Chapter I

THE PROBLEM AND ITS BACKGROUND

1.1 INTRODUCTION

Education is as old as the human race. Since the dawn of civilization, education is believed to be responsible for the cultivation of a civilized society. Imparting education to the citizens enables the development of a responsible and thoughtful society. Education is the process of gaining knowledge, inculcating forms of proper conduct, imbibing moral and ethical values and the development of skills along with individuals physical, mental, spiritual and social development which in turns, helps in the creation of a healthy and prosperous society that bears a deep understanding of principles and the philosophy of life. Practically, Education is an important human activity because it is essential for spiritual, professional growth of people of a country and for economical development as well. To educate or in the process of education, three interwoven elements are involved- Educator (teacher), Educed (student), and Content (subject-matter). Out of these, the teachers are in the most privileged position. They stand in the interface of transmission of knowledge, skills and values that responsible for acculturating the role of education.

It is a known fact that, education will never be complete and never be achieved its purpose without its facilitators, the teachers. ‘Teachers are the Architect of the future’ is not a mere figurative expression but a truthful statement as the role of teachers in any education system is of vital importance. They are the top most academic and professional person in the pyramid of education under whose care and destiny a nation’s
future placed. It is the teacher who transmitted wisdom, knowledge, experience and determine the culture and tradition from one generation to other. Teachers are accepted as the backbone of any educational system. On them depends much more than any other, the progress and prosperity of students, the potential wealth of any country. This is because the teachers occupy the most important part in the educational process and “accountable in this educational process” (David & Macayanan, 2010). It is believed that only teacher can make tremendous positive changes among his students as learning transaction cannot be undertaken in vacuum but positively directed action by a teacher. Indian Education Commission (1964-1966) opined, regarding the role of teachers, “of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and the character of teachers are undoubtedly the most significant.” Hunt (2009), stated that “the quality of a teacher can make the difference of a full year’s growth in learning for a student in a single year” Teacher quality is, therefore, crucial and has been globally accepted to be significantly associated with the quality of education in general and with student learning outcomes at every level i.e. primary, secondary and higher education.

It is the age of student centered education where the all activities of the educational system are done for the all around development of a student. Since, the teachers are in the most prominent position in the pyramid of education system, their role become more crucial in the intellectual, emotional, social and moral development at teaching as well

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as the personal level throughout the developing years of their students. It is very challenging for the teachers to accomplish the desired role as 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. 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.

Teaching-learning process moves effectively between the student and teacher if the teacher possesses effectiveness. Basically, teacher effectiveness is the perfection or the optimum level of efficiency and productivity on the part of the teacher. It is the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the student and ability of teacher to relate the learning activities to the developmental process of learner and to their current and immediate interests and needs. It is the efficiency of a teacher to achieve the goals which he set for himself or by others e.g. ministries of education, legislators and other government officials, school or college administrators.

There is wide agreement among researcher and educators that teacher effectiveness is one of the prominent determinants of student’s outcome. A growing body of evidences suggests that if a teacher is not effective, the Student may recipients of information by him, but their attitude, feelings, values and beliefs cannot be transformed in the right
direction. Effectiveness of a teacher can make great differences in terms of student achievement. **Kemp and Hall**\(^1\)(1992), reported that ‘effective teachers provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations’. Teacher effectiveness is important because the effectiveness of every teacher is the life of every educational institution as well as the students. According to **Sanders and Rivers**\(^2\)(1997), ‘students who assigned to one ineffective teacher after another have significant lower achievement and learning than those who are assigned to sequence of several highly effective teachers’. Thus the impact of teacher effectiveness or ineffectiveness seems to be additive and cumulative in enhancing the teacher quality.

These days, many people can be a teacher, but the question is, if many people can be an effective teacher. Clearly, to be an effective teacher is more complicated and difficult than many people think. To be an effective teacher does not only involve having a deep content knowledge, but also organizational and classroom management, better communication skills, being able to plan and organize instructions, and capability of providing relevant assessments and fair evaluations. In addition, an effective teacher is responsible to create a warm classroom climate, to promote enthusiasm, motivation, an interactive teacher-student relationship and above all to enhance learning. **Kohn**\(^3\)(1996), has pointed out that “effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in student’s

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lives beyond the classroom, using a wide variety of strategies to interact with them outside the class, and the educational institution. This also encourages students to perform their best in the classroom”. So as, to be an effective teacher is not easy. There are so many factors that responsible for teacher effectiveness.

Which factors contribute to teacher effectiveness? Is the fact, educators and researchers have debated over. A convergence of available research data indicated several professional and personal factors. 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 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 distinguish between teachers and include teacher personality, teacher attitude, teacher expectations etc. Anderson\(^1\) (2004) pointed out that “Teacher characteristics are relatively stable traits that are related to and influence the way teachers practice their profession.” Several personal characteristics have been indentified that influenced the effectiveness of a teacher such as personality, intelligence, behavioural characteristics, emotional intelligence, aptitude, ability to cope with stress etc.

To teach students and to fulfill their desired needs is not an easy task for a teacher. Every level of education whether, it is primary or elementary, secondary and higher desired some specific activities from a

teacher to fulfill some specific objectives. At higher level or university education, we hope that students will provide their own motivation and their own discipline, and bring their own developed cognitive to bear on the subject matter. Hence, at this level teacher has a very crucial and demanding role to play in the process of student learning by creating a context in which the students’ desire and ability to learn can work most effectively. As, the nature of higher education turn in to be more multifaceted than before. Therefore, the teacher needed many professional and personal characteristics to be proven himself/herself as an effective teacher in this level.

The personality of a teacher is of a matter of vital importance in incorporating effective teaching practices with enriching learning environments. Murray\(^1\), (1972) stated that ‘Personality influences the behaviour of the teacher in diverse ways, such as interaction with students, methods selected, and learning experiences chosen’. The teacher personality, with all-encompassing demanding characteristics in an educational setting directly influence the attitude, perspectives and behaviour of himself/herself and students’, in terms of professional success and effectiveness, in the classroom. Teacher personality is important in increasing the effectiveness of the class as well as in developing the students’ personality because teacher is a person who engaged in interactive behavior with one or more students for the purpose of effecting a change in those students. The change, whether it to be in knowledge (cognitive), skill (psychomotor) or feeling states (affective), is planned on the part of the teacher. Thus, teacher personality is a crucial factor in arranging the conditions of the learner's environment for effective teaching. As we know, the personality of every individual is

something differs from other with some abilities, habits, preferences, moral attributes and a number of other important qualities. Each individual has characteristic attribute or dimensions of personality which makes him something differ to other and influence both the manner in which he behaves toward others and the ways in which they respond to him. Dimensions of personality can be easily understood as a cluster of some specific traits which are closely related to and help in explaining the uniqueness of an individual from other. A teachers’ personality dimensions are been seen to play a very crucial role in deciding the level of his/her effectiveness.

