Chapter 1
INTRODUCTION

Education is essentially a human affair. Education is the influence of one person on another. One mind, one personality and one character interact with another and that is how education begins. Education means the culture which every generation purposely gives to its successors in order to qualify, to keep and to improve the level attained. It makes people fit for life, which means it makes people a good thinker, a good worker and a good companion. It is the conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. (Aggarwal, 1967)

The qualitative aspect of education depends entirely on the knowledge, character, personality, experience and job satisfaction of a teacher. The problem of finding a good number of effective teachers for the entire child population all over the country has became an urgent need of the hour. All would like assurance that their children are being taught and prepared for future work and for life in ‘twenty first’ century. In order to achieve this we need to ensure that those who teach our children incorporate the qualities of effective teaching in their professional lives. In essence we need every teacher in our school to be an effective teacher.

Good teachers and good parents are born as well as made through necessary training and guidance. Unless they themselves are the right type of human beings, no amount of child psychology and pedagogy will help them very much to exert the right influence on the child.

As per the University Education Commission (1948), ‘a teacher is considered to be in a key position in the educational system’. Secondary
Education Commission (1953) pointed out that a teacher plays a significant role in thoughtful formulation of educational qualification, vocational training and his proper place in school and society.

According to Education Commission (1964-66), ‘the destiny of India is being shaped in her classrooms’. This means the future of any country as well as her future generations largely depends on the teaching learning process taking place in the classrooms.

Teachers are fortunate in their opportunities to develop a broad, useful, understanding of personality because of the wide variety of selves they meet in their classroom (Bruce, Willian 1975). Quality of teaching behaviour in its turn depends upon the level of equipments of teacher with necessary skills in designing and handling teachers’ behaviour. Teachers have always been required to have professional skills. Today, there are several factors which combine to require level of skill, understanding, imagination and resilience from teachers who go infinitely beyond the rudimentary commonsense and mechanical competence fostered by the normal schools (Jangira, 1979).

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. A well equipped teacher is supreme in education. Adams, (1982) stated that a teacher affects eternity, he can never tell where his influence stops. Teachers play an important role in shaping and moulding the habits, tastes, manners and above all the character of the students.

Joshi (1984) opined that the quality of education is largely dependent upon the quality of teachers for the last many years. Various educational commissions and committees of our country have accepted this fundamental
assumption. The Venkataish and Naidu (1986) remarked that the quality of the nation, directly or indirectly depends on the quality of the teachers. By saying so, the commission has assigned the responsibility of a teacher in the reconstruction of an educational set up and has also drawn the attention towards general requisites of a teacher.

There is less dissent about what constitutes effective teaching in discussion between people outside the profession than there is in the research and evaluation literature. And they generally agree that the goodness of an education program is determined to large extent by teaching. So the identification of these efficient teaching personnel constitutes one of the most important concerns of education. A teacher has to generate that energy in oneself and handle it in one's work of educating the boys and girls that resort to him or her. He/she has to influence the life and character of students and equip them with ideas and values which will enable them to enter and fit-in the stream of national life as worthy citizens.

I.1 TEACHING EFFECTIVENESS

The question of effectiveness in teaching reminds us of effectiveness in various spheres of one's life. An advocate might be effective in respect of his pleadings and a doctor may be supposed to be effective in so far as he provides a sure cure for the ailments of his patients. While considering such situations and many more of like nature, we may readily discern that effectiveness implies some kind of judgment or valuation. It is as such not a simple concept which can be described with reference to the activities or their effects generated in specified situations of life.
Grewal (1975, 1988) added that all educationists, no matter how different their concept is, admit that teacher effectiveness is the most important determinant of what constitutes successful teaching. But what makes one an effective teacher and how we can identify to assess such attributes are the propositions which for several decades have presented a problem beset with difficulties contradiction galore. Teaching effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching arts and their effects on the educational outcomes of classroom teaching (Jangira 1979).

Medley (1982) reported that one of the most difficult problems in educational research is that of recognizing teacher effectiveness and discriminating between more and less effective teachers. Maximizing teacher effectiveness is the goal of all educational ventures.

What constitute effective teaching? What are the distinguishing characteristics of an effective teacher or competent teacher? are provocative and recurring question. Unfortunately, no universally accepted definitive answer can be given to these complex queries. However it should be recognized that effectiveness is a many sided term; which is to some extent is the eye of the beholder.

The term ‘teaching effectiveness’ can not be understood clearly without understanding the meaning and nature of teaching and effectiveness separately.

Teaching is a social phenomenon. It is to cause the pupil to learn and acquire the desired knowledge, skill and also desired way of living in the society. It is a system of action and refers to activities that are designed and performed to produce change in students' behaviour.
Amidon and Hunter (1966) stated that teaching is an interactive process primarily involving classroom talk and occur during certain definable activities e.g. motivating, planning etc. According to Flander (1970) teaching behaviour occur in the content of social interactions. The act of teaching leads to reciprocal contacts between the teacher and the pupil and interchange itself is called teaching. Whereas, according to Gage (1971) teaching is a system of action intended to produce learning.

Effectiveness is a many sided term; that is to some extent effectiveness is the eye of the beholder. While considering effectiveness in various other spheres of our life we may readily discern the effectiveness implies some kind of judgment or valuation. Rammers (1952) asserts that effectiveness is a degree to which an agent produces effects, what effects and on what. In the opinion of Stein and Bloom (1956) effectiveness is rather a standard of performance in a specific work situation that some individuals are said to manifest. Effectiveness is considered to be the finest trait of a person. As an attribute, it represents his personality in the best of his form (Anand, 1983).

According to Moore and Cole (1957), "The definition of successful teaching probably depends upon the specifics of the situation in which given definition is developed." It is very likely that what is found applicable in one setting with one type of students, one set of criteria and expectancies may or may not be applicable elsewhere.

