5.0. Introduction

This chapter deals with the findings and discussion of the present study. The findings of the study have been discussed in the light of the objectives and further comments have been made. Major findings and results revealed by the researches conducted in the past have also been cited in order to see whether they are in conformity with or are opposed to the present findings. The chapter winds up with few suggestions which would help in promoting the development of EI and Teaching Aptitude.

5.1.0 Discussion on the Findings of the Study

The following paragraphs will depict the discussions on the findings of the study:

5.1.1 Emotional Intelligence (EI) Level of Secondary Teachers of Sikkim

It was found that 11.51% of the teachers are classified under the High Level of EI. Whereas 78.37% of the teachers have Average EI and 10.12% have been placed under the Low Level of Emotional Intelligence. From this finding it can be stated that like any other natural trait Emotional Intelligence too is normally distributed and majority of the Secondary Teachers of Sikkim have an Average Level
of Emotional Intelligence. This finding is also found by many of the previous studies conducted on Emotional Intelligence such as Ramganesh and Johnson (2008)\(^1\) Das and Das (2008-09)\(^2\) to name a few. This may be due to the fact that Emotional Intelligence is a new concept and teachers may not be aware about it in Indian context in general and Sikkim in particular. Further, they are not trained with regard to Emotional Management and other dimensions of Emotional Intelligence.

However when comparing the percentages of Secondary Teachers who are place in the High Level of EI , it was observed that more Male Teachers had been placed in the High Level EI (12.48 %) than their female counterparts (10.12%). With regards to qualification, more number of Post-Graduates had been place in high EI (15.92%) than the graduates (9.27%) and undergraduates (0%). It was also observed that 13.46 % of the trained teachers had been placed in high level of EI and only (9.28 %) of the untrained teachers were placed at the high level. Looking at the Emotional Intelligence of

Secondary Teachers (Humanities/Science & Computers/Commerce/Language & Others) the Teachers from the Commerce Stream had the highest percentage (25.64%) of being placed at the high level followed by Science/Computers (13.40%), Humanities (9.91%) and language and others (2.5%). It was also found that the Age Group 41-50 years had a higher percentage (13.62%) that was placed under the high level of EI, whereas the rest of the Age Groups had more or less the same percentages that were placed in the high level of EI. Further, looking at the Experience of teachers it is interesting to note the findings which revealed that teachers with 6 to 10 years of Experience had the highest percentage (13.62%) that have been placed in the high level, followed by teachers with 11 to 20 years of Experience (11.98%), teachers with 21 years and above Experience (10.98%) and teachers with 0 to 5 years of Experience (9.91%) that were placed in the high level. With respect to category, 13.06% General Teachers were placed in the high level, followed by the OBC (12.27%), ST (8.82%) and SC (8.11%). Looking at the teacher teaching in different types of management, 16.86% of the private
teachers were placed in the high level and only 10.63% of the Government teachers were placed in the high level.

5.1.2. Teaching Aptitude (TA) Level of Secondary Teachers of Sikkim

It was found that 7.35% of the teachers are classified under the Excellent Level of TA, 18.61% of the teachers have Good TA, 40.49% have been placed under the Average Level of TA. Likewise 22.61% of the teachers have low Level of TA and 10.94% of the teachers have poor Level of TA. From this finding it can be inferred that like every other natural trait Teaching Aptitude too is normally distributed and majority of the Secondary Teachers of Sikkim have an Average Level of TA. This finding is also reported by Taneja and Sangwan (2010)\(^3\) where they revealed that most of the prospective teachers had average general teaching competency and Teaching Aptitude.

However when comparing the percentages of Secondary Teachers who are placed in the Excellent and Good Level of TA, it was observed that more Female Teachers had been placed under

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\(^3\) N. Taneja and A. Sangwan. “General Teaching Competency and Teaching Aptitude of Prospective Teachers of Rewari District”, Indian Psychological Review, Vol. 74, No. 3, Year 2010, page 147-152, 2010
Excellent (14.48%) and Good Level (24.60%) of TA compared to their Male counterparts under Excellent (9.57%) and Good level of TA (21.08%).

With regards to qualification, more number of Post-Graduates had been placed under Excellent TA (15.69%) and Good TA (25.34%) than the Graduates and Undergraduates. Graduates had 9.54% placed under Excellent TA and 21.46% under Good TA. There was no case of Excellent TA among Undergraduates while 4.17% had Good TA.

It was also observed that among trained teachers, 12.84% had Excellent TA and 24.77% had Good TA whereas among untrained teachers 10.16% were placed under Excellent TA and 19.96% were placed under Good TA.

Looking at the Teaching Aptitude of Secondary Teachers belonging to different streams (Humanities/Science & Computers/Commerce/Language & Others) the Humanities Stream had the highest percentage (12.57%) of teachers having Excellent TA followed by Science/Computers (11.49%), Commerce (7.69%) and language and others (0%). Similarly in Good TA level Commerce
stream had the highest percentage (38.46%) followed by Science & Computer (22.76), Humanities (22.04%), and Language stream (12.50%).

