

**A STUDY OF EMOTIONAL INTELLIGENCE AND TEACHER
EFFECTIVENESS AMONG PRIVATE AND GOVT. COLLEGE
TEACHERS**



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Supervisor

Dr. Taniya Raina
Assistant Professor

Investigator

DIKSHU
Roll no. - 2108025
Sem-VI

MIER College of Education (Autonomous)

Jammu – 180001

Session 2021-24

CERTIFICATE

This is to certify that **Ms. DIKSHU** student of B.A. Honours Psychology Semester VI, Session 2021-2024, bearing Roll No: 2108025 has worked under supervision of DR. **TANIYA RAINA** on Project entitled “**A Study on Emotional Intelligence and Teacher Effectiveness among private and government college teachers**”. Her mini project is fit for submission, in partial fulfilment of their requirements for the award of the Degree in B.A. Honours psychology.

Date:

SUPERVISOR:

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CHAPTER-I

INTRODUCTION

Emotional intelligence (EI)

It is defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behaviour, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments (Emotional Intelligence, 2024).

Emotional intelligence plays a vital role in social sciences; it has direct impact on the teacher's behaviour working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be effective source of knowledge unless they possessed the essential skills knowledge and talents. In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. The emotional well-being of teachers is becoming an important issue. The need for teaching emotional and social learning skills to teachers is being importantly emphasized in fact, emotional intelligence is a type of social intelligence that includes to control one's own and other's emotions; make a choice between them and the ability of using these emotions to set his life. Therefore, skills of emotional intelligence are greatly required to make the teachers performance effective. This skill enables the teachers not only to deal with their students but with their colleagues as well (IJCRT2306572.Pdf, n.d.).

THERE ARE FOUR MAIN COMPONENTS OF EMOTIONAL INTELLIGENCE

Perceive emotions: The non-verbal reception and facial expressions such as happiness, sadness, anger, and fear, were universally recognizable in human beings. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.

Using emotions to facilitate thoughts: This was the capacity of the emotions to guide the cognitive system and promote thinking and help direct thinking toward matters that are truly important. A number of researchers have suggested that emotions are important for certain

kind of creativity to emerge. Understanding emotions: Emotions convey its own pattern of possible messages, and actions associated with those messages. This coupled with the capacity to reason about those meanings.

Managing emotions: Finally, emotions often can be managed. To the extent that it is under self-control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals. An emotionally intelligent teacher can guide students in a better way.

The concept of teacher effectiveness is multidimensional in nature. Everyone had preconceived idea of a good teacher. An individual believe in the inherent capability of teaching is the result of the training acquired through formal training effectiveness in teaching is the result of dynamic personality of an effective teacher. A teacher who teaches effectively may cover the way for progressive and productive society; on the other hand, the poor teaching would lead to the prolongation of obliviousness, misinterpretation, intellectual and cultural sluggishness in the society. The institution having adequate material resources and appropriately adopted curriculum may all go in waste, if the teacher is not effective. Barr (1952) explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned with educational undertaking. All affected by limiting and facilitating aspects at the immediate situation.

A teacher is the hope for an individual and the country. His personality, behaviour interests, attitudes and emotions affect students' behavioural pattern. Thus, a teacher should be emotionally intelligent and hence must understand his attributes as well as the same of students in the teaching-learning process. Emotional intelligence refers to the ability for recognizing our own feelings and those of others, for motivating ourselves and managing emotions in ourselves and in our relationship. This is more essential and required in the life than the theoretical or abstract intelligence.

According to Mayer and Salovey (1995) emotional intelligence may be defined as the capacity to reason with emotions in four areas namely to perceive emotions, to integrate it in thought, to understand it and to manage it. Four components of emotional are as follows:

- Self-awareness
- Managing emotions

- Motivating oneself
- Empathy and handling relationships (Bala, 2017)

TEACHER-EFFECTIVENESS

Teacher effectiveness is best defined as the practical out- puts of teaching. These outputs are quantitative student. learning, as calculated by value-added assessments. A useful definition of teaching effectiveness, then, should be intentionally linked to the specific context where teaching is evaluated. Communities should explicitly identify the values and assumptions that underpin their understanding of what it means to be an effective teacher and that inform what they define as best practices. For example, a definition might reflect a university's mission, the unique practices of an academic discipline, or the values that inform a certain teaching award.

There are three elements to consider when evaluating teaching effectiveness within a particular context:

1. **Criteria** – attributes of effective teaching
2. **Evidence** – documentation of teaching considered in the review process
3. **Standards** – expectations of quality and quantity (Teaching Effectiveness., n.d.).

Teacher effectiveness is generally referred to in terms of the focus on students, their performance, teacher behaviours, the classroom procedures and conduct that are implemented in order to better the outcomes of the students. Teacher effectiveness besides focusing upon the performance of the students centres on the number of areas; effective teachers have to be clear about the instructional goals, possess sufficient knowledge about the content of the curriculum and the strategies for teaching, communicating appropriately with the students of what is expected of them, following appropriate teaching techniques and material to make learning useful, should be knowledgeable and aware about the students, adapting instruction to their requirements, anticipating misapprehensions in their existing knowledge, teaching students meta-cognitive strategies and providing them with opportunities to master them, addressing higher as well as lower level cognitive objectives, monitoring the understanding and performance of the students by providing feedback, integrating their instruction with that in other subject areas, and accepting responsibility for student's outcomes.(Kapur, 2018) Teaching effectiveness majorly concerns with the relationship between the dispositions of teachers, teaching acts, classroom environment, and their effect on the learning of students. It

depends on the emotional (kind, warm, compassionate), cognitive (using innovative teaching techniques, mastery of subject), and behavioural competence of a teacher. A teacher with such qualities is termed as an effective teacher. An effective teacher is the link between the educational institution and the student. He/she is able to use the teaching skills to bring out the best in a student thus increasing the school's effectiveness. Furthermore, measuring the teaching effectiveness of a teacher is also very necessary as it helps in improving the quality of teaching. The periodic feedback also helps in recognizing the gaps in teaching and in formulation of remedial plans. There are several internal and external factors that determines the effectiveness of teaching. To summarize, it may be said that teaching effectiveness is an area of research that deals with the professional and personal competence of a teacher. (Gupta & Verma, 2021)

TEACHERS

Teacher education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values and beliefs. This can be done with the help of the provided curriculum. And the quality of teacher produced in any institution invariably depends on the curriculum offered to them during their training period. After reviewing various researches on the curriculum and significant role of teachers' in framing the curriculum the process of curriculum development was decentralized. The process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks. Decentralization should mean greater autonomy within the state/district. As curriculum is the best mean of overall development of students. And teacher is mediator between curriculum and students. She/he knows various needs of students, educational institutions, industries, parents (stakeholders). The quality of teacher education is maintained by curriculum of Teacher Education. (Patankar & Jadhav, 2013)

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER-EFFECTIVENESS:

Teaching is a challenging process and it is a vast concept in teaching field. Competencies and skills through various attributes are part of effective teaching process and these elements are found in educational experts who are engaged in this field. Physical, mental, emotional and intellectual students' development depends upon teachers' these skills and competencies. Affective domain is cared by teachers for the students' development during teaching. Teachers' competencies depend on novel trends to managing of their emotions which put

good impact in field of the teaching. Emotionally intelligent Teachers show emotional skills and practices in their teaching. This makes their professional career successful. Emotionally intelligent teachers are described under thoughtful reflective figures of character and they are always flexible, as well as they are affirmative communicative figures. They are also optimistic with positive behaviours of creational habits in teaching activities. Strong emotional intelligence (EI) and effective teaching is necessary segment of teachers to flourish students' academic excellence. (Siddique et al., 2020)

Emotional Intelligence is the ability to understand own emotions and those of people around. The concept of emotional intelligence means persons must have a self-awareness that enables to recognize feelings and manage your emotions. Studies of emotional intelligence appeared in academic articles beginning in the early 1990's. Emotional Intelligence is the set of abilities that accounts for how people emotional reports vary in the Emotional Intelligence accuracy and how the more accurate understanding of emotions leads to better problem solving in an individual's. An attempt is made in this paper to analyse the concept of emotional intelligence and teacher's effectiveness in the class room of schools and universities, Role and the qualities of the teachers, Programmers' for enhancing emotional intelligence and the Emotional Intelligence result. In the academia, the quality of teaching effectiveness. However, the environment of local universities is very challenging due to the increasing demands, standards and expectations of the public, stake holders and the Ministry of Higher education. The lectures are overwhelmed with multiple roles and tasks such as conducting research for promotion purposes, attending seminars, project presentations and engaging in students and community services activities subsequently, the lectures have the tendency to experience negative emotions such as tension, hostility, depression, anger, nervousness and frustration. Therefore, it is vital for lecturers not only to possess the appropriate knowledge, skills and abilities to ensure the optimum transfer of knowledge, but to equip themselves with another pertinent aspect of teaching called the Emotional Intelligence. The term emotional intelligence was popularized by Goleman (1995) who claimed that Emotional Intelligence " can be as powerful and at times more popular, than I.Q. " There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as the

ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance and physical and mental health. Good teachers need a

strong emotional intelligence understanding what makes a particular student “tick ” emotionally can be important in helping with individual learning (V, 2015).