It is fact that teacher effectiveness is essential for the growth of students and the organization as well. Along with personality, behaviour pattern is the factor that could be employed to determine the effectiveness of a teacher. Behaviour pattern of an individual greatly influence his work performance. It is important to note here, that behaviour pattern is not a ‘trait’ but a set of overt behaviours- an individual way of confronting a situation. Basically, behaviour pattern is the classification of people into type A and type B groups using their behavioural characteristics. Type A is a behaviour pattern characterized by a sense of time urgency, a desire to achieve more in less time, a high need for achievement, insecurity and general hostility (e.g. aggressiveness). On the other hand, type ‘B’ behaviour pattern is characterized by non-aggressiveness’, confidence, being easy going and less competitiveness. So as to, incorporating effective teaching practices with enriching learning environments, the behavioural characteristics of type A/B behaviour pattern within a teacher are of a matter of great concern in his relationship with students and in the techniques and methods he/she uses in instructions for desirable changes in an educational setting. Thus,
teachers’ behaviour pattern is undoubtedly a concern to his/her effectiveness as well as student outcomes.

Emotions are personal and subjective experiences caused by the complex interplay between physiological, cognitive and situational variables. Different emotions produce different types of response and have different outcomes, the ability of an individual to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence is called emotional intelligence. As emotional intelligence is the matter of teaching learning process, plays an important role because education is not mere an acquisition of bookish knowledge, but in fact interaction between the teacher and pupil and this interaction become fruitful only when the teacher has the knowledge, understanding and handling the emotions in the right manner at the right time, in the right way. Success and achievements of students are much depends upon teacher’s guidance and teaching and a teacher can fulfill this requirement if he possesses emotional intelligence as similar to general intelligence. Salovey and Mayer \(^1\) (1989) defined the term "emotional intelligence" as: ‘A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions’. Therefore, in an educational setting, emotional intelligence of a teacher seems to be very decisive in performing his/ her responsibility effectively. a good teacher needs an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social

interaction, active engagement and the motivation to learn and a teacher who has the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotion and emotional knowledge, emotional awareness and ability to handle feelings can make the tremendous positive changes in the student’s success.

The issue of stress is of great concern among working class people. In teaching profession, for the teachers is a matter of great importance that how well they are managing their stress to maintain their performance. There is a growing consensus on the definitions of stress as a negative psychological state with cognitive and emotional components, and on its effects on the health. Teacher stress is defined by Kyriacou¹ (1987) as “the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher”. Regarding to this view Teacher Stress is an experience of unpleasant emotions by the teacher, resulting from aspects of the teacher’s job, which are perceived by him/her as threat to psychological and physical well being. As teachers today face high stress that can compromise their well-being, longevity in the profession, and the quality of their interactions with students. Gelvin² (2007), stated that ‘teacher stress is a response syndrome of negative affects resulting from aspects of a teacher's job and mediated by the perception that the demands constitute a threat to self-esteem and coping mechanisms activated to reduce the perceived threat’. The ability of managing stress is the factor that might be influence the extent of effectiveness of a teacher as for an effective teacher, it is necessary to have the ability to recognize

stress-producing work events and the corresponding thoughts which provoke stressors; become aware of the effects of such thoughts on one’s physiological and emotional responses; Recognize these physiological and emotional responses as manifestations of stress; systematically evaluate the objective consequences of stress-producing events at work; and replace self-defeating thoughts that invoke stress. This means that a teacher should be able to deal with his/her stress or stress oriented situations to achieve the teaching-learning goals effectively.

With the important contributions teachers have in the educational process, it is necessary to always encourage teachers to perform their best, that is, to be effective all the time. There many personal and professional qualities have been identified of the effective and ineffective teachers. it is a fact that personal characteristics of a teacher are influenced his/her professionalism in different ways which might be positive or negative and knowing these characteristics can be serve a lot in improving the teachers as to be the demand of educational system. So that, The present study was an attempt to go a step forward to know the association of some of the personal characteristics of the teachers namely-personality dimensions, behaviour patterns, emotional intelligence and stress management with their effectiveness.

1.2 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”.

1.3 NEED AND JUSTIFICSTION OF THE STUDY

Education is now universally recognized to be prime key of moral, cultural, political and socio-economic development of a nation. No doubt, great achievements of any country are based on their effective educational system. It is stated “educational system of any country can provide the guarantee of success and prosperity for their nations”. Thus, the comprehensive and effective educational system is the necessity of any nation for the survival. It is a fact that, the quality of any system depends upon the standard of its personnel. If the personnel are well qualified, well trained and have effective behavior, the organization will achieve its objectives successfully and undoubtedly among the personnel of any education system, the huge responsibility is on the head of teachers.

Teachers are essential for the effective functioning of any education system and for improving the quality of learning processes. In this era, when so many changes in the characteristics of the system have been taken place from the past and the nature of education system also shifted from elite to mass education, the need of good teachers emerged at every level of education. It is an accepted fact throughout, that Teachers play the most important part in the whole educational process and are accountable for the success and failure of the educational process because
they are in the transitional position between the objectives and outcome of the educational process. Teacher is the only person who creates impact in the whole educational process and in the lives of student as well. With the important contributions teachers have in the educational process, it is necessary for the teachers to do their best, while they interact to their students for the desired outcome, that is, to be effective all the time. He must possess the knowledge and skills appropriately. Only the teachers who possess teacher effectiveness can facilitate their students to attain specific learning objectives as well as broader goals such as being capable to solve problems, think critically, work collaboratively, and become effective citizens.