It was also found that the Age Group 1 (21-30 years) had a higher percentage (12.36%) of teachers that were placed under the Excellent TA, where as Age Group 2 (31-40 years) had 11.61%, Age Group 4 (51-60 years) had 11.32% and Age Group 3 (41-50 years) had 10.83% under Excellent TA. In case of Good TA level, Age Group 3 had 29.41% followed by Age Group 1 with 25.29%, Age Group 2 with 25.45% and Age Group 4 with 18.87%.

The findings also revealed that 15.96% of the teachers with 6 to 10 years of Experience (E2) have been placed in the Excellent TA level, whereas only 12.07% of the teachers with 0 to 5 years (E1), 10.59% of the teachers with 21 years and above (E4) and 9.68% of the teachers with 11 to 20 years of Experience (E3) were placed in the excellent TA level. Further, in Good TA level, teachers of E2 group had 25.82%, followed by E3 with 23.96%, E1 with 23.84 and E4 with 15.69%.
With respect to category, 11.98% General Teachers were placed in the Excellent TA and 21.81% were placed in Good TA level, followed by the OBC having 11.66% in excellent and 25.15% in Good TA level. Likewise ST had 10.96% in Excellent TA and 21.92% in Good TA whereas SC had 10.81% in Excellent TA and 29.73% in Good TA.

Looking at the teachers teaching in different types of management, number of Secondary teachers that had been placed under Excellent TA and Good TA were more in case of Private schools (14.53%, 29.06%) than Government schools (11.11%, 21.46%).

5.1.3. Difference between Male and Female Teachers in their Emotional Intelligence and Teaching Aptitude

It was found that there is no significant difference between Emotional Intelligence of Male and Female Secondary Teachers. This shows that gender does not affect Emotional Intelligence and male and female secondary teachers do not differ in terms of Emotional Intelligence. The finding above is in line with the findings of
Mohansundaram, Balasubramanyam and Vijay (2004)\(^4\) where they revealed in a study on Emotional Intelligence and Achievement of Teacher Trainees at Primary Level that Men and women teacher trainees do not differ in their Emotional Intelligence. Patil and Kumar (2006)\(^5\) also concluded that there was no significant difference between Emotional Intelligence of male and female student teachers. Indu (2009)\(^6\) also investigated on the Emotional Intelligence of Secondary Teacher Trainees in five different colleges of Education in Coimbatore district of Tamil Nadu and found that there was no significant difference between male and female teachers in terms of Emotional Intelligence. However, present findings deviates from that of Das and Das (2008-09)\(^7\) where they examined the Emotional Intelligence Level of B.Ed Students in relation to creativity and revealed that Females students had high Emotional Intelligence level than Male students. So from the reports of most of the researches stated above and findings of the present study, it clearly indicates that


\(^7\) Swarnalata Das and Alaka Das. “A Study on Emotional Intelligence in Relation to Creativity at B.Ed Level”, Education: North East; Journal of North East India Education Society, vol.13, pp.119-121. 2008-09
male and female secondary teachers have no differences in their Emotional Intelligence.

With regard to Teaching Aptitude, it was found that there is significant difference between Male and Female Secondary School Teachers. Further, Female teachers scored significantly higher than their Male counterparts on Teaching Aptitude Test which means that they had more Teaching Aptitude compared to Male teachers. This may be due to the fact that majority of Females normally prefer teaching as they consider it as an ideal profession. Therefore, they are better prepared for teaching than their male counterparts. This finding is in line with the findings of Ramakrishna (2008)\(^8\) which revealed that female students possess more Teaching Aptitude than male students. Reddy (1991)\(^9\) also conducted a study on Teaching Aptitude and attitude towards teaching with reference to sex, age, faculty and category of teachers and found that the female teachers performed relatively better in the Teaching Aptitude Test. Diwan (1991)\(^10\) also studied the predictors of academic achievement of Student - teachers in terms of aptitude, attitude, participation and

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human values and showed that Female Student teachers were found significantly higher in comparison to male student-teachers in all the eleven variables, viz. academic achievement in total, theory and practical, aptitude, cooperation, dedication, nationalism, science outlook, tolerance and entry level. Sharma (2006)\textsuperscript{11} in a study of Teaching Aptitude in relation to general teaching competency, professional teaching and academic achievements of B.Ed. Pupil teachers found that mean scores of Female Arts pupil teachers were significantly higher than that of Male Arts pupil teachers.

Sajan (2010)\textsuperscript{12} also revealed in his study on Teaching Aptitude of Student Teachers and their Academic Achievements at Graduate Level that the female students were found to be significantly better than their male counter parts in Teaching Aptitude Test. Further, a study undertaken by Saharan and Sethi (2009)\textsuperscript{13} on Mental Ability of Secondary School Teachers in relation to their General Awareness, Attitude and Teaching Aptitude also showed that male teachers have high teaching attitude but low aptitude than females. Umashankar

\textsuperscript{13} Surender Kumar Saharan and Priyanka Sethi. “A Study of Mental Ability of Secondary School Teachers in Relation to their General Awareness, Attitude and Teaching Aptitude”, SSRN:http://papers.ssrn.com
(2011)\textsuperscript{14} too conducted an Assessment study on Teaching Aptitude of Students Studying in Engineering College in west zone of Tamil Nadu and found that female students had greater Teaching Aptitude than male Students.

