SUMMERY

INTRODUCTION

Education is a process of human enlightenment and empowerment for a better life. It is an important human activity because investment in education is essential for both professional growth and economic development. It is a known fact that education will never be complete and will never achieve its purpose without its facilitators, the teachers. With the skills, talents, and attitudes they possess or lack, teachers are one of the primary, perhaps the most important, building blocks of an educational system. They play a vital role in educating and teaching future generations.

Since, the teachers are in the most prominent position in the pyramid of education system, their role become more crucial in intellectual, emotional, social and moral development of the student at teaching as well as the personal level throughout the developing years of their students. In the present scenario, when the education system has been extended rapidly, the effective teachers are the essential need to improve the quality of education. In essence, the success of educational process and success of teaching-learning process much depends upon the quality, competence, performance and character of the teachers or it can be said that it all depends on the effectiveness of teachers that is, the ability of a teacher to successfully perform tasks expected from him/her.

It is very challenging for the teachers to accomplish the desired role. Professionalism demands teachers to be innovative in their attitude, flexible in their approach, always refreshing themselves with day to day developments in their respective subject area. At the same time, they should be capable of recognizing the value of human potentials,
understanding the diverse need of learner and enrich the environment for their growth at every level from primary to higher education. Teachers, in the context of higher education, are demanded to play a crucial and much challenging role to play in the process of student learning, by creating a framework in which the students’ desire and ability to learn can work most effectively. At higher level, we hope that student will provide their own motivation and their own discipline, and bring their own already developed cognitive abilities to bear on the subject matter. Therefore, the task of the teacher in higher education has many dimensions such as, it involves the provision of a broad context of knowledge within which student can locate and understand the content of their more specific studies, it involves the creation of a learning environment in which the students are encouraged to think carefully and critically and expressed their thoughts, it involves constantly monitoring and reflecting on the processes of teaching and students understanding and seeking to improve them and uppermost, it involves helping students to achieve their aims. These are not the simple undertaking that asked to achieve by a teacher at higher level and to fulfill these requirements, a teacher should be full of effectiveness that is, be encompassed in knowledge, attitude and performance of a teacher.

It is a fact that teacher makes a difference to students learning and this impact cannot be only associated with the teaching skill that involves expertise in the given academic field but it is also due to the teacher’s personal abilities which makes him/her effective and able to create a learning environment where students can get optimal learning gains. Which factors contribute to teacher effectiveness? is the fact, that educators and researchers have been debated over. A convergence of available research data indicated several professional and personal factors
which are responsible for teacher effectiveness. Together with professional factors such as initial training, induction courses, in service training and continuous professional development in organizational setting or working experience, the personal factors such as intelligence, personality, attitude, mental and physical health are also the factors that responsible for the effectiveness of teachers to a large extent. It is a fact that much of professional success of an individual depends on his personal characteristic. In case of teachers, these characteristics, falls under the heading of ‘teacher characteristics’, that distinguishes between teachers and includes teachers’ personality, attitude, aptitude, intelligence, etc. Anderson (2004) pointed out that “Teacher characteristics are relatively stable traits that are related to and influence the way teachers practice their profession.” In this context, several personal characteristics have been indentified that influenced the effectiveness of a teacher such as personality, intelligence, behavioural characteristics, emotional intelligence, attitude, aptitude, ability to cope with stress etc.

Thus, in order to understand the how these personal characteristics influenced and related to effectiveness of the teachers, there is a great demand for research in the field of teaching, teachers, and teacher education in the present scenario. As we know that the personality dimensions, behaviour patterns, emotional intelligence, and coping technique with stress or stress management are the characteristics which would seem to play a significant role to make a teacher effective or ineffective. Therefore, the present study is a step ahead to this pursuit and specifically designed to understand the extent and direction of relationship between teacher effectiveness and personal characteristics
namely- personality dimensions, behaviour patterns, emotional intelligence and stress management with the effectiveness of a teacher.