In the present scenario, when the education system has been extended rapidly, the effective teachers are the crucial need to improve the quality of education at every level from primary to higher education. Evidently, the quality of education is a direct consequence and outcome of the quality of teachers. The task of bringing qualitative changes in institutional efficacy is much depends on the effective teachers, teachers who possess proficiency in the given academic field along with the ability to create learning environment for the learner where they can get optimal learning gains. Simply, teacher effectiveness is the collection of characteristics, competencies, and behaviour of teacher’s at all educational levels that enable students to reach desired outcomes and be considered as the life of any educational institution.

The teachers of higher education are demanded to play a crucial and much challenging role to play in the process of student learning, by creating a context in which the students’ desire and ability to learn can work most effectively because 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. For this, a teacher should be full of effectiveness that is, be encompassed in knowledge, attitude and performance of a teacher. In Medley's (1982) terms, ‘the possession of knowledge and skills falls under the rubric of teacher competence. In contrast, the use of knowledge and skills in the classroom is referred to as teacher performance. Thus, those who investigate and attempt to understand teacher effectiveness must be able to link teacher competence and teacher performance with the accomplishment of teacher goals’.

The essential task of an effective teacher is to arrange the conditions of the learner's environment so that the processes of learning will be activated, supported, enhanced, and maintained to achieve the set goals. Effective teachers do not teach in front of the class doing a good demonstration on the extensive and deep content knowledge, but they teach to promote and enhance learning. In addition, they knows how to manage, not only their knowledge, but also the classroom and the students in terms of discipline, work, interaction between teacher-students-students, how to give instructions, and how to assess and evaluate activities, the students and their own work. Therefore, to be effective teachers also imply to have a series of qualities, in terms of
professional and personal skills. Specifically, when personal characteristics of effective/ineffective teachers are considered, teacher personality is undoubtedly comes as a crucial factor. In arranging the conditions of the learner's environment for effective teaching, teacher personality is of a matter of vital importance. As we know that each individual has characteristic attributes or dimensions of personality which makes him something different to others and influence both the manner in which he behaves toward others and the ways in which they respond to him. Teacher personality is, therefore, directly and indirectly related to learning and teaching in the affective domain as well as to that in cognitive and psychomotor domain. The teacher whose personality helps to create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality or effective teacher personality. A focus on the teacher's personality could be a good effort in identifying traits and dimensions which influence their performance in supporting the achievement of any educational goals. Though, the potential importance of teacher personality has long been interest to education researchers because the personality characteristics of a teacher are pretended as the predictors in evaluating teacher as well as teaching effectiveness. There would be so many personality related characteristics have been identified through the researches done before but it is also be good enough to accept that some aspects or personality dimensions of the effective and ineffective teachers are needed some attention of the education researchers. To understand the effective teacher personality, it is necessary to know that which dimensions of personality would prove helpful to make a teacher effective or ineffective. Personality dimension, as stated by the psychologists, is a group of some specific characteristics or traits that tend to occur together and responsible for unique behaviour
of an individual. The trait theory assumes that there are identifiable qualities that set the effective educator apart from others and that these special qualities enable the excellent teacher to exert influence over students. In teaching profession, some dimensions of personality might be responsible for teacher effectiveness and some are responsible for teacher ineffectiveness. Thus, a need occur to know that which of personality dimensions within a teacher would be proved supportive to make a teacher effective.

Though, the personality of a teacher includes everything about a teacher but when teacher characteristics analyzed separately, his/her behavioural characteristics or behaviour patterns at the work place and in the particular learning conditions can be also associated with his effectiveness. Behaviour is a response which an individual shows to his environment at different times and behaviour patterns is the classification of people into Type A and Type B groups by using their behavioural characteristics. Type ‘A’ is a behaviour pattern characterized by a sense of time urgency, a desire to achieve more in less time, a high need for achievement, insecurity (e.g. low level of confidence) and general hostility (e.g. aggressiveness). On the other hand Type B behaviour pattern is characterized by ingressiveness, confidence, being easy going and less competitiveness. A teachers’ behaviour patterns that, type A and type B, are the results of his/her inner conflicts, have impact on his effectiveness that may be positive or negative. Therefore, behaviour patterns of teachers would be one of the predictors of their effectiveness. It is believed that there is a relationship between a behaviour type and personal success. Many researches had been conducted to conclude the influence of type A and type B behaviour patterns on the performance of individuals But, Due to the divergent and inconclusive findings on the influence of type A and type B behaviour patterns on job performance.
The present study has a rationale that it is an attempt to understand the relationship between teacher effectiveness and behaviour patterns separately.

Efficient teaching and good learning are the two most important factors for success in academia. Conventionally, in higher education a teacher brings two things to the classroom that are of value to the learners. One is subject expertise the other is knowledge of teaching methods i.e. a teacher’s pedagogy, such as how to structure and explain the content being presented, use of materials and so on. But along the above qualities, a good teacher needs an understanding of individual and group motivation and behaviour to create a learning environment that encourages positive social interaction, active engagement and the motivation to learn. Emotional intelligence is an important set up of psychological abilities that relate to life and can be involved in many areas in the work place and can help to organizational as well as professional enhancement. It is fact that only effective teachers can materialize policies and plans of education in the classroom at the grass root level, therefore, to perform his role effectively a teacher should be intelligent in emotions. Since, teacher is the hope for an individual and the nation, the present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems. He/she must understand his/her own emotions as well as the emotions of the students and act appropriately in the light of wise emotions to improve the desired goals in teaching learning process. In recent years, there has been an increased interest in the role of emotional intelligence in both the academic success of students and the professional success of the teachers. Therefore, it will be valuable to understand the relevance of emotional intelligence in
increasing teacher effectiveness as a whole and with the various dimensions of teacher effectiveness.

The hope of a nation lies in the proper education of its youth, in preparing the young to fare better in life and teachers play the central role in cultivating character by inculcating self discipline and empathy. The teachers can fulfill their duties if he has the ability to manage the stress that generated with the daily interactions students and coworkers and the persistent and fragmented demands of teaching often lead to overwhelming pressure and challenges, which may lead to stress. Teacher stress has been identified as one of the factors related to their well-being, longevity in the profession, and the quality of their interactions with students. How well a teacher manages his/her job stress is of a matter of great importance for his effectiveness. Many teachers would agree that teaching is not only hard work; it can be full of stress. Pressure due to present higher education challenges, inadequate administrative support, poor working conditions, lack of participation in decision making, the burden of paperwork, and lack of resources have all been identified as factors that can cause stress among teachers. Thus, it would be practical to understand the level of stress management of the teachers which played a crucial role which proved a teacher effective and ineffective in stressful academic situations.