However, present study is not in agreement with the findings of Bhasin (1988)\textsuperscript{15} which showed that there was no significant difference between rural and urban, government and non government and male and female teachers with regard to their Teaching Aptitude and effectiveness. Augustine (2010)\textsuperscript{16} also studied the extent of relationship between Teaching Aptitude, Teaching Competency, Academic Background and Achievement in Educational Psychology of student-teachers in the colleges of education and found that there was no significant difference between Men and Women student teachers in teaching competency and Teaching Aptitude. This may be due to the fact that the sample selected for the above mentioned study may be from the community sharing same culture, language, socio-economic status and academic background. On the contrary, sample


for the present study comes from different communities with a diverse culture, Socio-economic status and Academic Background. Therefore from the reports of the majority of researches stated above and findings of the present study, it clearly indicates that female secondary teachers have more Teaching Aptitude than male secondary teachers.

5.1.4. Difference between Undergraduate, Graduate and Post Graduate Secondary Teachers in their Emotional Intelligence and Teaching Aptitude

It was found that, there is no significant difference between Emotional Intelligence of under Graduate and Graduate Secondary Teachers. However, looking at the mean scores Graduate teachers had scored higher than Undergraduate Teachers on Emotional Intelligence. This difference though insignificant may also be due to the difference in Qualification between Undergraduates and Graduates.

Further, there was significant difference between Emotional Intelligence of under Graduate and Post Graduate Secondary Teachers and also between Graduate and Post Graduate Secondary Teachers. Further, Post Graduate Secondary Teachers scored significantly higher than Under Graduate and Graduate teachers on Emotional
Intelligence Test. This clearly shows that teacher with higher qualification had better Emotional Intelligence compared to less qualified teachers which means that higher Qualification helps in promoting Emotional Intelligence. Present findings is in consonance with the findings of Mary and Samuel (2010)\textsuperscript{17} where they studied the influence of Emotional Intelligence (EQ) on attitude towards teaching (AT) of student-teachers at government colleges of education in Chennai and showed that there was significant difference between Emotional Intelligence and the educational qualification of student-teachers. Amirtha and Kadhiravan (2006)\textsuperscript{18}, where they revealed that Post Graduate teachers had better problem solving and stress tolerance skills whereas the under graduate teachers had more emotional self awareness skills.

With regard to Teaching Aptitude, it was found that there is significant difference between under Graduate and Graduate, Under Graduate and Post Graduate and also between Graduate and Post Graduate Secondary Teachers. Further, the mean score of post graduate teacher was significantly higher than that of graduate and


undergraduate teachers. Likewise, the mean score of graduate teacher was significantly higher than that of undergraduate teachers. This clearly shows that teacher with higher qualification have better Teaching Aptitude compared to less qualified teachers which means that higher qualification is positively correlated with Teaching Aptitude and is one of the important factors that help in determining Teaching Aptitude. This finding is in tune with the findings of Shah (1991)\(^1\) who also concluded that variables like –level of educational qualification, grade, teaching experience, locality, type of school, also determines Teaching Aptitude and teacher effectiveness to some extent. Teaching effectiveness was significantly affected by Teaching Aptitude, job satisfaction, job attitude, job motivation, personality, Value pattern, self concept, intelligence and organizational climate.

5.1.5 Difference between the Trained and Untrained Teachers in their Emotional Intelligence and Teaching Aptitude.

It was interesting to find that there is no significant difference between Emotional Intelligence of trained and untrained Secondary Teachers as the mean score between the two groups on Emotional Intelligence did not differ significantly. This shows that Trained and

Untrained Secondary Teachers did not differ in terms of their Emotional Intelligence which means that general training imparted to secondary teachers on contents and methods of teaching learning does not affect their Emotional Intelligence. As this may be the first study of its kind conducted in this area, Researcher could not find any study which supports or refutes the findings of present study.

In terms of Teaching Aptitude, it was found that there is significant difference between Trained and Untrained Secondary Teachers. Further, Trained Teachers scored significantly higher than their Untrained Counterparts on Teaching Aptitude Test. This clearly shows that Trained Teachers possess more Teaching Aptitude than Untrained Teachers which means that training plays an important role in developing Teaching Aptitude among Secondary Teachers. This fact also stresses on the need to train teachers in order to develop their Teaching Aptitude. This finding is in agreement with the finding of Kahlon and Saini (1989)\textsuperscript{20} where they revealed that teaching of education courses significantly affected the development of Teaching Aptitude. Kaur, H (2007)\textsuperscript{21} also reported that that B. Ed program was


\textsuperscript{21} Harvinder Kaur “Impact of B.Ed Programme on Teacher Effectiveness, Personality, Teaching Aptitude and Attitude towards Teaching of Prospective Teachers”, 2007, www.edu.nic.in, retrieved on 15\textsuperscript{th} Nov 2010
effective in enhancing Teaching Aptitude and attitude towards teaching of both female and male prospective teachers. The study revealed that B. Ed program was equally effective in bringing positive changes in Teaching Aptitude, teacher effectiveness, attitude towards teaching and personality traits of prospective teachers.