Walter (1949) remarked that effective teaching involves many activities i.e. teaching is effective to the extent that the teacher acts in ways that are favorable to the development to basic skills, understanding, planning programming, execution, presentation, remedial works etc. Barr (1952)
explained teacher effectiveness as a relationship between teacher, pupil and the other person concerned with the educational undertaking.

### I.1.1 MEANING OF TEACHING EFFECTIVENESS

Teaching effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the level of maturity and learning in the life span of a teacher. This level of maturity and learning indicates that as the teacher grows with experience and learns more and more, he is able to perform his best in the process of education. The concept of an effectiveness of a teacher varies from person to person place to place and from one area of culture to that of another.

**Comb (1964)** defined an effective teacher as a unique human being who has learnt to use his self effectively and sufficiently for carrying out his own social purposes. **Seneranz and Biddle (1964)** related effectiveness to the ability of the teacher to behave in a specified way within a social situation in order to produce empirically demonstrated effects approved by those in the environment in which he function.

**Ryan (1969)** spelled out teacher effectiveness as the extent to which a teacher acts in ways that are favorable to the development of basic skills, understanding, work habits, desirable attitudes, value judgments and adequate personal adjustment of pupils.

**Brand et al., (1971)** related teacher effectiveness to research activity, intellectual breadth, participation in academic community, support with students and concern for teaching. Studies reported that effective abilities of a teacher are essential because they work to influence the student on one side and to receive influence for the learners on the other. Thus effective teachers influence the students' life and behaviour.
According to Medley (1984) two concepts namely teacher competence and teacher performance are related to teacher effectiveness but have distinct connotations. Teacher competence differs from teacher effectiveness as it is a stable characteristic of the teacher and does not change appreciably when the teacher moves from one situation to another. However, teacher effectiveness can be inferred from teacher competence.

Medley (1982) and Shnnon (1994) distinguished between ‘teacher effectiveness’, ‘teacher competence’ and ‘teacher performance’. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. Teacher performance is the way in which a teacher behaves in the process of teaching. Whereas, teacher competence is the extent to which the teacher possesses the knowledge and skills (competencies) defined as necessary or desirable qualification to teach. All these three dimensions are important because they influence the types of evidence that are gathered in order for judgment about teachers to be made (Michael, 1997).

1.1.2 CONCEPTS RELATED TO TEACHER EFFECTIVENESS

The three concepts of effectiveness, successfulness and popularity are inter-related and are often used interchangeably. The concept of effectiveness is basically a judgmental one. A teacher may or may not be effective with reference to a school system (Govt./Private), a class (junior/senior), or a particular need system (insight, critical thinking or examination needs).

The concept of successfulness is goal linked whether a teacher is successful or not may be seen in terms or the results achieved by him in
respect of either short-term or long-term or both types of pupil learning and pupil growth. The successfulness of teaching may be established quantitatively or qualitatively by finding out how many pupils have passed the final examination and how many of them have obtained 'A' or 'B' grade.

The concept of popularity or that of a popular teacher is a vexed one. A teacher may be popular in the eye of his pupils and he may not be popular with his professional counterparts or the bosses or the administrators even without being conscious of it. Popularity is thus, an impressionistic matter and arises from the specific consideration of a particular group in respect of a specific individual.

In brief, a person may become a popular teacher without being successful or effective or he may be successful or effective without being popular. The successfulness and effectiveness are, however, closely connected. Thus, a teacher is said to be effective in terms of his successfully achieving the intended goals. The successfulness in this frame of reference becomes the yardstick of adjusting one's effectiveness in the performance of teaching task.

1.1.3 ASSESSMENT OF TEACHING EFFECTIVENESS

The term effectiveness of teaching, basically involves an evaluation of the intended effects or results of teaching. Conceptually, its locus of concern has changed with the growing trend towards exactitude and precision in defining the act and process of teaching. Klausmeir and Ripple (1971) reported that teacher effectiveness can be assessed through three types of criteria such as: (a) Process (b) Product and (c) Presage.
An individual who prefers ‘Process’ as a criterion think that the best test of teacher effectiveness is what the teacher does in the classroom, what the students do, the interaction that occur between teacher and students, or all these. Thus, teacher effectiveness according to this criterion is assessed through observation of teacher behaviour and students’ behaviour. ‘Product’ as a criterion refers to what is learned or the outcomes of learning. Achievement tests and other measures in cognitive, psychomotor and affective domains are used to measure teacher effectiveness. ‘Presage’ as a Criterion refers to the academic background and personal characteristics of teachers. Thus according to this criterion, teacher effectiveness is assessed from the teacher's school, college record/mark test and cores and acting usually made outside the classroom.

I.1.4 CORRELATES OF TEACHING EFFECTIVENESS

Teaching effectiveness implies achieving the objectives and intended results of Education and thus contributing hugely to the Quality Education. Quality higher education plays an important role in facilitating social, economic, technological and human resource development and producing adequately trained manpower. It has strong linkage with teachers’ motivation and knowledge upgradation.

A teacher’s general performance in teaching is influenced by various internal and external factors. These different teaching factors are measured and assessed in order to come up with indicators of successful teaching that would effectively regulate students’ learning and serve as success indicators for a school.

There are various presage variables which affect ‘teaching effectiveness’ directly or indirectly. Researches conducted in the past show
that teaching effectiveness is influenced by the teachers’ **personality characteristics, intelligence, mental health, social and emotional competence, teaching aptitude, teaching attitude, creativity, self-efficacy, anxiety, stress, job satisfaction, life satisfaction and achievement motivation** etc. The studies investigating the effect of teacher’s personal characteristics on teaching performance became few and far after the 1980’s at which no conclusions were arrived at because of the lack of coherence of the variables for personal characteristics. For the present study five correlates of teaching effectiveness viz. **Teaching Experience, Professional Qualification, Life Satisfaction, Personality And Emotional Competence** were considered important to be studied by the researcher in detail, because effects of personal characteristics may vary according to different domains in assessing performance. Teaching performance in different studies may mean both effective and ineffective characteristic (Young and Shaw, 1999).

