

**A COMPARATIVE STUDY OF TEACHER EFFECTIVENESS,
PROFESSIONAL COMMITMENT AND EMOTIONAL
INTELLIGENCE OF TEACHERS TEACHING IN
SECONDARY SCHOOLS OF ALLAHABAD**

**Ph.D thesis submitted in fulfillment of the requirement
for the award of degree of**

DOCTOR OF PHILOSOPHY

IN

EDUCATION

By

**ANTIMA DWIVEDI
(12PHEDU103)**



**ALLAHABAD SCHOOL OF EDUCATION
SAM HIGGINBOTTOM UNIVERSITY OF AGRICULTURE,
TECHNOLOGY AND SCIENCES
ALLAHABAD-211007**

2019

DECLARATION

This is to certify that I have personally worked on the thesis entitled “**A Comparative Study of Teacher Effectiveness, Professional Commitment and Emotional Intelligence of Teachers Teaching in Secondary Schools of Allahabad**”. The data mentioned in the dissertation report has been generated during the work and are genuine. Data obtained from other agencies have been duly acknowledged. The result embodied in the dissertation report has not been submitted to any other university or institution for the award of any degree or diploma.

Place: *Allahabad*

Date: *8/5/18*

Antima Dwivedi
(Signature of research scholar)

AntimaDwivedi

12PHEDU103



Sam Higginbottom University of Agriculture, Technology And Sciences
सैम हिगिगनबॉटम कृषि, प्रौद्योगिकी एवं विज्ञान विश्वविद्यालय
(U.P. State Act No. 35 of 2016, as passed by the Uttar Pradesh Legislature)
Allahabad - 211 007, U.P., India

ISO 9001:2008 Certified

Office : 91-532-2684281, 2684781
Fax : 91-532-2684394
Website : www.shuats.edu.in
E-mail : info@shuats.edu.in

CERTIFICATE OF ORIGINAL WORK

This is to certify that the dissertation entitled "**A Comparative Study of Teacher Effectiveness, Professional Commitment and Emotional Intelligence of Teachers Teaching in Secondary Schools of Allahabad**" submitted to Department of Teacher Education, Allahabad School of Education, Sam Higginbottom University of Agriculture, Technology and Sciences, Allahabad (U.P.) in fulfillment of the requirement for the award of degree of Doctor of Philosophy in Education is a bonafide record of research carried out by Antima Dwivedi (ID No. 12PHEDU103) under my supervision and guidance. The thesis is recommended for acceptance.

Advisor

Dr. Syed Hasan Qasim
Assistant Professor
Department of Teacher Education
Allahabad School of Education
SHUATS, Allahabad (U.P) India

Co-Advisor

Prof. (Dr.) Sr. Marion Mathew, C.J.
Head & Dean
Department of Teacher Education
Allahabad School of Education
SHUATS, Allahabad (U.P) India

Place: Allahabad

Date:



Sam Higginbottom University of Agriculture, Technology And Sciences
सैम हिगिगनबॉटम कृषि, प्रौद्योगिकी एवं विज्ञान विश्वविद्यालय
(U.P. State Act No. 35 of 2016, as passed by the Uttar Pradesh Legislature)
Allahabad - 211 007, U.P., India

ISO 9001:2008 Certified

Office : 91-532-2684281, 2684781
Fax : 91-532-2684394
Website : www.shuats.edu.in
E-mail : info@shuats.edu.in

CERTIFICATE OF RECOMMENDATION STUDENT ADVISORY COMMITTEE

The thesis entitled "A Comparative Study of Teacher Effectiveness, Professional Commitment and Emotional Intelligence of Teachers Teaching in Secondary Schools of Allahabad" has been prepared and submitted by Ms. Antima Dwivedi, ID. No. 12PHEDU103 for the award of degree of Doctor of Philosophy in Education of the Faculty of Management, Humanities and Social Sciences of Sam Higginbottom University of Agriculture, Technology And Sciences, Allahabad, U.P.

Name	Evaluation	Signature
Dr. S.H. Qasim (Advisor) Assistant Professor Allahabad School of Education, SHUATS	Satisfactory / Unsatisfactory	
Dr. (Mrs.) Prem Prabha Singh (Member) Associate Professor Allahabad School of Education, SHUATS	Satisfactory / Unsatisfactory	
Dr. (Mrs.) Kirti Cutting (Member) Assistant Professor Allahabad School of Education, SHUATS	Satisfactory / Unsatisfactory	
Prof. (Dr.) Sr. Marion Mathew CJ (Co-advisor) Head & Dean Allahabad School of Education, SHUATS	Satisfactory / Unsatisfactory	

This thesis is recommended by the Student Advisory Committee and found acceptable.

External Examiner
Dr. Munesh Kumar
Head, Dept. of Education
CSJM University, Kalyanpur
Kanpur

Chairman
Prof. (Dr.) John David
Dean, Warner College of Dairy Technology
SHUATS

ACKNOWLEDGEMENT

This Research was possible only due to infinite blessing of “LORD ALMIGHTY” his grace and undefined presence bestowed will, courage determination and a positive state of mind for accomplishing of this target. Here I avail an opportunity to express profound gratitude and deep ineptness to my advisor Dr. S.H.Qasim, Assistant professor, Allahabad school of Education, SHUATS, Allahabad for his veteran foresight, keen enthusiasm valuable suggestion, during the course of the study. I am highly obliged to be one of his students and acknowledge his contribution.

It’s my pride to express my profound and sense of gratitude to my co–advisor Prof. (Dr).Sr. Marion Matthew, C.J., Head & Dean, Department of Teacher Education, Allahabad School of Education, SHUATS, Allahabad for her valuable guidance and encouragement.

I want to express my special thanks to SAC Members Dr. P.P. Singh , Department of Teacher Education, ASE, SHUATS and Dr. Kirti Cutting, Department of teacher Education, ASE , SHUATS. I want to express my special appreciation to the Librarian and office staff for their timely help and cooperation.

I take pride to acknowledge the ever patronage and loving attitude towards my parents whose affection, cooperation and encouragement is always thrilling and striving. Last but not the least special thanks to all my friends, seniors and those who directly and indirectly supported me and came across providing information which has been a great help in the completion of my Research work.

Date

(Antima Dwivedi)

Place: Allahabad

INDEX

S. NO	PARTICULARS	PAGE NO.
A	DECLARATION BY RESEARCH SCHOLAR	i
B	CERTIFICATE BY ADVISOR	ii
C	CERTIFICATE OF RECOMMENDATION OF STUDENTS ADVISORY COMMITTEE	iii
D	ACKNOWLEDGEMENT	iv
E	INDEX AND CONTENTS	v
F	LIST OF FIGURES	vi
G	LIST OF TABLES	x
H	ABBREVIATIONS	xi
I	LIST OF SYMBOLS	xii
J	ABSTRACT	xiii
CHAPTER		
I	INTRODUCTION	1-42
II	REVIEW OF LITERATURE	43-98
III	RHESEARCH METHODOLOGY	99-128
IV	RESULTS AND DISCUSSION	129-210
V	SUMMARY AND CONCLUSION	211-227
	BIBLIOGRAPHY	221
	APPENDIX	

LIST OF FIGURES

Graph Number	Particulars	Page Number
4.1	Mean of Emotional Intelligence of teachers of Rural and Urban secondary schools	129
4.2	Mean of Emotional Intelligence of teachers of secondary schools of UP and CBSE Board	132
4.3	Mean of Emotional Intelligence of Male and female teachers	134
4.4	Mean of Emotional Intelligence of male and female teachers of secondary schools of UP Board.	137
4.5	Mean Emotional Intelligence of male and female teachers of secondary schools of CBSE Board.	139
4.6	Mean of Teacher Effectiveness of male and female teachers of secondary schools.	148
4.7	Mean of Teacher Effectiveness of teachers of secondary schools of UP Board and CBSC Board.	145
4.8	Mean of Teacher Effectiveness of Rural and Urban teachers of secondary schools.	142
4.9	Mean of Teacher Effectiveness of male and female teachers of secondary schools of UP Board.	150
4.9	Mean of Teacher Effectiveness of male and female teachers of secondary schools of CBSC Board.	153
4.10	Mean of Professional Commitment of male and female teachers of Secondary Schools.	162
4.11	Mean of Professional Commitment of teachers of secondary schools of UP Board and CBSE Board.	159
4.12	Mean of Professional Commitment of teachers Rural and Urban secondary schools.	165
4.13	Mean of Professional Commitment of male and female teachers of secondary schools of UP Board.	168
4.14	Mean of Professional Commitment of male and female	170

	teachers of secondary schools of CBSE Board.	
4.15	Correlation between Emotional Intelligence and Teacher Effectiveness of teachers of Male and Female Rural-Urban and UP -CBSE Board secondary school.	172
4.16	Correlation between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools.	185
4.17	Correlation between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools.	173
4.18	Correlation between Emotional Intelligence Effectiveness of teachers of secondary schools of UP Board.	175
4.19	Correlation between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSC Board.	176
4.20	Correlation between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools.	178
4.21	Correlation between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools.	179
4.22	Correlation between Emotional Intelligence and Professional Commitment of teachers of secondary schools.	181
4.23	Correlation between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools.	183
4.24	Correlation between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools.	185
4.25	Correlation between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board.	186
4.26	Correlation between Emotional Intelligence and Professional Commitment of male teachers of secondary schools.	189
4.27	Correlation between Teacher Effectiveness and Professional Commitment of teachers of secondary schools.	193
4.28	Correlation between Teacher Effectiveness and Professional Commitment of Rural teachers of secondary	195

	schools.	
4.29	Correlationbetween Teacher Effectiveness and Professional Commitment of urban teachers of secondary schools.	196
4.30	Correlationbetween Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board.	200
4.31	Correlationbetween Teacher Effectiveness and Professional Commitment of male teachers of secondary schools Professional Commitment of male teachers of secondary schools.	202
4.32	Correlationbetween Teacher Effectiveness and Professional Commitment of female teachers of secondary schools.	204

LIST OF TABLES

Table Number	Particulars	Page Number
Table 4.1.0	To study the Emotional Intelligence of Teachers of UP -CBSE Board, Rural-Urban and Male and Female secondary school.	128
Table 4.1.1	To compare the Emotional Intelligence of teachers of secondary schools of UP and CBSE Board.	131
Table 4.1.3	To compare the Emotional Intelligence of teachers of Rural and Urban secondary schools.	133
Table 4.1.4	To compare the Emotional Intelligence of male and female teachers of secondary schools of UP Board.	136
Table 4.1.5	To compare the Emotional Intelligence of male and female teachers of secondary schools of CBSE Board.	138
Table 4.2.1	To compare the Teacher Effectiveness of male and female teachers of secondary schools.	147
Table 4.2.2	To compare the Teacher Effectiveness of teachers of secondary schools of UP Board and CBSE Board.	144
Table 4.2.3	To compare the Teacher Effectiveness of Rural and Urban teachers of secondary schools.	141
Table 4.2.4	To compare the Teacher Effectiveness of male and female teachers of secondary schools of UP Board.	149
Table 4.2.5	To compare the Teacher Effectiveness of male and female teachers of secondary schools of CBSE Board.	152
Table 4.3.1	To compare the Professional Commitment of male and female teachers of secondary schools.	161

Table 4.3.2	To compare the Professional Commitment of teachers of secondary schools of UP Board and CBSE Board.	156
Table 4.3.3	To compare the Professional Commitment of teachers Rural and Urban secondary schools.	158
Table 4.3.4	To compare the Professional Commitment of male and female teachers of secondary schools of UP Board.	155
Table 4.3.5	To compare the Professional Commitment of male and female teachers of secondary schools of CBSE Board.	164
Table 4.4.1	To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of Male and Female Rural-Urban and UP -CBSE Board secondary school.	167
Table 4.4.2	To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools.	169
Table 4.4.3	To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools.	171
Table 4.4.4	To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board.	173
Table 4.4.5	To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board.	174
Table 4.4.6	To find out the relationship between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools.	177
Table 4.4.7	To find out the relationship between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools.	178
Table 4.5.1	To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools.	180

Table 4.5.2	To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools.	182
Table 4.5.3	To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools.	184
Table 4.5.4	To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board.	186
Table 4.5.6	To find out the relationship between Emotional Intelligence and Professional Commitment of male teachers of secondary schools.	189
Table 4.6.1	To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools.	192
Table 4.6.2	To find out the relationship between Teacher Effectiveness and Professional Commitment of Rural teachers of secondary schools.	194
Table 4.6.3	To find out the relationship between Teacher Effectiveness and Professional Commitment of urban teachers of secondary schools.	196
Table 4.6.5	To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board.	199
Table 4.6.6	To find out the relationship between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools.	201
Table 4.6.7	To find out the relationship between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools.	203

ABBREVIATIONS

TEII	:	Teachers' Emotional Intelligence Inventory
PCST	:	Professional Commitment Scale Test
TEI	:	Teacher Effectiveness
et al.	:	and others
Fig.	:	Figure
Govt.	:	Government
i.e.	:	That is
&	:	and
Pvt.	:	Private
SD	:	Standard
Sig	:	Significant
SPSS	:	Statistical Package for Social Science
UP	:	Uttar Pradesh

LIST OF SYMBOL

t	=	$\left(\frac{M_1 - M_2}{\sigma D} \right)$
H ₀	=	Null hypothesis
f	=	Frequency
R	=	co-efficient of correlation
N	=	no. of observation
Σ	=	Summation
SD.	=	Standard Deviation
M	=	Mean

Abstract

The present study was to compare the Teacher Effectiveness, Professional Commitment, and Emotional Intelligence of Teachers Teaching in Secondary school of Allahabad. Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed. All Teachers of Secondary level of Allahabad district considered as population of the present study. Sample of the study consisted of 500 male and female secondary school teachers working in secondary schools of rural and urban areas. In the present study survey method of In this study Effectiveness by Umme Kulsum, Professional Commitment Scale by Ravindra and Sarbjit Kaur and Teacher's Emotional Intelligence Inventory by Shubhra Mangal were used to collect the data. The result of the study Teacher Effectiveness, Professional Development and Emotional intelligence together play a very important role in the overall development of the secondary teachers as well as the educational organization. All the factors we have studied contains numerous positive effects which assist the teacher in performing their guidance to all the secondary school students in such a way so that they can achieve higher results in their academic as well as personal life. Teacher cannot find only positive students everywhere but they should develop the skills of positivity into them. All three variables are complementary to each others, If any of one of the variables are not present in Teacher, the whole teaching method will be ineffective, which will finally affect the students.

Keywords : Secondary School, Private, Government, Teacher Effectiveness, Professional Commitment, Emotional Intelligence.

CHAPTER - 1

INTRODUCTION

Education is the key which helps to eradicate all kinds of social evils. Education is as necessary for the development of the country as much is the requirement of bread, cloth and home. In the foundation of the education system there is requirement of competent and committed teachers and this is possible only when society and state makes an effort to provide conducive working environment for primary school teachers. A committed employee is an asset of any organization and occupies the most important place in an educational institution because they are in charge of the future of the nation. Need of the nation is not only to attract but also to maintain committed teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their commitment to the profession. Need of strong and empowered primary education system is well defined for a developing nation like ours. To prove the strength of our educational system we require teachers who are trained, and who are aware of their duties thus they will perform their jobs in the best way they can afford. Job satisfaction affects various components of a job and is influenced by many other components as well. In the present study, efforts have been made to study the teaching competency and professional commitment in relation to job satisfaction of primary school teachers in private and government schools.

The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teachers. Teacher's competence, capability and effectiveness make school good or bad, flourishing or deteriorating. So quality of teaching depends upon the efficiency of the teacher. One can say that teacher effectiveness is the capability of teachers to teach in such a manner that he gets success to bring the desirable change in the students' behavior. It is assessed not only from the academic pursuits and classroom teaching of the teacher but from the sum total influences exerted by the teacher upon the students. It is well known that effective teaching results into positive outcomes. Unfortunately before a teacher is recruited no effort is made to judge how effective the teacher will be and how effectively he will convey his abilities. It has been recognized that the personality of the teacher and healthy attitude towards his work contributes to effective and efficient teaching. The effectiveness of a teacher lies not only in the presentation of his subject

matter in an effective way but to make the whole environment of the classroom conducive for learning ensuring the all round development of a child. In Punjab there are two types of educational institutions i.e. one, which are run by the government and the others by private trusts or societies. Recent years have seen that parents are sending their children in private schools and society at large feels that better and quality education is being provided to the students in private schools only. Private schools are also becoming more attractive and showing better results than government schools. There can be many reasons for better results but the quality of the teachers in the institution can be one of the major reasons for better results. Quality of teachers undoubtedly depends upon the academic potentialities and psychological abilities of the teachers. The selection of the teachers in government schools is strictly done as per merit and the selection in private schools is done by the managements depending upon the criterion laid down by them from time to time. Hence there is a need to see whether there is a difference in the psychological variables such as general intelligence, creativity and teacher effectiveness of private and government school teachers.

Our nation now stands on the entrance of the 21st Century. Whether the nation can face the internal and external challenges successfully will make a decision the quality of the citizen's life tomorrow. Education is the most effective tools to meet the challenges. Education to be meaningful should not only aim at the physical and mental growth of the individual, but also take into account the needs and the aspirations of a developing society. Emotions of teachers are vital in this regard. Emotion refers to a feeling state or felt-tendency. It is similar to waves of the sea, no one can stop, it may come again as like wave one after another; totally unpredictable of its power and strength, some time it may take you along. That come to you with rush, you wipe your tear that threatening to fall on to your cheeks in a little while. Harmful emotions would affect our normal life and emotional decisions would lack fairness of judgment and affect other factors too.

The purpose of this study is to identify the relationship between teachers' emotional intelligence and their work performance. Furthermore, how to enhance the performance by managing the emotional intelligence of the teachers? This study also provides insights on measuring the performance of the teachers through emotional intelligence. This study will be helpful for the educational institutes to understand

that, to what extent emotional intelligence contribute towards increasing the performance of the teachers. It will be helpful in designing certain programs and strategies to boost the emotional intelligence of the teachers so that they not only meet the workplace challenges but also increase their performance through effective management of their emotions. Teachers' role in education requires many various abilities. One of such fundamental capacities in the contemporary world is emotional intelligence. Emotional aspects in the teaching process influence overall student performance, which has been proved in many studies.

Teacher job satisfaction is a multifaceted construct that is critical to teacher retention, teacher commitment, and school effectiveness. Professional commitment is recognized as a natural ingredient of teaching profession. It is entirely connected to teachers work performance, absenteeism, burnout and turnover as well as having an important influence on students achievement in and attitude towards school.

A competent and dedicated teacher is one of the most crucial factors in the success of any education system. A teacher who is truly committed to students is one that puts students' learning and interests above everything else. In the present study an effort was made by the researcher to study professional commitment among rural and urban government school teacher. The study suggested that there exist no deference in the rural and urban government secondary school teachers with respect to professional commitment. Based on the facts, it can be concluded that government secondary school teachers are equally committed toward their profession as private secondary school teachers. The factors influencing the levels of commitment of teachers in schools and in the wider education system must necessarily be the focus of an important field of research leading to the introduction of reform and change within class rooms and lecture theatres, schools, institutions and learning centers, and national systems of education.

The memories of teachers we had in our early educational life may vary greatly. There were teachers who created negative images in our minds. Fortunately, positive role models existed as well. The list of words describing such teachers' qualities seems to be long. In most cases adjectives such as: concerned, affectionate, kind, wise, and even humorous would be highlighted. Still, phrases like: annoyance, bitterness, disappointment, embarrassment, and negligence would not escape our

attention. Some teachers, on the other hand, are far from being eager to create a positive relationship, thinking that students will take advantage of it in a negative way. Nothing could be further from the truth. Today's youth needs care and attention, and teachers play a very influential role. It is the teacher who motivates the learner to complete education, especially in the case of secondary school. The author of this article had a chance to witness a situation when a few students dropped out of school due to the fact that they had experienced unfair treatment and negative attitude from their teachers. And it does not necessarily refer to the teachers' competences in teaching. Some research indicates that the scarcity of utilizing emotional intelligence in the classroom may lead to serious diminishment in the significance not only of the knowledge of the subject but also learning and teaching techniques applied by the teachers. For this reason, emotional intelligence is of great importance.

The attitudes and relationships which teachers have to their educational environment is important to all parties involved in education. Teachers, School divisions and skilled relations are interested in attractive teacher commitment to specific aspects or combinations of organizations. For teachers it is very essential to develop mutual cooperation and belief so as to enhance the effectiveness, competence and intelligence. These factors are together considered as an important aspect of any teacher involved in educational activities. For development in the cognitive abilities of teachers it must be of great importance to surround themselves with these three factors as described above. As the teaching profession covers the whole society and the involvement of each factor is of utmost important. Teacher has to cope up according to the different situations, different places and environment and enhance the positive behavior everywhere.

Teachers bear the responsibility of shaping the future of the nation. The future of the nation depends upon the skills and competence of the teachers. Teachers are given the other name as creator as they are the creators of philosophers, leaders, doctors, advocates and many more. A teacher's job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher's personality, the training program would remain incomplete. Teachers work involves rigorous efforts in the classroom and outside as well as frequent interaction with parents and community members. For this purpose teacher's need to be well trained and competent to perform their jobs. If teachers get Professional competencies and

dedication and if they are enabled and authorize to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among increasing more students may result in cognitive, affective and psychomotor areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems. Educationist all over the world have started realizing that only securing enough teachers will not do, most important is securing the right type of teachers with right type of knowledge, skills, attitudes and competence. Due to this enlarged stress is being laid on the qualitative aspect of the teacher education. It is being realized now that efficient and competent teacher is major factor that will contribute to educational refinement and improvement and the search is on for those factors that make the teachers competent.

Teaching is classified as profession. Teaching is not only an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. Professional commitment means that the feeling of devotion among the individuals of a group towards their profession. This commitment area exit tow essential components namely, pride in one's being in the teaching profession and a strong desire for professional development. In fact after joining the profession they should fully understand as long as they are there they have to develop pride knowing that this is a Nobel profession charged with great responsibilities as the society hands over its children to this system for their wholesome education.

Teachers 'total involvement and devotion is must for empowering the students. During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. Committed teachers not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. Teacher's tolerance, humility and modesty could endear them to their pupils, to the community and the parents alike, thus enhancing their confidence in the total process of education. These qualities when considered along with the professional competencies

of teachers would ensure their commitment and dedication to the profession at their very best. It would provide equality of opportunity and equality of success for all the learners.

1.1.0 EMOTIONAL INTELLIGENCE

Emotional intelligence is the capability of individuals to recognize their own and other people's emotions. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is comprised of three skills: emotional awareness; the ability to connect emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.

Teachers' role in education requires many various abilities. One of such fundamental capacities in the contemporary world is emotional intelligence. The memories of teachers we had in our early educational life may vary greatly. There were teachers who created negative images in our minds. Fortunately, positive role models existed as well. The list of words describing such teachers' qualities seems to be long. In most cases adjectives such as: concerned, affectionate, kind, wise, and even humorous would be highlighted. Still, phrases like: annoyance, bitterness, disappointment, embarrassment, and negligence would not escape our attention. Some teachers, on the other hand, are far from being eager to create a positive relationship, thinking that students will take advantage of it in a negative way. Nothing could be further from the truth. Today's youth needs care and attention, and teachers play a very influential role. It is the teacher who motivates the learner to complete education. There are certain characteristics of an emotionally intelligent teacher which can be enumerated. Such a teacher devotes plenty of energy to creating an encouraging atmosphere in the classroom and takes into account the learners' feelings. He or she should be an expert at listening; additionally, they should pay attention to the learners' expectations. An effective teacher can be associated with devotion to learners, enthusiasm in the teaching process, a unique approach to their profession so as to be able to establish a harmonious relationship with their students.

In this era, Education is considered as the most effective instrument to meet the challenges and Obstacles for future. It not only aims at the physical and mental

growth of an individual ,but also takes into account the needs of the developing society .In this regard Emotions of teacher, plays an important role in reshaping the educational system of the nation .Teachers are the builders of the nation. Emotional competence of teachers is necessary, both in general and for their own well being and for effectiveness and quality in carrying out teaching- learning process in the classroom, and in particular for the socio emotional development of students. Emotional Intelligence is the ability to identify and manage emotions in the self and in others .Emotional Intelligence totally depends on the positive outcomes such as better work place, physical and mental health.

It helps in pointing out the individual's learning. Teacher can minimize the interpersonal conflicts among the students and help them in achieving emotional and social development. There has been an increasing interest since last decade in developing the school based programs and activities so that it can be positively transferred to each and every student in developing the social and emotional intelligence within them.

Teachers with strong Emotional Intelligence should care for there students in a proper way. They can better understand and recognize student needs and they respond to those needs accordingly. Emotional Intelligence seems to be the key factor in understanding the students and helps in persuading and encouraging them for the better future. Students used to notice this and endeavor to work hard in order to achieve their academic goals.

In relation to a teacher teaching in Secondary School, Emotional Intelligence helps the teacher to exercise proper control over the students and use of emotions in dealing with them, hence it is very important for a teacher to develop a high level of emotional intelligence because they come across some emotional situation of failure of students, lack of understanding between parents and the students results in conflicts among them. It also includes the situation when student is not capable in getting higher percentage of marks in the examination. This is the situation when teacher has to utilize their proper Emotional Intelligence factor to overcome the problem of students in the educational fields.

Several of us find it gradually more difficult to connect in the modern world, both with ourselves and others. Here Emotional Intelligence assists the people to go

through their career and sustain the relation in the positive way. It is important to remember that there is a difference between learning about Emotional Intelligence and applying that knowledge to your life, just because you should do a little that doesn't mean you will.

1.1.1A Brief History of Emotional Intelligence

- 1870 - Galton was one of the first scientists who became interested in the scientific study of individual differences between the mental capacities of people.
- 1903 - Cattell was the first American psychoanalyst to quantify stress by means of his experimental work.
- 1905 - Binet developed an instrument to assess intelligence in children.
- 1916 - Binet-Simon Scale was modified by Terman Lewis.
- 1930 - Wechsler presented the Wechsler Adult Intelligence Scale.
- 1940 - David Wechsler explained affective, personal and social factors of Emotional intelligence
- 1949 - Wechsler gave Wechsler Scale of intelligence for children.
- 1950 - Abraham Maslow described building of emotional strong point.
- 1975- Howard Gardner gave the concept of multiple intelligences.
- 1983 - Howard Gardner about multiple intelligence by measuring the I.Q and other tests.
- 1987 - Keith Beasley used emotional quotient (EQ) to describe aspect of intelligence.
- 1995- Why It Can Matter More Than IQ. Goleman was agree with Salovey's five main domains of EI - Knowing one's own emotions, Managing emotions, Motivating oneself, Recognizing emotions in others, and Handling Relationships.
- 1997 - Sternberg proposed a conception that is associated to the adoption capacity linked to emotion, memory, creativity, optimism, and to certain extent, to the mental health.

Some of the terms tend to be confusing and include inter-personal intelligence (Gardner & Hatch 1989), social intelligence (Thorndike 1920), personal intelligence

(Gardner 1993), emotional intelligence (Mayer & Salovey 1993; Goleman 1995; Cooper 1977) and emotional literacy (Steiner 1997).

Meyer and Salovey expanded on their 1900 definition by creating a four branch model of EI consisting

- (i) Emotional Perception- the ability to perceive emotions in oneself and others, as well as in objects, art and stories;
- (ii) Emotional Facilitation of Thought- the ability to generate, use and feel emotions in order to communicate feelings or use them in other mental processes.
- (iii) Emotional Understanding- to understand how to develop through relationship; and
- (iv) Emotional Management - to understand our own emotions and the emotions of other's

The lowest level comprises of the ability to perceive, appraise, and express emotion, in the second level: individuals use emotions to aid in the decision making process. The third level is the ability to understand and analyse emotions (ability to employ emotional knowledge), and finally, the ability to regulate emotions in order to support emotional and cognitive growth. The last level is most complex level of emotional intelligence and involves the capacity to recognize the relationships among emotions and transitions from one emotion to another (Mayer & Salovey 1997). Mayer & Salovey (1993) and Mayer, Salovey & Caruso (2000) acknowledged four components of emotional intelligence the accurate perception and adaptive expression of emotions; emotional facilitation of thinking; understanding and analysing emotions, make use of emotional knowledge; and the reflective regulation of emotions to promote emotional and intellectual growth.

Recent researches have established that emotional intelligence influences behaviour in a wide range of domains including school, community and the workplace. Goleman (1995) has mentioned that emotional intelligence predicts as much as 80% of the person's success in life, whereas traditional measures of IQ predict only 20%. Now-a-days it is strongly believed that emotional intelligence is vital for success. In a descriptive study, Hatzes (1996) found emotional intelligence to be a critical factor contributing to the academic and employment outcomes of this

group of individuals. Emotional intelligence in Hatzes' study was conceptualized to include ability to manage emotions, persistence, interpersonal skills, empathy, positive reframing, and explanatory style.

1.1.2 Emotional Intelligence is commonly defined by four attributes:

- **Self Awareness:** Teacher must be aware of their strengths, weakness, and he should have filled with self confidence all around. By being aware of the method of study it will become quite easier for the teacher to enhance their intelligence in a proper form. It also applies on the students to be aware about the Emotional Intelligence throughout their life. Through the awareness factor of teacher and students will come into positive contact and it will enhance the relationship between both of them .Teacher should understand the emotions of students from time to time because it changes in the given conditions.
- **Social Awareness-** Teacher's are supposed to understand the emotions, needs and concern of the student, pick up on emotional cues, feel comfortable socially and should recognize the power in a group or organization. If we are discussing about the social concept then we mean the whole society which not only includes teachers and students but also other factors which are interrelated to each other in different ways. As a teacher we should aware the concept of emotional intelligence to the emerging society also because we all know that Man is a Social animal. This will enhance the thinking of people and assist them in coordination with the different pattern of Emotional behavior of students.
- **Relationship Management-** Management of relation is vital concept which must be properly followed by the teacher as well as the student. Proper Coordination and Cooperation lies between the relations which signifies the future aspect of Character building among the student.
- **Time Management:** Time plays a vital role in enhancing the teacher and student relations. As the time passes the emotional intelligence also changes from person to person as the patience level of each and every individual is different at different level. Teacher has to maintain proper discipline so as to control over the emotional intelligence of students. Students have to cope up

themselves with the emotional intelligence of teachers which will help them in attainment of educational objectives.

An Emotional Intelligent Teacher will be able to:

Monitor and manage negative emotions like anger, frustration etc...better which will help him remain calm in the classroom situations which arouse the negative emotions.

- **Being Optimistic-** There are individual differences among the students and only a hopeful teacher will be able to help towards the betterments of students who are comparatively weak. Understand emotions among their students helping them to identify students in distress and give them the required attention and refer them for further help if needed.
- **Motivate the Students-** The teacher will be capable to help the students to become optimistic and set and attain high goals for themselves.

Emotional intelligence can be developed and promoted by making training programs that help the teachers in exercising control over their emotions and act in suitable ways rather than to react in a negative one. Training program can meeting point on removing any uncertainty in stressful conditions and help the teachers to fight them by facilitating the capacity to make informed choices about what should be done and how to implement it. The teachers might benefit from these programs in that they might be able to deal with professional and personal situations more effectively.

Teacher's emotional intelligence means that persons ought to have a self-awareness that enables to be aware of feelings and manage peoples' emotions. Role of teacher in restructuring the society is overcome. Emotional competence of teachers is necessary, both in general for their own wellbeing 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 enhanced with effectual intelligence of the teachers. Thus, it is essential to create various projects, in order to give teachers more information about burnout and how they can overcome it and to understand how they can deal with the problems.

The concept of Emotional intelligence has highlighted the interconnection between cognition and emotions and the importance of emotions and emotional processes to thinking and decision making. In today's scenario the Emotional Intelligence factor plays a vital role in the life of human beings as it is very important to understand the different levels of it. We used to find competition everywhere in today's time so the challenge to maintain the balance in Emotional Intelligence also increases with the passage of time.

It has been argued that emotionally intelligent teachers would demonstrate care, create an emotional climate that enhances the learning environment, and be more effective in achieving the academic goals they set for themselves in a particular situation. They understand the pedagogy of each and every student that's why it becomes easier for them to circulate the learning and teaching environment in educational organization.

Each and every child is different in every aspect from each other that is an aspect of Individual Difference is present everywhere, in this situation it is essential to understand the mental level of students and to balance them in an efficient way so that each and every student should get the positive opportunity in grasping the situation according to the needs of them.

The Emotionally Intelligent Teacher

Emotionally healthy behavior is reflected in different ways of thinking, identifying, managing, expressing feelings and choosing effective behaviors. Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They must recover in response to negative stress and less likely to overwhelm themselves with gloom and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:

- physical and mental health can be improved by gaining knowledge/techniques to break the habit of emotional reactivity to manage stress;
- self esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);

- ability to positively impact, persuade, and influence others (Leadership);
- ability to understand and accept differences in others and diversity issues;
- ability to manage time to meet goals and assignments (Time Management);
- ability to complete tasks and responsibilities in a timely and dependable manner;
- ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management); and

The Emotional Skills Assessment Process and Emotional Learning System provide an assessment and learning process to help teachers develop a plan of action to learn and apply emotional intelligence skills. It helps to make better interpersonal communication that in result leads to an increase in everyday performance and professional career. Teaching, particularly teaching in the efficient environment, is among the professions that need a high level of emotional intelligence due to its relevance to human interactions.

To apply Emotional Intelligence in Secondary School, a teacher should consider all the factors that can bring about a more positive emotional environment and social interactions. These factors will increase students' learning, improve patients' care, and maintain her/his well-being. In addition, he/she will be able to evaluate her/his teaching to improve its effectiveness. Teacher should not only focus on physical aspect but also try to maintain the balance between mental and social aspects of emotional intelligence. In schools there are different types of students belong to different levels and categories or different behaviors so it's a challenge for any teacher to create positive emotional intelligence and to handle it in an efficient manner.

We had already focused on individual difference factors which arise in a continuous way among the students and how to deal with it so as to make students free from any stress and tension in their academic and social life. Emotional Intelligence enhances the thinking power of students in a positive way and to recover them from certain negative emotions which arise in mind from time to time.

Role of Emotional Intelligence in Teaching

Researchers believe that the teachers, in addition to their expertise in the subject and learning-teaching knowledge, need emotional intelligence and if they neglect EI in their teaching, the value of their knowledge in the subject and their learning-teaching methods decreases considerably and consequently, this results in learners' failure. In fact, teaching with emotional intelligence refers to the teacher's attention paid toward the emotional dimension of teaching–learning in order to increase students' learning.

A socially and emotionally capable teacher makes a proper communication with the learners, has effective classroom management, and succeeds in the implementation of social and emotional learning programs. He/she creates a positive climate in the class through control of three aforementioned factors that result in better academic performance and learning of socio emotional skills by students. In addition, this ability helps the teachers to decrease their occupational pressure through emotional self-control. The first step to start a communication and the key to use EI is emotional self-awareness. People with this capability are aware of their extreme emotions such as anger and disgust and think about the possible reasons and triggers through emotional self-awareness. They also try to manage such emotions and have timely reactions and consequently, can conduct the teaching process despite their tiredness and irritability resulting from their work overload. They also have a proper reaction while staying calm and having self-confidence in stressful and unpredictable situations of clinical teaching, and ultimately, manage events better. Such teachers emotionally support their students by staying calm, as they know that anxiety will disturb learning.

Teachers with strong emotional intelligence know their emotions and find out how to show their interest in teaching and educational content through their enthusiasm and emphasize on the importance of educational content. In such a condition, through observation of the teacher's enthusiasm, the learners too express their interest in learning. Teachers' awareness of how they communicate with others and their attitude toward learners are important. Whenever a student has a question, there is a chance for the teacher to adopt his/her own EI skill to answer it. If the teacher manages his/her answer well, he/she can positively affect the learners'

motivation and emotional environment. In explaining the answers, the teachers should pay much attention to cognitive and emotional level.

To use emotional intelligence in teaching, teachers should consider some factors such as physiological needs, learning goals, learning environment, teaching methods, and their professional behavior. These factors affect learner emotional experiences and are able to create a positive environment to increase learning and improve knowledge by the students. Such a teacher keeps improving her/his own performance and meets the challenges.

Emotional Intelligence is an essential part of the whole person. It is considered as the macro level part of the whole system. Without this factor the whole process is useless among the teacher and the student. Emotional Intelligence differs from people to people and from place to place as it requires professional teacher with strong emotional intelligence so that they can understand the IQ level of each and every student before getting into the observation. Emotional Intelligence transfers the knowledge from teacher to students in an efficient manner so as to provide maximum benefit with minimum mental effort.

The structure of each and every educational institution has changed in today's scenario and it becomes more important for teachers to cope up with the emotional intelligence factor of any student first and then move into the academic and other factors. Today the level of competition among the students has been drastically increased which gives rise to the emotional intelligence factor because the patience level of each and every student differ from time to time and from teacher to teacher hence it is very vital for the teacher to understand the level of patience of students and then try to go ahead with the emotional intelligence factor.

Classroom Atmosphere and Emotional Intelligence

There is a strong correlation between students' emotional intelligence and their classroom behavior. Students with low emotional intelligence may struggle to focus and have relationships with their groups, or may even show rudeness. Students with lower emotional intelligence tend to struggle to communicate their feelings with their peers, and this can result in struggling to form friendships with classmates or even relationships with adults.

The importance of clearly teaching emotional intelligence follows students into secondary school. Students who directly learn how to recognize and manage their emotions receive positive benefits. These pre-teens and teens are less likely to engage in a variety of risky behaviors, including alcohol and tobacco use, have greater self-confidence, and make safer choices.

To do this, they often convey passion and enthusiasm for the subject matter convey feelings of care and set high expectations for at-risk students foster close relationships with students provide positive reinforcement when necessary, manage classrooms efficiently and effectively, generate “transformative” learning environments for their students, and transfer authoritative classroom settings by creating an environment that is high in teacher expectations and warmth. All of these activities require emotional intelligence on the part of the teacher. Learning environments should be occupied by peacefulness so that it should be free from any type of disturbance because emotional intelligence requires exercise through our brain so that it results in positive interaction among the students and teachers.

Emotional Intelligence and Teacher Training

There is a responsibility in the teaching profession to enhance the level of knowledge among the future youth. Emotional Intelligence can be enhanced, cultivated through training. Hence it is an essential factor to understand the basics of it and then go through the whole scenario. Teacher should know the adaptation techniques in a proper way which will result in positive impact on the students .This technique of adapting themselves will surely ensure the better results in the near future .While participate in the training teacher should try to focus on both theoretical and the practical aspects of emotional intelligence and learn how to co relate themselves in the given conditions. Until and unless teacher will not come up with the proper training program it will be very difficult to understand the emotional as well as mental intelligence of all the students.

Teacher should focus more on the practical aspect of Emotional Intelligence as the students learn more effectively by doing it in a practical way in the form of experiments than the theoretical ways. Practical aspect of Emotional Intelligence fosters the growth and development of the students in a well planned manner as compared to theoretical way.

1.3.0 Teacher Effectiveness

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school and college administrators. Effective teachers be required to have power over the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved.

It has become an adage that the effectiveness of education is very much dependent on the effectiveness of its teachers. Barr (1952) remarked “Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with educational undertaking, all affected by limiting and facilitating aspects of the immediate situation”.

Cox (1981) cited 75 years of research that indicates the key role that teachers play in providing effective schooling. Teaching effectiveness is an area of great concern and the focus of educational research throughout the world. The relationship between teachers’ effectiveness and school’s effectiveness has been established in the literature. The success or failure of any schools educational endeavour rests largely with the teachers, and there is no substitute for an effective one. Without taking cognizance of this vital factor all schemes of reforming education and raising standards will remain an unrealized dream.

An overview of recent literature on teaching effectiveness reveals that there is no standard and commonly agreed upon definition or list of effective teaching qualities. Most studies tend to emphasize qualities such as knowledge and organization of the subject matter, skills in instruction, and personal qualities and attitudes that are useful when working with students (Braskamp et al., 1984; Cashin, 1995). When personal traits are emphasized, effective instructors are described as enthusiastic, energetic, approachable, open, imaginative, and possessing a sense of humour. When teaching skills and mastery of subject matter are emphasized, efficient instructors are described as being masters of the subject matter, planned and emphasize important concepts and able to clarify students.

Teaching is a difficult occupation and only those teachers can shoulder the heavy responsibilities of nation building that are adequately prepared and have sound professional effectiveness. Teachers are expected to use the best practices and

strategies to meet challenges and demands of their career. If the teachers are well skilled and highly motivated, learning will be enhanced. The teaching profession demands a clear set goal, love for profession and obviously the more favorable attitude towards the profession.

A teacher has to face different challenges everyday in the institution. Teacher not only plan's lessons but also organizes activities, provides motivation, keeps necessary records, makes purchases, follows timetable, provides oral and aural teaching aids, and motivates the students by words and deeds. Research stated the factors related to effective teaching in secondary schools and found effective use of teaching aids, use of illustration, motivation, impartial attitude of teachers, improved supervision as major factors related to teaching effectiveness. Survey conducted study on the concept of teacher efficiency and its influence on teacher in classroom behavior and student achievement. Results indicated that high and low efficiency teachers differ in instructional practices, classroom organization. Researches shows that student motivation and attitudes towards school are closely linked to student-teacher relationship Effective teachers are particularly good at creating beneficial relation with their student.

It has been found that teachers who showed enthusiasm towards the students can create a positive learning experience. These teachers should not be focused on rote impact of learning on a daily basis. The challenges facing teachers is that they may have repeatedly covered the curriculum until they begin to feel bored with the subject and their attitude may in turn bore the students. Students who had enthusiastic teachers tend to rate them higher than teachers who didn't show much enthusiasm for the study.

Motivation is a combination of many different aspects that comprise a part of teacher's pedagogical knowledge. Encouragement of teachers has been a prime concern of school and college management. Every educator needs to be concerned about motivation. Both individually and in groups, to produce the best result for education in the most efficient and effective manner. Work motivation plays a very important role to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. Work motivation appears essential because it judges not only teachers' engagement and well being but also student's

outcomes such as motivation and learning. It appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied in the different situations. It helps them in spreading positivity around them which directly provides benefits to the different students.

As far as effectiveness is concerned, experience also plays a major role in this as research explore the attitude of effective and ineffective teacher's towards teaching profession .The major findings included that there was no significant differences between effective teachers having high or low experience in terms of their attitude towards their profession.

1.3.1 Meaning of Teacher Effectiveness

As we all know that the effectiveness of a teacher plays a crucial role in the cognitive development of a child. This development may be in the form of Physical, mental, social, political and environmental aspects of student life or we can say that the positive achievement of student is directly affected by the effectiveness of a teacher at any place. Teacher should sustain the responsibility of each and every performing student because each and every student is unique in their own way of performance. The more the teacher will be effective with the student the more he will perform better.

Development of the education system depends upon the development of the teachers working there and utilizing the proper resources in accomplishment of educational objectives.

The effective teacher has to go through the different scenarios of life and he has to collect these factors from the experience. The most essential aspect is the motivational strategy which is required at all levels of teaching and which enhances the cognitive development of each student. At the same time communication is also important and it should be complete between the teacher and the student, there must be proper feedback in the process which makes it more effective. Teaching effectiveness is a very important aspect of education because effective teaching helps student learning as well as enhancing the students' academic performance or achievement.

1.3.2 Dimensions of Teacher Effectiveness

The study scale of the effectiveness of teachers has been increased day by day and today it becomes one of the challenging factors among the different educational institutions. Here we will discuss about the different element of teacher effectiveness in the form of dimensions which are very essential for every teacher to understand and maintain balance with all the factors in a proper way as to get optimum knowledge.

- **Teaching Strategies:** It refers to classroom teaching techniques, selection of suitable teaching methods to suit individual difference, adoption of child centered approach, arranging group activities, display techniques etc. This strategy will assist the students in gaining the knowledge in both theoretical and practical ways.
- **Social Aspects:** It consists of relationship in social group and activities to maintain social and cultural values.
- **Intellectual Aspect:** It refers to knowledge, information and others things that teacher should know that contributes to his effectiveness.
- **Professional Aspects:** It includes study habits and responsibility towards teaching profession and towards students.
- **Personal Aspects:** It refers to be dynamic and energetic, clarity of instruction and good modulation, maintaining cordial relationship with students, effective work style. Communication skills should be developing among them so that there will be no confusion in sharing of thoughts and expressing emotions among each other.

Effective teachers are those who achieve their goals which they set for themselves and too set the goals for their life. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. Here are some characteristics of effective teachers described below:

Professionalism: Professionalism of a teacher implies that a teacher who tries his level best to share the knowledge and fulfill the students need as much as possible. In order to understand the student's capability and understanding, a teacher must try different methodology into the classroom. Educationist all over the world have

understood that we do not need to hire the teachers only we need to hire the right type of teacher who can grow or mold the classroom and teaching as time changes. Due to this increased stress is being laid on the qualitative aspect of the teacher education. The educationists have also agreed on the fact that to sharpen the skills of the teachers we must train them in time. In order to keep the students update we must provide the adequate training to the teachers as well. Society needs such teachers (leaders) who can make education coruscating and production oriented, the teacher who owns commitment and selfless dedication towards work responsibility.

Reasoning: A teacher must have the reasoning capability. He/ she must be a logical thinker, break down the things and also must be able to understand the cause and effect. A teacher faces many scenarios where he/she has to think in creatively, logically and analytically to understand the root cause and to find out an effective solution to the cause. Also the teachers must have the conceptual thinking ability to understand and identify patterns and connections. Critical thinking plays very important role in reasoning because it teaches a variety of skills that can be applied to any situation in life that calls for reflection, analysis and planning. Critical thinking helps in better control of your own learning and empathy for other points of view.

Expectations: A teacher must have zeal to improve or work on their abilities. Teachers who continue to learn throughout their professional careers display the modesty highest form of thinking they will ever learn. Contradictory, unless you start with modesty, you will never get anywhere. As the first step, you must already have what eventually will be the crowning glory of all learning: to know – and to admit – that you do not know and to not be afraid to find out. It is often said that we learn from experience. A more accurate statement, however, is that we learn by reflecting on our experience. Human beings, as meaning making organisms, reflect upon and sift through our experiences through personal and social filters to form beliefs and ways of knowing. We interact with others and with the surrounding environment to form personal action knowledge and internal guidance systems for our decision-making. As we all are aware that learning is a never ending process. If we continue to learn we are on a right path. A teacher must be curious to learn about new things, techniques and must be open to apply this in classrooms. He/she must be up to date and keep the learning continue in his entire life.

Leadership: There are two fundamental types of Teacher leaders: formal and informal. The following characteristics shows the leadership qualities

- Categorize a lesson to study to examine the teaching teams or departments by conducting classroom trainings.
- Cooperation among the colleagues so as to seek optimum desired assistance.
- Design the curriculum pattern in a proper way as to achieve maximum results.
- Develop actions for specialist and general teachers to share their assessments of and plans for individual students.
- Make a presentation at a state or local conference on alternative assessment methods.
- Make an efficient plan to analyze the factors related to effectiveness of teacher.
- Personal and professional development classes
- Publish a department's newsletter for parents.
- Serve on a school wise committee to analyze student achievement data.
- Serve on the district or state parent-teacher association.
- Subject matter should be prepared in a systematic manner as to explain the concept easily
- Teachers are more networked than ever before, providing a exceptional opportunity to share and spread good teaching practice.
- Work with colleagues to design the schedule so that students have longer periods of time in each subject.

1.3.3 Criteria of Teacher effectiveness

- Effective teachers are usually firm about positive academic, right attitude, social outcomes for students. For example, grade, proper attendance, cooperative behavior, timely submission.
- Effective teachers contribute to the development of classroom, school and students.
- Effective teachers have high expectations from their students. Also they help their students to learn, by conducting different assignments, by growth measurements and by alternative measures.

- Effective teachers prepare proper session plans and structure their programme. The search for multiple sources to keep track of students' performance and record evidences.
- Effective teachers work together with other teachers, parents, management, and educational professional to ensure students success and ensure that students should not reach at high risk of failure.

1.3.4 Factors Affecting Teacher Effectiveness

Researchers have been done in India and abroad to find out the factors which affect the effectiveness of teachers in different situations. It has been explained under the different points below:

Teacher Effectiveness and Academic Achievement- Both the factors are directly related to each other as the academic achievement of student depends upon the effectiveness of a teacher. Teacher enhances the level of knowledge among the students which help them in further planning for their academics.

Teacher Effectiveness and Socio-Economic Status- The socioeconomic status of teachers as determined by the accepted socio-economic norms affect them. Social status is the position of that individual in society. The social esteem, profession, teaching, profits, standard of living, etc determine this status. Teacher effectiveness is influenced by socio-economic status of the teachers.

Teacher Effectiveness and Personality Factors- Personality factor also plays a vital role in enhancing effectiveness in the teacher. Self-assurance and teacher pupil relationship have been found significantly related to teacher effectiveness by various researchers. Some characteristics are common to all professionals but there are certain qualities specifically needed for teaching continuously.

Teacher Effectiveness and Adjustment- Every teacher tries to maintain with his circumstances and attempts to meet the demands of situation

Teacher Effectiveness and Interest- Effective teachers show interest in the welfare and achievement of students and performance of entire school.

1.3.5 Measurement of Teacher Effectiveness

Many teachers worry that important contributions they make to schools and to the growth and well-being of students will be ignored. The right type and arrangement of

theoretically strong measures of teaching effectiveness will not only lead to better judgments about teachers, but also should provide feedback that most teachers do not get today—feedback that could inform their professional growth. In fact, an ideal evaluation system would go hand in hand with teachers' own charting of their course for development and growth, using evaluation and assessment feedback to help in that planning. The Indian School Foundation is doing number of projects to identify indicators of teaching excellence. To improve teaching and learning, appropriate use of student-performance data, is a critical and most important part of doing it. Choosing efficient teachers is critically significant for schools trying to improve their performance. Research in secondary schools revealed that students who were placed with highly effective teachers for three years in a row significantly performed well as compared to other students. Therefore, schools should identify effective teachers during their recruitment process.

1.4.0 Professional Commitment

Teaching is simply not only an occupation aimed at making money for livelihood but also it is a social service to develop our nation. A teacher should be permanently committed towards his work. A trustworthy or committed teacher is the most crucial hand in the success of any education system. A teacher plays very important role in our society or in other words teachers are the second parents for any child. Apart from imparting knowledge to the children, a teacher has been a guide, friend, supporter and a philosopher. A teacher has the power that can grow, develop and make a better tomorrow.

The quality of teaching is not only governed by the professional qualification but it is important to be focused, the importance of research, classroom scenarios, the way of taking lectures and creating classroom environments. A teacher should be fully committed towards his/her responsibility towards work. They must understand the fact that they are not only have a noble profession but also have a responsibility to deliver best to the nation. They must have the potential to convert a bud into a beautiful flower. Teaching is a profession where the degree of education can be considered as a part but the important is their knowledge and skills. Even whenever they are free, their mind should be occupied in the individual growth of the students, their skills development, their individual performances and their effectiveness. They

must check the capability of each student time and again so that they can understand the forte and can work on the enhancement.

Teachers sometimes face levels of moderation, which may leads to further lack of interest. This transform a warm engagement in the job, for more far and limited engagement decreases a teacher's desire to bring changes in classroom practices, involvement in complete school participation and stages of participation in co-curricular activities. After a span of time teachers become less motivated which becomes a barrier in good teaching learning process. There were many studies conducted with work motivation on different variables but none of them investigated on the variable professional commitment of teachers in relation to their work motivation. This study has energetic importance because nation builders are built by teachers directly and indirectly and the nourishment of the backbone of the nation lies in the hands of teachers.

There is one more name to which we call to a teacher, “Creator”. The reason behind is, the profession involves meticulous efforts in the classroom as well as in meeting parents and management. In order to understand the student’s capability and understanding, a teacher must try different methodology into the classroom. Educationist all over the world have understood that we do not need to hire the teachers only we need to hire the right type of teacher who can grow or mold the classroom and teaching as time changes. Due to this increased stress is being laid on the qualitative aspect of the teacher education. The educationists have also agreed on the fact that to sharpen the skills of the teachers we must train them in time. In order to keep the students update we must provide the adequate training to the teachers as well. Society needs such teachers (leaders) who can make education coruscating and production oriented, the teacher who owns commitment and selfless dedication towards work responsibility. With the time the idea of teaching and position of the teacher changed with the revised values and perspective of life. The increasing complexity of our educational system has given rise to new extent and therefore the role of the teacher increased mightily and has acquired a new meaning.

