CHAPTER–6
SUMMARY

6.0 INTRODUCTION

The chief task of education is, above all, to shape man, or to guide the evolving dynamism through which man forms himself as a man.” Education is an essential human virtue. Without it, man is a splendid share, reasoning savage. It is to humanize him. Man becomes ‘man’ through education. He is what education makes him. Man is an animal, both from his passions and his reason. Education fashions and models him for society. There are generally two aspects of human life: one is biological and the other is social or cultural or spiritual. Man conceived in terms of his biological existence alone is no better than an animal. His biological existence is secured through food, shelter and reproduction. But human life can never be reduced to its biological existence alone. Man’s life can only be glorified through education, and it is only the cultural or social aspect of human life which signifies his supreme position and thus constitutes the noblest work of God. Education which is the key in the process of all developments especially human development. Catalytic action of education in this complex and dynamic process needs to be planned meticulously and executed with great sensitivity. Probably, keeping in mind the importance of education, the Government of India has chalked out the mega mission of Education for All for shaping the knowledge based global society in the emerging world. Government plans and draws strategies to implement the policies and schemes on education in order to realize the educational vision and overall aims of education. A multifaceted country like India poses serious challenges in terms of teachers input, learners’ profiles and cultural variation; while it is also a merit to recognize the diverse nature of a country. Aims of education in a country have to take into consideration all aspects that would accrue harmonious development of her children so as to enable them to become productive and contributory citizens.
6.1 SIGNIFICANCE OF THE STUDY

The quality of education at secondary level in bringing out the “creative self” for the nation. This could be made possible when the quality of teachers will be ensured. Hence, the present study at secondary level assumes significance.

1) To provide the quality education at secondary level in bringing out the “creative self” for the nation

2) Enhancing teacher effectiveness and quality of education in schools

3) To inculcate fundamental qualities in teachers like adequate teaching skills, professional characteristics, classroom management skills, interpersonal relationships.

4) To make the teacher emotionally intelligent and competent to address to the emotional needs of students so that learning becomes effective.

5) Recognizing the enormous potential of education in shaping the personality of future citizens.

6) To construct a valid instrument for measuring teacher’s behaviour outside the classroom

6.2 STATEMENT OF THE PROBLEM

“A Study of Secondary School Teachers of effectiveness in relation to emotional intelligence, competency and creativity”

6.3 OPERATIONAL DEFINITIONS OF THE TERMS USED

Definition of key terms means expounding and elaborating on the higher order concepts which have been presented in the statement of the problem. This is done to clarify the various aspects of the problem and the basic premises from which the problem has emerged.

6.3.a Secondary School

A secondary school stands for an educational institution duly recognized by any Board of Secondary Education and meant for imparting instruction from VIII level to X
level. Secondary education forms vital stage in the educational edifice. It is the connecting link between the elementary and tertiary education and a stepping-stone or a passport of higher education. In the present study, a secondary school stands for an educational institution duly recognized by any Board of Secondary Education.

6.3.b Teacher Effectiveness

It has been measured in terms of Teaching skills, Professional characteristics and Classroom management. In the present study teacher effectiveness has been defined/measured in terms of Teaching skills (ability of teacher to use various core and subject specific teaching skills; methods and strategies for structuring lessons; evaluation tools and techniques for assessing the performance of the students etc), Professional characteristics (how well a teacher display more frequently the self image, values, traits or the way the teacher habitually approaches situations etc) and Classroom management (ability of teacher to use knowledge, skills and behaviours to create and manage an effective learning environment in the classroom).

6.3.c Emotional Intelligence

In the present study, Emotional Intelligence has been conceived and measured in terms of self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, value orientation, commitment and altruistic behavior.

Emotional intelligence may be defined as an ability to understand the one’s own emotions as well as emotions of others and act appropriately based on these emotions. Mayer and Salovey (1993) defined as emotional intelligence as the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s thinking and action.

6.3.d Teacher Competence

It has been measured on five core dimensions viz., Subject Competency, Transactional Competency, Evaluation Competency, Managerial Competency and Extensional Competency.

Teacher competence means the right way of conveying set of knowledge, skills and application to the students by understanding and applying the child psychology and
realizing the needs and demands of the parents as well as community. The right way does not include mere acquisition of content and transactional strategies rather than it includes multi dimensional activities in and outside the classroom.