### 1.2 LIFE SATISFACTION

Life satisfaction is often considered as a desirable goal, in and of itself, stemming from the Aristotelian ethical model ‘eudemonism’ (From Greek word ‘eudemonia’ means ‘happiness’) where correct action leads to individual’s well being, with happiness representing the supreme good (Myers, 1992). Moreover, life satisfaction is related to better physical (Veenhoven, 1991) and mental health (Beutell, 2006) longevity and other outcomes that are considered positive in nature.

When people are happy, they tend to be more creative, more pleasant to be with and even tend to live longer. Happiness or satisfaction with life is seen as something that is desirable in itself.
1.2.1 MEANING AND DEFINITION OF LIFE SATISFACTION

Life satisfaction is a sense of well being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self concepts and self received ability to cope with daily life. Satisfaction means the fulfillment or gratification of a desire, need or appetite. Satisfaction is a state of mind. It is an evaluative appraisal of something. Therefore life satisfaction can be defined as a degree to which a person positively evaluates the overall quality of his/her life as-a-whole.

Related terms in the literature include happiness, quality of life and subjective well being. An advantage in using the term life satisfaction over all these is that it emphasizes the subjective character of the concept and refers to an overall evaluation of life rather than the current feelings or to specific psychosomatic symptoms. Pettergre and Wolf (1982) defined life satisfaction as a global measure to one's own well being surrounding his or her life in general. It may be regarded as a dimension of quality of life or as a closely related concept.

It is contentment with life, particularly in regard to the fulfillment of one’s needs and expectations. “Life satisfaction is a cognitive process by which an individual assesses his or her progress towards desired goal” (e.g. Bearmon, 1980; Zautra and Hempel 1984).

It is an overall assessment of feelings and attitudes about one’s life at a particular point in time ranging from negative to positive. It is one of the major indicators of well being, life satisfaction, positive affect, negative affect (Diener, 1984). Although satisfaction with current life circumstances, is often assured in research studies. Diener, Suh, Lucus and Smith (1999) also include the following under life satisfaction, desire to change one’s life;
satisfaction with past; satisfaction with future and significant other's view of one's life. (Beutell, 2006).

I.2.2 DETERMINANTS OF LIFE SATISFACTION

People differ in satisfaction with their life; the next question is ‘why’? The aim of creating greater happiness for the greater number requires an understanding of the determinants of life satisfaction. Some of the main determinants of life satisfaction are as follow:

I.2.2(a) Genetic Factors: There is strong evidence regarding genetic influence on life satisfaction. One early study led to claim that variations in happiness might be as much as 80 percent determined by individual’s genetic composition genes play a significant role in affecting individual well-being.

I.2.2(b) Environmental Factors: One of the principal questions that researchers are tackling is, what causes life satisfaction? Why some people are more satisfied than others? Most of the researches in this area can be subsumed under two categories namely: evidence implicating personality (i.e. genetic, in born traits) and evidence implicating environment (i.e. life circumstances and life events). A great deal of work has investigated whether life satisfaction is a stable, enduring trait or where it is variable that is highly influenced by external events and life circumstances.

Magnus et al., (1993) found in a longitudinal study that personality predicted life satisfaction 4 years subsequent to the study. This pattern of results suggests that life satisfaction may have dispositional component or at least interacts with the environment to influence life satisfaction. Combined, these findings suggest that life satisfaction in stable over time and consistent across situations.
Suh et al., (1996) found in a longitudinal study that the occurrence of particular life events in these students' lives was related to changes in their well-being—but these effects did not endure. That is, recent life vents predicted changes in well-being while distal event did not, possibly because people adapt to significant life changes over long period of time.

In conclusion, as with many variables in the field of psychology, both nature and nurture (i.e. personality and environment) appear to be influential in determining life satisfaction, and to discount one explanation in favor of the other would not be empirically or theoretically productive.

1.2.2(c) Demographic Factors: The vast majority of research on life satisfaction investigates the extent to which various demographic variables predict life satisfaction. However because researchers are not able to perform true experiments by randomly assigning participants to demographic groups (e.g., gender, income, age), all of this research has necessarily been correlational. Much of the work has focused on the ‘objective’ determinants of life satisfaction that is the extent to which satisfaction is related to the environment, both imposed (e.g., culture and relatively controllable (e.g., income, occupation education, marriage), as well as to specific aspects of persons (e.g., gender, age).

1.2.2(d) Cultural Factors: Satisfaction appears to be a universal term, and cross-cultural researchers have not had any difficulty in translating measures of life satisfaction into many different languages. So, cultural universality of the construct of life satisfaction has allowed researchers to compare life satisfaction across culture.
- Members of individualistic culture (e.g., U.S., England, and Australia) report greater satisfaction relative to members of collectivist culture (e.g., China, Japan, and India).

- Citizens of wealthy and industrialized nations have very high levels of overall satisfaction, and citizens of poor, third world nations have low levels of overall satisfaction.

- It was also found that life satisfaction is greatest among prosperous nations characterized by gender, equality, and care for human rights, political freedom and access to knowledge. Cultures that are more accepting of differences and those that demand equal treatment of and equal opportunity for their citizens, appear to foster greater overall satisfaction. It is not surprising that women living in patriarchal culture in which equal opportunities are unavailable and equal values are to afforded would experience greater dissatisfaction with their lives than women living in egalitarian cultures.

1.2.2(e) Gender Factors: Women show higher rates of depression than men, but also report higher levels of life satisfaction. At the same time, the majority of studies find no gender differences in life satisfaction.

Pinquart and Sorensen (2000) found additional support for the assertion that men and women derive satisfaction from different sources. In their study, life satisfaction was more highly related to income for men than for women. Married people are more satisfied with their lives and those with life-long marriages appear to be the most satisfied (Evan and Kelly 2004).
1.2.2(f) Age Factors: The relationship between ages and well-being appears modest. Ed Diener and Eunkok Suh (1998) found that reported life satisfaction generally remained stable throughout the life span, showing just a slight increasing trend between the ages of 20 and 80 years.