5.1.6 Difference between Emotional Intelligence and Teaching Aptitude of Teachers belonging to different Streams (Humanities, Science, Commerce and Language)

It was found that there is no significant difference between Emotional Intelligence of Humanities and Science & Computers Teachers, Humanities and Language Teachers, Science & Computers and Commerce Teachers as their mean score did not differ significantly. This means that teachers belonging to these streams have more or less same level of Emotional Intelligence.

However, there is significant difference between humanities and Commerce Teachers in Emotional Intelligence with Commerce Teachers scoring higher than Humanities teachers. It shows that commerce Teachers are better than Humanities Teachers in Emotional Intelligence. This may be due to the difference in the level of
Qualification as all the Teachers in Commerce Stream are Post Graduates, while in Humanities, majority of them are Graduates.

Similarly, Secondary Teachers belonging to Science & Computer and Commerce stream have scored significantly higher than those teachers from Language & Other Streams. This shows that Teachers belonging to Science & Computers Streams and Commerce Stream are superior to those from Language Stream in terms of Emotional Intelligence. As discussed above, this may be due to the fact that qualification contributes significantly to Emotional Intelligence and since Language Teachers are comparatively less qualified than Teachers from Other Streams they have low Emotional Intelligence. In the light of above findings, it can be concluded that the significant difference between Language Teachers and Teachers from Science and Commerce Streams in terms of Emotional Intelligence is not because of academic discipline (Subject background) but mainly due to Qualification. Therefore, Language Teachers should be encouraged and provided with opportunities to increase their qualification for developing Emotional Intelligence. Further, Language Teachers should also be provided with some special training to enhance their Emotional Intelligence level. The
finding above is in conformity with the findings of Das and Das (2008-09)\(^{22}\) where they revealed that there was no significant difference between Science and Arts Students in their Emotional Intelligence level. Umadevi (2009)\(^{23}\) also showed that there was no difference between arts and science student teachers in terms of Emotional Intelligence. The findings of Mary and Samuel (2010)\(^{24}\) on the influence of Emotional Intelligence (EQ) on attitude towards teaching (AT) of student-teachers also showed that there was no significant difference between the Emotional Intelligence and Attitude towards teaching in terms of subject background.

With regard to Teaching Aptitude, it was found that there is no significant difference between Humanities and Science & Computers teachers, Humanities and Commerce Teachers, Science & Computers versus Commerce Teachers as there is no significant difference between the mean scores of these groups. This shows that teachers belonging to these groups have more or less same level of Teaching Aptitude. However, there is significant difference between the mean

\(^{22}\) Swarnalata Das and Alaka Das. “A Study on Emotional Intelligence in Relation to Creativity at B.Ed Level”, Education: North East; Journal of North East India Education Society, Vol.13, pp.119-121. 2008-09


scores of teachers belonging to Language stream with that of teachers from Humanities, Science & Computers and Commerce Stream on Teaching Aptitude. In each of these cases, Teachers from Language Streams have scored significantly lesser than those from other three groups. This indicates that teachers from other streams are superior in terms of Teaching Aptitude compared to their counterparts from Language Streams. This may be due to the fact that Teaching Aptitude is significantly affected by qualification and since Language Teachers are comparatively less qualified than teachers from other stream they possess less Teaching Aptitude compared to teachers from Other Streams. In the light of above findings, it can be concluded that the difference between the Teaching Aptitude of Language Teachers and Teachers from Humanities, Science and Commerce Streams is not because of academic discipline (subject) but mainly due to qualification. Therefore, Language Teachers should be encouraged and provided with opportunities to enhance their qualification for developing Teaching Aptitude. Further, Language Teachers should also be provided with some special training to develop their Teaching Aptitude. This study is in tune
with the findings of Sharma (2006)\(^{25}\) who revealed that Academic Discipline (subject) of pupil teachers does not contribute to their Teaching Aptitude. Kuraishy and Ahmed (2010)\(^{26}\) also emphasized on the need to study Teaching Aptitude thoroughly and deeply in order to plan a strategy for helping the teachers as well as the entire teaching learning process. However, this finding differ with that of Bhasin (1988)\(^{27}\) where he showed that a significant difference existed between Science and human science teachers in relation to Teaching Aptitude.

**5.1.7. Difference between Emotional Intelligence and Teaching Aptitude of Teachers of Different Age Groups**

It was revealed that there was no significant difference between Emotional Intelligence of Secondary Teachers, belonging to different Age Groups as their mean score did not differ significantly. This shows that Secondary Teachers belonging to different Age Groups have more or less same level of Emotional Intelligence. This finding

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is in agreement with the findings of Tyagi (2004)\textsuperscript{28} who revealed that there was no significant difference between age and gender in terms of Emotional Intelligence. However this finding does not match with the findings of Pandey and Tripathi (2004)\textsuperscript{29} where they showed that there was an increase in Emotional Intelligence with age and females were more proficient in managing and handling their own emotions as well as of others.

