CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Child takes birth and by the time it is compared with Tabula rasa. By and by child learns many things and is able to solve the glitches of life and develops a sense of responsibility. Education instils in the child a sense of maturity, brings preferred changes and enables the child to adjust in the ever changing society. This maturity, sense of responsibility and modification is the result of the influence of informal and formal agencies of education on child. Nature has made only human beings capable of learning and gaining knowledge. Education confers upon the child immense benefits. Education drags a person out of darkness, poverty and unhappiness by developing his individuality. Such developed individuals contribute to the growth and development of the society.

Education is considered necessary to every person and society. We can conquer progress in our civilization through utilizing knowledge and generation of knowledge. Today we emphasize more on the type of education rather than the context of education for the relevant type of education that fulfils individual, social, national, and global needs. It means outstanding growth of
a person who is self-aware and self-dependent and one who can shape out a better history of humankind. The key purpose of education is to create skills, grasp knowledge, to enable man to communicate rest of the world, to break obstacles of class, creed and kind, and last but not the least to help man to find his feet in the world. Education should endeavour for academic excellence and progress of the arts and sciences in conformity with our national necessities and urgencies.

1.2 CONCEPT OF A TEACHER

Teacher occupies a very important place in the scheme of education. Teacher is the centre of education and without him no education can be conceived of. Teachers should have broad outlook and be ready to learn and search knowledge. Teachers have to preserve the knowledge and keep it from vanishing. Teachers influence is everlasting and shapes the destiny of future citizens. They maintain the level of technological skill and keep the light of civilisation burning bright. Duty of teachers does not end in the classroom with their students. Teacher owes a duty to the society and the nation. Teachers should be able to constantly adjust their methods and approach to suit the changing times.

The teacher is the touchstone that measures the achievements and aspirations of the nation. They are the real nation builders and have to set the examples for the students who
are observing the professional and social code of ethics of teachers. On them rests the failure or the success of the system. It is the intellectual worth of teacher that makes students innovative, imaginative ideological diversified, and then only, success is ensured. But, if they lack competence and if they cannot give their heart to their profession, the system is intended to fail (Schubert and Ayers, 1999).

1.3 CONCEPT OF ETHICS, PROFESSIONAL ETHICS AND PROFESSIONAL CODE OF ETHICS FOR TEACHERS

**Ethics:** is basically a system of moral principles. The origin of the term ethics is derived from a Greek word ‘ethos’ which means custom, habit, character or disposition. Ethics decide how people make decisions and lead their lives. The philosophy of ethics is concerned with individuals and social good (David Carr, 2000).

**Professional Ethics:** Professional ethics is a term that encompasses the organizational and personal standards of behavior a professional individual is expected to possess. Professional ethics are guidelines of morality which a teacher has to follow during teaching learning process. The ethical principles are the foundation to differentiate between desirable and undesirable behavior. To sum-up we can say that professional
ethics are valuable tactics that are enforced by teachers in relation to the students, colleagues and community (David Carr, 2000).

**Professional Code of Ethics:** A code of ethics is the standard that sets adequate behaviours for a given group of people. Professional ethics as a reference point for decision making can be utilised to make an outline for the frame work for discipline. Code of ethics groups out five essential principles which affiliates must apply: integrity, objectivity, professional competence and due care, confidentiality and professional behaviour.

1.3.1 Teaching a Noble Profession

The word ‘teaching’ can be defined as communication between the teacher and the taught as far as it is related to conveying of the knowledge and guidance to the learners, to cover almost every aspect of education which the students are expected to learn from a teacher and which the teacher will teach them using all the teaching techniques and aids available to teach. This includes motivation, encouragement and character building of the students. A good teacher must understand each and every trait of each of his/her students to deal them accordingly (Detlef R. Prozesky, 2000).

Teaching has been accepted as the noblest profession among all the professions because teachers create world by creating the citizens of future who inherit the world from their fathers. Teacher
is the one who can shape it and change it and what they do makes an impact on the world. In this noble profession not only the students learn but the teachers also learn the lessons of life. Teaching not only shows the right path that the students should follow but also inculcate the ethical principles, knowledge, decision making that helps them in contributing resource for the further development of the nation. It has the potential to have a great impact in the moulding of the future generation and to prepare them of expert specialists. Since all professionals underwent education with a teacher. Teaching, therefore, is considered as a means for which God uses a teacher as a tool to touch lives. A teacher must not only be a master of the material but also an effective communicator, quick problem solver, constant innovator and social organizer.

The teachers have been assigned a profession of great immense. The society expects high ethical standards from teaching community. It is essential for society to be able to trust on persons of this kind to exercise a high level of specialized skill. Good ethical principles are the essence of great professional skills, hence teachers should feel obliged to pay constant attention for the maintenance of professional skills, and additionally to point out specific sensitivity within the perception of moral issues and readiness to look at the best standards of skilled ethics. The
fundamental duties and responsibilities of academics are outlined within the relevant legislation and norms, whereas the content of the teaching is set down within the syllabus.

A high common place of skilled ethics is one among the foremost necessary resources accessible to academics, guiding their work and their interactive relations at the skilled level. The work of teaching ought to embrace thought and analysis of the ethics of one's own goals and motives. In this sense the aim of the current account of a teacher's skilled ethics is to systematize and promote the sense of what is ethically right that has continuously been a neighborhood of academic work. In nut shell, skilled ethics of teaching profession expects an instructor to:

1. Fulfill skilled responsibilities with honesty and integrity.
2. Maintain skilled confidentiality in the least times.
3. Improve the effectiveness of the profession through analysis and continued skilled development.
4. Nurture the intellectual potential of every student.
5. Settle for difficult learning environments.

1.3.2 Teachers as Professionals

A professional educational qualification does not make teacher a professional. Teaching as a profession is very hard because it encompasses many roles to be done well. The certificated teacher is the vital component in the delivery of
instruction to students, regardless of the mode of instruction. A teacher has professional knowledge and skills gained through proper preparation and practice. Teachers provide special caring service to students by analysing their needs and by planning, choosing and using means and evaluation procedures designed to encourage learning. The processes of teaching include understanding and obeying to legal and legislated outlines and policies; identifying and responding to student learning needs; providing effective instructions; evaluating and communicating student learning; maintaining a safe, respectful setting conducive to student learning; and upholding professional relationships. These processes must be free of discriminatory practices and should contribute to the all-round development of students who are actively engaged, accountable and contributing members of a self-governing society. The educational interests of students are best served by teachers who practice under conditions that enable them to exercise professional judgment. There are many professional functions which the teacher has to follow in his teaching profession. Some of them are as:

1. Acquiring ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.

2. Acquiring ability to improvise and use audio visual aids suited to different classroom situations.
3. Developing positive attitude towards teaching as a profession and create self-confidence as a teacher.

