affective science. It implies that humans are both rational and emotional. Coping abilities in life are dependent on the integrative functioning of both rational and emotional capacities.

Over the past several years, Emotional Intelligence (EI) has found increased acceptance as a factor that is potentially useful in understanding oneself and others and an influential framework in psychology because fields as varied as developmental, educational, clinical and counseling, social and industrial, and organizational psychology are being enriched by it. Further, a major impetus of EI is tied to its potential real world applications including the work place, ethics, gerontology and education. The concept of Emotional Intelligence has such intuitive appeal and face validity that in a short period of time it has captured the attention of social scientists, educational thinkers and organizational practitioners around the world.

In 1990, two American University Professors, John D. Mayer and Peter Salovey found that some people were better than others at things like identifying their own feelings, identifying the feelings of others, and solving problems involving emotional issues. Then they tried to develop a way of scientifically measuring the difference between people’s ability in the area of emotions. Thus, the term Emotional Intelligence was conceived and coined by Peter, Salovey and John Mayer in 1990. They used it as an indicator for the human capacity to understand and engage in meaningful, social interaction. Later the term ‘Emotional Intelligence’ was popularized and enriched by Daniel Goleman (1995).
Later, five crucial emotional competencies basic to social and emotional learning were identified by Daniel Goleman and the same have been accepted and kept for further research.

1. **Self and Other Awareness**: Understanding and identifying feelings; knowing when one’s feelings shift; understanding the difference between thinking, feeling and acting; and understanding that one’s actions have consequences in terms of others’ feelings.

2. **Mood Management**: Handling and managing difficult feelings; controlling impulses; and handling anger constructively

3. **Self-Motivation**: Being able to set goals and persevere towards them with optimism and hope, even in the face of setbacks

4. **Empathy**: Being able to put yourself “in someone else’s shoes” both cognitively and affectively; being able to take someone’s perspective; being able to show that you care

5. **Management of Relationships**: Making friends, handling friendships; resolving conflicts; cooperating; collaborative learning and other social skills.

   Emotional Intelligence, can be attributed to a comprehensive package of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills (Gardner, 1983), which make up the competency profile of a person. Such skills are beyond the traditional areas of specific knowledge, general intelligence, and technical or professional skill.

   Emotional Intelligence *per se* is an offshoot of the very realization that there is such a wide variation in the professional abilities, competencies and effectiveness of the people, with the same level of Intelligence Quotient and
academic credentials. The heavy emphasis on cognitive aspects, such as memory and problem solving, for explaining the work efficiency, probably ignored the dynamics of the workplace and many other non-cognitive factors that remained unidentified but played an important role in determining the outcome. Emotional Intelligence is the unique repertoire of emotional skills that a person uses to navigate the everyday challenges of life. Learning how to recognize and manage, and harness one’s feelings; empathizing; and handling the feelings that arise in one’s relationships is the basics of Emotional Intelligence.

The terminology ‘Emotional Intelligence’ was defined brilliantly by many educationists.

Mayer and Salovey (1993) described Emotional Intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions”.

The pioneering research of John D. Mayer and Peter Salovey (1990), which was viewed with initial skepticism, was further enriched by Daniel Goleman (1995), a New York Times behavioral science journalist. He is the person most commonly associated with and popularized the term Emotional Intelligence.

According to Daniel Goleman (1998), Emotional Intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by Intelligence Quotient.
Emotional intelligence was further defined by Mayer and Salovey (1997) as “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”.

Reuven Bar-On (1997) reports that Emotional intelligence reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits. Further, he defines Emotional Intelligence as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.

Dalip Singh (2003a) advocates that Emotional intelligence constitutes three psychological dimensions namely, emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior”. He defines Emotional Intelligence as “the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner Self and immediate environment.

Vinod Sanwal (2004) defines Emotional Intelligence as “the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems”.