Some studies have shown that an average life satisfaction is highest among the under 25s, falls gradually into middle age (45-55 yrs.) before rising again in later life.

However, there are significant national differences. For example, in a society like Japan, where old people are accorded great respect, life satisfaction is highest amongst the over 65s. In Hungary, by contrast, the young ones are the most satisfied and satisfaction is lowest amongst older generations.

1.2.2(g) Health Factors: In many studies, health is one of the strongest drives of overall life satisfaction. The effect of a decline in health status is larger than changes in marital or employment status. Analysis of the world value survey found that over the long term, a 1% increase in average self-reported health status is associated with just over 1% increase in subjective well-being. It is important to note that it is self reported health status that correlates with life satisfaction rather than objective health status.

1.2.2(h) Educational Factors: Overall researchers have found a small correlation between education and life satisfaction. The relationship between education and life satisfaction is probably due to the fact that higher levels of education are associated with higher incomes.

Education also appears to be highly related to life satisfaction for individuals with lower income and in poor nations.
A study of life satisfaction and job satisfaction showed lower scores for more educated individuals in the U.K., while education brings economic gains, comparing like with like, and education is still associated with lower levels of life satisfaction. Similarly education does bring higher pay which contributes to higher job satisfaction but long working hours reduce satisfaction.

1.2.2(i) Social Relationships: Francis Bacon (1625) said that social relationships double our joys and halves our sorrows. High levels of social support have been shown to be strongly associated with high levels of life satisfaction. For example, one study found that participants who could list five or more friends were happier than participants who could not list many friends.

Virtually all researchers have come to the conclusion that social relationships play a large role in determining satisfaction, helping to explain not only the importance of marriage and friendships, but also helping to mediate the effects of unemployment personality and national differences.

1.2.3 TEACHER AND LIFE SATISFACTION

Life satisfaction is the satisfaction which one gets from different aspects of one’s life which include his social life, personal, health, job, family etc. A person should be satisfied in all aspects of his/her life. A person not satisfied with his/her life is always surrounded by various troubles and he faces hurdles in the performance of his duties assigned to him.

Teacher has to be attuning their own needs and expectations to specific context factors and demands of the school. It is important that they must fit into the school system. A teacher’s qualities that allow for the development of authentic human relationships with his students and capacity to create democratic and agreeable classroom situations are important attributes for effective teaching (Mujis and Reynolds, 2005).
A teacher being the corner stone of the arch of education must be satisfied with his life so that he delivers the goods to the best of his ability. A teacher not satisfied with his/her life is lose for himself/herself as well as for the society to which he/she belongs. Therefore, it is essential to see that the teachers are satisfied with their lives, so that they can produce the best citizens who can become the backbone of the future society.

I.3 CONCEPT OF PERSONALITY

An individual's personality is the life signature by which he is known, the totality of all that sets him apart and makes him unique. No two individuals are exactly the same—not even identical twins. Some people are anxious, some are risk taking; some are phlegmatic, some highly strung; some are confident, some shy; and some are quiet and some are loquacious. This issue of difference is fundamental to the study of personality.

Because personality is a complex effect of life forces, any single definition is both difficult to formulate and difficult to understand. Basically it refers to our attempts to capture and summarize an individual's essence. 'Personality' is person-al-ity, the science of describing and understanding persons. An adequate definition of personality needs to emphasize the point that the individual is a human being enmeshed in social order and symbolic culture which influences his every action.

I.3.1 MEANING AND DEFINITIONS OF PERSONALITY

The word 'personality' derives from the Latin word 'Persona' which means 'mask'. The study of personality can be understood as the study of 'masks' that people wear. These are the person as that people project and
display, but also include the inner parts of psychological experience which we collectively call our ‘self’.

**Mark Sherman** (1979) has defined personality as, “the characteristic pattern of behaviors. Cognitions and emotions which may be experienced by the individual and/or manifest to others.

**Allport** (1961) defined personality as ‘the dynamic organization within the individual of those psycho physical systems that determine his unique adjustment to his environment.

**Smith and Vetter** (1982), “Personality is not an existing substantive entity to be searched for but a complex construct to be developed and defined by the observer”.

A definition for personality is offered by **Carver and Scheir (2000)**: “Personality is a dynamic organization inside the person, of psycho-physical system that creates a persons characteristic patterns of behaviour, thoughts and feelings”.

**Dynamic Organization**: suggests ongoing readjustment adaptation to experience, continual upgrading and maintaining personality does not just lie there it has process and it's organized. **Inside the person**: suggests internal storage of pattern, supporting the notion that personality influences behaviour etc. **Psychophysical system**: suggests that the physical is also involved in ‘who we are’. **Characteristic pattern**: implies that consistency/continuity which are uniquely identifying of an individual. **Behaviour, thoughts and feelings**: indicates that personality includes a wide range of psychological experience/manifestation: that personality is displayed in many ways.

**Carver and Scheier** (2000) suggested that the word personality ‘conveys a sense of consistency, internal causality and personal
distinctiveness’. This issue of ‘personal distinctiveness is very important. There are certain universal characteristics of the human race and particular features of individuals. We all, for example, experience stress and the elevated cortical that goes with it and we all suffer the immune suppressive effect thereof. But each of us is unique too.

1.3.2 NEO-BIG FIVE / FIVE FACTOR MODEL (FFM) OF PERSONALITY

In contemporary psychology the ‘Big Five’ factors (Five Factor Model: FFM) of personality are five broad domains or dimensions of personality which are used to describe human personality. It was developed by Paul. T. Costa and Robert R. McCare (1990).

This model dominates the landscape of current psychological research (Ewen 1998). Through extensive debating and experimenting, there is currently a general consensus in the realm of scholarly psychology as to identify the five factors and their basic interpretations and values to analysis of personality. The five factors are Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness (NEOAC). These five dimensions are held to be a complete description of personality.

