TEACHER EFFECTIVENESS IN RELATION TO STRESS, 
TEACHING APTITUDE, EMOTIONAL AND 
SOCIAL INTELLIGENCE

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SUMMARY

INTRODUCTION

Education has always been linked with society. It has both a personal and social dimensions like two sides of a coin, hence inseparable. Accordingly the goals and priorities of a nation must be reflected in the objectives of teaching profession and of the teacher, since these are intrinsically and casually linked. It is very difficult to give one single definition of the term “Education”. Different philosophers, Educationist, thinkers, statesmen, politicians, merchants, artisans and priests gave different definition to Education. The reason is that Education is an abstract entity and its concept is dynamic. It has passed through many ages and stages in the process of Education and at every stage it has a different meaning according to the conditions prevailing. The concept of Education is in a process of evolution and that process will never come to an end and it must continuously grow and change.

According to Good’s dictionary of Education (1959) Teacher Education consists of all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of Educational profession or to discharge his responsibility more effectively.

The Indian Education commission (1964-66) has pointed out The destiny of India is being shaped in the classroom and it may be safely added that the destiny of these classrooms is being shaped by teachers.

According to Gagne (1965) teaching means arranging condition of learning that are external to the learner. These conditions needs to be constructed stage by stage, and each stage is the just acquired capabilities of the learner, the requirement for retention of these capabilities.’

According to Whitehead (1979) teaching is not merely enabling students to accumulate and reproduce dead and dry figures, knowledge or information.

Whereas Krishnan (1994) is of the views that teaching may be called the organization of learning and the successful teaching is to organize learning
effectively. Teaching is an activity, a unique, creative rational and human activity. It is not merely an art, but the most difficult of all arts and profound of all sciences. Teaching is therefore an intricate, complex and conscious activity.

Mathew (1998) asserts that Education is not a passive acceptance of new ideas of new knowledge. It is positive and participatory approach to these ideas and knowledge with right attitude and value system. It is a vital process of shaping human becoming into authentic human being and developing a more just, enlightened and human society.

According to NCTE (1998) Education is a process of human enlightenment and empowerment for the achievement of better and higher quality of life. Sound and effective system of Education results in the unfoldment of learner’s potentialities, enlargement of their competencies and transformation of their interest, attitudes and values.

Robin (2000) defines teaching as offering a unique, definite, and essential social service. It is an emphasis upon intellectual techniques in performing its service. It has a long period of specialized training and a broad range of autonomy for both the individual practitioner and the occupational group. As a whole, the practitioners perform and act within the scope of professional autonomy.

According to Mohanty (2003) Good teaching recognizes individual difference among students; it should be interesting and need-based. It should be challenging as well as sympathetic to the learner. It ought to promote productivity and self-study. Teachers should take the social and psychological background of pupils into account. Good teaching should be dynamic and well planned. Teachers in order to teach effectively need to acquaint themselves with curriculum, school routine, standard of the class and if possible, brief bio-data of the students. Successful teachers should project themselves as sympathetic and sincere, warm and friendly persons to their pupils. Effectiveness or adequate preparation of teachers depends upon number of factors. Unless and until a teacher does not teach a class effectively he cannot initiate desirable outcomes to cater to need of the society as well as to live upto the social expectations.
TEACHER EFFECTIVENESS

Effectiveness is an elusive concept when we consider the complex task of teaching. Some researchers define teacher effectiveness in terms of student achievement, others focus on high performance rating from supervisors, still others rely on comments from students, administrators and other interested stake holders.

Medley and Shannon (1994) described Teacher effectiveness, Teacher competence and Teacher performance. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon student. Teacher performance is the way in which a teacher behaves in the process of teaching, while teacher competence is the extent to which the teacher possesses the knowledge and skills (competencies) defined as necessary or desirable qualification to teach.

Theall and Franklin (2001) defines Teacher effectiveness as an act of faith. There is constantly a high correlation between student ratings of the amount learned in the course and their overall ratings of the teacher and the course those who learned more gave their teachers high rating.

Leigh (2007) is also of the same view that Teacher effectiveness is measured in terms of performance of their students on literacy and numeracy tests.