Steve Hein (2004) defines Emotional Intelligence as “the mental ability we are born with which gives us our emotional sensitivity and our potential for emotional learning management skills which can help us maximize our long term health, happiness and survival”.
Samira Malekar (2005) says that Emotional Intelligence is “a set of factors which involve awareness of Self and managing emotions, developing oneself through the power of empathy and motivation and building strong relationship with people”.

Parmananda Chabungbam (2005) defines Emotional Intelligence as “the ability of a person to control impulses and persist in the face of frustration”.

Chadha (2005) defines “All intelligences have an emotional base. Using your emotions as a source of energy to accomplish the Self-defined goals is what emotional intelligence consists of”.

It can be adduced from all the definitions and aspects presented above that Emotional Intelligence is the management skill of emotional and cognitive capacities to create optimal results in one’s relationships with one and others for the universal well being and abundance of joy.

1.3.1 Emotional Intelligence and Teacher

Teaching profession is the noblest profession. In this profession, the teacher has to interact and spend much of his time with his fellow teachers and students. It is unrealistic for the teacher to set aside his emotions and feelings in his work environment. A professionally competent teacher having poor Emotional Intelligence may suffer on account of his inability to deal with his Self or getting along properly with children, colleagues and the boss. As a teacher, handling mutual relationships is quite essential and significant in his life to achieve the desired success. Goleman (1998) highlighted more on these aspects in his book, “Working with Emotional Intelligence”. He revealed the important skills that distinguish star performers in every field, and the importance of Self awareness,
Self-confidence, and Self-control among others. He also discussed at length about the significant contribution of Emotional Intelligence to be successful at home, at school and at work. He emphasized more on how people with high Emotional Intelligence will be more socially effective and successful than others.

In the present day school scenario the role of Emotional Intelligence is unimaginable. Emotional Intelligence helps in creating an enthusiastic work environment, improves the way teachers feel about themselves and how they relate to children, colleagues and other personnel concerned with his teaching profession, reduce stress and burnout levels, and resolve emotional issues, improve health and well being, heighten success and enable teachers to experience greater fulfillment. Thus, Marcus (1994) says, emotional empathy directly affects the teacher-student relationship and influences professional performance.

Emotional Intelligence helps the teachers to resolve external and internal conflicts, enable them to accomplish their goals at all levels – physical, mental, emotional and spiritual and improve their mental abilities such as memory, clarity of thinking and coordinating the work of their colleagues and students. They must become such persons who can help themselves and their colleagues and students to develop emotional intelligence and the positive interpersonal relationship (Wall, 2007). All these would finally make him an effective teacher.

Emotionally intelligent teacher is likely to succeed in everything he undertakes in his life. He can make his personal and professional life more healthy, enjoyable and successful. Teacher should try to know about his emotional intelligence. Knowing about his emotional intelligence in terms of an emotional
Teacher’s emotional intelligence helps him much in all spheres of his life through its various constituents namely knowledge of his emotions, managing the emotions, motivating himself, recognizing emotions in children, colleagues and others around him, and it also helps him in handling his relationships. Cooper and Sawaf (1997) and Goleman (1995) have highlighted the importance of emotional intelligence that distinguish performers in every field.

Hence, it can be aptly said that Emotional intelligence captures the essence of what a teacher needs to know for being productive. It helps him more than professional skills and competencies. It helps teacher to boost his Teaching Effectiveness, to recover from professional burnout, to develop Self-esteem and to make better adjustment in life.

1.4 SELF-ESTEEM

Self-Esteem has long been considered as an essential component of good mental health. It is a widely used concept both in popular language and in psychology. The term Self-Esteem comes from a Greek word meaning “reverence for Self.” The “Self” part of Self-Esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The “esteem” part of Self-esteem describes the value and worth that one gives oneself.

In Simple terms, Self-Esteem is the acceptance of us for whom and what we are at any given time in our lives. Self-Esteem is a positive or negative orientation towards oneself, an overall evaluation of one’s worth or value i.e. Self worth or Self value. In other words, it is the judgment that people make of
themselves. It could be high or low. When a person can accept his/her weaknesses and faults and simultaneously recognizes his/her strengths and positive qualities, the person will experience strong Self-worth and high Self-esteem.