1.3.2(a) Neuroticism (N)-A tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability, fear, sadness, embarrassment, guilt and disgust is the core of the Neuroticism domain. People high in Neuroticism are also prone to have irrational ideas, to be less able to control their impulses, and to cope more poorly than others with stress.

Person traditionally diagnosed as suffering from neuroses generally score higher on measures of Neuroticism. But the Neuroticism scale of the NEO scale like all its other scales, measures a dimension of normal
personality. High scores may be at risk for some kinds of psychiatric problems, but this scale should not be viewed as measure of psychopathology.

Individuals who score low on Neuroticism are emotionally stable. They are usually calm, even tempered, and relaxed and they are able to face stressful situations without becoming upset or settled.

1.3.2(b) Extraversion (E)-It is a trait characterized by a keen interest in other people and external events and venturing forth with confidence into the unknown (Ewen 1998). Extroverts are more sociable, in addition to liking people and preferring large groups and gatherings, they are also assertive, active and talkative. They like excitement and stimulation and tend to be cheerful in disposition. They are upbeat, energetic and optimistic. This domain is strongly correlated with interest in enterprising occupations (Costa, McCrae & Holland, 1984). Whereas, Introverts are reserved rather than unfriendly independent rather than followers, even paced rather than sluggish. Introvert individuals are shy, avoids people and enjoy being alone, they do not necessarily suffer from social anxiety. Finally, although they are not unhappy or pessimistic. This is one of the most important conceptual advances of research on the five factor model which differ in many respects from Yung's (1923) theory in particular introspection is not related to either pole of Extraversion, being instead a characteristic of individuals who are high on openness to experience.

1.3.2(c) Openness (O): As a major dimension of personality, openness to experience is much less well known than neuroticism and extraversion. Openness refers to how willing people are to make adjustment in notions and activities in accordance with new ideas or situations. This trait distinguishes imaginative people from down-to-earth and conventional people.
People who are open to experience are intellectually curious, appreciative of art, and sensitive to beauty. Open individuals are curious about both inner and outer world, and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values, and they experience both positive and negative emotions more keenly than do closed individual.

People with low scores on openness tend to have more conventional and traditional interests. They prefer the familiar to the novel, and their emotional responses are somewhat muted. They prefer the plain, straightforward and obvious over the complex, ambiguous and subtle. Closed people simply have a narrower scope and intensity of interests.

Openness may sound healthier or more mature to many psychologists but the value of openness or closeness depends on the requirements of the situation and both open and closed individuals perform useful functions in society.

1.3.2(d) Agreeableness (A)-It measures how compatible people are with other people or basically how able they are to get along with others. It is a tendency to be companionate and cooperative rather suspicious and antagonistic towards others. This trait reflects individual differences in general concern for social harmony. Agreeable individual value getting along with others. They are generally considerate, friendly, generous, helpful and willing to compromise their interact with others. They also have optimistic view of human nature and believe people are basically honest, decent and trustworthy.

Disagreeable individual place self interest above getting along with others. They are generally unconcerned with others’ well being and are less
likely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious unfriendly and uncooperative.

1.3.2(e) Conscientiousness (C)—It influences the way in which we control, regulate and direct our impulses. The conscientious individual is purposeful, strong-willed and determined, reasonably efficient and generally sensible and rational in making decisions. *Digman and Chock (1981)* refer to this domain as 'Will to Achieve'.

Low conscientiousness scores are not necessarily lacking in moral principles, but they are less exacting in applying them, just as they are more lackadaisical in working towards their goals. People with low conscientiousness are easy going and careless.

1.3.3 WHY FIVE FACTOR MODEL OF PERSONALITY

One of the long held goals of psychology has been to establish a model that can conveniently describe human personality and disorder therein with the intent to use this model in the remedying of personality disorder and improving general understanding of personality (*Popkins, Nathan, C., 1998*).

One of the more prominent models in contemporary psychology is what is known as the 'Five Factor Model' of personality. This theory incorporates five different variables into a conceptual model for describing personality. These five different factors are often referred to as the "Big 5". The Five Factor Model (FFM) is among the newest models developed for the description of personality and this model shows promise to be among the most practical and applicable model available in the field of personality in psychology (*Digman, 1990*).

Big Five are used in many areas of psychological research in ways that do not depend on the specific propositions of any one theory. For example in
interpersonal perception research the Big Five are a useful Model for organizing personalities. I have argued that the Big Five are best understood as a model of reality based person perception. In other words, it is a model of what people want to know about one another (Srivastva 2010).

1.3.4 TEACHER AND PERSONALITY

Each individual has characteristic attribute of personality which influence both the manner in which he behaves towards other and the way in which they respond to him. The teacher with pervasive authoritarian characteristics for example, is likely to reflect them in relationship with students and in the techniques he uses in his instruction. (Morrison and McIntyre 1972)

Research on teacher personality is based on the assumption that the teacher as a person is a significant variable in the teaching-learning process. Personality influences the behaviour of a teacher in diverse way, such as interaction with students, method selected, and learning experience chosen (Murray, 1972).

Nelson (1964) reported that teachers and pupils in junior high school deviate significantly in terms of their attitude towards each other. He found that teachers are cognitively oriented towards pupils while pupils are affectively oriented towards teachers. Teacher personality is, therefore, directly and indirectly related to learning and teaching in the affective domain as well as to that in cognitive and psychomotor domains.

The personality traits of teachers can greatly influence student rating of instructor effectiveness. Many studies have shown that personality traits taken
collectively can account for up to 75% of between-teacher variance in student instructional rating. The traits most often found to relate to teaching effectiveness include extroversion, leadership supportingness, intelligence, objectivity and liberalism. For example, a teacher who is highly extrovert may be viewed by students as friendly and easily approachable, which can lead to stronger student motivation and self-confidence, and ultimately, to higher achievement.