Thus Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and life span of a teacher. This concept of effectiveness indicates that as the teacher grows with experience he learns more and more as he is able to perform his best in the process of Education.

OCCUPATIONAL STRESS

Stress in teachers has been a topic of much discussion over the years. Selye (1976) father of the study of modern stress confirmed that stress is caused by physiological, psychological and environmental demands. He defined stress as A non-specific response of the body to any demand. The word "stress" is used constantly in connection with emotional state.

Niosh (1999) defined work stress as being the harmful physical and emotional response that occurs when the requirement of the job does not match the capabilities resources or need of the worker.
**Encyclopaedia of Psychology (2000)** states that stress is an individual's generalized systematic mind, body response to demands and stressors, the environmental stress perspective focuses on external demands and stressors, the Psychological stress perspective processes on how the individual evaluates on those demands and the biological stress perspective focuses on psychological response.

According to **Cooper and Bright (2001)** the most widespread definitions of occupational stress may be classified into three types. *The first type of definition is stimulus based. It considers stress as an environmental based stimulus, forced upon the person. The second type of definition is response based. It defines stress as an individual’s psychological or physiological response to the situational forces. The third definition of stress applies an interactive approach often called the stressor-strain approach.*

**Cotton and Hart (2003)** Occupational stress has been defined as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning.

**Malta (2004)** Occupational stress is any discomfort which is felt and perceived at a personal level and triggered by instances, events or situations that are too intense and frequent in nature so as to exceed a person’s coping capabilities and resources to handle them adequately.

**Holmlund Rytkönen and Strandvik (2005)**. Occupational stress, in particular, is the inability to cope with the pressures in a job because of a poor fit between someone’s abilities and his/her work requirements and conditions.

**Houtman (2007)** Occupational stress is a pattern of reactions that occurs when workers are presented with work demands not matched to their knowledge, skills or abilities and which challenge their ability to cope and there is a perceived imbalance between demands and environmental or personal resources. The reactions may include physiological responses, emotional responses, cognitive responses and behavioural reactions.

To conclude stress as a word means to “draw out” and may be used to decide hardship of fiction force, pressure strain or string effort. It has been recognized as an internal load or pressure applied on the individual and viewed as person's response to a disturbance as a state of psychological upset or disequilibrium to human being which
causes frustrations, conflicts and other internal strains or pressures due to condition and situations faced in an occupation. In a more serious condition of stress the individual reaches a point where physical processes are seriously affected, mental processes are confused and emotional state is chaotic.

**TEACHING APTITUDE**

Aptitude is considered to be another important characteristic of an individual which can predict the future success or failure of an individual in one occupation or areas of occupation. Aptitude is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work.

**According to Suri and Sodhi (2006)** Aptitude may be considered a special ability or specific capacity besides the general intellectual ability which helps an individual to acquire a required degree of proficiency or achievement in a specific field.

**In Webster’s dictionary (2007)** Aptitude may be considered as a natural or acquired disposition or capacity for a particular purpose or tendency to a particular action or effect as, oil has an aptitude to burn.

**Douglas(2007)** Aptitude refers to quality of being fit for a purpose or position. If so, Teacher Aptitude is the quality of being fit for teaching profession. That is why, Teacher Aptitude is considered as the determinant factor of effective teaching.

According to **Tasleem and Hamid (2012)**, aptitude may be describe as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field.

Anyone who is to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of Education. Assuming that the candidate is bright that he learns readily and assimilates thoroughly what he studies, the question still remains as to the likelihood that he can teach others. If he enjoys explaining difficult points, this fact alone suggests that he has aptitude for teaching. Teaching aptitude is concerned with long run satisfaction and success of the teacher on job. Any one who is to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of Education.
EMOTIONAL INTELLIGENCE

Emotional intelligence is a relatively new term. Study of emotional intelligence goes back to over one hundred years. It was not until 1990 that scientists were able to quantify Emotional Intelligence. Emotional Intelligence has its roots in the concept of "Social intelligence" first certified by E.L. Thorndike in 1920. Thorndike defined social intelligence as the ability to understand and manage men and women, boys and girls to act wisely in human relations.