SIGNIFICANCE OF THE STUDY

The study of emotional intelligence and teacher effectiveness among private and government college teachers is significant as it explores the crucial link between educators' emotional intelligence and their ability to create positive learning environments. Understanding how emotional intelligence influences teaching effectiveness can inform professional development programs, enhance teacher-student relationships, and contribute to the overall improvement of educational outcomes in both private and government institutions. This research has the potential to shape educational policies and practices, fostering more emotionally intelligent and effective teaching strategies for the benefit of students in diverse academic settings.

STATEMENT OF THE PROBLEM

A study of emotional intelligence and teacher effectiveness among private and govt. college.

OPERATIONAL DEFINITION

Emotional Intelligence: emotional intelligence as the ability to monitor one's own and others' emotions, to discriminate among different emotions, and to use this information to guide one's thinking and actions.

Teacher Effectiveness: Teacher Effectiveness means that teachers have attained the needed competence in their roles and functions, namely preparation for teaching and planning, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations. Also these excel in their other personality characteristics.

OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To examine the relationship between emotional intelligence & teacher effectiveness among college teachers.
2. To examine the difference between teacher effectiveness among private and government college teachers.
3. To examine the difference between emotional intelligence among private and government college teachers.

HYPOTHESIS OF THE STUDY

1. There will be no significant relationship between emotional intelligence and teacher effectiveness among private and government college teachers
2. There will be no significant difference between teacher effectiveness among private & government college teachers.
3. There will be no significant difference between emotional intelligence among private & government college teachers.

CHAPTER II

REVIEW OF LITERATURE

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed described, summed up, impartially evaluated, and clarified in the review.

My review is divided into three components:

EMOTIONAL INTELLIGENCE AND COLLEGE TEACHERS

Sethi,(2023) study examines the relationship between Emotional Intelligence and Academic Stress among undergraduate college students. 300 undergraduate students between the age group of 18-24 (150 boys and 150 girls) from the colleges of Balasore locality were selected randomly for the purpose. To evaluate Emotional Intelligence and Academic Stress, Shutte's Emotional Intelligence Test (SSREIT), and Students' Academic Stress Scale (SASS) of B. Rao (2008) was used respectively. For the analysis of obtained data, Pearson correlation and t-tests were employed. The result indicates that there is no significant relationship between emotional intelligence and academic stress. Similarly, the result of t-test shows that there is no statistically significant difference in emotional intelligence with respect to gender. Further, there were no statistically significant differences in academic stress with respect to gender. This study provides insight into emotional intelligence, academic stress, and gender differences for future reference.

Quílez-Robres et al., (2023) study's primary goal is to examine the connection between academic achievement and emotional intelligence. A few moderating factors, including age, sex, country, geographic region, performance type, and individual psycho-developmental stage, are also discussed in the study. A comprehensive assessment of the body of research was conducted, encompassing 27,909 participants, 28 samples, and 27 articles. Consensus between collaborating scientists and PRISMA guidelines served as the foundation for the investigation. Given that emotional intelligence had a significant moderate-high effect size ($r = 0.390$ and $p < 0.001$), the results indicate that it is a useful measure to predict academic performance. Furthermore, while all regression models that were used to analyse moderating variables produced meaningful results. It is concluded that setting up programmes to

stimulate emotional intelligence at the school level can improve the personal development of individuals and also their academic performance.

Khassawneh et al., (2022) study examined emotional intelligence scale. It was created by Costa and Faria (2015) looked at a study to gather data. A proposed model for EI-based teaching competencies and its relationship to critical strengths were evaluated for validity and usefulness using structural equation modelling. The findings show how EIC significantly affects teacher behavior, which in turn improves student accomplishment. According to the study, in order to guarantee effective instruction and exceptional performance, higher education institutions should prioritize hiring new instructors with strong emotional intelligence (EI) skills and providing training sessions to existing educators to improve their EI skills.

Sathya & Velmurugan, (2022) researched on the emotional intelligence of scientific and art college students in Tamil Nadu's southern region was also ascertained by this study's examination of conversations with this student body. For this study, the stratified random sampling approach was chosen as the data collection method based on the type of work that needs to be done. The researcher has suggested that in terms of the current study, college students majoring in arts and sciences provide the necessary data. Utilising the stratified random sampling approach, a sample of 27 arts and science colleges and 28 colleges in Kanyakumari district are selected. For the present study, there are 380 samples. It is concluded that there is no association between level of emotional intelligence and age group of students. 17.4% of respondents had low emotional intelligence, 66.5% had moderate emotional intelligence, and 16.1% had high emotional intelligence among students in the 18–20 age range. Such respondents have varying degrees of emotional intelligence.

Wang, (2022) this study explored the correlation between teacher EI and student academic achievement and possible mechanisms may lie in this relationship. A sample of 365 Chinese teachers from 25 public middle schools participated in this study by completing measurements of teacher EI, teacher work engagement, and teacher self-efficacy. The results indicated that teacher work engagement partially mediated the path from teacher EI and student academic achievement. Moderated mediation further showed that teachers with high self-efficacy had a more significant positive impact on the relationship between teacher work engagement and student academic achievement than teachers with low self-efficacy.

Joshi and Kandpal,(2021) examined the importance of feelings and emotions and their impact on people's lives is a new trend that has recently been in the forefront of people's lives as they try to deal with their environments. Developing emotional skills surely can lead to better mental health and adjustment leading to effective living. People who are emotionally intelligent, who know how to manage their feelings well and who can deal effectively with others feelings are at an advantage in every domain of life. Emotional intelligence (EI) is the ability to recognize and express emotions in you and to understand the emotions of others. The present study aims to find out the impact of gender upon emotional intelligence of college going students. For the study 60 students have been taken as sample out of which half were boys and half were girls. For the collection of Emotional Intelligence data “Emotional Intelligence scale” (2014) Arun Kumar Singh and Shruti Narain has been used. Results show no significance difference between the mean scores of both the groups in various dimensions of emotional intelligence

Ali et al., (2021) study on emotional intelligence is developing as an important construct in the education field. This construct influences the performance of students. It is a matter of common observation that some persons are less intelligent and they succeed in life better than those who are highly intelligent. Here the construct of emotional intelligence arises. This research study aimed to explore the difference in emotional intelligence on gender basis. A survey research design was used. The population of research consisted of all the students of University of Malakand studying in BS (Hons.) classes. 180 university students BS (Hons.) were selected out of whom 67 were female and 113 were male. Six departments were selected randomly from all departments in university. Thirty subjects were selected from every department randomly from BS classes hence it was a multi stage random sampling. The questionnaire, Self-Report Measure of Emotional Intelligence (SRMEI) was used as data collection tool. Data were analyzed through SPSS. The test applied for data analysis was independent samples t-test. The result of the study showed that male students were highly emotionally intelligent than female studies. Male students were also more intelligent on factors emotional self-regulation and emotional self-awareness than female while there was no significant difference on the subscale of interpersonal skills.

Rai & Yaden, (2020)This study investigated the impact of emotional intelligence among the college students with special reference to their subject stream. Objectives were to find out the difference between arts and science college student with regard to their emotional intelligence. Total Sample of the present study was 100, in which male comprised of 50 and

female were 50 among the college students. Survey method was used to collect the data. Research tools: Roqan Emotional Intelligence Test by Dr. Roquiya Zainuddin and Anjum Ahmed. Statistical treatment: Mean, SD, t-test. The study was conducted with the help of REIT against 100 college students. Findings indicated that the five dimensions of emotional Intelligence- self-awareness, self –regulation, motivation, empathy and social skills plays a pivotal role in EI. The study revealed emotional intelligence between Arts and Science college students differed significantly. In terms of emotional intelligence, Science college students of Science stream had a good score.)