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. So as in order to understand the complex nature of teacher effectiveness and develop an approach to maximizing it, there is a great demand for
research on teaching, teachers, and teacher education and on the related personal, organizational, and contextual factors in the present scenario. As we know that the personal qualities of a teacher have great influence on his effectiveness. A teacher personality traits, 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 above discussed variables.

1.4 OPERATIONAL DEFINITION OF THE TERMS

1.4.1 - Personality dimensions

The personality can be defined as an organization of some psycho-physical system or some behaviour characteristics and functions as a unified whole. The personality of every individual is something differs from other with some abilities, habits, preferences, moral attributes and a number of other important qualities. The dimensions of personality may be viewed as a set of some specific behaviour characteristics or responses that evolved as a result of his interaction with his environment and makes a person recognizable to others. For example, if someone is recognized as "extroverted," we normally associate that trait with the behaviors of talkativeness, sociability, high energy level, being a people person, etc.

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. A brief description of these personality dimensions given below-

**Adaptability (Ad)**-This dimension refers to the ability to make appropriate responses to changed or changing circumstances. It is a collection of various other personality traits consisting of emotional maturity, uninhibited behavior, trustworthiness, self assurance, strong will power, societal preciseness and following self image.

**Achievement motivation (Am)** - The personality dimension, achievement motivation is a collection of various other personality traits referred to as general intelligence, dominance, imagination, extremism, self-sufficiency and discipline.

**Boldness (Bo)** - Boldness personality dimension is a collection of various other traits like adventurousness, competitiveness and energetic with good insight.

**Competition (Co)**-Competition dimensions of personality is a collection of traits such as self-assertiveness, dominance and aggressiveness.

**Enthusiasm (En)** -Happy go-lucky, lively, energetic, cheerfulness, talkativeness and outward traits are collectively refers to enthusiasm personality dimension.

**General Ability (Ga)**-This dimension of personality refers to intelligence of the individuals. It is a collection of traits like Intelligence, abstract thinking, insightfulness. High scoring individuals are insightful, fast learner, have more intellectual interest and show better judgments in their observations.
**Guilt Proneness (Gp)** - Guilt proneness personality dimension is a collection of some traits such as feeling of insecurity and depression, escapism and shyness. High scoring person do not feel accepted or free to participate and do have shirking responsibility.

**Imagination (Im)** - Intense subjectivity, self-absorbedness, impractical approach are the traits that collectively represent imagination personality dimension. It is seen that high scorer person has an intense subjectivity, irresponsible on practical matters and untraditional in ideas.

**Innovation (In)** - Experimental thinking, liberal ideas, analytical approach are some traits that collectively refers to the personality dimension innovation. Individuals with high score on this dimension are seen more liberal in ideas, well informed and more inclined to experiment with problem solution.

**Leadership (Ld)** - Personality dimension leadership is a collection of some traits like ability to control, confidence, strong will power, responsiveness to people. A person who scores on this dimension has the ability to direct and control the attitude or actions to others.

**Maturity (Ma)** - Maturity dimension of personality here refers to realistic approach about life and emotional stability of the individuals.

**Mental Health (Mh)** - Zest for living, positive thinking and positive harmonious state of mind is the traits that collectively refer to mental health personality dimension. High scoring individuals on this dimension are in relatively enduring state in which they are well adjusted, have a zest for living and attaining self-actualization or self realization.

**Morality (Mo)** - The personality dimension morality is a collection of some traits such as high sense of duty, attentiveness to people, persistence, emotional discipline and feeling of responsibility. Individuals who score high on this dimension tend to be more persistent, more respectful to authority and more conforming to the standard of the group.
**Self Control (Sc)** - This dimension of personality may be treated as the ability to strongly control emotional life and behaviour in general. It is a collection of some other traits like strong will power, social consciousness, and high self-image. High scorer individuals show socially approved character responses, behaviour control, persistence, foresight, considerateness to others and conscientiousness.

**Sensitivity (Se)** - Seek of over protection, dependence, intolerance and attention seeking approach, restlessness, feeling of insecurity are the traits collectively refer as to the sensitivity personality dimension.

**Shrewdness (Sh)** - The traits related to this dimension represent some form of intellectual-educational development, but not to be confused with intelligence, though it correlates both with intelligence and dominance. High scorer individuals may be described as ingenious, good at clinical diagnosis, flexible in viewpoint, alert to manners, to social obligations, and to the social reactions of others.

**Self Sufficiency (Ss)** - Self Sufficiency dimension of personality is a collection of traits such as independence, manipulating behaviour, self confidence, innovative and enterprising. High scoring individuals on this dimension prefer to work alone and are good at solving the problems themselves.

**Suspiciousness (Su)** - The traits like living on frustration, uncertainty, feeling of jealousy and irritation are collectively referred as suspiciousness dimension of personality.

**Social Warmth (Sw)** - Outgoing, participative approach, warm heartedness, good temperament are the traits that collectively represent social warmth personality dimension. High scorers are usually found to be very warm hearted, friendly, and easy to get along with their self-report indicate that they like to give presents to others even without any occasion.
**Tension (Tn)** - ‘Tension’ personality dimension is the collection of traits such as short temperedness, anxiety, deep stress, and frustration. High scorer individuals are irritated by small things, short tempered and may suffer from sleep disturbances. Extreme cases involve being irrationally worried, tense, irritable, anxious and in confusion.

1.4.2 - 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’
- Type ‘B’

**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.
1.4.3- Emotional intelligence

Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. It is the ability to understand one’s own emotions and those of people around you. 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 impulse 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).

1.4.4- 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.

1.4.5 - Teacher effectiveness

The word “effectiveness” can be conceptualized, ‘as the degree to which worker produce outcomes related to the objectives of their organizations’ or ‘intermediate outcomes’ that are indirectly related to the organization’s main objectives and indicative of the quality of the work environment. So as 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. Effective teacher are believed that they can enable their students to attain specific learning objectives as well as broader goals such as being to solve problems, think critically, work collaboratively and become effective citizens.