In terms of Teaching Aptitude it was found that there is no significant difference between teachers belonging to Age Group1 and Age Group2 and also between Age Group3 and Age Group4 as there was no significant difference between their mean scores on Teaching Aptitude Test. However, there is significant difference between teachers belonging to Age Group1 and Age Group3, Age Group1 and Age Group4, Age Group2 and Age Group3, Age Group2 and Age Group4 in terms of Teaching Aptitude. Further, teachers of Age Group1 and 2 scored significantly higher than teachers of Age Group3 and Age Group4 on Teaching Aptitude. This shows that younger teacher possess more Teaching Aptitude than the older lot. This may


be due to the fact that younger lots of teachers are techno savvy, have access to latest information through various media, exposed to current trends and technique and remain updated. Further, they are more open to new ideas, want to experiment and innovate and excited enough to try and do something different to make a difference in terms of teaching learning. This finding is in tune with the findings of Gipson (1960)\textsuperscript{30} who showed that Junior students scored significantly higher than Freshmen or sophomores and only slightly lower than senior students. However, the present finding differs from the findings of Saharan and Sethi (2009)\textsuperscript{31} where they revealed that the Teaching Aptitude and attitude varies according to sex and age and the teachers above 40 years have higher Teaching Aptitude and attitude than teachers below 40 years.

5.1.8 Difference between Emotional Intelligence and Teaching Aptitude of Teachers having different years of Teaching Experience.

It was interesting to find that there is no significant difference between Emotional Intelligence of Secondary Teachers having


different years of teaching Experience as the mean scores did not differ significantly. This shows that Experience does not have much impact on Emotional Intelligence and Secondary Teachers having different years of teaching Experience did not differ significantly in terms of their Emotional Intelligence. This finding coincides with the findings of Mary and Samuel (2010)\textsuperscript{32} where they showed that there was no significant difference between the Emotional Intelligence and Attitude towards teaching in terms of previous teaching Experience.

In terms of Teaching Aptitude it was found that there was no significant difference between teachers having 1-5 years, 6-10 years, and 11-20 years of Experience but teachers belonging to each of these groups differ significantly with teachers having 21 and above years of Experience where teachers with 1-5 years, 6-10 years and 11-20 years Experience scored significantly higher than those with 21-above years. This shows that younger teacher having teaching Experience less than 20 years possess more Teaching Aptitude than older lot with teaching Experience of more than 21 years. This may be due to the fact that younger lot of teachers are techno friendly, have more

exposure and access to latest information, current trends and technique and keep a track of latest developments in their subject as well as other contemporary issues. Further, they are more open to new ideas, want to experiment, innovate and bold enough to try and do something different to make a difference in terms of teaching learning. On the contrary, teachers with more than 21 years of Experience are not much techno friendly and hence do not update themselves with latest information, current trends and recent developments in their subject areas and other contemporary issues. They may take things for granted, may be less open to new ideas, reluctant to learn and try new things. Further, being on the verge of retirement they do not experiment and innovate. This finding is in line with that of Shah (1991)\textsuperscript{33} who also concluded that variables like level of educational qualification, grade, teaching experience, locality, type of school, also determined Teaching Aptitude and teacher effectiveness to some extent. Reddy (1991)\textsuperscript{34} too showed that experienced teachers and teacher awardees exhibited a statistically significant superior performance over student teachers.

5.1.9 Difference between Emotional Intelligence and Teaching Aptitude of Teachers belonging to different Categories (ST/SC/OBC/General)

It was interesting to find that there is no significant difference between Secondary Teachers belonging to different categories viz. Scheduled Caste, Scheduled Tribe, Other Backward Class and General Category in terms of Emotional Intelligence and Teaching Aptitude as there was no significant difference between the mean scores of these categories on Emotional Intelligence and Teaching Aptitude. This shows that caste/community does not affect Emotional Intelligence and Teaching Aptitude. Hence, Secondary Teachers belonging to different Categories did not differ in terms of their Emotional Intelligence and Teaching Aptitude. As this may be the first study of its kind conducted in this area, Researcher could not find any study which supports or refutes the findings of present study.
5.1.10. Difference between Emotional Intelligence and Teaching Aptitude of Teachers working in Government and Private Secondary Schools

It was found that there is significant difference between Emotional Intelligence of Secondary Teachers working in Government School and those working in Private School. Further, Secondary Teachers working in Private school scored significantly higher than those from Government schools on Emotional Intelligence. This may be due to the fact that Secondary Teachers working in Private schools have a better concept of EI compared to those from Government Schools. Further, Private Schools have better organizational climate which helps in fostering Emotional Intelligence.

This finding of the present study is in consonance with the findings of Amirtha and Kadhiravan (2006)\textsuperscript{35} where they reported that teachers working in private schools have more impulse control, emotional self–awareness and flexibility skills. Darsana (2007)\textsuperscript{36} also studied the relationship between Emotional Intelligence and certain

Achievement Facilitating Variables of Higher Secondary School Students and revealed that there was significant difference between Government and Private School Students in their Emotional Intelligence, emotional perception and emotional felicitation of thought. Further, it was also found out that Means of Emotional Intelligence was high for private school students when compared to that of government school students.