Moeller et al., (2020) conducted a study on Mental health problems which are prevalent amongst today's college students and psychosocial stress has been identified as a strong contributing factor. Conversely, research has documented that emotional intelligence (EQ) is a protective factor for depression, anxiety and stress (mental health problems). However, the underlying mechanism whereby EQ may support stronger mental health is currently not well understood. This study used regression analyses to examine the hypothesis that belongingness (inclusion, rejection) partially mediates the effects of EQ (attention, clarity, repair) on psychological well-being in a large sample (N = 2,094) of undergraduate students. Results supported the mediation hypotheses for all three EQ components and highlighted that the effects of rejection on psychological well-being were particularly strong. In line with prior research, our results indicate that prevention and intervention efforts with college students could explicitly target EQ skills in an effort to reduce perceived rejection and promote student well-being.

Shrestha, (2018) This paper explores the perspective of college students regarding emotional intelligence in higher education. A great number of changes in the education system globally has developed new expectations for teachers. These days, teachers are not just the authority in a classroom but a mentor. Thus, emotions play a significant role in the teaching and learning process. This paper argues that mastery in subject matter does not make the best teacher in the eyes of students, rather emotional intelligence does. Emotional intelligence is neither the opposite of intelligence nor just the battle between mind and heart, but it is the unique intersection of both. Quantitative research was done with 201 college students from different educational backgrounds. The data was analyzed with the theoretical modality influenced by Daniel Goleman's 'Emotional Intelligence' method. The first part of the research explores what aspects of teacher's students associate with being the best, and the second portion

explores what behaviors the students want in their teachers in general. This research helps to identify emotional intelligence, a new domain introduced in the teaching and learning process, as significant, even from the student's perspective.

D. & Ezhilbharathy, (2017) This study examined that the Emotional Intelligence of school teacher of Cuddler District in Tamil-nadu. The random sampling technique was used to collect 150 samples from area of study. Normative survey method was used. It envisioned to find out the levels of Emotional intelligence of teachers and if there is any significant difference between the selected pairs of sub-samples. constructed and validated by Hyde, Dhar, & Pethe, (2001) Emotional Intelligence scale was used to collect the data. This study reveals that the majority of teachers Emotionally Intelligence were high. There exists significant difference between sub samples related to gender, age, locality, Qualification, Major subject, Number of children and Spouse salary. A stepwise regression was used to find factors contributing emotional intelligence of teachers. Among the 13 predictors 1 was found in the 1 step. The model was statistically significant and accounted for approximately 15% of the variance of emotional intelligence. Inspection of the structure coefficient suggests that gender alone is a strong indicator of emotional intelligence.

Rai & Khanal,(2017)This study is an attempt to assess emotional intelligence and emotional maturity of college students in Sikkim and further it will assess the relationship of these two variables with academic achievement of students. Tools used for the study are Emotional Intelligence Inventory by S.K. Mangal and S. Mangal and Emotional Maturity Scale by Roma Pal. Sample size was 122 which were randomly taken from the population. This study revealed highly positive correlation between emotional intelligence academic achievement and no significant correlation was found between emotional maturity and academic achievement

Saxena & Singhvi , (2015)The aim of the present study is to study the relationship between emotional intelligence and reasoning ability among college students .The study was conducted to a sample of 150 college students (75 boys and 75 girls). Emotional intelligence scale and Reasoning ability test was used to collect data. The data was analysed using t-test. The results of the study revealed that the students possessing high emotional intelligence have better reasoning ability as compared to the students who are having low emotional intelligence. Emotional intelligence played a major role in facilitating reasoning ability of college students.

Kauts & Chechi, (2014) conducted a study to investigate the influence of emotional intelligence, age and qualification on the teacher effectiveness of the teachers. 739 secondary schools' teachers were the parts of the study. 80-item questionnaire by C R Darolia on emotional intelligence (five scales: Self-awareness, Motivating Oneself, Managing Emotions, Empathy and Handling Relations, and a 60-item Teacher Effectiveness Scale by Kumar and Mutha, 1985 were the tools used to assess the above variables. The frequency, mean and standard deviation values were calculated and a 3-way ANOVA analysis was used to evaluate the statistical significance of the findings. The study results revealed that there were no appreciable differences in the efficacy of teaching between groups of teachers in government and private secondary schools. Compared to teachers with high emotional intelligence, those with poor emotional intelligence performed less well in the classroom. It was also revealed that teachers with more experience were more productive than those with less experience. Thus, it was concluded that emotional intelligence and teaching experience contribute in making of a teacher to be effective.

TEACHER EFFECTIVENESS AND COLLEGE TEACHERS

Sehjal, (2021) study aims to learn more about the efficacy of secondary school instructors with respect to their gender, school type, and location. The survey technique was employed in the study process. Professor S.C. Ghakhar and Dr. Shallu Puri developed the Teacher Effectiveness Scale (2010) to collect data from secondary school instructors. For this study, 130 secondary school teachers from the Punjabi district of Jalandhar were selected at random as sample participants. Statistical methods like Mean, SD, and t-test were applied to evaluate the outcomes. The findings indicated that there is no statistically significant difference between male and female high school instructors at any of the two important stages.

Fernández-García et al., (2021) research on the six categories of teaching behaviour in the teacher effectiveness paradigm (teaching-learning techniques, differentiation, clear instruction, safe learning environments, and effective classroom management). Examining how effectively teachers are seen by university students and how this affects their academic involvement was the primary goal. There were 782 students in the sample, representing 16 universities. A transversal design and the My Teacher Questionnaire and Academic Engagement Scale, which were tailored to the research group and used Likert-type response styles, were used to gather the data. The results point to variations in student impressions of professors based on gender and course type: students thought male instructors were superior,

and they had more favourable opinions of instructors in courses in the social and legal sciences, arts and humanities, and health sciences.

Sharma, (2021) study is to explore and understand how teachers' efficacy is impacted by their job motivation. The study that was done is descriptive in nature and provides a quantitative analysis of its many characteristics. The study's participants included professors and other academic staff members from several colleges affiliated with the same university. In order to establish the validity and reliability of the research instrument—a questionnaire that was used to gather data—it was initially assessed on 25 academics and teaching staff members who were not part of the sample. The research findings indicate that there is no statistically significant correlation between work motivation and the performance of college professors and teaching personnel. The efficacy of private college teaching personnel does not significantly correlate with work motivation.

J. Prabhu, (2021.) study aims to find out the occupational stress among the school teachers; and find out the relationship between occupational stress and organizational climate. The population for the present study has been identified as the school teachers who are working in various types and categories of schools in Pudukottai district of Tamil Nadu. Using simple random procedure from the list of schools the researcher collected 703 school teachers from Pudukottai district. In the present study teacher effectiveness, occupational stress and school organizational climate mean scores are not in high level. All of these three variables mean scores are in average level. But the correlational study of teacher effectiveness, occupational stress and school organizational climate are highly correlated with one another.

Bardach & Klassen, (2020) This study offers a thorough analysis of the research on the relationship between teachers' efficacy and cognitive abilities (intelligence test scores and proxies of cognitive abilities like college entrance exam scores and basic skills test scores). For this review, a selection of twenty-seven research done between 2000 and 2019 was used. There were few studies that used intelligence test scores, and the ones that did show little relationships at all, if any, with teacher performance. Research on cognitive ability proxies produced, at most, weakly favourable relationships with instructional effectiveness. Nevertheless, significant differences exist behind these general conclusions about proxies of cognitive ability, since several research examining various test domains reveal a distinct pattern of findings. Additionally, we point out significant restrictions on sample strategies, statistical analyses, construct measurement, interpretation, and reporting. I conclusion this study gave direction on teachers' cognitive capacities and efficacy will be outlined, along

with important limitations to construct assessment, sample strategies, statistical analyses, and the interpretation and reporting of the included studies that they discovered.