Committed teachers not only look for all round development of children but also work hard for their own professional growth to contribute their best to the profession as teachers. Commitment is a process. In this process, one decides among

the alternatives of which he or she is aware, or has alternatives selected by others. After decisions the commitment is pursued with some degree of commitment strength, through pertinent situations, and until that commitment is dropped. Professional competency alone does not result in effective performance or good result. Teacher effectiveness is not automatically ensured by professional competencies and practical skills only. Well trained and effective teachers are those who are both competent and committed professional expert. Commitment is a state of attachment that defines the relationship between an individual, a group or organization and an entity. Commitment can result from decisions. Commitment is a process. In this process, one decides among the alternatives of which he or she is aware, or has alternatives selected by others

The quality of education system and the profession of educators within the system depend mainly on teacher who are responsible for guiding, and carrying most of the important tasks and activities in educational institution. Teachers play a significant role in supporting and promoting learning in the class. They are instrumental in transferring learning material to children at their understandable level. Teachers are always under pressure as their accountable to their performance and student performance. Many studies have shown that quality of teachers, their motivation and attitude influence the performance of the students and their academic achievement. For this requires a lot of commitment from the teacher. Commitment means being loyal to one's profession. It requires acquisition of the special knowledge that characterizes a particular profession and application of that knowledge to achieve certain ends. This provides improved job security, satisfaction, increases self-esteem and thus contributes to get better the teachers' commitment. Teacher should have commitment to the teaching profession and should justify public trust and confidence by providing quality education to all students. The important conclusions of the study were the focus of the teachers on professionalism and committed to the teaching profession. Teachers share their learning and knowledge to improve the moral values among the colleagues. Other important issues raised in this study were that teachers faced academic problems and social problems, such as poor, sick, ill-disciplined students and slow learners etc. It pointed that the role played by the teacher should be redefined. It is the responsibility of the Government and society to support teachers and provide them with necessary means. Teachers are the

knowledge workers and are playing their role in imparting knowledge to their students.

The society greatly expects from teachers and required to show extended professionalism and commitment to the teaching profession in extensive panorama within schools. Learning to teach is a continuing process, which consists of pre-service teacher training, induction into school, beginning teaching, and consistent professional learning through improving academic and professional qualification. Schools are in need of professionally committed teachers with leadership, expertise and commitment. It is further pointed out that raising standards and improving teacher-training programmes will have very little influence on teachers' professionalism unless teaching profession became a more attractive profession for teachers. Professionalization of teaching can be made possible by political, social and economic incident. Professional commitment is typically formulated as a positive, affective attachment to someone's work. Professional commitment is the feeling of dedication among the individuals of a group towards their profession.

A commitment to the community includes creating a symbolic relation between the school and community. Teachers need to motivate the society to discern the importance of education as a lifelong process. Teachers need to have deep concern, knowledge and commitment towards the community and the organization for which they work.

1.4.1 Areas of Commitment

- **Commitment towards the profession:** This can happen only when teachers themselves show zeal to understand and learn new concepts and put their best in putting them in live-classroom.
- **Commitment to the Student:** The students need a teacher who can understand them and their needs with sensitivity. They need to be looked after by teachers who understand their drive, learning needs, their capacities and abilities.
- **Commitments to the Community:** The school and community have symbolic relation between them. Teachers need is to orient community

towards the importance of education as a lifelong process and also motivate them to take it in that panorama.

- **Commitment to achieve excellence:** Teachers who continue their search to become better human beings and better teachers are followed in their footsteps by the learners. They get all the respect from them and at the same time acquire higher levels of excellence and proficiency. Their habit of learning takes them towards their success.
- **Commitment to adhere to basic values:** Every community should adhere to the basic values as whatever they do it possesses a big effect on the students. Teachers are considered to be the role models for the future generation.

Importance of Job Satisfaction for Teachers: Job satisfaction is a must for all professionals to be proficient. Being the most essential virtue of the society it is mandatory that teachers' job satisfaction should be ensured. When teachers are satisfied with their service conditions, status and other essential factors affecting their duties then they work with full integrity and devotion.

Here we have some factors which indicator is to Job satisfaction:

- Organizational Factors
 - Salary
 - Chances for Promotion
 - Organization Policy
- Work Environmental Factors
 - Supervision
 - Work Group
 - Working Conditions
- Work Itself
 - Job Scope

- Role Ambiguity and Role Conflict
- Personal Factor
 - Age and Seniority
 - Tenure
 - Personality

Teachers who are satisfied with their job are more committed towards their profession. An employee if provided all the satisfactory and pleasing services and facilities, he or she will definitely be more committed towards their profession. Teachers who are happy with their job and working environment will for sure give in their best to the profession fulfilling their duty towards the profession. Teachers who are committed need not be equally competent in the field as it depends on their training also. And teachers who are competent need not be committed as it depends on their work environment and facilities which assure them to have commitment towards the profession but it is not essential that professional commitment and teaching competency have any relationship with one another or they are dependent on each other. This implies that teacher job satisfaction and their commitment is an important situation for generally secondary school teachers, their employers and students at large.

Performance Management, Rewards and Awards- Performance management is a systematic process by which organization/schools analyze their workers/teachers through a process. They analyze their work, attitude towards colleagues, attitude towards their work, interactivity and their behavior. Their work performance includes:

- Planning for their work and set an expectation.
- Monitoring Performance.
- Developing capacity to perform.
- Periodically rating performance
- Appreciation
- Rewarding good performance

To prove our teachers as strength of our educational system we require trained teachers, and who are aware of their duties thus they will perform their jobs with the best they can afford. Job satisfaction affects various components of a job and is influenced by many other components as well. In the present study, efforts have been made to study the teaching competency and professional commitment in relation to job satisfaction of primary school teachers in private and government schools.

Professional commitment reflects an employee's overall of their job particularly their emotions, behavior, performance and attitudes about their work experience. The happier the teacher is within their job the more satisfied they are said to be. Until and unless a teacher procures satisfaction he cannot initiate desirable outcomes to cater to the needs of the society as well as to live up to the expectations of the school also. Educational organizations like schools, colleges and universities need highly motivated teachers so as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher's organizational commitment. To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers. It is however strange to know that whereas job satisfaction of teachers has remained a major research area in education, the research on teachers' organizational commitment has only attracted the searching eyes of the educationists. The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behavior.

Thus, the present study was planned to explore the correlates of professional commitment among the secondary school teachers. As professionals, teachers view the school in which they work a place of learning and development. For all members of the school community learning and development are central to the process of schooling. Professional development is the development of teachers and support staff (office staff) to enhance their knowledge, understanding, their skills and abilities to improve the quality of teaching and learning. Good teaching is not just a matter of being efficient, developing competence, mastering technique, and possessing the right kind of knowledge. Good teaching also involves emotional work.

Professional Commitment and Teacher

Each and every teacher needs to take the following professional commitments.

To be a Lifetime Learner- A Teacher has to make a promise to himself that they will continue their learning lifetime as learning is a never ending process. As much as you will understand the zeal to learn more will always increase. It is not only to learn from the elders the teachers must have a positive attitude to learn from the Youngest as well. You have a new possibility to learn. Teachers who are continuous learners are modeling the importance of learning to their students. Teachers who are continuous learners can easily define the importance of learning to their students.

Proper use of Curriculum in Education- To provide curriculum to the school is management's responsibility however, it is up to teachers that how they can make the topic interesting for students. While a school management may provide you with a set curriculum to teach, you as the teacher decide what is important, how to make it interesting and relevant, and how to measure the progress.

Fulfill Students Expectation- We all are aware with the fact that as all the fingers of a hand are not equal, in the same way each and every student in the classroom is different. While a classroom is one large group by its designing however, it is made of many unique individuals with unique needs. A teacher must understand the capability and skills of every individual by thinking and applying different methodology into the classrooms. You can meet learners' requirements by providing a diversity of teaching methods, including direct instruction, group tasks, and rearranging the groups as needed. For students who do not see themselves in a positive light, it can be very helpful to create a culture of growth mindset. This is the belief that students can get better by working hard and learning from their mistakes. We need to focus less on their natural ability and developing their self-talk.

Remove your own Barrier- A student spends most of his time in schools and teachers are the one who are around them and we all know that whatever we see the same we learn. Teachers must embrace diversity, including differences in ethnicity, culture, socioeconomic status, disability, and sexual orientation. You must teach the equality to the students so that they cannot make differentiation among themselves. A

teacher must teach them about equality. You must take steps to ensure that you do not marginalize or exclude any students because their beliefs differ from yours.

Selfless dedication towards the Profession- A teacher should have a positive attitude towards his profession. Active teachers seek to advance and improve all areas of education. Passive teachers, on the other hand, come to work and do their minimum to collect a change. Every teacher should realize that teaching is not a nine-to-five job where you can clock in and clock out at the same time every day without a thought to things being left undone; teaching is a process that must be constantly nurtured by all stakeholders, especially teachers. A teacher who puts his best or show his dedication towards work can only be a good leader. If a teacher teaches students about showing potential, performing well or work hard so first a teacher must understand and inherit these qualities into them.

Teaching is a profession where the degree of education can be considered as a part but what is important is their knowledge and skills. Even whenever they are free, their mind should be occupied in the individual growth of the students, their skills development, their individual performances and their effectiveness. Teacher commitment has been identified as one of the most important factor for the success of the education and schools. Teacher's commitment is associated with their work performance. A competent teacher is able to look into the future of the ambitious student and thus provide his or her best to bring nations dream come true. Teachers who are committed and competent need conducive work environment to prove their abilities and capabilities.

School authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their work and also commitment towards teaching. Satisfaction from the job is necessary for full devotion and commitment of teachers towards the profession. Teachers' normative commitment was satisfactory. Most of the teachers did not want to leave their profession because of a sense of obligation to the students. This showed a strong attachment to the students and to the profession. Teachers' continuance commitment was satisfactory. They stated that a great extent of their life would be disrupted deciding to leave their profession. The results indicated that teachers had great affection for the teaching profession. Teaching competency of the teachers is not only

dependent on job satisfaction but also depends on frequent workshop sessions or interaction with professionals can polish the competencies required by the teachers.

Educational organizations like schools, colleges and universities need highly motivated teachers so as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher's organizational commitment. To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers. It is however strange to know that the research on teachers' organizational commitment has only attracted the searching eyes of the educationists. The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behavior. As professionals, teachers view the school in which they work a place of learning and development. For all members of the school community learning and development are central to the process of schooling. Professional development is the development of teachers and support staff (office staff) to enhance their knowledge, understanding, their skills and abilities to improve the quality of teaching and learning.

To prove the robustness of our educational system we require teachers/leaders that are trained, and who are aware of their duties thus they will perform their jobs with the best. Job satisfaction affects various components of a job and is influenced by many other components as well. This study also states that we need to motivate our teachers as well so that they can perform their best. As we have already seen that to keep our teacher up to date, they need to continue their learning because learning is a continuous process and it can never be completed. In the image below, we can see that it is an ongoing process. The person should always be motivated and an organization can help them to stay motivated by following the below methodology. We must hire a teacher who is knowledgeable and can provide training to them time and again so that they can deliver the best to our future generation.

1.5.0 Need and Justification of the Study

Every year record number of prospective teachers obtains high grades. Yet employers or school authorities complain that young teachers still lack the basic skills to succeed at work .Success is the most flaunted word in this ever competitive world and every individual wants to achieve it, but it is quite unfortunate that only a handful have been

able to attain it in their career life. Some people work hard and excel in academics, yet struggle to find success in their careers. Researches done to find out what makes people efficient in their career and eventually found that it is the tacit knowledge that makes them experts in their career. Hence identifying the teachers with high proficient knowledge and their common strategies is of immense importance in solving the current problems of teaching field. Further every aspect of school reforms depend on highly skilled teachers.

These realizations once more strengthen the need for the means to evaluate and recognize teacher effectiveness throughout the teaching career. Effective teachers, should not only possess high level of knowledge, but they should also possess the capacity to foster positive respectful relation with students, adequate classroom procedures ,an everlasting enthusiasm for teaching and knowledge of subject matter, and an eager quest for stimulating the cognitive and affective gains in students. Otherwise, a teacher could not be called an expert teacher in its fullest meaning. In this context, the investigator felt that it is relevant to find out whether the teachers with high tacit knowledge give equal preference to the various components of Teacher Effectiveness.

There has been much attention given to the use of selected teaching strategies. However, there has been no known study in secondary education which has focused on teaching strategies and tools and their use and effectiveness as perceived by secondary teachers. The approach in which teachers establish information and go about the lesson is an important area of inquiry which could lead to the improvement of secondary education. A study about the use of educational principles and procedures in secondary teaching is needed to understand current practice.

If the teachers are deeply committed to their profession and are content with their work, they tend to play a more constructive role in the lives of their students. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal as well as professional commitment to their job. This concept of ‘commitment’ maybe described as the investment of personal resources associated with the professional characteristics of an effective teacher. We may in fact say that the overall performance of an educational institution rests upon the shoulders of their teachers and ultimately their level of commitment to their job.

Today there seems to be a dearth of deeply committed teachers who are completely devoted to their profession and at the same time satisfied with their

profession. Lack of job satisfaction and professional commitment can often lead to stress, burnout, migration from profession, less enthusiasm for their work and in general less motivation to perform well in their teaching. Dissatisfied and less committed teachers cannot exert their whole hearted effort towards molding the future national citizens of this country. In a developing country like India, with flourish class size, work overload and job insecurity, professional commitment and job satisfaction are in danger of going for a nose dive. This in turn could have serious complex for the entire nation's educational aspirations. The present study is aimed at investigating the professional commitment and job satisfaction of secondary school teachers and the relationship between them. The need for the improvement and enhancement of professional commitment of teacher educators is now universally emphasized and highlighted in educational circles and forums. How to effect its improvement to the optimum desirable degree is the formidable problem which teachers and educationists face. Hence, the present study was undertaken to assess the level of professional commitment of teacher educators and identify the factors responsible for declined commitment and dedication among teacher educators that consequently result in undesirable role played by them in teacher training institutions.

Emotions and learning are interrelated. They act as two sides of a coin. In the school setting, there is competition between the teachers as well as students. As a result, the job of a teacher becomes hectic and requires the understanding of emotions and emotional intelligence in order to create better teaching and learning environment. Though, many teacher training institutions are developing very talented, skillful and knowledgeable teachers but the emotional aspect of the teaching-learning process is still lacking. Effective teaching requires mastery of content and teaching pedagogy on the part of a teacher.

As emotional intelligence is considered to be vital for success of the teachers, efforts and appropriate strategies are required for development of emotional intelligence skills among teachers. Educational institutions can play a great role by providing attractive and conducive environment that will motivate the teachers and enhance their commitment to their career and organization. There should be inclusion of training programmers for developing emotional intelligence in teacher preparation programmers which will result into a very long term effect on the teaching profession.

The significance of professional commitment is an attitude reflecting the strength of the bond between an employee and an organization. For a person who is professionally committed, work is the vital part of life. This means that both the work itself and the coworkers are very meaningful to the employee, in addition to the importance s/he attaches to the organization as a whole. Active participation in decision making increases involvement and professional commitment. It tunes the higher level of acceptance and satisfaction. A professionally committed teacher gives equivalent possibility and importance to all students at the right time to make certain optimum level of achievement. A committed teacher acts as an active school-classroom manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. It is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession, punctuality, positive attitudes towards co-workers, enthusiasm, co-operation, and honesty etc, which can be viewed as the examples of commitment to basic human values.

Teachers are our nation builders, the potency of every profession in our country grows out of the information and skills that teachers help to inspire in our children. Educators regularly share that teaching is the hardest job that anyone can have and the most rewarding. The quality of education system and the profession of educators within the system depend mainly on teacher who are responsible for guiding, and carrying most of the important tasks and activities in educational institution. Teachers play a significant role in supporting and promoting learning in the class. They are instrumental in transferring learning material to children at their understandable level. Teachers are always under pressure as their accountable to their performance and student performance. Many studies have shown that quality of teachers, their motivation and attitude influence the performance of the students and their academic achievement. Teacher should have commitment to the teaching profession and should justify public trust and confidence by providing quality education to all students. Maintain membership in some professional organizations relevant to his subject and area of specialty. Teacher should be committed to students and maintain professional relations with students. Share responsibilities and prove themselves as successful facilitators of learning for the learners placed under their guidance and supervision. The teacher who is committed to the profession has more efficacy, job satisfaction and high competences. The committed teacher strives more

for better performance and keeps abreast with latest technologies which can be useful in class room instruction for teaching learning material.

If a teacher has social and emotional competencies, can recognize their emotions, emotional patterns, and tendencies and knows how to generate and use emotions which will create joy and enthusiasm to motivate learning in themselves and others. As a result they can get realistic understanding of their capabilities and recognize their emotional strengths and weaknesses. Social and emotionally competent teachers also have high social awareness. They know how their emotional expressions affect their interactions with others. Such teachers also recognize and understand the emotions of others. They are able to build strong and supportive relationships through mutual understanding and cooperation and can effectively negotiate solution to conflict situations. Socially and emotionally competent teachers are culturally sensitive, understand that others may have different perspectives than they do, and take this into account in relationships with students, parents and colleagues when teachers experience in mastery over these social and emotional challenges, teaching become more enjoyable, and they feel more efficacious. Hence there is need to see whether there is difference in psychological variables such as social and emotional intelligence of secondary school teachers in relation to gender and type of school. Then training for development of such skills can be incorporated in teacher education program.

Research reported that emotional literacy is positively related to general health and quality of life. People high on emotional literacy skills maintain better health and have a positive quality of life. Though the development of emotional intelligence is a natural process, yet it can be enhanced as it has been concluded that emotional intelligence can be learned and it should be a component of leadership training. Further, new researches have indicated the importance and value of emotional intelligence in teacher preparation programs. According to them pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers.

At last we can say that Teacher Effectiveness, Professional Development and Emotional intelligence together plays a very important role in the overall

development of the secondary teachers as well as the educational organization. All the factors we have studied contains numerous positive effects which assist the teacher in performing their guidance to all the secondary school students in such a way so that they can achieve higher results in their academic as well as personal life. These three factors develops the cognitive abilities among the teachers and the students in a systematic manner however patience in maintaining these factors are also essential because situation tends to vary from time to time. Teacher cannot find only positive students everywhere but they should develop the skills of positivity into them by working on these three factors.

1.5.0 Research Questions of the Study

To fulfill the above study the following research questions are developed

1. Is there significant difference in Emotional Intelligence of secondary school Teachers on the basis of Locale, Board and Gender?
2. Is there significant difference in Teacher Effectiveness of secondary school Teachers on the basis of Locale, Board and Gender?
3. Is there significant difference in Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender?
4. Is there significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers on the basis of Locale, Board and Gender?
5. Is there significant relationship between Emotional Intelligence and Professional Commitment of teachers on the basis of Locale, Board and Gender?
6. Is there significant relationship between Teacher Effectiveness and Professional Commitment of teachers on the basis of Locale, Board and Gender?

1.6.0 Statement of the problem

The present study has been titled as- "**A Comparative Study of Teacher Effectiveness, Professional Commitment and Emotional Intelligence of Teachers Teaching in Secondary Schools of Allahabad**".

1.7.0 Objectives of the Study

1. To study the Emotional Intelligence of secondary school Teachers on the basis of Locale, Board and Gender.
2. To study the Teacher Effectiveness of secondary school Teachers on the basis of Locale, Board and Gender.
3. To study the Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender.
4. To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers on the basis of Locale, Board and Gender.
5. To find out the relationship between Emotional Intelligence and Professional Commitment of teachers on the basis of Locale, Board and Gender.
6. To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers on the basis of Locale, Board and Gender.

1.8.0 Hypotheses of the Study

In view of the above stated objectives, the hypotheses for this study have been presented below for empirical verification:

1. There is significant difference in Emotional Intelligence of secondary school Teachers on the basis of Locale, Board and Gender.
2. There is significant difference in Teacher Effectiveness of secondary school Teachers on the basis of Locale, Board and Gender.
3. There is significant difference in Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender.
4. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers on the basis of Locale, Board and Gender.
5. There is significant relationship between Emotional Intelligence and Professional Commitment of teachers on the basis of Locale, Board and Gender.

6. There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers on the basis of Locale, Board and Gender.

1.9.0 Operational definition of technical terms

Teacher Effectiveness- Young (1990) identified a list of characteristics of Teacher effectiveness that included the ability to plan and execute lessons, monitor student learning and behavior, conduct interesting and focused lessons based on a variety of methods, and maintain rapport with students and peers. In the present study, Teacher effectiveness has been defined in terms of combination of teacher characteristics such as contribution to institution, interpersonal relationship with colleagues, parents and students, classroom management, instructional practices, assessment of students, reinforcement, knowledge of subject matter, communication, students engagement, attitude towards teaching, diligence, and teaching beliefs. Effectiveness will be measured on the scores obtained by sampled teachers on test constructed by the investigator.

Emotional Intelligence - Emotional intelligence is the capability of individuals to recognize their own emotions and other people's emotions and to identify and manage your own emotions and the emotions of others. Here Emotional Intelligence measures four factors namely awareness of self and others, Professional Orientation, Intra-personal Management and Inter-personal Management.

Professional Commitment- Professional commitment is recognized as a natural ingredient of teaching profession. It is closely connected to the teacher's work performance, burnout and turnover as well as having an important influence on students' achievement. Here professional commitment measures commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values.

Therefore, in this study, those students who were studying 9th and 10th secondary stages were considered as secondary school teachers. On the other hand, senior secondary school is a school where young people prepare for employment; provision for the introduction of different types of vocational courses is made, and

follows a uniform structure of 10+2 i.e. 12 years. Furthermore, a public examination is conducted at the national or state levels at the end of the higher secondary stage.

1.10.0 Delimitations of the Study

Delimitations of the study are enumerated below:

1. The study was conducted in the Allahabad District, UP.
2. The study would conduct on secondary school teachers teaching in class 9th and 10th.
3. The study would be delimited to CBSE and UP board of secondary schools

CHAPTER - 2

REVIEW OF LITERATURE

In the research methodology “literature” refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. “Review” means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field

Research in any field implies a step ahead in the exploration of the unknown - unknown which is darkness. Any researcher to be able to take this step should be adequately prepared for it. One such preparation is gathering of knowledge of what has already been done in the given field. A step towards unknown can only be taken after the review of literature and researches done in that area. Any research without such a review is like a building without any foundation.

Brog (1928) suggested, “The literature in any field forms the foundation upon which all future will be built, if we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and often duplicate someone else.” The review of the literature is the gate- pass for the research work to be done by a researcher. It guides the researcher in the research to be undertaken and also helps to avoid the duplication of research. It shows the way to the researcher.

The physicians must remain acquainted with the latest knowledge, innovations and discoveries in the field of medicine to treat the patients. Accordingly, the successful lawyer must also remain well informed with the cases so as to quote those cases for further reference of the case at hand. In the same way in the field of education also, a researcher needs to acquaint himself with the latest knowledge, information about what has been done in the particular area from which he intends to take up a research problem. In order to solve a particular problem, a careful review of the research journals, books, educational surveys, dissertations, theses and other sources of information related to the problem must be undertaken after the problem has been selected by the researcher.

Related literature provides us a clear picture of the problem under research. The review of literature has two phases; firstly, it includes identifying all relevant

material published in the problem area and in Secondary phase, is for the benefit to the researcher and the readers. For the researcher, it establishes the document in the field and for the readers it provides a summary of thinking. The review of the related literature is considered essential for many reasons. It helps to identify the unanswered questions in the concerned fields on the one hand and in locating the specific issues, requiring immediate and pointed attention by the researcher in avoiding unnecessary duplication of efforts and focusing on the relevant aspects of the issue under reference.

Best (1961) observes, "The research for reference materials is a time consuming but fruitful phase of investigation". A familiarity with the literature on any problem area helps the students to discover what is already known, what other have attempted to find, and what methods have been found to be promising or disappointing and what problems remain to be unsolved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.

The survey of related literature may be justified because it provides a firm and objective ground to the research for identifying a meaningful questions in the field in which the researcher wants to pursue. So, for a researcher if he/she wants to do research in a subject and needs up-to-date information, it is necessary that the researcher should be fully acquainted with the past of that subject.

Researchers take the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done in the problems which are directly or indirectly related to study proposed by researcher. A careful review of research journals, books, dissertations, theses and other sources of information on the problem to be investigated, is one of the important step in the planning of any research study. During the last decade, several studies have been undertaking to evaluate the teacher effectiveness in various contexts.

2.1.0 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Elias, N. (1991) conducted a study on "The promotion of social competence: longitudinal study of a preventive school based." The purpose of study was to the existing data imply that it can be a powerful as IQ and sometimes even more. And at least, unlike what is claimed about IQ, we can teach and improve in children some

crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. Teaching emotional and social skills is very important at school; it can affect academic achievement positively. These skills have a long term effect on achievement.

Stewart, J. (1996) studied convergent and discriminate validity of practical intelligence as it related to social intelligence emotional intelligence and academic intelligence. The current study also examines the relationship of nonacademic intelligence with regard to student performance currently; two distinct conceptions of practical intelligence exist: practical intelligence as tacit knowledge and practical intelligence as constructive thinking. Social intelligences, represented by social skills; emotional intelligence, represented by identification of emotion; and traditional academic intelligence were compared and contrasted to practical intelligence. Participants, social intelligence, Emotional intelligence, and hierarchical multiple regression were calculated to determine the relationship among the constructs and their ability to predict academic performance. The results have provided a better understanding and operational definition of practical intelligence, and have examined incremental validity of each measure of practical intelligence in predicting performance.

Pamela L. (1997) studied the educational experiences of 21 women (age 24-54 yrs) who were academically successful and disadvantaged as children were explored over a 2 yr period. The participants achievement and development patterns were described, and information about encouraging resiliency among students from disadvantaged backgrounds was provided, it was concluded from this study that resilient women who had endured stress as children often developed a highly advanced level of "emotional intelligence "Or" interpersonal and interpersonal intelligence." When this emotional intelligence was encouraged the women a academic performance improved.

Lee and Lee (1998) studied the reliability and validity of the Trait Metamood Scale (TMMS: p, Salvorey et al, 1995) that was developed to assess an individual's emotional intelligence, 342 male and 175 female students, average age 21.3 yrs, in Korea, were administered the TMMS and other measures totaling 141 items for rating on a 5 point Likert Scale. In order to investigate the criterion related

validity indices, the scores from the subscales of the TMMS (30 items) were correlated with measures assessing associated constructs. These measures included the Mood awareness Scale (MAS: 10 items), the Negative Mood Regulation (NMR) Scale (30 items), the Emotional Expressiveness Questionnaire (AEQ: 28 items), and the Toronto Alexithymia Scale (TAS;26 items). All scores from the subscales of these measures were correlated to the alexithymia scores to examine the predictive validity of the TMMS subscales by discriminate analysis; Results indicated that the TMMS subscales measuring emotional intelligence have good psychometric properties.

Halbrook (1998) studied the relationship between emotional intelligence and basic writers' skills. The study implied that a basic writer's overall abilities, shown through a type emotional intelligence quotient (EQ), could help in determining that individuals inherent abilities in the writing classroom, Means by which this research could support its hypothesis, and reject its null hypothesis of no relationship, were positive relationship between met cognitive anecdotal written evidence and the semester-ending portfolios and instructor assessments. Using prompted and timed writing resources, the study also observed and analyzed students, emotional cognition in their writing environments. The study documented these students as they reported on elements of their composing that are concomitant with emotional intelligence. If the students who completed successful portfolios, displayed or self disclosed certain qualities and skills while interacting with their instructor and peers, these disclosed skills were analyzed and interpreted and then compared to their writing skills. Therefore the study's hypothesis stated: there is a positive correlation between acceptable writing skills and positive degrees of emotional intelligence. During the spring semester of 1996, 409 students enrolled in twenty – seven Ball state University English 102 basic writing classes, from seven classes, 108 sample subjects accomplished surveys and prompts. Fifty randomly – selected subjects were scrutinized. The 108 students completed every task requested of the 50 random – sampled subjects and comparisons of the two samples were detailed. Providing a class's look at the 50 random sampled down thirteen students occupying opposing levels at particular scoring – range margins were further detailed.

Finnegan (1998) conducted a study on "Measuring emotional intelligence: where we are today." The purpose of the study was to schools should help students learn the abilities underlying emotional intelligence. Possessing these abilities, or

even some of them, can lead to achievement from the formal education years of the child and adolescent to the adult's competency in being effective in the workplace and society.

Chico, E. (1999) studied the psychometric properties of the Spanish version of the emotional intelligence scale (N.S. Schutte et al, 1998, translated by E. Chico, 1999). Human Ss included 242 normal male and female adolescent and adult university students (aged 17-25 yrs) in Spain. Data on socio-demographic variables, emotional intelligence were obtained through characteristics, and academic performances were obtained by questionnaire. The Eysenck personality Questionnaire (EPQ), the standard progressive matrices, and the sixteen personality factor questionnaire (16PF) were also used. The factor structure, construct validity, internal consistency and reliability were determined. Emotional intelligence scores were associated with extroversion but neither with IQ nor grade point average. Factor analysis, correlation analysis and other statistical tests were used.

Abraham, R. (1999) studied that higher levels of EQ predict higher levels of job satisfaction and stronger connections with coworkers and supervisors. The interpersonal skills associated with teamwork and the ability to provide constructive feedback serve as resource for individuals to deal effectively with others.

Pelliteri, J. (1999) studied that the Emotional intelligence is a set of mental abilities that are purported to be distinct from general (IQ) and related to psychological adaptation. The three main components of emotional intelligence included emotional perception, emotional regulation, and knowledge about emotions. This study examined the relationship between emotional intelligences, cognitive reasoning, and defense styles. The first hypothesis was that individuals with high emotional intelligence would utilize adaptive emotions rather than individuals with high emotional intelligence would utilize adaptive rather than maladaptive defense styles. More specifically, the abilities of emotional perception and regulation were expected to relate to ego defense mechanisms since each type of mental process shared the similar function of managing emotions at different levels of consciousness. The second hypothesis was that since emotional intelligence is a separate intelligence from general IQ it would have only moderate correlations with cognitive reasoning. The subjects consisted of 107 college students and graduates from two urban

universities representing Caucasian, African – American, and Hispanic ethnic groups. Emotional intelligence as well as its three subcomponents was measured with the multifactor emotional intelligence scales (Mayer, Caruso & Salovey, in press). Psychological adaptation was represented by Bond's (1983) Defense style Questionnaire which ordered defenses into four hierarchical levels from maladaptive to adaptive, cognitive reasoning was measured by the 16PF scales B (Cattell, et. Al. 1993) and represented the numerical and verbal reasoning abilities that comprise general intelligence (IQ). Support for the construct of emotional intelligence as an area of functioning that is separate from IQ was provided by a correlation of .34 between cognitive reasoning and emotional intelligence. The four defense styles had low correlations with emotional intelligence. The four defense styles had low correlations with emotional intelligence (from $-.16$ to $.22$). In the regression analysis there was a large degree of shared variance with cognitive reasoning such that defenses did not significantly contribute to any unique explanation of variance in emotional intelligence after accounting for cognitive reasoning. Defense styles were not correlated with the emotional intelligence components of perception and regulation as expected. Only the adaptive defense style was related to emotional knowledge after accounting for cognitive reasoning.

Yate, M. (2000) studied the relationship between emotional intelligence and health habits of male and female students at Mississippi state university was investigated. A convenience sample of seven health education classes ($N = 278$) was used to answer questions of demographics, emotional intelligence inventory (EQI), emotional intelligence survey (EIS), and the scheduled class time allotments in the spring semester of 1999. The findings of this study suggested that there was a relationship between the health habits of college-aged health education revealed a weak (small) relationship. Even though three of the canonical functions were statistically significant the redundancy measure was small, indicating poor practical significance. Gender relationship of the HHS and EQI were investigated, resulting in small to medium correlations. The special seven HHS categories and for EQI factor scores showed various relationships that were investigated. The EQI factor, empathy, was revealed as the strongest and only statistically significant predictor of Goleman's ETS. This provided a basis for health educators and health habits. Because little or no

previous research has been conducted on this particular topic, this research study broadens the scope of emotional intelligence in impacting the health education realm.

Wang, A. (2000) conducted a study on P. Salovey and J.D. Mayer's theoretical structure model of emotional intelligence (1997) with factor analysis 194 middle school student, universities student, teachers, faculty member, and enterprise employees, aged 16-50 yrs, in China were investigated an emotional intelligence estimation including 4 factors and ten variables based on Salovey and Mayer's theoretical structure was used, with factor analysis (principle analysis variable, rotation and Bartlett's formula), and cluster analysis, 4 common factors were summarized, the contents of the 4 factors were discussed the factor were associated with the abilities of self emotion cognition, others, emotions cognition emotional thinking and emotional maturity monitoring, result confirmed Salovey and Mayer's structure and principle components through different theoretical analysis and clustering explanations. Their result were also compared with Goleman's structure of emotional intelligence (1995)

Parker & Bar-on (2000) studied definitive and comprehensive text on the subject of emotional intelligence. R. Bar-On, the persons who coined the term "EQ" and developed the first test of emotional intelligence (the EQ – i) assembled with J.D.A. Parker researchers, academics, and practitioners to contribute to this basic and useful publication. Interdisciplinary and multi-method in nature, this handbook for professionals, business people, educators, clinicians and students brings together various schools of thought and ways of approaching such different aspects of the wider area of emotional intelligence as alexithymia, personal intelligence, and practical intelligence as closely related disciplines. It emphasizes the important of empirical methodology, developmental studies, behavioral observations, and psychometrics in order to describe and conceptualize this construct and the key components that can increase human effectiveness and wellness.

Nada, A. (2000) conducted a study on "The relationship between emotional intelligence and academic achievement in eleventh grades." The purpose of this study was to see whether there is a relationship between emotional intelligence and academic success. The purpose of this study was to see whether there is a relationship between emotional intelligence and academic success. The investigator

compared these grades with the emotional intelligence. There was a relationship between emotional intelligence and academic achievement. For this it might be better to include emotional intelligence in school and university curriculum.

Ciarrochi, J.V. (2001) studied the emotional intelligence (EI) construct (the ability to perceive, understand, and manage emotions), as measured by the Multi-factor emotional intelligence scale (MEIS, in press). We administered the MEIS to Australian undergraduates (mean age 24.5 yrs) along with a battery of IQ, personality and other theoretically relevant criterion measures, including life satisfaction and relationship quality. We also induced moods in the students and examined whether people high in EI were better than others at managing their moods and preventing their foods from biasing their social judgments. Analyses revealed that EI was not related to IQ but was related, as expected, to specific personality measures (i.e., empathy) and to other criterion measures (e.g., life satisfaction) even after controlling for IQ and personality traits. EI was also related to people's ability to manage their moods, but not to their ability to prevent moods from biasing judgments. IQ was surprisingly related to both these mood processes.

Tapia (2001) developed the 45 item emotional intelligence inventory and found the underlying dimensions of the inventory by testing 111 high school students at a bilingual college preparatory school, the 4 weakest items were excluded, and then 319 junior and senior high school students at the same school were administered the 41 item inventory. The reliability coefficient was .81 a maximum likelihood factor analysis with a varimax rotation yielded 4 factors of empathy, utilization of feelings, handling relationship, and self-control.

Ciarrochi, et al. (2001) studied an emotional intelligence (EI) be reliably and validly measured in adolescents 131 students (aged 13 to 15 yrs) completed a self report measure of emotional intelligence (SEI) and a number of other, theoretically relevant measures. They were then induced into either a positive, negative, or neutral mood and asked to complete a task that assessed mood management behavior. We found that EI was reliably measured in adolescents, was higher for females than males, and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behavior. These relationships help even after controlling for two

constructs that potentially overlap with EI, namely self-esteem and trait anxiety. This study offers evidence that the SET is a distinctive and useful measure.

Ross (2002) studied that the social and emotional skills are becoming increasingly important as societal changes produce difficult challenges for youth. Psychologically competent young people are more likely to avoid high-risk activities that can have dangerous consequences for their health and well being. Middle schools principals can reach students with these important life lessons during a critical phase of growth and development, and middle school principals can provide and leadership to enhance these educational experiences. The goal of this project was to better understand the needs of middle school principals in the area of social and emotional learning /emotional intelligence (SEL/EQ) and develop a model of professional development and/or training to address them. A need assessment was conducted with New Jersey public middle school principals; a survey was developed and mailed to 152 principles, a total of 49 surveys (32.2%) were returned. Ten of the survey respondents also participated in follow-up individual interviews. Results indicated that most principals view SEL/EQ as an important issue for themselves and faculty. They are activity engaged in activities related to social and emotional issues, such as developing positive relationships and encouraging shared visioning and decision-making. They reported being less engaged in activities related to the inclusion of SEL /EQ – type activities into the regular classroom such as encouraging teachers to address these issues.

Woitaszewski (2002) studied the emotional intelligence of gifted adolescents contributes significantly to their social and academics success, and specifically if emotional intelligence was of importance above and beyond traditional psychometric intelligence (IQ). This study tested the claims of Goleman (1995) who argued that emotional intelligence was critical to our understanding of human success, and often more important than IQ. A group of 39 adolescents (mean age = 16 years 6 months) who were enrolled in a residential high school for gifted youths participated. The Adolescent Multifactor Emotional intelligence Scale (AMEIS) (Mayer, Salovey and Caruso, 1996) and the Test of Cognitive Skills (2nd ed) (CTB MacMillan/Mc Graw-Hill, 1993) were utilized to attain overall levels of Emotional intelligence and IQ, respectively. The Behavior Assessment system for children-self-Report Adolescent version (Basic-SRP_A) (Reynolds & Kamphaus, 1992) was used to measure two

types of social success: International relations and social stress, Academic success was determined by student grade point averages. The results of hierarchical multiple regression analysis revealed that Emotional intelligence did not contribute significantly to the social and academic success for these gifted adolescents.

Brooker, J.K. (2003) studied emotional competencies of leaders: A comparison of managers in a financial organization by performance level. The study assesses as whether managers in one financial organization who are deemed most effective according to their performance ratings exhibited higher emotional intelligence than managers with lower performance ratings. Data were gathered from a sample of 57 from the study population 79 members of the management term of financial organization selected to participate in an internal I study. The researcher analyzed the ECI scores provided by the Hoy group performance ratings and demographic data via a statistical analysis computing system SAS8. Results of the self verses total other ratings indicated that statistically significance differences exist in four competencies: Emotional self control, Influences, Inspirational Leadership and self confidence. For each, EI levels of total others were greater than self reported EI levels.

Dominguez, C. (2003) studied the relationship of leadership orientations to emotional intelligence of Public elementary, intermediate and high school principals in Puerto Rico. This study enables the researcher to gain insight into the Caugas Education Region's school principal's leadership orientations and their emotional intelligence. The study conducted involved descriptive and co relational research methods. The result of the analyses of the data indicated that of the dimensions of the emotional intelligence, the dimensions that had no relationship at all with leadership orientations was motivation. The analyses of data indicated the finding of the absence of social skills and self-awareness.

Emmerling, R.J. (2003) studied cognitive and effective processes in career decision making. Emotional intelligence as conceptualized by Mayer and Salovey consists of four interrelated abilities – Perceiving emotions, using emotions to facilitate thought, understanding emotions and managing emotions. It is argued that such abilities facilitate the career decision making process that lead to the decisions that more fully satisfy career related interests, values, needs and aspirations. To more

fully explore the role of emotions in career choice several individuals were interviewed regarding their recent career decisions. Their experiences serve to provide real life examples of the emotional dynamics of vocational choice.

Drago, J. M. (2004) studied relationship between emotional intelligence and academic achievement in non-traditional college students. This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college student. In this study, Emotional intelligence, achievement motivation anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer-Salovey-Caruso emotional intelligence test (MSCEIT), the State-Trait-Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPI) and Student Demographic Survey (SDS), Result demonstrated that emotional intelligence is significantly related to student GPA scores with student Cognitive Ability scores and student age. The result suggested that academic achievement is related to student's ability to recognize, use and manage their emotions. Wells, K.H. (2004) studied emotional intelligence as ability and its relationship with openness to difference. The 2 research hypotheses of this study posited a correlation between EI and openness to difference as indicated by self perceived flexibility to difference and self reported receptiveness to difference (RTD). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCETI) was used to assess EI as defined as an ability. The Flexibility/openness scale of the cross – Cultural Adaptability Inventory was used to assess self perceived flexibility to difference; the RTD scale is used to assess self reported RTD. Ninety Undergraduate University students 70% female and 30% male participated in the study. The hypotheses were confirmed and an association was found between EI and openness to difference.

Williams, H.W. (2004) studied the characteristics that distinguish outstanding urban principals Emotional Intelligence, problem-solving competencies, role perception and environment adaptation. This study brought to identify the competencies and characteristics that distinguish outstanding urban principals. A criterion sample of 12 outstanding and 8 typical principals was identified from a large mid western urban school district. Data from critical incident interviews, open ended questions, and a variety of assessment questionnaires were collected. Linkages

between these differentiating characteristics and prototypical leadership situations & mdash; instructional leadership, change leadership and expert problem solving & mdash; were examined. Linkages were found between these distinguishing competencies and characteristics and effective principal practice related to instructional leadership, change leadership and expert problem solving.

Chan, D.W. (2004) conducted a study on one hundred and fifty-eight secondary school teachers to assess their perceived emotional intelligence and general self-efficacy and self-efficacy toward helping others. An item factor analysis yielded four dimensions of perceived emotional intelligence, leading to the construction of four corresponding empirical scales. Teachers scored most high on positive utilization and emotional appraisal, followed by empathic sensitivity and positive regulation. Using the four components of perceived emotional intelligence as predictors of self-efficacy beliefs, positive regulation emerged as the significant predictor in predicting general self-efficacy whereas empathic sensitivity emerged as the significant predictor in predicting self-efficacy towards helping others.

Hopkins, M. M. (2005) studied the impact of gender, Emotional intelligence, competencies, and style on leadership success. The empirical study extended research on the emotional intelligence competencies and styles underlying successful leadership by investigating the repertoire of competencies and leadership roles are examined. In a sample 105 manager in one financial services institution, using self and other ratings of emotional intelligence competencies, leadership styles and success, the result demonstrated a strong pattern of significant differences between male and female leaders. The repertoire of leadership styles leading to success for men and women were disparate. Men who used an autocratic or a democratic leadership style, styles incongruent with their expected gender role are not successful; whereas female leaders mostly demonstrated a combination of gender congruent and incongruent ways of behaving, the pacesetter and coaching leadership styles, in order to be successful.

Stubbs, E. (2005) studied emotional intelligence competencies in the team and team leader: A multi level examination of the impact of emotional intelligence on group performance. The research examines the relationship between team leader emotional intelligence competencies, team level emotional intelligence, and team

performance. it is argued here that team leader's emotional intelligence will influence the development of group level emotional intelligence, which was measured by a team emotionally competent group norms. Data was collected from 422 respondents representing 81 teams in a military organization. Result show that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and the emotional competent group norms on the teams they lead, and the emotional competent group norms are related to team performance.

Boyd, M.A. (2005) studied emotional intelligence of teachers and students perceptions of their teachers' behavior in the class room. This study identified teachers with varying levels of emotional intelligence levels did not readily align with students perceptions of the behaviors associated with emotional intelligence test was not necessarily perceived by students as one who displayed emotionally intelligent behaviors in the classroom. In addition, teachers' perceptions of how student feel about them or the classroom environment they create were not always accurate. Also, the MSCEIT may indicate emotional intelligence knowledge but it cannot predict how individuals' intelligence does not necessarily use it in the classroom. Lastly, teacher behavior matters to students in terms of relationships, perceptions, and the feeling that the classroom is emotionally safe. One cannot deny that an emotionally safe classroom was more conducive to learning.

Calderin, R. (2005) found that collegial relations are influenced by the emotional intelligence of the building principal, explored the role of good collegial relations played in creating an emotionally intelligent learning environment, and concluded that effective public elementary school leaders are community members is a skill that can be developed and/or improved with increasing experience for the affective health of the learning organization.

Singh, S. (2006) conducted a study on Emotional intelligence of professional and non-professional students in relation to Biographical factors. Major findings of the study were as follows: 1. Professional students were higher in emotional intelligence in comparison to the non professional students. The professional students either male or female were high in their emotional intelligence in comparison to the non professional students. 2. The male and female students have no significant

difference in their EQ level. 3. Professional and non-professional students belonged to Gen and OBC group here equal Emotional intelligence but professional and non-professional students belongs to S.C. group have less emotional intelligence than Gen group.

Neetu (2006) conducted a study on Emotional Intelligence and adjustment of primary school Teachers teaching in Government and Public School. Same to the major findings as follows of the study:-(1) Primary school teachers do public school were more emotionally intelligent in terms of self awareness, managing relations, integrity, self development, commitment aspect of their E.I. than the Government school teacher (2) Primary school teachers of Government school were equally emotionally intelligent in terms of empathy, value orientation, altruistic behavior aspect of their E.I. as the public school teacher (3) Primary school teachers of Government school were more emotionally intelligent in terms of self motivation, emotional stability aspect of their E.I. than the public school teachers.

Patil, B. and Kumar, A. (2006) found out the difference in the emotional intelligence of male and female teachers; (2) To find the difference between student teachers of arts and science faculty; (3) To find the relationship between emotional intelligence and academic achievement of students teachers. In the light of objectives the following hypotheses were formulated: (1) there is no significant difference between emotional intelligence of male and female students and teachers, (2) there is no significant difference between students and teachers of arts and science faculties, (3) there is no significant relationship between emotional intelligence and academic achievement of students and teachers. A sample of 302 students' teachers studying in four colleges of education in Kolhapur district, using simple random sampling. Descriptive survey method was employed. Emotional Intelligence Test (EIT) and academic achievement score were used as research tool in the study. Data was tabulated and analyzed using appropriate statistical techniques such as t-ratio and product moment coefficient of correlation. Findings related (1) there is no significant difference between emotional intelligence of male and female students teachers. (2) There is no significant difference in the emotional intelligence of students' teachers of arts and science faculty. (3) There is no significant relationship between the emotional intelligence and academic achievement of student teachers. The study cites twenty one references.

Upadhyaya, P. (2006) measured the difference in the personality traits of high and low emotionally intelligent students-teachers. A sample of 78 student-teachers studying in Ewing Christian College, Allahabad was selected for study. The test of emotional intelligence and personality inventory were used for collecting data and these tools were developed by K.S. Mishra. The statistical method used in the study for analysis of data were mean, SD, and 't' test. Student-teachers with low emotional intelligence were more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high emotional intelligence were more competent and have more self confidence, hard working, help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. The fifteen personality traits like experimentive vs. conservative, emotionally stable vs. excitable, spiritual vs. materialist, social vs. self-centered, adaptive vs. rigid, inquisitive vs. non-curious, relaxed vs. tense, affectionate vs. undemonstrative, self-critical vs. happy-go-lucky, group dependent vs. autonomous, humble vs. assertive, more analytical vs. less analytical, forthright vs. crooked, dominant vs. submissive, conscientious vs. unscrupulous were not different in case of student teacher with high and low emotional intelligence. The study cites two references.

Agrawal, M. (2006) found out the relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence; (2) to evaluate the relationship between the academic anxiety and different areas of deprivation. The sample of 100 adolescent girls, age group 13-17 years were selected from different secondary schools of Varanasi city. The tools were used for data collection: (1) Deprivation Scale (D-Scale) by S.K Pal, K.S Misra and K. Pandey, (2) Academic Anxiety Scale (A.A.S) by S.K. Pal, K.S. Misra and K . Pandey, (3) Emotional Intelligence Test by K. Pandey. (1) The deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls. (2) The social deprivation and academic anxiety are positively correlated in case of emotionally intelligent girls due to their greater understanding of emotional behavior of their own and others. The parental deprivation and academic anxiety for more emotionally intelligent girls were

positively correlated which could be due to the lack of support from parents in academics which leads to greater academic anxiety among them.

Pandey, K. (2006) studied that adolescent girls with high, moderate and low emotional intelligence differ on various types of deprivation. The random sample of 100 IX Class adolescent girls studying in four Hindi medium secondary schools of Varanasi city. The tool measures deprivation by Deprivation Scale by Pal, Misra and Pandey. The statistical analysis of data was done by mean, S.D. and 't' test. The girls having low emotional intelligence perceive various deficiencies more in their environmental factors likes, social isolation, insufficient housing, and other infrastructural facilities, economic insufficiency, meager educational opportunity, unavailability of reasonable share of pleasant emotional experiences, lack of warmth and parental care in comparison to the girls having high and moderate level of emotional intelligence.

Eva J. R. (2006) found the effectiveness of the Enneagram Educational Programmed on the following competencies of emotional intelligence (E.Q) of students' teachers: (a) emotional self-awareness, (b) emotional expression, (c) creativity, (d) interpersonal connections. The pre-test and post-test control group design employed for this study. In this design the investigator involved two groups, the experimental group and control group, both of which were formed by random assignment and were administered pre-test of the dependent variable; one group received the special treatment and then both the groups were posted. A sample of 40 student teachers, from a B. Ed. College of Jharkhand State was selected at random. 20 student teachers of Bethesada B. Ed. College, Ranchi were selected randomly to form an experimental group and 20 student teachers of Ursuline Womens'14 T.T. College, Lohardaga were selected randomly to form the control group for the study. The experimental group was given the intervention programmes namely, the Enneagram Educational programme for the duration of three months. The data was collected from the appropriate tools: (a) E.Q Map Questionnaire, (b) Interview schedule for the student teachers, (c) Reaction scale for the feedback of intervention programme. Thus, the data collected and were analyzed with the help of suitable statistical techniques mean, standard deviation and Analysis of Covariance (ANCOVA). A significant difference was found between the mean scores for Emotional Self-awareness, Emotional Expression, Emotional Awareness of others, creativity and

interpersonal connections. The majority of response in the reaction scale indicated that after the interaction programme improvement has taken place in the student-teachers in their interpersonal skills and quality of life. On the whole, it can be concluded that the field of education, particularly the teachers training programme is a beneficiary of Ennegram educational programme. The study cites nine references.

Anuradha, et al. (2006) conducted a study on the television viewing behaviour of adolescents and its impact on their academic achievement. The sample consisted of 48 adolescent (24 boys and 24 girls) along with their mothers selected randomly from government Telugu medium schools (8th, 9th and 10th standards) in Tirupati town. Adolescents TV viewing behavior was collected from students as well as their mothers by using two tools 'omnibus schedule for parents' and 'omnibus schedule for childrens' (both developed by Anuradha and Bharathi, 1998). Academic achievement was obtained from school records. The mean Television viewing time for boys was 166.47 mnts (sd =98.97) and the same for girls was 182- 89 mts (s.d= 93-820). Adolescent did not differ significantly in their TV viewing behavior according to sex, grade and type of family. The percentage of marks was found to be more for adolescents with cable connection than those without cable connection. The study cites ten references.

Gupta, Ani (2007) conducted a study on of Emotional Intelligence and Job satisfaction among male and female college teachers. Some of the conclusions as follows of the study:-(1) Male College teaches appear to be more capable to so they themselves to snake of rampant anxiety, gloom or irritability as compared to female teachers, (2) Male and Female College teachers did not differ. With regard to knowing one's emotions, Recognizing emotions in other; Handling relationship (2) Male and Female college teachers differ in their abilities to motivate their own selves. Male college teachers are higher in their ability as compared female college teachers.

Pathan, Y.G. & Pant, B. (2008) conducted a study on "Emotional Intelligence of Secondary Teachers." the study examined the level of Emotional Intelligence (EQ) of secondary teachers in relation to gender and age. 500 secondary Teachers, ranging from 24 to 56 years of age, were selected from different secondary schools, both urban and rural from Dhule district, Maharastra out of this, 350 were male and 150 female. The tool used for the study was a structured questionnaire

called Emotional Intelligence Test, developed by N.K. Chadha and Dalip Singh. The results indicated that nearly all (98.4%) the teachers fall under 'low' category of emotional intelligence. There is no significant difference between the emotional intelligence of males and females and age in independent of E.Q. Nelson, D.B. & Low G. (2009) presented a research based model of emotional intelligence and explored the role of emotional intelligence in effective teaching and learning. The emotional skills assessment process and emotional learning system provided an assessment and learning process to help teachers to develop a plan of action to learn and apply emotional intelligence skills. Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life. Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence are characterized by: intentional reflective (not reactive) behavior, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not reactive habits).

Deshpande, S.P. (2009) studied and found EI, ethical behavior of peers, and ethical behavior of managers on the ethical behavior of 180 not for profit hospital employees in the U.S. EI was measured using a 16 item scale developed by Law et al. (2004) (e.g., I have good understanding of my own emotions; I am sensitive to the feelings and emotions of others; I have good understanding of the emotions of people around me, etc). Results revealed that EI, ethical behavior of peers and of managers had a significant positive impact on ethical behavior of employees. Thus, hospitals can expect employees with EI skills like empathy and self management to be more likely to make ethical decisions. These are skills that can be tested during the hiring process, maintained via training and development programs, and reinforced during performance appraisals. Overall, the findings imply that EI could create a better learning, working and caring environment.