For the present study, teacher competence has been measured on five core dimensions viz., Subject Competency (mastery over the subject, ability in detecting problems in the subject and efforts for remedial teaching), Transactional Competency (communication process, methods and strategy and developments and uses of teaching-learning materials), Evaluation Competency (selecting different kinds of evaluation tools and using different kinds of evaluation tools), Managerial Competency (managing, organizing and monitoring resources) and Extensional Competency (working with parents and working with the community).

6.3.e Teacher Creativity

The Almighty God, the creator of the universe, is the supreme-mind who possesses the finest creative abilities. He has created all of us and all that is revealed in nature. We are elevated to be called His creation. Good education, proper care and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind and it is in this sphere, that parents, society and teachers make a significant contribution. They are required to help the children in nourishing and utilizing their creative abilities to the utmost. The educational process, therefore, should be aimed at developing creative abilities among children. This can be achieved by acquainting the teachers and parents with the real meaning of the creating process and the ways and means of developing and nurturing creativity.

The concept of teacher creativity. It discusses whether or not creativity within the classroom is an innate ability and a natural outcome of specific personality styles, or is instead a set of guiding principles and procedures that can be analyzed, quantified, duplicated, and then taught to others.

6.4 OBJECTIVES OF THE STUDY

Keeping in view the formulation of the problem for the present study the following objectives have been investigate.
1) To investigate the Secondary School Teachers Effectiveness, Emotional Intelligence, Competence and creativity.

2) To find out the Secondary School teachers relationship between Teacher Effectiveness and Emotional Intelligence.

3) To find out the secondary school teacher relationship between Teacher Effectiveness and Teacher Competence.

4) To find out the secondary school teacher relationship between Teacher Effectiveness and Teacher creativity.

5) To study the Secondary School Teacher Effectiveness differentials with different levels of emotional intelligence.

6) To study the Secondary School Teacher Effectiveness differentials in different levels of Teacher Competence.

7) To study the Secondary School Teacher Effectiveness differentials in different levels of Teacher Creativity.

6.5 DELIMITATION OF THE STUDY

Doing any work in the field of research we faced many difficulties. This research has been following delimitations:-

1) The study has been confined to the secondary level of education in two districts of Karnal, Panchkula.

2) The study has been delimited to the Eighth, Ninth and Tenth class students only.

3) The study has been delimited for government Schools and private schools only.

4) Further, the study has been restricted to the teachers from concerned schools only.

5) The study has been intended to cover only 40 secondary schools, 400 teachers and 800 students.

6.6 HYPOTHESIS OF THE STUDY

Keeping this problem in her mind under investigation, the objectives and theoretical and research background of the present study the researcher have been developed following hypotheses.
1) There has been no significance difference between the teacher effectiveness and emotional intelligence.

2) There has been no significance difference between teacher effectiveness and teacher competency.

3) There has been no significance difference between teacher effectiveness and creativity.

4) There has been no significance difference between the teacher effectiveness, emotional intelligence, competency and creativity.

6.7 METHODOLOGY

It is necessary to adopt a systematic procedure to collect the necessary data, which stimulates the researcher’s insight to test the hypotheses of the study under investigation.

- The descriptive survey method of research was used for conducting the present study.

- At the second stage of analysis, an attempt is to be made to make up some of the deficiencies of co relational studies in which they give no ideas regarding causation.

- This grouping of teachers was done by applying the criteria i.e., Mean, SD, Chi-square and T-Test to constitute the ‘Extreme’ Group on emotional intelligence, teacher competence and teacher creativity.

6.8 POPULATION AND SAMPLE

The process of sampling plays a key role in the whole research work. Sampling, therefore, is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting prevalence of an unknown piece of information, situation or outcome regarding the bigger group. As sample is the miniature part of the population, it does not only save time, energy and money of the investigator but it also helps him to study the problem in hand intensively. Moreover, study of some phenomena from the population would lead to the collection of mass of data whose analysis would be slow and tedious.
1) In the present study, all the secondary school teachers and students in Karnal, Panchkula has been constituted the population.

2) After selection of these two districts, 20 secondary schools from each district and 40 secondary schools in total from two districts has been selected by using simple random sampling technique.

3) Initially, from each school, researcher has been taken ten teachers and twenty students randomly by following the lottery method and in total 400 teachers and 800 students were listed from 40 schools.