Behera & Behera, (2019) In the present study the investigators made an attempt to study Assessment of Teacher Effectiveness of University Teachers in Purulia district of West Bengal, India. Survey method was followed. A total of 130 Teachers and Students (50 Teachers and 80 PG Students) of Sidho-Kanho-Birsha University in Purulia district were taken as representative sample of the whole population. For selecting University Teachers Stratified Random sampling technique was adopted. Simple Random Sampling technique was adopted for selecting PG Students. Teacher Effectiveness Scale (TES) was used for measuring the teacher effectiveness of university teachers and Teacher Rating Scale (TRS) developed by Deva (2003) was used for students rated teacher effectiveness of the faculty members. F and t-tests are used to analyze the data. The study revealed that the level of teacher effectiveness of University Teachers in Purulia district of West Bengal is Moderate /average or moderate. The study also revealed that the level of teacher rating of University Teachers in Purulia district of West Bengal is Moderate /average or moderate. The study revealed that teacher effectiveness with respect to their gender, locality, training status, types of job, marital status, salary / income, caste and stream did not differ significantly.

Rogers, (2018) study was to explore the perceptions and professional practices of 15 middle school teachers regarding teacher effectiveness and the influence on student achievement. The five research questions that guided this study aligned with the Georgia Department of Education five domains of teacher effectiveness: planning, instructional delivery, assessment, learning environment, and communication. This study implemented the qualitative case study design. The research was conducted in four middle schools in a school district in Georgia. The research used individual interviews, focus group interviews, and a prearranged classroom observation. The cross-case synthesis analysis method was implemented to find patterns and themes that were used to explain the phenomenon being studied. The data analysis involved segmenting the database, developing categories, coding segments, grouping category segments and drawing conclusions. Future research studies on teacher effectiveness and the influence on student achievement should include special education teacher participants.

Devi & Talukdar, (2018) conducted a study to explore the effectiveness of college teachers in relation to their mental health in respect of their gender (male and female) and locality rural and urban. Descriptive survey method is used in this study with sample of 272 college teachers. Teacher Effectiveness Scale by Result revealed that majority of the scores, for both

male and female, in different aspects of teaching effectiveness are high and almost similar. Significant positive correlation is found between mental health and teaching effectiveness of college teachers.

Kumar & Kaur, (2017) study was to find out the relationship between Teacher Effectiveness and Organizational Climate of Engineering College Teachers. To achieve this objective, Teacher Effectiveness Scale (2011) by Puri and Gakhar and Organizational Climate Scale (2010) by Chaudhari, Pethe and Dhar were used. The sample consisted of 100 Engineering College Teachers selected randomly from Moga & Ludhiana District of Punjab, India. The sample was equally categorized between Male-Female and Rural-Urban Engineering College Teachers. Statistical techniques viz. - Mean, Standard Deviation, Standard Error of Means, t-test and Coefficient of Correlation were used to analyze the data. The results revealed that there exists significant relationship between Teacher Effectiveness and Organizational Climate of Engineering College Teachers. It means that Organizational Climate affects the Teacher Effectiveness of Engineering College Teachers. If the Organizational Climate of the Engineering College Teachers will better their Effectiveness will also be better and vice-versa.

Sinafiqish, (2017) Scholars have been examining associated aspects of Teacher Effectiveness. To determine the research need in the suggested subject topic, a comprehensive assessment of related literature on "Teacher Effectiveness and its related characteristics" was carried out. A set of precise procedures was followed in order to survey the relevant literature for the systematic review. The studies that were considered were limited to those that were published between 1990 and 2015. Only computer-based internet searches using the aforementioned search engines were used to look up relevant material. For the purpose of the systematic review, only papers that conducted survey-style research using sizable sample sizes based on person- and category-related characteristics were recognised and included. 244 studies were collected by using various keyword permutations and combinations while searching using search engines.

Blazar & Kraft, (2017) Research has focused predominantly on how teachers affect students' achievement on tests despite evidence that a broad range of attitudes and behaviors are equally important to their long-term success. We find that upper-elementary teachers have large effects on self-reported measures of students' self-efficacy in math, and happiness and behavior in class. Students' attitudes and behaviors are predicted by teaching practices most

proximal to these measures, including teachers' emotional support and classroom organization. However, teachers who are effective at improving test scores often are not equally effective at improving students' attitudes and behaviors. These findings lend empirical evidence to well-established theory on the multidimensional nature of teaching and the need to identify strategies for improving the full range of teachers' skills.

Raj Lakshmi Bhat, (2017) study an attempt has been made to study the effect of Pre service teacher education on teaching effectiveness of Prospective teachers in relation to their gender and stream. The sample consisted of 200 Pupil teachers of central universities of Delhi. The teacher effectiveness scale developed and standardized by Umme kulsum was used. The results show that the Impact of pre-service teacher education training on teaching effectiveness of the pupil-teachers was found to be significant at 0.01 level of confidence. There was no significant effect of gender on teaching effectiveness of the pupil-teachers. It was found that effect of stream on teaching effectiveness of pupil-teacher was significant.

Koutrouba, (2016) research was conducted in 2014-2015 in 30 schools across Greece and examines, through a specifically designed questionnaire, the views of 879 Greek secondary education students on teaching practices, teacher traits and behaviours which are associated by students with teacher effectiveness. According to the results, Greek students relate teacher effectiveness to scientifically accepted teaching practices implemented and procedures developed in the and attribute the feature effective to teachers who develop specific behavioural attitudes during interpersonal communication, such as empathy, friendliness, supportiveness, trustworthiness and humour.

Arora, (2015) research was conducted to study teacher effectiveness among male and female teachers at secondary level in Punjab. Sample consisted 200 teachers belonging to Moga & Ludhiana district and taken through random sampling method. Teacher Effectiveness scale by Promod Kumar 1974 was used. Data was analyzed by employing mean, S.D., t-ratio, . It was found that there is no significant difference of teacher effectiveness exists between urban and rural, government & private and male and female teachers of Punjab at secondary level.

Barman & Bhattacharyya, (2015) examined the teaching effectiveness of teacher's educators in different types of b. ed colleges. 151 B.Ed. college students were the sample of the study, 57 of them are from three government-aided B.Ed. institutions, and 94 are from four private, self-financed B.Ed. colleges. The study's overall findings indicate that B.Ed. college teacher educators provide moderately effective instruction. Additionally, it is shown that the teaching

effectiveness of teachers at government-aided B.Ed. colleges in West Bengal is superior to that of teachers at various private, unaided, and self-financed B.Ed. colleges.

Saini & Joshi, (2013) study aims teacher effectiveness is considered as the optimum level of efficiency and productivity on the part of the teacher. It is the ability of teacher to relate the learning activities to the developmental process of learner and to their current and immediate interests and needs. Effective teachers are perceived to be fully equipped naturally and professionally to lead the students to success in competitive World, as well as inculcate in them, values that would make them exhibit behavior that are generally desirable and acceptable. The teacher's adjustment level vary in different situations. In this study a sample of 150 teachers has been selected and efforts has been done to find whether adjustment effects teacher effectiveness. Data was analyzed through t-test and it was found that there exists a significant relationship between teacher effectiveness and adjustment level of secondary school teachers.

Dibapile, (2012) study's goal was to examine the research on classroom management and instructor efficacy. The ideas of Bandura (1977) and Rotter (1966) served as the foundation for this paper's conceptual framework. According to a review of the evidence, teacher efficacy improves performance, aids in the development of successful instructional practices, and boosts instructors' effectiveness and productivity. However, classroom management enables teachers to exert control over misbehaving students. Researchers studying teacher efficacy measured the concept using both original and modified instruments. Finally, it was determined that one factor influencing teacher efficacy is culture.

Devlin & Samarawickrema, (2010) study clearly contrasts the Australian Learning and Teaching Council's criteria for effective teaching with dimensions generated from reliable research and psychometric procedures. It notes that the standards for good teaching in higher education have changed over time. The study makes several recommendations for further research on the topic of successful teaching, but it also makes the case that context is important and that it is always changing due to influences from both inside and outside of institutions. It claims that in order to correctly represent and continuously adjust to the settings in which learning and teaching are performed, our common definition of competent, professional, and successful teaching must constantly grow.