The definition of teacher effectiveness cannot be defined in one way. Some researcher focused on teacher characteristics whereas, other researchers are more concerned with the teaching processes or the teaching outcome. While summing up teacher effectiveness as concerned
to teacher characteristics and teaching characteristics both it can be concluded that effective teachers should be innovative in their attitude, flexible in their approach and always keep refreshing in their respective subject area. At the same time they should take personal responsibility for student’s learning, determines the difficulty of the lesson with the ability of the students to practice newly learned concepts, maximize instructional time to increase content coverage, provide direction and control to student learning, encourage learner to reason out, encourage independent thinking, problem solving and decision making, and provide methods of learning with mental strategies for organizing the learning the content being taught. The work of effective teachers reverberates far outside of school walls. Their students develop a love of learning and a belief in themselves that they carry with them throughout their lives.

In the present study, teacher effectiveness has been defined as having good academic and professional knowledge with a clear concept of the subject matter, good preparation of the lesson with clear objectives, organized and systematic presentation of the concepts with proper learning materials, ability to communicate his/her knowledge to the students successfully, classroom management, positive attitude towards students and colleagues, result feedback accountability and ability to understand and motivate students. So as, 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 able in five areas-

A- Preparation and planning for teaching- Ability of the teachers in preparing, planning and organizing their teaching in accordance with the course objectives by using different source material.

B- Classroom management- Ability of the teachers to successfully communicate, motivate the students and evaluate the teaching-learning
process and also to maintain discipline in the classroom within the framework of democratic set-up.

C- **Knowledge of subject matter** - Ability of a teachers in acquiring, retaining, interpreting and making use of the content of the subject he/she dealing within the classroom situation, delivery of the course content, and its effective presentation.

D- **Teacher characteristics** - This area include, a teacher’s personality make-up and his behavioural manifestations that he/she has with his/her own level of acceptability or unacceptability in the teaching profession.

E- **Interpersonal relations** - The ability of a teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupil, their parents and other persons in the community with whom he/she is to interact as a part and parcel of his/her profession.

1.4.6- **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.

1.5 **DESCRIPTION OF THE VARIABLES**

1.5.1. **Personality Dimensions:**

Personality is one of the most popular words in the field of psychology. The term personality has been derived from the Latin word 'Persona' meaning mask. 'Persona' originally denoted the theoretical

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mask first used in Greek drama and adopted about a hundred years before Christ by Roman Players. Personality is the integration of many characteristics. No person is exactly the same as any other person. One's personality is a combination of qualities that makes one unique and gives his individual identity.

Personality is the organized system of the behaviours, attitudes, and values that characterize a given individual and account for his particular manner of functioning in the environment. The human personality is formed and modified by the interaction between biological man and his environment. Children often have many of the personality characteristics of their parents. Personality includes the motivational aspect as well as other outstanding characteristics. Definitions of personality are given by many psychologists and educationists. In the following correlation of definitions by psychologists who have devoted themselves to analysis of personality.

**Morton Prince (1924)**\(^1\) stated that “personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites, and instincts of the individual and the acquired disposition and tendencies acquired by experience”. **Watson (1924)**\(^2\) has called attention to the fact that character is part of personality. He says "Personality includes not only these (character conventional) reactions, but also the more individual personal adjustments and capacities as well as their life history”. **Woodworth (1947)**\(^3\) has described personality as “quality of the

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3 R.S. Woodworth and D.G. Marquis (1947), as quoted by E.B. Hurlock in Personality Development (1976), New Delhi, Tata McGraw Hill Publishing Company Ltd., p. 06.
individual's total behaviour. Personality includes the motivational aspects as well as other outstanding characteristics.”

A widely accepted definition of personality is given by Allport (1937)\(^1\) who says, "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environment". In a later book, Allport\(^2\) revised this definition. "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his characteristics behaviour and thought." Cattell (1946)\(^3\) says that "Personality is concerned with and deduced from all the behaviour relations between the G.W. Allport organism and its environment. It is that which predicts behaviour in given the situation. Eysenck\(^4\)(1971) in his second book pointed out that “personality is the more or less stable and enduring organization of a person’s character, temperament, intellect, and physique, which determines his unique adjustment to the environment”.

All these definition indicates that Personality includes everything about a person. It may be defined as a complex blend of a relatively enduring but constantly changing pattern of a person’s unique behaviour evolved as result of his interaction with his environment.

Various theories have been propagated for explaining the traits structure of personality by adopting different approaches like type, trait, trait cum type, psychoanalytic, individual analytical approach etc. Theories adopting trait approach try to make use of the personality traits

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for underlying and describing the personality of an individual. The personality theories put up by Gordon Allport and R.B. Cattell belongs to this category. Allport, identifies three types of traits namely cardinal central and secondary, contributed towards the personality make-up of an individual. Cardinal traits are the primary traits so dominant in one's personal disposition that they color virtually every aspect of an individual's behaviour and attributes. These are found limited in number to just one or two in each one. Though they are few in number, they overrule other traits and drift the whole personality of the person along with them. Central traits are representing those few characteristic tendencies which can be ordinarily used to describe a person. Secondary traits are not as dominant as the cardinal or central traits. They appear only in a relatively small range of situations and are not considered strong enough to be regarded as integral parts of one’s personality. Cardinal traits combined with a few central traits from the core of characteristic trait responsible for giving uniqueness to one's personality.

According to Allport, traits are "Mental Structures" in each personality that has the capacity to direct the individual's behaviour. They are the basic components of the personality. He also indicated that all traits do not have the same degree of influence on personality. He considered that cardinal traits combined with a few central traits from the core of characteristic trait responsible for giving uniqueness to one's personality. Cattell used factor analysis to identify surface traits and source traits from almost 4000 thousand traits and ultimately arrived at 16 factors or basic dimensions for describing one’s personality. Cattell noticed that some traits can be observed directly in an individual's behaviour. These he called 'surface traits'. He also noticed that certain qualities are organized at a deeper level to form a particular trait. These
cannot be directly observed but are expressed through the surface traits in an indirect manner. He found that there was overlapping into these surface traits in terms of their inter correlation. The removal of such overlapping gave him the desired basic dimensions, which he called "source traits", the real structure influence underlying personality. The source traits of a person are more or less consistent and permanent. But the surface traits may not show the same amount of consistency, since they are influenced not only by source traits but also by a number of other factors operating at a particular time. Latest researches have been able to reduce these traits to five main dimensions namely Extraversion, Agreeableness, consciousness, emotional stability and culture.