Present finding however is opposed to the findings of Das and Das (2008-09) where they revealed that students of Government and Private B.Ed Colleges did not differ in their Emotional Intelligence level. Indu (2009) also showed that there was no significant difference among the student teachers of Government, Government - aided and private colleges of education in terms of Emotional Intelligence. Hameed and Thahira (2010) too examined Emotional Maturity and Social Adjustment of Student Teachers and reported that student teachers from Government or Government Aided School scored better than those from private schools.

With regard to Teaching Aptitude, it was found that there is significant difference between Secondary teachers working in Government School and those working in Private School. Teachers working in Private school scored significantly higher than those from Government schools in Teaching Aptitude. It may be because of the fact that Private Schools adopt a comprehensive selection procedure including written exam, viva-voce and Teaching Aptitude Test and therefore ensure that candidates having Good Aptitude for teaching are selected. On the contrary, Government Schools do not have such provisions. Further, Teaching Aptitude is also affected by many other factors like organizational climate and locality, and Private schools normally have better organizational climate than Government Schools which is bound to have its effects on Teaching Aptitude in particular and overall teacher effectiveness in general. This finding is in tune with that of Shah (1991)\textsuperscript{40} who also concluded that variables like locality, type of school and organizational climate also determined Teaching Aptitude and teacher effectiveness to some extent. However,

this finding is opposed to the findings of Bhasin (1988)\textsuperscript{41} who reported that no significant difference was found between rural and urban, Government and Non Government teachers with regard to their aptitude and effectiveness. Saharan and Sethi (2009)\textsuperscript{42} also showed that there is no significant difference in mental ability on the basis of type of institution and area.

5.2.1. Relationship between overall Emotional Intelligence and Teaching Aptitude of Secondary School Teachers

It was found that there is a significant positive correlation between overall EI and overall TA scores of Secondary School Teachers. The ‘r’ value of 0.22 is significant at 0.01 level. This clearly shows that there is a significant relationship between Emotional Intelligence and Teaching Aptitude of Secondary School Teachers of Sikkim. As this may be the first study of its kind conducted in this area, Researcher could not find any study which supports or refutes the findings of present study.

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\textsuperscript{42}Surender Kumar Saharan and Priyanka Sethi. “A Study of Mental Ability of Secondary School Teachers in Relation to Their General Awareness, Attitude and Teaching Aptitude”, 2009 SSRN:http://papers.ssrm.com
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5.2.2 Relationship between Overall EI and TA of Secondary School Teachers (Male/Female)

It is found that there is a positive correlation between the overall EI and overall TA scores in case of Male and Female Secondary School Teachers. The ‘r’ value of 0.15 in case of male and 0.27 in case of female is significant at 0.01 level. Hence it is concluded that, there is significant relationship between overall EI and overall TA scores in case of both Male and Female secondary school teachers.

5.2.3 Relationship between Overall EI and TA of Secondary School Teachers having different Qualification.

It is revealed that there is a positive correlation between the overall EI and overall TA scores of teachers with different qualification. The ‘r’ value of 0.52 for undergraduate, 0.17 for Graduate and 0.27 for post graduate is significant at 0.01 level. Hence it is concluded that, there is a significant relationship between overall EI and overall TA scores of Secondary School Teachers with different qualification.
5.2.4 Relationship between Overall EI and TA of Trained and Untrained Secondary School Teachers

It was found that there is significant correlation between the overall EI and overall TA scores of trained and Untrained Secondary School Teachers. The ‘r’ value of 0.23 in case of Trained Secondary School Teachers and 0.20 in case of untrained Secondary School teachers is significant at 0.01 level. Hence it is concluded that, there is significant correlation between overall EI and overall TA scores of trained and Untrained Secondary School Teachers.

5.2.5 Relationship between Overall EI and TA of Secondary School Teachers belonging to different Streams

It was observed there is significant correlation between the overall EI and overall TA scores of teachers belonging to Humanities, Science and Computers, and Language and Other Streams. The ‘r’ value of 0.21 in case of Secondary School Teachers belonging to Humanities Stream, 0.23 in case of Secondary School Teachers belonging to Science & Computers Stream and ‘r’ value of 0.35 in case of secondary teachers belonging to Language and Others Stream is significant at 0.01 level. Hence it is concluded that, there is significant correlation between overall EI and overall TA scores of
Secondary Teachers belonging to Humanities, Science and Computers and Language & Others Stream.

However, it was surprising to note that the ‘r’ value of 0.11 in case of Secondary School Teachers belonging to Commerce Stream is not significant. Hence it is concluded that, there is no significant relation between overall EI and overall TA scores of Secondary School Teachers belonging to Commerce Stream.

**5.2.6 Relationship between Overall EI and TA of Secondary School Teachers belonging to Different Age Groups**

It is revealed there is a positive correlation between the overall EI and overall TA scores of teachers belonging to different Age Groups. The ‘r’ value of 0.18 for Age Group 1 (20-30 years), 0.25 for Age Group 2 (31-40 years), 0.16 for Age Group 3 (41-50 years) and of 0.39 for Age Group 4 (51-60 years) is significant at 0.01 level. Hence it is concluded that, there is a significant relationship between overall EI and overall TA scores of Secondary School Teachers belonging to different Age Groups.
5.2.7. **Relationship between Overall EI and TA of Secondary School Teachers having different years of Teaching Experience.**

It was revealed that there is a positive correlation between the overall EI and overall TA scores of teachers having different years of Teaching Experience. The ‘r’ value of 0.20 in case of Secondary School Teachers having 0-5 years of Teaching Experience, 0.17 in case of Secondary School Teachers having 6-10 years of Teaching Experience, 0.27 in case of Secondary School Teachers having 11-20 years of Teaching Experience and 0.17 in case of Secondary School Teachers having more than 21 years of teaching Experience is significant at 0.01 level. Hence it is concluded that, there is a significant relationship between overall EI and overall TA scores of Secondary School Teachers having different years of Teaching Experience.

