CHAPTER-I

1.1 INTRODUCTION

The chief concern of the education system is to bring about reformation in all its sectors to achieve its goal. As a result, the whole education system is focusing its attention on movements of Teacher Effectiveness, School improvement and qualitative measures. In this movement Teacher Effectiveness is the salient concern for researchers, policy makers and practitioners.

Teaching is a complex phenomenon involving teachers, pupils and subject matter in a dynamic interaction. Teachers can act as trailblazers in the lives of learners in the process of education for development. Therefore the Education Commission Report (1944-66) rightly emphasized the role of the teacher in the educational process thus, “The most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community”. The commission further added, “Even the best curriculum and the perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.”

The Teacher plays a significant role in the process of bringing desirable changes in the learners. That is why Kothari Education Commission highlighted the work of the teacher as follows” The destiny of the nation is being shaped in the classroom.” All most all the reports and various commissions upheld the point that the quality of life of the citizens of any society depends upon the quality of education it provides. In turn, the quality of education depends upon the highly influential factor of the education system called the quality teacher. It it is an accepted fact that the teacher occupies a pivotal position in the education system of any society. Because of this reason Teacher Effectiveness, teacher’s quality, qualification, nature of work etc., draws the utmost attention of research scholars and educationists. Gold Haber D and Anthony E (2007) opined that it is the teacher who matters the most.
An effective teacher can play a dynamic role in the uplift of the standard of education in meeting the actual demands of the society. This essentially requires the teacher to strengthen the education system by revitalizing its various components. This act truly demands a balanced personality and an Emotional Intelligence on the part of the teacher.

Teachers have to perform new and demanding roles. They must become persons who can help themselves and their colleagues and students in developing Emotional Intelligence and positive interpersonal relationships. Thus, the teacher’s Emotional Intelligence helps him a lot in the different spheres of life through its various constituents namely the awareness about his emotions, managing the emotions, motivating himself, recognizing emotions in children, colleagues and others around him, it helps him in handling his relationships. Thus Teacher Effectiveness gets enhanced.

The Teacher’s personality also plays a vital role in influencing the learning habits of learners. Interactions by a teacher depends very much upon the type of his personality. The type of relationship that he establishes with the students, colleagues and the community depend also on the Personality Type of the teacher and the ability to manage emotions. And these two are chief components of Teacher Effectiveness. Thus, the development of the right kind of emotions too helps a teacher to manage himself as well as the students successfully in the educational context. Canadian H R reporter (1998) provides concrete evidence on “EQ beats IQ in work place” based on the studies conducted by different researchers. Goleman D (1945) showed that IQ contributes 20 percent to the factors that determine life’s success while the remaining 80 percent is provided by Emotional Intelligence.

Ryon (1960) interprets that an effective teacher is the who helps the development of basic skills, understands proper work habits, desirable attitudes, value judgment and has adequate personal rapport with the students. Effective teachers are purposeful, organized, focussed and they channelize their energy on their teaching careers. They love the teaching profession and usually they are adept
communicators. They mould the character and personality of the students. As a result, they become an integral part of the education system. In other words, education strives to achieve its goal through the performance of the teachers. Alternatively one can say that it is the Teacher Effectiveness which can effectively lead the activities of education in integrating itself dynamically towards the fulfillment of the demands of the society.

1.2 Teacher Effectiveness

1.2.1 Meaning and definition

Education plays a significant role in any civilised society. It enables a person to perform one’s duties and responsibilities towards oneself, the family, the society and the nation and helps him in leading a comfortable and successful life. It inspires the younger generation in adapting itself as a dynamic society with required skills and know how the Younger generation can imbibe the required skills. To know how it is achieved through the performance of the teachers. Thus Teacher Effectiveness plays a dynamic role in the modern society.

Teacher Effectiveness refers to “the impact of the classroom factors, such as teaching methods, teacher expectations, classroom organization the and use of classroom resources have on students’ performance.” This reflects the idea that it is much closer to the meaning of efficacy which is defined as “the capacity to produce effects; power to effect the object intended”. Jim Campbell (2004) defined Teacher Effectiveness as “the power to realize socially valued objectives agreed for teachers work, especially, but not exclusively, the work concerned with enabling students to learn”. Thus the optimum level of efficiency and productivity rests with the teacher. It refers to the level of maturity and learning indicating that the teacher grows with experience and keeps learning. He is able to perform his best in the process of education. But when we consider the complex task of teaching, Effectiveness is an elusive concept. That is why, some researchers define Teacher Effectiveness in terms of student achievements, others focus on high performance ratings from supervisors, still others rely on comments from students,
administrators and other interested stakeholders. Thus, in the educational process, Teacher Effectiveness, School’s Achievement and Educational Effectiveness are used inconsistently, but they are inter-related.

Biddle and Elenna (1964) opine, “Teacher Effectiveness is that ability of a teacher to produce agreed upon educational effects in a given situation or context”.

According to Mcdley’s terms “the possession of knowledge and skills that falls under the headings of teacher performance and the use of knowledge and skills in the classroom is referred to as teacher performance with the accomplishment of teacher goals, is Teacher Effectiveness”.

Four major assumptions are implicit in this definition of Teacher Effectiveness

- “Effective teachers are aware of and actively pursue goals”.
- “The teaching is an intentional and reasoned act”.
- “A vast majority of teachers’ goals are or should be concerned either directly or indirectly with their student learners”.
- “No teacher is effective in every aspect of his profession”.

Gage (1962) described Teacher Effectiveness in terms of the effects a teacher has on the realization of some values, where values take the form of some educational objectives identified in terms of pupil behaviour, ability or characteristics.

Flanders and Simon interpret that Teacher Effectiveness is concerned with the relationship between the characteristics of teachers’ teaching act and effects on the educational outcome of classroom teaching.

Gupta (1976) observed that the term Teacher Effectiveness is 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 everyday teaching learning situation.
Kulsum recognises the dimensions of Teacher Effectiveness as preparation and planning for teaching, classroom management, knowledge of the subject, teacher’s characteristics and interpersonal relations.