Wong, et al. (2010) found the potential effect of school leaders' (i.e., senior teachers) EI, as measured by the 16-item scale developed by Wong and Law (2002), on teachers' job satisfaction in Hong Kong. In study 1, 107 teachers were asked to list the attributes of successful senior teachers/mentors in their schools. In study 2, 3866

school teachers and middle level leaders were surveyed on their EI and job satisfaction level. For the 3866 teachers, the correlation between their EI and job satisfaction scores was 0.30. Middle level leaders' average EI was significantly related to the average of ordinary frontline teachers' job satisfaction ($r=0.21$). Results showed that school teachers surveyed also indicated that EI is positively related to job satisfaction. The main implication of this study is that the teaching profession requires both teachers and school leaders to have high levels of EI. Practically, this implied that in selecting, training and developing teachers and school leaders, EI should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the EI of teachers and school leaders.

Naqvi, I. et al. (2016) studied and found that emotional intelligence of teachers was having strong relationship with the performance. Conclusions were drawn and recommendations were made. The major aim of the study was to find out the relationship between emotional intelligence and performance of teachers at secondary school level. The target population of the study comprised 3168 secondary school teachers. Sample of the study consisted of 950 male and female secondary school teachers working in high schools of rural and urban areas. The sample was taken on proportionate basis according to the population of male and female secondary school teachers in each district. The study was co-relational in nature. The required data was calculated through survey technique. The instrument was named Trait Emotional Intelligence Questionnaire which was adopted from K.V Patride to measure the emotional intelligence level of secondary school teachers. The performance of teachers was measured through the results of students in annual examination of class 10 conducted by Board of Intermediate and Secondary Education Lahore (BISE). The collected data was analyzed using mean, standard deviation and Pearson.

STUDIES RELATED TO PROFESSIONAL COMMITMENT

Etzioni (1968) conducted a study on 'motivation' and values in explaining commitment. He found that commitment was independent of direct, selfish interests, and of immediate and temporary situational concerns. He hypothesized that in business organizations the primary mechanism is probably motivation since the

essence of member's involvement and contract with the essence of member's incentive oriented. In non-business organization such as the church, or military, commitment may be very important in affective organizational behavior, since members' involvement is often value based.

Maultsby (1970) studied normative commitment, defined as an extent to which the individual mobilizes energy in the maintenance and defense of a normative standard. His sample consisted of 794 male high school seniors; the respondents were relatively homogeneous with respect to age and race. The findings of the study produced interesting results; that high status respondents were higher in commitment than middle and low status respondents, through the association was weak but statistically significant; that the respondents with the lowest aspirations tend to have low commitment; that when opportunities and aspirations were high commitment between these extremes. He concluded that these three categories were better predictors of commitment.

Thorton (1970) studied the effect of professional and nonprofessional types of organizational involvement on the compatibility of organizational and professional commitment for 383 junior college teachers. Results showed that organizational and professional commitment could be compatible to the extent to which one perceives organizational professional experiences and an organizational situation as affirming and exemplifying certain principles of professional determination.

Hrebiniak and Alutto (1972) compared the organizational commitment of 318 elementary and secondary school teachers and 395 nurses in relation to personal characteristics, role related variables. Females, married persons, less interest in higher degrees, showed high organizational commitment. Further analysis revealed that role tension and tenure were best predictors. The findings of the study also confirmed that there was no significant difference between teachers and nurses on the average level of commitment. Socio economic factors did show some effect on commitment. Socio economic factors did show some effect on commitment, respondents from blue-collar background exhibited less commitment than that of white collar, managerial and professionals. The most committed respondents were those with the greatest amount of seniority and lowest level of tension, while least committed were male subjects with the high level of experience of role tensions.

Jones (1972) conducted a study on the analysis of behaviorally measured commitment pattern among university teachers and students, he observed that their ability to communicate with others, elitism of one's group, desire to control others, satisfaction, desire for the institution to meet the need of the individuals and a feeling that others within, organizations show responsibility as the best predictors of commitment. Mawter (1976) examined teacher's professionalism and decision making modes in elementary schools as determinants of job satisfaction 147 principals, responses indicated inverse relationship between professionalism and supervision, no relation between professionalism and satisfaction with work, pay promotional opportunities and work group.

Grossman (1976) studied 182 teacher trainees and observed that high role congruence group and that were significantly higher on commitment than low congruence group and that task oriented group were higher in commitment than person oriented group. Commitment to teaching was measured with teacher's attitude towards self and other (TATSO). Berry (1976) studied the factors that influenced elementary school teachers to retain or leave teaching profession. Their study was carried out on those already terminated from employment in schools. In the sample, half of all terminated stayed in teaching profession and others left teaching profession. The most important reasons attributed by teachers were the enjoyment in working with children. However, they left earlier teaching job for better pay, promotion to administrative positions and dissatisfaction with administration.

Salancik (1977) studied and found that the concept of commitment is attitudinal in nature. It reflected that how much closeness an individual feels with his organization or relationship. Kang (1982) studied sample of 501 teachers of South Korea of various special education programs, it was concluded that personal factors such as educational setting, teaching level, age, employment of spouse, academic level, administrator attitudes & practices and support of administrators are highly correlated with teacher's professional.

Pandey (1986) developed a 13-item professional commitment scale. It had 3 dimensions (a) calculative involvement; (b) internalized professional values; and (c) measure satisfaction of life. His objective was to study organizational commitment,

professional climate, micro job climate and personality variables. He used multiple regression analysis as statistical technique.

Ciriello (1987) administered 163-questionnaire on 655 full time teachers employed in catholic parochial elementary schools to understand relationship between organizational commitment, professional commitment (teaching) and job commitment (particular school). Results revealed that professionally committed teachers were less organizationally committed. Professionally committed teachers were much influenced by personal significance of instructional goals and they ranked first in importance to the goal of personal growth. Finance scales were also found to be salient among work factors for professional commitment. Importance of religion in one's own life was identified as a predictor of organizational commitment.

Jore-Bloom (1988) examined influence of certain personal and organizational factors on job satisfaction and organizational commitment of 629 early childhood educators. Co-workers relation, supervisor relation, nature of work itself, pay and opportunity for promotion, and general working condition differed; in the extent to which the teachers were committed or non-committed. He also concluded that background variables such as age, education, experience, and salary achieved did influence the organizational commitment.

Morrow and Wirth (1989) studied professional commitment using Aranya and Jacobson's (1981) professional commitment scale and used factor analysis as a technique and found that professional commitment was uni-dimensional concept.

Roscenholtz, Freeston and Reys (1989) studied the Workplace Conditions that affect teacher Quality and Commitment. They found that teachers who have greater tenure in an organization were more committed than those with less tenure. They also found a relationship between relative age of teachers and the level of commitment. Older teachers were found to be more committed than younger teachers. They also found women teachers to have higher levels of commitment than men.

Panda (1990) studied the Professional Commitment of Distance and Formal Bachelor of Education Teachers from the state of Orissa, India, with the help of a Developed Commitment Scale. The sample of the present study comprised of 200 teachers (100 each from distance and formal teachers). Appropriate statistical techniques have been applied for data analyses. The study showed that there exists

significant difference between distance and formal teachers in sub-dimensions of teachers' commitment.

Capel (1991) studied and found out of burn out in teachers has also arrived at the same conclusion that burnout and low level of commitment among teachers were positively correlated.

Bisaria (1991) studied of mobility patterns and professional commitment of higher secondary teachers and concluded that frequent transfer and mobility patterns were negatively correlated with professional commitment.

Williams and Anderson (1991) studied and found that positive organizational commitment tends to improve organizational efficiency and effectiveness. Thus they have highlighted the impact of positive organizational commitment on the efficiency of the organization as a whole.

Shin, H and Reyes, P (1991) studied the Assessing Personal and Organizational Predictors of Managerial Commitment in Schools. They concluded a study to examine the causal relationship between teacher commitment to the school organization and job satisfaction in a model of teacher commitment using longitudinal carrier ladder data. Two focal measures and demographic predictors from 854 teachers were analyzed in this study. Cross-lagged correlation regression analyses were used to determine the casual ordering of teacher commitment and job satisfaction in time-lagged situations. Data analyses clearly supported the hypothesis that commitment is different from satisfaction and that satisfaction has greater casual predominance over commitment, more predictive power than commitment. Hence it was concluded that satisfaction is a determinant of commitment. A practical implication of this study is that school administrators need to work on creating teacher job satisfaction before the teacher develops a sense of commitment towards the organization.

Leung Ting (1991) studied Organizational Commitment in Hong Kong Aided Secondary School of Christian Teachers. It was found that the development of Organizational Commitment of a teacher for a school could be explained in terms of the personal factor such as the personal hierarchy of needs, the school (organizational) factor such as the staff social relation, group culture, colleague and school values and environment factors such as job choice alternatives. However, the

strength of each factor on an individual teacher depended on which career stage the teacher was in. The investigator further concluded that the Organizational Commitment of a teacher depended on the teacher satisfaction in teaching and his acceptance of the school. Teacher satisfaction depended on the effectiveness of his performance in his teacher roles which would be readily influenced by the academic and discipline performances of the students. The acceptance of a teacher for the school depended on how he could perform his teacher roles smoothly with minimum disturbances from the school. These disturbances included the staff social relations, group culture, colleague relations, principal's behaviors and school values.

Joyce B. W. and Showers B. (1992) found that teachers without mentors burnt out more easily and develop low level of self esteem. 4. Making teaching meaningful: The good teacher relates the subject to life and makes his students know why they are studying a particular subject or lesson and how they can be benefited by it. In this way their teaching becomes meaningful. 5. Controlling while caring: What is needed is to promote self discipline and encourage teachers and students to respect and care for each other. 6. Developing cultural sensitivity: It is the moral responsibility of a passionately committed teacher to cultivate cultural sensitivity and appreciate cultural diversity and teach the same to his students and others. 7. Findings time being along: To be passionately committed, a teacher must find time for solitude to reflect in private moments on his personal professional life. Such a self introspection and retrospection.

Mohan R. P (1992) studied that factors contributing to commitment to the teaching profession. He studied 545 senior secondary school teachers of Delhi. He found, work related personality (factor I), perceived characteristics of the profession satisfaction and importance (factor IV), desire to improve skill (factor V). The scores of factor third and its constituent variables were found significantly more important for more committed teachers than less committed teachers. Results also revealed that four out of five factors were found significant: they were perceived characteristics of the profession, work related personality professional satisfaction and importance, and desire for skill improvement. Among the psycho-social variable external expectations were the most contributing variable followed by the variables-perceived status, intrinsic motivation, interest in the profession, desire to improve skills, social support, choice satisfaction and perceived challenges.

Kushman (1992) studied with the purpose to measure organizational dynamics of teacher workplace commitment: Study of Organizational Commitment of Teachers, their Commitment to Student Learning of Urban Elementary and Middle School Teachers. In this study, two types of teacher's workplace commitment- Organizational Commitment and commitment to student learning-were studied in 63 urban elementary and middle schools. With all the data analyzed it was found that Schools high in Organizational Commitment tend to serve educationally advantaged students, exhibit orderly school climate conducive to learning and involve teachers more in school decision making. Organizational Commitment was positively related to student achievement. It was also positively related to teacher job and career satisfaction, feelings of efficacy as a teacher, and teacher expectations of student success.

Leithwood, Kenneth (1993) studied the Extent to which Transformational forms of Leadership contribute to Teacher Commitment. Teacher's commitment to change is expressed as a function of personal goals, two types of personal agency beliefs and emotional arousal processes. Alterable variables, giving rise to commitment, were conceptualized as a set of eight in-school and out-of-school conditions as well as seven dimensions of transformational leadership practices. Data were derived from a survey of 168 teachers in 9 secondary schools in a large urban school district. Findings indicate that each class of variables appears to exercise a significant influence on teacher's commitment. Vision creating and goal consensus building practices of school leaders had strong effects on motivational conditions associated with teacher's personal goals. The dimensions of leadership practice contributed most to teacher's commitment to change, were those that helped to give direction, purpose and meaning to teacher's work.

Tadrishosainee (1994) studied the Organizational Commitment, Job Satisfaction and Teacher Job Involvement in Gilan. Data were collected from 208 teachers from Training Teacher College in Gilan. It was found that: there was positive relationship between Organizational Commitment and job involvements. There were multiple relationships between sub-components of Organizational Commitment and subcomponents of job involvement.

Sharma's (1994) studied on Leadership Behavior Perception of Principals, Teachers and Guardians was descriptive and exploratory in nature. It involved interpretation, comparison, measurement, classification, understanding and solution of significant educational problems. The following tools / tests were used for the data collection: (1). Organizational Commitment Questionnaire by Mowday et al., (2). Sixteen Personality Factor Questionnaire by R.B. Cattell (Form A), (3). Bell Adjustment Inventory (Adult Form) by H.M. Bell. Only the teachers, who voluntarily offered to respond, were included in the sample. The subjects responses were scored according to procedures mentioned in respective manuals. It was found that the mean scores on Organizational Commitment revealed that college teachers 'slightly agree' on their perception of organizational commitment. Correlation co-efficient between Organizational Commitment and adjustment areas indicated that subjects who obtained higher scores on home, health, emotional and occupational adjustment were highly committed to their organization and no significant relationship was found between Organizational Commitment and social adjustment.

Singh K and Shifflette L (1996): Studied Teachers' Perspective on Professional Development. They concluded that although background variables-gender, education and teaching experience had relatively smaller effects on professional commitment of teachers all three variables showed significant effects on professional commitment of teachers. Among the background variable gender had the strongest effect indicating that female teachers feel more committed to their profession than male teachers. Education of teachers had a very less effect and teaching experience exerted a negative effect on their commitment, suggesting that more experienced teachers were less committed.

Goss, D. (1996) studied and has found that commitment was a complex phenomenon that operated in different directions and at different levels, and that it could not easily be generated or sustained.

Amirtash (1997) studied the correlation between Organizational Commitment and Job Satisfaction of Training Organizational Managers and Heads in Khorasan .He collected data from 83 training managers and 53 heads. The study revealed that the Mean value of Organizational Commitment of heads was more than mean value of managers.

Fresko, Barbara et al., (1997) studied the Predicting Teacher Commitment. Data were reported from 175 teachers who had completed their pre-service training at an Israeli teachers college over a 10-year period. Results indicated that only job satisfaction could directly predict commitment. Other factors such as professional self-image, gender, job advancement and pupil grade level were indirectly related generally through their relationship with satisfaction.

Millward and Hopkins (1998) studied Psychological Contracts, Organizational Commitment and Job Commitment. They selected the sample of 476 employees. The investigators used D.M. Rousseau's psychological contract model. It was found that for Rousseau's distinction between two types of contractual belief, as well as the explanatory potential of the psychological contract, model over and above the concept of organizational commitment. As predicted, temporary workers were more transactional than relational in their contractual orientation.

Tjosvold, D (1998) studied on Developing Commitment in Japanese Organizations in Hong Kong. This study revealed that equation analyses on data collected from interviews of Chinese and Japanese employees of Japanese multinational organizations operating in Hong Kong indicated that cooperative goals contributed to open discussion between employees, which resulted in productive work and stronger work relationships, which in turn led employees to feel committed.

Dave, H. (1998) identified five commitment areas of teachers as follows: 1. Commitment to the Learner: Including love for the learner, readiness to help learners, concern for their all round development etc. 2. Commitment to the Society: Such a awareness and concern about impact of teacher's work on the degree of advancement of families, community and nation. 3. Commitment to the Profession: That is, internal acceptance of the role and responsibility of the teacher's profession, no matter under what circumstances one entered in to it. 4. Commitment to Achieve Excellence: That is, care and concern for doing everything in the classroom, in the school and in the community in the best possible manner and in the spirit of whatever you do, 'do it well', attitude and; 5. Commitment to Basic Human Values: Including the role model comprising genuine practice of professional values such as impartially, objectivity, intellectual honesty, national loyalty etc. with consistency. This commitment has been conceived as an individual cognitive, affective and behavioral characteristics related

to his act related either to his close relationships or to his sense of durable affiliation to his organization/profession.

Singh, P. (1998) studied and has offered following guidelines for teachers to become professionally committed. 1. Developing Self-esteem: Researches have shown that teachers with higher self-esteem are more flexible in their thinking, more willing to learn and more effective in making their students learn. 2. Being interesting and interested: Most of the teachers who inspire their students have varied personal professional qualities that help student to inquire, explore, examine, question, reason and solve their own problems. They have the knack of making education entertaining and entertainment education. 3. Choosing a Mentor: A new teacher can get the help of another teacher who he admires. Even experienced teachers can take the advantage of special mentor.

Haidaree, R (1999) studied the Organizational Commitment of Teachers and Head Efficacy of Secondary Schools in Kermanshah . Data were collected from 491 participants across Kermanshah. Out of 491 participants, 119 were head and 337 were teachers. Organizational Commitment was measured by Meyer and Allen's Scale, for the data collection and the Statistical Package for Social Science version 11.0 were used for analysis of the data. The statistical techniques such as descriptive statistics, mean correlation, 't' value and analysis of variance were used for analysis of data. The major findings were: Relationship was found between teacher's Organizational Commitment and head efficacy, teacher's affective commitment and head efficacy. No significant difference was found between organizational commitments of male and female teachers.

Kudva (2000) studied into the relationship between professional aspects of teachers and their burnout. Her major findings were – 1. Professional commitment has a significant negative relationship with development of negative attitude towards students and a lack of personal achievement. 2. There is no significant relationship, either linear or nonlinear, between increased feelings of emotional exhaustion and fatigue and professional commitment. Punia (2000) studied commitment among university teachers on two dimensions organizational commitment and job commitment. He has found that university teachers were more committed towards their job as compared to their organization.

Deearing and Jones (2000) studied teacher's commitment has a wide range of his subjective beliefs regarding his role, proper functioning and obligations and about norms of conduct. To put it in their own words; "teachers bring to their understanding of their task a wide range of subjective commitments about schools and teaching that operate when they do their task commitments about role, proper functioning and obligations and about norms of conduct. These commitments may come from their personal background and history, including commitment from a teacher's private experience. the individual's local realities include not only his or her commitments a closely held beliefs, knowledge or understandings but also his/her other questions, frustrations, puzzlements of doubts."

Simpson and Hood (2000) studied and found have however defined commitment in context of the teaching profession, According to them; a committed teacher reflects certain behavioral characteristics. He shows that professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, need and situation.

Shishupal (2001) studied student teachers of B.Ed. classes with an intension to gauge their commitment to teaching profession. He found that the teacher trainee exhibited a fair degree of commitment to teaching profession. He also found sex, age, father's occupation; community background and income groups were not predictors of commitment. His study also revealed that caste categories have some influence in determining levels of commitment.

Maheshwari, A. (2002) studied professional commitment of secondary teachers. The objective of the study as to ascertain the extent, variation and distribution of professional commitment between teachers of secondary education at to compare the degree of professional commitment of teachers with their social and academic characteristics like sex, age, Academic Career, Socioeconomic Status, Caste, Community Background, Teaching experience and Associational membership. She concluded that professional commitment of teachers can be increased by some means and ways explored by her in this investigation.

Sharma, A. (2003) studied commitment among teachers engaged in inter colleges, degrees colleges and the teacher's of C.C.S. University campus. Her sample

size consisted of 100 teachers. She found that age, sex faculty had no bearing on commitment, whereas the level of education i.e. primary secondary and higher had contributed to the development of commitment. Teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education. Similarly higher academic career, achievement and higher commitment went together.

Moatamed,A (2003) studied the influence of field of study of pre-university heads on their organizational commitment. He collected the data from a sample of 116 heads in Shiraz, drawn using simple random sampling. He used Porter et.al Questionnaire in his study. It was found that: field of study had significant influence on Organizational Commitment and that male teachers with high degree were more transformational than female heads in their duty.

Zolfagharnasab, M (2003) studied the relationship between Organizational Health and Organizational Commitment in elementary schools in the city of Hamedan. Data were collected from 491 participants across Hamedan. Out of 288 participants, 148 were males and 140 were females. Organizational Commitment was measured by Meyer and Allen's Scale, organizational health was measured by Zolfagharnasab Questionnaire. The Statistical Package for Social Science SPSS was used for data analysis. It was found that there is significant difference between male and female teachers in their organizational commitments and there is no significant difference between male and female teachers in their organizational health.

Day, C (2004) found in his study that there is a significant links to personal passions which have clear articulations with ideology, values and beliefs. Teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts. Teacher commitment is focused exclusively on external dimensions and explores the relationship between teacher beliefs and teacher commitment in a way that characterizes teacher commitment as a highly personal way of viewing the self and its relationship to education.

Kumar and Patnaik (2004) studied Organizational Commitment, Attitude towards Work and Job-Satisfaction of Post-Graduate Teachers. The study was based on a sample of 138 post- graduate teachers also termed as teacher grade I (76 males

and 62 females) of the state of Goa. The age of these teachers was ranged from 26 years to 55+ years old and their teaching experience was ranged from 2 years to 31 years .The tools used for data collection were Organizational Commitment Questionnaire by Mowday , Strees and Porter, Job Diagnostics Survey Questionnaire by Hackman, Oldman, and Attitude towards Work Scale by Penning. The data collected was analyzed using t-test and correlations. It was found that the mean score differences indicate that there exists some difference between male and female. Male are more committed towards their organization than their counterparts.

Priyadarshani(2004), studied with the purpose of measuring Occupational Stress and Job- Satisfaction in relation to Professional Commitment and Background Factors in Primary School Teachers of Tribal. The sample of 400 primary school teachers had been drawn through random sampling from Kandhamal, Bolangir, Sambalpur, and Koraput districts of Orissa. The three tools for measuring occupational stress, job satisfaction and SES, were been selected and the tool for measuring professional commitment of the teachers has been constructed by the investigator. The survey method has been employed for the study. Mean median, percentiles and SD have been computed to know the nature of the data and for further analysis and interpretation skewness and kurtosis, correlation and ANOVA techniques have been used. It was found that t he highly professionally committed teachers have been found to exhibit high degree of job- satisfaction. The highly professionally committed teachers have high occupational stress as compared to low professionally committed teachers. There is correlation between professional commitment and dimensions of occupational stress, professional commitment and dimensions of job satisfaction, and also among them occupational stress, job satisfaction and professional commitment.

Bhatnagar (2005) studied the Power of Psychological Empowerment as an Antecedent to Organizational Commitment in Indian Managers .He, in his study, attempted to measure psychological empowerment and Organizational Commitment in a sample of 607 managers drawn from various organizations in India, grouped together in terms of the technology they adopted. The study attempted to predict psychological empowerment (measured through Spreitzer's standard Scale) through the Organizational Commitment variable (measured through Allen and Myer's 1990, Scale). The study is based on two-stage sampling design. In the first step, fifty Indian

organizations were chosen randomly from the national capital region of India. In the second step, out of these fifty organizations, 1000 managers were randomly selected to fill in the questionnaires. The data was analyzed using the SPSS 11.5 statistical package, administered on the sample. It was found that: the results of the study supported the hypothesis, and found out that the psychological empowerment is being predicted by affective, normative and continuance commitment in Indian sample.

Goldhaber, (2005) studied and found that there were even more significant gains (up to 15percent) with younger and lower income students. This gain was statistically significant even when controlling for years of experience, degree level and scores on licensing exams. He further remarked that the formal knowledge of teachers rely on accumulates steadily, yet provides insufficient guidance in many situations. Teaching ultimately requires judgment, improvisation and conversation about means and ends Human qualities, expert knowledge and skill professional commitment together compose excellence in this craft.

Crosswell, L, & Ellioll,B. (2006) studied the level of teachers' commitment is considered to be a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice. Thus, the findings of this paper are particularly significant for school leaders as they engage teachers in school initiatives and educational reform, and teachers themselves as they struggle to find a balance between the personal and the professional.

Jamal, et.al. (2007) studied the Predictors of Organizational Commitment of Secondary School Teachers. The sample consisted of 615 teachers, out of which 400 were male teachers and 215 were female teachers. Organizational Commitment Scale, Teacher Stress Scale, Teacher Morale Scale were developed and standardized by the investigator; Teachers Job Satisfaction Questionnaire developed and standardized by Pramod Kumar and D.N Mutha were used for data collection. Multiple regression analysis, which is considered as a powerful statistical technique that allows assessment of the relationship of several independent variables simultaneously with one dependent variable, was used to analyze the data. It was found that Job satisfaction is positively correlated with organizational commitment. Teacher morale

and socio-emotional school climate are also found to be positively correlated with organizational commitment.

Usha and Sadikumar (2007) studied the Teacher Commitment and Teachers' Self-concept as Predictors of Job Satisfaction. The study was conducted on a representative sample of 184 teachers from 25 secondary schools of Malapuram and Konzhikode districts of Kerala. The sample was selected by stratified random sampling technique giving due to representation of sex and type of local management of schools. Standardized tools such as Teacher Commitment Scale by Usha and Kumar, Self- concept Scale for Teachers by Pillai, and Job Satisfaction Inventory for secondary school teachers by Pillai were used for the study. The data analyzed by using the statistical techniques correlation analysis and Step-Wise Multiple Regression analysis. The correlation analysis of teacher' commitment and teachers' job satisfaction revealed that: There exists low, but slight correlation between teacher commitment and job satisfaction in the case of male and female teachers. There is substantial correlation between teacher commitment and job satisfaction among government school teachers. There is no substantial correlation between teacher commitment and job satisfaction in case of aided school teachers.

Kumar and Giri (2007) studied the Organizational Commitment, Climate and Job Satisfaction among various Organizations. Data were collected from 380 participants across India. Out of 380 participants, 95 were at top level and 95 at middle level and 190 were at the junior level. Job satisfaction was measured by Spector Scale, organizational climate was measured by Litwin and Stringer Scale, and Organizational Commitment was measured by Mowday et al. For the purpose of data analysis, the statistical package for Social Science (SPSS) version 13.0 was used. The statistical techniques such as descriptive statistics, correlation, linear and multiple regression and analysis of variance were used for analysis of the data. It is found that: if the employees have a high level of job satisfaction, they will be more committed towards their organization. If the employees have a high level of job satisfaction along with a better organizational climate, their commitment towards organization will enhance.

Dalchand (2007) studied "A study of professional commitment between BTC and special BTC Primary Teachers". The findings of the study indicated the

following point: 1. BTC primary teachers are more committed to learner orientation than the Special BTC. 2. BTC primary teacher are more committed to society. 3. BTC and Special BTC is similar towards the commitment to institution. 4. BTC primary teachers have high degree of commitment to work rather than special BTC primary teachers. 5. Both were found to be similar in their commitment to achieving excellence. 6. Both were similar in commitment to human values.

Labatmedienė (2007) studied the Individual Correlates of Organizational Commitment and Intention to Leave the Organization in Lithvane. The participants of the study were 105 employees-non-management personnel working in various Lithuanian organizations. There were 41 men and 64 women with the average age range of 20-64 years old. Affective commitment, continuance commitment and normative commitment were measured with the Scale developed by Allen and Meyer (1990). The regression analysis was used to predict the relationships between individual factors and organizational commitment. The major findings were there was a significant relationship between Organizational Commitment and intension to leave the organization. It was found that there was a significant relationship among organizational commitment, age, and the level of education.

Busch and Pettersen (2008) studied the Disciplinary differences in Job Satisfaction, Self-efficacy, Goal Commitment and Organizational Commitment among Faculty employees in Norwegian college. The paper focused on performance indicators such as job satisfaction, self-efficacy, goal commitment and Organizational Commitment in the college sector. Variations in performance indicators between the faculties of nursing, teacher education, engineering and business administration are discussed. The study revealed statistically significant differences in subject-specific norms. Managerial implications are indicated and potential directions for further research are discussed.

Sood, V. (2008) studied on “Professional Commitment Among B.Ed. Teacher Educators of Himachal Pradesh”. He studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender,

marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession. The paper discussed certain suggestions for enhancing the professional commitment level of B. Ed. teacher educators.

Joolideh and Yeshodhara (2009), studied the Organizational Commitment among High School Teachers in India and Iran. In India data were collected from the high schools in Bangalore city and in Iran data were collected from the high schools in Sanandaj city. For the purpose of commonality, only government and private aided high schools in both countries were taken for the sample of the present study. A sample of 71 (37 Indian and 34 Iranian) high schools was selected randomly for the research work. This sample consisted of 16 private and 18 government high schools in Iran and 19 private and 18 government high schools in India. While selecting teachers, consideration was given to their age and subject taught, that is, science or arts group subjects. From each school selected for the study, the teachers of all the subjects (Languages, Social Sciences, Science and Maths) teaching IX and X grade were considered as sample for the study. In the present investigation, a Scale developed by Meyer and Allen (1997) about Organizational Commitment was employed to measure organizational commitment. MANOVA was employed to find out the significance of difference between countries, age groups and subjects taught in their organizational commitment. In this study country, age groups and subjects taught were taken as independent variables; Organizational Commitment and its sub-components are taken as dependent variables. Age groups did not have any significant influence over any sub-component or the total scores as the obtained F values for all the sub-components and the Organizational Commitment scores were found to be no-significant. Subject backgrounds did not have any influence over Organizational Commitment. None of the interaction effects were found to be statistically significant as all the obtained F values for Interaction effects were found to be non-significant indicating that pattern of Organizational Commitment was the same for teachers with different subjects taught irrespective of the country they belong to. Both Indian and Iranian arts teachers have the highest mean score in Organizational Commitment and in all its subcomponent scales.

Shukla, (2009) studied on teaching competency, professional commitment and job satisfaction. The findings of her research were as follows: 1. The result

showed very high positive correlation between commitment to profession and job satisfaction level of primary school teachers. This means teachers who are satisfied with their job are also equally committed to their profession. 2. The result shows very low positive correlation between professional commitment and teaching competency. This shows that professional commitment and teaching competency are not related to each other which means teacher are committed need not be competent and vice versa. 3. The t-value shows no significant difference between professional commitment level of teachers with high and average levels of job satisfaction. Teachers with different level of job satisfaction did not showed any difference in level of their commitment towards the profession. 4. The t-value shows no significant difference between professional commitments levels of teachers with high and low levels of job satisfaction. 5. The t-value shows no significant difference between professional commitment level of teachers with average and low levels of job satisfaction.

Bogler, (2010) studied on different lead to teachers organizational and Professional Commitment. The study aims to explore the antecedents of teacher's organizational and professional commitment. Data were collected from 841 teachers employed in 118 Israeli schools. Multiple regression analysis revealed that organizational characteristics such as organizational effectiveness teachers' loyalty to the principal and extrinsic job satisfaction were significant predictors of organizational commitment, job-related attributes such as autonomy at work, intrinsic job satisfaction, job stress, role conflict and job work load predicted professional commitment.

Somech, (2010) studied the distinctive relationship of teacher professional and organizational commitment with participation in decision making and with organizational citizenship behavior (OCB). The results of the structural equation model confirmed the main hypotheses and depicted distinctive patterns of relationships regarding professional commitment and organizational commitment in schools. First, whereas participation in the managerial domain was positively associated with both the professional and the organizational commitment, participation in the technical domain laws positively related with only teachers' professional commitment. Second, professional commitment was positively associated with OCB towards the student, whereas organization commitment was

positively associate with all three dimensions of OCB (toward the students the team and the organization)

Naik P.K.et al. (2017) studied and found out the differences in organizational commitment among government and private teachers of secondary schools. For this very purpose, the researchers chose a sample of 200 teachers from rural and urban areas of Bilaspur district of Chhattisgarh, among them 100 were government teachers and another 100 were private teachers. The researchers used the tool for the study as Teacher's Organizational Commitment Scale (TOCS-JSRA) which has been developed by Sajid Jamal and Abdul Raheem. After collecting and analyzing the data through statistical techniques, the researchers tested the hypotheses and the findings have been interpreted. In a job organizational commitment, always played a vital role for the successful establishment of the organization. In a social profession like teaching, for the teachers it is very important to be committed towards their organizations that means schools or colleges. Organizational commitment has dimensions such as commitment to the society, commitment to their work place, commitment to teaching work, commitment to work with groups and commitment to teaching profession. It is affected by many factors such as job satisfaction, professional accuracy, school administration, types of schools, salary, co-workers, proper service training etc.

2.3.0 Studies Related to Teacher Effectiveness

Jensen (1951) classified the critical behavior of effective teacher into three heads viz. personal qualities, professional qualities and social qualities. In respect of personal qualities, it was found that effective teachers as against ineffective teachers were alert, cheerful and impartial. They tend to exhibit self control and graciously recognize and admit their own mistake. In term of professional qualities effective teachers, unlike ineffective teachers were able to stimulate pupils through interesting teaching techniques. Successful teachers were usually willing to help and guide as against unsuccessful teachers. Socially effective teachers were found generous in praise & blame, democratic and courteous while ineffective teachers were authoritarian and impolite.

Lamke (1951) studied and found that successful teachers were more prone to be gregarious, adventurous, more interested in opposite sex, had above average

emotional responses and had strong artistic & sentimental interests. They were found to be more talkative, placid, frank, quick and tended to be more polished, cool and fastidious.

Adaval (1952) studied some special qualities needed to make a teacher successful in the profession and the way in which training college equip the teachers with these qualities. On the basis of his study, he suggested some general qualities for improving teacher effectiveness as – intelligence, normal health, physical fitness, healthy and balanced philosophical and cultural outlook, good habits of daily life, well developed moral life, sociableness and emotional maturity and stability.

Jones (1956) studied and found had reported some common characteristics among successful and unsuccessful teachers e.g. the degree of emotional stability. Further, it had also revealed that successful teachers seemed to be characterized by a preference for quickness of action and efficiency of production. They were found to be more sociable, dominant, and flexible in numerical ability and disposition. Successful teachers were also found superior to unsuccessful teachers in knowledge related to subject matter as well as to professional skills.

Kulanandavel, R. (1968) studied focusing on the perceptions of students of the effective and ineffective teachers. An effective teacher was viewed by students as favorably inclined towards them, consistently attempted to infuse good qualities provided remedial inputs and always willing to treat on equal footing without prejudice of any kind. He was always conscientious and acted as a guide.

Kaul (1972) reported that the popular teachers were found to be emotionally more stable, intelligence conscientious and relaxed. They had favorable attitude towards teaching and were more effective in their work.

Costin & Gruch (1973) studied that revealed that Student rating of classroom behavior were more closely related to their description of the teaching personality traits that to their self description about these traits. Chhaya (1974) in her study revealed that effective significantly have better personality adjustments and more favorable attitudes towards teaching than ineffective teachers. Effective teachers were also found significantly more emotionally stable than ineffective teachers.

Gupta, R.C. (1976) studied and found that high effective teachers were more intelligent, more serene, having more ego strength, more self sentiment, less suspicious, less guilt prone and less radical. Singh (1971) reported that the organizational pattern of superior teachers was found logical and their social behavior and adjustment was of a very high degree. Superior teachers were found to be able to solve their problems quickly and used more literacy language.

Sohoni, et al. (1977) studied and found that: 1. the coefficients of correlation obtained between the overall grade and the grade computed on the basis of assessment of components were quite significant in respect of both the experienced and the inexperienced teachers. The relation was higher in the case of subjects in which subject experts observed higher percentage of lessons. 2. In the case of experienced teachers, teachers effectiveness in general reached a limit of sixth, seventh or eighth lesson in all subjects except science. In the case of inexperienced group, the limit was reached in the seventh or eighth lesson. 3. Teachers effectiveness reached a limiting value in respect of languages in respect of both the experienced and the inexperienced groups in the seventh or eighth lesson. In the case of science for both the groups, teachers effectiveness reached a limit earlier. 4. The commonly observed significant elements of teacher's effectiveness were: ability to motivate the class, ability to speak effectively and ability to use blackboard apply. Certain behaviors such as exposition of the subject matter in an appealing manner, sensitivity to individual differences among pupils and making provision for their differences, relating the topic to other topics and to practical life situations, setting problem solving and emotional assignments, were not attended to by both the groups to the desired extent.

Arora (1978) studied and found that a majority of effective teachers as against ineffective teachers decided quite early in life to join the teaching profession. Effective teachers engage themselves in activities connected with school work, in service education programmes and activities outside the school as well. The efficiency of teachers was very well affected by their traits, job satisfaction, socio-economic and family conditions as well.

Mishra (1979) studied and found also revealed sex as a significant predictor of success in teaching. In his study, Sharma (1978) reported that – in respect to

success in teaching, female teachers were found significantly superior to male teachers. Similarly, Pachauri (1983) made an attempt to study the effect of sex on teaching proficiency of secondary school teachers in Agra city. The study reveals that female teachers were found more proficient in teaching than male teachers.

Mann (1980) studied in his investigation that the successful teachers were significantly more expressive, ready to co-operate, attentive to pupil, generous in personal relations, fast in learning, efficient in abstract thinking, realistic about life, effective in adjustment, responsible & dominant by sense of duty, socially aware, spontaneous and abundant in emotional responses, practically independent, experienced analytical and less than unsuccessful teachers.

Farber et al. (1981) studied and found that teachers who fall victim to burnout (emotional exhaustion) are likely to be less sympathetic toward students, have a lower tolerance for classroom disruption, be less apt to prepare adequately for class, and feel less dedicated and committed to their work.

Pachauri (1983) studied that reversed, relaxed, adjusted and controlled teachers were found more proficient in teaching than those teachers who were tense, outgoing and having more anxiety. Interestingly the researcher also revealed that less intelligent, imaginative and trusted teachers with high aggression were found better in their teaching whereas a large number of researchers have established positive correlation between intelligence and teaching success.

Marsh (1984) studied and found of related to the relationship between students' evaluation of teacher effectiveness and self evaluation of teachers. The fact of structures for both students' ratings and teachers self rating were found more or less similar. The teachers who rated themselves more effective were also rated highly successful by their students.

Dembo (1984) indicated that the preserves teachers in these two countries may have conceptually different-expectations of teaching (e. g. Parental support, social awareness individual effort). However, efficacy beliefs of preserves teachers in these two countries showed a similar pattern regarding the teachers' ability to adjust their teaching methods to meet the needs of individual children. Results suggest that in both countries, preserves teachers, efficacy beliefs may be influenced by the

context of their academic programmes, by their increasing competence and experiences as teachers, and by cultural perspectives.

Subbarayan (1985) studied to compare the teacher effectiveness as rated by colleagues and self rating by the teacher of higher education institutions. The researcher reported a significant correlation between the teacher effectiveness scores of colleagues rating and self rating by the teacher.

Prakasham, D. (1986) studied and found that on the whole no significant difference was observed between male and female teachers on the test of teaching competency as well as on teaching effectiveness. But the female teachers were found moderately better than the male teachers in teacher-effectiveness in the secondary schools managed by Christian management. Singh (1988), Biswas and De (1995) also reported that the female teachers were found to be more efficient than the male teachers.

Buch (1987) studied and found a significant and highly positive association between teaching effectiveness and teaching aptitude. Likewise significant difference between effective and ineffective teachers with respect to their level of intelligence has also been observed in most of these studies. Effective teachers had scored significantly higher mean values than ineffective teachers on all the individual dimensions of job satisfaction, including nature of work, salary, supervision, promotion, working condition, intellectual, emotional and aesthetic self concept variables. No significant variations were observed between male and female teachers in respect of their effectiveness in teaching. Urban teachers as compared to rural teachers were found significantly superior so far as effective teaching was concerned. The effectiveness of teachers has also been studied on the basis of their experience and it was established that the highly and moderately experienced teachers were generally more effective as compared to less experienced teachers.

Mahapatra (1987) studied and found that the successful teachers were more intelligent than the unsuccessful one. In his study Gupta (1988) observed that effective arts teachers were found significantly better adjusted – socially, psychologically and physically and in personal life.

More, R.T. (1988) studied the relationship between teaching effectiveness, teaching aptitude and personality traits. On the basis of research findings it was

revealed that only 6 factors out of 16 factors of personality (R.B. Catelli) were found to be positively correlated with teaching effectiveness, of which intelligence was the most important factor. Teaching effectiveness and teaching ability have positive correlation. The study attempted to bring an improvement in the criteria for admission to tile teacher preparation programmed (B. Ed Training for secondary teachers.)

Awasthi (1989) studied and found that the popular (effective) teachers were reserved, assertive, sober, conscientious, slightly tough minded, extremely shrewd, slightly experimenting and self sufficient. Singh (1988) found that the stream or subject, sex, culture, and place of living had no effect on teaching effectiveness.

Krishnan, S.S. (1994) studied pupils' growth is the most relevant criterion for measuring teacher efficiency. Similarly Telsang (1995) suggested that to measure effectiveness of teaching, we must define the terms quality of output.

Sharma Y.K. (1994) studied about the relative importance of teaching sillics. The main purpose of the study was to determine the relative importance of various teaching skills in terms of preferences of practicing teachers. Fifteen most commonly described teaching skills were finally retained. Preferences of the teachers were obtained, through the method of paired comparison. Results of the study showed that the teachers considered those skills relatively more important which either promoted maximum student involvement in the teaching learning process or were helpful in accelerating the pace of teaching by compensation for lengthy explanations. On the other hand, the skills retarding the pace of teaching were rated as least important. The skills of promoting pupil participation, using teaching aids and questioning, were thus judged as the most important teaching skills.

Soodak, C. et al. (1995) studied teachers' thinking about difficulty to teach students. They investigated teachers, decisions regarding difficult-to-teach students, tier causal beliefs, and their sense of efficacy. Teachers were given a case study asked to indicate (a) how the needs of the students might be met (b) which suggestions they believed were effective, and (c) what they believed to be the cause of the students' difficulties. Results showed that teachers more often suggested non teacher-based strategies than teacher-based ones; and believed that few of the suggested strategies were effective. Teachers who made more teacher based strategies had grater personal efficacy than those who sought solutions elsewhere. Further, teachers tended to

attribute the students' problems to home cause, and casual beliefs were found to be related to the type of strategies offered.

Rao (1995) studied with the following objectiveness: 1. To analyze the relationship between teacher effectiveness, creativity and inter personal relationships of teachers; and 2. To analyze the difference between different categories of teachers in their teacher effectiveness, creativity and inter personal relationships. Major findings were (i) No significant relation was found between teacher effectiveness and the income or years of service of the teachers. (ii) Significant relations were found between teacher effectiveness, creativity and inter-personal relationship, (iii) Significant differences were found between rural and urban teachers with reference to inter personal relationships.

Shah (1995) studied and observed that out of the best predictors of teaching effectiveness, positive contributors i.e. nature of work, adaptability attitude towards children, working condition, mental ability, professional information, peaceful job, intellectual self – concept, knowledge value, job attitude, intelligence, satisfaction with students and satisfaction with promotion have predicted 71.9% and negative contributors i.e., livelihood, political value, influencing opportunity, enough leisure and psycho physical hindrances have predicted 6.0% of teaching effectiveness.

Cheng (1996) studied that an urgent need exists to understand the complex nature of teacher effectiveness and to develop new management strategies if educators are to maximize teacher effectiveness and achieve multiple school functions for 21st century. Unfortunately, traditional studies on teacher effectiveness focus largely on the teaching performance of individual teachers in classroom. This narrow conception of teacher effectiveness has its limitations and can no longer meet the needs of the changing school environment.

Radha M. (1997) studied about teaching effectiveness of physical science teacher trainees and certain selected variables. An attempt was made in this study to examine the teaching effectiveness of 148 physical science teacher trainees using an explanatory causal model. The variables included in the study were academic achievement, scientific attitude, interest in teaching and content knowledge. An instrument was devised to measure the different dimensions of teaching, like cognitive strategies, effective strategies and the like. Besides this standardized tools

like Avinash Grewal's science attitude scale, Kakker's interest in teaching scale were used. The results showed that the cognitive strategies were the strongest predictors of teaching effectiveness followed by content. Academic achievement seems to be an important predictor of teacher effectiveness. Using the results of this study, the researcher postulates a revised conceptual path model of teaching effectiveness.

Buch (1997) studied and found that over the last three decades considerable investigation work has been done on teaching, teaching efficiency and teaching effectiveness. Most of the studies have taken samples in specific context of the stage of teacher education, region, teacher qualifications, socio-economic background, cultural contexts, rural urban divide as linking and de-linking factors in these studies. Teaching aptitude, academic grades, socio-economic status, teaching experience and age appeared to be sound predictors of teacher effectiveness. Separately the main predictors were identified as home, health, social, emotional and total adjustments, dominance, submission and verbal and non verbal intelligence. High effective teachers were more intelligence, having more ego strength, more self-sentimental, less suspicious, less guilt prone and less radical. Intelligence and knowledge in their respective subject areas were also found to be the best predictors of teacher effectiveness. Teacher effectiveness as rated by colleagues and by self is significantly co-related with teachers' ability to do research and publication. It was also found that more effective teachers were characterized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a higher capacity for imaginative and original thinking. More effective teachers had well developed value system and ego organization. Professional dignity, altruistic tempers, professional involvement, democratic temper and family background were found to be co-related with teaching effectiveness. Factors such as region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness emotional and aesthetic self-concept variables. No significant variations were observed between male and female teachers in respect of their effectiveness in teaching. Urban teachers as compared to rural teachers were found significantly superior so far as effective teaching was concerned. The effectiveness of teachers were studied on the basis of their experience and it was established that the highly and moderately experienced teachers were generally more effective as compared to less experienced teachers. Comparison on the basis of qualifications

indicated that trained post graduate teachers were found significantly superior to trained graduate and trained intermediate teachers.

Biswas (1998) studied and found that in spite of universal recognition of the importance of effectiveness of teachers, relatively little progress has been made to identify and measure a quality that objectively and meaningfully indicates a teacher's effectiveness. Also concluded that the contemporary literature on education equips us with three types of approaches to measure a teacher's effectiveness. One approach was to identify a teacher by peers or supervisors or pupils as very effective or mediocre or very ineffective. Another approach measures particular elements of teaching and compiles them to indicate a teacher's effectiveness. For examples Flander's interaction analysis, the Ryan's teacher characteristics schedule. The third approach evaluated teaching from the view point of pupil's learning, as is propounded by Popham.

Raja et al. (1998) studied (i) To measure the teacher-effectiveness in boys of higher secondary school. (ii) to measure organizational climate prevailing in the boys higher secondary schools, and (iii) to study the teacher effectiveness in the boys higher secondary schools in terms of organizational climate. Major findings of the study were (i) On Teacher-Effectiveness teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, and medium of instruction, qualifications and nature and locate of the school where they were working. (ii) As regards Organizational Climate, only a controlled climate was prevailing in all the higher secondary schools selected for the present investigation, except in one school where autonomous climate was prevailing (iii) Though there were differences in the type of the management, i.e., government and private schools and area of location of the schools i.e., Urban and Rural, they did not have any impact on the organizational climate. (iv) Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

Martinze, G.R. (1999) studied about teacher effectiveness and learning for mastery. The effect of an excellent or master teacher's use of learning for mastery (LFM) procedures on student learning was examined Although (LFM) research strongly support a procedure effect, close scrutiny suggests a possible teacher-

effect/procedural-effect confounding. The authors examined previous researches, reporting a main effect for mastery learning when the teacher was rated average, but no main effect on an excellent or master teacher. Performance in 9 mastery and 9 traditional classes of intermediate algebra, taught by the difference teacher was compared. Findings from 9x9 randomized factorial design that controlled for repeatable or mastery testing, the (LFM) procedure, and pretesting indicated that student achievement in the final examination did not differ across mastery and controlled classes; however, instructor time was more than double in the master classes.

Cheng & Tsui (1999) studied that the concept of teacher effectiveness is multifaceted therefore it should not remain confined only to classroom teaching. The traditional approach that focuses only on the evaluation of classroom teaching is not appropriate to the assessment of teacher's effectiveness in the current and future changing education environment. They introduced seven models to analyze and understand the multifaceted conception of teacher effectiveness. They said seven models used were (a) goals and tasks model – emphasizes teachers' personal achievements, goals and task and school goals (b) resource utilization model – requires teachers' effective use and procreation of school resources to achieve goals, (c) process model – stress teachers' contribution to effective teaching and school process (d) school constituencies satisfaction model – expects teachers to meet the need of their students, parents, school and community; (e) accountability model – focuses on teachers' accountability and professional reputation; (f) absence of problems model – requires teachers to identify and avoid potential problems, weakness dysfunction and crises; and (g) continuous learning model – emphasizes teachers' awareness of environment changes and continuous improvement and development.

Anne Reynolds et al (2000) explored teacher retention, teaching effectiveness and professional preparation: a comparison of professional development schools and non professional school graduates: They found no differences in retention in teaching. Principals rated PDS graduates higher in some aspects of teaching effectiveness, though effectiveness was more dependent on the individuals than the programme. PDS graduate felt more satisfied with their preparation than non-PDS graduates did. The results provide evidence for small but significant difference favoring PDS over

non-PDS teacher education programmes. Teachers who abused: the impact on school communities was the title of a study conducted by Julie et al. (2001). This paper addressed issues that may arise from a teacher or school employee when this is an abusing pupil within the school community. Interviews were conducted with a number of respondents who had experience situations of abuse within the school context. The incidents used, as case examples, all concern sexual abuse, although the framework developed could be used to examine different types of abuse. The paper concludes that changes in legislation and guidelines can improve practice, but less tangible issues will continue to be involved when dealing with abuse, and that raising awareness of the issues is a key factor.

Roul (2002) studied with following objectives; (i) To compare the teacher effectiveness of autonomous college teachers and non autonomous college teachers; (ii) to study the difference in teacher effectiveness of autonomous college and no autonomous college teachers in relation to gender; (iii) to compare the mental health of autonomous college teachers and non-autonomous college teachers; (iv) to study the difference in organizational climate of autonomous colleges and non-autonomous colleges; (v) to find out the difference in teacher effectiveness. Major findings of the study were (i) there exists a significant difference between autonomous college teachers and non autonomous college teacher on teacher effectiveness. (ii) There exists a significant difference between male teachers of autonomous college and male teacher of non-autonomous colleges on teacher effectiveness. (iii) There exists a significant difference between female teachers of autonomous colleges and female teachers of non-autonomous colleges on teacher effectiveness.

Ling L. et al. (2002) studied about the influence of culture and education on U.S. and Taiwan pre service teachers' efficacy beliefs. Preserves teachers (N=240) at the beginning and ending points of their teacher education programmers in Taiwan and 231 comparable U.S. preserves teachers completed a revised version of the S.Gibson and M.H.

Milson, A. J. et al. (2002) studied elementary school teachers' sense of efficacy for character education. The authors described the efficacy beliefs of practicing elementary school teachers regarding character education. The character education efficacy belief instrument, developed and validated by the authors, was

completed by a sample of 254 elementary school teachers in a large mid western suburban school district. The results suggest that elementary school teachers feel efficacious about most aspects of character education and that teachers who earned their undergraduate degrees from private religiously affiliated universities have a greater sense of efficacy for character education. Further research into the nature and effectiveness of programmes that exist in private religiously affiliated institutions may suggest methods for developing teacher's abilities to provide character education in school.

Lynn C. M. et al (2002) studied about pre service teachers, educational beliefs and their perceptions of characteristics of effective teachers. The purpose of the study was to examine pre service teachers, perceptions of characteristics of effective teachers, as well as to investigate whether these perceptions are related to educational beliefs (i.e., progressive vs. Trans missive). Data for the study were collected from 234 preservice teachers enrolled in several sections of an introductory level education class for education majors at a large university in Southern n Georgia. During the first week of classes, the authors gave students (a) a questionnaire asking them to identify, rank and define characteristics that they believed excellent teachers possess or demonstrate and (b) a published survey that identified participant's educational beliefs as either progressive or trans missive. A phenomenal analysis of responses revealed several characteristics that many of the pre service teachers considered to reflect effective teaching. The following 7 themes emerged from these characteristics: (a) student centered (55.2%), (b) effective classroom and behavior manager (33.6%), (c) competent instructor (33.6%),(d) ethical (29.9%), (e) enthusiastic about teaching (23.9%), (f) knowledgeable about subject (19.4%), and (g) professional (15.7%). With the Bonferroni adjustment, a series of chi-square analysis revealed no relationship between the 7 perception categories of effective teachers, year of study, preferred grade level for teaching and educational belief. However, significantly more men than women endorsed teacher characteristics that were associated with being an effective classroom and behaviors manager.

Das, D.N. (2004) studied and to examine the effect of emotional intelligence of teacher effectiveness at senior secondary level of education. The study was conducted on senior secondary school teachers. From the analysis of the result, it was found that there is a positive effect of emotional intelligence on teacher effectiveness

(as overall and in all the dimensions) at the senior secondary school level. The teacher effectiveness of various dimensions on difference between high and low emotional intelligence teachers are also found positively different.