**Personality dimension**

A ‘trait’, whether unique or common is a correlation of reactions or Responses bound by some kind of unity which permits the responses to be gathered under one term and treated in the same fashion for the most purposes\(^1\). Personality dimension is a unified structure and into this structure many patterns of responses or tendencies, known as ‘traits’, are integrated and influence the concept of self. **Guilford,\(^2\) (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.

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Determinants of personality

There is no doubt that an individual is the byproduct of the constant interaction of heredity and environments. These two factors contribute to the development of an individual. The way an individual is like or different from other individuals in his performance and personality is due to these factors. The influence of genetics on the individual, in many respects can be considered preliminary to understand human behaviour. There are some important determinants which influence personality more than other factors.

1- Heredity

Heredity or genetics factors are basic that determine the personality development of an individual. Each of individual is born with a set of genetically determined characteristics that are given to them by their parents and by their ancestors. This genetic inheritance provides the potentials for the development and behaviour of the individuals, as well as the patterns of the growth and change throughout a predictable life cycle. There are two aspect of genetic endowment which are of particular interest- behaviour potentials, and constitutional reaction tendencies.

- Behaviour Potentials

An individual endowment includes potentials not only for physical structure but also for:

1. Perceiving, learning, and thinking- receiving, integrating, and storing information and using it in problem solving.
2. Feeling- Experiencing fear, anger, love, humor, despair and other emotions that contribute to the meaning of experience.
3. Striving- making plans, setting goals. And initiating purposeful behaviour is an effort to meet the needs.
4. Acting – including automatic responses, such as habits and mobilization of resources for emergencies.
5. Defending and repairing – including self or ego-defense mechanisms, such as rationalization and crying.

- **Constitutional Reaction Tendencies**

  Heredity influences the determination of some traits more than others. Its influence is perhaps most noticeable in physical features such as eye color, sex, and physique. Of equal if not greater importance, however, is the role genetic inheritance plays in determining an individual’s “primary reaction tendencies” such as activity level, sensitivity, and adaptability.

2- **Environment**

  Environment influences begin since the time of the conception of the child in the womb of the mother. Mother’s mental, physical and emotional conditions influence the achievements of fetus in the womb. The external environment starts from the time of the birth of the child. Physical and geographical conditions of the environment play an important role in shaping the personality of human beings. Role of home, school, teacher, and culture have a great amount of effect the personality.

- **Role of home**

  The home plays most important role in shaping the personality pattern of an individual in early infancy. The first environment, the child moves in, is his home. Here the child comes in contact with his parents and other members of the family. His likes, dislikes, stereotypes about people, expectancies of security and conditioned emotional response all are shaped in early childhood. Family morals and economic status also affect his personality.
• **Role of school**

School plays an important role in moldings the personality of children because a significant part of a child’s life is spent in school between the age of 06 to 20 years. Here he continues the process of liking and disliking, conforming and rebelling, acquiring the conception of the world and himself. Here the teacher substitutes the parents. His behaviour plays significant role for the child’s development.

• **Role of teacher**

The teacher is an important constituent in the instructional process who plays a very important role in shaping the personality of students. The way he teaches and handles the students has an effect on the future personality of children. Teacher’s role and social climate in the class, attitude towards teaching and interpersonal relations have also an effect on personality.

• **Role of culture**

Every society is characterized by its cultural heritage which is transmitted from generation to generation in the form of social heredity. The personality of an individual is molded by the customs, beliefs, rituals, and religious faith and early childhood training to children. Culture is a great educator of human beings, sometimes directly and sometimes indirectly by the methods of training and passing on great social heritage, it leaves permanent impression on the personality of the child.

**1.5.2 - Behaviour patterns**

Behaviour consists all of action and activities that an organism carryout. In this way it can be said that behaviour is the name of all these activities in an organism. ‘Behaviour’ include not only motor (conative) activities like walking, swimming and so on but also activities like
thinking, reasoning (cognitive activities) and soon, and feeling like happy, angry sad (affective activities) and so on. So the term ‘Behaviour’ can be defined as- The action or the activity of an organism that is anything, an organism does, including over physical action and internal, psychological and emotional and implicit mental activity.

The term ‘Behaviour pattern’ can be easily understood as a set of overt behaviours – an individual’s way of confronting a situation. It is a recurrent way of acting by an individual or group toward to a given object or in a given situation. Friedman and Rosenman 1(1959), first studied behaviour patterns (Type A and Type B) concept and conceptualized that behaviour patterns as a set of attitude and emotional reactions of 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 B behaviour pattern

The Type A construct was first propounded by Friedman and Rosenman2(1974) to describe certain kinds of individuals who, they believed, tended to be overrepresented as clients in their clinical practice. The ‘Type A’ persons were illustrated as people with a highly competitive desire for achievement and recognition, together with a

tendency towards hostility and aggression and a sense of immense urgency and impatience. This kind of people want to win every ‘game’ in life, speak fast, act fast, see goals and challenges everywhere, manifest impatient gestures and interrupt when faced with slower events. In the Type A pattern, emotions like hostility and anger play an important role. Type A persons experience strong stress reactions in environments where pressure is high.

What, in fact, causes Type A behaviour? Price (1982) explains Type A behaviour on the basis of a cognitive social-learning model. She argues that Type A behaviour cannot be seen as a personality type but rather as a set of socially learned behavioural responses. Her argument is based on work by Friedman and Rosenman, which indicates that Type A behaviour is produced and maintained in interaction with behavioural, environmental, cognitive and physiological factors, with certain antecedents and consequences enhancing or discouraging the maintenance of the behaviour pattern.

As every coin has two sides, Type A pattern also has both negative and positive aspects. Boyd, (1984) reported that while placing people at high risk of heart related illness, it also gives them to do particularly well in certain kinds of tasks. Some recent researches suggest an explanation for the high performance levels often achieved by Type ‘A’ persons. Spence et.al. (1987) has reported that There are two major components bound together within the type A behaviour pattern. One is an 

achievement striving cum hard driving behaviour; this components is associated with improved performance but is not related to health and the other component of the Type A is impatience and irritability factor that is consistently related to heath problems but has no relationship performance.