James Strange identifies five specific critical areas of Teacher Effectiveness in his book 'Qualities of Effective Teachers.'

- The teacher as person
- Classroom management and organization
- Organizing for instruction
- Implementing instructions
- Monitoring students’ progress

Lorin W Anderson identifies 6 basic components while explaining the conceptual framework in understanding and improving Teacher Effectiveness. Student’s learning curriculum, teaching, teacher’s characteristics, learner characteristics and the classroom.

The Bill and Melinda Gates Foundation identifies Teacher Effectiveness as the critical factor in students’ learning. Sanders (1999) and Wenglisk (2000) assert that Teacher Effectiveness is the single largest contributor to students’ success. Teacher Effectiveness outweighs all other factors such as class size, socio-economic status and gender (Sanders 1996, 1999: Sanders, Wright and Horn 1997) Others research work too demonstrate that Teacher Effectiveness can be measured and is critical to students’ success.

Good and Grouws (1975) observe that Teaching Effectiveness is strongly associated with the following attributes.

- Student related behaviour
- The class composition
- General clarity of instruction and the availability of information needed (Process of feedback in particular).
• A non-evaluative and generally relaxed learning environment
• Higher achievement expectations
• Classrooms relatively free of major behaviour disorders.

The five point definition of Teacher Effectiveness consists of the following:

• Effective teachers have high expectations from all students and they help students to learn as measured by value added or other test based growth measures or by alternative means.
• They contribute to positive academic, attitudinal and social outcomes from students, like regular attendance, on time promotion to the next grade, time based growth measures or through alternative measures.
• They use diverse resources to plan and structure engaging learning opportunities: monitor students’ progress formatively by adapting instruction as needed: and evaluate learning using multiple sources of evidence
• They contribute to the development of classrooms and schools that value diversity and civic mindedness.
• They collaborate with other teachers, administrators, parents and education professionals to ensure students’ success, particularly the success of students with special needs and those at high risks of failure.

Teacher Effectiveness can be assessed through three types of criteria:

• Pressage
• Process
• Product

As suggested by Klausmier and Ripple (1971)
Table-1: Criteria for assessing Teacher Effectiveness

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Pressage</td>
<td>Intellectual abilities of the teacher, amount of college work completed in teaching, major grade point average, personal characteristics and others</td>
<td>Indirectly from college records, tests, ratings outside the classrooms.</td>
</tr>
<tr>
<td>Process</td>
<td>Teacher behaviours such as explaining, questioning, leading a discussion, counseling, evaluating student behaviours such as - courtesy, industriousness, attentiveness, conducting an experiment, leading a discussion. Student-teacher interaction such as teacher- directed and student-directed exchanges, information exchange and warmth.</td>
<td>Directly through observations and frequency counts of the teachers’ and students’ actions and talks.</td>
</tr>
<tr>
<td>Product</td>
<td>Students’ gain in the subject matter, knowledge and related abilities, students' gain in psychomotor skills and related abilities. Students’ gain in interest, attitude, personality, integration and other affective characteristics.</td>
<td>Directly with tests, rating, observations and frequency counts of achievement and performance.</td>
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The teachers’ perception of the relative importance of 16 criteria of Teacher Effectiveness was surveyed and reported by Jerkians and Bausell (1974) as follows:

- Relationship with class (good rapport)
• Willingness to be flexible, to be direct or indirect as the situation demands
• Effectiveness in controlling the class
• Capacity to perceive world from student's behaviour
• Personal adjustment and character
• Influence on student’s behaviour
• Knowledge of the subject matter and related area.
• Ability to personalize teaching
• Extent to which verbal behaviour in classroom is student-centered
• Extent to which inductive (discover) method is used
• How much the student learn
• General knowledge and understanding of educational facts
• Civic responsibility (patriotism)
• Performance in student-learning
• Participation in community and professional activities
• Teaching experience

Kilpatrick and Cantril (1960) mention 5 fundamental areas of Teacher Effectiveness.

• **Preparation and planning for teaching:** It is the ability to prepare, plan and organize for teaching in accordance with the concerned course by using materials from different source.

• **Classroom management:** It is the ability of the teacher to communicate successfully, motivate the students and evaluate the teaching learning process as also maintaining discipline in the classroom within the framework of an democratic set-up.
• **Knowledge of the Subject-matter and its Presentation:** This is the ability of the teacher to acquire, retain, interpret and make use of the contents of the subjects dealing with in the classroom content. Delivery of course- contents and its presentation, including the blackboard summary constitute essential aspect of teaching.

• **Teachers’ Characteristics:** This pertains to the personality make-up and the behavioural manifestations that have their own level of acceptability or the lack of it in the teaching profession, the ability to arouse a perspective mass and seeking active participation from pupils.

• **Inter-personal Relation:** This refers to the ability to maintain interpersonal relation and communication skills with the colleagues and pupils, the parents and other persons in the community with whom teacher has to interact as a part and parcel of his/her profession.

The above discussion implies that, Teacher Effectiveness refers to the performance of an individual teacher. As the concept of Teacher Effectiveness is nebulous in nature we cannot have universally acceptable definitions of it.

1.2.2 **Effective Teachers**

Education plays a significant role in meeting the demands of the society. The demands of the present era can be achieved through an effective education. And this happens possible when the education system operates through effective, competent and dynamic teachers. Thus, it is rightly asserted “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 and the attitude affect students’ behaviour patterns and thus ultimately shape their personality” (NPE, 1986 and POA, 1992). Therefore, we can say that the effectiveness of schools depends directly on the effectiveness of its teachers. Therefore, maximizing Teacher Effectiveness is recognized as a major goal of an education system.
According to Clark (1993) “An effective teacher is someone who can increase student’s knowledge.”

In Vogt’s view (1984) “an effective teacher has the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students.”