Subramonia, P. A. (2004) studied the impact of practicing on quality teaching practice of teacher trainees. Results showed that lack of facilities and lack of spirit and motivation of the school would negatively impact the quality of teaching. The author also argues that the dialogue between the training institution and the school becomes an imperative for keeping the link effectively.

Sushanta, K. R. (2004) studied teacher effectiveness of autonomous and non-autonomous college teachers in relation to their mental health. The study establishes that (I) autonomous college teachers are more effective than non-autonomous college teachers in teacher effectiveness. (II) The teachers of autonomous colleges have better mental health than their counterparts in non autonomous colleges. The researcher draws a conclusion that the teachers of autonomous college show better performance than non autonomous college teachers.

Arockiadoss, S.A (2005) studied on teacher effectiveness of college teachers. The study was intended to (i) find out the extent of teacher effectiveness found among the college teachers (ii) study the influence of personal and institutional background in teacher effectiveness of college teachers The major findings in the study are: (1) The majority of college teachers are effective only at moderate level. (2) Personal factors, such as age, sex, subject of teaching designation, and academic qualification, institutional background such as type (private, government), nature, (unisex / co-ed), status (autonomous and non autonomous), location (urban, rural) and courses offered have significant influence on various dimensions of teacher effectiveness.

Rajasesekarn, P. et al, (2005) studied relationship between teaching competency and attitudes towards teaching social science among distance learners of B.Ed, with respect to sex, qualifications and years of experience. The results found that the relationship between teaching competency scale and attitude towards teaching social science was positive among women, Bachelors degree-holders and Master degree holders.

Alice, M. S. (2005) studied the occupational stress of higher secondary school teachers of Laddaki and Kotayam districts in Kerala. The study reveals that stress is a

personal matter and that the perception of the situation enables one to cope with it effectively.

Dhoundiyal, N. C. (2005) studied the teacher expectancy on self-concept of students. The results showed that academic-achievement related teacher expectancies are not associated with any expectancy congruent changes in the self concepts of students.

Seidel (2007) studied on Teaching Effectiveness Research in past decade: The Role, Theory and Research Design in disentangling meta-analysis results. The authors found the largest effects for domain-specific components of teaching-teaching most proximal to executive processor of learning.

Leonidas, K. et al. (2006) studied on generating criteria for evaluating teachers through teacher effectiveness research. The 42 criteria were classified into six categories which were comparable to the theoretical models teacher effectiveness research. Cypriot teachers considered the criteria related to the "working process" model as the most appropriate for conducting both formative and summative evaluation, while the criteria that emerged from the "school constituencies satisfaction" model and the "Accountability" model were seen as the least appropriate. The study indicated that the appropriateness of the criteria used for teacher evaluation cannot be judged unless it is clear or whether they are employed for formative or summative evaluation purposes.

Adegbile (2008) studied on enhancing quality assurance through teachers' effectiveness; this paper examined how to enhance quality assurance through teacher's effectiveness. To achieve this, one hundred primary school teachers were personally observed in their class for a period of 30 minutes each. The results indicated variance in the behavioral categories observed. The First result indicated that no significant relationship exists between the male and female teacher in each category of the observed behavioral indices. The second result indicated that there is no significant difference based on the categories observed.

Mark (2008) studied on relationship of effective teaching and productivity. Effective teaching is mixed up with "Teacher Productivity", but should be distinctly defined. "Teacher Effectiveness", as he defines it, is the ability to cause someone else to learn. It has everything to do with the ability to reach students at that very human

level to pass information from one to another and have it observed in a useful way. As with any art form, lit also has a set of skills.

Richard (2009) studied on Teacher Effectiveness in urban High school. This research examines whether teacher ensure test scores and other teacher qualifications affect high school student achievement. The results are based on longitudinal student-level data from Los Angeles. The achievement analysis uses a value-added approach that adjusts for both student and teacher fixed effects. The results show little relationship between traditional measures of teacher quality (e.g. experience and education level) and student achievement in English language arts (ELA) content knowledge, as measured on state licensure tests, have no significant effects on student achievement. Achievement outcomes differ substantially from teacher to teacher, however, and the effects of a good ELA or math teacher spill over from one subject to the other.

Duckworth (2009) studied on positive predictors of teacher effectiveness. He found that some teachers were dramatically more effective than others, but traditional indicators of competence (e.g. certification) explain minimal variance in performance. The rigors of teaching suggest that positive traits that buffer against adversity might contribute to teacher effectiveness. In this prospective longitudinal study, novice teacher (N=390) placed in under resourced public schools completed measures of optimistic explanatory style, grit, and life satisfaction prior to the school year. At the conclusion of the school year, teacher effectiveness was measured in terms of the academic gains of students. All three positive traits individually predicated teacher performance when entered simultaneously, however only grit and life satisfaction remained significant predictors. These findings suggest that positive traits should be considered in the selection and training of teachers.

Heck & Herlinger, (2010) studies and then somewhat larger than in the full data set used in the first study. More specifically, in the second study, having two consecutive teachers 1 S.D. above the mean in effectiveness resulted in about @ 0.60 S.D. (0.24 + 0.36, respectively) increase in ending math achievement, compared with students who had successive teachers of average effectiveness.

Pranab and Dash (2016) studied that there is no significant difference among the Secondary School Teachers regarding their level of Teaching

Effectiveness on the basis of Gender, Stream, Training Status and Qualification. There is significant difference among the Secondary School Teachers regarding their levels of Teaching Effectiveness on the basis of School Location. In the present study an attempt has been made by the investigators to study the level of Teaching Effectiveness of Secondary School Teachers in the district of Purba Medinipur and Descriptive Survey method has used. In this study, Teaching Effectiveness of Teachers has been evaluated by their concerned students. The sample consists of 100 Teachers who were working in different Secondary Schools in the district of Purba Medinipur. The Stratified random sampling technique has been used for the selection of sample. The investigators have developed a Scale by themselves to measure the level of Teaching Effectiveness of Teachers on the basis of Likert's five point scale i. e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For the analysis of data Mean, S.D., t-Test, ANOVA and Graph have been used by the investigators in the present study.

Bala, R. (2017) studied that the group of secondary school teachers with high emotional intelligence was 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 teachers. This study is aimed at (i) studying teacher effectiveness in relation to emotional intelligence and (ii) 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.

2.4.1 Summary Of Review Of Literature

A brief account of preceding studies leads to the conclusion that research in the field of Teacher Effectiveness in general and in its relation to the cognitive, non-cognitive variables in particular, seems to be developing fast, touching many new

areas. While this is a welcome growth, other potent areas of Teacher Effectiveness deserve attention in view of the educational needs of individuals and society.

A critical analysis of the above mentioned studies gave rise to certain substantive inquiries which need to be highlighted and addressed to for the sake of further investigation. Most of the studies whether conducted in India or abroad support multiple results leading to phenomena where the need of further research becomes imperative. In the area of Teacher Effectiveness, Emotional Intelligent and Professional commitment it has come to light that research studies found contrary and mixed results. Several researchers have reported that gender, area had influence on Emotional Intelligence Elias, N. (1991), Stewart, J. (1996), Pamela Lepage (1997), Lee and Lee (1998), Halbrook (1998), Yate, M. (2000), Wang, A. (2000), Parker & Bar-on (2000), Nada Abisamra (2000), Ciarrochi, J.V. (2001), Tapia, (2001), Chan, Bajgar (2001), Ross (2002), Woitaszewski (2002), Brooker, J.K. (2003), Dominguez – Cruz (2003), Emmerling, R.J. (2003), Drago, J. M. (2004), Williams, H.W. (2004), Chan, D.W. (2004), Hopkins, M.M. (2005), Stubbs, E. (2005) Boyd, M.A. (2005), Calderin, R. (2005), Singh, Sushma (2006), Neetu (2006), Patil, B. and Kumar, A. (2006), Upadhyaya, P. (2006), Agrawal, M. (2006), Pandey, K. (2006), Eva Justina Romoold, E.J. (2006), Anuradha, K., Bharthi, V.V. and Jayamma, B. (2006), Gupta, Anita (2007), Deshpande, S.P. (2009) and Wong, C.S., Wong, P.M., & Peng, K.Z. (2010)

Several researchers have reported that gender, area had influence on Professional Commitment; Etzioni (1968), Maultsby (1970), Thorton (1970), Hrebiniak and Alutto (1972), Jones (1972), Grossman (1976), Salancik (1977), Pandey (1986), Ciriello (1987), Jore-Bloom (1988), Morrow and Wirth (1989), Roscenholtz, Freeston and Reys (1989), Panda (1990), Capel (1991), Bisaria (1991), Shin, H and Reyes, P (1991), Leung Ting Chor (1991), Joyce B. Weil and Showers B. (1992), had Mohan Raju, P (1992), Kushman (1992), Leithwood, Kenneth (1993),

Tadrishosainee (1994), Sharma's (1994), Singh K and Shifflette L (1996), Goss, David (1996), Amirtash (1997), Fresko, Barbara et al., (1997), Millward and Hopkins (1998), Tjosvold, D (1998), R.H. Dave (1998), Singh, Pritam (1998), Haidaree,R (1999), Kudva (2000), Deearing and Jones (2000), Simpson and Hood (2000), Shishupal (2001), Maheshwari, Amrita (2002), Sharma, Anita (2003), Moatamed,A (2003), Zolfagharnasab, M (2003), Day, C (2004), Kumar and Patnaik

(2004), Priyadarshani(2004), Bhatnagar (2005), Goldhaber, (2005), Crosswell, L, & Ellioll,B. (2006), Jamal, et.al. (2007), Usha and Sadikumar (2007), Kumar and Giri (2007), Dalchand (2007), Labatmedienè (2007), Busch and Pettersen (2008), Sood, Vishal (2008), Joolideh and Yeshodhara (2009), Shukla, (2009), Bogler, (2010) and Somech, (2010).

Several researchers have reported that gender, area had influence on Teacher Effectiveness; Jensen (1951), Lamke (1951), Adaval (1952), Jones (1956), Kulanandelvel, Rao (1968), Kaul (1972), Costin & Gruch (1973), Chhaya (1974), Gupta, R.C. (1976), Singh (1971), Sohoni, et al. (1977), Arora (1978), Mishra (1979), Sharma (1978), Pachauri (1983), Mann (1980), Farber et al. (1981), Pachauri (1983), Marsh (1984), Dembo (1984), Subbarayan (1985), Prakasham, D. (1986), Buch (1987), Mahapatra (1987), More, R.T.(1988), Awasthi (1989), Krishnan, S.S. (1994), Telsang (1995), Y.K. Sharma (1994), Soodak, C. et al. (1995), Rao (1995), Shah (1995), Cheng (1996), Radha Mohan (1997), Buch (1997), Biswas (1998), Raja et al. (1998), Martinze, G.R. (1999), Cheng & Tsui (1999), Roul (2002), Ling Lin et al. (2002), Milson, A. J. et al. (2002), Lynn C. M. et al (2002), Das, D.N. (2004), Subramonia pillai, A. (2004), Sushanta Kumar Roul (2004), Arockiadoss, S.A (2005), Rajasesekarn, P. et al, (2005), Alice Methews, S. (2005), Dhoundiyal, N.C. (2005), Seidel (2007), Leonidas kyriakidas et al. (2006), Adegbile (2008) Mark (2008) Richard (2009), Duckworth (2009) and Heck & Herlinger, (2010)etc.

The review of the studies reveals that it is observed that studies on comparing Emotional Intelligence and teacher effectiveness at secondary level are very few in numbers. The research in the area of Teacher Effectiveness clearly indicates that Emotionally Intelligent Teacher is more effective than the intelligent teacher. There is a hardly any study to compare the Professional commitment of secondary teachers with regard to their teacher effectiveness. Both the Emotional Intelligence and Professional Commitment were mostly compared at secondary level so far.

CHAPTER - 3

RESEARCH METHODOLOGY

Research is a systematic effort to gain new knowledge. For good and appropriate results, investigations require systematic and accurate procedure. Anything to be done properly must be planned before hand. This helps the researchers to proceed directly without confusing with the concomitant events. A well thought out plan of action, followed by a systematic execution brings out fruitful results. Research is not a haphazard task but it requires proceedings in a definite direction, done with definite intention of taking a specific problem and of finding its solution in a scientific manner.

In any discipline whether it is science, social science, commerce or humanities etc, methodology plays a leading role in carrying out the study systematically and objectively to be more scientific in nature. Research is a systematic effort to find a solution of the problem. These efforts require certain techniques to be followed properly. Methodology is a total sum of these techniques/steps being carried out by a researcher in order to find out the real dynamics operating for any problem and behavioral outcomes. It is a kind of decision making process in which the researcher has to select the appropriate model, sampling techniques, measuring instruments and data analysis methods suitable for selected problem. However, the objectivity of the scientific investigation is contingent upon the accuracy of research methodology adopted by the researcher.

Formulation of research problem is followed by research design. It is the scientific procedure within which research is conducted in a smooth and unbiased fashion. Research design is an arrangement of conditions for collecting and analyzing the data in a manner that aims to combine relevance to the research purpose with economy in procedure, it is a kind of architecture prepared in advance by the researcher with minimum expenditure of time, money and other requirements.

3.1.0 Research design:

1. Null Hypotheses
2. Research Method
3. Population

4. Sample
5. Variable
6. Tools Used
7. Data Analysis Procedures

3.2.0 Null Hypotheses

Before testing the hypotheses for significance level at 0.05 margin of error, research question and hypotheses help narrow the findings to the level of operationalizing the variables. “Research questions are questions in quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer. Researcher typically develops them before identifying the methods of the study” (Creswell, Educational Research, 2012, pp. 110-111). On the other, “Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics” (2012, p. 111). Since it is a survey research with cross-sectional techniques, using structured questionnaires, with re-standardization and pilot tested instrumentation. The research questions and hypotheses guide the researcher when ideas lost in the information pool. The research questions with their corresponding null hypotheses are stated in the following way.

In view of the above stated objectives, the null hypotheses for this study have been presented below for empirical verification:

3.2.1 Null Hypothesis of the Study

In view of the above stated objectives, the hypotheses for this study have been presented below for empirical verification:

1. There is no significant difference in Emotional Intelligence of secondary school Teachers on the basis of Locale, Board and Gender.
2. There is no significant difference in Teacher Effectiveness of secondary school Teachers on the basis of Locale, Board and Gender.
3. There is no significant difference in Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender.

4. There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers on the basis of Locale, Board and Gender.
5. There is no significant relationship between Emotional Intelligence and Professional Commitment of teachers on the basis of Locale, Board and Gender.
6. There is no significant relationship between Teacher Effectiveness and Professional Commitment of teachers on the basis of Locale, Board and Gender.

3.3.0 Research Method

Research design may be referred to as the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variances (Kerlinger, 1973). The research design therefore enables the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of results. It is critical that the choice of research design be appropriate to the subject under investigation (Patton, 1987). In the case of quantitative research, the goal is to gather data that prove or disprove the knowledge claim (Borg & Gall, 1989).

In the present study Descriptive Survey method of research under the quantitative research methods were utilized to test the hypotheses proposed. Quantitative research in education can be categorized as one of the two types, viz., descriptive studies and studies intended to discover causal relationships. Descriptive studies deal with finding out “what is,” and the causal-comparative method “is aimed at the discovery of possible causes for the phenomena being studied by comparing subjects in whom a characteristic is present with similar subjects in whom it is absent or present to a lesser degree” (Borg & Gall, 1989). Descriptive research, also referred to as survey research (Gay & Airasian, 2000), is mainly concerned with “attitudes, opinions, preferences, demographics, practices, and procedures”. According to Gay & Airasian (2000), “descriptive data are usually collected by questionnaire, interview, telephone, or observation”.

The descriptive method of research has been the most popular and widely used research method in sociology and education, because of the ease of this method.

Information can be gathered by a questionnaire or interview schedule. Although the descriptive method of research is relatively less sophisticated in comparison to the experimental method, it has its own advantages. The descriptive studies are more than mere collection of data. They involve measurement, classification, analysis, comparisons and interpretations. Such researches seek to find answers to questions through the analysis of variable relationships. They collect and provide three type of information on (1) what exists with respect to variables or conditions in a situation (2) what we want by identifying standards or norms, with which to compare the present conditions or what experts consider to be desirable and (3) how to achieve goals by exploring possible ways and means on the basis of the experiences of others and opinions of experts.

In the activities of descriptive studies these researchers are not different from those of other researchers. As in any other study they (1) identify and define their problem; (2) state their objectives and hypotheses; (3) list the assumptions upon which their hypotheses and procedures are based; (4) choose appropriate subjects and source materials; (5) select or construct tools for collecting data; (6) specify categories of data that are relevant for the purpose of the study and capable of bringing out significant similarities, differences and relationships (7) describe, analyse and interpret their data in clear and precise terms; and (8) draw significant and meaningful conclusions.

A research design is characterized by adjective like flexible, appropriate, efficient, and economical and so on. The design which minimizes bias and maximizes the reliability of data collected and analyzed is called a good design. A research design is the detailed procedure of testing the hypotheses and analyzing the obtained data. It is a detailed plan of investigation. The research design thus may be defined as the sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits an objective analysis of different hypotheses formulated with respect to the research problem. It helps the researcher in testing the hypotheses by reaching valid and objective conclusions regarding the relationship between independent and dependent variables. The selection of any research design is obviously not based upon the whim of the researcher, rather it is based upon the purpose of investigation, types of variables and conditions in which the research is

conducted. The purpose of any design is to provide a maximum amount of information relevant to the problem under investigation at minimum cost.

The present study comes under the scope of descriptive research. The method followed in the study is Descriptive survey under Causal Comparative method. Thus the present investigation can be called a descriptive research.

3.4.0 Population of the Study

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe. By population we mean the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. It means all those people or documents etc. who are proposed to be covered under the scheme of study. A population is any group of individuals that have one or more characteristics in common and are of interest to the researcher. The population is properly defined so that there is no ambiguity as to whether a given unit belongs to population or not. Inferences concerning a population cannot be drawn until the nature of the units that comprise it is clearly identified. If a population is not properly defined, a researcher does not know what units to consider when selecting the sample.

Best and Kahn (1993) defined a population as “any group of individuals that have one or more characteristics in common that are of interest to the researcher. All Teachers of Secondary level of Allahabad district considered as population of the present study.

3.5.0 Sample of the Study

A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Sampling helps to reduce expenditure, and to save time and energy. It permits measurement of greater scope, greater precision and accuracy. It also provides generalizations on the basis of relatively small proportion of the population. A good sample must be a nearly

representative of the entire population as possible and ideally it must provide the whole of the information about the population from which it has been drawn.

For the present study sampling procedure is given below

- I. Selection of district
- II. Selection of Urban and Rural area schools
- III. Selection of CBSE and UP Board schools
- IV. Selection of teachers

The sample in this study consists of 500 secondary school teachers. The sample was selected by random sampling technique. For this, first of all Allahabad district was selected. After that list of all secondary schools situated in urban and rural areas were separated. After separating list of schools in urban and rural area, 20 CBSE Board and 20 UP Board secondary schools were randomly selected. Thus 500 secondary school teachers both male and female were selected from these 40 schools. Sampling plan is given in table 3.01

Table no. 3.01 Sample Distribution

Source	Rural		Urban		Total
	UP Board	CBSE Board	UP Board	CBSE Board	
Male	63	62	63	62	250
Female	62	63	62	63	250
Total	125	125	125	125	500

1. Schools Name of UP Board of Rural Area

1. Krishna Inter College, Allahabad
2. Bhartiya Sanskrit Vikas Inter College, Allahabad
3. Kedar Nath Public School, Allahabad
4. Government Inter College, Allahabad
5. Bal Vidya Mandir, Allahabad
6. Swami Vivekanand School, Allahabad
7. Pt. Laxmi Narayan Inter College , Allahabad

8. Lala Ram Kumar Jaiswal Inter College, Allahabad
9. Red Eagle Public School , Allahabad
10. Maa Gayatri Inter College, Naini, Allahabad

2. Schools Name of CBSE Board of Rural Area

1. Swami Vivekanand Memorial Inter College , Allahabad
2. St. Thomas School , Allahabad
3. Shame Ford , Allahabad
4. St. Johns Academy , Allahabad
5. Kendriya Vidyalaya Phoolur , Allahabad
6. R R B Convent , Allahabad
7. Maharishi Vidya Mandir , Allahabad
8. J M B D Convent School , Allahabad
9. Lauriuls International School Ghoorpur , Allahabad
10. Ganga Gurukulam Gaddopur , Allahabad

3. Schools Name of UP Board of Urban Area

1. K. P. Inter College , Allahabad
2. Shakun Vidya Niketan , Allahabad
3. Saroj Vidya Shankar Inter College , Allahabad
4. D. N. M. Inter College , Allahabad
5. C. A. V. Inter College , Allahabad
6. Prayag Mahila Inter College, Allahabad
7. Arya Kanya Girls Inter College, Allahabad
8. D. P. Girls Inter College, Allahabad
9. Allahabad Public School, Allahabad
10. Mahika Seva Sadan Inter College, Allahabad

4. Schools Name of CBSE Board of Urban Area

1. Jwala Devi Inter College, Allahabad
2. Bethany Convent School, Allahabad
3. New RSJ. Inter College , Allahabad
4. MPVM, Teliarganj, Allahabad
5. E. C. P. S, S, School , Allahabad
6. St. Anthony Inter College, Allahabad
7. Rishikulam College , Allahabad

8. Presidency School and Inter College, Allahabad
9. Mary Lucas Inter College, Allahabad
10. Tagore Public School , Allahabad

3.6.0 Variable of the Study

“Variable” is a term frequently used in research projects. It is pertinent to define and identify the variables while designing quantitative research projects. A variable incites excitement in any research than constants. It is therefore critical for beginners in research to have clarity about this term and the related concepts.

There are Three variable in the present study - Teacher Effectiveness, Professional Commitment and Emotional Intelligence. There are not any dependent or independent variable in this study, because this is a comparative study and all there are complementary to each other

3.7.0 Tools used for data collection

In this study three tools were used to collect the data as follow-

1. Teacher Effectiveness Scale- developed by Umme Kulsum (2011).
2. Professional Commitment Scale- designed by Ravindra and Sarbjit Kaur (2011).
3. Teacher's Emotional Intelligence Inventory- prepared by Shubhra Manga (2010)

3.7.1 Teacher Effectiveness Scale

In the present study Teacher Effectiveness Scale prepared by Umme Kulsum was used. For assessing teacher effectiveness, a self-anchoring striving scale was constructed on the lines of the self-anchoring striving scale of Kilpatrick and Cantril (1960). In its format the scale constructed in the present study more or less corresponded to the one developed by Muthayya (1971). The rationale behind choosing the self anchoring striving scale technique for the purpose of the present study was as follows :-

1. Investigator successfully used the scale to assess the general as well as the educational aspirations.
2. Conceptualization of the top and bottom anchoring points with the help of the picture of a ladder that was quite familiar to the teachers was thought to be much easier and meaningful.

3. The self-anchoring striving scale based on the first person approach was thought to be more empirical.
4. The scale did not involve rigidity, predefined dimensions verbal categories, prepared phrases or sentences and the like as outlined by the originators of the scale.
5. The data collected through the scale are psychologically as well as directly comparable, i.e., the scale level selected by one person or a group (average of selections) can be specifically and meaningfully said to be higher, lower or equal to the scale level of some other individual or group because the frames of reference of the replies would in fact be similar psychologically.
6. The fact that this scale would be easily understood by the teachers and their effectiveness would be elicited accordingly, was rechecked to be true in the subsequent try-out of the scale.

Areas of the scale - The investigator in the perspective examined the areas (variables) worth being included in the tool to be developed. The tool should be objective, comprehensive, measuring content validity, easily amendable for administrator and acceptable to the respondents. Hence, one has to think about teacher effectiveness in terms of characteristics of a teacher, his personality, attitudes etc., process (teacher-pupil interaction) and production variables (outcomes of teaching-learning process, namely pupil achievement). Finally after exhaustive review and consultation; five areas, were finalized namely.

1. ----- Preparation and planning for teaching,
2. ----- Classroom management, discipline, motivation, interaction, evaluation.
3. ----- Knowledge of subject-matter its delivery and presentation including B. B. Summary, Personality characteristics of teachers.
4. ----- Inter-personal relations of teachers with others,

These five areas cover all aspects of teachers' functions and hence have the merit of adequate conceptual framework and content validity A brief description of each of these areas is given below:

(A) Preparation and Planning for Teaching - This area includes statements pertaining to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source material.

(B) Classroom Management - This area Includes statements pertaining to the ability of the teacher to successfully communicate, motivate the student and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.

(C) Knowledge of Subject Matter; its Delivery and Presentation including Black Board Summary - This area includes statement on ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing-within the classroom situations. Delivery of course contents, and its presentation including B. B. summary constitute essential aspect of the teaching-learning process.

(D) Teacher's Characteristics - This area includes statements pertaining to the personality make-up and its behavioral manifestations that have their own level of acceptability or unacceptability in the teaching profession, Ability to arouse a perceptive Mass and seeking active participation of pupils constitute essential demand characteristics of effective teacher.

(E) Inter-personal Relations- The ability of the teacher to adopt himself/herself to maintain Cordial relations with his/her colleagues, pupils, their parents and other-person. In the community with whom h~/she is to Interact as part and parcel, of his/her profession form the basis to have statements pertaining to this area.

The Item Pool - Initially a list of 149 statements distributed over the above five areas were pooled from various sources. Then, draft items were given to 15 select judges who were well-versed in teacher education and scale construction, with a request to review, the statements and evaluate their' content accuracy and coverage, their repetition, editorial quality with suggestion for additions deletions and modifications of items, Based on 80% unanimity of the judges 70 statements were included in the try-out form of the scale. Their distribution under each of the area, was as follows:

- (A) Preparation and Planning for teaching -16
- (B) Classroom management - 15
- (C) Knowledge of subject-matter etc.-9
- (D) Teacher characteristics -17, and

(E) Inter-personal relations -13.

Finally, these 70 statements were provided with two response categories, namely, 'step number on now' and 'step number aspiring' to attain in the next three, years.

The try-out- The 70 statements were randomized and were provided with standard directions and administered on a sample of 396 secondary school teachers of Bangalore city; selected by two stage stratified proportionate random sampling design.

Scoring of Statements - Each respondent was asked to indicate his/her effectiveness as described by the seventy statements in terms of the step numbers on the picture of the ladder for the two time-dimensions namely 'now' (present) and 'in the next three years (future)' was the same. as frame of reference for the 'present' 'now' effectiveness. Hence, the step number given for each statement for the present dimension was taken as the score of the effectiveness of a respondent. Total score of the respondent could range from 0 to 700.

Selection of Statements - After scoring, the 370 protocols were arranged in ascending order based on the total score obtained by each respondent. The top 100 protocols (the top 27%) and the bottom 100 protocols (bottom 27%) were taken to form the upper and the lower criterion groups. As suggested by Edwards (1969, pp. 152-153) 't' value for all the 70 statements were calculated, and only those statements in the final form of the scale were retained with t-value equal to or greater than 1.75 on the 76 statements, as such, 16 statements were eliminated which were not significant based on the obtained 't' value. Hence 60 items were included in the final form of the scale. The 60 statements after item analysis belonged to the areas as follows:

Table-3.02 Total number of items with their serial numbers and their distribution over different areas/dimensions in the final scale after item analysis.

Sr. No.	Area/Dimensions	Serial numbers of Items in the final scale	Total No. of Items
A.	Preparation for Teaching and Planning	2, 6, 11, 23, 27, 33, 37, 44, 49, 54, 58	11
B	Classroom Management	3, 7, 12, 16, 20, 24, 28, 38, 45, 50, 51, 55, 56, 59	14

C	Knowledge of Subject Matter etc.	1, 8, 14, 17, 29, 39, 46	7
D	Teacher Characteristics	4, 9, 13, 18, 21, 25, 30, 31, 34, 35, 36, 40, 41, 47, 48, 52, 57	17
E	Interpersonal Relations	5, 10M 15, 19, 22, 26, 32, 42, 43, 53, 60	11
TOTAL			60

Instruction for the administering the Scale - The Scale is self-administrable. To ensure careful understanding of the instructions, proper instructions need to be given by the testers besides the individual reading them. There is no time limit and there are no rights or wrong responses. Hence the individual teachers are quite free to express their responses tips they perceive, keeping in view the maximum possible effectiveness (Most) of teachers and the least possible effectiveness (Least) of teachers, as frame: of reference for individual rating.

Scoring of Items - Each item elicits two responses; (1) step number on Now, and (2) Step number aspiring to attain in the next three years. The time dimension the next three years was to score as a frame of reference for the 'now' (present) effectiveness, hence the step number given for each item. for present time was taken as the score of the effectiveness of each of the respondent teacher. Total score of the respondent ranges from 0 to 600.

Reliability of the Scale - Reliability was established on a sample of 1,80 secondary school teachers from the city of Bangalore by Test-retest and Split-half reliability co-efficient of correlation was found to be 0.63 with a time gap of 16 days. The split-half reliability co-efficient correlation was found to be $X_a = 0.68$. After applying the Spearman-Brown prophecy formula, the reliability co-efficient went up to 0.94.

Table 3.03 Reliability to Teacher Effectiveness Scale

Sr. No.	Reliability	Co-efficient of correlation (r)	Reliability Index
1.	Split-half reliability	0.68	$X_a = 0.82$
2.	Test-retest reliability	0.63	$X_a = 0.79$

Criterion related validity - Three types of criterion-related validities have been established for the scale. They were based on : (1) the correlation between

headmasters' ratings of teachers' effectiveness and individual teacher effectiveness as obtained by teacher effectiveness scale (2) The correlation between the Scores of the criterion item namely "In general how effective are you in your job" and the scores of teachers' effectiveness assessed by using the Teacher Effectiveness scale; and (3) 't' value calculated with, the scores of the Teacher Effectiveness Scales administered' on two contrasted groups identified by the headmasters as effective and ineffective teachers.

(a) Correlation between Headmaster's Ratings of Teacher Effectiveness and Teachers Self Assessment of their Effectiveness - For this purpose a rating scale was developed by the investigator, which is a numerical rating scale with five area of five items. Each area/item was operationally defined to give a clear-cut idea which had five alternative responses. 1, 2, 3, 4 and 5 respectively.

Table-3.03 Total and area-wise correlations of the Teacher Effectiveness Rating Scale and

Teacher Effectiveness Scale

Sr. No.	Teacher effectiveness Rating Scale	Teacher Effectiveness Scale (Self)	'r'
A	Preparation and Planning for teaching	Preparation and Planning for teaching	0.64
B	Class room Management	Classroom Management	0,72
C	Knowledge of Subject-matter	Knowledge of Subject-matter	0.57
D	Teacher Characteristics	Teacher Characteristics	0.78
E	Interpersonal Relations	Interpersonal Relations	0.66
Total			0.85

The Co-efficient of correlation between each of the areas of the Rating Scale and the Teacher Effectiveness Scale are high and they range between 0.57 to 0.78. The correlation between the total score of rating scale is 0.85. These values indicate that the teacher effectiveness scale has high criterion-related validity,

(b) Contrasted group validity was established by finding out the two

contrast group of teachers as rated by their respective headmasters in terms of effective and Ineffective teachers. Based on this criterion the protocols of these 180 teachers have been separated to form two groups, p.ne of ineffective the second of ineffective teachers. The 't' value was calculated to find out whether there in any significant mean difference in the two groups.

Table- 3.04 't' value of the effectiveness scores of the two groups of teachers who have been rated

By the headmasters as effective and ineffective teachers

Sr. No.	Effective Teachers	Ineffective Teachers	't' Value
1	N = 92	N = 88	9.9*
2	M = 398.70	M = 287.40	

*Significant beyond 0.001 level. Table Value 't' at df (178 is 0.001) = 3.291

The obtained 't' value of 9.9 is significant beyond 0.001 level of probability indicating that the scale has differentiated the effective teachers from ineffective teachers. This measure of the scale is yet another indication to show that it is valid and is measuring what it purports to measure.

(c) **Internal Consistency of the Scale** - This is expressed by the inter correlations of the areas of the scale and the correlations between the area scores on the one hand and the total scores of the scale on the other hand.

Table-3.05 Inter-correlations among various areas of Teacher Effectiveness Scale (N= 180)

Sr. No.	Areas	Prep. & Plan for Teach	Classroom Manag.	Knig	Tr Chr.	Inter Personal	Total Score
A	Preparation & Planning for Teaching		0.24	0.36	0.50	0.40	0.76
B	Classroom Management			0.29	0.16	0.46	0.69
C	Knowledge of				0.44	0.43	0.73

	subject matter etc						
D	Teacher characteristics					0.41	0.71
E	Interpersonal Relations						0.76

Norms and Interpretation

Table 3.06 Norms for interpretation of Teacher Effectiveness

Sr. No.	Range of Raw Scores	Range of z-Scores	Grade	Level of Teacher Effectiveness
1	435 and more	+2.01 and above	A	Most Effective Teacher
2	401-434	+1.26 to + 2.00	B	Highly Effective Teacher
3	367-400	+0.51 to + 1.25	C	Above average effective Teacher
4	321-366	-0.50 to + 0.50	D	Moderately Effective Teacher
5	287-320	-0.51 to +0.50	E	Below Average Effective Teacher
6	286-253	-1.26 to - 2.00	F	Highly Ineffective Teacher
7	252 and below	-2.01 and below	G	Most Ineffective teacher

3.6.3 Professional Commitment Scale

In the present study Professional Commitment Scale designed by Ravindra and Saravjit Kaur was used. The present scale was designed by Ravindra and Saravjit Kaur to measure to professional commitment of teacher in the light of the operational definition of professional commitment of teachers: "professional commitment of teachers is role obligation of teachers measurable behavior pattern according to certain rules, norms and code of ethics of the teaching profession concerning mainly with the learner, society, profession, attaining excellence and basic human values."

Methodology Employed for Scale Construction - The technique chosen to construct the present scale was of "Scale Product Method" which combines the techniques of 'Equal Appearing Interval Scale' of Thurston (1946) for selection of the items and Likert's (1932) techniques of 'Summated Rating' for ascertaining the responses on the scale.

Construction of Items - On the basis of available literature on professional commitment among workers of different professions and the identified areas of professional commitment of teachers by NCTE (1998), it was decided to develop the scale on the dimensions of commitment suggested by Dave (1998) in NCTE publication '*Competency based and commitment oriented teacher education for quality school education*' namely ;

1. Commitment to the Learner,
2. Commitment to the Society,
3. Commitment to the Profession
4. Commitment to Achieve Excellence.
5. Commitment to Basic Human Values.

Above mentioned areas of teacher's commitment were taken into account while framing its statement; Help was also sought from experienced colleagues, head teachers, school principals and students.

After ascertaining the core connotations of the said segments of professional commitment, a number of statements were framed on each segment of professional commitment. The statements were then discussed threadbare with supervisors of the research work and necessary modifications were made. Preliminary draft of 82 statements was subjected to judgment of experts keeping in view their judgment and commitments a pool of 65 items was finalized for the professional draft of professional Commitment Scale.

Preliminary try out - Provisional draft of Professional Commitment Scale comprising of 65 statements was put in the form of a scale booklet. The statements were presented a five point scale. These five categories varied from Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SO).

The tryout of the scale was carried out on a group of 120 secondary school teachers selected randomly from 10 senior secondary schools of the Punjab state. Data were collected on 65 items of the provisional draft. Out of 120 teachers only.

100 teachers returned the complete data on 65 statements. There were 43 male and 57 female teachers. They ranged from 20 to 60 years of age. The responses collected on the five-point continuum were scored with respective weight of 5, 4, 3, 2 and 1 for the favorable statements and with the respective weights of 1,2,3,4 and 5 for the unfavorable Item. The obtained, data from tryout were used for item analysis,

Item Analysis In order to make selection of items objectively and scientifically. Item analysis is required. The purpose of item analysis was to select best items from those included in the provisional draft item analysis was done by computing Scale values and 'Q' Values.

Computing Scale Values and Q-Values - Computation of Scale values and 'Q' values is necessary for placing the statements evenly in the scale from extreme negative to extreme positive: By applying formula suggested by Thurston and Chive (1929), the scale values and Q' values were computed. A scale value is defined as a definite value in the point scale. The 'Q' value expresses the degree of disagreement among experts regarding positiveness and negativeness. It gives the inter-quartile range or spread of middle 50 percent of judgments. Care was taken to select those items with high scale values and smaller 'Q' values.

The statement which had Q-Values lowers than 0.5 and higher than 2.0 were rejected at this stage. This resulted into rejection of 19 statements from different areas of Professional Commitment. One Item from 0 area No. 43 was intentionally dropped to balance the items in each area of Professional Commitment. In this way in all 20 statements were rejected. Numbering 2,,3, 6,11, 16, 18, 24, 26, 28, 31,36,39,40,43,48, 52, 53. 55. 58 and 64. Hence, Professional commitment scale in Its final form comprised of 45 items. Table 2 shows the distribution of items in the final draft of Professional Commitment Scale for Teachers.

Table - 3.22

Distribution of items (Area wise) in the final draft of
Professional Commitment Scale for Teachers

Area Code	Areas of Commitment	Item Number in each Area	Number of Items
A	Commitment of Learner	1 - 9	9

B	Commitment to Society	10 - 18	9
C	Commitment to Profession	19 - 27	9
D	Commitment of Attain Excellence	28 - 36	9
E	Commitment of Basic Human Values	37 - 45	9
Total			45

Establishing the Reliability of the Scale - As the Scale being heterogeneous and items having been arranged logically the two halves could not have been identical. Therefore, test-retest reliability criterion was found to be most suitable for determining the Reliability of this scale. For establishing the reliability of the Professional Commitment Scale, the scale was administered to 100 teachers of 10 different schools of the study area. To the same teachers, the same scale was administered after the gap of one month for the test-retest reliability. The product moment co-efficient of correlation between two sets of scores was computed. It was found to be .76 (Significant at 01 level).

Establishing Validity of the Scale - Since there was no other such tool available to establish concurrent validity of the developed scale, the investigator made efforts to ensure and establish content and face validity of the tool in the following manner. As regards its content validity test was shown to experts from the field of both teacher education and school education for obtaining their verdict on validity. Beside this, items of the scale were selected after carefully scrutinizing the definition of professional commitment and its dimensions, hence scale has fair degree of content validity. For establishing face validity, scale was also shown to eminent psychologists and sociologists. Its language, format instructions and size were found suitable for respondents. All specialists were unanimous in their opinion; hence test has a fair degree of face validity.

Scoring System - Each item in the professional commitment scale' has a response option on Likert's 5 points continuum viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with respective weights of 5, 4, 3, 2 and 1 for the positive statements and 1, 2, 3, 4 and 5 for the negative statements, The scoring procedure adopted is presented below in Table 3.

Table - 3.2 3

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Professional commitment; score of the subject is the sum total of Item scores of all the five areas and it is the Raw Score for the test. The theoretical range of scores is from 45 to 225, High scores reflecting relatively higher level of Professional Commitment of teachers and vice versa. Table 4 shows the total and Negative items and their distribution in each area.

Table- 3.2 4

Total number of Positive and Negative items and area wise serial number

Area Code	Conditions	Items Serial Number	Numbers of Item in each dimension	
A	Positive	1, 2, 5	3	9
	Negative	3, 4, 6, 7, 8, 9	6	
B	Positive	10, 11, 14, 15, 16	5	9
	Negative	12, 13, 17, 18	4	
C	Positive	19, 21, 22	3	9
	Negative	20, 23, 24, 25, 26, 27	6	
D	Positive	29, 30, 35	3	9
	Negative	28, 31, 32, 33, 34, 36	6	
E	Positive	37, 39, 40, 42, 44, 45	7	9
	Negative	38, 43	2	
Total				45

Administration - The Professional Commitment Scale is a self administering scale, The subject is requested to read the instructions carefully before responding. It is advisable to emphasize the paramount need of genuine responses with utmost

honesty and truthfulness. It is not desirable to tell the subjects the exact purpose for which the test is used. It should be duly emphasized that all the statements have to be responded and no statement should be left unanswered. Sufficient time should be given to the respondents for completing the scale. However, it takes approximately forty-five minutes to complete it.

Norms for Interpretation - The scale was administered to 600 teachers (247 males and 353 females) and on the basis of the data got, the Mean and Standard Deviation were computed which were: **Mean: 166.01, SD: 17.53, N: 600**. On the basis of the above statistics Z score Norm were prepared for the total population of male and female teachers combined which have been presented in table 3.23-

Table 3.23 Norms for interpretation of Professional Commitment Scale

Sr. No.	Range of Raw Scores	Range of z-Scores	Grade	Level of Professional Commitment
1	202 and more	+2.01 and above	A	Extremely High Commitment
2	189-201	+1.26 to + 2.00	B	High Commitment
3	175-188	+0.51 to + 1.25	C	Above average Commitment
4	158-174	-0.50 to + 0.50	D	Average/ Moderately Commitment
5	144-157	-0.51 to +1.25	E	Below Average Commitment
6	131-143	-1.26 to - 2.00	F	Low Commitment
7	130 and below	-2.01 and below	G	Extremely Low Commitment

3.6.3 Teachers' Emotional Intelligence Inventory

In this study Teachers' Emotional Intelligence Inventory prepared by S Mangal was used. On the basis of the study of related literature, 28 dimensions comprising EI of teachers were arbitrarily identified. Based on the characteristics of each of these identified 'dimensions, a number of items/statements for each of the dimensions were prepared separately. A preliminary pool of 460 items was obtained. Out of these, 60 items were rejected on the basis of the reviewing by the panel of

judges. Finally, 400 items were selected to make up the preliminary draft of the Teacher's Emotional Intelligence Inventory. The items of this inventory were then properly arranged and mixed so as to avoid clubbing of similar type of items. Mode of response to the items was decided.

The items were selected so as to have a proper mix of both positive and negative statements. Necessary instructions for the administration of the Preliminary form of inventory were also added and the scoring procedure for each item was chalked out.

Administration and Tryout - This preliminary form of inventory was then administered to a sample of 200 school teachers selected from both private (recognize~) and government schools of one district of Eastern Rajasthan. Out of the 200 booklets distributed, 190 were received back, out of which 20 were rejected on the grounds of incomplete data furnishing. Finally" 170 booklets were used for conducting item analysis.

Preparation and Factor: analysis of the Final Form of the Inventory -

The item' analysis was conducted on the preliminary form of the Inventory in, order to do away with unnecessary items and to obtai':1 the final form of the Inventory. It was carried out using two techniques -

- (a) Method based on calculating *biserial 'r'*
- (b) Method based, on *face validity*

Biserial 'f' for each of the item with the dimensional sub-test score was computed by using Flanagan's ab ac and items with values of 0.5 or above were retained in order to have greater validity and discrimination of the items. 189 Items were rejected on this ground and 211 items were left. After this, on the basis of *face validity*, the opinion of the panel of judges was incorporated and 11 more items were rejected. Thus only 200 items for the final form of the Inventory were left.

Factor Analysis of the Final Form - The final form comprising of 200 items was subjected to factor analysis, in order to search for the fundamental dimensions of teacher's EI. The final form of the inventory was administered to a sa~ple of 2500 school teachers teaching in 167 schools. Both government and private schools were selected or the study. The sampling procedure adopted was *stratified proportionate cluster random sampling*. Out of 2500 booklets distributed, 1800 were received back out which 527 were rejected *Dn* ground of incomplete responses. The remaining 1273

booklets were retained for further analysis.

Factor analysis was conducted on 500 'booklets of the final form, selected randomly out of the sample of 1273. The method of *Principal Axis Factoring* was applied and factor analysis was carried out through computer by using *SPSS software*. Rotation was then carried out by using *Prom ax* with *Kaiser Normalization*. 5 principal components were identified from the rotated matrix of the principal components. After consulting the screw plot, only 4 factors were clearly visible as the graph plateau after the fourth factor.

Then, each of the derived factors was, named and the necessary interpretation of each of them was done. The factors were named as below:

1. Awareness of self and others
2. Professional Orientation,
3. Intra-personal Management or self regulation
4. Inter-personal Management.

Factor I : Awareness of Self and Others- The first factor implies being aware of one's own self and other with whom the teacher is interacting. This factor, subsumes the art of empathizing, influencing, commitment, appropriate assessment of one's own capabilities and awareness of the organization where the person is working.

Factor II: Professional Orientation- The second factor that governs the EQ of a teacher is his/her orientation towards the profession. EQ competencies like optimism towards the profession, Service orientation and an innate desire to achieve are the key stones to achieve professional orientation. A teacher who can adapt to changes and bring put positivity in a diverse situation can be said to be a professionally oriented teacher.

Factor III: Intrapersonal Management or Self Regulation -A teacher who can assert himself/herself in public independently by exhibiting positive EQ traits of self confidence and self control can be said to possess the skill of self management.

Factor IV: Interpersonal Management- The job of a teacher requires immense skill of managing others where competencies like teamwork capabilities, problem solving and building bonds initiating a change are very essential. A teacher should initiate and manage a change amicably, whether it is during the course of teaching or during group work.

Standardization of the Final Form - Sample and Administration- The final form, of the Inventory was standardized on the whole pool of the sample of 12.73 school teachers, comprising of 655 females and 618 male teachers. Their scores were calculated in terms of each and every factor of teachers EI as well as total EI. The obtained data was further used for making norms for the Inventory.

Computation of Percentile Norms -Norms can help in knowing where one stands with respect to his EI in his group. Percentile norms in the form of percentile rank satisfactorily serve this purpose by indicating an individual's relative position in a group in terms of the percentage of individuals scoring below him. Percentile norms (P_1 to P_{99}) were computed separately for male and female teachers with respect to their EI in each of the four areas or factors and also on their total EI (see table 1 and 2).

Classification of Teachers' EI scores into categories - Percentile norms framed for male and female teachers need to be categorized for describing their EI through some more conveniently understandable categories. Accordingly, the subjects were classified into 5 categories on the basis of the raw scores obtained by them on the final form of the EQ i. The five categories were as follows.

- A. Very High Emotional Intelligence
- B. High Emotional intelligence
- C. Average Emotional Intelligence
- D. Below Average Emotional Intelligence
- E. Poor Emotional intelligence

The classification was done on the total EI Scores as well as on each of the four factor scores separately for each sex as given in the Table 3.

Table 3.08 Classification of EI Scores: Total and Factor-wise for both Sexes

Sr. No.	Factor	Category	Description	Range of Raw Scores	
				Male	Female
1.	Awareness of Self and Others	A	Very High	344 and above	347 and above
		B	High	330 - 343	334 - 346
		C	Average	369 - 329	319- 333
		D	Below Average		

		E	Poor	254 - 308 253 and below	282 - 318 281 and below
2.	Professional Orientation	A B C D E	Very High High Average Below Average Poor	192 and above 182 - 191 169 - 181 135 - 168 134 and below	194 and above 185 - 193 176 - 184 149-175 148 and below
3.	Intrapersonal Management	A B C D E	Very High High Average Below Average Poor	109 and above 104 - 108 95 - 103 78-94 77 and below	108 and above 103 - 107 96 - 102 84 - 95 83 and below
4.	Interpersonal Management	A B C D E	Very High High Average Below Average Poor	275 and above 259 - 274 237 - 258 188 - 236 187 and below	272 and above 261 - 171 245-260 209 - 244 208 and below
5.	Total TEI	A B C D	Very High High Average Below Average	910 and below 869 - 909 811 - 868	911 and above 883 - 910 841 - 882

		E	Poor	635 - 810 634 and below	721 - 840 720 and below
--	--	---	------	-------------------------------	-------------------------------

Reliability and Validity of the Final Form - Reliability of the Inventory was established through two methods:

- (a) Test - Retest Method
- (b) Split - Half Method

The results arrived by these tests are summarized In Table 4.

Table 3.09

Reliability Coefficients of the Teachers EI Inventory

Method Used	Test-Retest Method (N = 150)	Split-Half Method (N = 200)
Reliability Coefficients	0.96	0.95

Validity- To assess the accuracy of the tool, three types of validity measures were obtained:

- (a) Content Validity
- (b) Construct Validity
- (c) Criterion Related Validity
 1. Content validity, which is a non-statistical type of validity, the opinion of the eight judges was taken on the suitability of the contents of the inventory.
 2. Construct validity, the factor loadings of the four factors for each of the 28variables were taken into account as these were nothing but the values of the correlation coefficient of the variables with each of the four factors.
 3. Criterion related validity; correlation of the scores with an external criterion was to be obtained. Here we made use for the two different external criteria namely:

Table- 3.10 Validity Coefficients of the Teachers EI inventory

Measures Used	Mangal's Teacher Adjustment Inventory MTAI (Short Form) (N=200)	Ratings of Teachers by their Headmasters (N=500)
Validity Coefficients	0.55	0.65

Thus a standardized inventory based on empirically established dimensions or factors of teachers emotional intelligence was established With percentile norms both for male and female teachers.

Administration of the Inventory - While administering the inventory, the following things should be kept under consideration:

1. It is a self-administrating inventory, thus the cooperation of the respondents on whom it is to be administered is quite essential. Therefore, the administrator should try to win over their confidence.
2. The items of the inventory are available both in Hindi and English. Therefore it can be used for both the population of Hindi and English speaking school teachers.
3. The administrator as well as the respondent should read the instructions given on the front page of the inventory booklet, carefully.
4. The administrator as well as the respondent should get themselves acquainted with the uses and purposes of this inventory.
5. As this is not a cognitive test no response is right or wrong. The respondent should be advised to give the true response to the item pertaining to the situation described in the item which shows 'what he/she really is and not what he/she wants to be. This would give a true picture of the EQ competency being measured.
6. Although no time limit is prescribed for the test, it should be clearly instructed that not much time should be spent on each item and the first spontaneous response that comes to the mind of the respondent is the true response.
7. This inventory is a Self-report scale of emotional intelligence and is based on teachers' endorsement of descriptive statements about themselves and their handling of different situations. Thus. If a person's self concept accurate, and the person is honest and true, then self report data serves as an accurate

measure. However, if the respondent does not report truly and accurately, then it will not give a true picture of his/her own strengths and weaknesses. This fact should be clearly explained to the respondents.

8. The instructions and mode of response mentioned in the inventory should be clearly explained to the respondents.

Scoring of the Inventory - The items in the inventory are either in nature of positive statements or the negative statements. The system of scoring the positive and negative natured items in the inventory is as follows:

Table-3.12

Nature of item	Choice made by the respondent	Score Awarded
NEGATIVE	A	1
	B	2
	C	3
	D	4
	E	5
POSITIVE	A	5
	B	4
	C	3
	D	2
	E	1

While scoring, all the illegible entries, double entries (2 or more choices for an item ticked by respondent) and empty entries (no choice ticked) should be marked as zero (0). The list of positive and. negative Items is shown in Table 7. For the help of users, a stencil has also been provided as a part pI this manual for marking the

scores of the items of the inventory.

Table- 3.13

Sr. No. of items Positive in Nature	Sr. No. of Items Negative in Nature
1, 3, 4, 6, 9, 11, 13, 15,22, 29, 30, 34, 35, 36, 31, 38, 39, 40, 44, 46, 47, 48, 49, 51, 53, 55, 56, 57, 58, 59, 50, 61, 65, 67, 69, 73, 74, 75, 79, 80, 81, 83, 84, 88, 91, 92, 93, 95, 96, 97, 100, 101, 103, 106, 109, 110, 111, 112, 114, 115, 116, 117, 119, 120, 122, 123, 124, 125, 126, 127, 128, 130, 133, 135, 136, 137, 138, 140, 141, 143, 145, 146, 150, 151, 154, 157, 160, 161, 162, 166, 169, 170, 176, 177, 119, 180, 181, 184, 188, 189, 191, 194, 195. 196, 197, 200	2, 5, 7, 8, 10 , 12 , 14 , 16 , 17 , 18 , 19 , 20 , 21 , 23, 24, 25, 26, 27, 28, 31, 32, 33, 41, 42, 43, 45, 50, 52, 54, 62, 63, 64, 66, 68, 70, 71, 72, 76, 77, 78, 82, 85, 86, 87, 89, 90, 94, 98, 99, 102, 104, 105, 107, 108, 113, 118, 121, 129, 131, 132, 134, 139, 142, 144, 147, 148, 149, 152, 153, 155, 156, 158, 159, 163, 164, 165. 167, 168, 171. 172, 173, 174, 175, 178. 182, 183, 185, 187, 1, 192, 193, 198, 199
Total = 106	Total = 94

After finding the score of all the individual items, the total 'score of the respondent should be calculated not only for overall TEI, but also for each of the four factors of TEI. The list of items belonging to each factor of TEI in the inventory is given in Table 3.14.