**TABLE NO. 6.1:- DETAILS OF SAMPLING**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>NAME OF DISTRICT</th>
<th>NO. OF TEACHERS</th>
<th>NO. OF STUDENTS</th>
<th>NO. OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>KARNAL</td>
<td>200</td>
<td>400</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>PANCHKULA</td>
<td>200</td>
<td>400</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>400</td>
<td>800</td>
<td>40</td>
</tr>
</tbody>
</table>

**TABLE NO. 6.2: DETAILS SAMPLING OF STUDENTS IN KARNAL DISTRICT SCHOOLS**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>NO. OF STUDENTS</th>
<th>NO. OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOY'S</td>
<td>GIRL'S</td>
</tr>
<tr>
<td>1.</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>
### TABLE NO. 6.3: DETAILS SAMPLING OF TEACHERS IN KARNAL DISTRICT SCHOOLS

<table>
<thead>
<tr>
<th>S.N.</th>
<th>NO. OF TEACHERS</th>
<th>NO. OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>1.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### TABLE NO. 6.4: DETAILS SAMPLING OF STUDENTS IN PANCHKULA DISTRICT SCHOOLS

<table>
<thead>
<tr>
<th>S.N.</th>
<th>NO. OF STUDENTS</th>
<th>NO. OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOY’S</td>
<td>GIRL’S</td>
</tr>
<tr>
<td>1.</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

### TABLE NO. 6.5: DETAILS SAMPLING OF TEACHERS IN PANCHKULA DISTRICT SCHOOLS

<table>
<thead>
<tr>
<th>S.N.</th>
<th>NO. OF TEACHERS</th>
<th>NO. OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>1.</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### 6.9 TOOLS USED

In order to collect data from the selected samples, following tools has been used among these, four tools i.e., teacher effectiveness scale, emotional intelligence scale,
teacher competence scale and teacher creativity scale has been adapted and developed respectively by the researcher himself.

1) Teacher Effectiveness Scale: by self the researcher.
2) Emotionally Intelligence Scale: by self the researcher.
3) Teacher Competence Scale: by self the researcher.
4) Teacher Creativity Scale: by self the researcher.

6.10 STATISTICAL TECHNIQUES USED:

As data was collected through multiple sources, the technique of triangulation was adopted to analyze the data from various standpoints, to place the findings in right perspective. Descriptive statistical tools were also applied in data analysis.

1) In the first phase, co-efficient of correlation is calculated to find out the relationship between the groups of different variables under study.
2) In the second phase, critical ratio (t-test) will be employed to find out the significant difference between the groups of different variables under study.

6.11 CONCLUSION OF THE HYPOTHESIS

6.11.a Emotional Intelligence Correlates Of Teacher Effectiveness- Total Sample Study

In order to see the association between teacher effectiveness and overall emotional intelligence and its dimensions, the analysis and interpretation has been done in this part of the study. Coefficients of correlation between teacher effectiveness and emotional intelligence of secondary school teachers with respect to total sample study is provided in Table 6.6
Table 6.6
CO-EFFICIENT OF CORRELATION BETWEEN TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS - TOTAL SAMPLE STUDY (N=400)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient of correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>.73</td>
<td>.01</td>
</tr>
</tbody>
</table>

Table 6.6 reveal that the co-efficient of correlation between teacher effectiveness and emotional intelligence of secondary school teachers with respect to total sample study is .73, which is significant beyond .01 level. It indicates that the relationship between the two variables is positive and a high significant positive relationship is found between teacher effectiveness and emotional intelligence in the total sample study. It suggests that with the increase in emotional intelligence the effectiveness of secondary school teachers increases to a great extent and with the decrease in emotional intelligence the level of teacher effectiveness is likely to decrease to a great extent.

1. Therefore, Hypothesis-1 (Hy-1) of the present study that, there will be no significance difference between the teacher effectiveness and emotional intelligence is retained for the total sample study.

6.11.b Teacher Competence Correlates of Teacher Effectiveness-Total Sample Study

In the previous part of this section, emotional intelligence correlates of teacher effectiveness in the total sample in this part of the present section, teacher competence correlates of teacher effectiveness in the total sample have been analyzed and interpreted in Table 6.7.
Table 6.7 reveal that the co-efficient of correlation between teacher effectiveness and competence of secondary school teachers with respect to total sample study is .69, which is significant beyond .01 levels. It indicates that the relationship between the two variables is positive and a high significant positive relationship is found between teacher effectiveness and teacher competence in the total sample study. It suggests that with the increase in teacher competence the effectiveness of secondary school teachers increases to a great extent and with the decrease in teacher competence the level of teacher effectiveness is likely decrease to a great extent. It can be interpreted to mean that teacher competence seems to reveal a very close positive relation with the teacher effectiveness of secondary school teachers.