Roberts, (2006) study examined trend in agricultural education has been a shortage of graduates from preservice agricultural education programs who choose to enter the teaching

profession, thus causing a deficit in the number of qualified teachers to fill vacancies. When examining preservice agricultural education programs, student teaching is often the capstone experience, during which, the student teacher works closely with the cooperating teacher. Given that the student teaching experience is often the final semester of preservice agricultural education programs, it is reasonable to assume that satisfaction with that experience contributed to a student teacher's decision to enter the teaching profession. Because the decision to enter teaching is made by the student teacher, insight into their perceptions of the student teaching experience, particularly the cooperating teacher, is invaluable. The purpose of this study was to develop a model of cooperating teacher effectiveness by replicating the work of Roberts and Dyer (2004). The Delphi method was utilized with an expert panel (N = 13) of all the student teachers from the University of Florida. Thirty characteristics were identified and grouped into the categories of Teaching/Instruction, Professionalism, Student Teacher/Cooperating Teacher Relationship, and Personal Characteristics

Erdle et al., (1985) study examined the relationship that is often discovered between personality and college teaching efficiency and how classroom teaching behaviour mediates it. Thirty-seven full-time college teachers were judged by colleagues based on 29 personality attributes, and a team of trained observers evaluated how frequently the same instructors demonstrated 95 distinct classroom teaching behaviours. Global end-of-term student ratings that were averaged over a five-year period were used to gauge the efficacy of instruction. Path studies showed that classroom behaviour mediated around half of the relationship between personality and instructional efficiency. It was discovered that the highly regarded instructor had both interpersonal and achievement orientated personality characteristics. The results are analysed in connection to the classroom teaching model developed by M. J. Dunkin and B. J. Biddle, as well as the validity of student evaluations of instruction.

Sherman & Blackburn, (1975) conducted a study with the aim to examine the degree of correlation between assessed teaching efficacy and observed faculty personal traits. 1,500 students' evaluations of men and women teaching members were the samples of the study. Factor analysis, analysis of variance, and multiple regression analyses were the statistical techniques used in the study. The results imply that adjustments related to instructional effectiveness may have a greater influence on changes related to personality factors than on those involving classroom procedures.

EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF COLLEGE TEACHERS

Naili et al., (2023) study's focus was on how emotional intelligence may improve teachers' effectiveness in the classroom. The main goal was to determine how emotional intelligence and efficacy as instructors relate to English secondary school teachers in Jijel. Thus, the theory put out was that there would be no discernible correlation between the emotional intelligence of English instructors and their effectiveness as educators. A correlational strategy was used to investigate the hypothesis using a quantitative research methodology. Two tools were used to obtain the necessary data: a teaching competency scale questionnaire given to forty-five English secondary school teachers in Jijel, and the Schutte Self-Report Emotional Intelligence Test by Schutte et al. (2009).

Naik et al., (2022) study was intended to explore the relationship between Emotional Intelligence and Teaching effectiveness of Male and Female Shiksha Karmies. The study was carried in context of descriptive research method. The sample for the Present study was 640 (320 Male & 320 Female) Shiksha Karmies Working in Government School of Chhattisgarh State. The data was subjected to statistical treatment by using Product moment correlation, 't'-test and one way ANOVA. Result revealed that there is significant Positive relationship between Emotional Intelligence and Teacher's role commitment. It has been found that, there is a significant mean difference of teaching effectiveness of male shiksha karmies belongs to high, average and low emotional intelligence, but male shiksha karmies belongs to average and low emotional intelligence does not differ significantly on their teaching effectiveness. The result indicates that the faculty members who performed superior in overall EI skills tended to achieve higher teaching effectiveness. It has been stated that emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching- learning processes in the classroom, and in particular for the socio-emotional development of students. These can be improved with effective intelligence of the teachers.

Munir et al., (2021) delve a study with the purpose to find out relationship between emotional intelligence and teaching effectiveness of teachers. 295 teachers and 622 students were participants of the study by using convenient sampling technique. The data was analyzed through correlation, ANOVA and t-test using SPSS 16 software. The result of study revealed that not all but some demographic variables significantly predict emotional intelligence of school teachers like gender, age, teaching experience, qualification and teaching discipline

but marital status and designation were insignificantly differed. Teachers' emotional intelligence and its subscale were moderately positively correlated with their teaching effectiveness.

Awan et al., (2021) study was conducted to find out the effects of emotional intelligence (EI) competencies of teachers on student-teacher relationship and student's motivation at elementary level. Twenty-five competencies of teachers were explored under five major domains i.e. emotional self-awareness, motivation, self-regulation, social-skills and social awareness. Goleman's Emotional Competence Inventory (Boyatzis & Goleman, 2002) was used as a tool for data collection. Two questionnaires were developed by the researchers after review of related literature for measuring the student's motivation and student-teacher relationship. The data of one hundred and fifty-one respondents were analyzed through t-test, one-way ANOVA and regression analysis. The findings discovered that teacher's EI competencies had significant effect on students' motivation and student-teacher relationship in elementary schools. It was concluded that age had significant effect on teacher's EI competencies as younger ones scored higher on ECI.

Soanes & Sungoh, (2019) researched to explore the influence of Emotional Intelligence on Teacher Effectiveness of science teachers. Emotional Intelligence inventory and Teacher Effectiveness scale were used to collect the data. The findings of the study revealed that there is a significant difference in Emotional Intelligence between male and female science teachers and female science teachers are slightly higher in Emotional Intelligence than their male counterparts. The findings of the study revealed a relationship between Emotional Intelligence.

Sekreter, (2019) research associate emotional intelligence to significant professional outcomes including teacher effectiveness and organisational productivity. The primary objective is to investigate how emotional intelligence abilities affect teaching effectiveness and how much of an impact they have on teachers' performance productivity during the teaching-learning process. This study claims that instructors' emotional competence aspects contribute to their efficiency more than any other single component, in light of the investigation of the significance of emotional intelligence in an effective teaching-learning process. To establish an ideal classroom environment that is more conducive to learning, some tactics that have been successful include the establishment of supportive teacher-student connections, the use of successful emotional learning programmes, and effective classroom management

techniques. Positive developmental outcomes in kids' success are promoted by all of these factors.

Martínez-Monteagudo et al., (2019) research is to define emotional intelligence into distinct profiles based on the three characteristics of attention, understanding, and repair. Furthermore, the study aims to confirm if the profiles differ significantly in terms of teacher burnout, anxiety, depression, and stress. Enrolled were 834 instructors who completed the Depression, Anxiety, and Stress Scales-21, the Maslach Burnout Inventory, and the Trait Meta-Mood Scale-24. In a similar vein, the findings showed notable variations in emotional intelligence profiles with respect to stress, anxiety, despair, and burnout. Higher results in Emotional Exhaustion, Depersonalisation, Anxiety, Depression, and Stress were attained by the instructors in the groups with generalised poor emotional intelligence and the group with high attention and low repair, whereas lower levels were acquired in Personal Accomplishment.

Turi et al., (2017) study was to investigate the impact of emotional intelligence training on the teacher performance with the hypothesis based on the literature of emotional intelligence that it promotes academic performance. Quantitative method based on questionnaire was used to measure the impact of emotional intelligence training the academic performance and enhancement of the workers. Collected data was analyzed using SPSS and results show strong correlation and relationship between the emotional intelligence and teacher academic performance and it improves teacher's effectiveness and performance in raising a socially and emotionally intelligent child. Therefore, it is highly recommended for the educational managers and trainers to design courses and training sessions on emotional intelligence for the educational programs and projects effectiveness

Dolev & Leshem, (2016) Research finds that the personal abilities of educators, namely their Emotional Intelligence (EI), are crucial for their efficacy. The significance of socialemotional skills for kids' learning and academic success has also gained attention recently. The study was conducted after a two-year EI programme using both group workshops and one-on-one coaching at a single school. Semi-structured interviews and pre-post EQ-i assessments were both employed in the study's mixed approach. The results show that the participants thought the training programme had improved their EI abilities, as indicated by the Bar-On model. The majority of individuals changed their EI-related behaviours and incorporated these competences into their personal, professional, and group identities.

Bala, (2017) conducted a study aiming at studying teacher effectiveness in relation to emotional intelligence and studying the correlation of teacher effectiveness and emotional intelligence. To achieve the purpose, Teacher Effectiveness Scale by Kulsum (2000) and Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001) were employed. A sample of 200 secondary school teachers was selected on the basis of random sampling technique. Descriptive statistics were used to analyze the data. The t-value was applied. Results indicate a significant difference between teacher effectiveness among male and female & Govt. and Private secondary school teachers. Findings on the basis of one-way analysis of variance reveal that the group of secondary school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. There exists positive and significant relationship between teacher effectiveness and emotional intelligence among secondary school teacher.