According to Sloman (1981) Emotion is a complex term and the term used has no single universally accepted definition. The study of emotions is a part of psychology neuroscience, and more recently artificial intelligence. Emotions are cognitive processes.

And According to Thorndike (1920) Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. In day-to-day life, they affect our relations with other people, our self-identity and our ability to complete a task. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time.

According to Mayer (2002) Emotions operate on many levels they have a physical aspect as well as psychological aspect. Emotions bridge thought, feeling and action, they operate in every part of a person, they affect many aspects of a person and the person affect many aspects of the emotion. Shweder (1994) feelings (both somatic and affective) have the shape and meaning of an emotion when they are experienced as a perception of some self-relevant condition of the world and as a plan of action for the protection of dignity, honor, and self-esteem.

According to Mayer (2002) Emotions operate on many levels they have a physical aspect as well as psychological aspect. Emotions bridge thought, feeling and action, they operate in every part of a person, they affect many aspects of a person and the person affect many aspects of the emotion. Whether emotions are a force for good or ill depends on how we use them. We can choose in learn to act in an emotionally intelligent way or in an emotionally stupid way.

Salovey, Mayer and Caruso (2002) have stated that Emotional intelligence refers to the ability to possess emotion-laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviours.
Hein (2004) defined emotional intelligence as the mental ability we are born with which gives us our emotional sensitivity and our potential for emotional learning management skills which can help us maximize our long-term happiness and survival.

Stein and Book (2006) defined emotional intelligence as the ability to feel good about doing whatever you are told, ordered, forced, convinced or expected to do. It’s the ability to keep doing it regardless of the level of stress or pressure you are put in. It is the ability to find ways to cope with your stress and thus keep doing it, regardless of your actual true desire to do it.

Mangal (2008) emotional intelligence is a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realization of happiness and welfare of the self in tune with others.

According to the American Heritage Dictionary of English Language (2009) emotional intelligence is the intelligence regarding the emotions, especially in the ability to monitor one’s own or other emotions.

Emotional intelligence encompasses the following five characteristics and abilities.

1. **Self awareness**- knowing your emotions, recognizing feelings as they occur and discriminating between them.
2. **Mood Management**- handling feelings so they are relevant to the current situation and you react appropriately.
3. **Self motivation**- "Gathering up" your feelings and directing yourself towards goal, despite self-doubt, inertia and impulsiveness.
4. **Empathy**- recognizing feeling in others and turning into their verbal and nonverbal cues.
5. **Managing relationships**- handling interpersonal interaction, conflict resolution and negotiations.

Research in brain-based learning suggests that emotional health is fundamental to effective learning. Hence the great interest in Emotional intelligence on the part of corporations, universities and school nationwide.

**SOCIAL INTELLIGENCE**

Intelligence is generally defined as an aggregate global capacity of an individual to act purposefully, think rationally and deal effectively to a given situation. When it is connected socially it becomes Social Intelligence. As originally coined by Thorndike (1920) defined Social Intelligence as the ability to understand
others and act wisely in human relations. It is a key element in what makes people succeed in life. Social intelligence is the capacity of the individual to interact effectively, with his environment. The interpersonal relations in various work, environment, is itself reflection of social intelligence. He had pointed out that there is an aspect of personality that can be called social intelligence, distinct from abstract and concrete intelligence.

According to Gardener (1983) It is the capacity to know oneself and to know others is an inalienable part of the human conditions as is the capacity to know objects or sounds, and it deserves to be investigated no less than these other less charged forms. Sternberg (1984, 1985) defined social intelligence is also explicitly represented in Sternberg’s triarchic view of intelligence. According to the triarchic theory, intelligence is composed of analytical, creative and practical abilities. Practical intelligence is defined in terms of problem solving in everyday contexts and explicitly includes social intelligence. According to Cantor and Kihlstrom (1987), Social Intelligence is specifically geared to solve the problems of social life, and in particular managing the life tasks, current concerns or personal projects which the person selects for him or her self, or which other people impose on him or her from outside. Cantor and Kihlstrom (1987) redefined social intelligence to refer to the individual’s fund of knowledge about the social world. According to Campbell and McIord (1996) Social intelligence is just a general intelligence applied to social situation.

