

**TEACHER EFFECTIVENESS OF SECONDARY LEVEL  
TEACHERS IN RELATION TO THEIR EMOTIONAL  
INTELLIGENCE, TEACHING APTITUDE AND SENSE  
OF RESPONSIBILITY FEELING: A STUDY  
ON SONITPUR DISTRICT OF ASSAM**

A THESIS SUBMITTED IN PART FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
**DOCTOR OF PHILOSOPHY**

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# **CHAPTER 6**

## **SUMMARY AND CONCLUSION**

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#### **6.1. Introduction**

It is widely accepted that the teacher plays the important role to revitalize and upliftment of the educational system. This demands teachers are more effective. The effectiveness of the teachers not only restricted to the classroom but also they take the responsibility of the non-academic activities which create a proper environment and help to build a balanced personality of the children.

The contribution of teachers to students' intellectual and personal growth is accepted everywhere, especially at secondary level where the learners experience tremendous academic, emotional and social changes. With the 21<sup>st</sup> century classroom demands still changing, the efficiency of secondary school teachers has been an area of educational research and policy consideration. An effective teacher has the capacity to initiate desired learning among students through expertly planned instruction, management of the classroom, interpersonal communication, and professional responsibility. It cannot be created by academic credentials or years of experience alone, but also by a set of psychological and behavioural characteristics favourable to student development. In this context three factors i.e. emotional intelligence, teaching aptitude and sense of responsibility feeling can contribute significantly to teacher effectiveness.

Teacher effectiveness is often described in terms of the student focus, their performance, the classroom procedures and behaviour that are put in place in an effort to improve the students' outcomes. Teacher effectiveness apart from concentrating on the students' performance is concerned with the number of areas; effective teachers need to be explicit in the instructional objectives, have adequate knowledge about the curriculum content and the ways of teaching, communicating effectively with the students of what is expected and moving them towards it, adhering to proper teaching methods and materials to render learning beneficial, should be knowledgeable and conscious regarding the students, shaping instruction according to their needs, anticipating misconceptions in their current knowledge, addressing higher as well as lower-level cognitive goals, monitoring the comprehension and performance of the students through providing

feedback, merging their instruction with instruction in other areas of study, and taking responsibility for student's achievements (Summons & Bakkum, 2013).

Thereby, the present study is designed to study the teacher effectiveness in relation to their emotional intelligence, teaching aptitude and sense of responsibility feeling of secondary level school teachers in the district Sonitpur of Assam.

## **6.2. Significance of the study**

The present study has a lot of significance which is discussed here. The study offers the information regarding the level of teacher effectiveness, emotional intelligence, teaching aptitude and sense of responsibility feeling of secondary school teachers. This study helps to understand the relationship of emotional intelligence and teacher effectiveness, teaching aptitude and teacher effectiveness, sense of responsibility feeling and teacher effectiveness in terms of the secondary school teachers. By understanding the impact of emotional intelligence, teaching aptitude and sense of responsibility feeling on teacher effectiveness, it can guide recruitment standards, methods of teacher appraisal and professional development opportunities. Through understanding the need for management of emotions, sense of responsibility and pedagogical practices, teachers are able to strive to become more effective and make a positive impact on students. The study is also beneficial for teacher education and training institutions by pointing out the necessity of incorporating emotional and ethical education along with cognitive and pedagogical training, in pre-service and in-service teacher training programs. Focusing on these aspects might lead to the production of more effective teachers.

## **6.3. Statement of the Problem**

The present study stated as **“Teacher Effectiveness of Secondary level teachers in relation to their Emotional Intelligence, Teaching Aptitude and sense of Responsibility Feeling: A study on Sonitpur district of Assam.”**

## **6.4. Objectives of the study**

The salient purpose of the present study are to investigate the teacher effectiveness, emotional intelligence, teaching aptitude and sense of responsibility feeling of secondary level school teachers in relation to gender, locality and stream. Further, the researcher

also makes an attempt to study the interrelationship of teacher effectiveness and emotional intelligence, teacher effectiveness and teaching aptitude and teacher effectiveness and sense of responsibility feeling of secondary level teachers of Sonitpur district of Assam.