STATEMENT OF THE PROBLEM -

The present research work is an attempt to study some specific personality dimensions such as- adaptability, achievement motivation, boldness competition, enthusiasm, general ability, guilt proneness, imagination, innovation, leadership, maturity, mental health, morality, self-control, sensitivity, shrewdness, self sufficiency, suspiciousness, social warmth, tension etc. along with the variables behaviour patterns, emotional intelligence and stress management of the teachers in relation to their teacher effectiveness. The problem of the present research work is specifically stated as follows –

“A study of personality dimensions, behaviour patterns, emotional intelligence and stress management in relation to teacher effectiveness of the teachers working in higher educational institutions”.

OPERATIONAL DEFINITION OF THE TERMS-

Personality Dimensions-

The personality of every individual is something differs from other with some abilities, habits, preferences, moral attributes and a number of other important qualities. Guilford, (1954) opined personality as an “integrated patterns of traits”. The structure of personality may be easily understood by describing personality in Dimensions. Dimension of personality can be described as a cluster of some specific traits which are closely related to and help in explaining the uniqueness of an individual from other.
In present study personality dimensions meant groups of some specific characteristics that tend to occur together and responsible for unique behaviour of effective and ineffective teachers. The dimensions of personality such as adaptability, achievement motivation, boldness, competition, enthusiasm, general ability, guilt proneness, imagination, innovation, leadership, maturity, mental health, morality, mental health, morality, self control, sensitivity, shrewdness, self sufficiency, suspiciousness, social worth, tension can be proved helpful to understand the personality of effective and ineffective teachers.

**Behaviour Patterns**

Behaviour pattern is a cluster of traits within an individual, exhibited in one’s behavioural characteristics. Psychologically, behaviour patterns has been described as a constellation of responses that process intrinsic; since these responses are largely automatic and result from deep psychological need and the individual has little conscious control over them. Two kinds of behaviour patterns have been propounded.

**Type ‘A’ behaviour pattern**-

Type ‘A’ behaviour pattern can be illustrated as the behaviour with competitive desire for achievement and recognition, together with tendency towards hostility and aggression and a sense of immense time urgency and impatience of the individuals.

**Type ‘B’ behaviour pattern**-

The individuals with type ‘B’ behaviour pattern are illustrated as more relaxed, easy going and accept situations and work within those situations rather than fight them competitively.
In the present study behaviour patterns meant the cluster of traits or pattern of responses or behavioural characteristics that process intrinsic unity from psychological needs of the effective and ineffective teachers.

**Emotional Intelligence**

Emotional intelligence can be conceptualized as the unitary ability (related to but independent of standard intelligence) helpful in knowing, feelings and judging emotions in close cooperation with one’s thinking process for behaving in the most proper and desirable way. Here Emotional Intelligence means the ability to retain emotional impulses, to read other person’s innermost feeling and to handle relationships smoothly. The ability to control impulses is the base of character.

In the present study the emotional intelligence is the ability to understand emotions and their causes, the capability of effectively regulate these emotions in oneself and in others. For a teacher emotional Intelligence can be summarized into the following components: Emotional self-awareness, managing one's own emotions, using emotions to maximize intellectual processing and decision-making including self-motivation and developing empathy (the art of social relationships and managing emotions in others).

**Stress Management**

Stress management can be conceptualized as the ability to manage with the stress. It involves controlling and reducing the tension that occurs in stressful situations by making emotional and physical changes. Psychologically, stress refers to experiencing events that are perceived as endangering one’s physical and psychological well being. These events are usually referred to as stressor and the technique, an individual adapt
to dealt with these stressor can be conceptualized as stress management or coping with stress.

In the present study coping is replaced by stress management concept that is used for denoting the potentials which a person possesses to manage the stress regarding the job. Stress management means the ability to alleviate or manage the emotional and physiological arousals created by stressor by the effective and ineffective teachers.