Table - 3.17

Name of the Factors	List of Items belonging of the factors	Total No. of Items
Awareness of Self	3,6,9,15,18,20,26,30,31,34,35,40,47,48,49,50,51.53, 56, 60, 64, 68, 69,73, 74, 80, 82,84, 85, 88, 91, 92, 93, 95, 96,97,99, 100, 101, 103, 104, 106, 108, 110, 112, 114, 115, 117, 120, 124, 125, 126, 127, 128, 131, 132, 136, 137, 140, 141, 145, 149. 150, 151, 160, 161, 166, 171, 176, 180, 185, 190, 192, 194, 198	75

Professional Orientation	5,10,11,13, 14, 17, 21, 22, 24, 27, 29, 38, 39, 41, 45, 46, 54, 55, 57, 59, 66, 67, 70, 71, 72, 76, 86, 89, 113, 121, 123,129,133,134,147, 158, 168, 169, 173, 178, 184, 188	42
Intra personal Management	4, 8, 2,25, 28, 43, 58, 61, 79, 81, 87, 90, 94, 105, 107, 116, 139, 148, 155, 164, 170, 177, 182, 196	24
Interpersonal management	1,2,7,12,16,19,32,33,36,37,42,44,52,62,63,65,75, 77, 83, 98, 102, 109,111, 118, 119, 122, 130, 135,138,142,143,144, 146, 152, 153, 154, 16. 157, 159, 162, 163, 165, 167, 172. 174, 175,179,181. 183, 186,187,189, 192,.,193, 195, 197, 199,200	59
TOTAL		200

Interpretation of the Score - After computation of the total individual score, help may be taken from Table 1 and Table 2 for male and, female respondents respectively for finding out their percentile scores. The respondents scores denoting his/her level of Emotional Intelligence may also be Interpreted (factor wise as well as total EQ) in terms of one of the five categories, ranging from "Very High EI" to "Poor EI" by referring to Table 3.17. Since the scoring of this Inventory is on a positive scale, i.e. it shows presence of emotional intelligence, therefore, the high score in the inventory, shows the presence of high emotional intelligence and low score shows low / emotional intelligence. The percentile rank of a respondent shows his/her relative position in terms of EO, in a group or population tested.

Table- 3.19 Main Features Emotional Intelligence

1.	Subject	Secondary & Senior Secondary School Teachers
2.	Factors Measures	Four Factors (a) Awareness off and others (b) Professional <i>Orientation</i> (c) Intrapersonal Management (d) Interpersonal Management

3.	Items	200
4.	Standardization	1272 school teachers (618 male and 655 female teachers)
5.	Reliability Methods	Test retest Method Split-half Method
6.	Validity	(a) Content Validity (b) Construct Validity\ (c) Criterion Related Validity
7.	Norms	Percentile Norms
8.	Scoring Procedure	On a point scale 1 to 5 for negative statements and 5 to 1 for positive statements
9.	Time Limit	75 to 90 minutes

3.8.0 Data Analysis Procedures

The raw scores obtained directly after scoring the test booklets constituted simply a long list of numbers without any order. Therefore, in order to make meaningful interpretation and draw conclusions raw scores were reorganized, subjected to appropriate statistical analysis and summarized. In order to find out the significance of difference t-test and Correlation was used. This was achieved using SPSS version 17.0 statistical package.

t-test

Independent samples t-test as parametric method was utilized to test differences between two group samples. The ratio of difference between means of two groups was calculated and paired sample t-test applied in case of identical samples. In order to find out the significance of difference t-test was used. The formula for t-test is

$$t = \frac{(M1 - M2)}{\sigma D}$$

Correlation- Correlation is a statistical technique that can show whether and how strongly pairs of variables are related. The correlation is one of the most common and most useful statistics. A correlation is a single number that describes the degree of relationship between two variables. Product Moment Correlation is used in this research.

CHAPTER- 4

RESULTS AND DISCUSSION

Data collected through the administration of the tools on selected sample are raw in nature. These data need to be organized, analyzed and interpreted for drawing sound conclusions and valid generalizations. Organization of data includes editing, classifying and tabulating quantitative information. Editing implies checking of the gathered raw data for accuracy, usefulness and completeness. Classification refers to dividing of the data into different categories, classes and groups. Thus in brief analysis data refers to the study of the organized material in order to discover inherent facts. Further the data are studied from various angles for accessing the new facts. Actually the basic purpose of analysis is to summarize the completed observations in such a manner that they veiled answers to the research problems while the purpose of interpretation is to search for the broader meaning of these answers by linking them to other available knowledge. Both these purposes, of course, govern the entire research process, all preceding steps have been undertaken in order to make their fulfillment possibility. The analysis is not an end in itself, but is a basic preliminary step in the scientific development of the problem. Through the various phases of a complex situation may be studied more objectively. For arriving at the aims and objectives of the present study the researcher has done analysis and interpretation of the data from many angles. It was thus proper to give interpretation first after analysis of each part to make the analysis meaningful.

Thus, the analysis of data means studying the tabulated material in order to determine inherent factors or meanings. It involves breaking down the existing complex factors into simpler parts and putting the parts together in new arrangement for the purpose of interpretation. Thus analysis and interpretations of data help researchers to attack the related problems with appropriate statistical techniques to avoid the unnecessary labor. The data was analyzed with the help of Mean, S.D. Coefficient of Correlation and 't' test as to find out the significance of difference between the means of various groups taken at a time and also to find correlation between variables.

4.1.0 To study the Emotional Intelligence of Secondary school Teachers on the basis of Locale, Board and Gender.

To analyze this objective few sub-objectives are prepared-

4.1.1 To compare the Emotional Intelligence of teachers of Rural and Urban area secondary schools.

The first sub objective of the main objective was to study the difference in emotional intelligence of secondary school teachers of rural and urban area. In order to find out whether there is any significant difference in emotional intelligence of secondary school teachers of rural and urban area; t-value has been calculated. The analysis of the results is shown in the Table 4.01.

Table-4.01: Mean, SD and T-ratio of Emotional Intelligence of Teachers of Rural and Urban area secondary schools

Dimensions	Residence	N	Mean	Std. Deviation	t-ratio
Awareness of Self and Others	Rural	292	297.82	14.017	4.069*
	Urban	292	293.10	14.298	
Professional Orientation	Rural	292	149.55	13.702	3.883*
	Urban	292	145.10	14.298	
Self Regulation	Rural	292	92.79	8.823	2.830*
	Urban	292	90.72	9.002	
Interpersonal Management	Rural	292	194.30	18.212	3.761*
	Urban	292	188.63	18.618	
Emotional Intelligence	Rural	292	736.10	55.091	4.070*
	Urban	292	717.56	56.212	

**Significant at 00.05 level of significance*

From the table-4.01 it is clear that the calculated value of t-ratio - 4.070 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Emotional Intelligence between teachers of Rural and Urban secondary schools” and the research hypothesis is accepted that “There is significant difference in Emotional Intelligence between teachers of Rural and Urban secondary schools”. Hence it is stated that there is significant difference in Emotional Intelligence between teachers of Rural and Urban secondary schools. Table no. 4.01 also shows that t-ratio related to dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are 4.069, 3.883, 2.830 and 3.761 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between teachers of Rural and Urban secondary schools. The graphical representation is shown below in Figure 4.01.

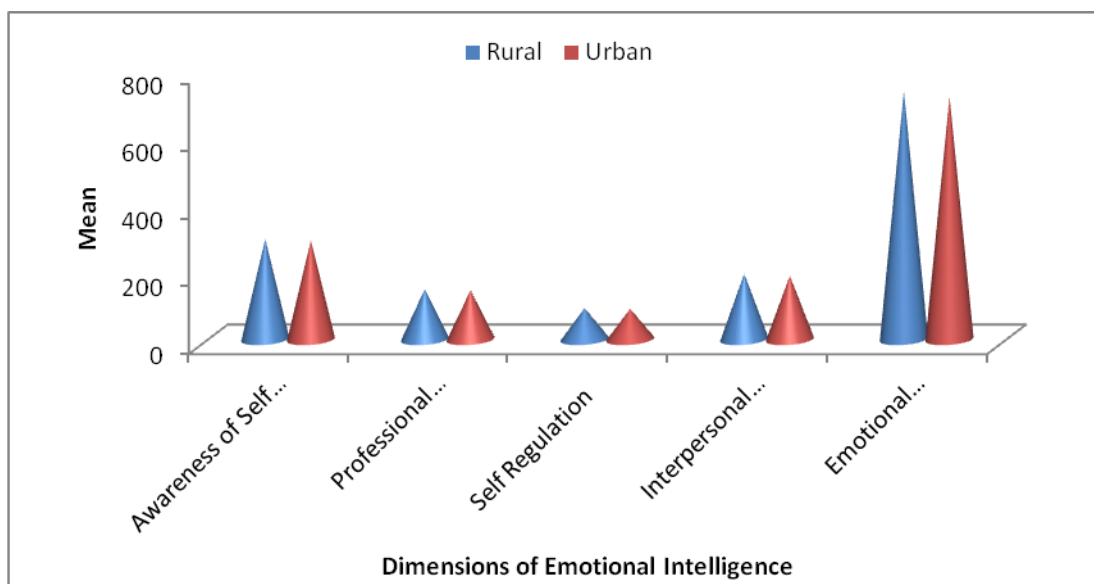


Figure 4.01: Mean of Emotional Intelligence of teachers of Rural and Urban secondary schools

It is observed from Table 4.01 that the Mean of Emotional Intelligence and its dimensions of teachers of Rural secondary schools is Emotional Intelligence - 736.10, Awareness of Self and Others- 297.82, Professional Orientation- 149.55, Self Regulation- 92.79, and Intrapersonal Management- 194.30 which is better than the Mean of Emotional Intelligence and its dimensions of teachers of Urban secondary schools is Emotional Intelligence- 717.56, Awareness of Self and Others- 293.10, Professional Orientation- 145.10, Self Regulation- 90.72, and Intrapersonal Management- 188.63. So it is stated that Emotional Intelligence of teachers of rural secondary schools according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence of teachers of Urban secondary schools. Some possible reasons may be teachers of rural area become more social in nature, humble, and caring to their students than urban teachers. Similar findings were given by Pathan, Y.G. & Pant, B. (2008) and they found that there is no significant difference in Emotional Intelligence between teachers of Rural and Urban secondary schools

4.1.2 To compare the Emotional Intelligence of teachers of secondary schools of UP and CBSE Board.

The Second sub objective of the main objective was to compare the Emotional Intelligence of teachers of secondary schools of UP and CBSE Board. In order to find out whether there is any significant difference in emotional intelligence of secondary school teachers of UP and CBSE board; t-value has been calculated. The analysis of the results is shown in the Table 4.02.

Table-4.02: Mean, SD and T-ratio of Emotional Intelligence of teachers of secondary schools of UP and CBSE Board

Dimensions	Schools	N	Mean	Std. Deviation	t-ratio
Awareness of Self and Others	UP Board	292	293.19	14.568	4.037*
	CBSE Board	292	297.87	13.717	
Professional Orientation	UP Board	292	144.81	14.132	4.553*
	CBSE Board	292	150.00	13.731	
Self Regulation	UP Board	292	90.46	8.983	3.694*
	CBSE Board	292	93.14	8.752	
Interpersonal Management	UP Board	292	188.28	18.759	4.379*
	CBSE Board	292	194.85	17.888	
Emotional Intelligence	UP Board	292	717.91	57.237	4.044*
	CBSE Board	292	736.31	53.951	

**Significant at 00.05 level,*

From the table-4.02 it is clear that the calculated value of t-ratio- 4.044 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Emotional Intelligence between teachers of secondary schools of UP and CBSE Board” and the research hypothesis is accepted that “There is significant difference in Emotional Intelligence between teachers of secondary schools of UP and CBSE Board”. Hence it is stated that there is significant difference in Emotional Intelligence between teachers of secondary schools of UP and CBSE Board. Table

no. 4.02 also shows that t-ratio related to dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are 4.037, 4.553, 3.694 and 4.379 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between UP and CBSE Board of secondary School. Graphical representation is shown below in Figure 4.02

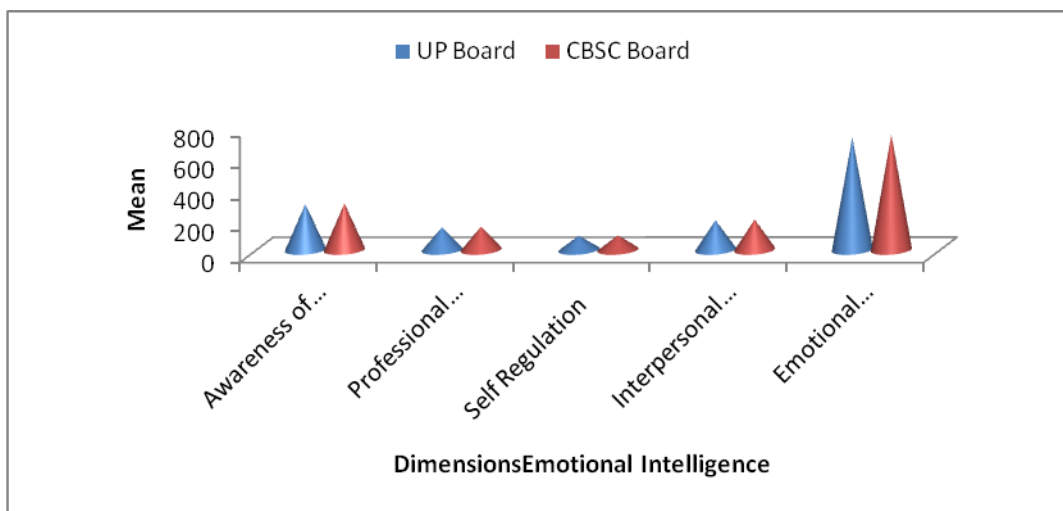


Figure 4.02: Mean of Emotional Intelligence of teachers of secondary schools of UP and CBSE Board

It is observed from Table 4.02 that the Mean of Emotional Intelligence and its dimensions of teachers of secondary schools of UP Board is Emotional Intelligence - 717.91, Awareness of Self and Others- 293.19, Professional Orientation- 144.81, Self Regulation- 90.46, and Intrapersonal Management- 188.28 which is less than the Mean of Emotional Intelligence and its dimensions of teachers of secondary schools of CBSE Board is Emotional Intelligence- 736.31, Awareness of Self and Others- 297.87, Professional Orientation- 150.00, Self Regulation- 93.14, and Intrapersonal Management- 194.85. This difference in Emotional Intelligence and its dimensions as Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between teachers of secondary schools of UP and CBSE Board is significant at 0.05 level of

significance. So it is stated that Emotional Intelligence of teachers of secondary schools of CBSE Board according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence of teachers of secondary schools of UP Board. Probable reason may be teachers of secondary schools of CBSE Board may have more awareness toward themselves, professional commitment and understanding the situations than teachers of secondary schools of UP Board.

4.1.3 To compare the Emotional Intelligence of male and female teachers of secondary schools.

The third sub objective of the main objective was to study to compare the Emotional Intelligence of male and female teachers of secondary schools. In order to find out whether there any significant difference in emotional intelligence of secondary school male and female teachers t-value has been calculated. The analysis of the results is shown in the Table 4.03.

Table-4.03: Mean SD and T-ratio of Emotional Intelligence of Male and female teachers of secondary schools.

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Awareness of Self and Others	Male	292	292.30	13.406	5.600*
	Female	292	298.72	14.564	
Professional Orientation	Male	292	144.98	13.706	4.174*
	Female	292	149.76	14.248	
Self Regulation	Male	292	90.51	8.651	3.490*
	Female	292	930.05	9.115	
Interpersonal Management	Male	292	187.61	17.485	5.250*
	Female	292	195.45	18.938	
Emotional Intelligence	Male	292	714.42	52.747	5.599*
	Female	292	739.65	57.209	

**Significant at 0.05 level*

From the table 4.03 it is clear that the calculated value of t-ratio 5.599 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Emotional Intelligence between Male and female teachers of secondary schools” and the research hypothesis is accepted that “There is significant difference in Emotional Intelligence between Male and female teachers of Secondary School”. Hence it is stated that there is significant difference in Emotional Intelligence between Male and female teachers of Secondary School. Table no. 4.03 also shows that t-ratio related to dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are 5.600, 4.174, 3.490 and 5.250 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between Male and female teachers of secondary School. Graphical representation is shown below in Figure 4.03

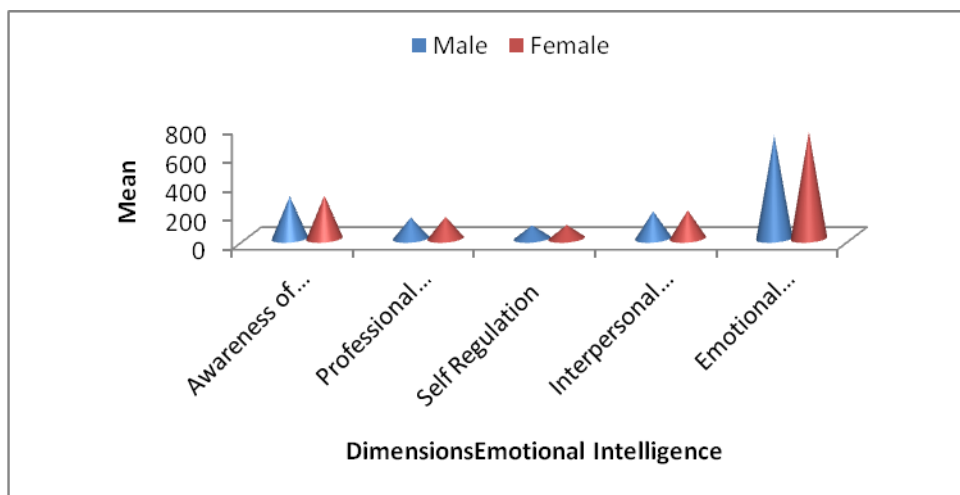


Figure 4.03 : Mean of Emotional Intelligence of Male and female teachers

It is observed from Table 4.03 that the Mean of Emotional Intelligence and its dimensions of Male Teachers of Secondary schools is Emotional Intelligence - 714.42, Awareness of Self and Others- 292.30, Professional Orientation- 144.98,

Self Regulation- 90.51, and Intrapersonal Management- 187.61 which is less than the Mean of Emotional Intelligence and its dimensions of Female Teachers of Secondary schools is Emotional Intelligence- 739.65, Awareness of Self and Others- 298.72, Professional Orientation- 149.76, Self Regulation- 930.05, and Intrapersonal Management- 195.45. This difference in Emotional Intelligence and its dimensions as Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between Male and female teachers of Secondary School is significant at 0.05 level of significance. So it is stated that Emotional Intelligence of female Teachers of Secondary schools according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence and of male Teachers of Secondary schools. Some possible reasons may be those female teachers are being soft in nature, more patience and social towards students than male teachers. This study is supported by the Pamela Lepage (1997) which revealed that female teachers have more emotional intelligence.

4.1.4 To compare the Emotional Intelligence of male and female teachers of secondary schools of UP Board.

The Fourth sub objective of the main objective was to compare the Emotional Intelligence of male and female teachers of secondary schools of UP Board. In order to find out whether there any significant difference in emotional intelligence of secondary school male and female teachers of UP board; t-value has been calculated. The analysis of the results is shown in the Table 4.04.

Table-4.04 : Mean, SD and T-ratio of Emotional Intelligence of Male and female teachers of secondary schools of UP Board

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Awareness of Self and Others	Male	146	289.49	13.268	4.756*
	Female	146	297.17	14.894	
Professional Orientation	Male	146	142.53	13.920	2.958*
	Female	146	147.25	13.995	
Self Regulation	Male	146	89.01	8.849	2.954*
	Female	146	92.01	8.897	
Interpersonal Management	Male	146	183.94	17.285	4.305*
	Female	146	192.95	19.213	
Emotional Intelligence	Male	146	703.36	52.182	4.758*
	Female	146	733.53	58.464	

**Significant at 0 0.05 level*

From the table 4.04 it is clear that the calculated value of t-ratio- 4.758 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Emotional Intelligence between Male and female teachers of secondary schools of UP Board” and the research hypothesis is accepted that “There is significant difference in Emotional Intelligence between Male and female teachers of Secondary School of UP Board”. It stated that there is significant difference in Emotional Intelligence between Male and female teachers of

Secondary School of UP Board. Table no. 4.02 also shows that t-ratio related to dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are 4.756, 2.958, 2.954 and 4.305 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between Male and female teachers of secondary School of UP Board Graphical representation is shown below in Figure 4.04.

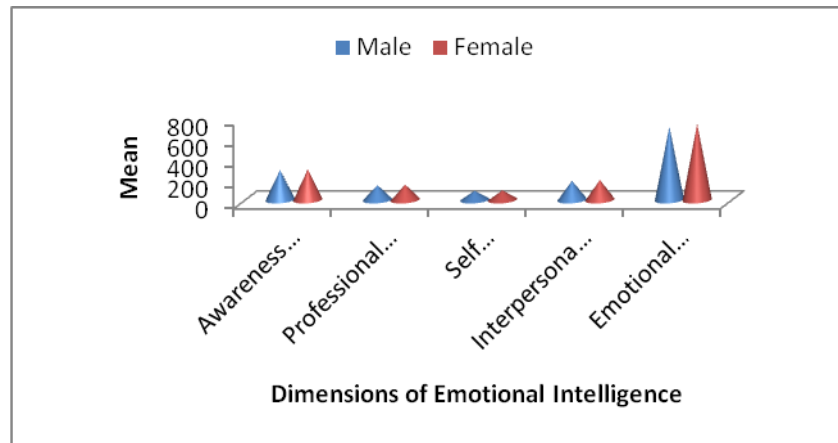


Figure 4.04 : Mean of Emotional Intelligence of Male and female teachers of secondary school of UP Board

It is observed from Table 4.04 that the Mean of Emotional Intelligence and its dimensions of Male Teachers of Secondary schools of UP Board is Emotional Intelligence - 703.36, Awareness of Self and Others- 292.30, Professional Orientation- 297.17, Self Regulation- 89.01, and Intrapersonal Management- 183.94 which is less than the Mean of Emotional Intelligence and its dimensions of Female Teachers of Secondary schools of UP Board is Emotional Intelligence- 733.53, Awareness of Self and Others- 297.17, Professional Orientation- 147.25, Self Regulation- 92.01, and Intrapersonal Management- 192.95. This difference in Emotional Intelligence and its dimensions as Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between Male and female teachers of Secondary School of UP Board is significant at 0.05 level of significance. So it is stated that Emotional Intelligence of female Teachers of Secondary schools of UP Board according to Awareness of Self and Others,

Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence and of male Teachers of Secondary schools of UP Board. Some possible reasons are follows as female teacher are being soft in nature, more patience and social towards students than male teachers of UP Board. This study is supported by the Pamela Lepage (1997) which revealed that female teachers have more emotional intelligence.

4.1.5 To compare the Emotional Intelligence of male and female teachers of secondary schools of CBSE Board.

The Fifth sub objective of the main objective was to compare the Emotional Intelligence of male and female teachers of secondary schools of CBSE Board.

In order to find out whether there is any significant difference in emotional intelligence of secondary school male and female teachers of CBSE board; t-value has been calculated. The analysis of the results is shown in the Table 40.05.

Table-4.05 : Mean, SD and T-ratio of Emotional Intelligence of Male and female teachers of secondary schools of CBSE Board

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Awareness of Self and Others	Male	146	295.40	12.907	3.083*
	Female	146	300.29	14.099	
Professional Orientation	Male	146	147.67	12.987	2.904*
	Female	146	152.29	14.099	
Self Regulation	Male	146	92.16	8.142	1.900
	Female	146	94.10	9.242	
Interpersonal Management	Male	146	191.67	16.853	30.056*
	Female	146	197.99	18.374	
Emotional Intelligence	Male	146	726.63	50.803	3.080*
	Female	146	745.86	55.419	

**Significant at 0.05 level*

From the table-40.05 it is clear that the calculated value of t-ratio- 3.080 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Emotional Intelligence between Male and female teachers of secondary schools of CBSE Board” and the research hypothesis is accepted that “There is significant difference in Emotional Intelligence between Male and female teachers of Secondary School of CBSE Board”. It is stated that there is significant difference in Emotional Intelligence between Male and female teachers of Secondary School of CBSE Board. Table no. 40.05 also shows that t-ratio related to dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation and Intrapersonal Management are 3.083, 2.904 and 30.056 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Emotional Intelligence like Awareness of Self and Others, Professional Orientation and Intrapersonal Management between Male and female teachers of secondary School of CBSE Board. While t-ratio related of dimension of Emotional Intelligence like Self Regulation- 1.900 which is not significant at 0.05 level of significance. Therefore it is stated that there is no significant difference in dimensions of Emotional Intelligence like Self Regulation between Male and female teachers of secondary schools of CBSE Board Graphical representation is shown below Figure 4.05.

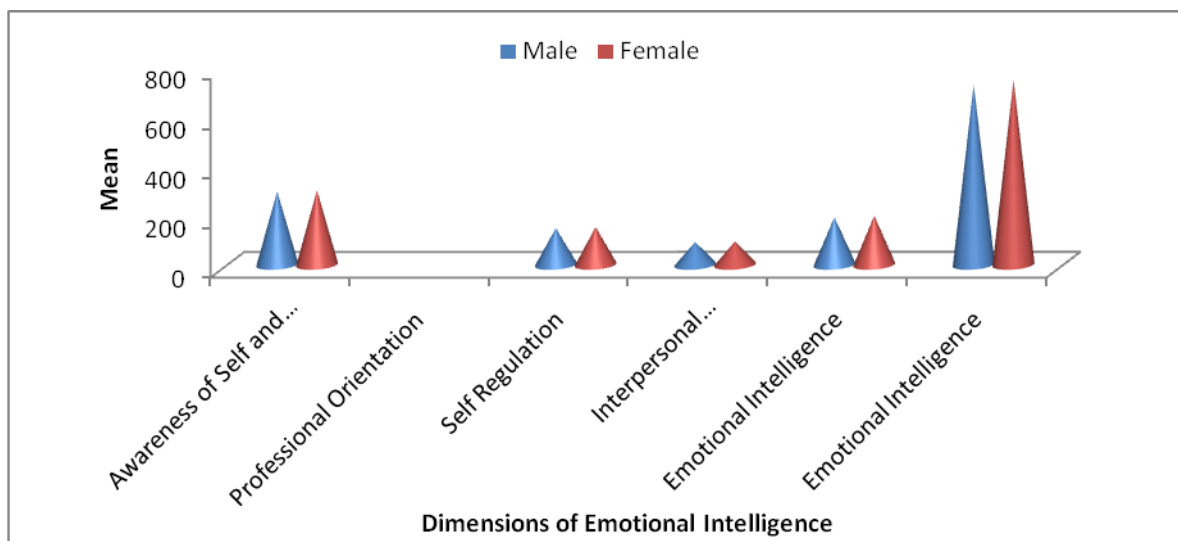


Figure 40.05: Mean of Emotional Intelligence of Male and female teachers of secondary school of CBSE Board

It is observed from Table 40.05 that the Mean of Emotional Intelligence and its dimensions of Male Teachers of Secondary schools of CBSE Board is Emotional Intelligence - 726.63, Awareness of Self and Others- 295.40, Professional Orientation- 147.67 and Intrapersonal Management- 191.67 which is less than the Mean of Emotional Intelligence and its dimensions of Female Teachers of Secondary schools of CBSE Board is Emotional Intelligence- 745.86, Awareness of Self and Others- 300.29, Professional Orientation- 152.29 and Intrapersonal Management- 197.99. This difference in Emotional Intelligence and its dimensions as Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between Male and female teachers of Secondary School of CBSE Board is significant at 0.05 level of significance. So it is stated that Emotional Intelligence of female Teachers of Secondary schools of CBSE Board according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence and of male Teachers of Secondary schools of CBSE Board. Some possible reasons may be female teacher are being soft in nature, more patience and social towards students than male teachers of UP Board. This study supported by the Pamela Lepage (1997) which revealed that female teachers have more emotional intelligence. Mean of dimensions of Emotional Intelligence and of male Teachers of Secondary schools as Self Regulation- 92.16 and the Mean of dimensions of Emotional Intelligence and of female Teachers of Secondary schools as Self Regulation- 94.10. The difference in this dimension is insignificant at 0.05 level of significance. It may be due to sampling error or statistical error.

4.2.0 To study the Teacher Effectiveness of Secondary school Teachers on the basis of Locale, Board and Gender.

To analyze this objective few sub-objectives are prepared-

4.2.1 To compare the Teacher Effectiveness of Rural and Urban teachers of secondary schools.

The first sub objective of the main objective was to compare the Teacher Effectiveness of Rural and Urban teachers of secondary schools. The analysis of the results is shown in the Table 4.21.

Table-4.2.1 : Mean, SD and T-ratio of Teacher Effectiveness of Rural and Urban teachers of secondary schools.

Dimensions	Residence	N	Mean	Std. Deviation	t-ratio
Preparation and Planning for Teaching	Rural	292	92.52	10.088	2.210*
	Urban	292	90.77	9.014	
Classroom Management	Rural	292	94.20	9.282	3.207*
	Urban	292	91.77	9.014	
Knowledge of Subject-Matter	Rural	292	51.56	11.151	1.338
	Urban	292	52.79	11.047	
Teacher Characteristics	Rural	292	91.20	10.400	1.769
	Urban	292	89.77	9.014	
Interpersonal Relations	Rural	292	95.08	9.455	3.015*
	Urban	292	92.77	9.014	
Teacher Effectiveness	Rural	292	424.56	37.356	2.148*
	Urban	292	417.88	37.791	

*significant at 00.05 level

From the table-4.06 it is clear that the calculated value of t-ratio- 2.148 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Teacher Effectiveness between teachers of Rural and Urban secondary schools” and the research hypothesis is accepted that “There is significant difference in Teacher Effectiveness between teachers of Rural and Urban secondary schools”. Hence it is stated that there is significant difference in Teacher Effectiveness between teachers of Rural and Urban secondary schools. Table no. 4.06 also shows that t-ratio related to dimensions of Teacher

Effectiveness like Preparation and Planning for Teaching, Classroom Management and Interpersonal Relations are 2.210, 3.207, and 3.015 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management and Interpersonal Relations between teachers of Rural and Urban secondary schools. While t-ratio related of dimension of Teacher Effectiveness like Knowledge of Subject-Matter- 1.338 and Teacher Characteristics- 1.769 which is not significant at 0.05 level of significance. Therefore it is stated that there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter and Teacher Characteristics between teachers of Rural and Urban secondary schools Graphical representation is shown below.

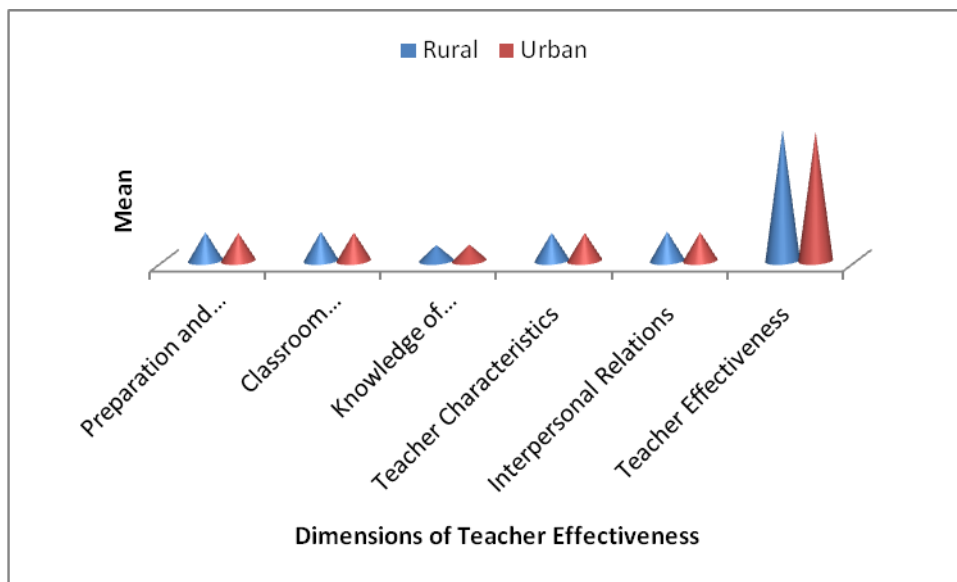


Figure 4.2. : Mean of Teacher Effectiveness of teachers of Rural and Urban of secondary schools

It is observed from Table 4.06 that the Mean of Teacher Effectiveness and its dimensions of teachers of Rural secondary schools is- 424.56, Preparation and Planning for Teaching- 92.52, Classroom Management- 94.20 and Interpersonal Relations- 95.08 which is and the Mean of Teacher Effectiveness and its dimensions of teachers of Urban secondary schools is Teacher Effectiveness- 417.88, Preparation and Planning for Teaching- 90.77, Classroom Management- 91.77 and

Interpersonal Relations- 92.77. This difference in Teacher Effectiveness and its dimensions as Preparation and Planning for Teaching, Classroom Management and Interpersonal Relations between teachers of Rural and Urban teachers of secondary schools is significant at 0.05 level of significance. So it is stated that Teacher Effectiveness of teachers of rural secondary schools according to Preparation and Planning for Teaching, Classroom Management and Interpersonal Relations are comparatively better than Teacher Effectiveness and of teachers of Urban secondary schools. Mean of dimensions of Teacher Effectiveness of teachers of Rural secondary schools as Knowledge of Subject-Matter- 51.56 and Teacher Characteristics- 51.56 and the Mean of dimensions of Teacher Effectiveness of teachers of Urban secondary schools as Knowledge of Subject-Matter- 52.79 and Teacher Characteristics- 89.77. The difference in this dimension is not significant at 0.05 level of significance. So it is stated that according to Knowledge of Subject-Matter and Teacher Characteristics there is similarity between teachers of Rural and Urban secondary schools. Similar study related to this result is given by Buch (1987) and found that there is no significant difference in Teacher Effectiveness between teachers of secondary schools of different Board.) Sushanta Kumar Roul (2004) contradicted this result as found that urban teachers as compared to rural teachers were found significantly superior so far as effective teaching was concerned.

4.2.2 To compare the Teacher Effectiveness of teachers of secondary schools of UP Board and CBSE Board.

Table-4.07 : Mean, SD and T-ratio of Teacher Effectiveness of secondary schools teachers of UP Board and CBSE Board.

Dimensions	Board	N	Mean	Std. Deviation	t-ratio
Preparation and Planning for Teaching	UP Board	292	90.18	9.754	3.736*
	CBSE Board	292	93.12	9.225	
Classroom Management	UP Board	292	91.68	9.313	3.456*
	CBSE Board	292	94.29	8.955	
Knowledge of Subject-Matter	UP Board	292	52.14	11.157	0.071
	CBSE Board	292	52.21	11.075	
Teacher Characteristics	UP Board	292	88.67	10.193	4.584*
	CBSE Board	292	92.30	8.938	
Interpersonal Relations	UP Board	292	92.59	9.334	3.499*
	CBSE Board	292	95.26	9.090	
Teacher Effectiveness	UP Board	292	415.26	36.940	3.866*
	CBSE Board	292	427.18	37.553	

*significant at 0.05 level

From the table-4.07 it is clear that the calculated value of t-ratio- 3.866 is greater than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Teacher Effectiveness between teachers of secondary schools of UP Board and CBSE Board” and the research hypothesis is accepted that “There is significant difference in Teacher Effectiveness between teachers of secondary schools of UP Board and CBSE Board”. Hence it is stated that there is

significant difference in Teacher Effectiveness between Male and female teachers of Secondary School. Table no. 4.07 also shows that t-ratio related to dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are 3.736, 3.456, 4.584 and 3.499 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between teachers of secondary schools of UP Board and CBSE Board. While t-ratio related of dimension of Teacher Effectiveness like Knowledge of Subject-Matter- 0.071 which is not significant at 0.05 level. Therefore it is stated that there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter between teachers of secondary schools of UP Board and CBSE Board. Graphical representation is shown below.

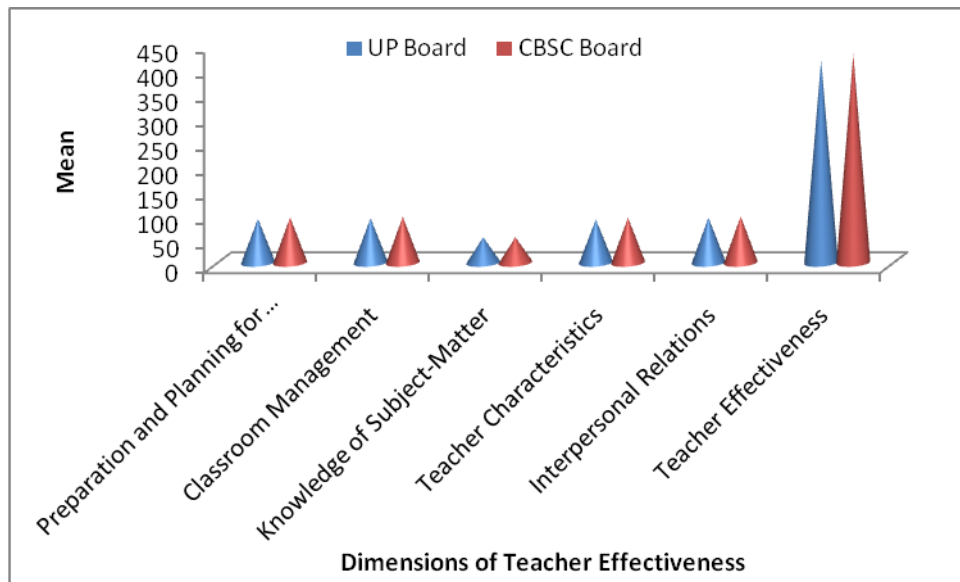


Figure 4.07 : Mean of Teacher Effectiveness of teachers of Secondary schools of UP Board and CBSE Board

It is observed from Table 4.07 that the Mean of Teacher Effectiveness and its dimensions of teachers of secondary schools of UP Board is Teacher Effectiveness- 415.26, Preparation and Planning for Teaching- 90.18, Classroom Management- 91.68, Teacher Characteristics- 88.67, and Interpersonal Relations-

92.59 which is less than the Mean of Teacher Effectiveness and its dimensions of teachers of secondary schools of UP Board is Teacher Effectiveness- 427.18, Preparation and Planning for Teaching- 93.12, Classroom Management- 94.29, Teacher Characteristics- 92.30, and Interpersonal Relations- 95.26. The difference in Teacher Effectiveness and its dimensions as Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between teachers of secondary schools of UP Board and CBSE Board is significant at 0.05 level. So it is stated that Teacher Effectiveness of teachers of secondary schools of CBSE Board according to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of teachers of secondary schools of UP Board. Mean of dimensions of Teacher Effectiveness of teachers of secondary schools of UP Board as Knowledge of Subject-Matter- 52.14 and the Mean of dimensions of Teacher Effectiveness of teachers of secondary schools of CBSE Board as Knowledge of Subject-Matter- 52.21. The difference in this dimension is not significant at 0.05 level. This may be due to sampling error or statistical error. Similar study related to this result was given Arockiadoss, S.A (2005).

4.2.3 To compare the Teacher Effectiveness of male and female teachers of secondary schools.

Table-4.08 : Mean, SD and T-ratio of Teacher Effectiveness of Male and female teachers of secondary schools.

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Preparation and Planning for Teaching	Male	292	89.64	9.129	5.158*
	Female	292	93.65	9.652	
Classroom Management	Male	292	91.11	8.838	5.024*
	Female	292	94.87	9.229	
Knowledge of Subject-Matter	Male	292	51.98	11.283	0.428*
	Female	292	52.37	10.943	
Teacher Characteristics	Male	292	88.49	9.234	5.061*
	Female	292	92.49	9.856	
Interpersonal Relations	Male	292	91.99	8.978	5.150*
	Female	292	95.87	9.229	
Teacher Effectiveness	Male	292	413.20	34.820	5.259*
	Female	292	429.24	38.788	

*significant at 0.05 level

From the table-4.08 it is clear that the calculated value of t-ratio- 5.259 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Teacher Effectiveness between Male and female teachers of secondary schools” and the research hypothesis is accepted that “There is significant difference in Teacher Effectiveness between Male and female teachers of Secondary School”. Hence it is stated that there is significant difference in Teacher Effectiveness between Male and female teachers of Secondary School. Table no. 4.08 also shows that t-ratio related to dimensions of Teacher

Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are 5.158, 5.024, 5.061 and 5.150 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of secondary School. While t-ratio related of dimension of Teacher Effectiveness like Knowledge of Subject-Matter- 0.428 which is not significant at 0.05 level. Therefore it is stated that there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter between Male and female teachers of secondary schools Graphical representation is shown below.

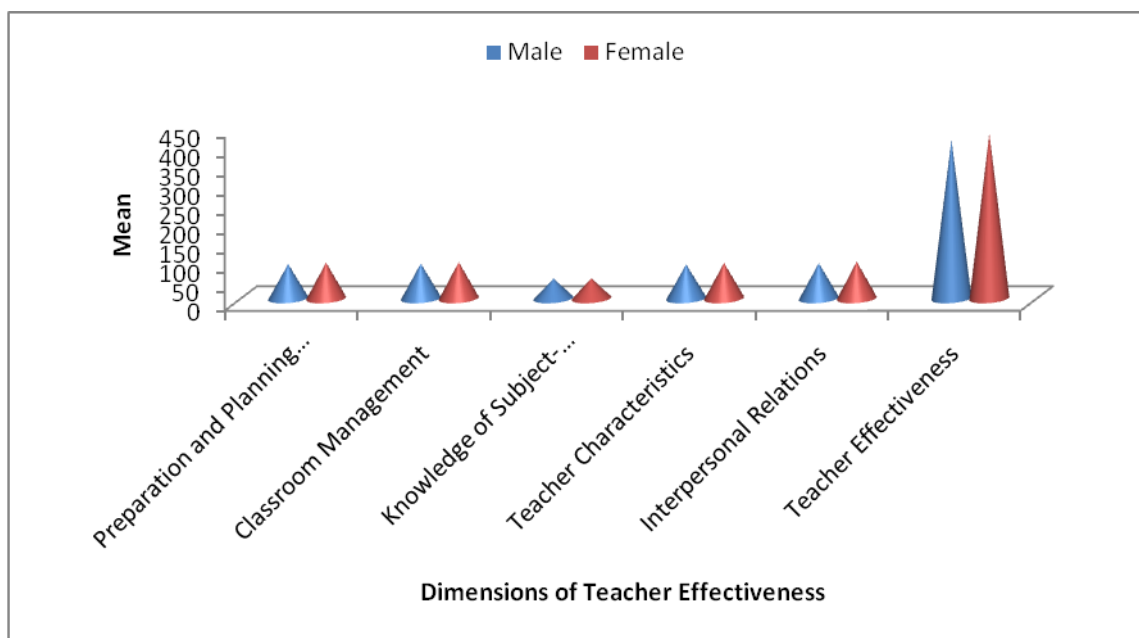


Figure 4.08: Mean of Teacher Effectiveness of Male and female teachers

It is observed from Table 4.08 that the Mean of Teacher Effectiveness and its dimensions of Male Teachers of Secondary schools is Teacher Effectiveness-413.20, Preparation and Planning for Teaching- 89.64, Classroom Management-91.11, Teacher Characteristics- 88.49, and Interpersonal Relations- 91.99 which is less than the Mean of Teacher Effectiveness and its dimensions of Female Teachers of Secondary schools is Teacher Effectiveness- 429.24, Preparation and Planning

for Teaching- 93.65, Classroom Management- 94.87, Teacher Characteristics- 88.49, and Interpersonal Relations- 95.87. The difference in Teacher Effectiveness and its dimensions as Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of Secondary School is significant at 0.05 level of significance. So it is stated that Teacher Effectiveness of female Teachers of Secondary schools according to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of male Teachers of Secondary schools. Probable reason may be female teachers are more sincere in their jobs. Sharma (1978) reported that – in respect to success in teaching, female teachers were found significantly superior to male teachers. Similarly, Pachauri (1983) made an attempt to study the effect of sex on teaching proficiency of secondary school teachers in Agra. The study reveals that female teachers were found more proficient in teaching than male teachers.

4.2.4 To compare the Teacher Effectiveness of male and female teachers of secondary schools of UP Board.

Table-4.09 : Mean, SD and T-ratio of Teacher Effectiveness of Male and female teachers of secondary schools of UP Board.

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Preparation and Planning for Teaching	Male	146	88.12	8.780	3.683*
	Female	146	92.24	10.263	
Classroom Management	Male	146	89.70	8.704	3.717*
	Female	146	93.66	9.508	
Knowledge of Subject-Matter	Male	146	52.03	11.301	0.162
	Female	146	52.25	11.049	
Teacher Characteristics	Male	146	86.43	9.282	3.836*
	Female	146	90.90	10.598	
Interpersonal Relations	Male	146	90.52	8.705	3.884*
	Female	146	94.66	9.508	

Teacher Effectiveness	Male	146	406.81	32.048	4.012*
-----------------------	------	-----	--------	--------	--------

*significant at 0.05 level

From the table-4.09 it is clear that the calculated value of t-ratio- 4.012 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Teacher Effectiveness between Male and female teachers of secondary schools of UP Board” and the research hypothesis is accepted that “There is significant difference in Teacher Effectiveness between Male and female teachers of Secondary School of UP Board”. Hence it is stated that there is significant difference in Teacher Effectiveness between Male and female teachers of Secondary Schools of UP Board. Table no. 4.09 also shows that t-ratio related to dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are 3.683, 3.717, 3.836 and 3.884 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of secondary School of UP Board. While t-ratio related of dimension of Teacher Effectiveness like Knowledge of Subject-Matter- 0.162 which is not significant at 0.05 level. Therefore it is stated that there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter between Male and female teachers of secondary schools of UP Board Graphical representation is shown below.

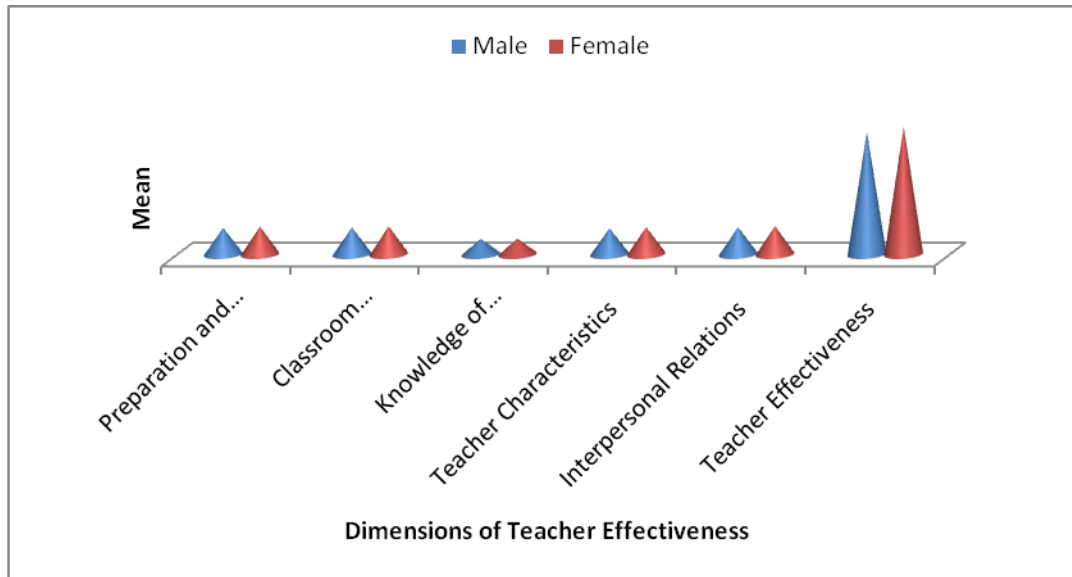


Figure 4.09 : Mean of Teacher Effectiveness of Male and female teachers of secondary schools of UP Board.

It is observed from Table 4.09 that the Mean of Teacher Effectiveness and its dimensions of Male Teachers of Secondary schools of UP Board is Teacher Effectiveness- 406.81, Preparation and Planning for Teaching- 88.12, Classroom Management- 89.70, Teacher Characteristics- 86.43, and Interpersonal Relations- 90.52 which is less than the Mean of Teacher Effectiveness and its dimensions of Female Teachers of Secondary schools of UP Board is Teacher Effectiveness- 423.72, Preparation and Planning for Teaching- 92.24, Classroom Management- 93.66, Teacher Characteristics- 90.90, and Interpersonal Relations- 94.66. The difference in Teacher Effectiveness and its dimensions as Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of Secondary School of UP Board is significant at 0.05 level. So it is stated that Teacher Effectiveness of female Teachers of Secondary schools of UP Board according to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of male Teachers of Secondary schools UP Board. Mean of dimensions of Teacher Effectiveness and of male Teachers of Secondary schools UP Board as Knowledge of Subject-Matter- 52.03 and the Mean of dimensions of Teacher Effectiveness and of female Teachers of Secondary schools of UP Board as Knowledge of Subject-Matter- 52.25. So it is

stated that according to Knowledge of Subject-Matter there is no significant difference between Male and female teachers of Secondary School of UP Board as both are equally qualified. Probable reason for the difference in teacher effectiveness may be because female teachers are more sincere in their jobs. Some similar researches are supported by Adegbile (2008), Prakasham, D. (1986).

4.2.5 To compare the Teacher Effectiveness of male and female teachers of secondary schools of CBSE Board.

Table-4.10 : Mean, SD and T-ratio of Teacher Effectiveness of Male and female teachers of secondary schools of CBSE Board.

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Preparation and Planning for Teaching	Male	146	91.16	9.246	3.694*
	Female	146	95.07	8.810	
Classroom Management	Male	146	92.52	8.775	3.448*
	Female	146	96.07	8.810	
Knowledge of Subject-Matter	Male	146	51.92	11.305	0.443
	Female	146	52.49	10.872	
Teacher Characteristics	Male	146	90.54	8.744	3.434*
	Female	146	94.07	8.810	
Interpersonal Relations	Male	146	93.45	9.036	3.463*
	Female	146	97.07	8.810	
Teacher Effectiveness	Male	146	419.60	36.384	3.519*
	Female	146	434.77	37.290	

*significant at 0.05 level

From the table-4.10 it is clear that the calculated value of t-ratio- 3.519 is greater than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Teacher Effectiveness between Male and female teachers of secondary schools of CBSE Board” and the research hypothesis is accepted that “There is significant difference in Teacher Effectiveness between Male and female teachers of Secondary School of CBSE Board”. Hence it is stated that there is significant difference in Teacher Effectiveness between Male and female teachers of Secondary Schools of CBSE Board. Table no. 4.10 also shows that t-ratio related to dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are 3.694, 3.448, 3.434 and 3.463 which is significant at 0.05 level of

significance. Hence it is stated that there is significant difference in all dimensions of Teacher Effectiveness like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of secondary School of CBSE Board. While t-ratio related of dimension of Teacher Effectiveness like Knowledge of Subject-Matter- 0.443 which is not significant at 0.05 level. Therefore it is stated that there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter between Male and female teachers of secondary schools of CBSE Board Graphical representation is shown below.

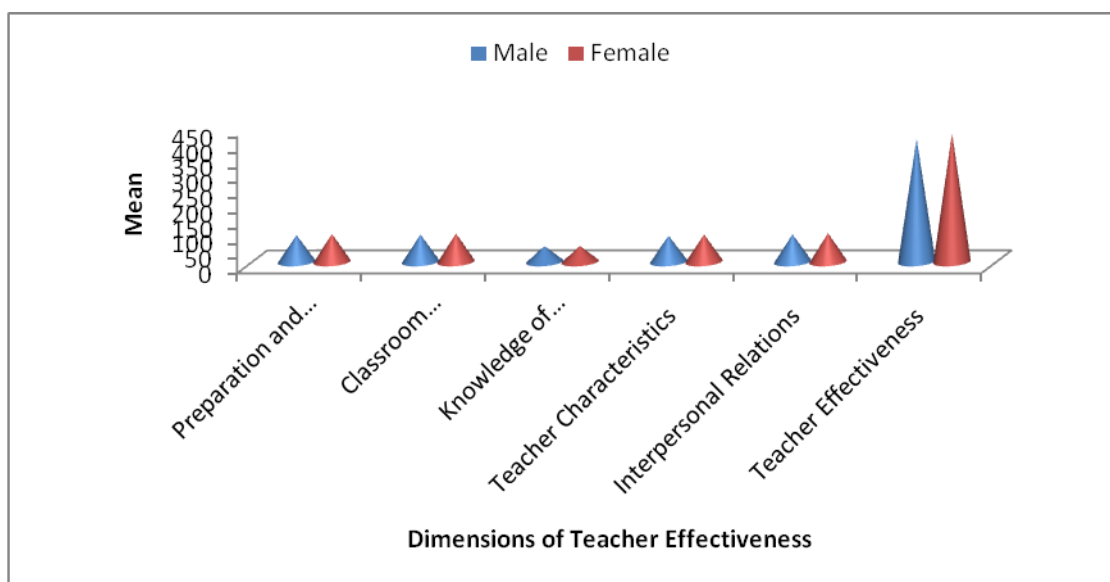


Figure 4.10

Mean of Teacher Effectiveness of Male and female teachers schools of CBSE Board

It is observed from Table 4.10 that the Mean of Teacher Effectiveness and its dimensions of Male Teachers of Secondary schools of CBSE Board is Teacher Effectiveness- 419.60, Preparation and Planning for Teaching- 91.16, Classroom Management- 92.52, Teacher Characteristics- 90.54 and Interpersonal Relations- 93.45 which is less than the Mean of Teacher Effectiveness and its dimensions of Female Teachers of Secondary schools of CBSE Board is Teacher Effectiveness- 434.77, Preparation and Planning for Teaching- 95.07, Classroom Management- 96.07, Teacher Characteristics- 94.07 and Interpersonal Relations- 97.07. This difference in Teacher Effectiveness and its dimensions as Preparation and Planning

for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of Secondary School of CBSE Board is significant at 0.05 level of significance. So it is stated that Teacher Effectiveness of female Teachers of Secondary schools of CBSE Board according to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of male Teachers of Secondary schools CBSE Board. Mean of dimensions of Teacher Effectiveness and of male Teachers of Secondary schools CBSE Board as Knowledge of Subject-Matter- 51.92 and the Mean of dimensions of Teacher Effectiveness and of female Teachers of Secondary schools of CBSE Board as Knowledge of Subject-Matter- 52.49. So it is stated that according to Knowledge of Subject-Matter there is no significant difference between Male and female teachers of Secondary School of CBSE Board as both may be equally qualified. Probable reason for the difference in teacher effectiveness may be because female teachers are more sincere in their jobs. Some researchers supported this result Buch (1987), Adegbile (2008).