4. Understanding the developmental needs of students at various stages of their growth.

5. Acquiring appropriate professional behaviour.

1.3.3 Professional Standards in Teaching Profession

The teaching profession demands:

1. Good communication with professional experts, colleagues and students.

2. Sound knowledge in the subject and related duties that is to be performed.

3. Technical skill of teaching explicitly and focused content information.


5. Firm determination and commitment with the profession of teaching.

6. Refined values and behavior.

1.3.4 Ethical Standards in Teaching Profession

At the heart of a strong and effective teaching profession is a commitment to students and their learning. The ethical standards for the teaching profession are:

1. **Care**: The ethical standard of care includes compassion, interest and insight for developing potential of student. Teachers should express their commitment to students well-being and
learning through positive influence, professional judgment and empathy in practice

2. **Trust:** Teacher relationship with students, colleagues, parents etc. is based on trust. The ethical standard of trust embodies fairness, openness and honesty.

3. **Respect:** Intrinsic to the ethical standard of respect are honour to human dignity, emotional wellness and cognitive development.

4. **Integrity:** Honesty, reliability and moral action are embodied in the ethical standard of integrity.

### 1.3.5 Importance of Professional Ethics

The importance of professional ethics can be reflected in the following points:

1. **Accountability:** Man and his thinking keep dynamic. It is human to tend towards comforts and cash. Within the present times man slowly turns stingy and unethical while not realizing what impact it will attribute him, his family, profession and society. Skilled ethics correct ourselves if we have a tendency to do something wrong.

2. **For self satisfaction:** Self satisfaction is said to our inner self and thought method. Self satisfaction is a pre-requisite for
leading a happy and respectable life. Society always respects a man who has ethical principles.

3. **To guide the conduct and behavior:** The conduct of student is moulded by teachers and of teachers by professional ethics. Professional ethics help teachers to impart moral values in to their students and to nurture their overall personnel development.

4. **Balanced personality:** The society demands a professional conduct from the teachers. Therefore people associated with this noble profession exhibit a behavior that becomes an example for others to follow and hence ethical values of the entire society gets strengthened.

5. **To become role model:** Students have a habit of following their teachers and everyday are available to contact with totally different academics and are influenced by them. If an instructor is behaving in an exceedingly very positive and applicable manner, the students follow him and reflect the same.

6. **Development of society:** Society and the institution of schooling have a very close relationship and are influenced by one another. To develop a morally upright society, it is necessary to inculcate ethical principles among the students and the teachers have a great role to play in this arena.
7. **The skilled excellence:** Each profession encompasses a distinctive work culture and climate. The work culture is strong, once the professionals of the profession act and move in professionally moral manner. All this develops a smart coordination and effective functioning thereby delivery skilled excellence.

8. **To boost skilled setting:** Professional work culture is built by the people who have a regard for the values and the ethics. Utmost importance must be given to the ethical codes in terms of following the rules and regulations set by the higher authorities.

9. **To follow norms and principles of the profession:** The norms and principles guide the vision and mission of any profession. A set of rules is necessary for the functioning of any organization or institution. It is imperative that these rules and norms should be based on professional ethics, so that the objectives can be achieved.

1.3.6 **Professional Obligation of the Teachers**

Obligation is an accountability which an individual enforces on himself. The teachers are expected to deliver their duties under a framework which is set by the higher authorities. The framework is inter-related with students, parents and society. The teacher has an obligation towards all the stake holders. In addition to this teachers have certain obligations towards their profession
as well. The Right of Children to Free and Compulsory Education Act, 2009 entrusts teachers with some professional responsibilities and obligations to be adopted by them within the performance of their duties.

1. **Obligation towards Students**

   Students and teachers are the most important stakeholders of the entire educational system. Some of the obligations of teachers towards their students are as:

   a) **Effective teaching:** It is duty of the teachers to teach to the best of their ability and to the fullest within the absolute best means in needed time with the assistance of accessible resources and to make sure that the students are gaining as desired.

   b) **Emotional development:** Students are emotional by nature. So teachers have the responsibility to cater to the emotional needs of their students and help them to cope with the distress and depression.

   c) **Maintaining discipline:** During the growing years the students may exhibit certain habits which may not be acceptable by the society. Teachers have the responsibility to guide their students and help them to correct.
d) **Inculcating decision making ability:** The decision making ability determines the success as well as failure. Academics educate and encourage students for higher life, development and progress. All this can be considerably associated with what students suppose and choose in day to day routine. The choices that students take ought to have logical base and aim in sight. Teachers must guide the students in taking such choices.

e) **Improving leadership qualities:** The development of leadership qualities is one of the most basic requirements during the student life of a person. A good teacher will take all the steps to inculcate this attribute among his/her students.

2. **Obligation towards Parents**

Teachers have obligations towards parents. They are supposed to provide the timely information to them and help them decide about the future of their children. Some of the obligations are discussed below:

a) **Providing information:** A teacher has to inform the parents not only about the academic performance of the students but also their overall behavior. A parent has a right to stay informed about the progress of their wards.

b) **Helping parents decide:** Parents have a limited knowledge about the capability of their child. Teachers can help
them to take an informed decision about the future of their child as teachers know the potential of their students and can suggest the appropriate career options.

c) Share findings about the aptitude: A teacher knows the caliber of his/her students. Teachers know how capable their students are as they observe them individually as well as in the groups. Teacher is the right judge of students aptitude and attitude and therefore is expected to share their findings with the parents from time to time.

d) Help improve the environment at home: A teacher can suggest the parents how to provide a favorable environment to the students when they face certain problems which originate at home. Many times students are not comfortable discussing certain issues with their parents. A teacher has a role to play in such situations.

e) Create a relationship between parents and the school: A teacher has a duty to inform the parents about the functioning of the school, new initiatives and activities, changes in the syllabus etc. Teachers may also encourage parents to provide suggestions.

3. Obligation towards Society

Society is an important stakeholder in the education system. The teacher helps shape up future of the society and plays a role in
the nation building. Below are some of the obligations of the teacher towards the society:

a) **Making the students aware about the social norms:** Every society has its own set of norms and regulations and an individual has to strictly abide by them. The teacher guides the students about these norms and hence helps to maintain the order in the society.

b) **Help students understand their rights and duties:** A student needs guidance about his/her rights and duties. Teacher is supposed to inculcate the ethical principles among the students so that they can become dutiful and help improve the social environment.

c) **Impart ethical values:** Ethical code of conduct among individuals is necessary for the society to function smoothly. Students are the future of any nation. Teachers have a duty to inculcate the moral values in their students so that they serve the society in the best possible manner.

d) **Teach tolerance:** Religious tolerance has an immense importance in a diverse country like India. There are so many religions and sects in this country. Teachers have a duty to inculcate the values of tolerance and community living in their students and must teach them to respect all religions. This will
ensure peace and tranquility in the society. Teachers must make their students aware about the teachings of different religions.

**e) Help promote national integration:** Integration is an important prerequisite for the nation building. A divided society can never build a strong nation. India has much diversity in terms of languages, customs and sects. Teachers must make their students aware about this and teach them how to promote unity and integration. Regular debates and activities can be held in this regard.