**Teacher Effectiveness**

The term, ‘teacher effectiveness’ can be understood in its broader sense, “the collection of characteristics, competencies, and behaviours of the teacher’s at all educational levels that enable students to reach desired outcomes”. Teacher effectiveness is the ability of a teacher to create a meeting and interaction between the physical, intellectual and psychological interests of the students and some given subject matter or content. It is ability of a teacher to relate the learning activities to the development process of the learner and to their current, immediate interest and needs. In the present study teacher effectiveness has been considered in terms of a teacher’s characteristics (his personality, attitude etc.), process (teacher- pupil interaction) and production variables (outcome teaching-learning process) which make him/her able in five areas-

1-preparation and planning for teaching
2-Classroom management
3-Knowledge of subject matter
4-Teacher characteristics-
5-Interpersonal relations
Higher Education Institutions-

Higher education consists, the education beyond the level of secondary education. Institutions of higher education include not only college and universities but also professional schools in such fields as law, theology, medicine, business, music, and art. It also includes teacher-training schools, community college and institutes of technology. At the end of a prescribed course of study, a degree, diploma, or certificate is awarded.

OBJECTIVES OF THE STUDY

The objectives of the present study are as follows-

1. To assess the relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.

2. To assess the relationship between teacher effectiveness and personality dimensions of the male effective and ineffective teachers working in higher education institutions.

3. To assess the relationship between teacher effectiveness and personality dimensions of the female effective and ineffective teachers working in higher education institutions.

4. To assess the relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers working in higher education institutions.

5. To assess the relationship between teacher effectiveness and behaviour patterns of the male effective and ineffective teachers working in higher education institutions.
6. To assess the relationship between teacher effectiveness and behaviour patterns of the female effective and ineffective teachers working in higher education institutions.

7. To assess the relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.

8. To assess the relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.

9. To assess the relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.

10. To assess the relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in higher education institutions.

11. To assess the relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in higher education institutions.

12. To assess the relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in higher education institutions.

**HYPOTHESIS OF THE STUDY**

The research hypothesis is a formal affirmative statement predicting a single research outcome. The hypothesis focuses the investigation on a definite target and determines what observations or
measures are to be used. The research and null hypotheses of the present study are:

**H1** - There is significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.

**H01** - There is no significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.

**H2** - There is significant relationship between teacher effectiveness and personality dimensions of the male effective and ineffective teachers working in higher education institutions.

**H02** - There is no significant relationship between teacher effectiveness and personality dimensions of the male effective and ineffective teachers working in higher education institutions.

**H3** - There is significant relationship between teacher effectiveness and personality dimensions of the female effective and ineffective teachers working in higher education institutions.

**H03** - There is no significant relationship between teacher effectiveness and personality dimension of the female effective and ineffective teachers working in higher education institutions.

**H4** - There is significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers working in higher education institutions.

**H04** - There is no significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers working in higher education institutions.
**H5-** There is significant relationship between teacher effectiveness and behaviour patterns of the male effective and ineffective teachers working in higher education institutions.

**H05-** There is no significant relationship between teacher effectiveness and behaviour patterns of the male effective and ineffective teachers working in higher education institutions.

**H6-** There is significant relationship between teacher effectiveness and behaviour patterns of the female effective and ineffective teachers working in higher education institutions.

**H06-** There is no significant relationship between teacher effectiveness and behaviour patterns of the female effective and ineffective teachers working in higher education institutions.

**H7-** There is significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.

**H07-** There is no significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.

**H8-** There is significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.

**H08-** There is no significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.
H9- There is significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.

H09- There is no significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.

H10- There is significant relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in higher education institutions.

H010- There is no significant relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in higher education institutions.

H11- There is significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in higher education institutions.

H011- There is no significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in higher education institutions.

H12- There is significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in higher education institutions.

H012- There is no significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in higher education institutions.
Delimitation of the study

Due to the limitation of time and available resources with the researcher the study was delimited to the following:

1. Higher educational institutions of Kanpur city affiliated to C.S.J.M.U. as well as U.P.T.U.
2. Teachers of under-graduate level (Both male and female).