4.3.0 To study the Professional Commitment of Secondary school Teachers on the basis of Locale, Board and Gender.

To analyze this objective few sub-objectives are prepared-

4.3.1 To compare the Professional Commitment of teachers Rural and Urban secondary schools.

Table-4.11: Mean, SD and T-ratio of Professional Commitment of teachers of Rural and Urban secondary schools.

Dimensions	Residence	N	Mean	Std. Deviation	t-ratio
Commitment to Learner	Rural	292	25.42	4.714	3.078*
	Urban	292	26.60	4.595	
Commitment to Society	Rural	292	26.03	4.948	4.093*
	Urban	292	27.65	4.707	
Commitment to Profession	Rural	292	25.51	4.585	0.601
	Urban	292	25.73	4.620	
Commitment to Attain Excellence	Rural	292	28.46	4.759	2.964*
	Urban	292	29.64	4.961	
Commitment to Basic Human Value	Rural	292	28.96	4.912	5.195*
	Urban	292	31.16	5.441	
Professional Commitment	Rural	292	134.38	13.341	5.639*
	Urban	292	140.78	14.357	

*significant at 0.05 level

From the table-4.11 it is clear that the calculated value of t-ratio - 5.639 is greater than the table value at 0.05 level of significance. Therefore the null

hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Professional Commitment between teachers of Rural and Urban secondary schools” and the research hypothesis is accepted that “There is significant difference in Professional Commitment between teachers of Rural and Urban secondary schools”. Hence it is stated that there is significant difference in Professional Commitment between Male and female teachers of Secondary School. Table no. 4.11 also shows that t-ratio related to dimensions of Professional Commitment like Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value are 3.078, 4.093, 2.964 and 5.195 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Professional Commitment like Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value between teachers of Rural and Urban secondary schools. While t-ratio related of dimension of Professional Commitment like Commitment to Profession 0.601 which is not significant at 0.05 level of significance. Therefore it is stated that there is no significant difference in dimensions of Professional Commitment like Commitment to Profession between teachers of Rural and Urban secondary schools. Graphical representation is shown below.

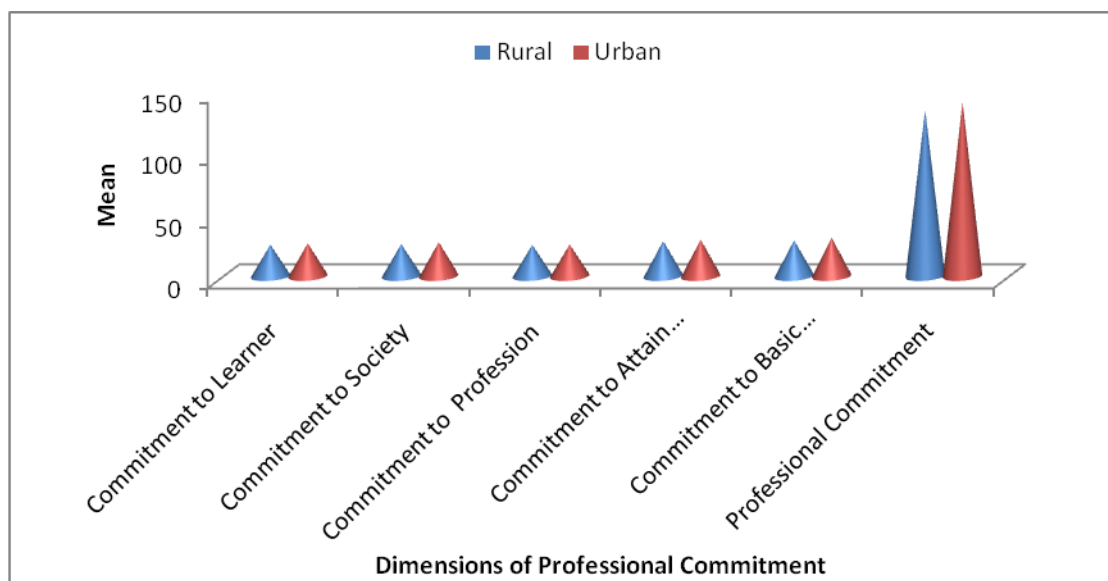


Figure 4.11 : Mean of Professional Commitment of teachers of Rural and Urban secondary schools

It is observed from Table 4.11 that the Mean of Professional Commitment and its dimensions of teachers of Rural secondary schools is Professional Commitment - 134.38, Commitment to Learner- 25.42, Commitment to Society- 26.03, Commitment to Attain Excellence- 28.46, and Commitment to Basic Human Value- 28.96 which is less than the Mean of Professional Commitment and its dimensions of Urban secondary schools is Professional Commitment- 140.78, Commitment to Learner- 26.60, Commitment to Society- 27.65, Commitment to Attain Excellence- 29.64, and Commitment to Basic Human Value- 31.16. The difference in Professional Commitment and its dimensions as Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value between teachers of Rural and Urban secondary schools is significant at 0.05 level of significance. So it is stated that Professional Commitment of teachers of Urban secondary schools according to Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value are comparatively better than Professional Commitment of teachers of rural secondary schools. The probable reason may be rural secondary schools have no sufficient infrastructure, expatriation in subjects, no good learning environments than urban schools. Few related researches supported this result Kushman (1992) found that Professional Commitment of teachers of Urban secondary schools are comparatively better than Professional Commitment of teachers of rural secondary schools. Mean of dimensions of Professional Commitment of teachers of Rural secondary schools as Commitment to Profession- 25.51 and the Mean of dimensions of Professional Commitment of teachers of Urban secondary schools as Commitment to Profession- 25.73. The exits difference in this dimension is not significant at 0.05 level. So it is stated that according to Commitment to Profession there is no significant difference between teachers of Rural and Urban secondary schools and both teachers are commit to their profession. This difference indicates that it is may be due to sampling error or statistical error.

4.3.2 To compare the Professional Commitment of teachers of secondary schools of UP Board and CBSE Board.

Table-4.12 : Mean, SD and T-ratio of Professional Commitment of teachers of secondary schools of UP Board and CBSE Board.

Dimensions	Board	N	Mean	Std. Deviation	t-ratio
Commitment to Learner	UP Board	292	25.29	4.637	3.890*
	CBSE Board	292	26.77	4.629	
Commitment to Society	UP Board	292	27.46	4.896	3.204*
	CBSE Board	292	26.19	4.811	
Commitment to Profession	UP Board	292	25.96	4.554	1.895
	CBSE Board	292	25.25	4.628	
Commitment to Attain Excellence	UP Board	292	28.54	5.003	2.601*
	CBSE Board	292	29.58	4.723	
Commitment to Basic Human Value	UP Board	292	29.03	5.138	4.973*
	CBSE Board	292	31.15	5.250	
Professional Commitment	UP Board	292	136.30	14.506	2.278*
	CBSE Board	292	138.93	13.788	

*significant at 0.05 level

From the table-4.12 it is clear that the calculated value of t-ratio- 2.278 is greater than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant difference in Professional Commitment between teachers of secondary schools of UP Board and CBSE Board” and the research hypothesis is accepted that “There is significant difference in Professional Commitment between teachers of secondary schools of UP Board and CBSE Board”. Hence it is stated that there is significant difference in Professional Commitment between Male and female teachers of Secondary School. Table no. 4.12 also shows that t-ratio related to dimensions of Professional Commitment like Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value are 3.890, 3.204, 2.601 and 4.973 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in all dimensions of Professional Commitment like Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value between teachers of secondary schools of UP Board and CBSE Board. While t-ratio related of dimension of Professional Commitment like Commitment to Profession 1.895 which is not significant at 0.05 level. Therefore it is stated that there is no significant difference in dimensions of Professional Commitment like Commitment to Profession between teachers of secondary schools of UP Board and CBSE Board. Graphical representation is shown below.

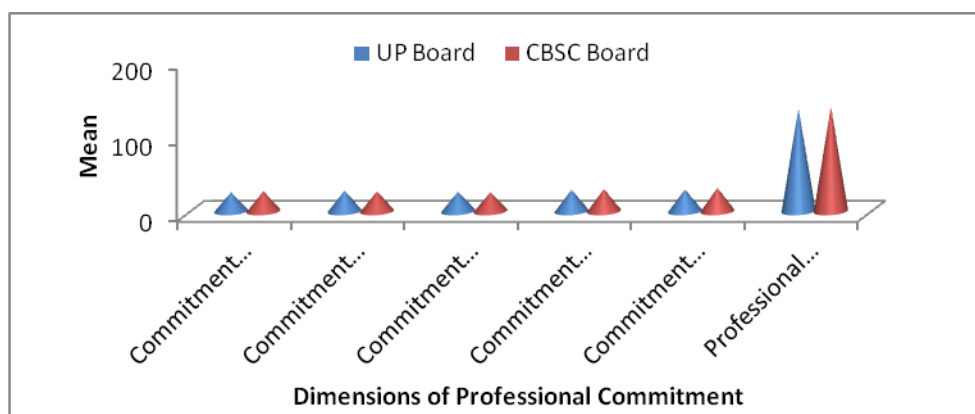


Figure 4.12 : Mean of Professional Commitment of teachers of secondary schools of UP Board and CBSE Board

It is observed from Table 4.12 that the Mean of Professional Commitment and its dimensions of teachers of secondary schools of UP Board is Professional Commitment - 136.30, Commitment to Learner- 25.29, Commitment to Society- 27.46, Commitment to Attain Excellence- 28.54, and Commitment to Basic Human Value- 29.03 which is less than the Mean of Professional Commitment and its dimensions of teachers of secondary schools of UP Board is Professional Commitment- 138.93, Commitment to Learner- 26.77, Commitment to Society- 26.19, Commitment to Attain Excellence- 29.58, and Commitment to Basic Human Value- 31.15. Difference in Professional Commitment and its dimensions as Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value between teachers of secondary schools of UP Board and CBSE Board is significant at 0.05. So it is stated that Professional Commitment of teachers of secondary schools of CBSE Board according to Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value are comparatively better than Professional Commitment and of teachers of secondary schools of UP Board. Possible reasons may be teacher of CBSE board are more punctual, disciplined and competent to their subjects. Similar results were shown by Thorton (1970), P K Naik, Atindra Nath Dutta and Tumpa Pal (2017).

4.3.3 To compare the Professional Commitment of male and female teachers of secondary schools.

Table-4.13 : Mean, SD and T-ratio of Professional Commitment of Male and female teachers of secondary schools.

Dimension	Gender	N	Mean	Std. Deviation	t-ratio
Commitment to Learner	Male	292	25.58	4.572	2.260*
	Female	292	26.45	4.773	
Commitment to Society	Male	292	26.56	4.962	1.404
	Female	292	27.13	4.811	
Commitment to Profession	Male	292	25.50	4.502	0.627
	Female	292	25.74	4.704	
Commitment to Attain Excellence	Male	292	28.75	4.964	1.495
	Female	292	29.35	4.807	
Commitment to Basic Human Value	Male	292	29.69	5.438	1.740
	Female	292	30.44	5.125	
Professional Commitment	Male	292	136.10	14.711	2.603*
	Female	292	139.11	13.532	

*significant at 0.05 level

From the table-4.13 it is clear that the calculated value of t-ratio- 5.639 is greater than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no

significant difference in Professional Commitment between male and female teachers of secondary schools” and the research hypothesis is accepted that “There is significant difference in Professional Commitment between male and female teachers of secondary schools”. Hence it is stated that there is significant difference in Professional Commitment between Male and female teachers of Secondary School. Table no. 4.13 also shows that t-ratio related to dimensions of Professional Commitment like Commitment to Learner is 2.260 which is significant at 0.05 level of significance. Hence it is stated that there is significant difference in dimensions of Professional Commitment like Commitment to Learner between male and female teachers of secondary schools. While t-ratio related of dimension of Professional Commitment like Commitment to Society-1.404, Commitment to Profession- 0.627, Commitment to Attain Excellence-1.495 and Commitment to Basic Human Value-1.740 which is not significant at 0.05 level. Therefore it is stated that there is no significant difference in dimensions of Professional Commitment like Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, and Commitment to Basic Human Value between male and female teachers of secondary schools Graphical representation is shown below.

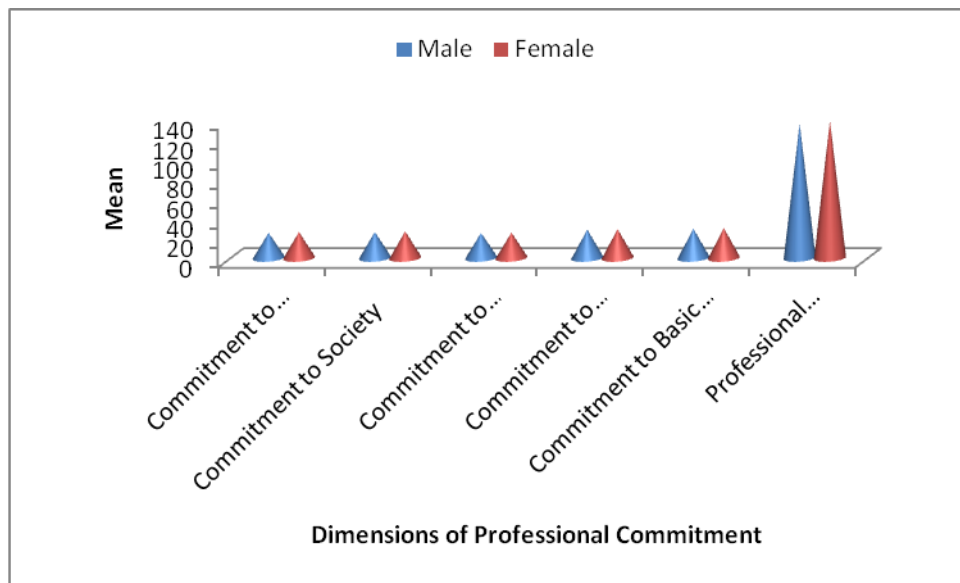


Figure 4.13 : Mean of Professional Commitment of male and female teachers of secondary schools

It is observed from Table 4.13 that the Mean of Professional Commitment and its dimensions of male teachers of secondary schools is Professional Commitment - 136.10 and Commitment to Learner is 25.58 which is less than the Mean of Professional Commitment and its dimensions of female teachers of secondary schools is Professional Commitment- 139.11 and Commitment to Learner is 26.45. The difference in Professional Commitment and its dimensions as Commitment to Learner between male and female teachers of secondary schools is significant at 0.05 level. So it is stated that Professional Commitment of female teachers of secondary schools according to Commitment to Learner are comparatively better than Professional Commitment of male teachers of secondary schools. Mean of dimensions of Professional Commitment of male teachers of secondary schools as Commitment to Society- 26.56, Commitment to Profession- 25.50, Commitment to Attain Excellence- 28.75 and Commitment to Basic Human Value-29.69 and the Mean of dimensions of Professional Commitment of female teachers of secondary schools as Commitment to Society- 27.13, Commitment to Profession- 25.74, Commitment to Attain Excellence- 29.35 and Commitment to Basic Human Value- 30.44. The difference in this dimension is not significant at 0.05 level. So it is stated that according to Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, and Commitment to Basic Human Value there is no significant difference between male and female teachers of secondary schools and both teachers are committed to their profession. Some researches supported this study Sharma's (1994), Haidaree,R (1999), Zolfagharnasab, M (2003) found that There was no significant difference between male and female teachers with regard to their level of professional commitment. Some researches contradicted to this result as Singh K and Shifflette L (1996) found that female teachers feel more committed to their profession than male teachers

4.3.4 To compare the Professional Commitment of male and female teachers of secondary schools of UP Board.

Table-4.14 : Mean, SD and T-ratio of Professional Commitment of male and female teachers of secondary schools of UP Board

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Commitment to Learner	Male	146	25.03	4.613	0.868
	Female	146	25.50	4.696	
Commitment to Society	Male	146	27.03	5.027	1.883
	Female	146	28.07	4.529	
Commitment to Profession	Male	146	26.01	4.379	0.139
	Female	146	26.08	4.764	
Commitment to Attain Excellence	Male	146	27.93	5.391	2.049*
	Female	146	29.11	4.612	
Commitment to Basic Human Value	Male	146	27.93	5.391	3.732*
	Female	146	30.11	4.735	
Professional Commitment	Male	146	133.93	16.005	2.966*
	Female	146	138.88	12.689	

*significant at 0.05 level

From the table-4.14 it is clear that the calculated value of t-ratio- 2.966 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level that “There is no significant difference in Professional Commitment between male and female teachers of secondary

schools of UP Board” and the research hypothesis is accepted that “There is significant difference in Professional Commitment between male and female teachers of secondary schools of UP Board”. Hence it is stated that there is significant difference in Professional Commitment between Male and female teachers of Secondary School of UP Board. Table no. 4.14 also shows that t-ratio related to dimensions of Professional Commitment like Commitment to Attain Excellence- 2.049 and Commitment to Basic Human Value-3.732 which is significant at 0.05. Hence it is stated that there is significant difference in dimensions of Professional Commitment like Commitment to Attain Excellence, and Commitment to Basic Human Value between male and female teachers of secondary schools of UP Board. While t-ratio related of dimension of Professional Commitment like Commitment to Learner is 0.868, Commitment to Society-1.883 and Commitment to Profession- 0.139 which is not significant at 0.05 level. Therefore it is stated that there is no significant difference in dimensions of Professional Commitment like Commitment to Learner Commitment to Society, Commitment to Profession between male and female teachers of secondary schools of UP Board Graphical representation is shown below.

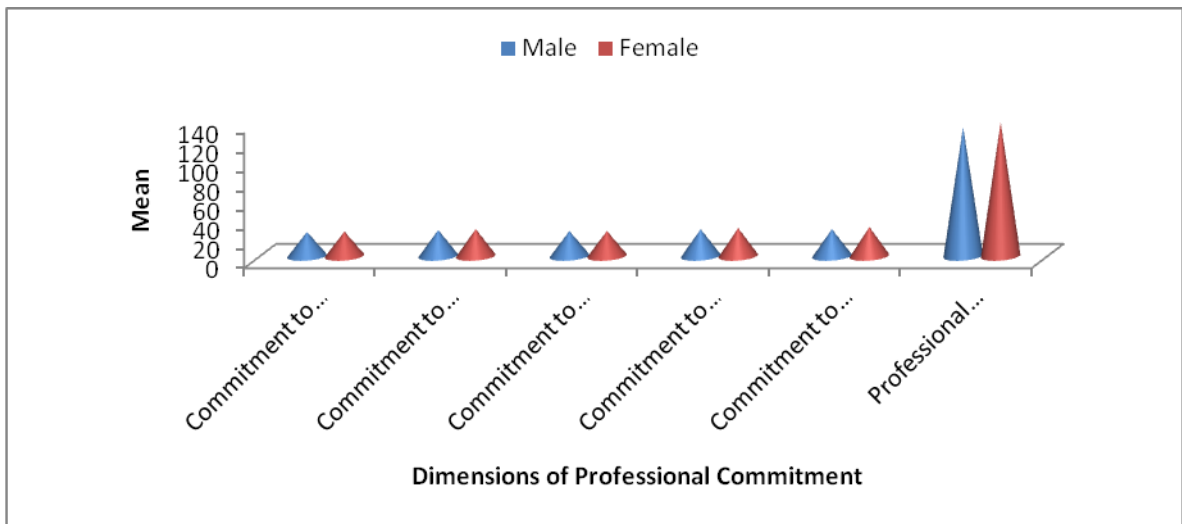


Figure 4.14 : Mean of Professional Commitment of male and female teachers of secondary schools of UP Board

It is observed from Table 4.14 that the Mean of Professional Commitment and its dimensions of male teachers of secondary schools of UP Board is

Professional Commitment- 133.93, Commitment to Attain Excellence- 27.93 and Commitment to Basic Human Value-27.93 which is less than the Mean of Professional Commitment and its dimensions of female teachers of secondary schools of UP Board is Professional Commitment- 138.88, Commitment to Attain Excellence- 29.11 and Commitment to Basic Human Value- 30.11. The difference in Professional Commitment and its dimensions as Commitment to Learner between male and female teachers of secondary schools of UP Board is significant at 0.05 level. So it is stated that Professional Commitment of female teachers of UP Board of secondary schools according to Commitment to Attain Excellence and Commitment to Basic Human Value are comparatively better than Professional Commitment and of male teachers of secondary schools of UP Board. Similar findings were given by Singh K and Shifflette L (1996). They studied and found that female teachers feel more committed to their profession than male teachers

Mean of dimensions of Professional Commitment of male teachers of secondary schools as Commitment to Learner- 25.03, Commitment to Society- 27.03 and Commitment to Profession- 26.01 and the Mean of dimensions of Professional Commitment of female teachers of secondary schools of UP Board as Commitment to Learner- 25.50, Commitment to Society- 28.07 and Commitment to Profession- 26.08. The difference in this dimension not significant at 0.05 level. Some researches supported these results Sharma (1994), Haidaree, R (1999), Zolfagharnasab, M (2003) found that there was no significant difference between male and female teachers with regard to their level of professional commitment.

4.3.5 To compare the Professional Commitment of male and female teachers of secondary schools of CBSE Board.

Table-4.15 : Mean, SD and T-ratio of Professional Commitment of male and female teachers of secondary schools of CBSE Board.

Dimensions	Gender	N	Mean	Std. Deviation	t-ratio
Commitment to Learner	Male	146	26.17	4.515	2.536*
	Female	146	27.52	4.726	
Commitment to Society	Male	146	25.99	4.945	0.522
	Female	146	26.28	4.785	
Commitment to Profession	Male	146	25.00	4.630	0.680
	Female	146	25.36	4.545	
Commitment to Attain Excellence	Male	146	29.59	4.334	0.061
	Female	146	29.56	5.067	
Commitment to Basic Human Value	Male	146	31.51	4.877	1.560
	Female	146	30.57	5.536	
Professional Commitment	Male	146	138.26	13.067	0.654
	Female	146	139.29	14.259	

*significant at 0.05 level

From the table-4.15 it is clear that the calculated value of t-ratio- 0.654 is less than the table value at 0.05 level of significance. Therefore the null hypothesis is accepted at 0.05 level of significance that “There is no significant difference in Professional Commitment between male and female teachers of

secondary schools of CBSE Board” and the research hypothesis is rejected that “There is significant difference in Professional Commitment between male and female teachers of secondary schools of CBSE Board”. Hence it is stated that there is no significant difference in Professional Commitment between Male and female teachers of Secondary School of CBSE Board. Table no. 4.15 also shows that t-ratio related to dimension of Professional Commitment like Commitment to Learner – 2.536 which is significant at 0.05 level. Hence it is stated that there is significant difference in dimensions of Professional Commitment like Commitment to Learner between male and female teachers of secondary schools of CBSE Board. While t-ratio related of dimension of Professional Commitment like Commitment to Society- 1.883, Commitment to Profession- 0.139, Commitment to Attain Excellence- 0.061 and Commitment to Basic Human Value- 1.560 which is not significant at 0.05 level of significance. Therefore it is stated that there is no significant difference in dimensions of Professional Commitment like Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, and Commitment to Basic Human Value between male and female teachers of secondary schools of CBSE Board Graphical representation is shown below.

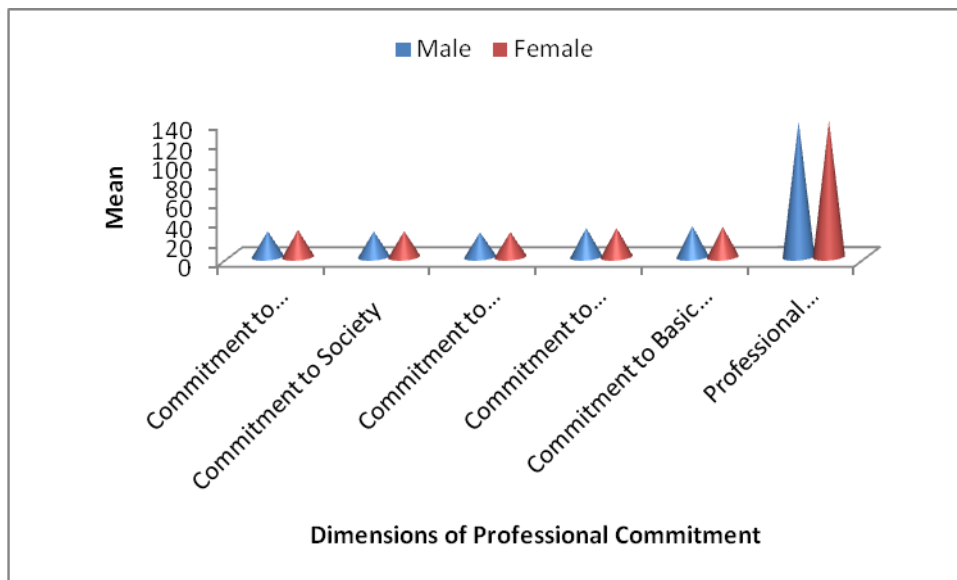


Figure 4.15 : Mean of Professional Commitment of male and female teachers of secondary schools of CBSE Board

It is observed from Table 4.15 that the Mean of Professional Commitment and its dimensions of male teachers of secondary schools of CBSE Board is Professional Commitment- 138.26, Commitment to Society- 25.99, Commitment to Profession- 25.00, Commitment to Attain Excellence- 29.59 and Commitment to Basic Human Value- 31.51 and the Mean of dimensions of Professional Commitment of female teachers of secondary schools of CBSE Board is Professional Commitment- 139.29, Commitment to Society- 26.28, Commitment to Profession- 25.36, Commitment to Attain Excellence- 29.56 and Commitment to Basic Human Value- 30.57. The difference in these dimension is not significant at 0.05 level of significance. So it is stated that according to Professional Commitment and its dimensions as Commitment to Society, Commitment to Profession Commitment to Attain Excellence, and Commitment to Basic Human Value there is no significant difference between male and female teachers of secondary schools of CBSE Board and both teachers are commit to their profession. The difference in dimensions of Professional Commitment as Commitment to Learner between male and female teachers of secondary schools of CBSE Board is significant at 0.05 level. The may be due to statistical error. Similar findings were given by Sharma (1994), Haidaree, R (1999), Zolfagharnasab, M. (2003) found that there was no significant difference between male and female teachers with regard to their level of professional commitment.

4.4.0 To find out the relationship between Emotional Intelligence and Teacher Effectiveness of secondary school Teachers on the basis of Locale, Board and Gender.

To analyze this objective few sub-objectives are prepared.

4.4.1 To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools.

Table-4.16 : Mean, SD and Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools.

Variable	N	Minimum	Maximum	r-value
----------	---	---------	---------	---------

Emotional Intelligence	584	643	886	0.907*
Teacher Effectiveness	584	288	542	

*. Correlation is significant at the 00.05 level

From the table-4.16 it is clear that the calculated r-value 0.907 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools. Graphical representation is shown below.

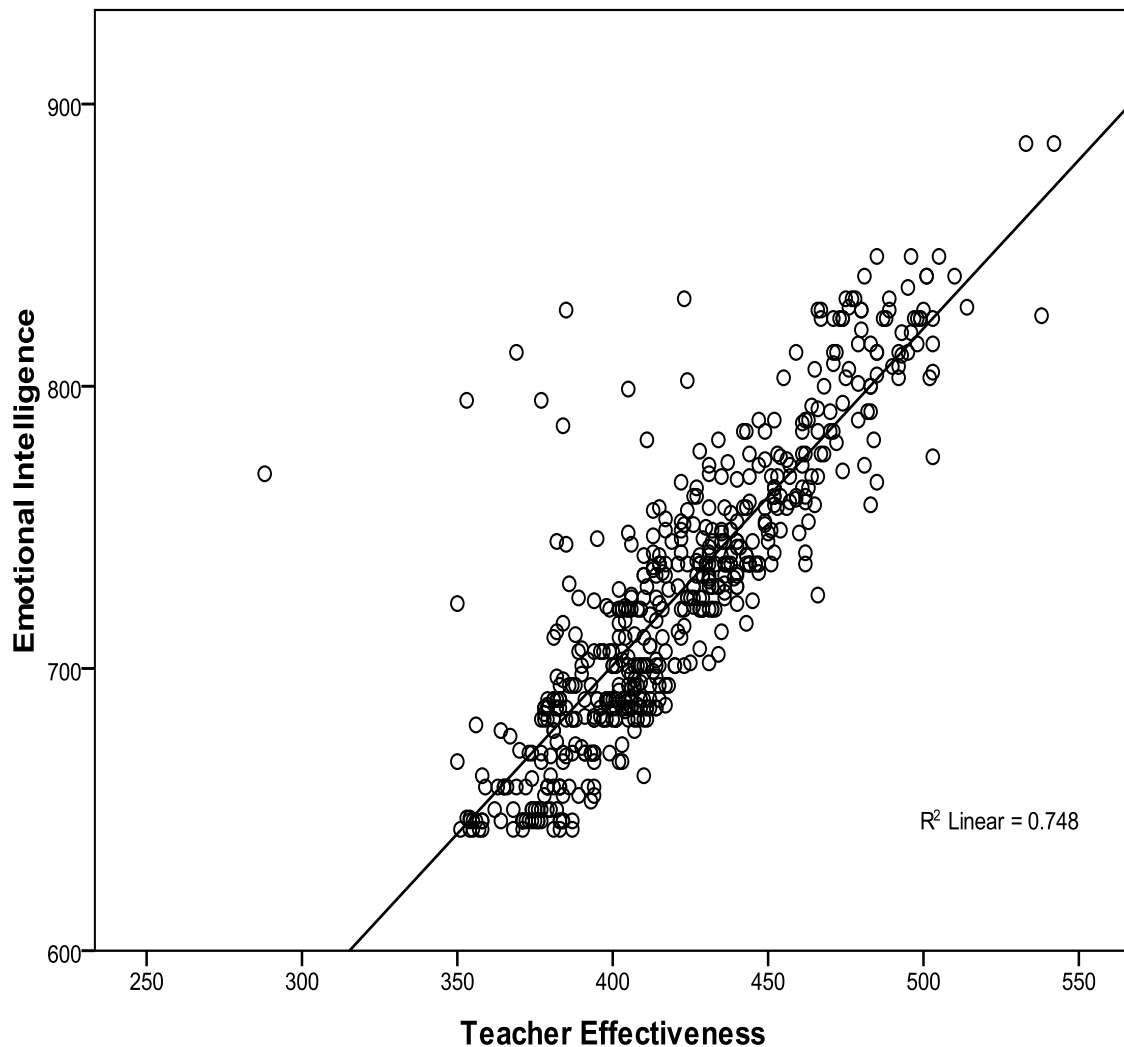


Figure 4.16 : Graphical presentation of Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools

From the Figure no. 4.16, it can be seen that, the range of score of Emotional Intelligence of teachers of secondary schools from 643 to 886 and the range of score of Teacher Effectiveness of teachers of secondary schools from 288 to 542. So it is found that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools. Probable reason may be emotional intelligent teachers have the capacity to observe the emotions of the students while interacting with them and they change their pace and teaching methods according to their needs. Similar findings were given by Deshpande, S.P.

(2009), Naqvi, Imtiaz H. Iqbal, Muhammad; Akhtar, Shafqat Naeem (2016) who studied and found that emotional intelligence of teachers was having strong relationship with their performance.

4.4.2 To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools.

Table-4.17 : Mean, SD and Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	300	646	886	0.855*
Teacher Effectiveness	300	288	538	

*Correlation is significant at the 00.05 level

From the table-4.17 it is clear that the calculated r-value 0.855 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools. It is also clear to observe the Figure 4.17. Graphical representation is shown below.

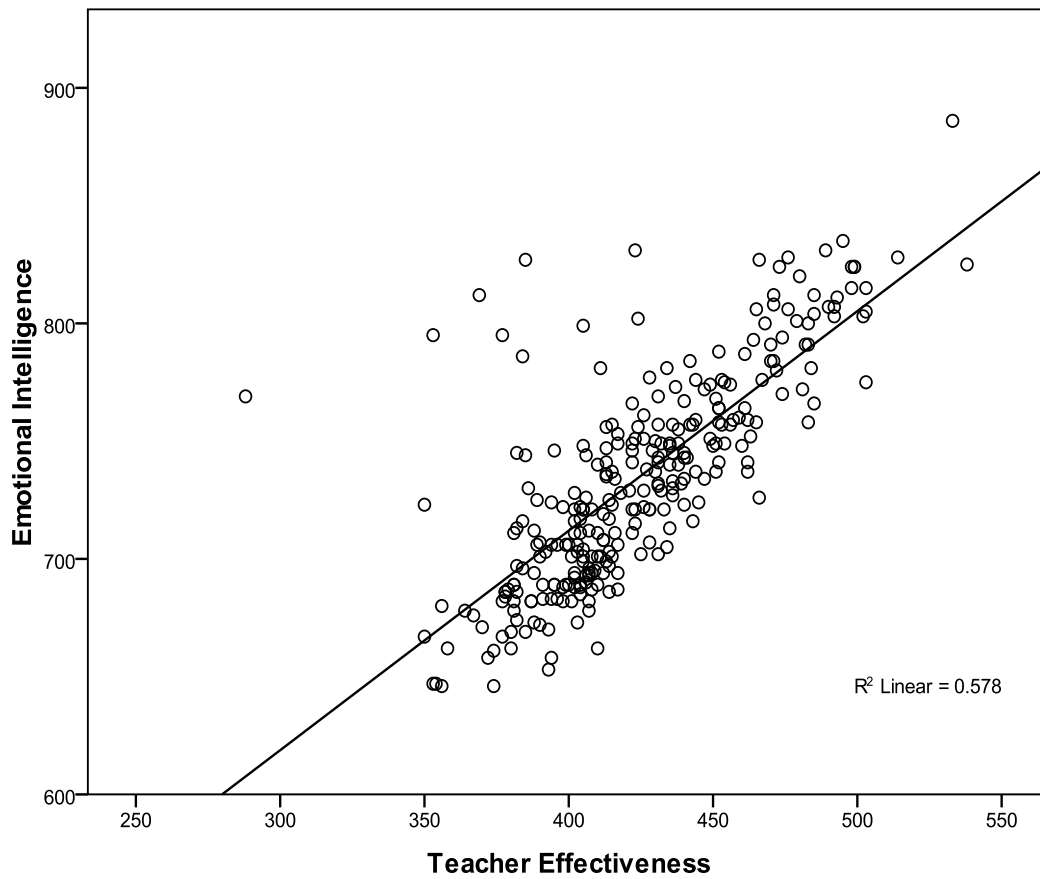


Figure 4.17 : Graphical presentation of Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools

From the observation of the Figure no. 4.17, it can be seen that, the range of score of Emotional Intelligence of teachers of rural secondary schools from 646 to 886 and the range of score of Teacher Effectiveness of teachers of rural secondary schools from 288 to 538. So it is found that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools. Probable reason may be emotional intelligent teachers have the capacity to observe the emotions of the students while interacting with them and they change their pace and teaching methods according to their needs. Similar findings were given by Some previous researches supported this result by Patil, B. and Kumar, A. (2006), Bala, Ranju (2017) which revealed 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.

4.4.3 To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools.

Table-4.18 : Mean, SD and Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	300	643	886	0.953*
Teacher Effectiveness	300	351	542	

* Significant at the 00.05 level

From the table-4.18 it is clear that the calculated r-value 0.953 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools. It is also seen in Figure 4.18-Graphical representation is shown below.

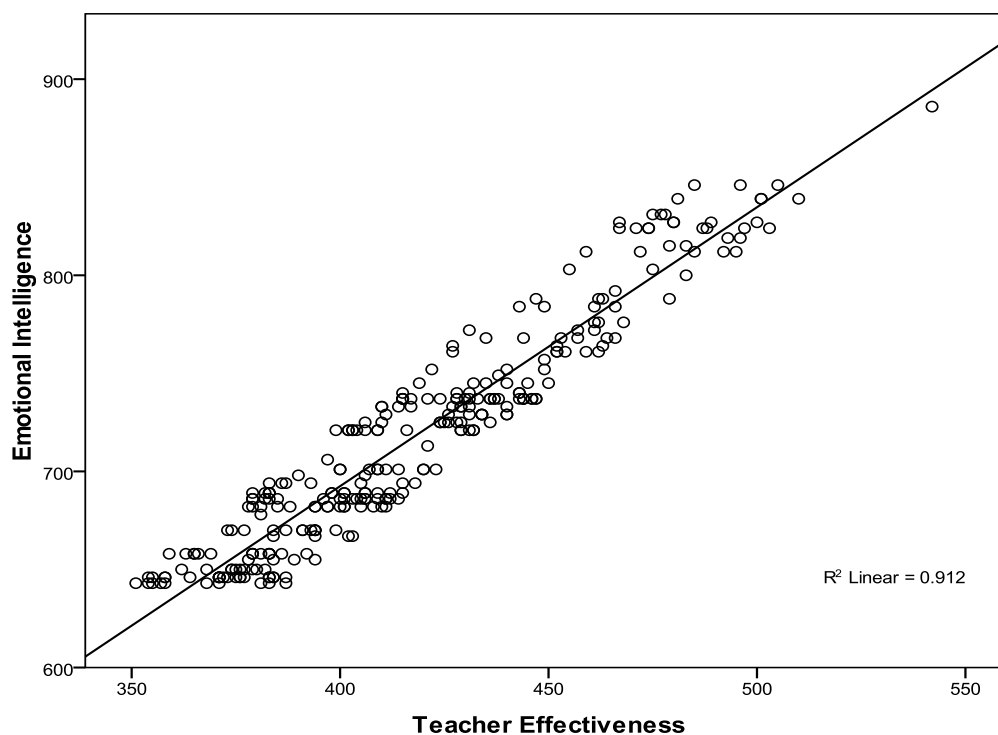


Figure 4.18

Graphical presentation of Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools

From the observation of the Figure no. 4.18, it can be seen that, the range of score of Emotional Intelligence of teachers of urban secondary schools from 643 to 886 and the range of score of Teacher Effectiveness of teachers of urban secondary schools from 351 to 542. It is clear that if the teachers of urban secondary schools are Emotional Intelligent then their Teacher Effectiveness will improve. So it is found that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools. Similar findings were given by Boyd, M.A. (2005), Naqvi, Imtiaz H. Iqbal, Muhammad; Akhtar, Shafqat Naeem (2016).

4.4.4. To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board.

Table-4.19 : Mean, SD and Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	300	643	846	0.861*
Teacher Effectiveness	300	350	538	

* Correlation is significant at the 00.05 level

From the table-4.19 it is clear that the calculated r-value 0.861 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board” and the research hypothesis is accepted that ‘There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board. Hence it is stated that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board. Graphical representation is shown below

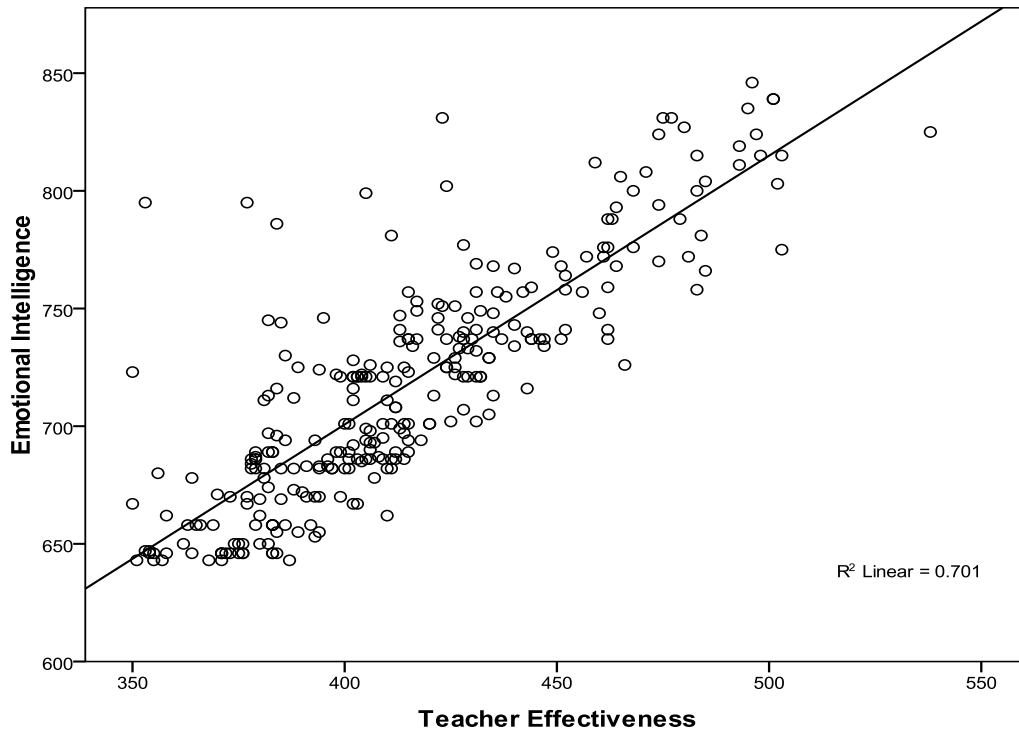


Figure 4.19 : Graphical presentation of Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board

From the observation of the Figure no. 4.19, it can be seen that, the range of score of Emotional Intelligence of teachers of secondary schools of UP Board from 643 to 846 and the range of score of Teacher Effectiveness of teachers of secondary schools of UP Board from 350 to 538. So it is found that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board. Probable reason may be emotional intelligent teachers have the capacity to observe the emotions of the students while interacting with them and they change their pace and teaching methods according to their needs. Similar findings were given by Stubbs, E. (2005), Bala, Ranju (2017) which revealed 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.

4.4.5 To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board.

Table-4.20 : Mean, SD and Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	300	643	886	0.952*
Teacher Effectiveness	300	288	542	

* Correlation is significant at the 0.05 level

From the table-4.20 it is clear that the calculated r-value 0.952 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board”. Hence it is stated that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board. It is also clear from the Figure 4.20. Graphical representation is shown below.

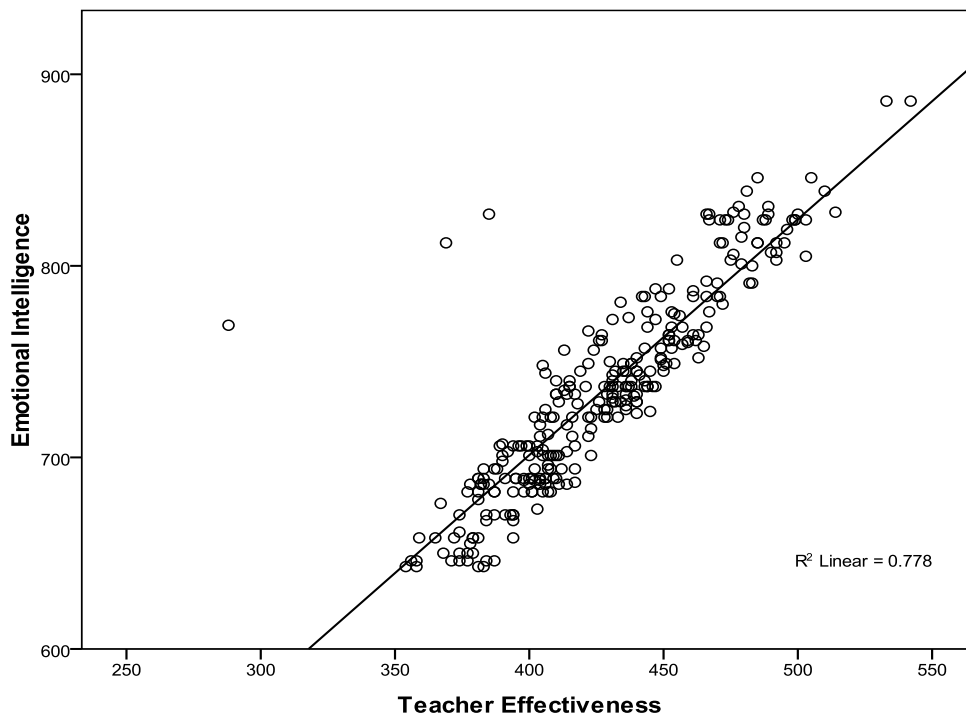


Figure 4.20 : Graphical presentation of Correlations between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board

From the observation of the Figure no. 4.20, it can be seen that, the range of score of Emotional Intelligence of teachers of secondary schools of CBSE Board from 643 to 886 and the range of score of Teacher Effectiveness of teachers of secondary schools of CBSE Board from 288 to 542. So it is found that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board. Similar findings were shown by Bala, Ranju (2017), Chan, D.W. (2004). They found 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.

4.4.6 To find out the relationship between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools.

Table-4.21 : Mean, SD and Correlations between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	300	643	839	0.923*
Teacher Effectiveness	300	288	510	

*Correlation is significant at the 00.05 level

From the table-4.21 it is clear that the calculated r-value 0.923 is greater than the table value of t-ratio at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools”. Hence it is stated that there is significant

relationship between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools. Graphical representation is shown below.

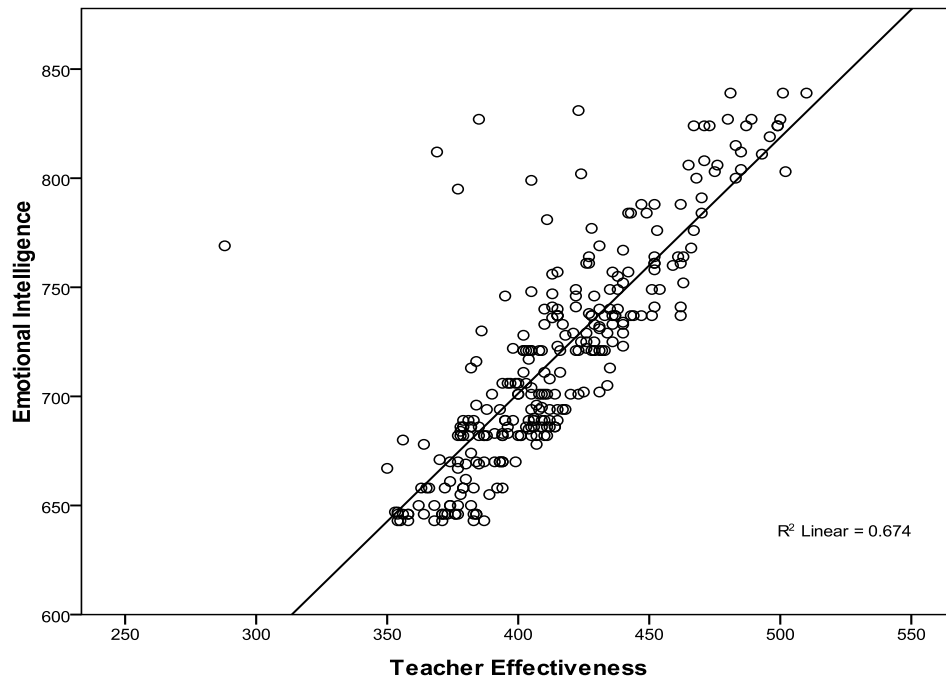


Figure 4.21 : Graphical presentation of Correlations between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools

From the observation of the Figure no. 4.21, it can be seen that, the range of score of Emotional Intelligence of male teachers of secondary schools from 643 to 839 and the range of score of Teacher Effectiveness of male teachers of secondary schools from 288 to 510. So it is found that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools. Naqvi, Imtiaz H. Iqbal, Muhammad; Akhtar, Shafqat Naeem (2016), Drago, J. M. (2004) also supported this study and found that emotional intelligence of teachers was having strong relationship with the teacher effectiveness.

4.4.7 To find out the relationship between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools.

Table-4.22 : Mean, SD and Correlations between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools

Variable	N	Minimum	Maximum	r-value
----------	---	---------	---------	---------

Emotional Intelligence	300	643	886	0.884*
Teacher Effectiveness	300	350	542	

*Correlation is significant at the 00.05

From the table-4.22 it is clear that the calculated r-value .884 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools. It is also clear from the Figure 4.22. Graphical representation is shown below.

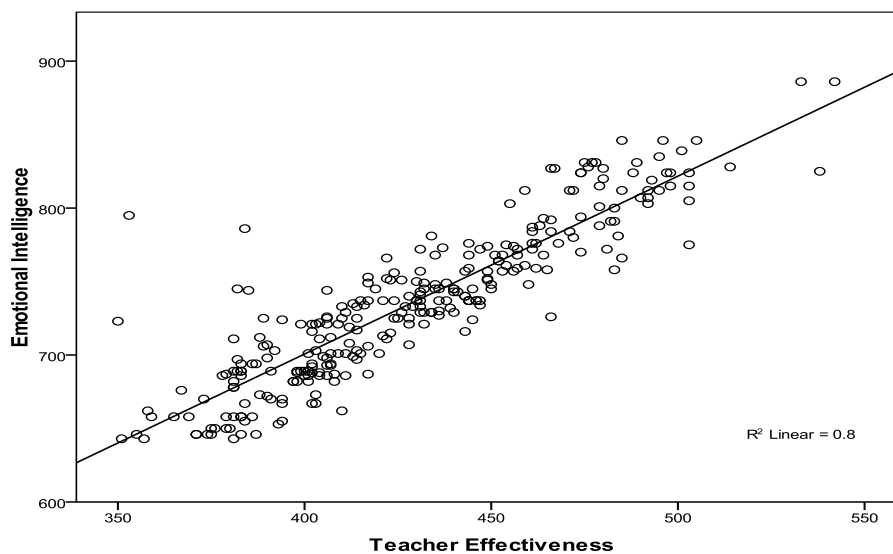


Figure 4.22 : Graphical presentation of Correlations between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools

From the observation of the Figure no. 4.22, it can be seen that, the range of score of Emotional Intelligence of female teachers of secondary schools from 643 to 886 and the range of score of Teacher Effectiveness of female teachers of secondary schools from 350 to 542. It is clear that if the female teachers of

secondary schools are getting more and more Emotional Intelligence then their Teacher Effectiveness should be improved respectively. So it is found that there is significant relationship between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools. Probable reason may be emotional intelligent teachers have the capacity to observe the emotions of the students while interacting with them and they change their pace and teaching methods according to their needs. Some previous researches supported this result. Naqvi, Imtiaz H. Iqbal, Muhammad; Akhtar, Shafqat Naeem (2016), Nada Abisamra (2000) studied and found that emotional intelligence of teachers was having strong relationship with Teacher Effectiveness.

4.5.0 To find out the relationship between Emotional Intelligence and Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender.

To analyze this objective few sub-objectives are prepared.

4.5.1 To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools.

Table-4.23 : Mean, SD and Correlations between Emotional Intelligence and Professional Commitment of teachers of secondary schools.

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	600	643	886	0.441*
Professional Commitment	600	94	178	

* Correlation is significant at the 00.05 level

From the table-4.23 it is clear that the calculated r-value 0.441 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Professional Commitment of

teachers of secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools. It is also clear from the Figure 4.23. Graphical representation is shown below.