Self-esteem is also viewed both as a personality trait and a psychological state. People have a typical level of Self-esteem that is consistent across time. Self-esteem is liking oneself. It is not conceit or boastfulness, but believing in oneself and what one does. In other words, it is about being and about doing.

According to Wikipedia, the encyclopedia, Self-esteem is a term used in psychology to reflect a person’s overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, “I am competent”, “I am worthy”) and emotions such as triumph, despair, pride and shame. Self-esteem can apply specifically to a particular dimension (for example, “I believe I am a good writer and I feel happy about that”) or have global extent (for example, “I believe I am a bad person, and feel bad of myself in general”).

Many definitions on Self-esteem could be seen but the most broad and frequently cited definition of Self-esteem within psychology is by Rosenberg (1965), who described it as a favorable attitude towards the Self. Self-esteem is generally considered as an evaluative component of the Self-concept, a broader representation of the Self that includes cognitive and behavioural aspects as well as evaluative or affective ones (Blascovich & Tomaka, 1991).

Erikson (1968) identified Self-esteem as a function of identity development that results from successfully addressing the tasks associated with each of the developmental stages of life. Thus, one’s sense of developing, growing, and confronting lives tasks leads to feelings of worth. To him, one with healthy
personality actively masters his/her environments showing a certain unity of personality and one can perceive the world and himself/herself in a correct way. Self-esteem is focused upon feelings of personal worth and the level of satisfaction regarding one’s Self (Garry, 1999).

Branden (1969) defined Self-esteem as a standard by which a person judges her/himself, an estimate, a feeling, and an emotion. This Self-evaluation is the single most significant key to behavior, which affects the thinking processes, emotions, desires, values, and goals. Branden stated that to understand a person psychologically, it is vital to understand the nature and degree of Self-esteem. His definition is a synthesis of earlier interpretations. Branden notes the two strands to Self-esteem as being competence and worthiness but emphasizes the relationship between the two strands as being another factor in understanding Self-esteem. He states that Self-esteem “is the conviction that one is competent to live and worthy of living”. In 1994, Branden wrote The Six Pillars of Self-Esteem. He states that there are six pillars which form the foundation of Self-esteem. They are the practice of living consciously, the practice of Self-acceptance, the practice of Self-responsibility, the practice of Self-assertiveness, the practice of living purposefully and the practice of personal integrity.

Branden (1969) defined Self-esteem as “… the experience of being competent to cope with the basic challenges of life and being worthy of happiness”. According to Branden, Self-esteem is the sum of Self-confidence (a feeling of personal capacity) and Self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person does about, on one side, his/her ability to face life’s challenges, that is, to understand and solve
problems, and, on the other side, his right to achieve happiness, or, in other words, to respect and defend his own interests and needs.

According to Coopersmith (1967, 1981) Self-esteem is a set of attitudes and beliefs that a person brings with him- or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will be painful, and whether he or she will become more capable as a result of difficult experiences.

Further, Self-esteem is described by Coopersmith as a process of integration, where the individual becomes a member of the group and internalizes ideas and attitudes as a mirror image, via key figures and by observing actions and attitudes. Self-esteem is a form of Self-protection since any loss of Self-esteem can bring feelings of distress. Since the presence of anxiety can minimize Self-esteem, defenses allow the maintenance of an idealized image. The events and the people which surround the individual have a direct relationship with the development of Self-esteem (Diaz, 1984).

Campbell and Lavallee (1993) define Self-esteem as “a Self-reflexive attitude that is the product of viewing the Self as an object of evaluation”.

In addition, Hales (1989) defines Self-esteem as the evaluative function of the Self concept. Self-esteem, thus, is the affective, or emotional experience of the evaluations one makes in the frame of one’s personal worth.