Therefore, the Hypothesis-2 of the present study that, there will be no significant difference between teacher effectiveness and teacher competency is retained for the total sample study.

6.11.c Teacher Creativity Correlates of Teacher Effectiveness-Total Sample Study

In the previous part of this section, emotional intelligence and competence correlates of teacher effectiveness in the total sample in this part of the present section, teacher creativity correlates of teacher effectiveness in the total sample have been analyzed and interpreted in Table 6.8.
TABLE 6.8

CO-EFFICIENT OF CORRELATION BETWEEN TEACHER EFFECTIVENESS AND CREATIVITY OF SECONDARY SCHOOL TEACHERS (TOTAL SAMPLE STUDY) \( N=400 \)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient of correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>.70</td>
<td>.01</td>
</tr>
<tr>
<td>Teacher Creativity</td>
<td>.70</td>
<td>.01</td>
</tr>
</tbody>
</table>

Table 6.8 reveal that the co-efficient of correlation between teacher effectiveness and creativity of secondary school teachers with respect to total sample study is .70, which is significant beyond .01 level. It indicates that the relationship between the two variables is positive and a high significant positive relationship is found between teacher effectiveness and teacher creativity in the total sample study. It suggests that with the increase in teacher creativity the effectiveness of secondary school teachers increases to a great extent and with the decrease in teacher creativity the level of teacher effectiveness is likely decrease to a great extent. It can be interpreted to mean that teacher creativity seems to reveal a very close positive relation with the teacher effectiveness of secondary school teachers.

Therefore, the Hypothesis-3 of the present study that, there will be no significance difference between teacher effectiveness and teacher creativity is retained for the total sample study.

Hence as a sum up it can be said that there will be no significance difference between the teacher effectiveness emotional intelligence, competency and creativity. Therefore, the Hypothesis-4 of the present study is that, there will be no significance difference between the teacher effectiveness, emotional intelligence, competency and creativity.
6.12 SUMMARY OF THE STUDY

In this chapter the analyses and interpretations of results with respect to teacher effectiveness correlates and differentials of emotional intelligence and teacher competence for the total sample as well as at the three levels of emotional intelligence and teacher competence have been described in detail. An attempt is being made in this section to discuss the results obtained in terms of correlates of teachers effectiveness with emotional intelligence and teacher competence in the total sample as well as at different levels of emotional intelligence and teacher competence. Further, findings pertaining to teacher effectiveness differentials among the groups of teachers with different levels of emotional intelligence and teacher competence have also been discussed.

1) Findings of the present study revealed a significant positive association of teacher effectiveness with emotional intelligence as whole and in all the ten dimensions. The results suggest that with the increase in emotional intelligence the effectiveness of secondary school teachers increases to a great extent and with the decrease in emotional intelligence the level of teacher effectiveness is likely to decrease to a great extent.

2) In order to evaluate the obtained results against other studies conducted on similar or comparable variables, a review of related literature revealed an extreme paucity of such studies particularly on teacher effectiveness in relation to emotional intelligence, competence and creativity of secondary school teachers. Still, findings of the present study supported by the theoretically analysis done by NCF (2002), Hay (2000), Desouza (2004), Dash & Behera (2004), Boyd (2005) and Nelson (2005). Despite, theoretical links, there has been relatively little empirical research examining the relationship between teacher effectiveness and emotional intelligence. The findings of studies conducted in India and abroad (Schulman, 1995, Hein, 1996, Barling, 2000, Anderson 2004, Srivastva & Bharamanikar, 2004 and Adeyemo, 2005) lend adequate support as they are also in conformity with the findings of the present study that the degree of emotional intelligence played a significant role in enhancing the level of teacher effectiveness.
3) In the total study the reason might be that teaching is not just a technical or cognitive practice, which involves solely the brain, but also an emotional one, which purely needs a kind hearted or loved teacher rather than a hated teacher. Therefore, to be an effective teacher she/he must have possessed high level of emotional intelligence and by virtue of this she/he can able to satisfy the diversified demand of the students, communities and authorities; handle the classroom conflict and achieve better learning outcomes.