Behavior pattern characterized by a relaxed manner, patience, and friendliness that possibly decreases one's risk of heart disease called Type B behaviour pattern. The person with Type B behaviour pattern has different characteristics from the person with Type A behaviour pattern. Type B people may work hard, and have considerable drive but they feel no conflict with time and people. Type B person are more relaxed and easy going. They accept situation and work within those situations rather than fight with them competitively. Such persons are especially relaxed of time pressures and so are less prone to have problems related with stress. The theory describes Type B individuals as a contrast to those with Type A persons. People with Type B behaviour pattern, by definition, generally live at a lower stress level and typically work steadily, enjoying achievements but not becoming stressed when they are not achieved. When faced with competition, they do not mind losing and either enjoy the game or back down. They may be creative and enjoy exploring ideas and concepts. They are often reflective, thinking about the outer and inner worlds. Furthermore, Type B persons may have a poor sense of time schedule and can be predominately right brained thinkers.

The researches on Type A and Type B behaviour patterns are still accumulating. Many researchers found that Type A behaviour pattern persons feel more stress, a stronger need to prove themselves and show higher actual-ideal self discrepancy scores than Type B behaviour pattern persons.
1.5.3- Emotional intelligence

On describing the word ‘emotion’ a lot of people have given their different view, but in the most literal sense, emotion is defined as any agitation or disturbance of mind, passion; any vehement or excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states, and the range of propensities to act and 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 can be conceptualized as ‘Emotional intelligence’.

Although, the construct of Emotional Intelligence (EI) is relatively new, but it has been rooted from social intelligence, which was first coined by EL Thorndike in 1920. After that the inquires continued over the years and the psychologists Mayer, et. al. (1989) came with an answer by introducing the concept of Emotional intelligence. According to them, the term emotional intelligence consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression in the self as well as others. Secondly, there is a regulation of emotion in self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation.

However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist Denial Goleman through his book ‘Emotional Intelligence: why it can matter more than I.Q.’, published in 1995. In his book he subsumed this definition with a lot of personality characteristics, which he believed would contribute.

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positively to success in any domain of life. Further, the most accepted and scientific explanation of the term ‘emotional intelligence’ may be given by Solvey et.al. (1997) in their book ‘Emotional Development and Emotional Intelligence’ where they defined “Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it”. To be summed up it can be concluded that Emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and generate feelings.

To be emotionally intelligent, an individual must have proficient in the four A’s i.e. awareness, acceptance, attitude and action. Awareness means knowing what an individual feeling when he/she feeling it. Acceptance means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion (there are times when the emotion follows an attitude, or is colored by an attitude). Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behaviour an individual take based on emotion and attitude.

Based upon the cotemporary viewpoints, about the concept of emotional intelligence is the ability to accumulation of all cognitive, non cognitive and non physical capabilities, and helpful in knowing, feeling, and judging emotions in close cooperation with one’s thinking process for behaving in a proper way.

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Components of Emotional Intelligence

Emotional intelligence comprises components like self awareness, managing emotion, motivating oneself, empathy, and handling relationships.

- **Self-awareness**: Observing own-self and recognizing of feeling as it happens.
- **Managing emotions**: Handling feelings, so that they are appropriate to realize what is behind, finding ways to handle fears and anxieties, anger and sadness.
- **Motivating oneself**: Channeling emotions in the service of a goal; emotional self control delaying gratification and stifling impulses.
- **Empathy**: Sensitivity to other’s feeling and concerns and taking their perspective, appreciating the differences in how people about things.
- **Handling relationships**: Managing emotions in others, social competence and social skills.
- **Managing Self**: This refers to the ability in administering or managing self in every day to get the highest results such as sequencing of activities; self instigation and inducement to achievement, build up good self inducement, be daring for ventures, not to be discouraged and know the limit of one’s personality.
- **Managing Others**: This is the skill in managing the subordinates, and the social relations, the ability in getting along with others, the ability to entrust work according to the aptitude of the person.
- **Managing Career**: This is the matter of building up a good impact to the community, the organization and the country, building one’s own fame and reputation.
Nurturing of emotional intelligence or emotional Quotient

As Emotional intelligence is non-cognitive and non-physical capacity of the organism, it can be nurtured by upgrading emotional skills. It is something that have learnt from the own experiences and practices. E. I. is developed with increasing age and experiences as a person progressed from the childhood to adulthood. The emotional development of a child largely depend upon his all round development. In the childhood stage within the home and outside, the parents and elders of children play important roles to understand their children’s emotions, by providing adequate guidance in recognizing and nurturing emotional intelligence.

In the school, colleges and/or universities the teacher may lead to improve EQ among the students by providing adequate environmental activities. The teacher should acknowledge, accept and empathized with the feeling of their students so as they will able to identify and label their feelings in a positive way and direct them to think of all possible solutions of their own way. In the workplace and elsewhere with the improvement of interpersonal relationship among persons who are related to that work EQ can be nurtured by them.

Emotional intelligence and teacher

As emotional intelligence is the matter of teaching learning process, it can be improved and learned throughout life of an individual through the intelligent efforts of the teacher. Human being are full of emotion, and who knows how to use it will have dedicated learners. A teacher with high emotional intelligence is emotionally aware. That is, such a person is aware of his/her own feelings and is not limited by logic, intellect and reasons when making decisions and managing pupils. Such teacher is also able to read universalized emotions in others. Emotional
intelligence of a teacher enables him to deal with the emotional upsets, that is, a powerful asset on the part of the teacher in building and or maintaining the self confidence. This enables the teacher to accept challenging task, which other people tend to avoid.

Not all pupils are creator of logic. So, if a teacher relates to other pupils only at the level of logic, efficiency, tasks, etc., the teacher cannot build effective teaching-learning interaction with students. Since, pupils have emotions as well. Hence, feeling and emotions are equally important in teaching learning process. When a teacher in the class, he/she must understand his/her own emotions as well the emotions of the pupils and act appropriately in the light of wise emotions.