1. To study the Teacher Effectiveness of Secondary level teachers in respect to their Gender, Locality and Stream.
2. To study the Emotional Intelligence of Secondary level teachers in respect to their Gender, Locality and Stream.
3. To study the Teaching Aptitude of Secondary level teachers in respect to their Gender, Locality and Stream.
4. To study the Sense of Responsibility feeling of Secondary level teachers in respect to their Gender, Locality and Stream.
5. To study the relationship between Emotional Intelligence and Teacher Effectiveness of secondary school teachers in respect to their Gender, Locality and Stream.
6. To study the relationship between Teaching Aptitude and Teacher Effectiveness of secondary school teachers in respect to their Gender, Locality and Stream.
7. To study the relationship between Sense of Responsibility Feeling and Teacher Effectiveness of secondary school teachers in respect to their Gender, Locality and Stream.

### **6.5 Hypotheses of the study**

The following hypotheses have been formulated according to the nature of the present study:

Ho1: There is no significant difference between the mean score of teacher effectiveness of male and female Secondary school teachers.

Ho2: There is no significant difference between the mean score of teacher effectiveness of rural and urban Secondary school teachers.

Ho3: There is no significant difference between the mean score of teacher effectiveness of Arts, and Science teachers.

Ho4: There is no significant difference between the mean score of emotional intelligence of male and female Secondary school teachers.

Ho5: There is no significant difference between the mean score of emotional intelligence of rural and urban Secondary school teachers.

Ho6: There is no significant difference between the mean score of emotional intelligence of arts and science Secondary school teachers.

Ho7: There is no significant difference between the mean score of teaching aptitude of male and female Secondary school teachers.

Ho8: There is no significant difference between the mean score of teaching aptitude of rural and urban Secondary school teachers.

Ho9: There is no significant difference between the mean score of teaching aptitude of arts and science Secondary school teachers.

Ho10: There is no significant difference between the mean score of sense of responsibility feeling of male and female Secondary school teachers.

Ho11: There is no significant difference between the mean score of sense of responsibility feeling of rural and urban Secondary school teachers.

Ho12: There is no significant difference between the mean score of sense of responsibility feeling of arts and science Secondary school teachers.

Ho13: There exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their gender.

Ho14: There exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their locality.

Ho15: There exists no any significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their stream.

Ho16: There exist no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their gender.

Ho17: There exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their locality.

Ho18: There exists no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their stream.

Ho19: There exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their gender.

Ho20: There exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their locality.

Ho21: There exists no any significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their stream.

## **6.6. Operational definitions**

### **6.6.1 Dependent variable**

**Teacher Effectiveness:** In the present study the term ‘Teacher Effectiveness’ refers the overall effective performance of the teachers in the school; which includes- effective Teaching as well as effective participation in the academic and non-academic activities of the schools. Thus, the researcher has categorized teacher effectiveness in the following seven dimensions: Teaching, Interpersonal relation, Classroom management, Assessment and evaluation, Professional development, Personality characteristics and Administrative ability.

### **6.6.2. Independent variables**

#### **(a) Emotional intelligence**

Emotional Intelligence is that capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our

relationships. In the present study Emotional intelligence is measured in terms of self-awareness, Empathy, self-motivation, emotional stability and maintaining relationship.

#### **(b) Teaching Aptitude**

It refers to the degree of proficiency or ability in teaching profession among the selected teachers. In the present study the teaching aptitude will be measured through a tool which includes the following dimensions- (a) Mental ability (b) Attitude towards children (c) Adaptability (d) Willingness to improve professionally and (e) Interest in teaching profession.