The California State Task Force on Self-Esteem (1990) defines Self-esteem as “appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly towards others”.
Osborne (1995) defined Self-esteem as a relatively permanent positive or negative feeling about Self that may become more or less positives and negatives as individuals encounter and interpret success and failures in their daily lives.

James (1983) in his Principles of Psychology defined Self-esteem as being the sum of an individual’s successes divided by what they think they ought to achieve. Self-esteem can be increased by achieving great successes and maintained by avoiding failures. Raised Self-esteem could, he argued, also be achieved and maintained by adopting less ambitious goals. Self-esteem was therefore defined as being competence-oriented but also open to change.

Alexander (2001), the founder of the Self-Esteem Network in Britain, views Self-esteem as a syndrome, as a set of indicators for mental well-being. The core of Self-esteem is an “unconditional appreciation of oneself” meaning an appreciation of both an individual’s positive and negative potential in its fullest sense. Alexander also distinguishes between ‘trait’ Self-esteem which reflects confidence or ability in a particular area, such as work or port, and ‘global’ Self-esteem which is intrinsic worthiness regardless of what particular abilities or qualities an individual may possess.

For James (2002), Self-esteem couldn’t simply be reduced to the aggregate of perceived success. Rather, it is derived from the ratio of successes to one’s pretensions. Thus, if an individual evaluates the Self positively in domains where he/she aims to excel, high Self-esteem will result. That means perceived successes are equal to one’s Pretensions or aspiration for success results in high Self-esteem. Conversely, if the pretensions exceed successes, that is, if an individual feels
unsuccessful in domains believed is important, he/she would experience low Self-esteem.

Self-esteem is an intrinsic and universal part of human experience and it is a key concept for explaining the “inherent secrets” of human behavior as a cure for social and individual problems (Ward, 1996).

Harter (1985) has defined Self-esteem as “the level of global regard that one has for the Self as a person”.

The literature on Self-esteem promotes the outlook of Self-esteem as a construct that explains a person’s ability to adapt to the environment. The inner balance and stability which each person achieves is directly related to their emotions, social relationships, and behaviors (Blascovich and Tomaka, 1991; Branden, 1969; Brockner and Wallnau, 1981; Coopersmith, 1967, 1981; Rosenberg, 1979).

On the other hand, Self-esteem is an affective component of the Self. It is a set of attitudes, beliefs or a person’s positive and negative Self-evaluations about him/herself.

1.4.1 Characteristics of Persons with High Self Esteem

It is believed that, a person possessing high level of Self esteem will be confident, happy, highly motivated and have the right attitude to succeed. People with a high level of Self-esteem usually possess the following traits.

❖ Firmly believe in certain values and principles, ready to defend them even when finding opposition and feel secure enough to modify them in the light of experience.
Able to act according to what they think to be the best choice, trust their own judgment, and do not feel guilty when others don’t like their choice.

Do not lose time by worrying excessively about what happened in the past, nor about what could happen in the future; learn from the past and plan for the future, but live in the present intensely.

Fully trust in their capacity to solve problems, do not bother about failures and difficulties, ask others for help when they need it.

Consider themselves equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing.

Take for granted that they are interesting and valuable persons for others, at least for those with whom they have friendship.

Resist manipulation; collaborate with others only if it seems appropriate and convenient.

Admit and accept different internal feelings and drives, either positive or negative, revealing those drives to others only when they choose.

Able to enjoy a great variety of activities.

Sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at others’ expense.

1.4.2 Characteristics of Persons with Low Self Esteem

It is observed and evident that a person with low level of Self esteem possesses negative thinking, less confidence, Self doubt and unable to achieve his/her goals. A person with low Self-esteem may show some of the following symptoms:
Heavy Self-criticism, tending to create a habitual state of dissatisfaction with oneself.

Hypersensitivity to criticism, which makes him feel easily attacked and experience obstinate resentment against critics.

Chronic indecision, not so much because of lack of information, but from an exaggerated fear of making a mistake.