Palamastious (1999) argues, “no single teacher attribute or characteristic is adequate to define an effective teacher.”

Wenglinsky (2000) stressed the importance of classroom practices in education. Activities which support higher orders of judgement along with an active participation were the most likely to be successful. The objective is to transform this knowledge into a suitable assessment procedure.

It is said that more and more effective teachers possess emotional problems. Emotional empathy directly affects the teacher student relationship and influences the personal performance of the teacher. Teachers’ self efficacy is best explained by intrapersonal skills.

An effective teacher is the most important school based factor influencing school achievement, more than the class size, school size, after school programme, quality or the school a student attends.

Cruickshank and Heafele (2001) note that good teachers at various times have been called ideal, analytical, dutiful, competent, expert, reflective, satisfying, responsive and respected.

Idaho defines effective teachers as “teachers having the knowledge, skill and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and prepare diverse student populations for secondary school. They facilitate the mastery of content and development of skill and identify and employ appropriate strategies for students who fail to achieve mastery”.
Effective teachers also develop in students the skills, interests and abilities necessary to be lifelong learners as well as skills needed for democratic and civic participation. They communicate and model high expectations to students and find ways to engage them in a mutually supportive learning environment because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation. They engage in collaboration, continuous reflection, ongoing learning and leadership within the profession”.

Harry Wong identified the three main characteristics of an effective teacher:

- Effective teacher has positive expectations of student success
- Excels at classroom management
- Designs lesson for mastery

James Strange identified personality traits of effective teachers under critical areas of Teacher Effectiveness.

- The teacher as a person: Caring, listening, understanding, knowing students.
- Classroom management and organization: Time management, organises materials in the class, utilizes space in classroom meaningfully, manages student behaviour.
- Organization for instruction: Prepares effective instructional plan, identifies students’ needs and sets instructional goals.
- Implementation of instruction: Identifies appropriate strategies make all students to learn, always stay up-to-date with current research and the best practice of instruction by reading, attending conferences, participating in workshops and joining professional organizations
- Monitoring student programmes and potential: Aware of what each student is doing in the classroom, manages their classroom to meet
individual students or small groups of students to ensure maximum learning.

James Strange argues that effective teachers do not just happen. They are constantly working to improve their practices through continuous learning, action research and listening to the parents, students and communities they serve.

An important quality of an effective teacher is that she/he remains a continuous learner. Paulo Freire interprets this role of the teacher as “the teacher as student”, and the effectiveness of a teacher grows with the teacher’s exposure to subject expertise and professional development or career advancement.

A teachers’ formal pedagogical preparation has been shown to have a positive effect on student achievement, especially in the areas of mathematics, science and reading (Monk, 1994). The teachers who have completed programmes of study in education consistently perform better on state licensing exams than do teachers who do not (Gitomer, Lotham and Ziomek, 1999; Wise, 2000).

The ability to apply and integrate knowledge and skills to a particular population in a specific setting is the key characteristic of an effective teacher (Denman Berger, 1996; Mitchell, 1998; Porter and Broph, 1998).

Effective teachers can heighten the standard of education. They can make teaching a vital process. They can establish positive relationships with learners, and administrators. The quality of the educational system depends to a great extent on effective teachers to a great extent. Therefore, nowadays, the main concern of the educational system to enhance Teacher Effectiveness. Therefore to be effective teachers, teachers must enhance their Emotional Intelligence and shape their personality in order to understand and to cater to the actual needs of learners.
1.3 EMOTIONAL INTELLIGENCE:

1.3.1 THE MEANING AND DEFINITIONS OF EMOTIONS

Emotions are powerful organizers of thought and action. Therefore, emotions play an important role in the success of human beings. It has been realized that in addition to intelligence, emotions are equally or even more than quality responsible for performance in any field. Experiences of different fields indicate that for a successful life, emotion is a key factor.

Emotions are data signals about ourselves and our relationships. Because emotions play a vital part in the ways humans interact with each other and the work setting, the need to understand emotions and Emotional Intelligence is crucial.

Formally, emotions were considered as distracting elements in a cognitive process but nowadays emotions are considered as vital phenomena in providing useful information regarding how today problems are solved. An intelligent use of our emotions is considered essential for one’s physical and mental health.

The Oxford English Dictionary defines emotion as “any agitation or disturbance of mind, passion, any vehement or excited mental state.” Emotion has been defined as “the process by which motivational potential is realized or read out when activated by challenging stimuli.” Thus, emotions are our responses to the world around us and they are created by a combination of our thoughts, feelings and actions.

Behavioural scientists define emotions, temperament and cognitive ability in terms of adaptation and describe the overlapping functions of these three constructs, {Izard (1971), Canter and Kilstorm (1987), Costa Jr and Mecrae (1984), Lazarus (1990), Pervin (1990), Smith and Lazarus (1990), Stenberg (1997)}. Emotions are recognized as one of the three or four fundamental classes of mental operations. These classes include motivation, emotion, cognition and less frequently consciousness.Brain (1855, 1977), Izard (1993), Machlean (2973), Mayer (1995a), (1995b) and Mayer, Chabot and Carlsmith (1997).
In Latin, emotions are described as ‘Motus anima’ which means ‘the spirit that moves us.’ Thus, emotions differ from feelings in the sense that a feeling is the response part of an emotion. Therefore, ‘Emotion’ is an umbrella term which includes the situation, the interpretation of the situation and the response related to the interpretation of the situation.

Emotions have two dimensions namely,

1. The physiological and
2. The psychological

Physiological dimensions consider emotion as a complex state of the human mind, involving changes of a wide spread nature such as breathing, pounding heart, flushed face, sweating palms, raised pulse rate, glandular secretions etc.

Psychological dimensions consider emotion as a state of excitement or perturbation marked by strong feelings. Therefore, ‘feelings’ are what we experience as a result of having emotions.