Goldring et al., (2015) research aims to advance the present psychometric research on The Vanderbilt Assessment of Leadership in Education by examining its convergent and divergent validity. It also contributes to the ongoing discussion of whether and how general leadership notions, such as charisma, are conceptually distinguished from instructional leadership. The Trait Emotional Intelligence Questionnaire, an instrument for measuring emotional intelligence, is used by the authors as the diverging measure. The findings show that teachers' and administrators' perspectives on leadership ideas differ. Teachers rate their principals similarly and do not appear to distinguish between general traits associated with leadership effectiveness and instructional leadership practices, as measured by the VAL-ED or PRIMIS. This is an intriguing finding of the study. Principals can distinguish between emotional traits and instructional leadership measures when self-rating.

Chechi, (2014) study aims at studying the influence of the emotional intelligence, age and qualification on the teacher effectiveness of the teachers. The study population included secondary schools teachers working in Jalandhar and Ludhiana districts of Punjab, India. Using a multi-stage random sampling method, a sample volume of 739 teachers was determined. Two main instruments were used to measure the study variables: a 80-item questionnaire by C R Darolia on emotional intelligence (five scales: Self-awareness, Motivating Oneself, Managing Emotions, Empathy and Handling Relations, and a 60- item Teacher Effectiveness Scale by Kumar and Mutha, 1985. The frequency, mean and standard deviation values were calculated and a 3 way ANOVA analysis was performed to evaluate the statistical significance of the findings. The study results revealed that: (a) Differences in

teacher effectiveness of groups of teachers' based on school type i.e. government and private secondary schools, are not significant. (b) Teachers with low emotional intelligence are less effective in teaching than teachers with high emotional intelligence. c) More experienced teachers are found to be more effective than less experienced teachers. Thus, it can be concluded that emotional intelligence and teaching experience matters in making of a teacher to be effective.

Naderi Anari, (2012)research aims to look at the relationships that exist between high school English teachers' emotional intelligence and organisational commitment, work happiness, and emotional intelligence. In addition, the study intends to investigate how age and gender relate to organisational commitment, work satisfaction, and emotional intelligence. The study's findings suggest a favourable and statistically significant association between work satisfaction and emotional intelligence, as well as between emotional intelligence and organisational commitment. Additionally, it is discovered that there are no appreciable differences in job satisfaction and organisational commitment between English instructors in high school, regardless of their gender or age.

Morales, (2011)study investigated the relationship between emotional intelligence (EI) and burnout among 104 Iranian EFL teachers. In addition, teachers' differences on EI and burnout were examined with respect to demographic variables. The participants were administered EI and Burnout questionnaires. The results obtained through using Pearson Product-Moment Correlation showed that there were significant negative correlations between EI and burnout, burnout, teaching experience and age and positive correlations between teachers' EI, teaching experience, and age. Finally, using T-Test, the researchers found no significant differences in teachers' EI and burnout with respect to gender. Implications of the study are discussed, and suggestions for further research are made

Iordanoglou, (2007)study aimed at examining the relationships among emotional intelligence, leadership effectiveness, commitment, and satisfaction in education. Three hundred thirtytwo primary education teachers participated in the study conducted in Greece. Results, using structural equation modelling, showed that emotional intelligence, especially the intrapersonal and interpersonal dimensions, has a positive effect on leadership roles, explaining 51% of variance. A strong positive effect was also apparent on teachers' commitment and effectiveness, as measured by teachers' perception. Leadership roles such as performance evaluation, motivation support, and development improvement had a strong

influence on effectiveness. The findings could have implications for the selection and training of future educators.

CHAPTER III

RESEARCH METHODOLOGY

INTRODUCTION

Research Methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. Its aim is to give the work plan of research a logical direction. It is necessary for the research undertaken but also methodology.

DESIGN OF THE STUDY:

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

METHOD

Descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

POPULATION AND SAMPLE OF THE STUDY POPULATION

In the course of our research, our targeted population comprised of college teachers, keeping in view the importance of studying this specific age group due to its unique challenges and distinct perspectives the sample will be collected from Jammu districts only.

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The investigator randomly selected 120 teachers from private & government institutes from colleges of Jammu District.

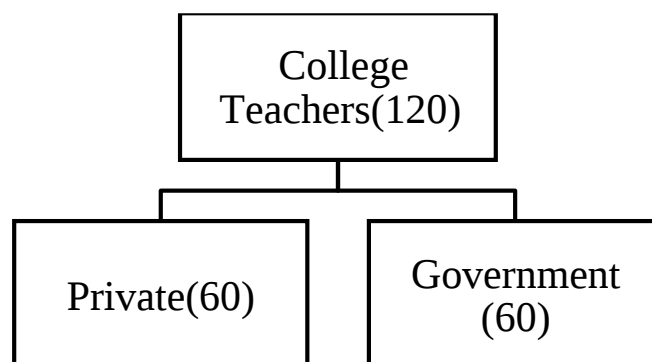


TABLE 1

Distribution of sample of adolescents

S.No.	Name of the College	No. of Teachers
1.	MIER College of Education	70
2	Science College	50
Total	2	120

SAMPLING TECHNIQUE

In the present study the investigator used ‘Random Stratified Sampling Technique’ for data Collection.

VARIABLES

The following variables has been involved for studies in the present research

A Dependent Variable

- College Teachers

B Independent Variable

- Emotional Intelligence
- Teacher Effectiveness

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of

tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research: -

Emotional Intelligence Scale (EIS): Developed by Hyde, Pethe, and Dhar (2002), the EIS contains 34 statements, each to be rated on a five-point scale ranging from ‘strongly agree’ (5) to ‘strongly disagree’ (1). The statements relate different components of emotional intelligence like self-awareness (4 items), empathy (5 items), self-motivation (6 items), emotional stability (4 items), managing relations (4 items), integrity (3 items), self-development (2 items), value orientation (2 items), commitment (2 items), and altruistic behaviour (2 items). The obtainable score ranges from 34 to 170 where higher score indicates higher level of emotional intelligence. There are no negative items. Individual subscales scores are obtained by summing the scores belonging to a particular subscale. The original scale has high content validity. The split-half reliability of the scale is 88

Teacher Effectiveness Rating Scale: It is developed by Umme Kulsum (2000). Teacher effectiveness scale measures teachers’ various functions related to his teaching. The scale had 60 statements. The test-retest reliability of the scale was found to be 0.63 with a time gap of 16 days. The spilt-half reliability co-efficient correlation was found to be 0.68 as shown in table 3.2. After applying the Spearman- Brown prophecy formula, the reliability co-efficient went up to 0.94

CHAPTER IV

DATA ANALYSIS & INTERPRETATION

Table 1: Demographic profile of the respondents

S.No.	Demographic Characteristics		Percentage (%)	Total
1.	Gender	Female	38.3	46
		Male	61.7	74
2.	Locality	Rural	80.0	96
		Urban	20.0	24
3.	Age	25-30	19.2	23
		31-35	7.5	9
		35-40	17.5	21
		40-45	19.2	23
		45-50	10.8	13
		50-55	12.5	15
		55-60	13.3	16

N= 120

The study was conducted on 120 teachers from Jammu district. As per table 1, the data reveals a predominance of males (61.7%) over females (38.3%), with a substantial majority residing in rural areas (80.0%) compared to urban settings (20.0%). Age-wise, the study identifies diverse distributions across various brackets, highlighting significant proportions in the 25-30 (19.2%) and 40-45 (19.2%) age groups. Following figures depict the same