Perfectionism, or Self-demand to do everything attempted “perfectly” without a single mistake, which can lead to frustration when perfection is not achieved.

Neurotic guilt: one is condemned for behaviors which not always are objectively bad, exaggerates the magnitude of mistakes or offenses and complains about them indefinitely, never reaching full forgiveness.

Floating hostility, always on the verge of exploding even for unimportant things; an attitude characteristic of somebody who feels bad about everything, who is disappointed or unsatisfied with everything.

Defensive tendencies, a general negative (one is pessimistic about everything: life, future, and, above all, oneself) and a general lack of will to enjoy life.

Thus, there is a folk wisdom that high level of Self esteem is an asset in navigating the obstacles in life.

1.5 NEED FOR AND SIGNIFICANCE OF THE STUDY

In order to promote quality education to students, the teachers need to update their remarkable knowledge and information. They also require to integrate both antediluvian and the most innovative teaching methods and strategies to their pupils to become best products and to transcend it to next generation. Secondary education is an important stage where the desirable skills, attitudes and cognitive
abilities are to be promoted among adolescents. Thus, the teachers, by being role models, can mould the pupils with good character, subject matter, social life and the like. They constitute the most affective factor of educational outcomes. But in reality, the present situation is opposite to what one is expected of them. The teachers are unable to meet the challenges of the society.

It is one of the common observations and comments that the pass percentage of S.S.L.C. students is not encouraging and highlighting many factors in the education system for this result – teacher factors, student factors, school factors, etc. If teacher factor is considered, now-a-days teacher ineffectiveness is found to be one of the prime factors contributing to the discouraging results in S.S.L.C examination. This teacher ineffectiveness may also be due to many personal, psychological and social attributes, like Emotional Intelligence, Self Concept, Self Esteem, Social Maturity, Content and Pedagogical Competencies, etc. Many attempts have already been made regarding teacher competencies, and other aspects whereas emphasis is being given to study teacher’s ability to deal with his self and get along properly with children, colleagues and authorities; attitudes, self evaluation about himself/herself and belief in self and others, which go a long way in improving teacher quality and students achievement.

As it is said above, it is not sufficient, if the secondary school teachers are competent and effective in their classroom teaching, they have to learn and acquire some emotional abilities or competences. In other words, they should have Emotional Intelligence also to be effective teachers. Thus, in addition to the development of the knowledge of the technology of the teaching process, they should also imbibe in them the emotional competencies that are very essential for
determining success in their teaching profession and psychological well being. These competencies seem to play an important role in shaping the interaction between students, colleagues and other concerned with the profession and the work environment. Hence, to be effective and efficient and successful in teaching profession, teachers need to have a high Emotional intelligence. To add to this, Emotional Intelligence is considered as an important factor for team work, cooperation, and effective working. Emotional Intelligence determines how far an individual will succeed, personally and professionally.

Further, when school programs are examined, it is generally seen that mental abilities are supported to a greater extent than Emotional Intelligence. However, Emotional Intelligence education is just as beneficial for educators as it is for children. When children gain Emotional Intelligence abilities, their academic success increases and social interactions are strengthened. As this development also leads to fewer discipline problems, educators can devote their energies in providing more efficient education. Emotional intelligence may be developed by education that focuses on helping children develop basic emotional intelligence abilities such as expressing, understanding, and managing emotions and using these skills to cope with everyday social problems (Elias et al., 1997).

There is also a need to know how Self Esteem contributes to the quality improvement of secondary school teachers in terms of their teaching success. Quality of secondary education can be improved only when there are teachers with high Self Esteem. A wide range of experiences a student has while going through school – scholastic, athletic, social, and emotional - all constitutes input to his or her Self-Esteem development. Every success and failure, together with the
reactions of peers, parents and teachers to these experiences, will contribute significantly to the students’ Self-worth, Self-confidence, Self-reliance and Self-competence.