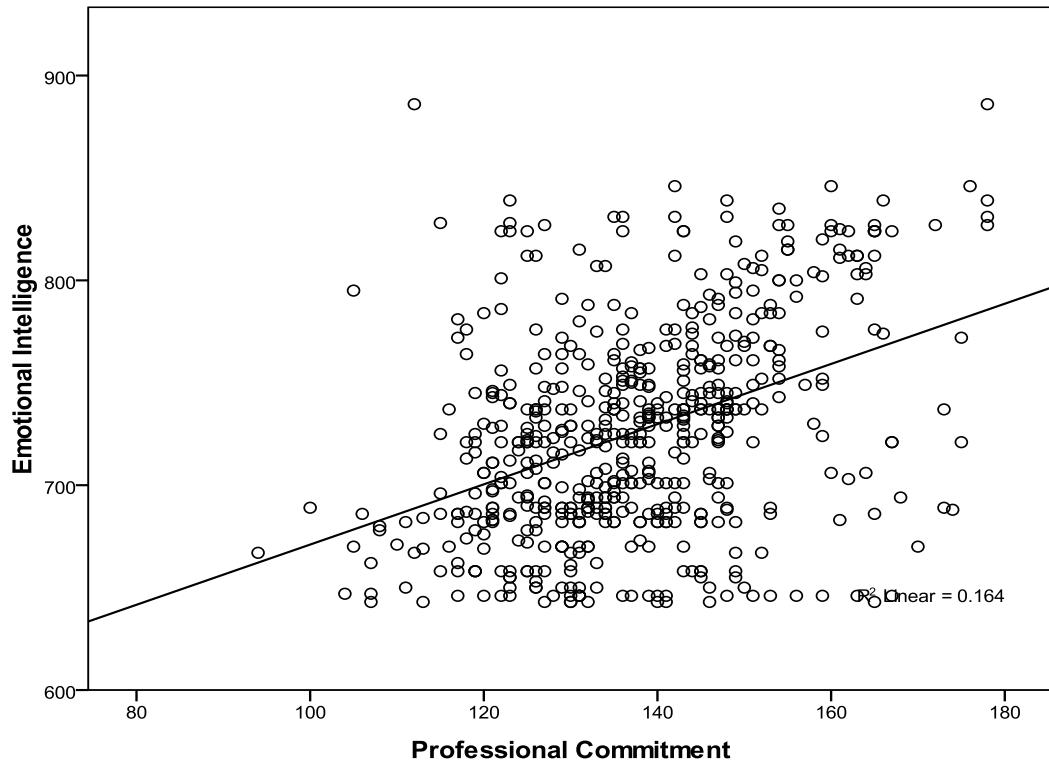


Figure 4.23 : Graphical presentation of Correlations between Emotional Intelligence and Professional Commitment of teachers of secondary schools

From the observation of the Figure no. 4.23, it can be seen that, the range of score of Emotional Intelligence of teachers of secondary schools from 643 to 886 and the range of score of Professional Commitment of teachers of secondary schools from 94 to 178. So it is found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools. The positive and statistically significant relationship of emotional intelligence to organizational commitment proves this notion that teachers who possess a higher degree of emotional intelligence tend to be more committed, develop good working relationships, are tolerant when facing emotional pressure and can handle the odd feelings and emotions without losing their tempers. Similar findings

were given by Upadhyaya, P. (2006), Neetu (2006). They found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools

4.5.2 To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools.

Table-4.24: Mean, SD and Correlations between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	292	646	886	0.457*
Professional Commitment	292	94	174	

*Correlation is significant at the 00.05 level

From the table-4.24 it is clear that the calculated r-value 0.457 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools. 4.24-Graphical representation is shown below.

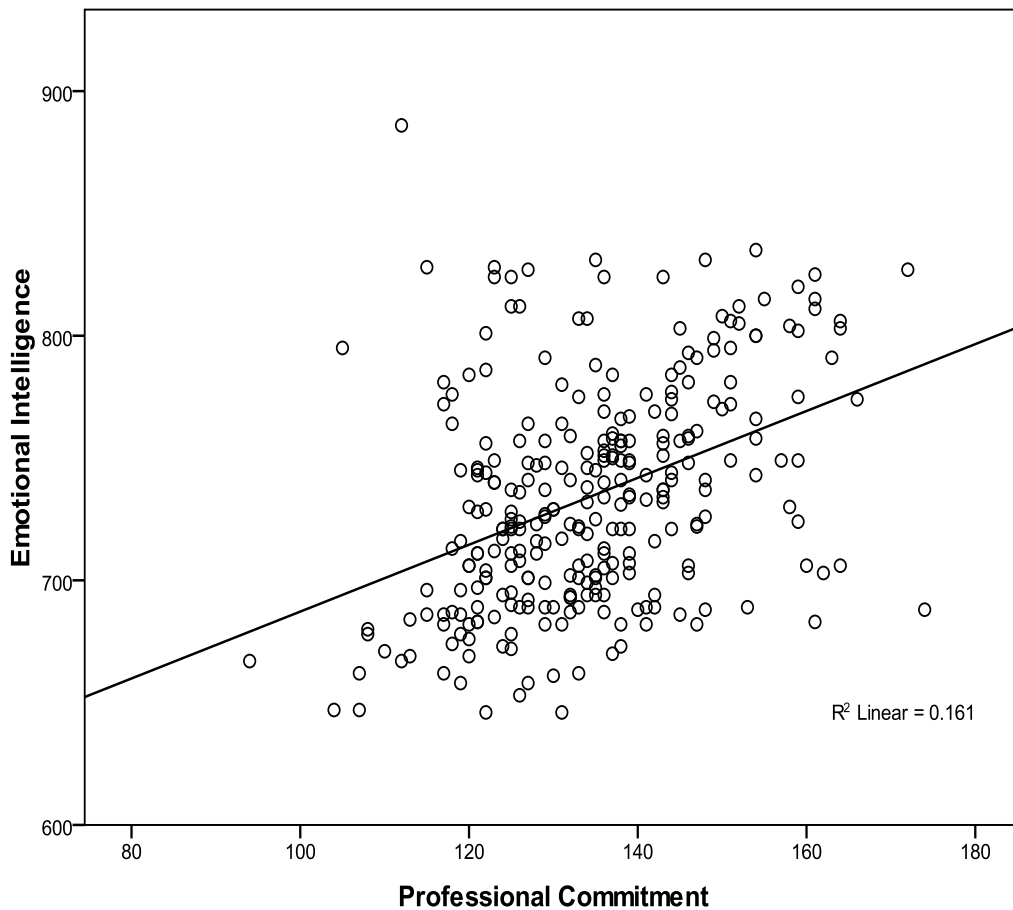


Figure 4.24 : Graphical presentation of Correlations between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools

From the observation of the Figure no. 4.24, it can be seen that, the range of score of Emotional Intelligence of teachers of rural secondary schools from 646 to 886 and the range of score of Professional Commitment of teachers of rural secondary schools from 94 to 174. So it is found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools. The positive and statistically significant relationship of emotional intelligence to organizational commitment proves this notion that teachers who possess a higher degree of emotional intelligence tend to be more committed, develop good working relationships, are tolerant when facing emotional pressure and can handle the odd feelings and emotions without losing their tempers. Similar findings were given by Neetu (2006), Wong, C.S., Wong, P.M., & Peng, K.Z. (2010).

4.5.3 To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools.

Table-4.25 : Mean, SD and Correlations between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	292	643	886	0.539*
Professional Commitment	292	100	178	

* Correlation is significant at the 0.05 level

From the table-4.25 it is clear that the calculated r-value 0.539 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools. It is also from the Figure 4.25. Graphical representation is shown below.

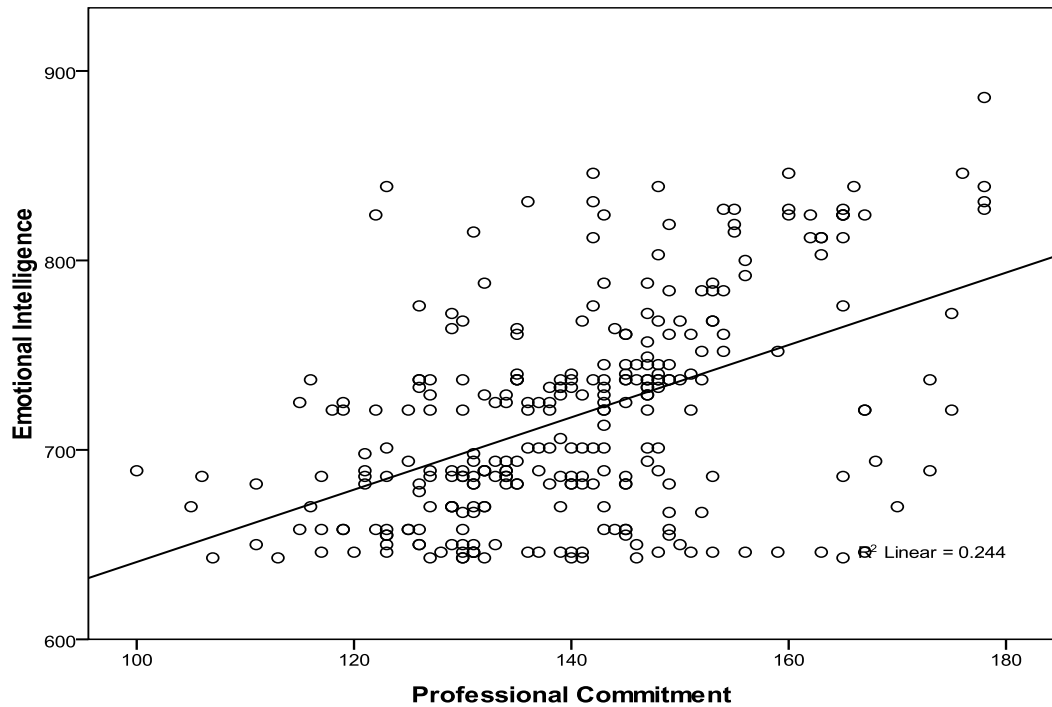


Figure 4.25: Graphical presentation of Correlations between Emotional Intelligence Professional Commitment of teachers of urban secondary schools

From the observation of the Figure no. 4.25, it can be seen that, the range of score of Emotional Intelligence of teachers of urban secondary schools from 643 to 886 and the range of score of Professional Commitment of teachers of urban secondary schools from 100 to 178. So it is found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools. Similar findings were given by Pathan, Y.G. & Pant, B. (2008), Wong, C.S., Wong, P.M., & Peng, K.Z. (2010) and they found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools

4.5.4 To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board.

Table-4.26: Mean, SD and Correlations between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	292	643	846	0.392*
Professional Commitment	292	94	175	

*Correlation is significant at the 0.05 level

From the table-4.26 it is clear that the calculated r-value 0.392 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board”. Hence it is stated that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board. It is also observe from the Figure 4.26. Graphical representation is shown below

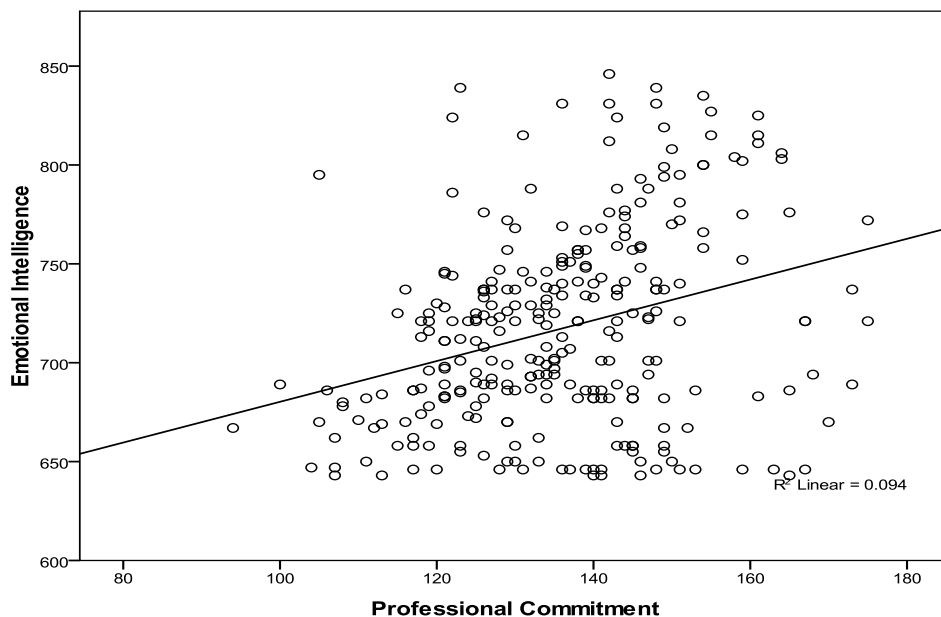


Figure 4.26 : Graphical presentation of Correlations between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board

From the observation of the Figure no. 4.26, it can be seen that, the range of score of Emotional Intelligence of teachers of secondary schools of UP Board from 643 to 846 and the range of score of Professional Commitment of teachers of secondary schools of UP Board from 94 to 175. It is clear that if the teachers of secondary schools of UP Board have more Emotional Intelligence then their Professional Commitment will also improve. So it is found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board. Many earlier researchers supported this present study like Boyd, M.A. (2005), Upadhyaya, P. (2006). They found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools

4.5.5 To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of CBSE Board.

Table-4.27 : Mean, SD and Correlations between Emotional Intelligence and Professional Commitment of teachers of secondary schools of CBSE Board

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	292	643	886	0.482*
Professional Commitment	292	112	178	

*Correlation is significant at the 00.05 level

From the table-4.27 it is clear that the calculated r-value 0.482 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of CBSE Board” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Professional

Commitment of teachers of secondary schools of CBSE Board”. Hence it is stated that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of CBSE Board. It is also clear from the Figure 4.27. Graphical representation is shown below

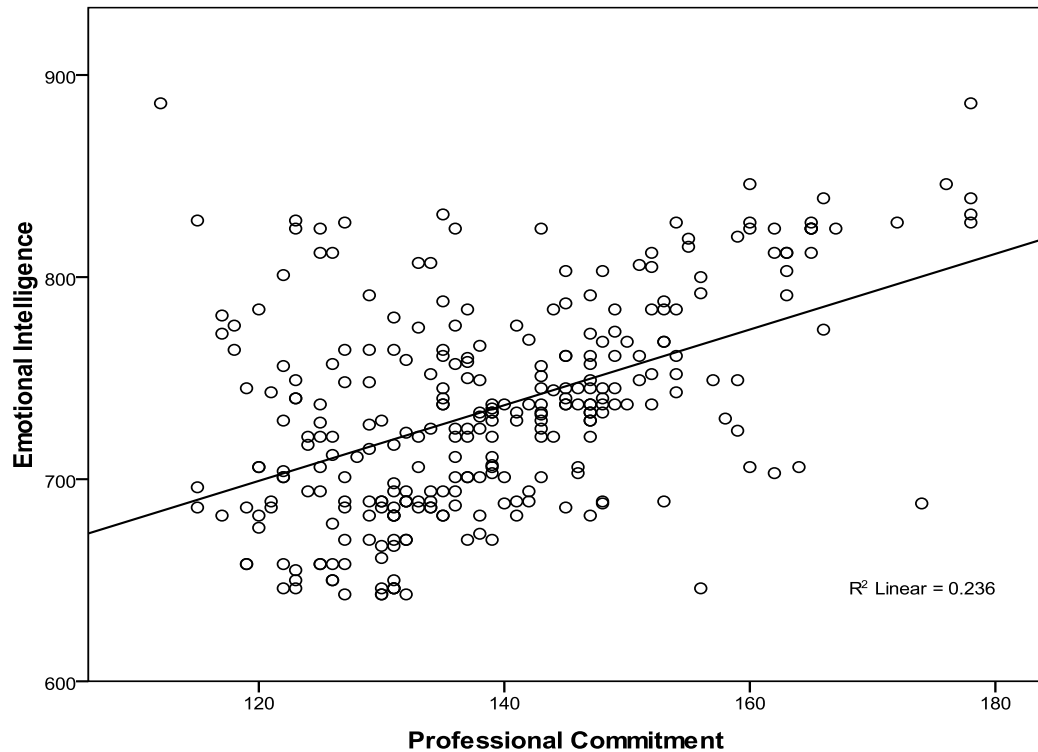


Figure 4.27 : Graphical presentation of Correlations between Emotional Intelligence and Professional Commitment of teachers of secondary schools of CBSE Board

From the observation of the Figure no. 4.27, it can be seen that, the range of score of Emotional Intelligence of teachers of secondary schools of CBSE Board from 643 to 886 and the range of score of Professional Commitment of teachers of secondary schools of CBSE Board from 112 to 178. So it is found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of CBSE Board. Similar findings were given by Upadhyaya, P. (2006). Neetu (2006), Boyd, M.A. (2005) and they found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools

4.5.6 To find out the relationship between Emotional Intelligence and Professional Commitment of male teachers of secondary schools.

Table-4.28 : Mean, SD and Correlations between Emotional Intelligence and Professional Commitment of male teachers of secondary schools

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	292	643	839	0.520*
Professional Commitment	292	94	176	

*. Correlation is significant at the 00.05 level (2-tailed).

From the table-4.28 it is clear that the calculated r-value 0.520 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Professional Commitment of male teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Emotional Intelligence and Professional Commitment of male teachers of secondary schools”. Hence it is stated that there is significant relationship between Emotional Intelligence and Professional Commitment of male teachers of secondary schools. It is also clear from the Figure 4.28. Graphical representation is shown below.

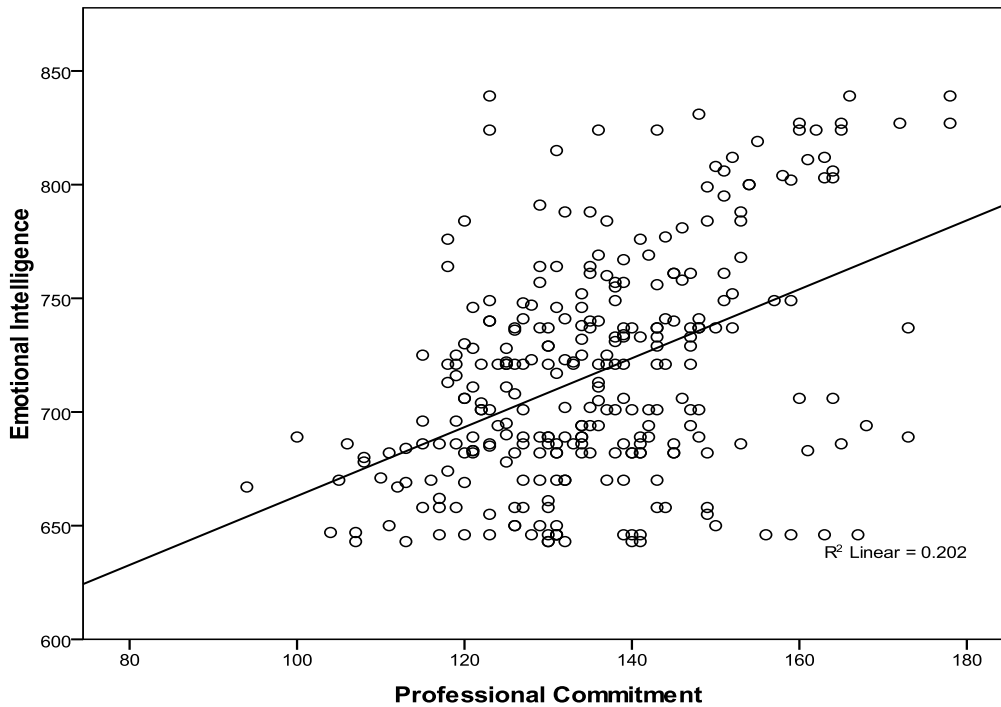


Figure 4.28 : Graphical presentation of Correlations between Emotional Intelligence and Professional Commitment of male teachers of secondary schools

From the observation of the Figure no. 4.28, it can be seen that, the range of score of Emotional Intelligence of male teachers of secondary schools from 643 to 839 and the range of score of Professional Commitment of male teachers of secondary schools from 94 to 176. So it is found that there is significant relationship between Emotional Intelligence and Professional Commitment of male teachers of secondary schools. The positive and statistically significant relationship of emotional intelligence to organizational commitment proves this notion that teachers who possess a higher degree of emotional intelligence tend to be more committed, develop good working relationships, are tolerant when facing emotional pressure and can handle the odd feelings and emotions without losing their tempers. Similar findings were given by Upadhyaya, P. (2006). Pathan, Y.G. & Pant, B. (2008), Boyd, M.A. (2005) and they found that there is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools

4.5.7 To find out the relationship between Emotional Intelligence and Professional Commitment of female teachers of secondary schools.

Table-4.29 : Mean, SD and Correlations between Emotional Intelligence and Professional Commitment of female teachers of secondary schools

Variable	N	Minimum	Maximum	r-value
Emotional Intelligence	292	643	886	0.344*
Professional Commitment	292	105	178	

*. Correlation is significant at the 00.05 level (2-tailed).

From the table-4.29 it is clear that the calculated r-value 0.344 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Emotional Intelligence and Professional Commitment of female teachers of secondary schools” and the research hypothesis is accepted that ‘There is significant relationship between Emotional Intelligence and Professional Commitment of female teachers of secondary schools. Hence it is stated that there is significant relationship between Emotional Intelligence and Professional Commitment of female teachers of secondary schools. It is also clear from the Figure 4.29. Graphical representation is shown below

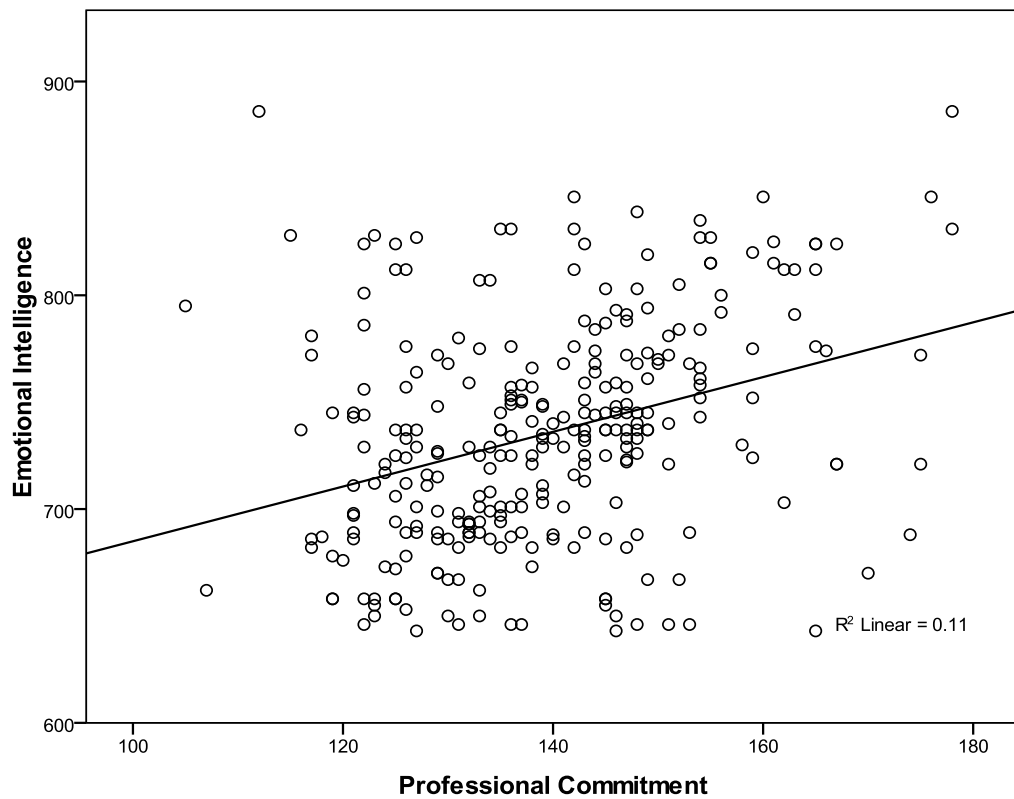


Figure 4.29 : Graphical presentation of Correlations between Emotional Intelligence and Professional Commitment of female teachers of secondary schools

From the observation of the Figure no. 4.29, it can be seen that, the range of score of Emotional Intelligence of female teachers of secondary schools from 643 to 886 and the range of score of Professional Commitment of female teachers of secondary schools from 105 to 178. So it is found that there is significant relationship between Emotional Intelligence and Professional Commitment of female teachers of secondary schools. Similar findings were given by Upadhyaya, P. (2006). Wong, C.S., Wong, P.M., & Peng, K.Z. (2010), Pathan, Y.G. & Pant, B. (2008), Boyd, M.A. (2005).

4.6.0 To find out the relationship between Teacher Effectiveness and Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender.

To analyze this objective few sub-objectives are prepared.

4.6.1 To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools.

Table-4.30 : Mean, SD and Correlations between Teacher Effectiveness and Professional Commitment of teachers of secondary schools.

Variable	N	Minimum	Maximum	r-value
Teacher Effectiveness	292	288	542	0.505*
Professional Commitment	292	94	178	

*Correlation is significant at the 00.05 level

From the table-4.30 it is clear that the calculated r-value 0.441 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools”. Hence it is stated that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools. It is also clear from the Figure 4.30. Graphical representation is shown below

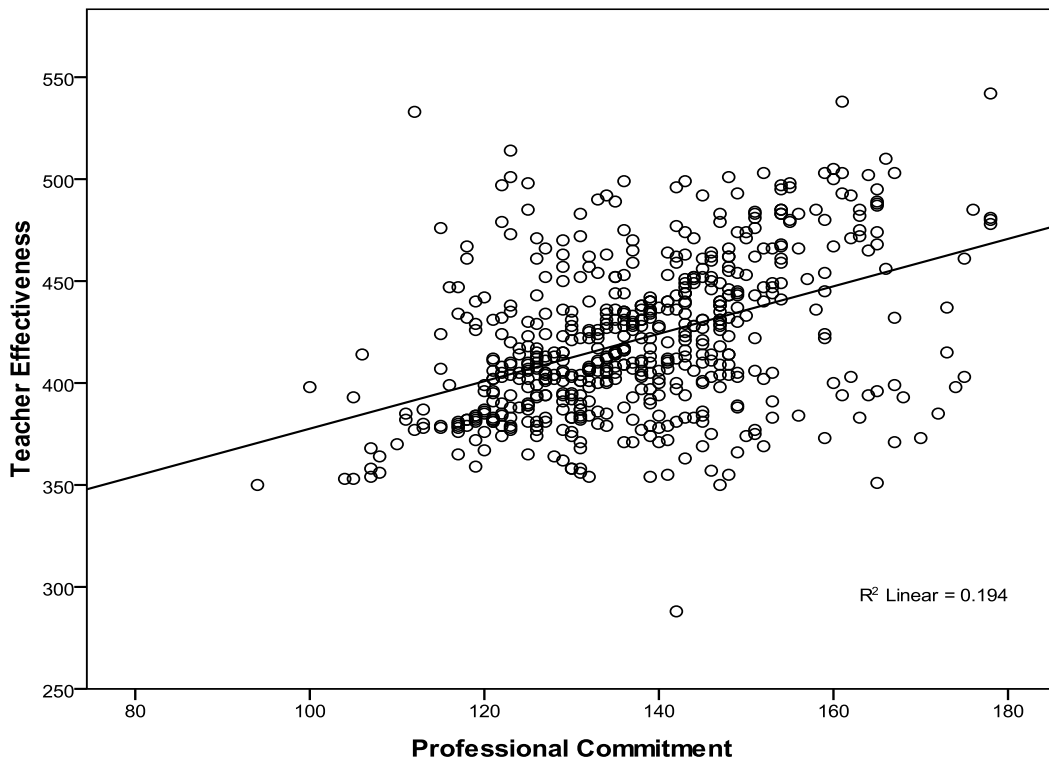


Figure 4.30 : Graphical presentation of Correlations between Teacher Effectiveness and Professional Commitment of teachers of secondary school

From the observation of the Figure no. 4.30, it can be seen that, the range of score of Teacher Effectiveness of teachers of secondary schools from 288 to 542 and the range of score of Professional Commitment of teachers of secondary schools from 94 to 178. So it is found that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools. Professional Commitment and Teacher Effectiveness are internally associated and affects to each other equally. This may be because teaching is considered as a profession and if a person is committed towards his profession than naturally professional commitment will be high. Many researches are similar to the finding as Jensen (1951), Lamke (1951), Bogler, (2010), Pranab, Barman and Dash, Umasankar (2016) revealed that Professional Commitment and Teacher Effectiveness are internally associated and affects to each other equally.

4.6.2 To find out the relationship between Teacher Effectiveness and Professional Commitment of Rural teachers of secondary schools.

Table-4.31 : Mean, SD and Correlations between Teacher Effectiveness and Professional Commitment of teachers of rural secondary schools

Variable	N	Minimum	Maximum	r-value
Teacher Effectiveness	292	288	538	0.580*
Professional Commitment	292	94	174	

*Correlation is significant at the 00.05 level

From the table-4.31 it is clear that the calculated r-value 0.580 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Teacher Effectiveness and Professional Commitment of teachers of rural secondary schools” and the research hypothesis is accepted that “There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of rural secondary schools”. Hence it is stated that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of rural secondary schools. It is also clear from the Figure 4.31. Graphical representation is shown below

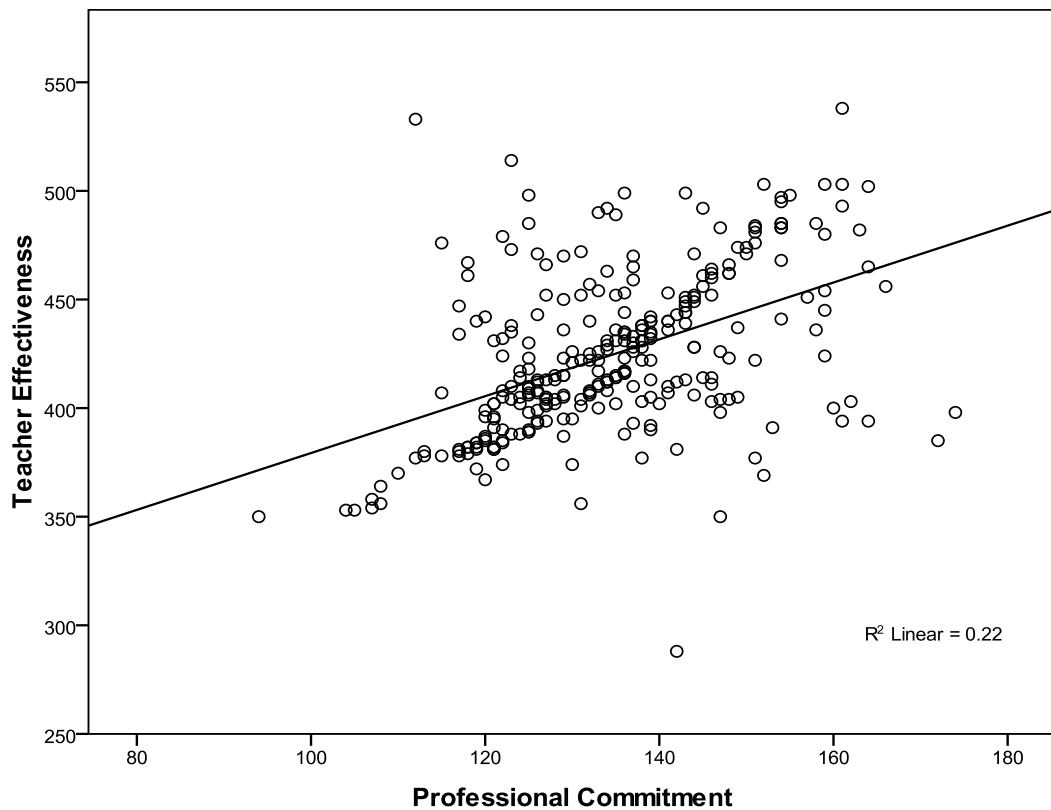


Figure 4.31 : Graphical presentation of Correlations between Teacher Effectiveness and Professional Commitment of teachers of rural secondary schools

From the observation of the Figure no. 4.31, it can be seen that, the range of score of Teacher Effectiveness of teachers of rural secondary schools from 288 to 538 and the range of score of Professional Commitment of teachers of rural secondary schools from 94 to 174. So it is found that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of rural secondary schools. Joyce B. Weil and Showers B. (1992), Mohan Raju, P (1992), Sharma's (1994), Singh K and Shifflette L (1996), Pranab, Barman and Dash, Umasankar (2016) revealed that teachers Professional Commitment and Teacher Effectiveness are positively correlated.

4.6.3 To find out the relationship between Teacher Effectiveness and Professional Commitment of urban teachers of secondary schools.

Table-4.32 : Mean, SD and Correlations between Teacher Effectiveness and Professional Commitment of teachers of urban secondary schools

Variable	N	Minimum	Maximum	r-value
Teacher Effectiveness	292	351	542	0.549*
Professional Commitment	292	100	178	

*Correlation is significant at the 0.05 level

From the table-4.32 it is clear that the calculated r-value 0.549 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Teacher Effectiveness and Professional Commitment of teachers of urban secondary schools” and the research hypothesis is accepted that “There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of urban secondary schools. Hence it is stated that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of urban secondary schools”. Graphical representation is shown below

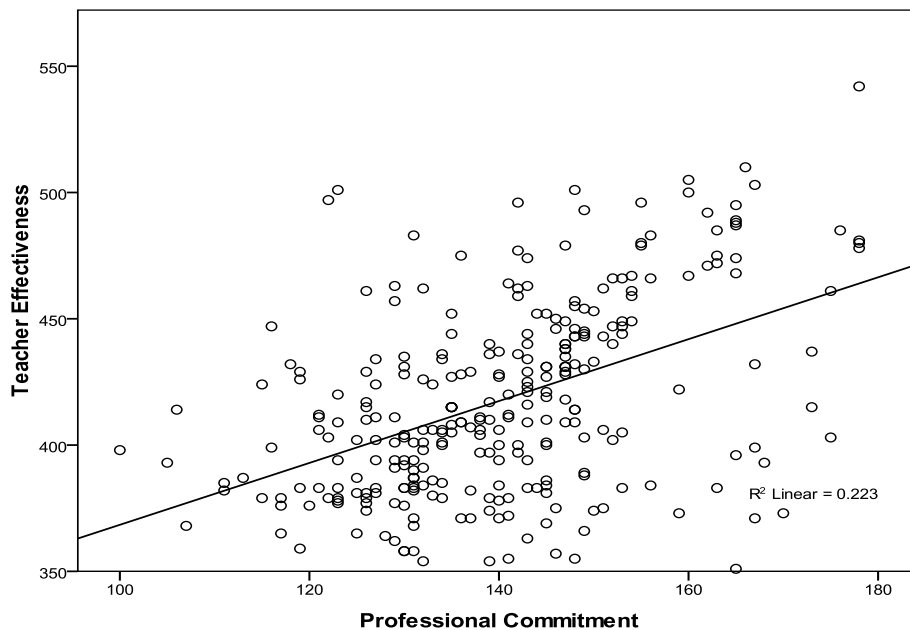


Figure : 4.32 : Graphical presentation of Correlations between Teacher Effectiveness and Professional Commitment of teachers of urban secondary schools

From the observation of the Figure no. 4.32, it can be seen that, the range of score of Teacher Effectiveness of teachers of urban secondary schools from 351 to 542 and the range of score of Professional Commitment of teachers of urban secondary schools from 100 to 178. It is clear that if the teachers of urban secondary schools are getting more and more Professional Commitment then their Teacher Effectiveness should be improved respectively. So it is found that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of urban secondary schools. Professional Commitment and Teacher Effectiveness are internally associated and affects to each other equally. Similar studies are given by Grossman (1976), Leung Ting Chor (1991), Joyce B. Weil and Showers B. (1992), Mohan Raju, P (1992), who reported that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools.

4.6.4 To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of UP Board.

Table-4.33 : Mean, SD and Correlations between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of UP Board

Variable	N	Minimum	Maximum	r-value
Teacher Effectiveness	292	350	538	0.492*
Professional Commitment	292	94	175	

*Correlation is significant at the 00.05 level

From the table-4.33 it is clear that the calculated r-value .492 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary

schools of UP Board” and the research hypothesis is accepted that “There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of UP Board”. Hence it is stated that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of UP Board. It is also clear from the Figure 4.33. Graphical representation is shown below

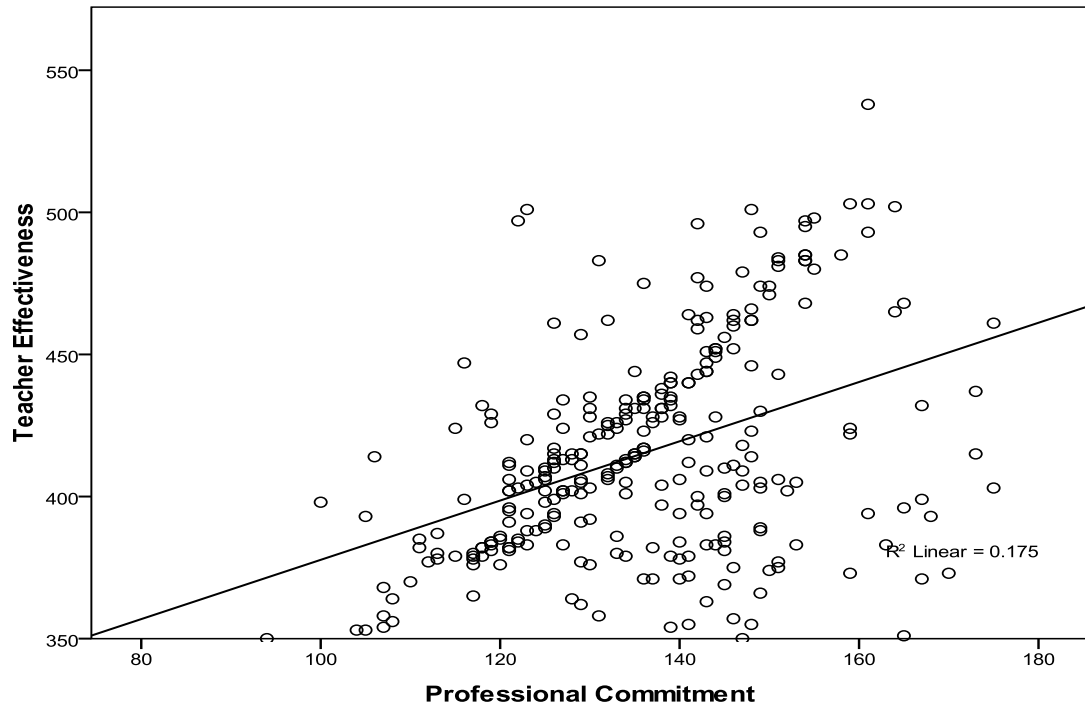


Figure 4.33 : Graphical presentation of Correlations between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of UP Board

From the observation of the Figure no. 4.33, it can be seen that, the range of score of Teacher Effectiveness of teachers of secondary schools of UP Board from 350 to 538 and the range of score of Professional Commitment of teachers of secondary schools of UP Board from 94 to 175. So it is found that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of UP Board. This may be because teaching is considered as a profession and if a person is committed towards his profession than naturally professional commitment will be high. Similar findings were given by Jensen (1951), Lamke (1951), Joyce B. Weil and Showers B. (1992),

Mohan Raju, P (1992), Sharma's (1994), Singh K and Shifflette L (1996), Bogler, (2010), Pranab, Barman and Dash, Umasankar (2016). They found that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools.

4.6.5 To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board.

Table-4.34 : Mean, SD and Correlations between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board

Variable	N	Minimum	Maximum	r-value
Teacher Effectiveness	292	288	542	0.509*
Professional Commitment	292	112	178	

* Correlation is significant at the 0.05 level

From the table-4.34 it is clear that the calculated r-value 0.482 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board” and the research hypothesis is accepted that “There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board”. Hence it is stated that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board. It is also clear from the Figure 4.34. Graphical representation is shown below

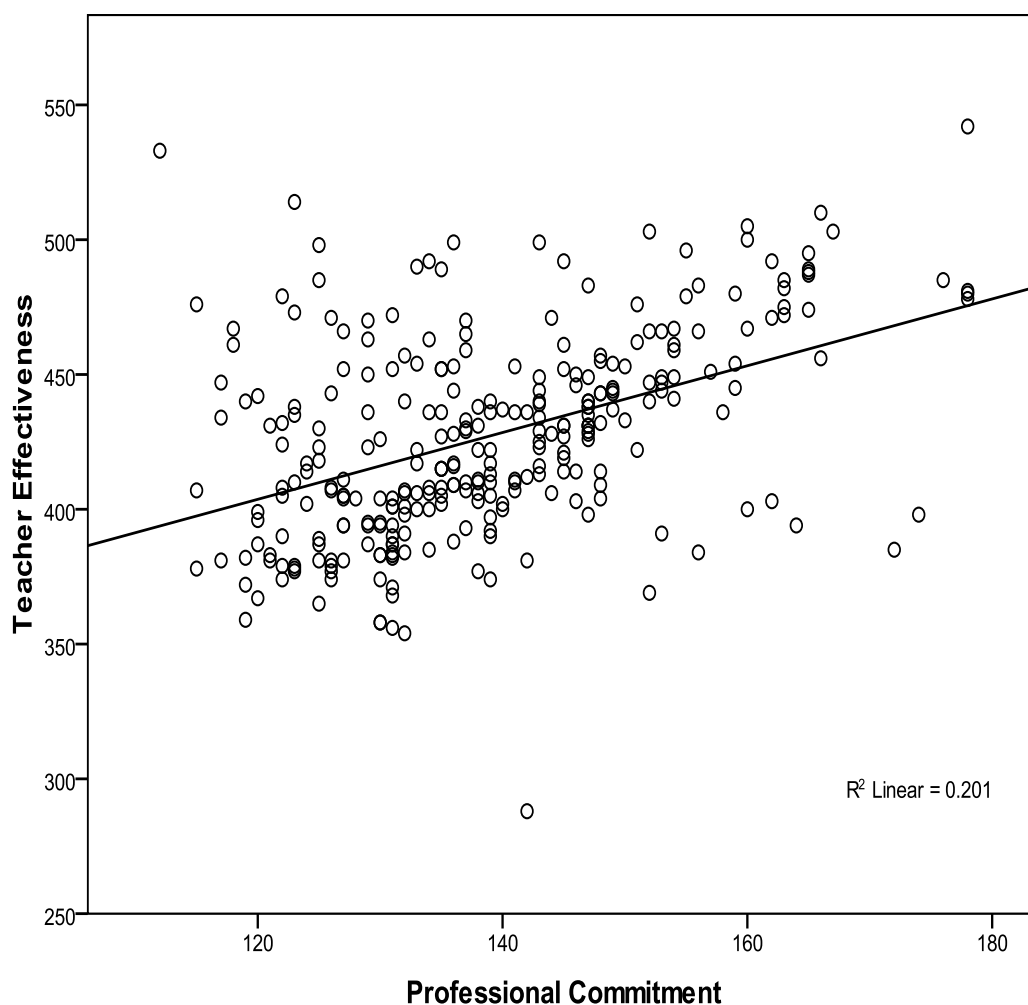


Figure 4.34 : Graphical presentation of Correlations between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board

From the observation of the Figure no. 4.34, it can be seen that, the range of score of Teacher Effectiveness of teachers of secondary schools of CBSE Board from 288 to 542 and the range of score of Professional Commitment of teachers of secondary schools of CBSE Board from 112 to 178. So it is found that there is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board. Professional Commitment and Teacher Effectiveness are internally associated and affects to each other equally. Some researchers are supported this result. Singh K and Shifflette L (1996), Bogler, (2010), Pranab, Barman and Dash, Umasankar (2016) reported that

Professional Commitment and Teacher Effectiveness are internally associated and affects to each other equally.

4.6.6 To find out the relationship between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools.

Table-4.35 : Mean, SD and Correlations between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools

Variable	N	Minimum	Maximum	r-value
Teacher Effectiveness	292	288	510	0.561*
Professional Commitment	292	94	176	

*Correlation is significant at the 00.05 level

From the table-4.35 it is clear that the calculated r-value 0.561 is greater than the table value at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools”. Hence it is stated that there is significant relationship between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools. It is also clear from the Figure 4.35-Graphical representation is shown below

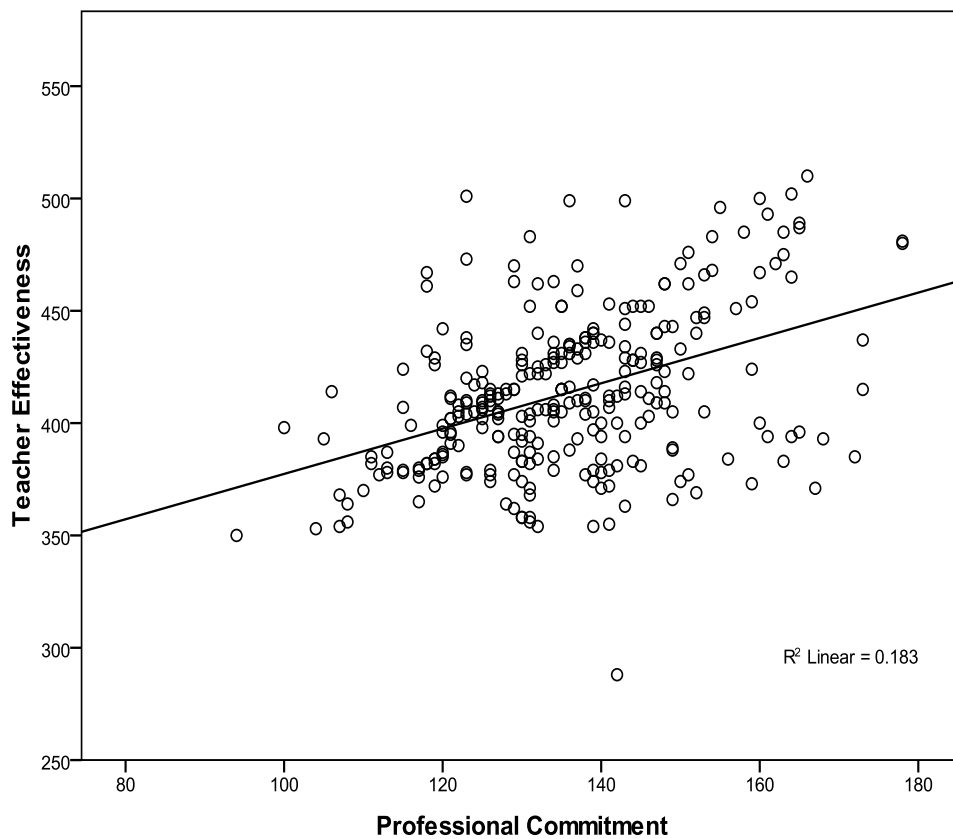


Figure 4.35 : Graphical presentation of Correlations between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools

From the observation of the Figure no. 4.35, it can be seen that, the range of score of Teacher Effectiveness of male teachers of secondary schools from 288 to 510 and the range of score of Professional Commitment of male teachers of secondary schools from 94 to 176. So it is found that there is significant relationship between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools. This may be because teaching is considered as a profession and if a person is committed towards his profession than naturally professional commitment will be high. Similar findings were shown by Jensen (1951), Lamke (1951), Adaval (1952), Jones (1956), Grossman (1976), Mann (1980), Pranab, Barman and Dash, Umasankar (2016)

4.6.7 To find out the relationship between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools.

Table-4.36 : Mean, SD and Correlations between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools

Variable	N	Minimum	Maximum	r-value
Teacher Effectiveness	292	350	542	0.439*
Professional Commitment	292	105	178	

*Correlation is significant at the 00.05 level

From the table-4.36 it is clear that the calculated r-value 0.439 is greater than the table value of at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level of significance that “There is no significant relationship between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools” and the research hypothesis is accepted that “There is significant relationship between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools”. Hence it is stated that there is significant relationship between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools. It is also clear from the Figure 4.29. Graphical representation is shown below

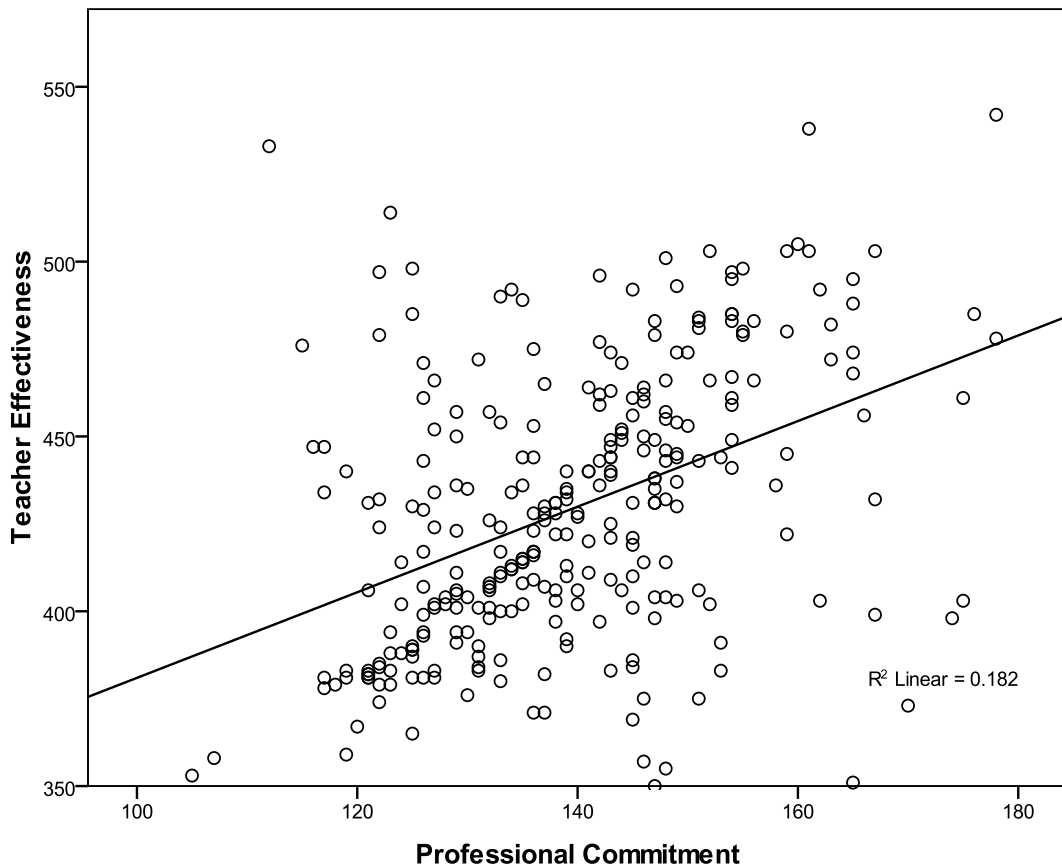


Figure 4.36 : Graphical presentation of Correlations between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools

From the observation of the Figure no. 4.36, it can be seen that, the range of score of Teacher Effectiveness of female teachers of secondary schools from 350 to 542 and the range of score of Professional Commitment of female teachers of secondary schools from 105 to 178. So it is found that there is significant relationship between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools. This may be because teaching is considered as a profession and if a person is committed towards his profession than naturally professional commitment will be high. Similar results were given by (1956), Grossman (1976), Marsh (1984), Williams and Anderson (1991), Joyce B. Weil and Showers B. (1992), Mohan Raju, P (1992), Sharma's (1994), Singh K and Shifflette L (1996), Pranab, Barman and Dash, Umasankar (2016). They revealed that there is

significant relationship between Teacher Effectiveness and Professional Commitment of teachers.

CHAPTER- 5

SUMMARY AND CONCLUSION

Today there seems to be a dearth of deeply committed teachers who are completely devoted to their profession and at the same time satisfied with their profession. Lack of job satisfaction and professional commitment can often lead to stress, burnout, migration from profession, less enthusiasm for their work and in general less motivation to perform well in their teaching. As emotional intelligence is considered to be vital for success of the teachers, efforts and appropriate strategies are required for development of emotional intelligence skills among teachers. Educational institutions can play a great role by providing attractive and conducive environment that will motivate the teachers and enhance their commitment to their career and organization. There should be inclusion of training programmes for developing emotional intelligence in teacher preparation programmes which will result into a very long term effect on the teaching profession.

Teacher should have commitment to the teaching profession and should justify public trust and confidence by providing quality education to all students. Maintain membership in some professional organizations relevant to his subject and area of specialty. Teacher should be committed to students and maintain professional relations with students. Share responsibilities and prove themselves as successful facilitators of learning for the learners placed under their guidance and supervision. The teacher who is committed to the profession has more efficacy, job satisfaction and high competences. The committed teacher strives more for better performance and keeps abreast with latest technologies which can be useful in class room instruction for teaching learning material.