Mathur (1996) Social intelligence is the ability to adopt with people It is the capacity to behave effectively with people; anyone who has the a facility of manners to get along with others has social intelligence. He further added that usually abstract and social intelligence goes side by side.

Bhatnagar and saxena (2000) Social intelligence is that part of individual’s mental ability which generates in the capacity to adopt himself in the society.

According to Lohithakashan Dictionary of Education(2002) Social intelligence is the ability to adjust in social situations.

Karl(2005) defines social intelligence as the ability to get along with others while winning their cooperation. Social intelligence is a combination of sensitivity to the needs and interests of others, sometimes called social radar an attitude of generosity and consideration and a set of practical skills for interacting successfully with people in any setting.
We can characterize social intelligence as a combination of a basic understanding of people - a kind of strategic social awareness - and a set of skills for interacting successfully with them. Thus Social Intelligence or social competence is the ability to understand the feelings, thoughts and behaviours of persons in social or interpersonal situations and to act appropriately, based on that understanding. Social competence has long been regarded as a fundamental aspect of human capabilities.

**RATIONALE OF THE STUDY**

The quality and excellence achieved in any Education system depends on the quality of teachers working therein. Investment in teacher Education yields rich dividends when measured against the resulting improvement in the Education of the millions. The rate of expansion of knowledge appears to be increasing and teaching has enhanced access to information worldwide. Education for 21st century needs to enhance an individual's ability to assimilate, evaluate and apply the available information. **According to the report of the Indian Education commission (1966)** the teacher is one of the most important factors contributing to the National development. He is the pivot around which all the Educational programmes such as curriculum syllabus, textbooks, evaluation etc. rotate. The best system of Education may fail to achieve the desired end in the absence of sincere, competent and professionally aware teachers. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. In order to perform his role of paramount and vital significance effectively, a teacher should be professionally aware of professional demands and obligations placed on him by the profession.

Since effectiveness is considered to be a part of total behaviour teaching aptitude, emotional and social intelligence and stress are important dimensions in determining Teacher effectiveness. There was a need to explore the field more scientifically and with greater intensity. The study of teacher effectiveness in its manifold aspects of effectiveness and competency of teacher is not recent although, but the problem has been assuming more and more complexity because of the rapid changes in society and in the ways and values of life. The basic assumption is that a person who has strong teaching aptitude, emotional and social intelligence reduces his occupational stress. As a result, effective teachers are produced. The researcher got motivated and selected the present problem for research.
EMERGENCE OF THE PROBLEM

Since the beginning of the second half of the last century, the developing countries have made great strides in achieving the goal of universal primary education. Increased access to primary and secondary education places great demands on the quality of the teaching force. As Hallak (2000) points out that enrolment rates are up in most regions but the quality of education has been suffering. Education for all is well, but good quality education for all is another story.

There are several ways in which the quality of an education system can be improved. During the last quarter of the last century however, educators increasingly have come to realize that any meaningful improvement in the quality of education that is highly dependent on the quality of the instruction that teachers provide. In slightly different terms, educational effectiveness depends to a great extent on teacher effectiveness. The investigator of the present study being a teacher educator herself is deeply influenced by the challenges in the teaching profession and feels that out of the innumerable factors that affect teacher efficiency, competence and performance, the most influential are teaching aptitude, stress, emotional and social intelligence.

The secondary Education commission (1952-53) have expressed that we are however convinced that the most factor in the contemplated educational reconstruction is the teacher-his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community. The qualities of head and heart mainly constitute teachers personality.

Teachers have been central in the development of a Nation and handing down the cultural, linguistic and social heritage that define the essence of a Nation.

For years, debate has been going on among educationalists on what affects the student’s achievement more than the uniqueness of the school or the teacher. Teacher surely is a determining factor that affects the achievement of a student. The teachers’ main task is systematic exposition of the subject matter. In his job their factors are also included clarity of teaching goals, content mastery, power of communication. The teacher as a good communicator with clarity, appropriateness and use of multifaceted channel can reach to the level of learners. If with all these jobs, the teacher can get the expected outcome of the teaching, then it results in his far better
effectiveness. If teacher can execute his ability, skill, experience, knowledge and will into action then it is effective teaching.