A comprehensive review of research on Teacher Effectiveness shows that intelligence, attitude and degree marks, personality, adjustment, democratic leadership, emotional control (Wangoo, 1984), achievement of students (Collard, 1993; Cremers, 1999) are significantly related to Teacher Effectiveness.

Empirical studies in the field of ‘emotion’ also assert that Emotional Intelligence is an important construct related to positive life outcomes such as pro-social behavior, parental warmth and positive family and peer relations (Goleman, 1995; Mayer & Salovey, 1993). To Amendolai (2003) Emotional Intelligence enhances academic achievement and success. Narendra Sidhaye and Anjali Anaspure (2008) expressed that Emotional Intelligence has emerged as a significant predictor of occupational stress. Further, lower Emotional Intelligence is found related to negative outcomes, including stress, illegal drugs, alcohol use, deviant behavior and poor relations with friends (Brackett, Mayor & Warner, 2003). Kanna and Vohra (2003) in their empirical studies found that Managers who use their cognitive resources (logical reasoning and strategy) to overcome their daily hassles are high in job performance and also optimistic. McQueen (2004) also suggested that Emotional Intelligence is highly predictive of an individual’s general domains such as career performance.

Literature available in the field of Self-Esteem also revealed many facts. It has attracted a great deal of attention from researches in United States. The research ventures by Holly (1987) highlighted that Self-esteem is influenced by
culture, child rearing practices, achievement-related attributions and interactions with parents and teachers. There are substantial evidences which show that school achievement is positively associated with the level of Self-esteem. (Bankston & Zhou, 2002; Lockett & Harrell, 2003; Schmidt & Padilla, 2003; Holly, 1987; Brookover et al., 1985; Purky, 1970; Covington 1989; Reasoner 2005; Rosenberg 1965). It is opined that the importance of Self-esteem in the educational process seems to need more emphasis than is presently given to it. The situation is not far from this even today. Teachers need to have concern about their Self-esteem. Numerous researchers have reported that the lower academic performance experienced by students has reflected in a more negative Self-evaluation of academic abilities of teachers. In other words, Self Esteem has been found to be significantly associated with a number of important aspects of human behavior like general adjustment, anxiety, acceptance of other people and child rearing practices. This has implications for both parents and teachers.

While reviewing the research work on Teacher Effectiveness, Emotional Intelligence and Self Esteem, it came to lime light that though there are a considerable number of valid tools to measure Teacher Effectiveness, Emotional Intelligence and Self Esteem of Secondary School Teachers in English version, both in India and abroad, sporadic attempts have been made (to the best knowledge of the investigator) to develop those Scales in Kannada language. So, it is felt, there is a need to translate Teacher effectiveness scale and Self Esteem Inventory into Kannada version which would help in measuring the level of Teacher effectiveness and Self Esteem of teachers of secondary schools.
As a result of review of related literature and research problems, it is found that there are only a few studies in the area of Teacher Effectiveness that too with secondary school teachers. Some of the studies are conducted to evaluate emotional and abstract intelligences of M.B.A. students, adolescent college students, and other educational courses, but no considerable studies are found relating to these variables among secondary school teachers. Among the studies reported, the results were found to be inconsistent and no generalization was possible. Hence, this attempt has been necessitated to throw light on the level of and relationship among the variables Teacher effectiveness, Emotional intelligence and Self Esteem of Secondary School Teachers.

The study is significant, since it may lead to further research investigating effectiveness of teachers and the related factors in India. Considering the importance of Teacher Effectiveness and the factors influencing it, many attempts may be done to develop new systems of assessing the teacher performance. The present study will stimulate the academic bodies to plan the teacher education program in a more effective way, which will definitely provide data-base to bring change in the current syllabi, duration of training period and transaction mode including evaluation. Findings will also help the administrators and the faculty of the B.Ed. colleges in bringing necessary changes to the teacher education program in the light of feedback received. Government and other organizations engaged in teacher education may extract the benefit from the conclusions of the study and plan programmes to enhance Teacher Effectiveness and thereby ensure quality of education.
No doubt, the findings will be useful for Ministry of Education, policy makers, especially, National level organizations like NCTE, NCERT, NAAC, etc. to bring desired changes in the program.