### 4. Obligation towards Profession

Teacher profession is considered as one of the noblest profession. Below are some of the obligations of teachers towards their profession:

**a) Enhance the professional apparatus:** A teacher must never forget that the world considers teaching profession as noble. Therefore teachers are supposed to stick to the professional code of conduct. They must always exhibit a professional behavior and outlook.

**b) Honour the profession:** The teacher must respect the institution of teaching all the time. There might be certain constraints but the teachers should always hold their profession in high esteem.
c) **Help the profession grow:** The teacher must make it sure to share ones knowledge and experience with others. Teachers should carry out research from time to time and publish their findings in the related magazines and journals. It will help the growth of entire educational sector in the country.

d) **Improve the work culture:** A healthy work culture is important for the growth of teaching profession. Teachers are expected to maintain a cordial relationship with their colleagues inside the institution. They must make it sure that they participate in all professional meetings and help to formulate policies.

e) **Maintain confidentiality:** Discipline is an important aspect of teaching. Restricted information such as policy matters, record of students, examination performance, setting up of question papers, and checking of answer sheets etc. should not be discussed with any unauthorized person and neither is disclosed before proper time. Teachers must never do anything which will bring disrepute to their profession.

5. **Obligation towards the Higher Authorities**

It is important that the teachers should coordinate their actions with the higher authorities as per the changing needs for effective functioning and development of their institution. Some of the obligations are discussed below:
a) **Abiding by the rules and regulations:** The teacher should abide rules and regulations of an institution framed by higher ups in the authorities on time series basis to maintain uniformity, development and discipline among the staff and students as well.

b) **Acting as a link between higher authorities and students:** Introduction of educational and non-educational policies is formulated by higher authorities for all-round development of the students as well as institution. The teacher has to understand these policies and escalate it for better results.

c) **Providing strategic information:** The teacher has to act as a direct source of medium between students and higher authorities for suggestions and representing true picture, so that they are able to plan policies effectively.

d) **To effectively implement the policies and programmers:** The success of policy is a combined effort or we can say team work of policy makers, managers and teacher as an executor with a main role and has to act effectively for implementation of policies and programmes.

### 1.4 CONCEPT OF EMOTIONS

The word “emotion” dates back to 1579, when it was adapted from the French word “emouvoir”, which means “to stir up”. The
term emotion was introduced into academic discussion to replace passion (Thomas, 2003).

Emotion encompasses feelings, thought, physiological and behavioral changes. It also involves the activation of nervous system which results in varied facial expression. Hence emotions bring about certain bodily changes which are external and hence can be seen by other, for example striking behavior is typical of anger. Emotions can be classified into two broad groups namely, pleasant and unpleasant. In the former we have affection, happiness, love etc. And in the later we have emotions like fear, anxiety and anger. Emotions influence our lives either in a positive or negative manner. Emotion has four components, which are:

1. **Cognitive reactions:** It determines an individual’s thinking, memory and perception of an event.

2. **Physiological reactions:** These reactions are caused due to the hormonal changes in the individual’s body.

3. **Behavioral reactions:** These reactions are governed by the emotional state of an individual at any given point of time.

4. **Affect:** It includes either the positive or negative state of an emotion. It is because of this component which makes an emotion a subjective experience.
1.4.1 Characteristics of Emotions

The main characteristics of emotions are given below:

1. **Bring external changes**: Different emotions result into varied physiological change such as rapid heartbeat, change in pulse rate, blood pressure, facial expression, and voice and body movements.

2. **Satisfaction or non-satisfaction of biological means**: Emotions affect the biological state of an individual in pleasant or unpleasant manner. The former causes satisfaction while the later pushes an individual into a non-satisfied state.

3. **Involve external changes**: Emotions cause different external changes which can be observed by others. These changes include changes in the behavioral pattern or facial expressions.

4. **Subjective and individual**: Emotions are exclusive and subjective in nature. The same situation may arouse different feelings in different individuals.

5. **Tri-polar response**: Emotion is a tri-polar response having cognitive, affective and conative aspects.

6. **Not age restricted**: Emotions are not confined to a particular age group. Emotions occur from children to adults.
7. **Rise abruptly**: Emotions have a lasting impact on an individual’s mental and physical state. Though they rise abruptly but pass away slowly.

8. **Occur in swings**: Emotions sometimes exhibit a characteristic where they can be linked with one another and in some cases might even get merged.

### 1.4.2 Concept of Emotional Intelligence

Emotional intelligence (EI) is a different type of intelligence. It is about being “heart smart”, not just “book smart”. Emotional intelligence refers to one’s ability to identify, assess and control one’s emotions and the emotions of others. Emotional intelligence helps to build strong relationships, success at work and achieve goals. Although emotional intelligence is an inborn characteristic, it can be learned and strengthened through systematic practice. People who function at a high rate of emotional intelligence have the ability to adjust their behavior and are more effective at recognizing and managing their own emotions as well as the emotions of others. People with higher emotional intelligence find it easier to form and maintain interpersonal relationships and to ‘fit in’ to group situations and are better at understanding their own psychological state, which includes managing stress effectively and being less likely to suffer from depression.
Studies have shown that people with high level of emotional intelligence exhibit a healthier mental status and outstanding leadership skills. This type of intelligence plays an important role in success, and even might be more important than IQ. In any case, research has suggested that emotional intelligence is linked to everything from decision-making to academic achievement. The emotional intelligence encompasses most of the personal and professional aspects of person. (Barbey, Aron et al., 2012).

1.4.3 Definition of Emotional Intelligence

Since 1990, Salovey and Mayer have been the leading researchers on emotional intelligence. In their influential article “Emotional Intelligence”, they defined emotional intelligence as, “the subset of social intelligence that involves the ability to monitor one’s own and others emotions and feelings, to discriminate among them and label them and to use this emotional information to guide one’s thinking, behavior and actions”.

1.4.4 History of the Term “Emotional Intelligence”

The first academic use of the term “emotional intelligence” was in 1985 when Payne, a graduate student at an alternative liberal arts college in the U.S.A. at that time wrote a doctoral thesis, “A Study of Emotion: Developing Emotional Intelligence” which included the term “emotional intelligence” in the title.
Then in 1990, two American University Professors namely Salovey from Yale University and Mayer from New Hampshire University published two academic journal articles. The title of one of these papers was titled “Emotional Intelligence”. They attempted to measure scientifically the different people on the basis of their emotional ability, and they found that some people were able to identify better their own feelings and feelings of others and were capable of solving problems having emotional issues as compared to others.

Later the term “emotional intelligence” got its popularity, when Goleman (1995) who was basically a New York writer and consultant published a book “Emotional Intelligence: Why it can matter more than IQ”, which reveals the abundant information on the brain, emotions and behavior.

In 1998, Goleman published a book namely “Working with Emotional Intelligence”. In that book he elaborated the definition of emotional intelligence by saying that it consists of 25 skills, abilities and competencies.