5.2.8 **Relationship between Overall EI and TA of Secondary School Teachers belonging to Different Categories.**

It was observed there is significant correlation between the overall EI and overall TA scores of Teachers belonging to ST, OBC and General category. The ‘r’ value of 0.20 in case of Secondary School Teachers belonging to ST Category, 0.21 in case of Secondary
School Teachers belonging to OBC category and 0.23 in case of Secondary School Teachers belonging to General category is significant at 0.01 level. Hence it is concluded that, there is significant correlation between overall EI and overall TA scores of Secondary School Teachers belonging to ST, OBC and General Category.

However, it was surprising to note that there is no significant correlation between the overall EI and overall TA scores of Teachers belonging to SC Category. The ‘r’ value of 0.23 is not significant. Hence it is concluded that, there is no significant relation between overall EI and overall TA scores of Secondary School Teachers belonging to SC category.

5.2.9 Relationship between Overall EI and TA of Secondary School Teachers working in Government and Private Schools.

It was found that there is a positive correlation between the overall EI and overall TA scores of teachers working in Government and Private schools. The ‘r’ value of 0.20 for Government. Secondary School Teachers and 0.32 for Private Secondary School Teachers is significant at 0.01 level. Hence, it is concluded that, there is a significant relationship between overall EI and overall TA scores of Secondary School Teachers working in Govt. and Private Schools.
5.3 Relationship between EI and TA

From the above findings it is revealed that Emotional Intelligence and Teaching Aptitude are two key attributes for effective and successful teachers. Further, there is a significant positive relationship between Emotional Intelligence and Teaching Aptitude of Secondary School Teachers. This relationship was prevalent in overall sample as well as in sub samples i.e sex, qualification, training status, streams, age, experience, category and management. There is a positive correlation between Emotional Intelligence and Teaching Aptitude which means that these two factors are complementary to each other i.e one helps in the development of other and Teachers having high EI also have Good TA and vice versa. Therefore, it is highly desirable that teacher training programmes should be designed accordingly and includes necessary and relevant contents on EI and TA to develop and enhance the level of these attributes among Secondary School Teachers. Further, we should also help teachers to transfer their EQ skills in developing aptitude in teaching and improve performance, achievement and creative thinking among themselves and students.
5.4 Conclusion

It may be concluded that there is a strong positive relation between Emotional Intelligence and Teaching Aptitude. Majority of Secondary Teachers are found to have average level of EI and TA which calls for an urgent need and immediate steps to devise some policies and programs to help teachers develop their EI and TA.

With regard to EI it was found that there was no significant difference between Male and Female, Trained and Untrained, Teachers of different Communities, different Age Groups, having different years of Experience. Further, it was also found that there was no significant difference between Humanities and Science Teachers, Humanities and Language Teachers, Science and Commerce Teachers in EI but there was significant difference between Humanities and Commerce Teachers, Science and Language Teachers and also between Commerce and Language Teachers in EI. Similarly, there was significant difference between Teachers having different levels of Qualification and working under different Management in terms of EI. Secondary Teachers with higher Qualifications and those working in Private Schools were found to possess higher level of EI compared to less Qualified Teachers and those working in Government Schools.
In terms of Teaching Aptitude there was significant difference between Male and Female, Trained and Untrained, Under Graduate, Graduate and Post graduate, Teachers belonging to different Age Groups, and also between Government and Private Teachers. Looking at teachers from various streams, it was found that there is no significant difference between Humanities and Science Teachers, Humanities and Commerce Teachers, and also between Science and Commerce Teachers in terms of Teaching Aptitude but Language Teachers differed significantly with Teachers from Humanities, Science and Commerce Streams in terms of Teaching Aptitude. In case of Teachers with various Teaching Experience, it was found that there was no significant difference between Teachers having 1-5 years, 6-10 years, and 11-20 years of Teaching Experience in terms of Teaching Aptitude but teachers belonging to each of these Groups differ significantly with teachers having 21 and above years of Experience. Further, there was no significant difference between Teachers from different Communities in terms of Teaching Aptitude.
5.5. Suggestions for Improvement of Emotional Intelligence Level

Since majority of teachers were found to possess average level of Emotional Intelligence there is a need to take some immediate steps to devise some policies and design some programs to help teachers develop their Emotional Intelligence. Some of the steps which can help in promoting Emotional Intelligence are as follows:

1. The policy makers, administrators and teachers should be orientated towards the importance of Emotional Intelligence in general and in teaching learning in particular.

2. Better organizational climate helps in fostering Emotional Intelligence. The school environment should be made teacher friendly and the working conditions of teachers need to be improved so that teachers feel at home with the profession at their work place. Physical environment should be made as pleasant as possible.