1.3.2 THE IMPORTANCE OF EMOTIONS

Historically, emotions have been viewed as negative and disorganizing forces that disturb one’s ability to reason and think as it represents ‘a stirred up condition’. But recent research works challenge this perspective. Nowadays, it is considered that ‘emotions can direct attention and facilitate the attainment of goals contrary to most conventional thinking’. Emotions are inherently neither positive nor negative. Rather they serve as the single most powerful source of human energy.

James-Lange’s theory of emotions argues that the perception of an emotional stimulus causes bodily changes and that these changes are experienced as emotion, which clearly places the greatest emphasis on the cognitive faculty. This is supported by Salovey, Bedell, DetWeiler and Mayer (1999). According to them, a person’s ability to adapt and cope up in life depends on the integrated
functioning of emotional and rational faculties and success in life depends on one’s ability to reason out emotional experiences and other information.

Walter Cannon and Philip Bard in their Cannon-Bard theory of emotions argue that the experience of emotions happens at the same time that physiological arousal happens. That means, an experiencing of emotions and the physiological arousal happen simultaneously. Thus, neither of the one causes the other happen. Stanley Schachter and Jerome Singer (1960s) state that people’s experience of emotions depends on two factors, namely, physiological arousal and cognitive interpretation of that arousal. Richard Lazarus’ research has shown that people’s experience of emotion depends on the way they appraise or evaluate the events around them.

Research on emotions makes it clear that emotions influence cognition and behavior {Damasio (1994), Le Douse (1996)}. Moreover, there is general agreement that emotions are a primary source of motivation. They arouse, sustain and direct human action {Izard (1971), Leeper (1948) and Tomkins (1962)}.

1.3.3 MANAGEMENT OF EMOTIONS

Life is essentially a relationship between a living organism and its surroundings even as it is permanently threatened and disturbed. The last two decades have seen a steady rise of reports like desperation and recklessness among adolescents. Too much of emotion is not good as it lead to indulgence and diversion. Being intelligent requires solving new problems and to dealing with diverse situations. Hence there is a need to manage emotions through intelligence.

Aristotle rightly said “to exhibit emotion is very easy but doing it at the right time, at the right place, with the right person and the right degree is difficult.” This clearly shows that one should manage emotions through intelligence. To do this effectively, it is very important to identify our feelings at the earliest and learns to express the feeling in the best way possible considering the situation and person being interacting with.
The Management of emotions involves channelizing our emotions in an appropriate direction and expressing them in a way that is profitable both to ourselves and to others around. If emotions are effectively managed, and can become a source of affective management, and can become a source of affective resolution. If instead, they are not affectively managed, they can intensify conflicts, heighten tensions and make the situation difficult to resolve.

1.3.4 CONCEPT OF EMOTIONAL INTELLIGENCE

The education that we impart today focuses more on the cognitive (brain) aspect and seldom on the affective (heart) aspect. It is generally accepted that education should help the individual in solving the challenges of life and making successful choices in life. The purpose of education cannot be simply providing food for the brain but replenishing of the heart as well. Swami Vivekananda had rightly said, “it’s the heart which takes one to the highest plane which intellect can never reach.”

Nowadays, Emotional Intelligence is considered a vital source of success. It has become the yardstick of success. Emotional Intelligence as concept is usually referred to a social skill or inter and intra personal skill such skills are beyond the traditional areas of general intelligence. A person with wide range of social skills has an expertise in inculcating desirable responses. Because of social skills there are wide variations in the professional abilities, competencies and effectiveness of the people, with those of the same level of IQ and academic credentials.

Goleman (1995) suggests that to some extent a person’s success in life is determined by his or her Emotional Intelligence. He says that an emotionally intelligent person is likely to be skilled in key areas namely, Personal Competence and Social Competence. Personal Competence refers to ‘how one manages his/her own self and Social Competence refers to how one manages relationships with others’.

In the mid-1990’s, Daniel Goleman presented his findings in neuroscience and psychology which stressed the importance of the Emotional Quotient (EQ). EQ enables us to be aware of our feelings and those of others. This awareness is
vital because we fail to behave rationally when we are over powered by emotions. Therefore Goleman argues that EQ is a basic requirement in the use of IQ (Intelligence Quotient).

‘Emotional Intelligence’ is a phrase that incorporates the intricate aspects of both emotions as well as intelligence. Emotions rule the heart while intelligence reigns supreme in ‘the brain’. The twin qualities are not only inseparable but they exercise a tremendous influence on the lives of individuals.

The academic use of Emotional Intelligence dates back to 1985. A graduate student, Wayne Paynen at an Alternative Liberal Arts College in USA wrote a doctoral thesis which included the phrase “Emotional Intelligence” in the title and that seems to be the first academic use of Emotional Intelligence [Steve Hein (2004)]. But available literature on the emergence of Emotional Intelligence indicates that it was first coined by ‘John Mayer’ and ‘Peter Salovey’.

In 1990 John D Mayer and Peter Salovey (American University Professors) identified fact that some people are better than others at things like identifying their own feelings, identifying the feelings of others and solving problems involving emotional issues when they were trying to develop a way of scientifically measuring the difference between people’s abilities in the areas of emotions.

Later, in 1995 when Daniel Goleman, a ‘Newyork Times Behavioural Scienc journalist wrote a book ‘Emotional Intelligence’ based on the work of Mayer and Salovey drew attention a lot. He had influentially argued that Emotional Intelligence energizes individuals in achieving goals successfully. And how successful people manage their Emotions Intelligently. This revolutionized not only the commercial world but the educationists too started thinking on restructuring and introducing concepts like management of emotions, providing training to acquire social skills to establish social relations in the social sector etc.
1.3.5 DEFINITIONS OF EMOTIONAL INTELLIGENCE

The phrase Emotional Intelligence has been defined differently by various educationists.

Mayer and Salovey (1990) describe 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 action.”

Their work was enriched by Behavioural Science journalist Daniel Goleman. He popularized the term Emotional Intelligence. He defines it as comprising “the abilities such as being able to motivate one and persist in the phase of frustration; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathise and to hope.”