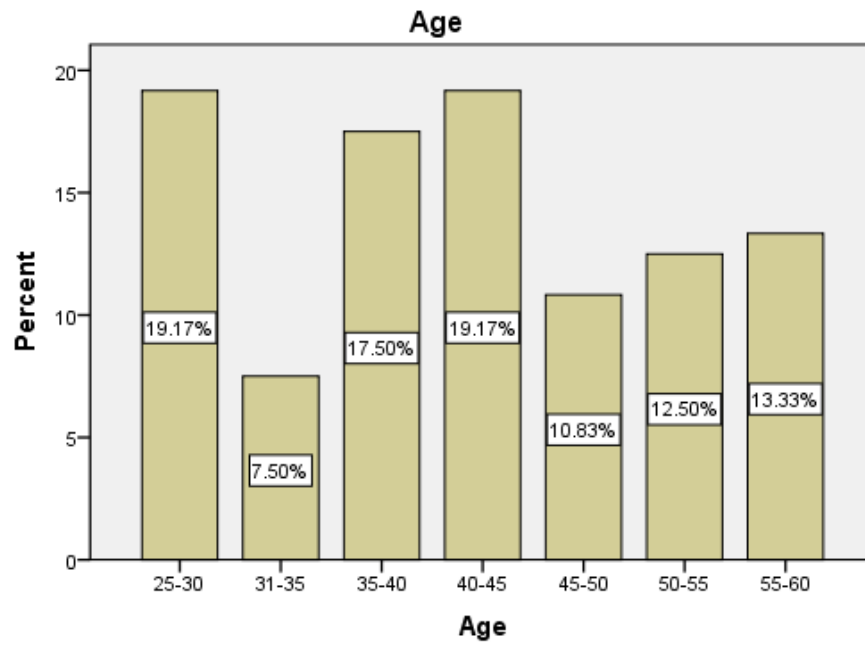


Figure 1 Sociodemographic details

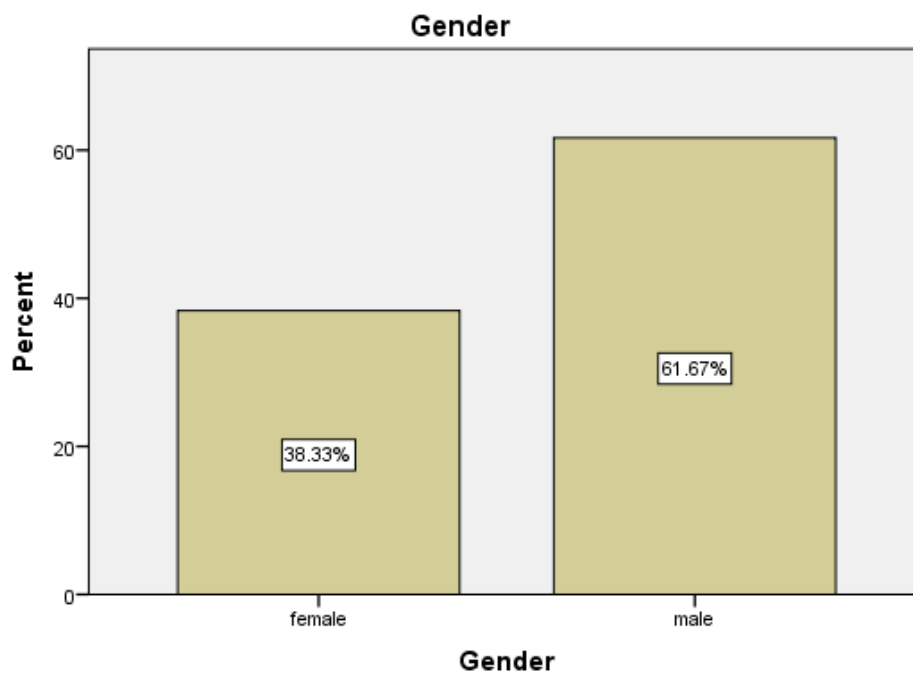


Figure 2 Sociodemographic Details

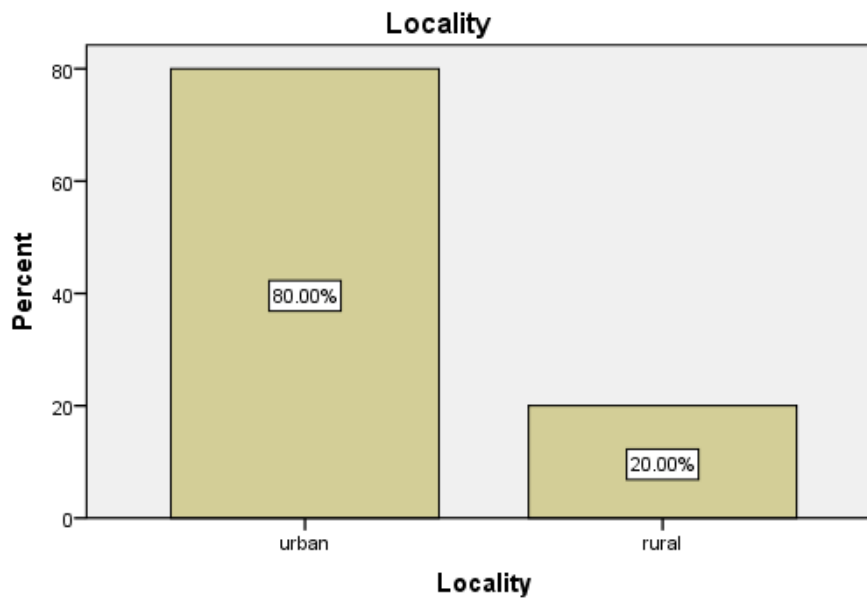


Figure 3 Sociodemographic Details

Table 2 Correlation Analysis

		Emotional Intelligence	Teacher Effectiveness
Emotional Intelligence	Pearson Correlation	1	.581**
	Sig. (2-tailed)		.000
Teacher Effectiveness	Pearson Correlation	.581**	1
	Sig. (2-tailed)	.000	
N=120			

. **Correlation is significant at the 0.01 level (2-tailed)

From Table 2, it is observed a significant positive correlation between emotional intelligence and teacher effectiveness, ($r = .581$). This suggests that higher levels of emotional intelligence are associated with greater teacher effectiveness among the study participants. The Correlation is also displayed with the help of a scatter plot as shown in Figure 3

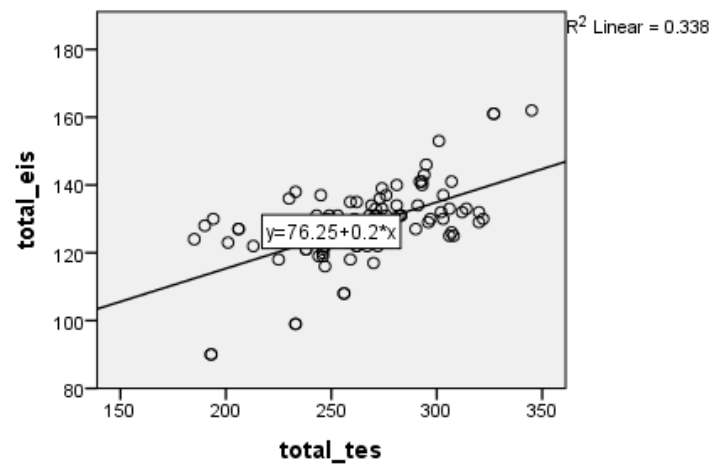


Figure 4 Scatter Plot

Table 3 Mean, S.D & Results of Independent t-test

VARIABLE	MEAN		SD		t-test	P-Value
	Male	Female	Male	Female		
Emotional Intelligence	128.7	126.5	9.47	12.01	-1.08	.258
Teacher Effectiveness	264.7	262.8	30.61	32.52	-.327	.320

$P > .05$

To test the hypothesis that male and female differ significantly on Emotional Intelligence & Teacher effectiveness, an independent t-test was performed. As can be seen in table 3, there was no statistical significant difference between both the genders on Emotional Intelligence with t-value being .258 ($p > .05$) and no statistical significant difference on Teacher effectiveness with t-value being .320 ($p > .05$).

CHAPTER- V

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

In this chapter the conclusions derived from the findings for this study that explored the relationship between emotional intelligence and teacher effectiveness among private and government college teachers are described. The conclusions are based on the purpose, research questions and results of the study. The future recommendations of these findings will also be explained. Recommendations were based on the conclusions and purpose of the study.

Summary

This study aimed to explore the relationship between emotional intelligence and teacher effectiveness among private and government college teachers. Specifically, it tested three hypotheses:

- (1) There is no significant relationship between emotional intelligence and teacher effectiveness among private and government college teachers;
- (2) There is no significant difference in teacher effectiveness between private and government college teachers; and
- (3) There is no significant difference in emotional intelligence between private and government college teachers. Data were collected from a sample of teachers across various private and government colleges, employing standardized measures of emotional intelligence and teacher effectiveness.

Conclusion

The analysis revealed several key findings. First, contrary to the initial hypothesis, there was a significant relationship between emotional intelligence and teacher effectiveness among both private and government college teachers. Teachers with higher levels of emotional intelligence tended to exhibit greater effectiveness in their teaching roles. This aligns with previous research suggesting that emotional intelligence plays a critical role in professional performance, including teaching (Goleman, 1995; Mayer & Salovey, 1997).

Second, the study found a significant difference in teacher effectiveness between private and government college teachers. Private college teachers were generally rated as more effective compared to their counterparts in government colleges. This finding suggests that

institutional factors, resources, and possibly administrative support might influence teacher effectiveness, with private colleges potentially providing environments more conducive to effective teaching.