At last we can say that Teacher Effectiveness, Professional Development and Emotional intelligence together plays a very important role in the overall development of the secondary teachers as well as the educational organization. All the factors we have studied contains numerous positive effects which assist the teacher in performing their guidance to all the secondary school students in such a way so that they can achieve higher results in their academic as well as personal life. These three factors develops the cognitive abilities among the teachers and the

students in a systematic manner however patience in maintaining these factors are also essential because situation tends to vary from time to time. Teacher cannot find only positive students everywhere but they should develop the skills of positivity into them by working on these three factors.

Secondary education is an important stage where the desirable skills, attitudes and thinking patterns are to be promoted among children. In order to initiate desirable learning outcomes, a secondary teacher needs to be effective in his teaching. The quality of secondary education depends much on the effectiveness, Professional Development and Emotional intelligence of teachers. Many socio-psychological factors contribute to the improvement of teaching effectiveness. Emotional Intelligence and Professional Commitment is necessary to identify the socio-psychological factors that influence teaching effectiveness. Recognizing the importance of teacher effectiveness in the arena of student achievement and school improvement, this study was carried out with an objective to investigate teaching effectiveness of secondary school teachers and to examine its relationship with Professional Development and Emotional intelligence. Quality of secondary education can be improved only when adequate measure is taken to improve those socio-psychological factors that are effective indicators of teaching effectiveness. A gap in prior research indicated the need for additional quantitative study on this topic.

Statement of the Problem

The present study has been titled as- "**A Comparative Study of Teacher Effectiveness, Professional Commitment and Emotional Intelligence of Teachers Teaching in Secondary Schools of Allahabad**".

Objectives of the Study

The following objectives have been framed for the present compare-

7. To study the Emotional Intelligence of secondary school Teachers on the basis of Locale, Board and Gender.
8. To study the Teacher Effectiveness of secondary school Teachers on the basis of Locale, Board and Gender.

9. To study the Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender.
10. To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers on the basis of Locale, Board and Gender.
11. To find out the relationship between Emotional Intelligence and Professional Commitment of teachers on the basis of Locale, Board and Gender.
12. To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers on the basis of Locale, Board and Gender.

Hypotheses of the Study

In view of the above stated objectives, the hypotheses for this study have been presented below for empirical verification:

7. There is significant difference in Emotional Intelligence of secondary school Teachers on the basis of Locale, Board and Gender.
8. There is significant difference in Teacher Effectiveness of secondary school Teachers on the basis of Locale, Board and Gender.
9. There is significant difference in Professional Commitment of secondary school Teachers on the basis of Locale, Board and Gender.
10. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers on the basis of Locale, Board and Gender.
11. There is significant relationship between Emotional Intelligence and Professional Commitment of teachers on the basis of Locale, Board and Gender.
12. There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers on the basis of Locale, Board and Gender.

Research Method

In the present study survey method of Descriptive research under the quantitative research methods were utilized to test the hypotheses proposed. Quantitative research in education can be categorized as one of the two types, viz., descriptive studies and studies intended to discover causal relationships. Descriptive studies deal with finding out “what is,” and the causal-comparative method “is aimed at the discovery of possible causes for the phenomena being studied by comparing subjects in whom a characteristic is present with similar subjects in whom Emotional Intelligence and Professional Commitment is absent or present to a lesser degree” (Borg & Gall, 1989). Descriptive research, also referred to as survey research (Gay & Airasian, 2000), is mainly concerned with “attitudes, opinions, preferences, demographics, practices, and procedures”. According to Gay & Airasian (2000), “descriptive data are usually collected by questionnaire, interview, telephone, or observation”.

Population of the Study

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals. Best and Kahn (1993) defined a population as “any group of individuals that have one or more characteristics in common that are of interest to the researcher”. All Teachers of Secondary level of Allahabad district considered as population of the present study.

Sample of the Study

A sample is a small proportion of a population selected for observation and analysis. Emotional Intelligence and Professional Commitment is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population. The types of management from where the samples were selected come from the population of Government and Private Colleges. Samples were collected from the district Allahabad, Rural and Urban proportionately among the male and female students. 500 Teachers of Secondary level of Allahabad district were randomly selected. Details of Sample as under table no. 5.01-

Table no. 5.01 Sample Distribution

Source	Rural		Urban		Total
	UP Board	CBSE Board	UP Board	CBSE Board	
Male	63	62	63	62	250
Female	62	63	62	63	250
Total	125	125	125	125	500

Tools Used

In this study three tools were used to collect the data as follow-

4. Teacher Effectiveness Scale- developed by Umme Kulsum (2011)
5. Professional Commitment Scale- designed by Ravindra and Sarbjit Kaur (2011)
6. Teacher's Emotional Intelligence Inventory- prepared by Shubhra Mangal (2010)

Data Analysis Procedures

The raw scores obtained directly after scoring the test booklets constituted simply a long list of numbers without any order. So to make meaningful interpretation and draw conclusions raw scores were reorganized, subjected to appropriate statistical analysis and summarized. In order to find out the significance of difference t-test was used. This was achieved using SPSS version 17.0 statistical package.

t-test- Independent samples t-test as parametric method was utilized to test differences between two group samples. The ratio of difference between means of two groups was calculated and paired sample t-test applied in case of identical samples. In order to find out the significance of difference t-test was used.

Correlation- Correlation is a statistical technique that can show whether and how strongly pairs of variables are related. The correlation is one of the most common and most useful statistics. A correlation is a single number that describes the degree of relationship between two variables.

Findings of the study

1. To study the Emotional Intelligence of Teachers of Government-Private, Rural-Urban and Male and Female secondary school.

1. There is significant difference in Emotional Intelligence and its all dimensions like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between Male and female teachers of Secondary School. It is stated that Emotional Intelligence of female Teachers of Secondary schools according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence and of male Teachers of Secondary schools.
2. There is significant difference in Emotional Intelligence and its all dimensions like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between teachers of secondary schools of UP and CBSE Board. It is stated that Emotional Intelligence of teachers of secondary schools of CBSE Board according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence of teachers of secondary schools of UP Board.
3. There is significant difference in Emotional Intelligence and its all dimensions like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between teachers of Rural and Urban secondary schools. It is stated that Emotional Intelligence of teachers of Rural secondary schools according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence of teachers of Urban secondary schools.
4. There is significant difference in Emotional Intelligence and its all dimensions like Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management between Male and female teachers of Secondary School of UP Board. It is stated that Emotional Intelligence of female Teachers of Secondary schools of UP Board according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than

Emotional Intelligence and of male Teachers of Secondary schools of UP Board.

5. There is significant difference in Emotional Intelligence and its dimensions like Awareness of Self and Others, Professional Orientation and Intrapersonal Management between Male and female teachers of Secondary School of CBSE Board. It is stated that Emotional Intelligence of female Teachers of Secondary schools of CBSE Board according to Awareness of Self and Others, Professional Orientation, Self Regulation, and Intrapersonal Management are comparatively better than Emotional Intelligence and of male Teachers of Secondary schools of CBSE Board. It is also stated that there is no significant difference in dimensions of Emotional Intelligence like Self Regulation between Male and female teachers of secondary schools of CBSE Board.

2. To study the Teacher Effectiveness of Teachers of Government-Private, Rural-Urban and Male and Female secondary school.

1. There is significant difference in Teacher Effectiveness and its dimensions like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of Secondary School. It is stated that Teacher Effectiveness of female Teachers of Secondary schools according to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of male Teachers of Secondary schools. While there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter between Male and female teachers of secondary schools.
2. There is significant difference in Teacher Effectiveness and its dimensions like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of Secondary School. Therefore it is stated that Teacher Effectiveness of teachers of secondary schools of CBSE Board according

to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of teachers of secondary schools of UP Board.

3. There is significant difference in Teacher Effectiveness and its dimensions like Preparation and Planning for Teaching, Classroom Management and Interpersonal Relations between teachers of Rural and Urban secondary schools. It is stated that Teacher Effectiveness of teachers of rural secondary schools according to Preparation and Planning for Teaching, Classroom Management and Interpersonal Relations are comparatively better than Teacher Effectiveness and of teachers of urban secondary schools. While there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter and Teacher Characteristics between teachers of Rural and Urban secondary schools. So it is stated that according to Knowledge of Subject-Matter and Teacher Characteristics there is similarity between teachers of Rural and Urban secondary schools.
4. There is significant difference in Teacher Effectiveness and its dimensions like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and female teachers of Secondary Schools of UP Board. Therefore it is stated that Teacher Effectiveness of female Teachers of Secondary schools of UP Board according to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of male Teachers of Secondary schools UP Board. While it is stated that there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter between Male and female teachers of secondary schools of UP Board..
5. There is significant difference in Teacher Effectiveness and its dimensions like Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations between Male and

female teachers of Secondary Schools of CBSE Board. Therefore it is stated that Teacher Effectiveness of female Teachers of Secondary schools of CBSE Board according to Preparation and Planning for Teaching, Classroom Management, Teacher Characteristics, and Interpersonal Relations are comparatively better than Teacher Effectiveness and of male Teachers of Secondary schools CBSE Board. While it is stated that there is no significant difference in dimensions of Teacher Effectiveness like Knowledge of Subject-Matter between Male and female teachers of secondary schools of CBSE Board..

3. To study the Professional Commitment of Teachers of Government-Private, Rural-Urban and Male and Female secondary school.

1. There is significant difference in Professional Commitment and its dimensions like Commitment to Learner between Male and female teachers of Secondary School. Therefore it is stated that Professional Commitment of female teachers of secondary schools according to Commitment to Learner are comparatively better than Professional Commitment of male teachers of secondary schools. While there is no significant difference in dimensions of Professional Commitment like Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, and Commitment to Basic Human Value between male and female teachers of secondary schools.
2. There is significant difference in Professional Commitment and its dimensions like Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value between Male and female teachers of Secondary School. Therefore it is stated that Professional Commitment of teachers of secondary schools of CBSE Board according to Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value are comparatively better than Professional Commitment of teachers of secondary schools of UP Board. While it is stated that there is no significant difference in dimensions of Professional Commitment like

Commitment to Profession between teachers of secondary schools of UP Board and CBSE Board and CBSE Board.

3. There is significant difference in Professional Commitment and its dimensions like Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value between Male and female teachers of Secondary School. It is stated that Professional Commitment of teachers of urban secondary schools according to Commitment to Learner, Commitment to Society, Commitment to Attain Excellence, and Commitment to Basic Human Value are comparatively better than Professional Commitment and of teachers of urban secondary schools. While there is no significant difference in dimensions of Professional Commitment like Commitment to Profession between teachers of rural and urban secondary schools.
4. There is significant difference in Professional Commitment and its dimensions like Commitment to Attain Excellence, and Commitment to Basic Human Value between Male and female teachers of Secondary School of UP Board. Therefore it is stated that Professional Commitment of female teachers of UP Board of secondary schools according to Commitment to Attain Excellence and Commitment to Basic Human Value are comparatively better than Professional Commitment and of male teachers of secondary schools of UP Board. While there is no significant difference in dimensions of Professional Commitment like Commitment to Learner, Commitment to Society and Commitment to Profession between male and female teachers of secondary schools of UP Board.
5. There is no significant difference in Professional Commitment and its dimensions like Commitment to Society, Commitment to Profession Commitment to Attain Excellence, and Commitment to Basic Human Value between Male and female teachers of Secondary School of CBSE Board and both teachers are commit to their profession equally. This difference indicates that it is may be due to sampling error or statistical error. While there is significant difference in dimensions of Professional Commitment like Commitment to Learner between male and female

teachers of secondary schools of CBSE Board. So it is stated that Professional Commitment of female teachers of CBSE Board of secondary schools according to Commitment to Commitment to Learner is comparatively better than male teachers of secondary schools of CBSE Board.

4. To find out the relationship between Emotional Intelligence and Teacher Effectiveness of teachers of Male and Female Rural-Urban and Government-Private secondary school.

1. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools.
2. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of rural secondary schools.
3. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of urban secondary schools.
4. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of UP Board.
5. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of teachers of secondary schools of CBSE Board.
6. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of male teachers of secondary schools.
7. There is significant relationship between Emotional Intelligence and Teacher Effectiveness of female teachers of secondary schools.

5. To find out the relationship between Emotional Intelligence and Professional Commitment of teachers of Male and Female Rural-Urban and Government-Private secondary school.

1. There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools.
2. There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of rural secondary schools.
3. There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of urban secondary schools.

4. There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of UP Board.
5. There is significant relationship between Emotional Intelligence and Professional Commitment of teachers of secondary schools of CBSE Board.
6. There is significant relationship between Emotional Intelligence and Professional Commitment of male teachers of secondary schools.
7. There is significant relationship between Emotional Intelligence and Professional Commitment of female teachers of secondary schools.

6. To find out the relationship between Teacher Effectiveness and Professional Commitment of teachers of Male and Female Rural-Urban and Government-Private secondary school.

1. There significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools.
2. There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of rural secondary schools.
3. There is significant relationship between Teacher Effectiveness and Professional Commitment of teachers of urban secondary schools.
4. There significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of CBSE Board.
5. There significant relationship between Teacher Effectiveness and Professional Commitment of teachers of secondary schools of UP Board.
6. There significant relationship between Teacher Effectiveness and Professional Commitment of male teachers of secondary schools.
7. There significant relationship between Teacher Effectiveness and Professional Commitment of female teachers of secondary schools.

5.1 Educational Implications

Educationists all over the world have emphasized that teacher quality is the most important school-related factor influencing student achievement. In this perspective, observations and findings of the present study, correlating Emotional Intelligence and Professional Commitment of secondary school teachers to their

teaching effectiveness, may have strong and useful educational implications in the existing educational setup of our country.

Findings of this study contribute to the existing knowledge on the teaching effectiveness. In addition to providing empirical data to fill in the gap in the international literature, this study provides useful information that may be of value to researchers in other developing countries. In the light of the findings of this study, further researches could be undertaken to generate more information on similar and related aspects in order to strengthen the means and ways to identify and increase teacher's effectiveness and therefore contributing towards improvement of overall school effectiveness.

Evaluating the effectiveness, Emotional Intelligence and Professional Commitment of teaching is a very important function in all educational institutions. Important administrative recommendations and decisions like recruitment, certification, annual evaluation, and mere emotional Intelligence and Professional Commitment raises etc. are based on these evaluations. The teaching effectiveness and Professional Commitment scale may aid in distinguishing effective and ineffective teachers, to help administrators in the assignment, promotion, tenure considerations or other changes in the status of teachers. Emotional Intelligence and Professional Commitment may also give evidence of the quality of services rendered by teachers and thereby justify to the community the investment of public funds in educational institutions.

The results of this study may be useful in identifying teachers' attitudes towards and approaches to Emotional Intelligence and Professional Commitment provided for them and also identifying the motivational factors required for effective teaching. The information generated could also be utilized to suggest better ways of training, motivating and equipping instructors with strategies, techniques, and approaches for increased teaching effectiveness. Policy makers and professional development designers, among others, can benefited from empirically derived information about teacher effectiveness, attitudes, and motivation by incorporating such information in designing and implementing the efficient and effective training programs for prospective teachers as well as working teachers.

Findings of Emotional Intelligence and Professional Commitment levels related to teachers' effectiveness would assist in the development of appropriate and effective incentive plans which would help retain the best and brightest teachers. Based on the findings, decision-makers may also know how teachers are responding to Emotional Intelligence and Professional Commitment in a certain manner and can take the necessary steps either to change negative attitudes or to foster positive attitudes. For instance, decision-makers can take advantage of the study findings to design training programs that take into account teachers' attitudes toward Emotional Intelligence and Professional Commitment. Over the past years, the Indian Ministry of Education has made enormous investment in establishing an infrastructure in public schools, in addition to staff development through workshops. Thus, the findings of this study should be of practical interest to the government. Officials would find it useful to assess the attitude of school teachers, so that funding for technology and staff development can be optimally directed.

This study helps in understanding the relationship between teacher effectiveness and emotional intelligence. Authorities in the field of education should make efforts to increase emotional intelligence of teachers in educational institutions so that teacher effectiveness of teachers also increases. Practical steps must also be thought out and implemented for enhancing emotional intelligence of teachers. Seminars, workshops and teacher training programs can be arranged for teachers to further enhance their effectiveness. Administration and counselors in the field of education can arrange some intervention programs to make teaching more effective. The study also helps the secondary school teachers to make them more effective.

The study has revealed that the teachers need to have basic teaching skills as a part of their repertoire of teaching effectiveness, Emotional Intelligence and Professional Commitment. For this, pre-service training of school teachers should be stressed. Moreover, modules for development of teaching skills need to be developed. The most cost-effective combination would be a relatively brief pre-service teacher training experience followed by a systematic provision of in-service training especially during the early years of teaching. In-service training and orientation programmes may be organized by the school authorities to make teaching more effective. Seminars, workshops and in-service training programmes should be

organized to update teachers on new developments in the subject as well as instructional and learning methods.

Teachers are supposed to be encouraged to improve pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs. Formal or informal in-service education promotes sharing of ideas and interdependence among teachers leading to the improvement in instructional techniques and professional self-awareness. Informal education be able to include resource sharing among teachers about professional concerns; formal education can include workshops and seminars. They need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them. There should be need-based programmes throughout the year concerned with concrete or actual problems confronting the teachers. These problems could be of personal or professional nature. This appears warranted in view of the findings that marital status as well as training influenced the degree of teaching effectiveness in the present study.

The outcome of our research suggested that effective teaching is not influenced by the location of school or medium of instruction. Infact, effective teachers may come from different background, therefore, emphasis should be given to sharpen areas other than the location of school or medium of instruction in order to make teaching more effective. Also, in general there should never be any kind of promotion regarding gender-specific, school location-specific and medium of instruction-specific teaching effectiveness of secondary school teachers. This study stresses the need for promoting motivation and attitude Teacher effectiveness, Emotional Intelligence and Professional Commitment as an essential aspect for qualitative improvement in teachers.

The present study also reveals that the teaching effectiveness of secondary school teachers is influenced by Emotional Intelligence and Professional Commitment. Motivating teachers would ensure that there is effective instruction in the classroom and more collaboration in school management. Lack of incentive may lead to stress which eventually may translate to ineffective classroom management and adversely affect pupils' learning. With effective motivation, teachers would

most likely bring about a change in teachers' behaviour which would translate into optimal commitment in teaching, better student performance and general improvement of schools.

Suggestions for Further Research

Researchers are not the end of an investigation but these always open the way for future endeavors. After the results obtained through the study, the investigator would like to make following suggestions for further investigations.

- Similar studies are needed to produce more information in this area. Such studies may consider changing the setting, population, sampling procedures, or data collection methods utilized in the current study. For example, future researchers may examine teachers from different disciplines, or a sample from a larger population in other parts of the country to provide more diversity and a wider perspective of the research or with higher access to computers, etc.
- While the current study gathered data on the population of Indian teachers at a single point of time, future researches need to consider change over a long period of time. This step will necessitate longitudinal studies with some proposed model about change.
- A longitudinal study could help explain the pattern of influence over years, of several important demographic factors on teachers' levels of teaching effectiveness, work motivation and attitude towards adoption and efficient use of new educational technologies.
- The findings could have been more explanatory, had the same individual teachers been observed for their teaching effectiveness before and after marriage. Similarly, this type of study could also be designed to provide some insight as to whether teachers' motivational orientations and attitude transform over time.
- Emotional Intelligence and Professional Commitment would be interesting to assess whether location, medium of instruction and gender's non-significant relationship with teaching effectiveness exists in other contexts as

Emotional Intelligence and Professional Commitment does in secondary schools.

- The study did not examine the relationships amongst the independent variables. The relationships amongst variables that were found to correlate need to be studied further.
- Given that this study provided evidence that motivational orientation is a significant predictor of teaching effectiveness, future studies need to consider the cause and effect of the motivation of teachers. This would be particularly helpful both in terms of training and administrative strategies employed.
- Similarly, given the high contribution of teachers' attitude towards Emotional Intelligence and Professional Commitment in teaching effectiveness, future studies need to consider the role of computer attributes (e.g., relative advantage, complexity, adaptability, computer access, relevant software availability, administrative support, technical support, and computer expertise etc.) in predicting attitude and further focusing on needs assessment in terms of the infrastructure required for putting this prospect into effect. Also, researchers should strongly consider evaluating the impact of external variables on attitude of different populations and different technologies. Identifying these variables is beneficial for understanding user issues and identifying ways to improve the implemented technology.
- The computer attitude scale showed that teachers are willing to adopt technology and to use Emotional Intelligence and Professional Commitment in their classrooms. Further research is needed to determine whether attitudes are the best predictor of teachers' use of Emotional Intelligence and Professional Commitment in the Indian school system.
- Development of instructional material for teachers with a view to promote adoption of Emotional Intelligence and Professional Commitment is another area of research.

In the present study, the three constructs teacher effectiveness, Emotional Intelligence and Professional Commitment, have been identified as factors that can lead to improved teaching effectiveness of secondary school teachers. Therefore, the

educationists and policy makers must continue exploring and identifying the variety and complexity of these as well as other related factors that influence the teaching effectiveness of a secondary school teacher since these factors and their interactions may vary across different socio-cultural and economic setups throughout the globe.

BIBLIOGRAPHY

- **Abraham, R. (1991).** 'Emotional intelligence in organizations: A conceptualization', New York: Bantam Books.
- **Abraham, R. (1999).** 'Emotional intelligence in organizations: a conceptualization, Genetic, Social & General Psychology Monographs', 125, (2), pp.209-224.
- **Adaval, S.B., (1952).** 'An introduction into the quality of the teachers under training', Allahabad University.
- **Adogbile J.A. and Adeyemi B.A. (2008).** 'Enhancing quality assurance through teachers' effectiveness,' Educational Research and Review Vol. 3 (2), PP. 061-065, available online at <http://www.academicjournals.org>.
- **Agrawal, M. (2006).** Does Emotional Intelligence Affect Relationship between Deprivation and Academic Anxiety? *Journal of Educational Studies*, Vol. 4. No. 1 & 2. pp. 17-20.
- **Anuradha, K., Bharthi, V.V. and Jayamma, B. (2006).** Television Viewing Behaviour of Adolescents – its Impact on their Academic Achievement. *Educational Tracks*, Vol. 6. No. 7. pp. 27-31.
- **Arora, K., (1978).** 'Differences between Effective and Ineffective Teachers', Jamia Milia Islamia, Univ., Published S. Chand & Co. Ltd. Ramnagar, New Delhi.
- **Bala, Ranju (2017)** Teacher Effectiveness of Secondary School Teachers in Relation to Their Emotional Intelligence, the International *Journal of Indian Psychology* ISSN 2348-5396 (e) | ISSN: 2349-3429 (p) Volume 4, Issue 4.
- **Bar-On, r., Parker, J. (2000).** 'The Handbook of Emotional Intelligence', Jossey-Bass, San Francisco, C.A.
- **Barr, A.S. (1929).** 'Characteristics Differences in Teaching performance of Good and Poor Teachers of Social Studies', Bloomington III Public School Publishing Co.

- **Berry, C.L., (1976).** 'A study of the Factors that influence Male Elementary School Teachers of Southern California To remain in or leave the Teaching Profession', *Dissertation Abstracts International*, 36 (7), 4138-A.
- **Bisaria, S. (1991).** 'Mobility patterns and professional commitments of higher secondary teachers': A Pilot study in Fifth survey of Education Research, 1988-92, Vol. I, New Delhi: NCERT, p. 451.
- **Biswas, A.K., (1998).** 'Teacher effectiveness index', *Perspective in Education*, Vol. 14, No. 2, pp 69-78.
- **Biswas, P.C. and De, T., (1995).** 'A survey of effectiveness of secondary school teachers in Tripura', *Indian Journal of Psychometry and Education*, Vol. 26 (1), pp 17-24.
- **Bogler R. and Nir, A.E., (2010).** 'Different roads lead to teachers' organizational and professional commitment' paper presenting at the annual meeting of the UCEA Annual Convention. Anaheim Marriott, California available online of <http://allacademic.com>.
- **Borg, W.R. (2006).** 'Educational Research: An Introduction' 8th edition, Allyn & Bacon Publishers, U.K.
- **Boyd, Mary Ann. (2005),** 'The emotional intelligence of teachers and students perceptions of their teachers behaviour in the classroom', Indiana University of Pennsylvania, 234pp.
- **Brooker, J.K. (2003).** 'Emotional competencies of leaders : A comparison of managers in a financial
- **Buch, M.B. (1975)** 'Studies in teaching and teacher behavior'. Centre of Advance Studies in Education (CASE), Baroda. II
- **Buch, M.B. ed. (1974)** 'A Survey of Research in Education', Centre of Advance Study in Education (CASE), M.S. University, Baroda.
- **Buch, M.B. ed. (1979)** 'Second Survey of Research in Education (1972-78)', Centre of Advance Study in Education (CASE), M.S. University, Baroda.
- **Buch, M.B. ed. (1983)** "Third Survey of Research in Education (1978-83)", National Council of Educational Research and Training, New Delhi

- **Bundnik, M.F. (2003).** 'Emotional intelligence and burnout: Influence on the intent of staff nurses to leave nursing'. Doctoral dissertation. Depaul University.
- **Calderin, Roberto, (2005).** 'Emotional Intelligence in public elementary school principals: Building collegial relations', Fordham University, 228 pp.
- **Capel, S.A., (1991).** 'A longitudinal Study of Burnout in Teachers', in *British Journal of Educations Psychology*, 61, pp. 36-45.
- **Carr-Saunders, A.M., (1928).** 'Professions: Their Organization and Place in Society', Oxford: The Clarendon Press, p. 31.
- **Carr-Saundes, A.M. and P.A. Wilson, (1933).** 'The Professions', Oxford: The Clarendon Press.
- **Chan, David W. (2004).** 'Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong', *Personality & Individual Differences*, Vol 36 (8), p. 1781-1795.
- **Chang, Te-Sheng, (2000).** 'What are teachers' college students telling us about them?' Paper
- **Chang, Y.C. and Tusi, K.T., (1996).** 'Total teacher effectiveness: new conception and improvement', *International Journal of Educational Management*, Vol. 10, No. 6, pp. 7-17.
- **Charters, W.W. and Waples, D., (1929).** 'The commonwealth Teacher Training Study', University of Chicago Press.
- **Cheng, Y.C. and Tsui, K.T., (1999).** 'Multimodels of teacher effectiveness : implications for research', *The journal of Educational Research*, Vol. 92, No. 3, pp. 141-150.
- **Chhaya. (1974).** 'An investigation into certain psychological characteristics of an effective teacher bevaaviour', Ph.D. Thesis. University of Kanpur.
- **Chitnis, S., and P.G. Altbach (ed.), (1979).** 'The Indian Academic Profession', Delhi: The Macmillan co.
- **Ciarochi, J.V., Chan, (2001).** 'Measuring emotional intelligence in adolescents' *Personality and Individual differences*, 31, 1105-1119.
- **Ciriello, M.J., (1987).** 'Teachers in Catholic Schools: A study of Commitment', *Dissertation Abstracts International*, 48 (3), 522-A.

- **Crosswell, L & Elliot, B (2006)**, 'Committed Teachers, Passionate Teacher: The dimension commitment and engagement'. Sage Publication.
- **Dalchand, (2007)**. 'A study of Professional Commitment Between B.T.C. and Special B.T.C. Primary Teachers', M.Phil, Dissertation, C.C.S. University, Meerut.
- **Das D.N., Behra N.P., (2004)**. 'Teacher Effectiveness in Relation to their Emotional Intelligence'. *Journal of Indian Education, NCERT*, Nov. 2004.III
- **Das, A.B.,1997**, 'Impact of secondary teacher education programme on teacher effectiveness and teacher job-satisfaction', Teacher Education (ed) Panda,d B.N. & Tewari A.D., APH Pub Corp. New Delhi, pp. 114-122.
- **Dash, Umasankar and Pranab, Barman (2016)**. **Teaching Effectiveness** of Secondary School Teachers in the District of Purba Medinipur, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 21, Issue 7, Ver. VI1 PP 50-63 e-ISSN: 2279-0837, p-ISSN: 2279-0845.
- **Dave, R..H. (1998)**. "Towards Effective Teacher Education" in National Council of Teacher Education, Competency Based Commitment Oriented Teacher Education (Pre-service Education), New Delhi, Pp. V-XV.
- **Dave, R.H. 1998**. 'Towards Effective Teacher Education in National Council of Teacher Education, Competency Based Commitment Oriented Teacher Education (Pre-service Education)', New Delhi, pp. 246-254.
- **Day, C. (2004)**, 'A Passion for Teaching' London : Routledge Falmer.
- **Despande, S.P. (2009)**. 'A study of ethical decision making by physicians and nurses in hospitals' *Journal of Business Ethics*, 90, 387-397, USA.
- **Dominguez-Cruz, G. (2003)**. 'Relationship of leadership orientations to emotional, intelligence of public elementary, intermediate and high school principals in Puerto Rico'. Doctoral dissertation. Dowling College.
- **Drago, J.M. (2004)** 'The relationship between emotional intelligence and academic achievement in non-traditional college students'. Doctoral dissertation. Walden University.

- **Duckworth, A.L., Quinn P.D. & Seligman E.P. (2009)** 'Positive Predictors of Teacher Effectiveness'. *The Journal of positive psychology*, volume 4, issue 6, pages 540-570. from <http://www.informaworld.com>.
- **Dutt, B.S.V., Rao, D.B., (2004).** 'Empowering Primary Teachers', Discovery Publishing House. New Delhi - 02.
- Ebmeir, H. and Nicklaus..J. (1999). The impact of peer and principal collaborative supervision on teachers' trust commitment, desire for collaboration and efficacy. *Journal of Curriculum and supervision*. 14(4), 351-369.
- **Edward, A. L. (1969).** *Techniques of Attitude Scale Construction*, New York : Appellation Century Crofts.
- **Edwards, Jane McManus, (2005),** 'No Child Left Behind teacher quality politics, practices, and teacher effectiveness research' Baylor University, 132pp.
- **Elias, Norbert, (1991):** 'The Symbol Theory' Sage Publication, Inc London.
- **Emmerling, R.J. (2003),** 'Cognitive and affective processed in career decision making : An integrative theory'. Doctoral Dissertation. Rutgers the State University of New Jersey.
- **Etzioni, A., (1968).** 'The Activa Society', New York: Free Press.
- **Eva Justina Romoold, E.J. (2006).** Enhancing Emotional Intelligence of Student Teachers through Ennegram Educational Programme. *Educational Tracks*, Vol. 6, No. 3. pp. 25-31.
- **Farber B.A. and Miller, J. (1981).** 'Teacher burnout: A psycho-educational perspective'. *Teacher College record*, 83, 235-243.
- **Finnegon, J.E. (1998),** 'measuring emotional Intelligence: where we are today.' Al : tuburn university at montgomery, school of education.
- **Galdhaber, D. & Anthony, E. (2005)** 'Can Teacher quality be effectively assessed, National Board : Certification as a signal of effective teachings' http://NBITSquality_report.pdf
- **Goleman, D. (1995).** 'Emotional Intelligence', Bantam Books, USA.

- **Goleman, D. (1998).** 'What makes a leader?' Harvard Business Review. 76, pp 93-102.
- **Goleman, D. (1998).** 'Working with Emotional intelligence', New York : Bautam.
- **Goleman, D. (2001).** 'Emotional intelligence: Issues in paradigm building'. Inc. Chermis and D. Goleman (Eds.), the emotionally intelligent workplace. Available:
- **Good, (1979).** 'Teacher effectiveness in the elementary schools', *Journal of Teacher Education* 1979, 30 (2), 52-64.
- **Gootman, J. (1997).** 'The heart of parenting: How to raise an emotionally intelligent child'. New York : Simon & Schuster.
- **Goss, David, (1996).** 'Principles of Human Resource Development', London: International Thomson Press.
- **Grossman, B.B., (1976).** 'Relationship of Task Orientation and Self-Actualization to Role Perception and Commitment to teaching in Pre-service Teachers', *Dissertation Abstracts International*, 37 (4), 2122-A.
- **Guilford, J. P. (1954).** *Psychometric Methods, (Second Edition)*, New Delhi: Tata McGraw Hill Publication Co. Ltd.
- **Gupta B.D. (1998).** 'Intelligence, adjustment and personality needs of effective teaches in science and arts'. Ph.D. Edu. Agra Univ.
- **Gupta, Anita (2007).** 'A Comparative Study of Emotional Intelligence and Job satisfaction among male and female College teachers' M.Phil. Dissertation, Kurukshetra University, Haryana.
- **Gupta, R.C., (1976).** 'Prediction of teacher effectiveness through personality test', Banaras Hindu University.
- **Heck, R.H., Hallinger, P. (2010).** 'Examining the moderating effect of instructing focused leadership on teacher effectiveness and student learning' Paper presented at the annual meeting of the American Educational Research Association, Denver, Co.
- **Herbert, J.M... & Mc Nergney, R.F., (1998),** 'Foundation do Education', Allyn and Bacon Publication, USA.

- **Hopkins, M.M. (2005).** 'The impact of gender, Emotional intelligence competencies, and styles on leadership success'. Doctoral Dissertation, Case Western Reserve University.
- **Hrebiniak, L.G. & Alutto,, J.A., (1972).** 'Personal and Role-related Factors in the Development of Organizational Commitment', *Administrative Science Quarterly*, 17, pp. 555-573.
- Huberman, M. (1993). *The Lives of teachers* (J. Neufeld, Trans.), london: Cassell Villiers House.
- **Jensen, A., (1951).** 'Determining critical requirements for teachers', *Journal of Experimental Education*, 20 pp. 79-85
- **Joffres, C. and Haughey, M. (2001),.** Elementary teachers' commitment declines: Antecedents, processes and outcomes. *The Qualitative Report*, (On Line Serial), 6(1). <http://www.nova.edu/sss/QR/QR6-1/joffres.html>
- **Jones, A.P., (1972).** 'Dimension of Relationship to an Educational Institution: An Analysis of Behaviorally Measured Commitment Patterns', *Dissertation Abstracts International*, (32-A), 4105.
- **Jones, M.L., (1956).** 'Analysis of certain aspects of teaching ability', *Journal of Experimental Education*, 25, pp. 103-108.
- **Jore-Bloom, P., (1988).** 'Factors Influencing Overall Job Satisfaction and Organizational Commitment in early Childhood work Environments', *Journal of Research in Childhood Education*, 32 (2).
- **Joshi, C.M. (2001).** 'A study of Emotional intelligence of Bank officers in relation to their age, caste, area of residence, Educational and Basic Pay', Ph.D., Edu., Kumaun Univ., Nainital.
- **Joshi, J.K. (1997).** 'Emotions - The term and its meaning. Emotions vis-a-vis Advent of Psychology'. Ph.D., Edu., Kumaun Univ., Nainital.
- **Kang, W.Y., (1982).** 'Professional Commitment to Teaching in Korean Special Education'. *Dissertation Abstracts International*, 42 (11), 4791-A.
- **Kaul, L., (1972).** 'Factorial study of certain personality variables of popular teachers in secondary schools.' Unpublished Doctral Dissertation, Kurukshetra Univ.
- **Kilpatric, F. P. and H. Cantril (1960).** "Self anchoring scales a measure of

Individual's unique reality world" *Journal of Individual Psychology*. 16(2), 158-A3.

- **Koifman, R. (1998).** 'The relationship between EQ, IQ, and Creativity. Paper Presented at the University of Windsor', Windsor, Ontario. Unpublished manuscript.
- Koul, L. (2001). *Methodology of Educational Research* (3rd Ed.) New Delhi: Vikas Publishing House
- **Krishan, S.S. and Seenivasagam, D., (1994).** 'Perspectives on teacher efficiency', *University News*, Vol. XXXII, No. 10, pp. 10-11.
- **Krishnan, S.S., (1994),** 'A study of teacher effectiveness in relation to some selected variables', *The progress of Education*, Vol. LXIXI, No. 4-5, Pp. 89-92.
- **Krishnan, S.S., (1994),** 'Teacher effectiveness : an insight', *The Progress of Education*, Vol. LXVIII, No. 10-11, pp. 38-39
- **Kudva, M., Caspy, T. & Lazer, M., (1988).** 'Are Volunteers More Committed than Non-volunteers?', *Journal of Applied Psychology*, 18 (1), pp. 985-991.
- **Kulandalvel, K;Rao, T.R.B. (1968).** 'Qualities of good teachers and good students (A Study of Students rating)'. R.K. Mission Vidyalaya. Coimbatore.
- **Kumar, D. (2001).** 'Study of Emotional intelligence of primary School Teachers in relation to their gender, age, caste, Teaching experience school'. Ph.d., Edu., Kumaun Univ., Nainital.
- **Kundu, C.L. (1981),** 'Teacher effectiveness - A resume of research', *National Journal of Education* 3 (2); pp. 30-52.
- **Lamke, T.A. (1951).** 'Personality and teaching success', *Journal of Experimental Education*, 20; pp.217- 259.
- **Lee, Lee C. (1998).** 'Handbook of Asian American Psychology' Sage Publication ltd., New Delhi.
- **Lee, Pamela Chandler, (2005).** 'Cognition and affect in leader behavior; The effects of spirituality, psychological empowerment, and emotional intelligence on the motivation to lead', Regent University, 204pp.
- **Likert, R. (1932).** A technique for the measurement of attitude. *Archives of*

psychology, 140, 1-55.

- **Louis. K. S. (1998).** Effects of teacher quality of work life in secondary schools on commitment and sense of efficacy. *School Effectiveness and School Improvement*, 9(1),1-27.
- **Mahapatra, P.L., (1987).** 'Comparative role of intelligence, attitude and vocational interest towards success in teaching', Utkal Univ.
- **Maheshwari, Amrita, (2002),** 'Professional commitment among secondary teachers.' Ph.D. Thesis, CCS University, Meerut.
- **Mann, S.S., (1980),** 'Some correlates of success in teaching of secondary school teachers', Edu. Punjabi Univ. 1980.
- **Maridadoss, S.J., (2000).** 'Emotional Intelligence Tool of Credibility', University News Vol. 38 (12), March 20, pp. 7-11.
- **Mark (2008).** 'Teacher productivity Vs. Teacher Effectiveness' Available online at [http://claivoy.com/2009/12/04Teacher productivity vs. effectiveness](http://claivoy.com/2009/12/04Teacher%20productivity%20vs.%20effectiveness).
- **Marsh, H.W., (1984).** 'Students' evaluations of university, dimensionality, reliability, validity, potential biases and utility', *Journal of Education Psychology*, 76, pp. 707-754.
- **Maultsby, D.B., (1970).** 'An analysis of variation in Normative commitment', Dissertation Abstracts International, 36 (7).
- **Mawter, P.T., (1976).** 'Teacher Professionalism and decision-making modes in selected elementary schools as determinants of Job Satisfaction', Dissertation Abstracts International, 36 (7), 4171-A.
- **Mayer, J.D., & Salovey, P. (1997).** 'What is emotional intelligence? In P.Salovey & D. Sluyter (Eds.), Emotional development and emotional intelligence: Implications for educators' (PP.3-31). New York: Basic Books.
- **Mayer, J.D., & Saovey, P. (1995).** 'Emotional intelligence and the construction and regulation of feelings'. *Applied and preventive psychology*, 4, PP. 197-208.
- **Mishra, V.K., (1979),** 'A comparative study of personality factors of effective and ineffective teachers in different type of schools in Bareilly City', Rohilkhand University.

- **Mohan Raju, P., (1992).** 'A Study of factors contributing to commitment to the teaching profession', Ph.D., Edu. Univ. of Delhi.
- **Mohanty, A., (2003).** 'Should the performance of teachers should be evaluated by students?' *Experiments in Education*, Vol. XXI, No. 11, 219.
- **Mohod, V. and mohod, V.V., (2003).** 'Crisis in higher education: causes and remedies', *University news*, Vol. 41, No 21, PP. 8-10.
- **Moranel, D.A. (2001).** 'The Emotional Intelligence of Managers' *Journal of Business and Psychology*, Vol. 16 No. 1, PP 21-23.
- **Morrow, P.C. & Writh, R.E., (1989).** 'Work commitment Among Salaried Professionals', *Journal of Vocational Behaviour*, 34 (1), pp. 40-56.
- **Muthayya, B. C. (1971).** *Famers and their Aspirations Influence of Socio-economic Status and Work Orientations, Hyderabad, NICD*
- **Nada Abi Samra (2000).** 'The relationship between emotional intelligence and academic achievement in eleventh grades', Auburn University at Montgomery, *Research in Education*. FED 661.
- **Naqvi, Imtiaz H.; Iqbal, Muhammad; Akhtar, Shafqat Naeem (2016).** The Relationship between Emotional Intelligence and Performance of Secondary School Teachers. *Bulletin of Education & Research*. Vol. 38 Issue 1, p209-224. 16p.
- **National Council for Teacher Education, (1998),** 'Competency Based and Commitment Oriented, Teacher Education for Quality School Education (Pre-service Education)', New Delhi.
- **Nayar, U., (1979).** 'Women Teachers in South Asia, Paper presented at the workshop on Comparative
- **Neetu (2006),** 'A Comparative study of Emotional Study and Adjustment of Primary School Teachers
- **Nelson, D. and Low, G. (2009).** 'The Emotionally Intelligent Teacher: A Transformative Learning Model' Upper Saddle River, M.J : Prentice-Hall.
- **Newsome, Day, Catamo, (2000),** 'Assessing and screening violence and aggression at work.' *Handbook of workplace violence*. Thousand Oaks, C.A.: Sage.
- **Nias, J (1981),** *Commitment and Motivation in Primary School Teachers.*

Educational' , Review, 33(3), 181-190.

- **Obiakor, F.E. (2001)**, 'Special Education in the 21st Century' A sage publication, New Delhi.
- **Pachaurei, G.K., (1983)**. 'Proficiency in teaching as a function of personality by factors, frustration (regression and aggression) and sex', Agra Univ.,
- **Pamela, Lepage, (2002)**. 'Educational Controversies: Toward a discourse of reconciliation; Sage publication Ltd. New Delhi.
- **Pandey, K. (2006)**. Deprivation among Emotionally Intelligent Girls. *Journal of Educational Studies*, Vol. 4. No.1 & 2. pp. 9-16.
- **Pandey, M.K. (2000)**. 'Study of Emotional intelligence of adolescent students in relation to their achievement in mathematics, Academic stream and gender', Ph.d. Edu., Kaumaun Univ., Nainital.
- **Pandey, S., (1986)**. 'Organizational and Individual characteristics in R & D', Unpublished Doctoral Thesis Submitted to Indian Institute of Science, Bangalore, India.
- **Parker, J.D.A. (2002)**. 'Emotional intelligence and academic success: Examining the transition from high school to university'. Paper to be presented at the 2002 annual meeting of the Canadian Psychological Association, Vancouver, British Columbia.
- **Pathan, Y.G. and Pant B. (2008)**. 'Emotional Intelligence of Secondary Teachers' *Edutracks* – December 2008.
- **Patil, B. and Kumar, A. (2006)**. Emotional Intelligence among Students Teachers in Relation to Sex, Faculty and Academic Achievement. *Educational Track*, Vol. 6. No. 7. pp. 38-39.
- **Pellitteri, John (1999)**. 'Emotionally Intelligent School Counseling' Routledge, USA.
- **Pierce, M.C. and Molloy, G.N., (1990)**. 'Psychological and Biographical Differences between Secondary School Teachers Experiencing high and low

levels of Burnout' *British Journal of Education Psychology*, 30 P+I, pp. 37-51.

- **PK Naik, Atindra Nath Dutta and Tumpa Pal (2017)**. A comparative study on teacher's organizational commitment among government and private teachers of rural and urban secondary schools, *International Journal of Multidisciplinary Education and Research*, ISSN: 2455-4588, Volume 2; Issue 1, Page No. 29-33.
- **Prakasham, D., (1986)**. 'A study of teacher effectiveness as a function of school organization climate and teaching competency', RS University.
- **Punia, B.K., (2000)**. 'Commitment among University Teachers-A Comparative Analysis' in *University News*, Vol. 38, No. 18, April 10, pp. 7-10.
- **Raja, B. William D. and Thiagarajan, A. ponnambala (1998)**. 'School organizational climate and teacher-effectiveness of boys' higher secondary schools in Tuticorin'. *Indian Journal of Psychometry and Education*. Vol. 29 No. 1, 25-30.
- **Rao, Ganeshwara K. (1995)**. 'A study of Teacher Effectiveness in Relation to Creativity and Interpersonal Relationship', Ph.D. Edu., Andhra University,
- **Rao, V.K., (2004)**. 'Handbook of primary, secondary and higher education.' Rajat Publication, Delhi - 31.
- **Rao, V.K., Reddy, R.S., (2005)**. 'Effective Teachers and Teaching', common wealth publishers, New Delhi.
- **Richard B & Gema Zamarro, (2009)**, 'Teacher Effectiveness in Loban High Schools' <http://ideas.repec.org/p/ran/as paper/693.html>.
- **Rickers, Kobe, Reiter (2001)**. 'Handbook of cultural intelligence.: Theory, measurement and Application.' M.E. Sharpe, U.S.
- Rikard, G. L. (1999). Promoting teacher commitment pre-service teachers. *Journal of Physical Education, Recreation and danes*. Reston: 70(9),53-56.
- **Ross, M.R. Powel, S.R. Elias (2002)**. 'New roles for school psychologists : Addressing the social and emotional learning needs of students', National Association of School Psychologists, Vol 31, Part 1, PP 43-45, USA.

- **Roul, Sushanta Kumar (2002).** 'A comparative study of Teacher Effectiveness of Autonomous and Non-autonomous College Teachers in relation to their Mental Health, Organisational Climate and Students' Achievement.' Ph.D. Edu., Kurukshetra University.
- **Ryans, D.G., (1951),** 'A study of the extent of association of certain professional and personal data with judge effectiveness on teacher behaviour', *Journal of Experimental Education*, 20, P.77.
- **Ryans, D.G., (1963),** 'Teacher behaviour theory and research implications for teacher education', *Journal of Teacher Education*, 14, 274-93, 1963.
- **Sagar D. (2002).** 'Ego- identity and Emotional Intelligence of female adolescent students in relation to their rearing up practices and parental age'. Ph.D., Edu., Kumaun Univ., Nainital.
- **Salancik, G., (1997).** 'New Directions in Behavior', Chicago: St. Clair Press.
- **Seidel T., Shavelson R.J. (2007).** 'Teaching Effectiveness Research Design in Disentangling Meta Analysis Results' *Review of Educational Research*, December 2007 Vol. 77, No. 4 454-499. Available online at <http://rer.sagepub.com>.
- **Shah, Beena, (1991).** 'Determinants of teacher effectiveness', Rohilkhand Univ., 1991.
- **Shah, Beena. (1995).** 'Determinates of teacher effectiveness'. The Indian Publication. Ambala Cantt.
- **Shanwal, V.K. (2004),** 'Emotional Intelligence the Indian Scenario'. Indian Publishers Distributors, Delhi.
- **Sharma, Anita, (2001).** 'A Study of Commitment among Teachers', M.Ed. Dissertation, N.A.S. College, Meerut (C.C.S. University, Meerut).
- **Shishupal, (2001).** 'A Study of Commitment of Teacher-Trainees of B.Ed. classes Towards Teaching Profession', M.Ed. Dissertation, Meerut College, Meerut (C.C.S. University, Meerut).
- **Shukla Shashi (2009),** 'Teaching competency, professional commitment and Job Satisfaction' Ph.D. Delhi University, New Delhi. Available online at <http://illusion.instablogs.com>.

- **Sillito, M.J., (1971).** 'A Study of Relationship between Colleague Related Work Experiences of Teachers and their Career Commitment and Job satisfaction', Dissertation Abstracts International, 31-A, p. 3971.
- **Simpson, P and Hood, O. K (2000).** Changing Perception and Practice Through the Professional Development Model" in Belok, Michael and T. E. Deering (ed.), *Teacher Education*, Meerut Anne Books.
- **Simpson, Pat and Hood, Dana Kennamer, (2000).** 'Changing Perception and Practice Through the professional Development Model' in Belok, Michael and T.E. Deering (ed.), *Teacher Education*, Meerut Anne Books.
- **Singh, D. (2001).** 'Emotional Intelligence at Work: A Professional Guide'. Sage Publication, New Delhi.
- **Singh, Dalip (2001).** 'Emotional Intelligence at Work: A Professional Guide', Response Book, A division of Sage Publications, New Delhi.
- **Singh, Pritam, (1988).** 'Attributes of Effective Teachers' in *Indian Journal of Teacher Education*, Vol. I, No. 1, August, pp. 73-81.
- **Singh, Sushma (2006),** 'A Comparative Study of Professional and Non-Professional Students' M.Phil. Dissertation, Bundelkhand University, Jhansi.
- **Singh, Triveni, (1988),** 'A study of teaching efficiency in relation to job satisfaction and socioeconomic status of secondary school teachers', Avadh Univ., 1988.
- **Sofat, S.L., (1977).** 'Construction and standardization of self-evaluation scale of teaching effectiveness of secondary teachers', Punjabi Univ., 1977.
- **Sohoni, B.K.; et al. (1977).** 'A study of the development of teacher effectiveness through teaching practices'. Ph.D. Thesis. SNTD College of Education for Women. Pune.
- **Somech, A. and Boglar R. (2010).** 'Antecedents and consequences of Teacher Organizational and professional commitment', Ph.D. Thesis, University of Haifa available online at <http://eaq.sagepub.com>.
- **Sood, Vishal (2008),** 'Professional Commitment among B.Ed. Teacher Educators of Himachal Pradesh'. Ph.D. Himachal Pradesh University, Shimla.

- **Stewart, Jan., (1996)**, 'What is mathematics, : An elementary Approach to ideas and methods' oxford university press, USA.
- **Stinnett, T.M., (1965)**. 'The Profession of Teaching', New Delhi: Prentice-Hall of India.
- **Stubbs, E.C. (2005)**. 'Emotional intelligence competencies in the team and team leader: a multi-level examination of the impact of Emotional intelligence on group performance'. Doctoral Dissertation. Case Western Reserve University.
- **Subbarayan, P., (1985)**. 'A study of relationship between teacher effectiveness research and publication, and self-concept', Andhra, University.
- **Sugirtham, P., (1995)**. 'A study of teacher effectiveness of girls higher secondary schools in Tuticorin', the progress of Education, Vo. LXX, No. 1, pp. 13-15.
- **Sundarajan, S., and Srinivasan, K.J., (1993)**. 'Teachers' Perceptions of their effectiveness as teachers', Experiments in Education, Vo, XXI No. 1, pp. 3-9.
- **Tapia, Martha, (2001)**. 'A validation of the Emotional Intelligence Inventory', Psychological Report, 88 PP 353-354, New York.
- **Thornton, R., (1970)**. 'Organizational involvement and Commitment to organization and profession', Administrative Science Quarterly, 15, pp. 417-425.
- **Thurston, L. L and Chave, E. J. (1929)**. The measurement of attitude University of Chicago Press, Chicago.
- **Thurstone, L. L. (1946)**. The measurement of AttittJie. *American Journal of Sociology Chicago* University, Chicago Press.
- **Upadhyaya, P. (2006)**. Personality of Emotionally Intelligent Student-Teachers. *Journal of Educational Studies*, Vol. 4. No.1 & 2. pp. 37-41.
- **Wadhawan, C.L., (1978)**. 'School Teachers in Delhi: Relationship between their Social Background and Professionalization', Unpublished Ph.D. Thesis, New Delhi: Jama Islamia.

- **Wang, A. (2000)**, 'Development and Validation of a self-report measure of emotional intelligence' *personality intelligence Bulletin*, 31 (7), 859-888.
- **Wells, K.H. (2004)**. 'Emotional intelligence as ability and its relationship with openness to difference'. Doctoral dissertation. Alliant International University. San Diego.
- **Williams, H.W. (2004)**. 'A study of the characteristics that distinguish outstanding urban principals' Emotional intelligence, problem-solving competencies, role perception and environmental adaptation'. Doctoral dissertation. Case Western Reserve University.
- **Williamson, Jennifer Nivin, (2005)**. 'The relationship between teachers level of social interest and teacher efficacy and their degree of job satisfaction: An exploratory study', Baylor University, 90pp.
- **Williamms, C.J. and Andarson, S.E., (1991)**. 'Job Satisfaction and Organizational commitment as predictor of organizational and citizenship in role Behaviours', *Journal of Management* 17, pp. 601-617.
- **Woitaszewski, Scott Allen (2002)** 'The contribution of emotional Intelligence to the social and academic success of gifted adolescents' Bolf State University.
- **Wong, C.S., Wong, P.M., & Peng, K.Z. (2010)**. 'Effect of middle level leader and teacher emotional intelligence on school teachers, Job Satisfaction' *Educational Management Administration & Leadership*, 38 (1), 59-79.
- **Yate, Martin (2000)**. 'Career Smarts, Jobs with a future', Ballantine.