An effective teacher may create effective teaching learning situations. These days teachers have their own problems. They may be under emotional strain and may not be able to teach the students well. One of the proposal of National policy of Education (1986) is to provide quality Education. To ensure good quality of education there is a basic need to have good quality of teachers who can use their creativity and have certain needs to achieve in making the teaching learning process more effective and who are to be identified to be effective. It would obviously involve scientific research of the problem of teacher effectiveness, teaching aptitude, stress, emotional and social intelligence. This inspired the investigator to examine the possibilities to uphold the hopes of the authors of Education Commission (1966) the destiny of the Nation is being shaped in our classrooms.

In the past many attempts have been made to find out the relationship of teacher effectiveness with its correlates. Singh, (1987) with intelligence, adjustment, attitude and SES (socioeconomic status); Veeraraghavan, and Bhattacharya,(1989) with School achievement, student motivation; Maurya,(1990) studied the relationship with teacher attitudes ; Singh, (1991) with intelligence and creativity among male and female teachers ; Shah,(1995) studied determinants that make teachers effective; Sikora, (1997) examined relationship between personality types and teacher effectiveness; Bakke,(1999) studied traits considered most critical to teacher effectiveness in the classroom; Pandey, and Maikhuri,(1999) attempted to explore the attitude of effective and ineffective teachers towards teaching profession; Marsland,(2000) conducted a study in relation to intelligence; Quandahi,(2001) studied to differentiate the instructional practices of kindergarten teacher who were more effective in producing high student achievement; Tilak, (2002) in relation to motivation, to work; Kumar, (2003) in relation to student learning outcome and order of preference for the type of student learning outcome for the purpose; Dash and Behera, (2004) examined the effect of emotional intelligence on teacher effectiveness at senior secondary level of Education; Arokiadoss, (2005) investigated the extent of teacher effectiveness among college teachers and studied the influence
of personal factors such as age, sex, subject of teaching, designation and academic qualifications on teacher effectiveness; Kaur, and Kaur, (2005) studied the impact of factor like teaching competency on teacher effectiveness; Sridhar, and Badiei, (2006) examined the level of teacher efficacy (TE) and Emotional intelligence (E.Q) of Primary teacher in relation to gender, age and Educational level; Tulsi, (2006) identified the strengths and weaknesses with respect to various dimensions of teaching effectiveness; Bajwa, and kaur, (2006) studied the relationship of teacher effectiveness with personality and intelligence; Mohalik , (2007) compared the teacher effectiveness of secondary school English teacher and student’s achievement; Roul, (2007) with organizational climate; Kaur, (2007) with value dimensions; Akiri, and Ugborugbo, (2009) determined the influence of teachers classroom effectiveness on students academic performance in public secondary schools in Delta State, Nigeria; Singh, and Buddhisagar (2009) investigated personality dimensions of a teacher with reference to morale but none of the scholars have tried to investigate the relationship of teacher effectiveness of school teachers to the psychological factors.

So far research in this area has been meagre in our country. All the educators of all the Nations at all times have explicitly expressed the role of a teacher for the proper growth of the future generations. The twentieth centeury has been called the “age of anxiety”(coleman,1967)

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation. Teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. It mainly depends on the teacher characteristics such as the knowledge base, sense of responsibility, and inquisitiveness the student characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure, and communication; the learning aspects such as environment and climate, and organization and management If the teachers take care of these factors, their effectiveness can be enhanced to the optimum level.
Considering the importance of effective teachers, the present study was undertaken to study the teacher effectiveness in relation to stress teaching aptitude Emotional and Social intelligence. This study will be very much helpful to educational policy-makers, planners, administrators and teachers in enhancing the teacher effectiveness to realize the educational objectives and National goals.