Third, there was a significant difference in emotional intelligence between private and government college teachers. Private college teachers demonstrated higher levels of emotional intelligence on average. This could be attributed to differences in hiring practices, professional development opportunities, or workplace culture between private and government institutions.

Overall, the findings suggest that emotional intelligence is an important factor in teacher effectiveness and that there are notable differences between private and government college teachers in both emotional intelligence and effectiveness.

Recommendations

Based on the findings of this study, several recommendations are proposed:

1. **Professional Development Programs:** Colleges, particularly government institutions, should implement professional development programs focused on enhancing emotional intelligence among teachers. These programs can include workshops, training sessions, and ongoing support to help teachers develop their emotional competencies.
2. **Recruitment and Selection:** During the recruitment process, colleges should consider assessing candidates' emotional intelligence as part of their selection criteria. This can help ensure that new hires possess the emotional skills necessary for effective teaching.
3. **Supportive Work Environment:** Both private and government colleges should strive to create a supportive work environment that fosters the development of emotional intelligence. This includes providing adequate resources, offering mentoring programs, and promoting a positive organizational culture.
4. **Further Research:** Future research should investigate the underlying factors contributing to the differences in emotional intelligence and teacher effectiveness between private and government college teachers. Longitudinal studies could provide deeper insights into how these attributes develop over time and how they impact teaching outcomes.
5. **Policy Implications:** Educational policymakers should recognize the importance of emotional intelligence in teaching effectiveness and incorporate this understanding into teacher training curricula and evaluation frameworks.

By addressing these recommendations, educational institutions can enhance the overall effectiveness of their teachers, thereby improving the quality of education provided to students.

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APPENDIX

TEACHER EFFECTIVENESS SCALE

Please fill up the following information:-

Name of the Teacher : _____

Gender: Male/Female.

Stream : Arts/science Experience :

Name of the School : Govt. / Private Aided / Private Unaided

CONSENT FORM

I, Dikshu, the undersigned, voluntarily agree to participate in the research study titled "Day Dreaming, Self Concept and Academic Performance among Young Adolescence " in Jammu district. I understand that my participation involves providing information through surveys and interviews, which will be used solely for academic purposes. I am aware that my responses will be kept confidential and that I can withdraw from the study at any time without any penalty. I have been informed about the purpose of the study and understand that there are no risks involved. By signing below, I acknowledge my informed consent to participate in this research.

Date:

Signature:

CERTIFICATE

Directions:-Below are given five roles/functions that teachers are expected to perform, against each role/function five categories of response and their numerical equivalents are given. You have been your teachers on the five roles/functions defined in the rating scales. Teachers are to be rated for their effectiveness in respect of their roles/functions defined below. Please note that you are to encircle only one numerical of each role/function of a teacher.

Sl. No.	Role/Function of Teacher	Poor	Fair	Good	Very Good	Excellent
A	Preparation and Planning for Teaching :- Ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source materials	1	2	3	4	5
B	Classroom Management:- Ability of the teacher to successfully communicate, motivate the students and evaluate the teaching-learning process and also to maintain discipline in the classroom within the framework of a democratic organization.	1	2	3	4	5
C	Knowledge of subject matter: - Ability of the teacher in acquiring, retaining ,interpreting and making use of the content of subjects he/she is Dealing with in classroom situations.	1	2	3	4	5
D	Teacher characteristics :- It is the personality make-up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession.	1	2	3	4	5
E	Interpersonal Relations :- It is the ability of the teacher to adopt himself to maintain cordial relations with his/her colleagues pupils, their parents and other persons in the community With whom he/she is to interact as an integral part of his/her profession	1	2	3	4	5

Sl. No.	Statements	Step number you are on now	Step number aspiring to attain in the Next Three Years
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1. I have full control over the subject I am teaching.
2. I plan my lessons well in advance.
3. I do motivate my students for learning.
4. I possess supportive behavior.
5. I cooperate in the work of my school.
6. I adjust my teaching time judiciously.
7. I make use of audio-visual aids to make my teaching more effective.
8. I do exchange my experiences of subject-matter with my colleagues to become more knowledgeable.
9. I am fairly creative.
10. I am friendly with my colleagues.
11. I go to class on time and leave it on time.
12. I resort to remedial teaching whenever necessary.
13. I have good expression.
14. My knowledge of subject-matter is up to date.
15. I invite my students for discussion outside class hours.
16. I value interaction of my students during teaching-learning sessions.
17. I keep on acquiring new knowledge.
18. I am emotionally balanced.
19. I do not discriminated students for personal reasons.
20. I am objective in evaluating my students.

21. I am reasonably active.
22. I take a great deal of interest in parent-teacher associations.
23. I make my teaching interesting by giving examples and situations that are familiar to students.
24. I try to stimulate the intellectual curiosity of my students during my classes.
25. I go to school neatly dressed and smart.
26. I do contribute in the meetings of professionals and scholarly societies.
27. I am systematic in my preparation of lessons.
28. I conduct tests periodically to evaluate my teaching.
29. I have a substantial knowledge of human development and learning.
30. I am punctual in attending my school work.
31. I do possess pleasing manners.
32. I do help my students facing personal and educational problems.
33. I organize the subject matter I teach to be in agreement with the course's objectives.
34. I have a fairly good memory.
35. My gestures in the classroom are pleasant and approvable.
36. I have a sense of duty and responsibility.
37. The tests I intend administering to my students will be reviewed and improved upon by me.
38. My teaching is characterized by clarity.
39. I discuss the content of the subject matter with ease and confidence.
40. I have pleasant and distinct voice.
41. I value my academic achievements.
42. I am sufficiently adapt in maintaining cordial human relations.
43. I am reasonably obedient to my headmaster.
44. I plan my lessons keeping in view the individual differences among students.

45. I guide my students in completing their assignments.
46. I have a great deal of interests in the subject I am teaching.
47. I provide a laudable example of my personal and social living to my students.
48. I show understanding and sympathy in working with my students
49. I am in the habit of summarizing the lessons, I teach, in the end.
50. I encourage students to be punctual in their assignments.
51. I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.
52. I take criticisms from others as a feedback for my own self improvement.
53. I support the genuine causes of teaching community.
54. Whenever necessary I do consult my colleagues in the planning of my lessons.
55. I help students in their reference work.
56. I ask more thought provoking questions than fact finding questions while teaching.
57. I have love for my students.
58. I plan my lessons based on the techniques tested and found suitable.
59. I do discuss students performance in tests with them.
60. I consider my first duty to be devoted to get a good name to my school.

EMOTIONAL INTELLIGENCE SCALE

Please fill up the following information: -

Name of the Teacher: _____

Gender: Male/Female.

Age:

Religion:

Occupation:

Designation:

S.No.	Factors	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.	E	I can encourage others to work even when things are not favourable					
2.	C	People tell me that I am an inspiration for them					
3.	J	I am able to encourage people to take initiative					
4.	C	I am able to make intelligence decisions using a healthy balance of emotions and reasons					
5.	E	(E) I do not depend on others encouragement to do my work well					
6.	A	I can continue to do what I believe in even under severe criticism					
7.	C	I am able to assess the situation and then to behave					
8.	C	I can concentrate on the task at hand inspite of disturbance					
9.	B	I pay attention to the worries and concern of others					

10.	B	I can listen to someone without the urge to say something					
11.	E	I am perceived as friendly and outgoing					
12.	A	I have my priorities clear					
13.	J	I can handle conflicts around me					
14.	D	I do not mix unnecessary emotions with issues at hand					
15.	B	I try to see the other person point of view					
16.	F	I can stand up for my beliefs					
17.	E	I can see the brighter side of my situation					
18.	A	I believe in myself					
19.	D	I am able to stay composed in both good and bad situation					
20.	B	I am able to stay focused even under pressure					
21.	H	I am able to confront unethical actions of others					
22.	I	I am able to meet commitments and keep promises					
23.	I	I am Organized and careful in my work					
24.	B	I am able to handle multiple demands					

25.	D	I am comfortable and open to novel ideas and information					
26.	F	I pursue goals beyond what is required and expected of me					
27.	D	I am persistent in pursuing goals despite obstacles and setbacks					
28.	A	I have built rapport and made and maintained personal friendships with work associate					
29.	G	I am able to identify and separate my emotions					
30.	G	I think that feeling should be managed					
31.	F	I am aware of my weakness					
32.	G	I feel that i must develop myself even when my job does not demand it					
33.	C	I believe that happens is positive attitude					