Goleman has been criticized by John Mayer that he has broadened the definition of emotional intelligence to such an extent that it no longer has any scientific meaning and is no longer a clear predictor of outcomes.
In 2003, Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) has been developed. The test which is based on a series of emotion-based problem solving items is modeled on ability-based IQ tests.

1.4.5. The Four Branch Model of Emotional Intelligence

The ability-based model was introduced by Mayer and Salovey in 1997. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition.

1. **Perceiving emotions:** The first step in understanding emotions is to accurately perceive them or taking a sample of emotions and attaching the appropriate label. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

2. **Reasoning with emotions:** One must rate the degree of belief and identity and rate their emotions. This involves using emotions to promote thinking and cognitive activity. Emotions help in ranking what one focus on and react to respond emotionally to things that attract ones attention.

3. **Understanding emotions:** The emotions that one perceives often have a wide variety of connotations. If someone is
expressing angry emotions, the observer must understand the emotion, its cause and meaning.

4. **Managing emotions**: The capacity to handle emotions effectually is an essential part of emotional intelligence. Controlling one's own emotions and responding suitably to the emotions of others are important aspects of emotional management which helps in managing any situation in an effective manner.

### 1.4.6 Dimensions of Emotional Intelligence

Mayer-Salovey four-branch model of Emotional Intelligence was further elaborated by Goleman (1998). He included five branches to describe the emotional intelligence. The first three areas of capacities are associated with the self-management and the remaining two areas define an individual’s capability to manage relations. These are:

1. **Motivation**: Motivation is an important component of emotional intelligence. There is a direct correlation between the level of emotional intelligence and internal motivation. The people who are internally motivated exhibit high levels of productivity and would pursue all their endeavors with passion. They have a desire to achieve and usually won’t succumb to failure. They believe in action and are always optimistic.
2. **Self awareness:** The capacity to understand one’s own wants, behaviors, emotions, strengths and weaknesses is called self awareness. This attribute is an important component of emotional intelligence. A person with high emotional intelligence is always self-aware. The people who are self-aware are usually self-confident and know how to keep their emotions under check. They often do self-assessment so that they do not let their weaknesses have a negative impact on their lives.

3. **Self regulation:** It is the ability to control one’s own feelings and emotions. In simple terms it means to calm down when one is in anxious state and lift up mood when one is upset. Self regulation involves suspending one’s responses and judgments and to think appropriately before taking any action. The self regulated people have high levels of integrity and reliability. They have the ability to handle most of the uncertainties of life.

4. **Empathy:** Empathy simply means understanding the emotions of other people. This attribute is an important component of emotional intelligence. Empathetic people are aware about the emotional state of others, therefore they are good at managing relationships. They are good listeners and tread an extra mile to help others. They know how to handle the unfavorable emotions of other people towards them.
5. **Social skills:** It is the ability to network and build relationship with other people. The social skills ensure that the person understands how to interact with others effectively. Social skills include attributes like verbal and non-verbal interactive skills, articulateness and the skill of active listening. People equipped with effective social skills tend to arrive at a common understanding with others so that working relationships are formed.

**1.4.7 Importance and Advantages of Emotional Intelligence**

The emotional intelligence has a profound and positive impact on everyday life of a human being because of the following reasons:

1. **Physical health:** A person with high emotional intelligence can manage his stress properly. This in turn will have a positive impact on his physical well-being. When an individual is aware about one’s own emotional state it is natural that the individual is able to regulate the negative influences on his/her health.

2. **Mental well-being:** High level of emotional intelligence ensures that the person is able to cope with depression and anxiety. Emotional intelligence makes it possible for a person to live a happy and satisfying life.
3. **Relationships:** A strong bond with other people is created when one has the ability to understand the emotions of other people. Favorable social network can be created easily if an individual knows how to communicate one’s emotions properly.

4. **Conflict resolution:** Emotional intelligence helps to empathize with others, therefore ensures that there is a minimal chance of disputes. Even if the discord arises, a person with high emotional intelligence has the ability to resolve it amicably.

5. **Success:** The incidence of success is high among the people who have greater emotional intelligence. High self-confidence and intrinsic motivation helps an individual attain success easily.

1.4.8 Emotional Intelligence and the Classroom

Emotional intelligence has a great role in the classroom. The same is discussed below:

1. **Create an environment of respect:** Respect begets respect. It is important on the part of teachers to return the respect their students have for them. Teachers must effectively handle the dissimilarities among the students not only in terms of race and creed but also in terms of physical and mental attributes.
2. **Empathy:** It is an important component of emotional intelligence. Teachers must understand that all students have their own way and pace of learning. Teachers can introduce innovative methods of teaching to help students learn in a better manner.

3. **Manage emotions while taking responsibility:** It is easy to put blame on others and this may not always help. Teachers must understand their student’s point of view and create a favorable atmosphere for them where students can overcome their weaknesses.

4. **Be honest and own up to one’s mistakes:** Honesty is always the best policy. Nobody is perfect. Anyone can commit an error while teaching and must make it sure to correct one’s own mistakes.

5. **Validate students:** Teachers with high emotional intelligence never let down their students. Such teachers show empathy towards them and always help them resolve the issues related to learning. Good teachers equip their students with a problem-solving ability and appreciate their efforts.

1.4.9 **Concept of Emotional Competence**

Emotional competence refers to the ability to identify, understand, and respond positively to one’s own emotions and
emotions of others. It enhances the quality of life by increasing personal and professional output.

According to Daniel Goleman, the emotional competency is a learned capacity based on emotional intelligence that results in exceptional performance at work. Goleman gave a framework of emotional competencies which describe the degree of emotional intelligence of a person. Goleman’s framework consists of five areas of capacities namely, intrinsic motivation, self awareness, self regulation, empathy and social skills. These five areas further include twenty five competencies. Boyatzis, Goleman and Rhee refined the entire concept of emotional competence in the year 2000. Further advancement was made by Sundaran and Sasikumar in the year 2002 after analyzing the application of emotional intelligence in the contemporary educational system. According to them emotional intelligence consists of four core skills. These skills can be grouped under the personal and social competence as:

I. **Personal competence:** Personal competence is the capacity of an individual to understand one’s own emotions and handle one’s conduct and propensities. Personal competence comprises of the person’s self awareness and self regulation skills.
1. **Self awareness**: It is the capability of a person to recognize one’s own emotion and stay attentive of them as they may happen.

2. **Self management**: It is the capability of a person to control and manage the emotions and respond in a positive manner. This component also encompasses one’s excitement of emotional feelings, transparency, adaptability and achievement.

II. **Social competence**: It is the capability of a person to judge others emotions, behavior and motives to advance the relationship quality. In sum up we can say social competence is comprised of social awareness and relationship management skills.

3. **Social awareness**: It is the skill to pick up on emotions in other people and understand the matter. Organizational awareness, focus on services and level of empathy comes under social awareness.