In chapter II, So as to being aware of the importance of related literature, the researcher presented a comprehensive review of related literature from research journals, books, dissertations, thesis, abstracts and other material., to report some crucial and important researches done in India and in other countries on the teacher effectiveness and other variables from the year 1974 to 2012. These studies cover a wide variety of variables i.e. psychological variables, biographical variables and situational variables and indicate to the several variables which are related to teacher effectiveness and provide a better understanding of them in different contexts, and different purposes. After analyzing the presented review it was noticed that the results of those studies have also some inconsonance and suggested that there no comprehensive study has been taken place, covering the variables. viz., personality dimensions, behaviour patterns, emotional intelligence and stress management in relation to teacher effectiveness among the teachers of higher education institutions in the particular setting, the present research work has been designed. Therefore, the researcher was of confirm confidence that the present study would yield fruitful results and will be helpful to know more about the teacher effectiveness as it an attempt to fill the gaps, if
any, in the studies conducted so far, and the findings of the study may initiate further investigation of this kind.

In the chapter III, the researcher presented the research methodology.

RESEARCH METHOD-
Due to the nature of the problem, descriptive survey research method has been applied in the present study. The aim of study is to explore the relationship between teacher effectiveness and the variables personality dimensions, behaviour patterns, emotional intelligence and stress management among the teachers working in higher education institutions. Thus, researcher has made a survey on the college teachers to fulfill the aim of the study.

POPULATION AND SAMPLING TECHNIQUE AND SAMPLE-
The population of the present study consists all the teachers working in higher education institutions of Kanpur city either they belong to government/private colleges or self finance U.G. courses conducted in government/ private colleges which were affiliated with C.S.J.M. University and U.P.T.U. as well. To select the sample from the population the study researcher used simple random sampling technique for the selection of colleges from all types of higher education institutions (government aided, self financed and Technical ) of Kanpur city and from these selected 13 colleges 386 teachers in which 200 effective (100 male and 100 female) and 186 ineffective (98 male and 88 female) were selected as sample.

TOOLS USED IN THE STUDY
In the present study five standardized tools have been used. They are as follows -
1. Kulsum Teacher Effectiveness scale prepared by Dr. (Mrs.) Ume Kulsum has been used to measure ‘Teacher Effectiveness’.

2. Multi-Dimensional Assessment of Personality prepared by Sanjay Vohra has been used to measure ‘Personality Dimensions’.

3. Type A/B Behaviour Pattern scale prepared by Upinder Dhar and Manisha Jain has been used to measure the ‘Behaviour Patterns’.

4. Emotional Intelligence Test for Teachers prepared by Dr. K.S. Mishra has been used to measure ‘Emotional Intelligence’.

5. Stress Management Scale (SMS) prepared by Dr. Pushpraj Singh and Dr. Anjali Srivastava has been used to measure ‘Stress Management’.

**STATISTICAL TECHNIQUE**

To find out the results from the collected data and to fulfill the aim of the study Correlation (Product Moment) statistical technique has been used.

In IV chapter analysis and interpretation of the data was presented to test research and null hypothesis to find out the results which has been given herein short:

**H1- There is significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.**

**H01- There is no significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.**
To test this hypothesis twenty subsidiary hypothesis have been created for each dimension of personality namely – (1) Adaptability, (2) Achievement Motivation, (3) Boldness, (4) Competition, (5) Enthusiasm, (6) General Ability, (7) Guilt Proneness, (8) Imagination, (9) Innovation, (10) Leadership, (11) Maturity, (12) Mental Health, (13) Morality, (14) Self Control, (15) Sensitivity, (16) Shrewdness, (17) Self Sufficiency, (18) Suspiciousness, (19) Social Warmth and (20) Tension. After the analysis of all twenty subsidiary hypothesis, it was found that teacher effectiveness has significant positive relation with personality dimensions namely- adaptability, achievement motivation, boldness, enthusiasm, general ability, innovation, leadership, maturity, mental health, self control, self sufficiency and social warmth. Teacher effectiveness has been found significantly related with personality dimension in a negative way namely- competition, guilt proneness, imagination, suspiciousness and tension. Only three personality dimensions namely- morality, sensitivity, shrewdness and have been found to have no significant relationship with teacher effectiveness.