Daniel Goleman (1998) redefines Emotional Intelligence as “the capacity to recognize our own feelings and those of others, to motivating ourselves, and of managing emotions well in ourselves and in our relationships.”

Robert Cooper (1996) defines Emotional Intelligence as “the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence.”

Mayer and Salovey (1997) define Emotional Intelligence 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.”

Reuvan Bar-on (1997), who coined the term ‘Emotional Quotient’ in 1995 says that “Emotional Intelligence reflects one’s ability to deal with the daily environmental challenges and helps in predicting one’s success in life including professional and personal pursuits.” He defines Emotional Intelligence further as “an array of non-cognitive capabilities, competences and skills that influence one’s ability in succeeding to cope up with environmental demands and pressures.”
Dalip Singh (2003) 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 the immediate environment.” He identifies three basic psychological dimensions of Emotional Intelligence namely,

1. Emotional sensitivity
2. Emotional maturity and
3. Emotional competence.

Freedman (1998) defines Emotional Intelligence as “a way of recognizing, understanding and choosing how we think, feel and act. It shapes our interaction with others and our understanding of ourselves. It defines how and what we learn, it allows us to set priorities, it determines the majority of our daily actions.”

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

Madhumathi Singh (2006) defines Emotional Intelligence as “the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.”

Above definitions direct us to the conclusion that Emotional Intelligence is the unique ability of an individual to recognize his own emotions and of the others and successfully manage them to achieve a goal and relationship.

**1.3.6 EMOTIONAL INTELLIGENCE AND THE TEACHER**

Teaching is a profession that shapes education. It is a core profession which makes all other professions possible. Well-qualified, caring and committed teachers improve curricula and assess the schools are safe and of the highest standards in the world. It will ensure that our children are prepared to face the challenges and utilize opportunities. It is an exacting job that requires in depth knowledge of the
subject content and age is specific. Pedagogy means multiple skills such as patience, leadership, creativity, administration, counseling etc. Therefore evaluation of the totality of behaviours and the potential of individuals is involved in this.

The totality of behaviour includes Entelligence and Emotional Intelligence. According to Goleman (1995) Emotional Intelligence predicts as much as 80% of a person’s success in life, where as IQ predicts about 20%. He emphasizes how people with high Emotional Intelligence are more socially effective and successful than the others. Teachers can also learn the principles of the emotional quotient to become better teacher, be more creative in their work and increase overall effectiveness in teaching. Emotional empathy directly affects the teacher-student relationship and influences professional performances [Marcus (1994)].

Teachers are said to play a new and dynamic role in the modern system of education because of the changing demands. This entails a teacher with unique capacities such as knowing not only himself but the other (students and colleagues). As the teacher spends a lot time with his fellow teachers and students, he cannot set his emotions and feelings aside at the work place. According to Wall (2007) they must be able to help themselves, to improve their intelligence and to cultivate positive inter-personal relationship. Thus, a teacher who know, about his Emotional Intelligence, boost, his teaching effectiveness, and develop both extroversion and introversion.

A Teacher’s Emotional Intelligence helps him very much in all the spheres of life with its various constituents like the awareness about his emotions, self-management of his emotions, self-motivation, the recognition of the emotions of the children, colleagues and others around him and as well as helping him in handling relationships. These would finally help the teacher in acquiring those traits which make him an effective teacher. A challenging educational senario requires teachers to acquire the right kind of skills and competence to become productive, the dynamic citizens being the end result.
Teaching has been identified as a stressful occupation, (Cacha, 1981). Science teachers particularly are under great stress for scientific knowledge has been exploding enormous and keeping abreast of recent developments in a herculean task. Naturally, they must know their emotions, attend to their limitations, develop a positive attitude so as to readjust and update themselves. Therefore self knowledge regarding this, their Emotional Intelligence helps them in developing an ability to manage their emotions and being competent enough in acquiring professional skill, needed competence in reshaping their personality to fit into the modern dynamic system of education.

1.3.7 DANIEL GOLEMAN'S MODEL OF EMOTIONAL INTELLIGENCE

Daniel Goleman’s (1995, 1998) has given a new dimension to the concept of Emotional Intelligence. His extensive research resulted in the identification of emotional competence.

Emotional competence is defined as “A learned capability based on Emotional Intelligence that results in outstanding performance at work.” That means, emotional competence refers to a person’s ability to express or release his inner feelings (emotions). It implies an ease that determines his ability to be effective and successful in leading and expressing.

Goleman identifies 25 emotional competences. These competences are categorized under five major dimensions of Emotional Intelligence. Further, these dimensions a classified under two major competences namely:

1. Personal; and
2. Social.

1. Personal competence: It includes three dimensions of Emotional Intelligence, namely:
   a). Self awareness
   b). Self regulation
   c) Self Motivation
A. **Self-awareness:** This includes 3 emotional competences:

a) Accurate self assessment

b) Emotional awareness

c) Self confidence

a) Accurate self assessment: It relates to knowing one’s strengths and limitations. It includes one’s own abilities such as awareness about one’s strengths and weaknesses, in reflecting on upon one’s experiences, being open to new experiences, engaging in continuous learning and self development and to possessing a sense of humour.

b) Emotional awareness: This is the most fundamental refers to recognition of one’s emotions and of their effect on others and the ability to recognize why and how these feelings affect our performance.

c) Self confidence: It relates to a strong sense of one’s self-worth and capabilities in standing up for the right cause and to making sound decisions despite uncertainties and pressures.

B. **Self-regulation:** This personal competence includes:

d) Innovation

e) Adaptability

f) Conscientiousness

g) Trust-worthiness and

h) Self-control

d) Innovation: It includes the ability to seek out new ideas, to generate new approaches and to be willing to take risks in finding original solutions to problems.

e) Adaptability: It relates to the ability to handle multiple demands, an ability to change responses, or procedures and approaches under a given situation.
f) Conscientiousness: It includes the ability to be committed, to stick to promises and to be well-organized and careful work in relation to outcomes.

g) Trust-worthiness: It includes maintaining standards of honesty and integrity. Ability to be ethical.

h) Self-control: It includes the ability to manage impulsive feelings, to delay gratification and to stay composed and focused even under tiring situations.