4. **Relationship management**: It is the ability to manage interactions successfully by understanding the emotions of one’s own and of the others too.

1.4.10 **Scientific Reason to Develop Emotional Intelligence**

Emotional intelligence requires effective communication between the rational and emotional centers of brain. The pathway for emotional intelligence starts in the brain at the spinal cord
where primary senses enter here and travel to the front of the brain. However they first travel through limbic system, the epicenter where emotions are generated. So, one has emotional reaction to events before the rational mind. Human brain nurtures new connections as one learns new skills. The change is gradual, as the brain cells develop new connections speed up the efficiency of new skills learned. A single cell can grow 15,000 connections with its neighbours. This chain reaction of growth safeguards to boost the new behavior in to action in the future. Ones the brain is trained by frequently using new emotional intelligence strategies, emotionally intelligent behavior becomes habit.

1.4.11 Strategies to Improve Emotional Intelligence

Following strategies can help to learn and enhance the emotional intelligence:

1. **A daily journal:** Journals play an important role in self awareness improvement and personal routine. Script down one's own thoughts can move an individual to a higher grade of self-awareness. Recognize what one did, why, how did it make feel, what could one improve on etc. Just reflecting on this every day, will enhance the person a lot in self realization and improvement.

2. **Be open minded and agreeable:** A broad and open mind is considered as an indicator of higher emotional intelligence, and
narrow one as an indicator of lower emotional qualities. When one’s mind is open enough in understanding an internal echo, it helps to deal in an easier way with the conflicts. Hence one will find himself socially aware and new possibilities will be on welcome.

3. **Improve empathy skills:** Empathy defines being able to recognize about how people are feeling, and share emotions with each other. To understand them in a better way and sense what people are saying and feeling, one should be a good listener that will help in building better relationships.

4. **Non-verbal communication:** Communication plays an important role also. The way one communicates has a deep impact on the subjects. Both verbal and non-verbal can help in developing better emotional understanding. One has to manage and control one’s emotions while discussing issue with the people.

5. **Self regulation:** By learning to control and manage emotions, individuals are able to formulate themselves for emotional self-management. People who regulate their emotions think before they act, and swing their thoughts to avert their emotions from controlling them.
6. **Social skills:** Social skills play an important role in raising emotional intelligence. If one is thought to be socially responsible, it is a sign of caring.

7. **Use humor and play to deal with challenges:** Experts feel that being humorous, helps in lightening up the mood or situation. It reduces stress and acts as a mood elevating booster.

8. **Resolve conflict positively:** Measure of one’s emotional intelligence can be gauged from the fact that one thinks. This way one deals with conflict resolution. An individual can also manage stress by letting himself calm.

### 1.5 CONCEPT OF EFFECTIVE TEACHING

Teacher effectiveness is used clearly to mean the collection of characteristics, competencies and behaviors on part of the teachers, which results in developing the student’s ability to reach desired outcomes including ability to solve problems, think critically and to become effective citizens.

Effective teachers make efforts to motivate and engage all their students in learning rather than simply accepting that some students do not have ability to comprehend the things well. Effective teachers believe that every student possess the capability of achieving their goals and teachers do all they can to meet those expectations.
Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (Ministries of Education, Legislators and School administrators). Effective teachers must possess the knowledge and skills which helps in achieving the goals and must possess the ability to use that knowledge and those skills appropriately, if these goals are to be achieved. The possession of knowledge and skills falls under the headings of teacher competence. In contrast, the use of knowledge and skills in the classroom is referred to as teacher performance. Thus those who investigate and attempt to understand the teacher effectiveness must be able to link teacher competence and teacher performance with the accomplishment of teacher goals i.e., teacher effectiveness (Medley, 1982).

1.5.1 Qualities of Effective Teachers

Some of the main qualities of effective teachers are as:

1. Effective teachers are sincere and committed towards their students and profession. They tend to possess the capacity of maintaining professionalism in all areas.

2. Effective teachers are very engaging and have the ability to hold the attention of students to make them focused in all discussions.

3. Effective teachers possess the expert teaching quality, have effective discipline and are able to inculcate the good behavior and change in the classroom.
4. Effective teachers have the skills to manage the classroom effectively and can inculcate effective study habits among the students and are able to ensure sense of respect and belongingness among students in the classroom.

5. Effective teachers communicate properly with parents and keep them informed about curriculum and other educational issues.

6. Effective teachers remain updated about the knowledge of school curriculum and other standards and ensure their teaching to meet those standards.

7. Effective teachers possess knowledge in abundance of the subject matter they are dealing with and are always ready to answer the questions.

8. Effective teachers establish clear objectives for each lesson and works to meet those specific objectives during each class.

9. Effective teachers have high expectations of their students and encourage everyone to always work at their best level.

10. Effective teachers develop a strong rapport building with their students and establish loyal relationships.

1.5.2 Characteristics of Effective Teachers

Below are given the main characteristics of effective teachers (Ryans, 1969).

1. **Prepared:** The most effective teachers are always ready to teach their students in the classroom without wasting any
instructional time. It is easy to learn in their classes as they are ready for the day.

2. **Positive:** The most effective teachers are optimistic in their attitude towards their teaching and students.

3. **Hold high expectations:** The effective teachers set no boundaries on students and believe that every student possesses the potential to achieve their targets. They build confidence and motivation among the students and make them able to become independent learners in order to achieve their goals.

4. **Creative:** The most effective teachers remain updated with recent knowledge and are inventive in how they teach their classes. They use technology effectively in the classroom.

5. **Fair:** The most effective teachers are sincere to their students and believe in fair grading. They recognize that the word ‘fair’ means to give every student an opportunity to get succeed.

6. **Cultivate a sense of belonging:** The most effective teachers inculcate the sense of belongingness among the students by making them feel comfortable and welcome in their classrooms.

7. **Have a sense of humor:** The most effective teachers use humor and are able to find quick and clever ways to overcome the difficult situations.
8. **Respect students:** The most effective teachers believe that giving highest respect means to get highest respect in return. They never make the students feel bad or embarrassing deliberately. They speak to students about their conduct and grades confidentially.

9. **Forgiving:** The most effective teachers do not hold grievances and resentments. They always possess sober and forgiving attitude.

10. **Admit mistakes:** The most effective teachers are ready and quick to admit being wrong. They do apologize to mistakenly accused students.

11. **Maintain professionalism in all areas:** From personal appearance to organizational skills, they act as role model while dealing with administrators, students or colleagues. The respect that the great teachers receive because of their professional manner is obvious to those around them as they are sincere and committed to their profession as well.

### 1.5.3 Professional Characteristics of Effective Teachers

Some of the professional characteristics of effective teachers are as:

1. **Dedication and Commitment:** Effective teachers obligation and commitment to help, improve the learning curve of
their students in limitless. They will tread an extra mile for the betterment of their students.

2. **Meticulousness:** An effective teacher utilizes a meticulous strategy while teaching. For the mediocre students they use encouraging and student friendly methods of teaching. They make teaching enlightening, stimulating and inspiring for the avid learners.