Thus, the null hypothesis (H01) is rejected and research hypothesis (H1) that “There is significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions” is accepted.

H2- There is significant relationship between teacher effectiveness and personality dimensions of the male effective and ineffective teachers working in higher education institutions.

H02- There is no significant relationship between teacher effectiveness and personality dimensions of the male effective and ineffective teachers working in higher education institutions.
To test this hypothesis twenty subsidiary hypothesis have been created for each dimension of personality namely – (1) Adaptability, (2) Achievement Motivation, (3) Boldness, (4) Competition, (5) Enthusiasm, (6) General Ability, (7) Guilt Proneness, (8) Imagination, (9) Innovation, (10) Leadership, (11) Maturity, (12) Mental Health, (13) Morality, (14) Self Control, (15) Sensitivity, (16) Shrewdness, (17) Self Sufficiency, (18) Suspiciousness, (19 ) Social Warmth and (20) Tension. After the analysis of all twenty subsidiary hypothesis belongs to H2 and H02, it was found that teacher effectiveness has significant positive relation with personality dimensions namely- adaptability, achievement motivation, boldness, enthusiasm, general ability, innovation, leadership, maturity, mental health, self control, self sufficiency and social warmth. Negative significant relationship has been found between teacher effectiveness and personality dimensions- competition, guilt proneness, sensitivity, suspiciousness and tension. Only three personality dimensions namely- imagination, morality, and shrewdness have been found to have no significant relationship with teacher effectiveness among the male effective and ineffective teachers.

Thus, the null hypothesis (H02) is rejected and research hypothesis (H2) that “There is significant relationship between teacher effectiveness and personality dimensions of the male effective and ineffective teachers working in higher education institutions” is accepted.

**H3- There is significant relationship between teacher effectiveness and personality dimensions of the female effective and ineffective teachers working in higher education institutions.**

**H03- There is no significant relationship between teacher effectiveness and personality dimensions of the female effective and ineffective teachers working in higher education institutions.**
To test this hypothesis twenty subsidiary hypothesis have been created for each dimension of personality namely – (1) Adaptability, (2) Achievement Motivation, (3) Boldness, (4) Competition, (5) Enthusiasm, (6) General Ability, (7) Guilt Proneness, (8) Imagination, (9) Innovation, (10) Leadership, (11) Maturity, (12) Mental Health, (13) Morality, (14) Self Control, (15) Sensitivity, (16) Shrewdness, (17) Self Sufficiency, (18) Suspiciousness, (19) Social Warmth and (20) Tension. After the analysis of all subsidiary hypothesis, \( H_3 \) and \( H_03 \), teacher effectiveness has been found significantly related to personality dimensions namely- adaptability, achievement motivation, boldness, enthusiasm, general ability, innovation, leadership, maturity, mental health, morality, self control, self sufficiency, social warmth in a positive way while personality dimensions competition, imagination, shrewdness, suspiciousness and tension have negative significant relationship with teacher effectiveness. Only two personality dimensions namely- guilt proneness and sensitivity have been found to have no significant relationship with teacher effectiveness.

Thus, the null hypothesis (\( H_03 \)) is rejected and research hypothesis (\( H_3 \)) that “There is significant relationship between teacher effectiveness and personality dimensions of the female effective and ineffective teachers working in higher education institutions” is accepted.

**H4- There is significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers working in higher education institutions.**

**H04- There is no significant relationship between teacher effectiveness behaviour patterns of the effective and ineffective teachers working in higher education institutions.**
To test this hypothesis two subsidiary hypotheses have been created for each behaviour patterns namely- (1) Type A behaviour pattern and (2) Type B behaviour pattern. After the analysis of these two subsidiary hypothesis belongs to research hypothesis (H4) and null hypothesis (H04), it was found that teacher effectiveness has significant but low negative relationship with behaviour pattern ‘Type A’ while low but seem to be moderate positive significant relationship was found between teacher effectiveness and behaviour pattern ‘Type B’ of effective and ineffective teachers.