The key to be satisfied, successful and effective occupational and professional life is to have those personality traits most suited to one’s profession, job or occupation. Specifically, teaching, as novel and innovative profession demands certain personality traits to be essential for efficacy and quality performance. Sehgal (1955) found children liking those teachers best who were calm and relaxed, gave them a feeling of security. A well balanced, non-anxious teacher can create a healthy emotional climate of learning and would be at ease with his/her pupils. Researches show that learning in the classroom is an emotional experience, and the young the pupil, the truer is this statement.

1.4 EMOTIONAL COMPETENCE

The concept of emotional competence is rooted in understanding emotions as normal and useful aspects of human beings. Everyone knows how he feels when he is in anger, fear, joy or grief etc. There are specific states of mind when one faces such situations (fear, anger or joy etc.). Psychologists have termed these mental conditions as emotions.

In the view of Cassey, R.J. (1996), emotions are multi-component response tendencies that unfold over a relatively short time span. Unemotional
process begins with an individual’s assessment of the personal meaning of some antecedent event. Lazarus (1991) called this ‘person – environment relationship’ or ‘adaptation encounter’. This appraisal process triggers flow tendencies, which may be manifested across loosely coupled component system, such as: subjective experience, facial expressions and physiological changes.

It is greatly dependent on an accurate frame of reference and overall maturity. How we perceive a situation, it’s meaning for us – determines what emotions will be aroused. If we see no threat, we feel no fear–however, great or small the real danger. If we see our performance as superior, we feel elated regardless of the realities of the situation. And if we see ourselves as unfairly treated, we feel angry whether or not our perception is accurate. If we see ourselves as inadequate and unlovable, we feel perpetually anxious and discouraged whether we really are inferior and unlovable only think we are.

"Emotional competence refers to a person’s ability to express or release his/her inner feelings (emotions). It implies a case around other and determines our ability to effectively and successfully lead and express," Sharma (1994).

Emotional competence refers to one’s ability to express or release inner feelings. It implies a ease around other and determines one’s ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret and respond constructively to emotions in yourself and others.

Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead
to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behaviour is not avoided though fear of triggering some emotion. Emotionally competent individuals express their emotions appropriately in different situations.

1.4.1 DETERMINANTS OF EMOTIONAL PATTERNS

Some of the determinants of emotional patterns are: First, constitutional make-up: Patterns of reactivity, expression and control etc., are influenced by an individual's temperament, mood cycles, activity level, sensitivity, vigor and other constitutional reaction tendencies. Second, early training: Early training, models, rewards and punishments foster certain emotions and discourage others, also induce particular patterns of expression and control. If the child learns to deny and be ashamed of certain emotions, he has unrealistic expectations and is handicapped in learning to cope with such emotions. Third, frame of reference: An individual's picture of the world and of himself determines whether he experiences predominantly positive or negative emotions; also determines what events will be seen as significant and hence will arouse emotion. Fourth, social field: Both the arousal of our emotions and the channeling of emotions once aroused depend partly on the expectations and values of the people around us. Their own emotional reactions, especially in a dangerous or unstable situation, may also influence our reaction. For example, hysteria in those around us may make us more emotional, whereas calmness in others may help us to keep our own feelings under control.

Different social climates often induce different emotional reactions in all human beings. For example, a highly competitive climate may induce open
aggressiveness whereas an autocratic climate may induce aggressiveness which is displaced to a safe target.

1.4.2 COMPONENTS OF EMOTIONAL COMPETENCE

Emotional competence as an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies. These are as follow:

1.4.2(a) Adequate Depth of Feelings: Feeling in its broadest sense is any kind of process or experience characterized by predominance of effect and accessible emotions which led to some kind of involvement to a great degree of the individual. A feeling of being confident, a capable with all reality assumptions may be termed as Adequate Depth of Feelings specially associated with effective judgment and personality integration which ensures vigorous participation in living.

1.4.2(b) Adequate Expression and Control of Emotions: It refers to a tendency marked by adequate emotional expressiveness based on fulsome expression and control of emotions. Any form of inadequacy in either expression or control of emotions may lead to uncontrolled and disorganized emotionality.

1.4.2(c) Ability to Function with Emotions: It is some times difficult to carry out even routine work, when one finds himself face with a highly emotional situation. Emotional competence require that the individual should develop a characteristics pattern of emotional reactivity which should not let him be influenced in his adequate mode of functioning that help him in performing action of routine properly.
1.4.2(d) Ability to Cope with Problem Emotions: Certain problem emotions play a destructive role and pose a potential damage to the life orientations of the individuals' course of life. Therefore, emotional competence requires an understanding of the role of sensitivity and the detrimental effects of such emotions in the beginning and also a development of the ability to resist their harmful effects thereafter.

1.4.2(e) Encouragement of Positive Emotions: The congenial growth of personality requires the predominance of positive emotions, which show a constructive influence in their dynamics of behaviour. The growing vitality and a feeling of wholeness with a continuous capacity for intellectual and spiritual growth are associated with experience of positive emotions. Encouragement of positive motions refers to the ability of the person to develop a predominance of positive emotions in the personality make-up of him-self to ensure a meaningful and fairly well integrated life.

From the above discussion, it is quite clear that life satisfaction, personality characteristics as well as emotional competence of a teacher play an important role in teaching learning process.

I.5 STATEMENT OF THE PROBLEM

From the perusal of the related studies it is evident that no study has been conducted to study and compare the teaching effectiveness of elementary school teachers in relation to its different correlates in Himachal Pradesh. Keeping this in view the researcher selected the study entitled as follows:

"A STUDY OF CORRELATES OF TEACHING EFFECTIVENESS AMONG ELEMENTARY SCHOOL TEACHERS"
1.6 NEED AND SIGNIFICANCE OF THE STUDY

The role of education as the most important factors in the development of a nation is universally accepted. However, the quality of education, as we know, largely depends upon the quality of its teachers. The importance of a teacher in education process is unquestionable. The entire edifice of education is shaky if the teacher is weak and ineffective in his / her teaching. After independence, trillions of rupees have been spent to run and open new schools and equip them with adequate equipments and other facilities. But all this is of no use and development targets are bound to remain unachieved until and unless schools are not staffed with effective teachers.