3. **Decisiveness:** An effective teacher delivers his/her services in accordance with the set norms and takes right decisions at the right time.

4. **Uprightness and Ingenuity:** Effective teacher are always self-motivated. They take many initiatives on their own and exhibits reliability, sincerity and honesty while discharging their duties.

5. **Politeness:** An effective teacher demonstrates a respectful and considerate behavior towards all the stakeholders of the education system.

6. **Forbearance:** An effective teacher does not succumb under pressure and faces every challenge with confidence. He/she handles difficulties and obstacles professionally.

7. **Astuteness:** Teachers gain wisdom as their experience grows and becomes a valuable asset for their institution. Teachers
help their institution grow with their valuable suggestions and advice.

1.5.4 Sources for Deriving Teacher Effectiveness

The effectiveness in teachers is an outcome of their knowledge, attitudes, and performance. They use these attributes for the overall development of their students, which are as:

1. **Knowledge:** Effective teachers are good at communicating with others. They gain knowledge over time and later utilize the same to maximize the learning potential of their students. They devise a unique style of teaching so that students get benefited irrespective of their social and dialectal background.

2. **Attitudes:** Effective teacher gives due respect to their students and colleagues. The learning needs of students differ according to their background. Effective teachers customize their teaching style as per the needs of their students. They inculcate a problem solving capacity among their students.

3. **Performance:** An effective teacher involves their students in devising the norms of the classroom. They utilizes effective teaching methods like scheduling lessons, giving new study material clearly, helping students connect new learning with
previous learning. This helps in the improvement of learning environment.

1.5.5 Problems for Measuring the Teacher Effectiveness

Some of the problems which occur while measuring the teacher effectiveness are discussed below:

1. One of the major problems in classroom observation is observer bias. Suppose if the students get the prior information that a visiting lecture possess either sober or harsh attitude. After attending the lecture, they will be asked to rate the lecturer. Those students who have received the information that he has a sober attitude will rate him positively and the rest of the students who have received the information about his harsh temperament will rate him negatively. In this regard careful training can help to overcome this problem.

2. Generalisability has been found to be a problem in measuring the teacher effectiveness. Behaviors observed in one occasion are not necessarily typical of a teachers everyday behavior. This is the indication that there is a need to observe teachers as many times as possible and the need to take contextual factors into account.

3. The superficially attractive notion that to evaluate teachers depends on the student academic achievement is also one
of the problems that hinder accuracy in measuring the teacher effectiveness. It should be rejected because of the three main reasons i.e., student variability, the regression effect and the limitations of currently available achievement tests.

4. Rating scales lack the minimum properties of accurately measuring the performance of teachers. Second, such ratings scales lack validity. And third, they are highly prone to the halo effect. Such scales reflect the beliefs of the raters about the nature of competent performance, not actual teaching competence.

1.5.6 Criteria for Effective Teaching

There are various ways to measure the effectiveness of teaching. Some are listed below:

1. **Product variable:** It is the end result of the teaching process. It measures what the student gained. The cognitive, affective and psychomotor achievements of the students can give an estimate of the effectiveness of the teaching methodology. Examples of this criterion are:

   a. Students gain in knowledge, subject matter, psychomotor abilities.

   b. Students gain in their outlooks and interests. It can be measured with the periodic tests and performance ratings.
2. **Process variable**: This criterion quantifies the teacher effectiveness in terms of the relationship between the student and teacher. Here the behavior of both teacher and the students is kept under observation. The achievements are not taken into consideration. The examples are:

- **a.** Teacher behaviors, such as explanation, questioning and assessing etc.
- **b.** Student behaviors like politeness, diligence, attention and experimenting.
- **c.** Student-teacher interactions, such as exchange of information and verbal / non-verbal communication.

3. **Presage variable**: Presage deals with predicting the teacher effectiveness as per the tests, college records and personal characteristics. The examples for this criterion are:

- **a.** The extent of research and duration of teaching.
- **b.** Grades and points earned during the tenure.
- **c.** Scholarly aptitude.

**1.5.7 The Four Aces of Effective Teaching**

The “Four Aces of Effective Teaching” (Walls, 1999) are the strongest links between what teachers can do and the learning that students achieve which are as:

- **1. Outcomes:** The first ace of effective teaching includes the use of an outcomes based on instructional orientation. Outcomes
make the students able to focus their attention on clear learning goals and enable teachers to assess learning as a measure of their own instructional effectiveness.

2. Clarity: The second ace of effective teaching involves the clarity of instruction. Effective teachers provide students clear explanations concerning the course content without any mess and confusion. The course should be arranged in such ways that make students able to link between the new material that is being presented and the concepts that they have already learned. This instructional strategy is referred to as curricular scaffolding.

3. Engagement: The third ace of effective teaching indicates that students learn by doing. Effective teachers utilize instructional strategies in such a manner that engage students repeatedly throughout the entire lesson. As a general rule, a teacher should limit a lecture to no more than half an hour before employing a learning activity that actively engages all students and facilitate them with the development of the knowledge and skills that will enable the students to accomplish the previously identified lesson outcomes. This ace is a critical component of an effective student-centered learning environment.

4. Enthusiasm: More effective teachers show a high level of enthusiasm that indicates their professional competence and confidence. These characteristics are reflected from the individual
teacher’s knowledge related to his subject matter and instructional experience.

1.5.8 Effective Teaching Strategies

A teaching strategy is comprised of the methodology of imparting instructions. Effective teaching strategies increase the learning curve of the students and help them to develop their skills (Killen, 2006). Some of these strategies are listed below:

1. **Lecture**: Here the teachers speak out the descriptions of the subject to their students. The teachers may use certain teaching aids during this process to make their students visualize the concepts.

2. **Demonstration**: Here the teacher imparts knowledge about the subject through experimentation. Teachers make their students understand the concepts through combination of observation and cognitive reasoning. Demonstrations help the students apply the knowledge they have gained during experimenting in the real world.

3. **Collaboration**: Here the teachers instruct their students to form teams and hold discussions. This helps the students share their knowledge and learn from each other. The teacher observes the group and records the findings. This is an innovative strategy which makes students acquire leadership skills.
4. **Learning by teaching**: This is also an inventive strategy. Here the student reverses the role and teaches his peers. The student who assumes the role of the teacher thoroughly prepares the lesson and then imparts the same to others. This helps in increasing the self confidence among the students.

5. **Experimental learning**: It is the process of learning through practice and experience. Experiential learning is distinct from instructive learning. Here the emphasis is on encouraging the students to gain the first-hand knowledge, instead of learning about experiences of others through books.