Thus, the null hypothesis (H04) is rejected and research hypothesis that “There is significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers working in higher education institutions.” is accepted.

**H5- There is significant relationship between teacher effectiveness and behaviour patterns of the male effective and ineffective teachers working in higher education institutions.**

**H05- There is no significant relationship between teacher effectiveness and behaviour patterns of the male effective and ineffective teachers working in higher education institutions.**

To test this hypothesis two subsidiary hypotheses have been created for each behaviour patterns namely- (1) Type A behaviour pattern and (2) Type B behaviour pattern. After the analysis of these two subsidiary hypothesis belongs to research hypothesis H5 and null hypothesis H05, it was found that teacher effectiveness has very low negative but significant relationship with ‘Type A’ behaviour pattern while low but significant positive relationship between teacher effectiveness and behaviour pattern ‘Type B’ for effective and ineffective male teachers.
Thus, null hypothesis (H05) is rejected and research hypothesis (H5) that “There is significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective male teachers working in higher education institutions.” is accepted.

**H6- There is significant relationship between teacher effectiveness and behaviour patterns of the female effective and ineffective teachers working in higher education institutions.**

**H06- There is no significant relationship between teacher effectiveness and behaviour patterns of the female effective and ineffective teachers working in higher education institutions.**

To test this hypothesis two subsidiary hypotheses have been created for each behaviour patterns namely- (1) Type A behaviour pattern and (2) Type B behaviour pattern. After the analysis of these two subsidiary hypothesis belongs to research hypothesis H6 and null hypothesis H06, for effective and ineffective female teachers, it was found that teacher effectiveness has significant moderate negative relationship with ‘Type A’ behaviour pattern while significant low but positive was found relationship between teacher effectiveness and ‘Type B’ behaviour pattern.

Thus null hypothesis (H06) is rejected and research hypothesis (H6) that “There is significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective female teachers working in higher education institutions.” is accepted.

**H7- There is significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.**
**H07- There is no significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.**

After the analysis of data significant high positive relationship was found between teacher effectiveness and emotional intelligence for the both effective and ineffective groups of teachers. Thus, the null hypothesis (H07) is rejected and research hypothesis (H7) that “There is significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions” is accepted.

**H8- There is significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.**

**H08- There is no significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.**

After the analysis of data, significant moderate positive relationship was found between teacher effectiveness and emotional intelligence for the both effective and ineffective groups of male teachers. Thus, the null hypothesis (H08) is rejected and research hypothesis (H8) that “There is significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions” is accepted.

**H9- There is significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.**
**H09- There is no significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.**

After the analysis of data significant moderate positive relationship was found between teacher effectiveness and emotional intelligence for the both effective and ineffective groups of female teachers. Thus, the null hypothesis (H09) is rejected and research hypothesis (H9) that “There is significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions” is accepted.

**H10- There is significant relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in higher education institutions.**

**H010- There is no significant relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in higher education institutions.**

After the analysis of data, significant moderate positive relationship was found between teacher effectiveness and stress management with both effective and ineffective groups of teachers. Thus, the null hypothesis (H010) is rejected and research hypothesis (H10) that “There is significant relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in higher education institutions” is accepted.

**H11- There is significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in higher education institutions.**
**H011- There is no significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in higher education institutions.**

After the analysis of data, significant moderate positive relationship was found between teacher effectiveness and stress management with both effective and ineffective groups of male teachers. Thus, the null hypothesis (H011) is rejected and research hypothesis (H11) that “There is significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in higher education institutions” is accepted.

**H12- There is significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in higher education institutions.**

**H012- There is no significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in higher education institutions.**

After the analysis of data, significant moderate positive relationship was found between teacher effectiveness and stress management with both effective and ineffective groups of female teachers. Thus, the null hypothesis (H012) is rejected and research hypothesis (H12) that “There is significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in higher education institutions” is accepted.