C. **Motivation:** This personal competence energises individuals in achieving success in one’s own life. It includes the following emotional competences:

i) Optimism

j) Commitment

k) Initiative

l) Achievement-drive

i) Optimism: It includes the ability to be persistent despite setbacks and barriers and the hope about successful outcomes.

j) Commitment: It includes the ability to align one’s own goal with the goals of a group or an organization.

k) Initiative: It includes the ability to seize upon opportunities actively, pursue goals beyond what is required, cut through the bureaucracy to get the job done and mobilize others.

l) Achievement drive: It includes the ability to strive to improve or meet a standard of excellence.

m). Social Competence: Man is social being so he interact with the others. A successful social life of an individual depends on social skills. Since teachers are going to deal with learners who are undergoing the process of socialization, it is very essential for the teachers to acquire and use social skills. It not only
helps teachers in engaging in successful social interactions but also in establishing harmonious relationships too.

It includes two dimensions of Emotional Intelligence namely:

D. Empathy and

E. Social skills

D. **Empathy**: It is defined as “putting ourselves in the other person’s shoes.” It means that, we should not think just from our own point of views only. This includes following competences,

m) Understanding others

n) Bettering others

o) Service-orientation

p) Leveraging diversity

q) Political awareness

m) Understanding others: It includes the ability to sense others’ feelings and perspective through careful listening and attention to emotional cues as well as taking an active interest in others concerns.

n) Bettering others: This includes sensing others’ development needs and bolstering their abilities. It is accomplished by rewarding their strengths, offering them feedback, identifying how they could grow and the persons who could help them grow.

o) Service-orientation: It includes anticipating, recognizing and meeting the needs of the others (Goleman,1998).

p) Leveraging diversity: It refers to cultivating different people who have different backgrounds and diverse world views. It also means challenging biases and intolerance.
q) **Political awareness:** It relates to reading a group’s emotional currents and power relationships, recognizing social and political situations (Goleman, 1998). This means reading the power relationships, detecting their important social networks, understanding the forces that shape their viewpoints and actions and being able to read organizational and external realities.

E. **Social skills:** These skills always contribute very much towards an effective transaction and in establishing, and maintaining social relation too. The factors that constitute this are

r) Communication
s) Influence
t) Conflict management
u) Leadership
v) Bonding
w) Collaboration
x) Co-operation and
y) Team capabilities.

r) Communication: It includes listening to students’ openmindedly and sending them convincing messages. “Being and adept communicator is the key stone of all social skills.(Goleman, 1998, p.176). More specifically, it is the ability to converse effectively, notice the emotional cues the speaker is sending and receiving, deal with difficult issues in a straight-forward manner and foster open communication regardless of whether it is good or bad news.

s) Influence: It includes wielding effective strategies of persuasion; ability to use persuasion to affect others to perform. Teachers with this competence need skill in getting support and in bond building.

t) Conflict management: It includes negotiating and resolving disagreements. More specifically, it is the ability to handle difficult situations and students
tactfully, to encourage debate and open discussions and to create win-win solutions (Goleman, 1998).

u) Leadership: It includes an ability to inspire and guide individuals and groups (Goleman, 1998).

v) Change catalyst: It includes the ability to initiate or manage change (Goleman, 1998).

w) Building bonds: It includes nurturing instrumental relationships such as the ability to cultivate interpersonal relationships through networking, establishing rapport and keeping students informed (Goleman, 1998).

x) Collaboration and co-operation: It includes the ability to work with others towards shared goals (Goleman, 1998).

y) Team capabilities: It includes creating group synergy in pursuing collective goals; the ability to create group synergy in pursuing collective goals. Persons with this competence are capable of modeling team qualities like, respect, helpfulness, co-operation and commitment activating and enthusiasm member-participation; protecting the group against its repulsion; sharing credit.

Acquisition of these 25 competences ensure the success in personal-social interactions and educational endeavours in the workplace.

The investigator has constructed a tool on Emotional Intelligence for Secondary School Teachers by considering the dimensions of Daniel Golman’s model of Emotional Intelligence. So, investigator felt the need of a detailed discussion.

1.4 PERSONALITY TYPE

1.4.1 Personality of effective teacher

An effective teacher strives for the all round development of the students and he should be able to set an example by inculcating proper attitudes and
qualities among the pupils. Several studies have proved that the contributing factors for Teacher Effectiveness are emotional stability, a good disposition, patience, adventurousness, self-control and self-efficiency. In addition, there is need for professional competence. The teacher should be conversant with the principles of educational psychology along with a proficiency in the use of his assets for the benefit of students. A reasonable manipulation of expression, dedication, professional alertness and interest in self improvement are the other requirements of an effective teacher. In the ultimate analysis, the personality of a teacher is an important factor closely related to Teacher Effectiveness.

A number of studies have shown the importance of personality factors as predictive of Teacher Effectiveness. It is evident that teachers with positive personality characteristics show a greater Teacher Effectiveness than teachers with negative personality characteristics. Personality factors are also associated with teachers’ behaviour.

It is a known fact that the teacher plays a major and crucial role in enhancing the learning of the learner. Therefore teachers’ personality is a crucial factor in arranging the conditions of learners’ environment for effective teaching (Gagne, 1976). The behaviour of the teacher in diverse ways such as interaction with students, methods selected and learning experiences chosen (Murray, 1972).

An effective use of the teacher personality is essential in conducting instructional activities. The teachers whose personality helps to create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to constitute a desirable teaching personality (Collahans, 1966).