1.6 OPERATIONAL DEFINITIONS OF KEY TERMS

- **Teacher Effectiveness**: Teacher Effectiveness refers to “the impact of that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on students performance” or “the capacity to produce effects; power to effect the object intended”.

  In the present study, the level of Teacher Effectiveness of teachers is represented by the categories derived based on the total scores obtained by the teachers on Teacher Effectiveness Scale by Dr. Pramod Kumar and D.N. Mutha (1974).

- **Emotional Intelligence**: “Emotional Intelligence” refers to “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships”. It includes three basic personal competencies – Self-awareness, Self-regulation, Motivation and two basic social competencies – Empathy and Social Skills.
  - **Self-awareness**: Knowing what we are feeling in the moment, and using these preferences to guide our decision making, having realistic assessment of our own abilities and a well grounded sense of Self confidence.
  - **Self-regulation**: Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.
Motivation: Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.

Empathy: Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.

Social Skills: Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.

The details of these competencies are given vide 3.4.2 infra, page no. 59.

In the present study, the level of Emotional Intelligence of teachers is represented by the categories derived based on the total scores obtained by the teachers on (Krishnappa V.K.’s) Emotional Intelligence Scale (modified by the investigator).

Self-Esteem: According to Coopersmith (1967, 1981), Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individual holds towards himself/herself. It is a subjective experience, which the individual conveys to others by verbal reports and other overt expressive behaviour.

In the present study, the level of Self-Esteem of teachers is represented by the categories derived by the investigator based on the total scores obtained by the teachers on Self-Esteem Inventory standardized by Coopersmith (1987).
• **Age group:** Age group is represented by the chronological age of teachers and they are categorized into four groups
  - 21-30 years
  - 31-40 years
  - 41-50 years
  - 51-60 years.

• **Teachers’ Qualification:** Teachers’ Qualification is represented by considering their general as well as professional qualifications (Bachelor and/or Post Graduate degrees in both the categories). Teachers are categorized into five groups as given below;
  1) B.A/B.Sc. B.Ed.
  2) B.A/B.Sc.M.Ed.
  3) M.A/M.Sc., B.Ed.
  4) M.A/M.Sc.M.Ed.
  5) Any of the mentioned categories with additional qualification (Diploma, ICT, Management, etc.)

• **Teaching Experience:** This means the total number of years of experience in teaching from the beginning of their career (irrespective of the institutions/schools where they worked) to this date. Teachers are categorized into four groups based on their Teaching Experience
  - <5 years
  - 5-14 years
  - 15-24 years
  - 25+ years.
1.7 STATEMENT OF THE PROBLEM

In the present study, it is purported to analyze the level of Teacher Effectiveness, Emotional Intelligence and Self-Esteem of Secondary School Teachers and also to find out the relationship among these variables. The problem is entitled “Teacher Effectiveness, Emotional Intelligence and Self-Esteem of Secondary School Teachers – A Correlational Study”.

1.7.1 Objectives of the Study

The following objectives were formulated to guide the research:

1. To analyze the level of Teacher Effectiveness, Emotional Intelligence, and Self-Esteem of Secondary School Teachers.

2. To study the difference between/among the following categories of Secondary School Teachers in the level of Teacher Effectiveness
   a) Male and Female Teachers,
   b) Teachers of different Age groups,
   c) Teachers with different Qualifications,
   d) Teachers with different Lengths of Experience.

3. To study the difference between / among the following categories of Secondary School Teachers in Emotional Intelligence (total, dimensions and competence wise)
   a) Male and Female Teachers,
   b) Teachers of different Age groups,
   c) Teachers with different Qualifications,
   d) Teachers with different Lengths of Experience.
4. To study the difference between / among the following categories of Secondary School Teachers in Self-Esteem
   a) Male and Female Teachers,
   b) Teachers of different Age groups,
   c) Teachers with different Qualifications,
   d) Teachers with different Lengths of Experience.