The concepts of 'teaching effectiveness' have been used in a variety of context: for screening and appraising teachers, for evaluating the worth wholeness of instructional systems and for designing research strategies with regard to improvement of teaching.

Excellence in teaching is not something that one inherits. Good teachers are born but more of them are made by hours of hard work, hours of reflection and positive attitude towards teaching and their pupils. Teacher effectiveness is not a function of single behaviour but depends on a variety of teacher behaviours, e.g., their personality, attitudes, morale, classroom climate they create, intelligence and their good mental health and adjustment etc.

On the basis of studies by different researchers the factors affecting teacher effectiveness can be categorized into that falling under cognitive domain (Intelligence, Academic Achievement, problem solving) Affective domain (Attitude, Interest, Emotions, Mental Health, Value etc.). According to Barr (1958) several factors such as environmental factors, personal factors, mental factors, leadership factors etc, are directly related to teaching effectiveness.
From the point of view of dearth of needed research in the area and from the point of assessing the present status of elementary school teachers and its correlates personality, emotional competence and life satisfaction and other demographic factors. Therefore, the present study concerns itself with descriptive survey of the phenomenon of teaching effectiveness of elementary school teachers with respect to personality, emotional competence, life satisfaction and other demographic variables (gender, professional qualification, experience etc.)

In the end, it would not be an exaggeration to say that the future of our country is in the hands of teachers because they have the most potent influence on students and most potent catalysts in student learning. Understanding and promoting teachers’ effectiveness is, therefore a task of national importance and should be given the top priority for speedier educational development.

I.7 OBJECTIVES OF THE STUDY

The objectives of the present study were:

1. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Teaching Experience.

2. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Teaching Experience
   c) Gender and Teaching Experience
d) Gender, Professional Qualification and Teaching Experience on ‘teaching effectiveness’ of elementary school teachers.

3. To study and compare ‘teaching effectiveness’ of elementary school teacher with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Life Satisfaction.

4. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Life Satisfaction
   c) Gender and Life Satisfaction
   d) Gender, Professional Qualification and Life Satisfaction on ‘teaching effectiveness’ of elementary school teachers.

5. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Neuroticism.

6. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Neuroticism
   c) Gender and Neuroticism
   d) Gender, Professional Qualification and Neuroticism on ‘teaching effectiveness’ of elementary school teachers.
7. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Extraversion.

8. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Extraversion
   c) Gender and Extraversion
   d) Gender, Professional Qualification and Extraversion
   on ‘teaching effectiveness’ of elementary school teachers

9. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Openness.

10. To study the double and triple interaction effects of:
    a) Gender and Professional Qualification
    b) Professional Qualification and Openness
    c) Gender and Openness
    d) Gender, Professional Qualification and Openness
    on ‘teaching effectiveness’ of elementary school teachers.

11. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:
    a) Gender.
    b) Professional Qualification.
    c) Agreeableness.
12. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Agreeableness
   c) Gender and Agreeableness
   d) Gender, Professional Qualification and Agreeableness
   on 'teaching effectiveness' of elementary school teachers.

13. To study and compare 'teaching effectiveness' of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Conscientiousness.

14. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Conscientiousness
   c) Gender and Conscientiousness
   d) Gender, Professional Qualification and Conscientiousness
   on 'teaching effectiveness' of elementary school teachers.

15. To study and compare 'teaching effectiveness' of elementary school teachers with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Adequate Depth of Feelings.

16. To study the double and triple interaction effects of:
   a) Gender and Professional Qualification
   b) Professional Qualification and Adequate Depth of Feelings
c) Gender and Adequate Depth of Feelings

d) Gender, Professional Qualification and Adequate Depth of Feelings

on ‘teaching effectiveness’ of elementary school teachers.

17. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:

a) Gender.

b) Professional Qualification.

c) Adequate Expression and Control of Emotions.

18. To study the double and triple interaction effects of:

a) Gender and Professional Qualification

b) Professional Qualification and Adequate Expression and Control of Emotions

c) Gender and Adequate Expression and Control of Emotions

d) Gender, Professional Qualification and Adequate Expression and Control of Emotions

on ‘teaching effectiveness’ of elementary school teachers.

19. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:

a) Gender.

b) Professional Qualification.

c) Ability to function with Emotions.

20. To study the double and triple interaction effects of:

a) Gender and Professional Qualification

b) Professional Qualification and Ability to function with Emotions
c) Gender and Ability to function with Emotions  
d) Gender, Professional Qualification and Ability to function with Emotion  
on ‘teaching effectiveness’ of elementary school teachers.

21. To study and compare the “teaching effectiveness” of elementary school teachers with respect to their:  
a) Gender.  
b) Professional Qualification.  
c) Ability to cope with Problem Emotions.

22. To study the double and triple interaction effects of:  
a) Gender and Professional Qualification  
b) Professional Qualification and Ability to cope with Problem Emotions  
c) Gender and Ability to cope with Problem Emotions  
d) Gender, Professional Qualification and Ability to cope with Problem Emotions  
on ‘teaching effectiveness’ of elementary school teachers.

23. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:  
a) Gender.  
b) Professional Qualification.  
c) Enhancement of Positive Emotions.  

24. To study the double and triple interaction effects of:  
a) Gender and Professional Qualification  
b) Professional Qualification and Enhancement of Positive Emotions
c) Gender and Enhancement of Positive Emotions

d) Gender, Professional Qualification and Enhancement of Positive Emotions

on ‘teaching effectiveness’ of elementary school teachers.

25. To study and compare ‘teaching effectiveness’ of elementary school teachers with respect to their:

   a) Gender.
   
   b) Professional Qualification.
   
   c) Emotional Competence.

26. To study the double and triple interaction effects of:

   a) Gender and Professional Qualification
   
   b) Professional Qualification and Emotional Competence
   
   c) Gender and Emotional Competence
   
   d) Gender, Professional Qualification and Emotional Competence

on ‘teaching effectiveness’ of elementary school teachers.