An acclaimed is a fully functioning, psychologically healthy individual possessing the attributes such as acceptance, spontaneity, autonomy, democratic nature and creativity (Maslow, 1970). Therefore one who actualises these is indeed the most effective teacher. This hypothesis is supported by the findings of empirical studies conducted by Murray (1972) and Dandes (1966).
Coats (1970) conclude that the teacher’s charisma is probably a significant trait Teacher Effectiveness. Beck (1975) reports that the pupils perceive an effective teacher as a warm, friendly and supportive person who communicates clearly, motivates and disciplines pupils effectively and is flexible in terms of methodology.

A number of characteristics, some of which are related to the teacher personality, have been consistently identified as comprising effective teaching at the College and University level, by Eble (1970) and Heldebrand and Wilson (1970).

Ojha, Hardeo (1969) rightly say that the most important personality characteristic of a teacher is a scholarship, clarity honest character, good health, hard work and fairness.

Chhaya (1974) compares effective and ineffective teachers with respect to personality adjustment and concludes that the effective teachers are emotionally more stable, authoritarian and extrovert.

From this we can understand that the Personality Types of the teachers too play a significant role in influencing Teacher Effectiveness.

1.4.2 MEANING AND DEFINITIONS OF PERSONALITY

The word personality is understood in several ways: physical constitution, character, general behaviour, everyday effectiveness. The word personality presents the whole person.

The word Personality has originated from the Latin word ‘persona’ which means ‘like making sound’, that is, the voice of a character. In Greek theatres, actors used to wear masks during drama. Thus, the word ‘Persona’ expresses their unreal form.

At present, scientific attempts have been made by psychologists to interpret the meaning of the term personality. It contradicts the etymological meaning of personality. It is now, understood as a constitution of various organized human
traits and group of related traits that form particular Personality Type (Eysenck, 1967).

Many psychologists define the term Personality in their own different ways:

Hans J Eysenck (1971) defines Personality as “the more or less stable and enduring organisation of a person’s character, temperament, intellect and physique which determine his unique adjustment to the environment.”

Morton Prince (1929, p-532) defines it as “the sum of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience.”

Allport summarizes Personality as “a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment (1948, p-28).”

Deschil views it as “an organization of his responses and possibilities of responses in the whole form by which it is evaluated by the social beings. It is a co-ordinated compilation of a person’s behaviour which he does for his social arrangement.”

Woodworth and Marvics defines it as “The Personality of a person is the whole trait of behaviour which is expressed by his thought process or expression of thought, his attitude and interest and the manner of his behaviour.”

These definitions confirm the fact that Personality is a quite complex concept. It includes everything about a person. Thus, it cannot be just a collection of many traits but a unique and dynamic structure.

1.4.3 MEANING OF PERSONALITY TYPE

The popular use of the concept Personality Type is the result of the work of Swiss psychologist Carl Jung and two American women, Katherine Briggs and her daughter Isabel Briggs Myers, who developed an instrument called Myers-Briggs Type Indicator (MBTI) to help to identify and explain the Jungian Types.
‘Personality Type’ refers to a system of understanding human behaviour. It also refers to ‘the psychological classification of different Types of individuals.’

Collins Dictionary (CD) interpret Personality Type as “a cluster of personality traits commonly occurring together.”

Oxford English Dictionary (OED) views it as “A collection of personality traits which are thought to occur together consistently, especially as determined by a certain pattern of response to a personality inventory.” Thus “individuals in the study would commonly produce patterned responses which would be ascribed to particular Personality Types.”

Personality Traits are sometimes distinguished from Personality Types, with the later embodying a grouping of individual tendencies. The Types are sometimes said to involve qualitative differences between people whereas Traits might be constructed as quantitative differences.

Eysenck distinguishes between the concepts of Trait and Type. A ‘Trait’ refers to ‘a set of related behaviours that vary or repeatedly occur together.’ A Type is ‘a higher order or superordinate construct comprised of a set of correlated Traits.’ Both the concepts refer to continuous dimensions, in contrast to the tendency to think a Type as an either or set of categories. The distinction is that a Type is more general and inclusive.

Eysenck believes that the model of a Personality must be hierarchical. He proposes a hierarchy containing four levels. At the bottom level are specific responses. At the second level are habitual responses which include frequent or recurring behaviours; the third level is that of traits which are defined in terms of inter-correlated sets of habitual responses. At the height level of generality are Types. They are defined as ‘inter-correlated set of Traits’. Following Flow Chart demonstrates Eysenck’s view:
1.4.3.1 Traits making up the Type concept of the introvert

Type: IV level / Higher level

- Introversion
  - Persistence
  - Rigid
  - Subjectivity
  - Shyness
  - Irritability

Habitual response level

Specific response level

1.4.3.2 Traits making up the Type concept of the extrovert

Type: IV level / Higher level

- Extroversion
  - Sociable
  - Live
  - Assertive
  - Active
  - Dominent

Habitual response level

Specific response level
Eysenk adapts the ‘Type approach’ as well as the ‘Trait approach’ to categorize people. His model of personality includes three basic typological dimensions, viz, Introverts v/s Extroverts, Neurosis v/s Stability, and Psychotism v/s Impulse control. Esenck thus place individuals at any location between the two extremes on each Type and he also opines that all the three dimensions as essentially normally distributed within the population.

1.5 NEED AND SIGNIFICANCE OF THE PRESENT STUDY

Nothing is permanent on this earth except change. The present day world is repeatedly reshaped by the slogans of the modern era called liberalization, privatization, globalization and capitalization. Thus, change is inevitable in all the sectors or areas of society. Being its brain-child, the field of education is also not exempted. As a result, the personnel involved in the process of education too are exposed to changes. This helps them in meeting the demands of the emerging generation. Therefore, being a significant component of this system, the teacher should adapt himself with new capabilities and possess up-to-date knowledge about emerging concepts such as Emotional Intelligence, Personality Type, meta-cognition, etc., and their impact on educational performance.