5. To analyse the relationship between (i) Teacher Effectiveness and Emotional Intelligence (ii) Teacher Effectiveness and Self-Esteem of Secondary School Teachers

6. To analyse the main and interaction effect of Emotional Intelligence and Self-Esteem of Secondary School Teachers on their Teacher Effectiveness.

1.7.2 Hypotheses Formulated

The following null hypotheses were formulated with respect to the objective numbers 2, 3 and 4.

1. There is no significant difference between Male and Female Teachers of Secondary Schools in their level of Teacher Effectiveness.

2. There is no significant difference among Secondary School Teachers of different Age groups in their level of Teacher Effectiveness.

3. There is no significant difference among Secondary School Teachers with different Qualifications in their level of Teacher Effectiveness.

4. There is no significant difference among Secondary School Teachers with different Lengths of Experience in their level of Teacher Effectiveness.

5. There is no significant difference between Male and Female Teachers of Secondary Schools in their level of Emotional Intelligence in total and its dimensions.
6. There is no significant difference among Secondary School Teachers of different Age groups in their level of Emotional Intelligence in total and its dimensions.

7. There is no significant difference among Secondary School Teachers with different Qualifications in their level of Emotional Intelligence in total and its dimensions.

8. There is no significant difference among Secondary School Teachers with different Lengths of Experience in their level of Emotional Intelligence in total and its dimensions.

9. There is no significant difference between Male and Female Teachers of Secondary Schools in their Personal and Social Competence of Emotional Intelligence.

10. There is no significant difference among Secondary School Teachers of different Age groups in their Personal and Social Competence of Emotional Intelligence.

11. There is no significant difference among Secondary School Teachers with different Qualifications in their Personal and Social Competence of Emotional Intelligence.

12. There is no significant difference among Secondary School Teachers with different Lengths of Experience in their Personal and Social Competence of Emotional Intelligence.

13. There is no significant difference between Male and Female Teachers of Secondary Schools in their level of Self-Esteem.
14. There is no significant difference among Secondary School Teachers of different Age groups in their level of Self-Esteem

15. There is no significant difference among Secondary School Teachers with different Qualifications in their level of Self-Esteem.

16. There is no significant difference among Secondary School Teachers with different Lengths of Experience in their level of Self-Esteem.

17. There is no significant relationship between

   (i) Teacher Effectiveness and Emotional Intelligence

   (ii) Teacher Effectiveness and Self-Esteem of Secondary School Teachers

18. There are no significant main and interaction effects of Emotional Intelligence and Self-Esteem of Secondary School Teachers on their Teacher Effectiveness.

1.7.3 Variables Considered for the Study

A. Main Variables: Teacher Effectiveness

   Emotional Intelligence

   Self-Esteem

B. Background Variables

   Gender: Male and Female teachers

   Age group: 21-30 years, 31-40 years, 41-50 years, 51-60 years

   Teachers’ Qualification: (1) B.A/B.Sc.B.Ed.

   (2) B.A/B.Sc.M.Ed.

   (3) M.A/M.Sc., B.Ed.

   (4) M.A/M.Sc.M.Ed.
5) Any of the above categories with additional qualification (Diploma, ICT, Management, etc.)

Teaching Experience: 

<5 years
5-14 years
15-24 years
25+ years

In case of objective 6 and hypothesis 18, Teaching Effectiveness is considered as a dependent variable whereas Emotional Intelligence and Self-Esteem are considered as independent variables.

1.8 DELIMITATIONS OF THE STUDY

• The study is delimited to examine the relationship of Teacher Effectiveness with that of Emotional Intelligence and Self Esteem of Secondary Schools Teachers based on the Self reporting questionnaires and interaction.

• The study is confined to Teachers of Secondary Schools of State Government, Aided and Unaided.