1.8 HYPOTHESES OF THE STUDY

Keeping in view the objectives of the study following hypotheses were formulated by the investigator:

1. Elementary school teachers do not differ significantly in ‘teaching effectiveness' with respect to their:

   a) Gender.
   
   b) Professional Qualification.
   
   c) Teaching Experience.
2. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Teaching Experience.
   c) Gender and Teaching Experience.
   d) Gender, Professional Qualification and Teaching Experience.

3. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Life Satisfaction.

4. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Life Satisfaction.
   c) Gender and Life Satisfaction.
   d) Gender, Professional Qualification and Life Satisfaction.

5. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Neuroticism.

6. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Neuroticism.
c) Gender and Neuroticism.
d) Gender, Professional Qualification and Neuroticism.

7. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:

a) Gender.
b) Professional Qualification.
c) Extraversion.

8. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:

a) Gender and Professional Qualification.
b) Professional Qualification and Extraversion
c) Gender and Extraversion
d) Gender, Professional Qualification and Extraversion.

9. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:

a) Gender.
b) Professional Qualification.
c) Openness.

10. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:

a) Gender and Professional Qualification.
b) Professional Qualification and Openness.
c) Gender and Openness.
d) Gender, Professional Qualification and Openness.
11. Elementary school teachers do not differ significantly in 'teaching effectiveness' with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Agreeableness.

12. Elementary school teachers do not interact significantly on 'teaching effectiveness' with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Agreeableness.
   c) Gender and Agreeableness.
   d) Gender, Professional Qualification and Agreeableness.

13. Elementary school teachers do not differ significantly in 'teaching effectiveness' with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Conscientiousness.

14. Elementary school teachers do not interact significantly on 'teaching effectiveness' with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Conscientiousness.
   c) Gender and Conscientiousness.
   d) Gender, Professional Qualification and Conscientiousness.

15. Elementary school teachers do not differ significantly in 'teaching effectiveness' with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Adequate Depth of Feelings.
16. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Adequate Depth of Feelings.
   c) Gender and Adequate Depth of Feelings.
   d) Gender, Professional Qualification and Adequate Depth of Feelings.

17. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Adequate Expression and Control of Emotions.

18. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Adequate Expression and Control of Emotions.
   c) Gender and Adequate Expression and Control of Emotions.
   d) Gender, Professional Qualification and Adequate Expression and Control of Emotions.

19. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Ability to function with Emotions.
20. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Ability to function with Emotions.
   c) Gender and Ability to function with Emotions.
   d) Gender, Professional Qualification and Ability to function with Emotions.

21. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Ability to cope with Problem Emotions.

22. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Ability to cope with Problem Emotions.
   c) Gender and Ability to cope with Problem Emotions.
   d) Gender, Professional Qualification and Ability to cope with Problem Emotions.

23. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Enhancement of Positive Emotions.
24. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Enhancement of Positive Emotions.
   c) Gender and Enhancement of Positive Emotions.
   d) Gender, Professional Qualification and Enhancement of Positive Emotions.

25. Elementary school teachers do not differ significantly in ‘teaching effectiveness’ with respect to their:
   a) Gender.
   b) Professional Qualification.
   c) Emotional Competence.

26. Elementary school teachers do not interact significantly on ‘teaching effectiveness’ with respect to their:
   a) Gender and Professional Qualification.
   b) Professional Qualification and Emotional Competence.
   c) Gender and Emotional Competence.
   d) Gender, Professional Qualification and Emotional Competence.

I.9 DECLIMITATIONS OF THE STUDY

The study in hand was delimitated in terms of sample, variables, research method, and statistical techniques as follows:

1. The initial sample of the study was restricted to 500 elementary school teachers of Himachal Pradesh but final sample was comprised of 320 (80 male and 80 female with Junior Basic Training and 80 male and 80 female with Bachelor Degree in education) elementary school teachers.
2 Study was confined with regard to Professional Qualification, Teaching Experience, Life Satisfaction, Personality domains (components) and Emotional Competence.

3 The study was delimited to the eight districts of Himachal Pradesh.

4 The study was further delimited to Descriptive survey method of research.

5 Lastly, study was restricted to statistical technique of Analysis of Variance (2 x 2 x 2 factorial designs) and ‘t’ Test.

I.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

In order to ensure clarity and precision in the discussion of the effects of dependent variables on independent variables, it was considered necessary to provide the operational definitions of various terms used in the study. The terms used in the present study having different connotations may operationally be defined as follows:

- **ELEMENTARY SCHOOL TEACHERS**- All the male and female teachers teaching at elementary stage (from class first to class eighth) are known as elementary school teachers.

- **TEACHING EFFECTIVENESS**- It stands for the positive teaching behavior of a teacher in different teaching learning situations in the classrooms.

- **CORRELATES OF TEACHING EFFECTIVENESS**- The factors/variables which affect teaching behavior of a teacher (positively or negatively) in the classroom situations are called correlates of teaching effectiveness.
GENDER- It is the term which helps us knowing the male and female status of the teachers.

TEACHING EXPERIENCE- It is the number of years spent by a teacher in teaching profession. Here two levels of teaching experience were taken – (a) less than five years and (b) more than ten years.

PROFESSIONAL QUALIFICATION- It refers to the qualification relating to teaching profession. Here two levels of teacher training were taken (a) Junior Basic Teacher Training (JBT) and (b) Bachelor degree in Education (B.Ed.), which are the necessary professional qualification for elementary school teachers.

LIFE SATISFACTION- It is a degree of satisfaction or well being to which a person positively evaluates the quality of his/her life as-a-whole.

PERSONALITY- An individual’s personality is the life signature by which he is known, the totality of all that sets him apart and makes him unique.

EMOTIONAL COMPETENCE- It refers to a person’s ability to express or release his/her inner feelings /emotions in different situations.