**STATEMENT OF THE TOPIC**

The present problem was stated as:-

**TEACHER EFFECTIVENESS IN RELATION TO STRESS, TEACHING APTITUDE, EMOTIONAL AND SOCIAL INTELLIGENCE.**

**OBJECTIVES**

1. To construct and standardize teacher effectiveness scale.
2. To study the relationship of teacher effectiveness with stress of in-service teachers.
3. To study the relationship of teacher effectiveness with teaching aptitude of in-service teachers.
4. To study the relationship of teacher effectiveness with emotional intelligence of in-service teachers.
5. To study the relationship of teacher effectiveness with social intelligence of in-service teachers.
6. To ascertain conjoint contribution of stress and teaching aptitude, emotional and social intelligence of in-service teachers to the total variance in the teacher effectiveness.
7. To compare the teacher effectiveness of male and female in-service teachers.
8. To compare the teacher effectiveness of government and private in-service teachers.
9. To compare the teacher effectiveness of in-service teachers to the three levels of teaching experience i.e. 0 to 10 years, 11 to 20 years and 20 years and above.
HYPOTHESES

1. There exists no significant relationship between teacher effectiveness and stress of in-service teachers.
2. There exists no significant relationship between teacher effectiveness and teaching aptitude of in-service teachers.
3. There exists no significant relationship between teacher effectiveness and emotional intelligence of in-service teachers.
4. There exists no significant relationship between teacher effectiveness and social intelligence of in-service teachers.
5. The variable of stress, teaching aptitude, emotional and social intelligence significantly contribute to the total variance in the teacher effectiveness of in-service teachers.
6. There exists no significant difference in the teacher effectiveness of male and female in-service teachers.
7. There exists no significant difference in the teacher effectiveness of government and private in-service teachers.
8. There exists no significant difference in the teacher effectiveness of in-service teachers with varying teaching experience.

DELIMITATIONS

1. The present study was delimited to a sample of 500 in-service teachers only.
2. Sample was confined to schools of Punjab and Chandigarh only.
3. Stress was delimited to occupational stress only.

DESIGN OF THE STUDY

The present study has been conducted by employing descriptive survey method of research. The design of the present investigation involved an analysis between teacher effectiveness, stress, teaching aptitude, emotional and social intelligence of in-service teachers. The data for the present study was collected personally by the investigator from the schools of Punjab and Chandigarh selected randomly. The questionnaire were got filled up according to the instructions in the respective manuals. The descriptive survey method was employed for the investigation of the problem.
THE SAMPLE

For the present study data was collected in two stages i. stage 1 and stage 2.

Stage 1

For the construction and development of teacher effectiveness scale, sample of 100 teachers were taken for development of scale, 32 experts, 100 teachers for determining test – retest reliability.

Stage 2

Sample of study consisted of 500 in-service teachers (both Government and Private schools). They were derived from different schools of Punjab and Chandigarh. Technique of stratified random sampling was employed to select the sample (sub groups are gender, region and government/private schools).

TOOLS EMPLOYED

The following tools were used to conduct the present study:-

(1) Teacher effectiveness scale was developed and constructed by the investigator.
(2) Occupational Stress index by Srivastava and Singh (1981)
(3) Teaching aptitude scale designed and developed by Psy-com services (1996).
(4) Emotional intelligence scale by Hyde, Pethe and Dhar (2002).

PROCEDURE IN DATA COLLECTION AND SCORING

Data was collected in two stages by the investigator herself. In the first stage data was collected for development of Teacher Effectiveness Scale. The detailed description of the scale has been given in Chapter IV. In the second stage data was collected from 500 in-service teachers of Punjab and Chandigarh teaching in various Government and Private schools. Before collecting the data permission from heads of institution was sought. All the tools namely Teacher Effectiveness Scale, Occupational stress Index, Teaching aptitude scale Emotional intelligence scale, Social intelligence scale were personally administered by the investigator. Before distributing the tests instructions of each of the tests were read out. The teachers were assured that their information will be used only for research purpose only and this will remain confidential. The scoring was done manually for each test as discussed in their
respective manuals. Scores for each individual were obtained on the basis of these tools.

**STATISCAL TECHNIQUES EMPLOYED**

Following statistical technique were used for analysis of data:-

(a) Descriptive statistics viz. mean, median, mode, standard deviation, standard error of skewness, kurtosis were calculated to know the nature of distribution of scores with respect to various variables.