4) One of the most relevant research efforts, by Dash and Behera (2004) seems to very appropriate for the comparison of findings with those of the present study. The findings of study conducted by Dash and Behera shows that a significant positive relationship between teacher effectiveness and emotional intelligence in the total sample and the relationship between various dimensions of teacher effectiveness viz. information source; motivation; advisor and guide relationship with pupils, fellow teachers, principals, and parents; teaching skills; professional knowledge; classroom management with their emotional intelligence of teachers have revealed significant relationship.

5) In the same line up, the findings of the study conducted by Patra (2006) on “Relationship between Teacher Effectiveness and Emotional Intelligence”, demonstrated that a significant and positive correlation between various dimensions of emotional intelligence viz. self awareness, empathy, self motivation, value orientation and commitment and teacher effectiveness.

6) The cause may be that effectiveness of a teacher is neither determined by only efficiency or some skills at teaching learning process nor by possessing the higher level of subject competence rather by hosting of some intra and/or inter-personal skills such as - ability to understand the self, synergizing feeling to direct oneself towards a goal despite self doubt, belief on self, self attempt to achieve the goals beyond what is required or expected by comprehending the own weaknesses, ability to recognize and separate the own emotions and feeling of self development beyond the professional demands.

7) Further, Stein (1998) noted that emotional intelligence is significantly
correlated with job performance, while cognitive intelligence has shown low and insignificant correlation with performance in the work place. Emotional intelligence provides skill to manage interpersonal relationship that is important for being effective at work. However the findings of the study conducted by Manasi (2002) reveals that even in the absence of E.I., managers were able to take the required decisions if the work profile is of more technical nature.

8) The present investigation with the above mentioned study, it may be conjectured that emotional intelligence would positively predict personal effectiveness at work place in general and it is vital factor for enhancing the effectiveness of teacher in particular.

9) Emotional Intelligence can be recalled that although there is a considerable amount of literature available as to how to become an effective teacher, it is deficient on what genuinely differentiates the effective teachers from others. Traditionally, effective teacher is linked to mastery over the subject, teaching skills, profession knowledge and intelligence. But of late, there has been a marked shift towards making use of the heart as well.

10) The findings of the extreme group study report that the relationship between emotional intelligence and teacher effectiveness of ‘high’ emotional intelligence group as overall and its dimensions viz., self-awareness, self-motivation, managing relation, integrity and self-development have revealed significant positive relationship.

11) The group of teachers having ‘high’ level of emotional intelligence in terms of empathy, emotional stability, value orientation, commitment and altruistic behaviour were not found significant relationships with the group of teacher having ‘high’ level of teacher effectiveness.

12) These findings also partly supported by Kumar (2008). Kumar inferred that the student teachers having high emotional intelligence are better for teaching. Similarly, the study conducted by George revealed that people with above average level of emotional intelligence are usually above average in their
ability to cope with stress which is very important of generating and maintaining enthusiasms, confidence and cooperation in the workplace. And also stress is an inevitable part of workplace but the people are more optimistic and trusting if they work around or for individuals who know how to cope under pressure.

13) The findings pertaining to the relationships between the groups of teacher with high and low level of self-awareness, self-motivation, integrity and self-development of emotional intelligence have revealed positive and close association with the group of teachers with high and low level of teacher effectiveness whereas, the relationships between the group of teachers with moderate level of self-awareness, self-motivation, integrity and self-development of emotional intelligence have shown very negligible relationship with the group of teachers with moderate level of teacher effectiveness. Therefore, it can be assumed that those teachers having high score on self awareness, self motivation, integrity and self development of emotional intelligence can establish themselves as more-effective in teaching learning process.

14) The teachers having low score on self-awareness, self-motivation, integrity and self development of emotional intelligence will exhibit themselves as less-effective in teaching learning process. Findings of the present study are some extent congruence with results demonstrated by (Charan & Colvin, 1999; Robinson, 2002 and Dwivedi, 2002).

15) According to Robinson, high achievers are the people with acute awareness—a key component of emotional intelligence. They are mentally inured to the demands of coping up with stressful situations. Effective leaders are found to respond with clear heads under pressure for they have higher EQs than less effective leaders. The reason might be that during difficult and stressful times, emotional intelligent people manage their emotions better and react with clearer, more rational minds and make better decisions. In fact, self-awareness, by and large, facilitate proper understanding and use of emotions,
which can be critical in helping us become more effective workers and better communicators as well.