1.5.4- Stress management

The issue of stress is of great concern among working class people. In the last two decades, stress has continued to attract considerable attention from educational, psychological and social researchers. Stress is difficult to define precisely. The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word ‘stringere’; it meant the experience of physical hardship, starvation, torture and pain. **Hans Selye** (1974), defined stress as “the non-specific response of the body to any demand placed upon it”. A general and popular definition of stress is to characterize it as a process in which environmental forces threaten an individual’s well being. Psychologically, stress is manifested by feeling of frustration, great pressure and lack of control over one’s emotion and environment, stress has physical and emotional effects on an individual and create a positive or negative feeling. **Gibson, John and James** (1988), defined the

concept of stress as ‘a person’s adaptive response to a stimulus that places excessive psychological and physical demands on the person’. In general terms- “Stress refers to experiencing events that are perceived as endangering one’s physical or psychological well being”. These events are usually referred to as stressor and people reactions to them are termed as stress management.

Individuals cannot remain in a continuous state of stress and a deliberate and conscious strategy, which is adopted to deal with stress, can be conceptualized as stress management. In the simplest way, Stress management can be described as the process within an individual which is used to alleviate or manage the emotional and physiological arousal created by stressor to adjusting one’s lives.

Stress management concept is used for denoting the potentials which a person possesses to manage the stress. This concept of stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope mediate the stress response and are amenable to change, thus allowing stress to be controllable. It is based on the individual’s internal forces. It is intrinsic and in some respect similar to coping concept.

Coping or stress management has also been considered as grouping together of intra-psychic processes such as denial by which a person is protected from external and intra-psychic dangers. Stress management can have an effect on three kinds of outcomes- psychological, social and physiological. Psychological outcome refers to the way one feels about oneself and one’s life e.g. level of depression or anxiety, or the balance between positively and negatively toned feeling and the incidences of psychiatric disorders, even performance. From a social perspective, one can measure its impact on functioning effectiveness, such as employability, community involvement and sociability. Physiological
outcome includes short term consequences, such as the development and progression of a particular disease.

**Stress Management Skills** -

To Keeping Stress Levels under Control and to overcome from the negative consequences of high stress, Stress Management skills are prerequisite. High level stress affects the individual directly and through them, their families and organizations are also affected. Thus, efforts made by individuals to overcome from the negative consequences of high stress, are known as stress management skills.

1-**Individual Coping Strategies:** Coping strategies may be adopted by individuals without reference to the organization. Individual coping strategies tend to be more reactive in nature. That is, they tend to be ways of coping with stress that has already occurred. Some individual strategies, such as physical exercises, can be both reactive and proactive, but most are geared towards helping the person who is already suffering from stress. Following are the major individual coping strategies.

**General methods of coping**

In general, the methods used to eliminate or reduced stress may be grouped into two categories-

- Direct or problem oriented methods
- Indirect or emotion oriented methods

**Direct or problem oriented methods**- Modification or elimination of or elimination of the reasons of stress by changing one’s behaviour can be problems oriented coping.

- **Adopting attacking behaviour**- Attack is said to be the best form of defense against any stress. The tension to win a game in competitive
Sports can be reduced better by adopting attacking behaviour and thus by taking ahead of others.

- **Adopting compromising behaviour** - One may be able to reduce or manage his stress by coming to term or compromising with stress generating source or situation.

- **Adopting withdrawal behaviour** - One may be able to reduce or manage his stress by withdrawal from the stress generating situation by just accepting defeat and surrendering oneself to the powerful sources of environment.

**Indirect or emotion oriented methods** - Indirect or emotion oriented stress management refers to the maintenance of one’s emotional stability and management of the emotional consequences of stressors.

- **Adopting relaxation techniques** - One can reduce his stress and protect himself from the possible psychological and physiological damage on account of the great stressor by learning and practicing therapeutic relaxation methods, including bio-feedback, meditation, and thus gain the required mental and physical energy so as to face the stress.

- **Adopting self talk procedure** - By talking to himself, one can gain sufficient control over his emotional arousal and other stress related reactions.

- **Adopting defense mechanisms** - Defense mechanisms can prove a big helping hand in providing desired defense for protecting oneself from the possible psychological and physiological damage under tension and stress inducing situation. Defense mechanism is a strategy, unconsciously utilized, that serves to protect the ego of one’s from anxiety.

2- **Physical Exercise**: Physical exercises of different types such as, walking, jogging, swimming, playing etc, are good methods of overcoming stress. Physical exercise helps people to better cope with
stress generally as a side effect, such as relaxation, enhanced self-esteem, and simply getting one's mind off work for a while.

3- **Job Enrichment**: Through more rational designing of jobs, jobs can be enriched. Improving content factors such as responsibility, recognition, opportunity for achievement and advancement, or improving core job characteristics such as skill variety, task identity, task significance, autonomy, and feedback may lead to motivation, feeling sense of responsibility, and utilizing maximum capability at the work. Such a phenomenon helps in reducing stress.

4- **Organizational Role Clarity**: People experience stress when they are not clear about what they are expected to do in the organization. This may happen because either there is ambiguity in the role or there is role conflict. Such a situation can be overcome by defining role more clearly. Role analysis technique helps both managers and employees to analyze what the job entails and what expectations are.

5- **Career Planning and Counseling**: Career planning and counseling helps the employees to obtain professional advice regarding career paths that would help them to achieve personal goals. It also makes them aware of what additional qualifications, training, and skills they should acquire for career advancement.

1.6 – **OBJECTIVES OF THE STUDY**

Objectives of the study are the statements which suggest the way to act further and directed it towards the goal. The objectives of the present study are as fallows-

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.

1.7 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.
Ho2- 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.

Ho3- 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.

Ho4- 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.

Ho5- 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.
$H_6$- There is no significant relationship between teacher effectiveness and behaviour patterns of the female effective and ineffective teachers working in higher education institutions.

$H_7$- There is significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.

$H_8$- There is no significant relationship between teacher effectiveness and emotional intelligence of the effective and ineffective teachers working in higher education institutions.

$H_8$- There is significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.

$H_9$- There is no significant relationship between teacher effectiveness and emotional intelligence of the male effective and ineffective teachers working in higher education institutions.

$H_9$- There is significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.

$H_9$- There is no significant relationship between teacher effectiveness and emotional intelligence of the female effective and ineffective teachers working in higher education institutions.

$H_{10}$- 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.

**1.8 - 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).