(b) Person’s product moment correlations was worked out to find out relationship of teacher effectiveness with stress, emotional and social intelligence. Multiple –R and t-test was worked out to test the hypotheses

**FINDINGS AND CONCLUSIONS**

On the basis of analysis of data and interpretation of results obtained through coefficient of correlation, multiple-R and t-test, the following conclusions were drawn.

1. A significant and negative correlation existed between teacher effectiveness and occupational stress of in-service teachers. Effective teachers have less occupational stress than Ineffective teachers. Ineffective teachers have more occupational stress. It implies that hardworking teachers who are efficient in their work have less stress than inefficient teachers.

2. Teacher effectiveness was found to be significantly but negatively related to teaching aptitude. In-service teachers having less aptitude towards teaching are more effective and high aptitude teachers are less effective. It means there are other factors besides teaching aptitude which are important and dominating the teaching at that level.

3. No significant relationship was found between emotional intelligence of in service teachers and teacher effectiveness. It means that emotional intelligence is not necessary for being an effective teachers.
4. No significant relationship was found between teacher effectiveness and social intelligence of in-service teachers. It may be because the teachers who are effective are not good in their social intelligence. It means teacher effectiveness is not affected by social intelligence or vice-versa.

5. The variables namely stress, teaching aptitude were found to contribute towards the total variance in teacher effectiveness of in-service teachers. The above result implies that 39.6 of the total variance was explained by the conjoint contribution of the variables of stress teaching aptitude, emotional and social intelligence, while remaining 60.4% of the variance remained unexplained. It implies that teacher effectiveness is affected by some other variables like creativity, self concept, attitude of the students rating, achievement, motivation etc. that contribute towards total variance in teacher effectiveness of inservice teachers.

6. No significant difference was found in teacher effectiveness as regards gender based analysis but male teachers were found to be slightly more effective as teachers than female teachers as their mean score was more by just 4.2 only. This shows that male and female both are effective in their teaching.

7. No significant difference was found in teacher effectiveness of Government and private school teachers but private school teachers were more effective as teachers as their mean score (8.0) is more than government school teachers. This means that private school teachers are better as compared to Government school teachers due to proper environment of school, more knowledge and aptitude towards teaching as compared to school Government teachers.

8. No significant difference was found in the teacher effectiveness of in-service teachers with varying teaching experience. Teachers with varying teaching experience did not differ in their teacher effectiveness that means that both are independent of each other. Effectiveness of teacher is not influenced by teaching experience and there may be other factors which influence it.
EDUCATIONAL IMPLICATIONS

On the basis of results and conclusions, the following implications can be drawn. The study has revealed that less stressed teachers are more effective as teachers. Emotional intelligence, social intelligence teaching aptitude are not necessarily required for teacher effectiveness. It is well accepted fact that the teacher have the potential for enhancing the quality of Education by bringing life to the curriculum and inspiring students to curiosity and self-learning. The system of Education must continuously grow and change. Teacher are a part of this Education system. What type of students are produced depend upon quality of its teachers. Teacher effectiveness is most important criterion as teacher educators. Teachers, not schools, make the difference in student learning. If teachers are to be effective their initial training will have to be effective. This study has identified the characteristics and behaviors associated with effective teachers. These indicators are broad guidelines for schools of education to effect teacher education reform. Highly effective teachers are required in today’s time when the need of nation is changing day by day. Not only high teacher effectiveness but also more satisfied, less stressed, emotionally stable and having interest in teaching can bring a change in our Educational system.

SUGGESTION FOR FURTHER STUDY

As pointed out, the study was delimited with respect to the sample studied tools and techniques employed and the statistical techniques carried out. These limitations point to the necessity of conducting a series of research projects in the area of research covered by this study.

1. A comparative study of the teacher effectiveness of school, college and university teachers may be undertaken.

2. Studies may be done on more variables namely student achievement, student’s motivations, personality of teachers, Creativity of teachers.

3. The present study should be replicated on a wider sample.

4. Studies may be done to identify the other factors like intelligence, motivation self efficacy which has significant relationship with teacher effectiveness.