16) Likewise, findings pertaining to the relationship between group of teachers with low level of empathy, emotional stability, and commitment of emotional intelligence and group of teacher with low level of teacher effectiveness have revealed positive and significant relationship but in case of relationship between group of teachers with high and moderate level of empathy, emotional stability and commitment of emotional intelligence and group of teacher with high and moderate level of teacher effectiveness did not reveal significant relationship.

17) However, so far there is dearth of research studies in India and abroad to support the findings of the present study. The possible cause might be that a teacher who gives attention on and on to the students’ worries, accept students’ point of view blindly, and handle multiple demands at a stretch and facing constant setbacks in pursuing goals, she/he is to be considered as ineffective one. However, it is contradicted by the findings of many researchers (Chhaya, 1974; Malik, 1984; Mato, 1988; and Riketta, 2002).

18) A recent study conducted by Patra (2005) viewed that empathy, emotional stability and commitment of emotional intelligence would be helpful in increasing the personal effectiveness, professional and social success and to be better communicators as well.

19) The findings pertaining to the relationship between group of teachers with high level of managing relations of emotional intelligence has been recognized to be very close association to the group of teachers with high level of teacher effectiveness but in case of relationship between group of teachers with moderate and low level of managing relations of emotional intelligence have been recognized to be very low relation to the group of teachers with moderate and low level of teacher effectiveness.

20) The plausible reason may be that the group of teachers with high level of managing relations keeps busy own-self in monitoring and evaluating the
teaching learning process for getting and/or providing healthy reinforcement and even she/he does not depend upon others’ encouragement for achieving a specific teaching learning task. Besides this, it may be conjectured that teaching is highly dominated by communication skills.

21) A teacher who is more assertive and skilled at communicating, more sharing, and cooperative, helpful and more democratic in dealing with students to be anticipated as more effective teacher.

22) The relationships between the group of teachers with deferent levels of altruistic behavior of emotional intelligence and the group of teachers with different levels of teacher effectiveness have not observed any significant relationship.

23) In the same direction, the findings of the study conducted by Patra(2005) demonstrated that there was no significant positive relationship between teacher effectiveness and altruistic behavior of emotional intelligence. The rationale might be that commercialization of teaching profession at all levels in the globe leads the teachers to contaminate the feeling of free social service and moral responsibility where there was no give and take relationship.

24) Patra (2005) The relationship between the group of teachers with deferent levels of value orientation of emotional intelligence and group of teachers with different levels of teacher effectiveness did not reveal significant relationship. It means that there was very negligible linkage between the deferent levels of value orientation of emotional intelligence and different levels of teacher effectiveness. Thus it can be inferred that teachers though successful or effective in their profession were not found honest and very ethical in their action. The expected reason would be low payment, low social status, erratic promotions and unhealthy working conditions. There is also dearth of research studies to support the findings of the present study.

25) The increase in teacher competence in terms of subject competence, transactional competence, evaluation competence, managerial competence and extensional competence, the effectiveness of secondary school teachers
increases to a great extent and vice-versa.

26) The present study the relationship between teacher competence and teacher effectiveness of ‘high’ competence group as overall and its dimensions viz., subject competence, transactional competence, evaluation competence, managerial competence and extensional competence have revealed significant positive relationship.

27) The group of teachers having ‘high’ level of teacher competence is likely to be more effective teachers and with the increase in competence in terms of subject competence, transactional competence, evaluation competence, managerial competence and extensional competence the level of teacher effectiveness is likely to increase to a great extent and vice-versa.

28) The group of teachers having ‘moderate’ level of competence as whole and in terms of subject competence, evaluation competence, managerial competence and extensional competence reveal positive relationships in these dimensions of teacher competence and their teacher effectiveness.

29) The group of teachers having ‘low’ level of teacher competence in terms of subject competence, transactional competence, evaluation competence, managerial competence and extensional competence reveal positive relationship between in these dimensions of teacher competence and teacher effectiveness.

30) The findings in regard to teacher effectiveness and teacher competence revealed that there is a significant positive association of teacher effectiveness with teacher competence and its all the five dimensions. The results suggest that with the increase in teacher competence the effectiveness of secondary school teachers increases to a large extent and with the decrease in teacher competence there is found to be a large decrease in the effectiveness of secondary school teachers. However there exists a significant positive relationship between teacher effectiveness and teacher competence. Findings of the current study supported theoretically by NCTE (1998), Goodlad (2002), and Walia (2004). Further, in article written by Gupta (1997)
31) Entitled ‘Role of Induction Programme in Teacher Effectiveness’ envisaged that teaching as a profession requires many competencies such as communication skills, inter-personal skills, knowledge and understanding of the subject-matter, understanding and the psychology of the learners, learning theories and teaching skills, etc.