3. Secondary School Teachers may be encouraged to acquire higher qualification as it helps in promoting Emotional Intelligence.

4. Good role models of teachers and parents may be observed as Emotional Intelligence skills can be ‘taught’ as well as
‘caught’. Teachers may reflect upon some great personalities.

5. Emotional Intelligence can be incorporated in the curriculum of Teacher Education both pre-service and in-service to sensitize the teachers for the stress and emotional demands in the classroom and prepare them to respond and cope with these situations.

6. Teacher Training Institutions should organize activities like workshops and seminars, Brainstorming, Group discussions for sharing of ideas, views and knowledge, Group work, Competitions, Debates, and Quiz etc. for teachers which will in turn help them to provide positive learning environment for children.

7. Teachers should develop reading habit and read books on personality development, value education etc and develop a positive attitude towards life by inculcating power of positive thinking, recognizing one’s strengths and weaknesses, Positive feelings about self, school, family and society.
8. Celebrating various festivals and participating in days of National importance like Independence Day, Republic Day etc, participating in games and sports activities, NSS, NCC, various community activities and practicing yoga helps in achieving emotional stability.

9. Study tour, exposure trip and teacher exchange programme may be conducted in order to share, exchange and benefit out of each others knowledge, experience and expertise.

10. Using steps for problem solving and decision making, e.g. controlling impulses, setting goals, identifying alternatives actions and anticipating consequences, by expressing anger appropriately without being angry or without fighting.

11. By being honest, punctual, by developing clear conscience about what is right and what is wrong and by practicing what they preach. Understanding the perspective of others, making clear requests, responding effectively to criticism, listening to others and helping others.

12. By exemplifying dignity of labour and by being an embodiment of eternal values: truth, love and goodness. By acknowledging students: e.g. making eye contact, using their
names and acknowledging previous contributions during a session.

5.6 Suggestions for Improvement of Teaching Aptitude Level

Since majority of teachers were found to possess average level of Teaching Aptitude, it is highly desirable that some measures are put in place to help Secondary School Teachers to develop their Teaching Aptitude. Some of the steps that can help in promoting Teaching Aptitude are as follows:

1. While recruiting secondary school teachers a comprehensive selection procedure including Teaching Aptitude Test can be adopted to ensure that candidates having good Aptitude for teaching are selected.

2. Secondary School Teachers should be selected purely on merit basis in order to select candidates, who are professionally sound, have keen interest, capability and commitment to the profession.

3. Students with good academic background may be encouraged to take up teaching profession.
4. Secondary School Teachers may be encouraged to acquire higher qualification as it helps in developing Teaching Aptitude.

5. Training helps in the development of Teaching Aptitude. Therefore, Teacher Training Institutions should plan and organize orientation and refresher courses for Secondary School Teachers from time to time to update their knowledge, teaching skills and develop their Teaching Aptitude. They should learn important teaching skills to be able to teach systematically and confidently.

6. Teaching Aptitude is based on theoretical studies and practice teaching, therefore Secondary School Teachers should inculcate reading habits to be well versed in their subject area and to develop Teaching Aptitude.

7. Secondary School Teachers should design teaching learning session in such a manner that it becomes a pleasant and enjoyable Experience for the teacher as well as to the learners. Teachers should learn to enjoy teaching in order to develop Teaching Aptitude.
8. Secondary Teachers should make their teaching child centric, activity based and full of interactions and relate to the real life Experiences of the learner.

9. The teachers should try to have access to latest information through various media, and exposed to current trends and techniques of teaching and keep themselves updated with the innovation and latest technologies. They should be open to new ideas, should innovate and try and do something different to make a difference in terms of teaching learning.

5.7. Suggestions for Further Research

The following are some of the suggestions for further research.

1. A critical analysis on the recruitment policy of the State Government for appointment of teachers in the North-eastern States.

2. A study on the Emotional Intelligence of College Teachers in the North-Eastern Region and its impact on Teaching.

3. A comparative study between the Emotional Intelligence of Primary Teachers and Secondary Teachers in Sikkim.

4. Construction of a Teacher Aptitude Scale for Primary and Secondary Teachers in Sikkim.
5. A Study on the levels of Emotional Intelligence and Teaching Aptitude and their relationship among Teachers teaching at Primary, Upper Primary and Senior Secondary stage.

6. A Study of Emotional Intelligence and Teaching Aptitude among Rural and Urban Secondary School Teachers

7. A Study of the levels of Emotional Intelligence and Teaching Aptitude of Teacher Educators working in various Teachers Training Institutions (SCERT, B.Ed Colleges and DIETs) in Sikkim.

8. A Study of the levels of Emotional Intelligence and Teaching Aptitude among Heads of Schools working in Primary, Upper Primary Secondary and Senior Secondary Schools.

9. A Comparative Study of the levels of Emotional Intelligence and Teaching Aptitude among Heads of Government and Private Schools at various levels.

10. Emotional Intelligence and Teaching Aptitude of Pre Service Teachers under going Training at various Teachers Training Institutions (B.Ed Colleges and DIETs) in Sikkim.