It is a well known fact that the performance of the students depends significantly on the performance of the teachers. Thus Teacher Effectiveness is one such school related factor on which teachers should focus their attention. And they are identified as the second parents of the learners. Therefore, their behaviours, emotions, management of emotions, degrees of emotional quotient, etc., play a remarkable role in building relations and influencing in the students positively in educative process.

Teachers are expected to be versatile and tactful enough to manage their affairs. So, they have to acquire emotional competence which enables them to become successful teachers. Effective teachers are valued highly in the present day competitive world. Because, only the effective teachers can play an important, dominating and determining role in shaping the interaction between the students, colleagues and other concerned, within this profession and in the work
environment. In order to be effective and efficient teachers need to have a high Emotional Intelligence and there is a greater need for them to shape their Personality traits to acquire suitable Personality Type.

Students of Secondary Education level are of an adolescent age an age which is very crucial and significant. Thus, they should be inspired to imbibe desirable cognitive abilities, and abilities related to affective domains as well as skills. This can be executed effectively by competent and effective teachers. Competent and effective teachers focus their minds on their work and cherish the nature of their work. Thus, they are aware of their emotional competence and the teaching behaviours which mould the behaviours of learners. Therefore, their degree of Emotional Intelligence and Personality Type too helps in improving their teaching competence. The realization this is a crucial fact that has led the present investigator to choose Emotional Intelligence and Personality Type as factors that influence Teacher Effectiveness.

Science teachers of the Secondary School level are nowadays at a risk due to various school related factors. Nowadays we hear a common complaint that the pass percentage at the Secondary Education level is not very encouraging. This throws light on the many aspects and problems of adolescent’s learning processes.

Science and Mathematics subjects are by nature too abstract. Therefore Science and Mathematics teachers of the Secondary School need to find ways to be effective. That is why they need a high emotional quotient so as to rebuild their personalities. This helps them in playing a responsible role in motivating the Secondary School children in enhancing their performances and reshaping their personalities. The crucial situations of the Secondary School Science teachers prompted the present investigator to select them as sample, for this study.

There exist no studies showing interconnections of Teacher Effectiveness Emotional Intelligence and Personality Type of Secondary School Science Teachers. Therefore the present study was taken up inorder to understand relationship among these factors.
Though there are a considerable number of psychometrically valid instruments of measuring Emotional Intelligence, both in India and abroad, very few attempts have been made by psychologists (to the best of the knowledge of the present investigator) towards developing a suitable Emotional Intelligence Scale for Secondary School Teachers. So, the present investigator has developed a tool on Emotional Intelligence which could help in measuring the level of the Emotional Intelligence of teachers

1.6 OPERATIONAL DEFINITIONS OF KEY TERMS

1.6.1 Teacher Effectiveness

In the present study, Teacher Effectiveness refers to “competencies of teachers in relation to Preparation and planning for teaching, Classroom management, discipline, motivation, interaction and evaluation, Knowledge of subject, its delivery and presentation including Black-board summary, Personality characteristics of teachers, Interpersonal relations of teachers with others”.

In the present study, the level of Teacher Effectiveness is represented by the total scores obtained by the Secondary School Science Teachers on self rating ‘Kulsum Teacher Effectiveness Scale’ by Umme Kulsum.

1.6.2 Emotional Intelligence

In the present study, Emotional Intelligence refers to “Competencies of teachers in relation to Personal Competence which includes 03 dimensions namely self- awareness, self- regulations and self-motivation And Social Competence which includes 02 dimensions namely empathy and social skills”.

In the present study Emotional Intelligence of Secondary School Science Teachers is represented by the total scores obtained by them on self rating ‘Teachers’ Emotional Intelligence Scale’ developed by the investigator on the basis of Daniel Golman’s dimensions.
1.6.3 Personality Type

In the present study Personality Type refers to three components viz., “Extroverts, Introverts and Ambiverts” on Extroversion-Introversion dimension. Similarly, three components viz., “Neurotics, Normal and Emotionally Stable on Neuroticism dimension.”

In the present study, the Personality Type of Science Teachers is represented by the categories derived on the total scores obtained by the respondents on Extroversion-Introversion dimension as well as their total score on Neuroticism-dimenion of Eysenck Personality Inventory too published by PSYCHOTRONICS- A laboratory workbook for Teacher Educators-2012.

Extroverts are sociable, Assertive, Active and dominant. Introverts are rigid, shy natured. Whereas, Ambiverts possess characteristics of both extroverts and introverts to some degree.

Neurotics are affected with neurosis. So they will be quite indifferent and more prone to disturbances. Emotionally Stable individuals always possess control over their emotions. Whereas Emotionally Normal individuals will be having oscillating mood according to situations, sometimes fails to control emotions and always tries to manage situations.

1.6.4 Secondary Schools

In the present study, Secondary School represents 8th, 9th & 10th standard schools of Mandya District of Karnataka State. It has been categorized under three types on the basis of management viz., Government, Private Aided and Private Unaided. The Government Secondary School are established managed and funded by the Government. The Private Aided Secondary School are established, managed by the Private Management but funded by the Government. Whereas, Private Unaided Secondary School are established, managed and funded by the Private Management.
1.6.5 Teachers

In the present study the teachers refers to those Teachers who are teaching science subjects such as Physical Science and Biological Science.

1.6.6 Teaching experience

In the present study teaching experience refers to the total number of years of experience in teaching from the beginning of their career to this date irrespective of the Institution or Secondary School where they worked. The teachers are categorized into two groups. The groups are as below:

- Junior Science Teacher who have put in service less than 15 years.
- Senior Science Teacher who have put in service more than 15 years.

1.6.7 Subject Stream

It refers to science subjects taught by the Teachers at Secondary School level. Here investigator categorized Secondary School Science Teachers into two groups on the basis of their teaching subjects. They are as under.

- Physical Science Teachers are those who are teaching Physics, Chemistry and Mathematics subjects at Secondary School.
- Biological Science Teachers are those who are teaching Biology subject at Secondary School.