32) The knowledge and understanding of the subject matter and teaching skills have been recognised as the two most important components. From the highlighted ideas it has been realized that the complex competencies required for an effective teacher cannot be developed through pre-service training alone. It has to be supplemented by rigorous internship programme.

33) Despite theoretical links, there have been evidences of research studies conducted by Madhusudan and Yeli (2004), Singh (1995), Singh & Sexena (1995), Jain & Arora (1995), Fuller (1987) and Tiwari (2002) empirically supported to the findings. By reviewing the aforementioned studies, it can be inferred that teacher competency is a significant determining factor in students’ achievement and while a teacher affect positively to the students outcomes by using such necessary competencies by that time we may term to such teacher as effective one.

34) In describing the findings pertaining to the relationships between the groups of teachers with high level of subject competency, transactional competency, evaluation competency, managerial competency and extensional competency demonstrate very close relationships with the group of teachers with high level of teacher effectiveness.

35) The group of teachers with low level of transactional competency, evaluation competency, managerial competency and extensional competency reveal very close positive relationship with the group of teachers with low level of teacher effectiveness where as the group of teachers with low level of subject competence and the group of teachers with low level of teacher effectiveness show very negligible relationship.

36) Apart from it, findings of the moderate level of subject competency and
moderate level of transactional competency show very high positive relationship with group of teachers with moderate level teacher effectiveness. Though, the groups of teachers with moderate level of evaluation competency, moderate level of managerial competency and moderate level of extensional competency have been observed positive relationship with the group of teachers with moderate level of teacher effectiveness but, the degree of relationship between them was low.

37) The reason might be that mastery of subject can lead the teacher to transact the prescribed curriculum confidently as well effectively. Further, rich background of the content knowledge will work as guiding force for conducting content analysis, stating instructional objectives, selecting learning experiences and finalizing appropriate evaluation devices and remedial measures for those who face intricacy to attain the competency up to the mastery level.

38) The resource management and accomplishing task outside the classroom might be another leading attributes for an effective teacher but absence of these competencies, a teacher may have paralyses or in effective to perform multiple tasks in the classroom. Moreover, a chain reaction can never begin with a teacher or be a day dream in the developments of students at all levels of knowledge namely cognitive, affective and psychomotor areas.Perhaps for this obvious reason, the findings of studies conducted in India and abroad (Arora et.al., 2000; Chhaya, 1974; Bhagoliwal, 1988; Balachandran, 1981; Panda & Basantia, 2004; Dutta and Bhaskara Rao, 2001; CBTE, 1972; Tommy, 1996; Mukhopadhyay and Narula, 1990; Carlson, 1991; Sharma, 2006) lend adequate support to the findings of the present study.

39) The findings in regard to teacher effectiveness and teacher creativity revealed that there is a significant positive association of teacher effectiveness with teacher creativity and its all the six dimensions inspiration, clarification, evaluation, distillation, incubation and perspiration.

40) The results suggest that with the increase in teacher creativity the
effectiveness of secondary school teachers increases to a large extent and with the decrease in teacher creativity there is found to be a large decrease in the effectiveness of secondary school teachers. However there exists a significant positive relationship between teacher effectiveness and teacher creativity.

41) Findings of the current study supported theoretically by NCTE (1998), Goodlad (2002), and Walia (2004). Further, in article written by Gupta (1997) entitled ‘Role of Induction Programme in Teacher Effectiveness’ envisaged that teaching as a profession requires many creativity such as communication skills, working skill, student-teacher relational ship skills, knowledge and understanding of the subject-matter, way of presentation, understanding of the psychology of the learners, learning theories and teaching skills, etc.

42) The knowledge and understanding of the subject matter and teaching skills have been recognised as the two most important components. From the highlighted ideas it has been realized that the complex creativity required for an effective teacher cannot be developed through pre-service training alone. It has to be supplemented by Rigorous internship programme, seminars, extension lecture and work –shops etc.

43) Despite theoretical links, there have been evidences of research studies conducted by Madhusudan and Yeli (2004), Singh (1995), Singh & Sexena (1995), Jain & Arora (1995), Fuller (1987) and Tiwari (2002) empirically supported to the findings. By reviewing the aforementioned studies, it can be inferred that teacher creativity is a significant determining factor in students’ achievement and while a teacher affect positively to the students outcomes by using such necessary creativities by that time we may term to such teacher as effective one.