1.6 **NEED AND IMPORTANCE OF THE STUDY**

A nation is built by citizens and citizens are moulded by teachers. Teachers are the real nation builders and educational institutions are the functional heads of all that goes to make the foundation of a nation strong. Schooling is basically the stage of foundation formation for the students where their personality, behavior and character is being given a proper shape which in fact determines the future course of life of the youths. Teachers form an essential aspect of the Indian system of education. Teacher is accepted as the guide and philosopher, the man of higher ideals in moulding the society. They can develop the intellectual growth of the children effectively. The ideal character of teachers leaves an everlasting impression on the minds of their students. It is the
teacher who can create a national perspective for understanding social and economic difference in the nation.

Neglect of education is suicidal to any nation, because education is invariably at the back of all progress including material and cultural. The inextricable future of the country is unavoidably linked with its educational system which in turn depends on the quality of its teachers. To ensure good quality of education and to make the students successful in all aspects, there is need to have efficient teachers. For this, the teacher communication system in the school, relationship with higher authorities, colleagues, students and their parents, should be conducive and it is possible only when the teachers are emotionally stable and know the ethics of their profession well which in turn influences the overall personality of the teachers.

Ethics basically is a science of discrimination between the right and the wrong. Conduct and character development should be an integral part of teaching profession. Since teachers are the makers of the history and it is these teachers who prepare the future responsible citizens of our country. The teachers of India should resolve to adopt the professional ethics of day to day dealings with those entire concerned. To make the student-teacher relationship scared, worthy and productive, professional ethics is must. By following professional ethics, the teachers conduct and
behavior become respectable and socially acceptable. If a teacher is behaving in a very positive and appropriate manner, the students follow him and want to become like him. Hence, by following professional ethics, the teacher becomes ideal for students and plays an important role in taking the society in right direction and makes it a better place to live in. Without high standards of professional ethics it is doubtful that teaching could ever be regarded as a full-fledged profession.

Emotional intelligence plays a vital role in effectiveness of teaching. It has direct impact on the behavior of teacher which in turn leads in modifying the students behavior in the desirable direction. The more emotionally intelligent teachers are, the better equipped they will be as instructors to encourage the positive attitude and happier outlook of their students. In the recent years the concept of the emotional intelligence among teachers has been taken into attention in educational institutions due to its great importance. Teachers and institutions which incorporate the concept of emotional intelligence, not only produce happier and well all-rounded students but also the ones who are better adjusted and more successful. Therefore the skill is really required to make the teacher performance very effective. This skill can make the teachers not only able to deal better with their students but with their colleagues as well. Emotional intelligence includes to
control own and others feelings and emotions and a balanced state of emotions of a teacher will have healthy influence on student’s achievement. Lack of emotional intelligence among the teachers may lead to the development of neurotic behavior of students. So it is obvious that without emotional intelligence and normal behavior of teachers, one cannot think of a well developed society.

The importance of a teacher in an institution is unquestionable. The entire edifice of an organization is shaky if the teaching is weak and ineffective. So the success of an institution is mainly determined by its effective teachers. Effective teachers are the role model of their students. Teachers who play a vital role in the positive development of the youth in all aspects must have teacher effectiveness, otherwise they will do harm than good. Moreover effective and productive learning on the part of the pupils can be achieved by employing effective teachers. The most effective teaching is that which results in the most of learning. Being taught by an effective teacher ultimately provides positive impact on student achievement and makes them able to achieve their goals. Teachers can be the effective source of knowledge when they possess essential skills, knowledge and talents. Indeed, in a knowledge-driven society where information having increasingly short shelf life, it is important for teachers to focus on the long-term goal of preparing our students for life, equipping them with
knowledge in abundance and developing their faculties for understanding, applying and creating knowledge.

Thus professional ethics and emotional intelligence of higher secondary teachers in relation to their teacher effectiveness is the most important topic of the day. A number of studies have been conducted in the western countries to find out the various factors associated with teacher effectiveness. As far as the investigator knows only a few studies have been conducted in India. That is why, that the present study therefore, is a humble effort in this direction to throw light on the significance of professional ethics and emotional intelligence on teacher effectiveness of higher secondary teachers. The present study is valuable contribution to the process of improvement in education and will be of immense value for the higher secondary teachers.

1.7 STATEMENT OF THE PROBLEM

We cannot deny the fact that being taught by an effective teacher eventually provides positive influence on all round development of the students. To provide best quality of education there is need to have efficient teachers and it is possible, when the teachers are emotionally balanced and follow the ethical standards of their profession well which in turn influences their teacher effectiveness in a fruitful way. Keeping in view the importance of professional ethics, emotional intelligence and teacher effectiveness
in educational system, the investigator would like to throw light on the significance of professional ethics and emotional intelligence on teacher effectiveness of higher secondary teachers. By undertaking this problem to study, the investigator can find the professional ethics and emotional intelligence of higher secondary teachers in relation to their teacher effectiveness, in consideration of gender, locality of the school, type of institution, teaching experience, age, educational qualification, specialization, computer literacy, monthly income and marital status. The problem conceived for the present study by the investigator is entitled as:

“Professional Ethics and Emotional Intelligence of Higher Secondary Teachers in Relation to their Teacher Effectiveness”.

1.8 OBJECTIVES OF THE STUDY

The objectives for the present study were framed as under:

1. To find out the level of professional ethics of higher secondary teachers.

2. To find out the level of professional ethics of higher secondary teachers in relation to following demographic variables:

   a. Gender
   b. Locality of the School
   c. Type of Institution
   d. Teaching Experience
e. Age
f. Educational Qualification
g. Specialization
h. Computer Literacy
i. Monthly Income
j. Marital Status

3. To find out the level of emotional intelligence of higher secondary teachers.

4. To find out the level of emotional intelligence of higher secondary teachers in relation to following demographic variables:

   a. Gender
   b. Locality of the School
   c. Type of Institution
   d. Teaching Experience
   e. Age
   f. Educational Qualification
   g. Specialization
   h. Computer Literacy
   i. Monthly Income
   j. Marital Status

5. To find out the level of teacher effectiveness of higher secondary teachers.

6. To find out the level of teacher effectiveness of higher secondary teachers in relation to following demographic variables:

   a. Gender
b. Locality of the School

c. Type of Institution

d. Teaching Experience

e. Age

f. Educational Qualification

g. Specialization

h. Computer Literacy

i. Monthly Income

j. Marital Status

7. To find out whether there are significant differences in the professional ethics, emotional intelligence and teacher effectiveness of higher secondary teachers with respect to following sub-groups:

a. Male and female higher secondary teachers

b. Teachers working in rural and urban areas

c. Teachers working in different type of institutions

d. Teachers belonging to different years of teaching experience

e. Teachers belonging to different age groups

f. Teachers having different educational qualifications

g. Teachers belonging to different specializations

h. Teachers having computer literacy or not

i. Teachers belonging to different income groups

j. Married and unmarried higher secondary teachers

8. To find out whether there is any significant relationship between professional ethics and teacher effectiveness of higher secondary teachers.
9. To find out whether there is any significant relationship between emotional intelligence and teacher effectiveness of higher secondary teachers.

10. To find out whether there is any significant relationship between professional ethics and emotional intelligence of higher secondary teachers.