**DISCUSSION AND CONCLUSION**

In the present research work researcher attempted to find out the relationship between personality dimensions, behaviour patterns, emotional intelligence and stress management and teacher effectiveness.
Based on the analysis and interpretation of the data and the discussion on the results, it can be concluded that a teacher’s effectiveness has an association with his/her personality dimensions, behavioural characteristics, emotional intelligence and ability to manage stress.

Teacher’s personality always has been a matter of concern among the educationist and researcher in the field of education. So as in the present study, researcher also has done an effort to find out personality dimensions that are related to teacher effectiveness among the teacher working in higher education institutions. The twenty personality dimensions have been studied in the present study. After analysis and interpretation of the data it can be concluded that:

- Adaptability, Achievement Motivation, Boldness, Enthusiasm, general ability, innovation, leadership, maturity, mental health, self control, self sufficiency and social warmth personality dimensions have significant positive association with teacher effectiveness.

- The personality dimensions namely competition, guilt proneness, imagination, sensitivity, suspiciousness and tension have negative relationship with teacher effectiveness.

- No significant relationship has been seen between teacher effectiveness and morality, sensitivity and shrewdness personality dimensions.

- Diminutive difference was observed when the results of male and female groups of teachers investigated separately. Teacher effectiveness of male teachers has been found to have negative association with sensitivity personality dimension and no relationship with imagination personality dimension. But in case of
female teachers it is observed that teacher effectiveness has negative relationship with shrewdness personality dimension while no relationship with guilt proneness and sensitivity personality dimension.

Consequently, behaviour patterns (type A and Type B), which can be easily understood as behavioural characteristics or a set of overt behaviours - an individual’s way of confronting a situation, have been seemed to have relationship with teacher effectiveness. So as after the analysis of the data of the present study for the variable ‘behaviour patterns’ the following results are concluded:

- Teacher effectiveness has low but significant negative relationship with Type A behaviour pattern among the effective and ineffective teachers working in higher education institutions.
- Teacher effectiveness has moderate positive relationship with Type B behaviour pattern among the effective and ineffective teachers working in higher education institutions.
- When male and female teachers are studied separately no significant gender difference has been observed in extent and direction of relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers.

Since, emotional intelligence has been defined as the ability of a person to recognize and understand one’s own emotions and those of others and to regulate or manage those emotions so as to motivate self and others for achieving specific goals. To make teaching-learning process fruitful a teachers’ emotional intelligence plays a crucial role. So as after the analysis of the data of the present study for the variable ‘emotional intelligence’ the following results are concluded:
Teacher effectiveness has significant high positive relationship with emotional intelligence among the effective and ineffective teachers working in higher education institutions.

No gender difference has been seen in the extent and way of relationship while observing male and female teachers separately.

Teachers are expected to execute various and a diverse activity to fulfill the social and professional responsibilities in today’s rapidly growing higher education which leads them to stress. Stress managing capacity of a teacher is a matter of great importance in the process of education for the achievements learning goals which are much depends on the part of a teacher. It generate an internal power within a teacher to fight against over stress in his/her workplace as it was observed that the teachers who assessed themselves ‘better in stress management’ in their self reports, are possessed better effectiveness than those who assessed themselves ‘less capable in stress management’. So as after the analysis of the data of the present study for the variable ‘stress management’ the following results are concluded:

Teacher effectiveness has significant moderate positive relationship with stress management among the effective and ineffective teachers working in higher education institutions.

No significant gender difference was observed in degree and direction of the relationship when male and female teachers were studied separately.

EDUCATIONAL IMPLICATION OF THE STUDY

The present study was aimed to know the relationship between the personal characteristics namely – personality dimensions, behaviour patterns, emotional intelligence and stress management of the teachers
with their teacher effectiveness. The findings of the study are seen to have great Concern with the personal and professional development of teachers. Good and effective teachers are the need of education system to achieve its purpose and teacher personality is a matter of great importance to understand that if he /she can be work effectively or not. Understanding of the relationship between personality dimensions, behaviour patterns, emotional intelligence and stress management capacity of teacher and his/her teacher effectiveness, would proved helpful in increasing his/her professionalism for him/herself as well as for the teacher educators while they preparing future teachers.