44) In describing the finding pertaining to the relationships between the groups of teachers with high level of inspiration, clarification, evaluation, distillation, incubation and perspiration demonstrate very close significant positive relationships with the group of teachers with high level of teacher effectiveness.
Similarly the group of teachers with low level of creativity with its six dimensions inspiration, clarification, evaluation, distillation, incubation and perspiration reveal very close positive relationship with the group of teachers with low level of teacher effectiveness where as the group of teachers with low level of inspiration and the group of teachers with low level of teacher effectiveness show very negligible relationship.

A part from it, findings of the moderate level of inspiration and moderate level of clarification show very high positive relationship with group of teachers with moderate level teacher effectiveness. Though, the groups of teachers with moderate level of evaluation creativity moderate level of distillation and moderate level of perspiration have been observed positive relationship with the group of teachers with moderate level of teacher effectiveness. But the degree of relationship between them was low. The reason might be that mastery of subject can lead the teacher to transact the prescribed curriculum confidently as well effectively.

Further, rich background of the content knowledge will work as guiding force for conducting content analysis, stating instructional objectives, selecting learning experiences and finalizing appropriate evaluation devices and remedial measures for those who face intricacy to attain the creativity up to the mastery level.

After all, the resource management and accomplishing task outside the classroom might be another leading attributes for an effective teacher but absence of these a teacher may have paralyses or in effective to perform multiple tasks in the classroom.

Moreover, a chain reaction can never begin with a teacher or be a day dream in the developments of students at all levels of knowledge namely cognitive, affective and psychomotor areas.

In describing the findings pertaining to the teacher effectiveness differentials among groups of teachers with different levels of teacher creativity inspiration, clarification, evaluation, distillation, incubation and perspiration
show that the groups of teachers with ‘high v.s. low’ level of creativity ‘high v.s. moderate’ level of creativity and ‘moderate v.s low’ level of creativity differ significantly with regard to their overall teacher effectiveness.

51) Similarly, dimension-wise findings reveal that there is a significant difference between the groups of teachers with ‘high v.s. low’ level of creativity, ‘high v.s. moderate’ level of creativity and ‘moderate v.s low’ level creativity in terms of inspiration, clarification, evaluation, distillation, incubation and perspiration with respect to their overall teacher effectiveness.

52) Findings of the present study revealed a significant positive association of teacher effectiveness with creativity as whole and in all the six dimensions. The results suggest that with the increase in creativity the effectiveness of secondary school teachers increases to a great extent and with the decrease in creativity the level of teacher effectiveness is likely to decrease to a great extent. Group of teachers having ‘high’ level of creativity are likely to be more effective teachers in the high creativity group. It suggests that with the increase in creativity the effectiveness of secondary school teachers increases to a great extent and vice-versa.

53) Group of teachers with ‘moderate’ level of creativity do not reveal any significant positive association with the teachers effectiveness secondary school teachers.

54) Similarly the group of teachers with low level of creativity with its six dimensions inspiration, clarification, evaluation, distillation, incubation and perspiration reveal very close positive relationship with the group of teachers with low level of teacher effectiveness where as the group of teachers with low level of inspiration and the group of teachers with low level of teacher effectiveness show very negligible relationship.

55) There exists a significant positive relationship between teacher effectiveness and emotional intelligence creativity of secondary school teachers is accepted for the dimensions viz. inspiration, clarification, evaluation, distillation and rejected for the dimensions viz. incubation, perspiration of creativity.
6.13 TOPICS FOR FURTHER RESEARCH:-

This problem can be further spelled out as under:

1. A study of secondary school teachers correlates with emotional intelligence, teacher competence and teacher creativity.
2. Secondary school teacher’s effectiveness factor difference in emotional intelligence factor, teacher competence factor, and teacher creativity factor.
3. A study of secondary school teachers effectiveness with different level of emotional intelligence, competency and creativity.

6.14 CONCLUSION

In conclusion we can say that the past is our finding, the present is our material and the future is our aim. Past, present and future must have important place in national system of education. Which is the key in the process of all development especially human development. Aim of education in a country have to take into consideration. All aspects that would be to improve the quality of education should improved. So, the children become productive and contributory citizens for the nation.