11. To find out whether there is any significant contribution of independent variables on the dependent variable.

1.9 HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the present study:

1. The level of professional ethics of higher secondary teachers is high.

2. The level of professional ethics of higher secondary teachers is high in relation to following demographic variables:
   a. Gender
   b. Locality of the School
   c. Type of Institution
   d. Teaching Experience
   e. Age
   f. Educational Qualification
   g. Specialization
   h. Computer Literacy
   i. Monthly Income
   j. Marital Status
3. The level of emotional intelligence of higher secondary teachers is high.

4. The level of emotional intelligence of higher secondary teachers is high in relation to following demographic variables:
   a. Gender
   b. Locality of the School
   c. Type of Institution
   d. Teaching Experience
   e. Age
   f. Educational Qualification
   g. Specialization
   h. Computer Literacy
   i. Monthly Income
   j. Marital Status

5. The level of teacher effectiveness of higher secondary teachers is high.

6. The level of teacher effectiveness of higher secondary teachers is high in relation to following demographic variables:
   a. Gender
   b. Locality of the School
   c. Type of Institution
   d. Teaching Experience
   e. Age
   f. Educational Qualification
   g. Specialization
h. Computer Literacy
i. Monthly Income
j. Marital Status

7. There are significant differences in the professional ethics, emotional intelligence and teacher effectiveness of higher secondary teachers with respect to following sub-groups:

a) Male and female higher secondary teachers
b) Teachers working in rural and urban areas
c) Teachers working in different type of institutions
d) Teachers belonging to different years of teaching experience
e) Teachers belonging to different age groups
f) Teachers having different educational qualifications
g) Teachers belonging to different specializations
h) Teachers having computer literacy or not
i) Teachers belonging to different income groups
j) Married and unmarried higher secondary teachers

8. There is a significant relationship between professional ethics and teacher effectiveness of higher secondary teachers.

9. There is a significant relationship between professional ethics and teacher effectiveness of higher secondary teachers with reference to demographic variables.

10. There is a significant relationship between emotional intelligence and teacher effectiveness of higher secondary teachers.
11. There is a significant relationship between emotional intelligence and teacher effectiveness of higher secondary teachers with reference to demographic variables.

12. There is a significant relationship between professional ethics and emotional intelligence of higher secondary teachers.

13. There is a significant relationship between professional ethics and emotional intelligence of higher secondary teachers with reference to demographic variables.

14. There is a significant contribution of independent variables on the dependent variable.

1.10 OPERATIONAL DEFINITION OF THE VARIABLES

1. **Professional Ethics**: For the current study, professional ethics of higher secondary teachers is the scores obtained by administering the self-constructed scale of professional ethics by the investigator. Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities (David Carr, 2000).

2. **Emotional Intelligence**: With the reference of captioned study, emotional intelligence of higher secondary teachers refers to the scores obtained by the subjects on administering the emotional intelligence scale developed by Anukool Hyde, Sanjayot Pethe and Upinder Dhar. Emotional intelligence means the ability to monitor
one's own and others feelings and emotions, to discriminate among them and label them and to use this emotional information to guide ones thinking, behavior and actions (Salovey and Mayer, 1990).

3. **Teacher Effectiveness**:- With the reference of captioned study, teacher effectiveness of higher secondary teachers refers to the scores obtained by the subjects on administering the teacher effectiveness scale developed by Pramood Kumar and D. N. Mutha. The possession of knowledge and skills falls under the heading of ‘teacher competence’ and the use of knowledge and skills in the classroom is refered to as ‘teacher performance’. Teacher competence and teacher performance with the accomplishment of teacher goals is the teacher effectiveness (Medley, 1982).

1.11 VARIABLES OF THE STUDY

In the present study, the investigator has made an attempt to study the influence of certain variables related to the teacher effectiveness of the higher secondary teachers. The following are the variables chosen to be studied in the present study.

1.11.1 Dependent Variable

In the present study, Teacher Effectiveness of the Higher Secondary Teachers has been treated as dependent variable.
1.11.2 Independent Variables

The independent variables selected for the study are:

i. Professional Ethics

ii. Emotional Intelligence

1.11.3 Demographic Variables

1. Gender
2. Locality of the School
3. Type of Institution
4. Teaching Experience
5. Age
6. Educational Qualification
7. Specialization
8. Computer Literacy
9. Monthly Income
10. Marital Status

1.12 METHOD OF THE STUDY

Normative survey method has been adopted for the research purpose. The present investigation is an attempt to find out the effect of the independent variables namely, Gender, Locality of the School, Type of Institution, Teaching Experience, Age, Educational Qualification, Specialization, Computer Literacy, Monthly Income, Marital Status, Professional Ethics and Emotional Intelligence on dependent variable i.e., Teacher Effectiveness of Higher Secondary Teachers.
1.13 SAMPLE OF THE STUDY

The present investigation has been confined to a representative sample of 400 higher secondary teachers taken from thirty-two higher secondary schools located in Anantnag District of Jammu & Kashmir State, India. Stratified random sampling technique has been employed for the selection of the sample.

1.14 TOOLS USED FOR THE STUDY

The following tools have been administered in the study for the collection of data:


2. Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, 2001.

3. Teacher Effectiveness Scale (TES) developed by Pramod Kumar and D. N. Mutha, 1976.

1.15 STATISTICAL TECHNIQUES EMPLOYED

The data obtained on a sample of 400 higher secondary teachers were consolidated, codified suitably and subjected to statistical treatment in order to achieve the objectives of the present investigation and also to test the hypotheses formulated for the present investigation. The data collected were descriptively analyzed by employing the following statistical techniques:
1. Descriptive Analyses
   i. Measures of central tendency (Mean)
   ii. Measures of variability (Standard Deviation)

2. Differential Analyses (‘t’ test and ‘F’ test)

3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

4. Regression Analysis

1.16 DELIMITATION OF THE STUDY

Despite making every attempt to make the study precise and objective as possible, certain delimitations had crept into the study. Considering the constraints on resources the study has been delimited in terms of content and sample as given below:

   a) The present investigation has been confined to District Anantnag of Jammu & Kashmir State, India.
   b) The present investigation has been delimited to higher secondary teachers only.
   c) Thirty-two higher secondary schools were considered for the study.
   d) The sample size is limited to 400 higher secondary teachers only.
   e) The research is purely quantitative in nature.

1.17 BRIEF RESUME OF THE SUCCEEDING CHAPTERS:

Chapter II involves the review of related literature studies used for the present investigation.
Chapter III contains the detailed description of the sample selected, the tools used and the statistical techniques employed in the study.

Chapter IV contains the detailed description of the analysis and interpretation of data obtained by various tools of the study from higher secondary teachers.

Chapter V contains the summary of important findings, educational implications, recommendations, suggestions and conclusion for further research.

Bibliography follows Chapter V.

Appendices containing the copies of the tools used for the study succeeds Bibliography.