#### **(c) Sense of Responsibility Feeling**

It is the feeling of sincerity and devotion towards teaching profession in accordance with one's ability and capacity. In the present study the term responsibility feeling refers to the involvement of the teachers in the school processes i.e. in Teaching, co-curricular activities, administrative and management, professional proficiency, examination and evaluation and guidance and counselling.

### **6.6.3. Related key terms**

#### **i) Secondary school teachers**

In the present study, secondary school teachers refer to the teachers who teaches different subjects in Class-IX and Class-X in the Government secondary schools under SEBA Board of Assam.

#### **j) Locality of the School**

The researcher by the term locality of school refers to the locale of the school, specially rural or urban areas of Sonitpur District of Assam.

#### **k) Stream:**

The researcher by the term stream of teacher refers the two types of teacher available in the secondary school under SEBA i.e. Arts teachers and Science teachers.

## **6.7. Delimitation of the study**

The present study will be delimited to the following aspects-

- The present study will be delimited to the teachers of secondary level schools.
- The present study will be delimited to the teachers who teaches both class-IX and class-X students in different government schools under SEBA of Assam.
- The present study is delimited to the district Sonitpur of Assam.

## **6.8. Methodology:**

### **6.8.1 Research method**

Descriptive survey method is used to carry out the present study, as the present study focused on the prevailing conditions of teacher effectiveness and its various determinants such as- emotional intelligence, teaching aptitude and sense of responsibility feeling among the secondary school teachers of Sonitpur district of Assam. The researcher also examines the relationship of the above mentioned variables on teacher effectiveness.

### **6.8.2. Population**

In the present study the teachers, who teaches both class-IX and class-X students in different government schools of Sonitpur district under (SEBA) of Assam constituted the population.

### **6.8.3. Sample and sampling technique**

In the present study the sample consisted of 311 secondary school teachers who teaches both class-IX and X students in different government schools of Sonitpur district under (SEBA) of Assam. By using stratified random sampling technique, the researcher has taken 311 secondary school teachers as the respondents. Among the 311 respondents 218 are from rural areas and 93 secondary school teachers are from urban areas where 150 are male 161 are female and 210 from Arts background and 101 from science background secondary school teachers.

#### 6.8.4. Research tools employed

The total number of four tools were employed to conduct this study, in which two were standardized tools and two were developed by the researcher herself under the guidance of her supervisor and experts. The following tools were used by the researcher for collection of the required data.

- Teaching Aptitude Test (TAT-GR) (1971) developed by Dr. S.C. Gakhar (Chandigarh) and Dr. Rajnish (Fazilka) to investigate the teaching aptitude of the secondary school teachers.
- Emotional Intelligence Scale (EIS-HPD) (2002) developed by Anukool Hyde (Indore), Sanjyot Pethe (Ahmedabad) and Upinder Dhar (Ahmedabad) to investigate the emotional intelligence of the secondary school teachers.
- Teacher Effectiveness Scale developed by the researcher under the guidance of her supervisor to investigate the teacher effectiveness of secondary school teachers.
- Responsibility Feeling Test developed by the researcher under the guidance of her supervisor to investigate the sense of responsibility feeling of the secondary school teachers.

#### 6.8.5. Statistical technique for Data Analysis

The researcher used the following statistical techniques for the purpose of this study:

**Percentage:** It is used in the analysis of the responses given by the secondary level teachers in the different tools namely teacher effectiveness scale, emotional intelligence scale, teaching aptitude test and sense of responsibility test on the basis of their gender, locality and stream.

**Mean:** It is used to determine the significant difference between the mean score of secondary level teachers regarding teacher effectiveness, emotional intelligence, teaching aptitude and sense of responsibility feeling in respect to their gender, locality and stream.

**Standard Deviation:** It is used to conduct the Z-test and t-test. The standard deviation also helps to know how much the data varies from the mean. A low standard deviation

means the data points are close to the mean; on the other hand, the high standard deviation indicates that they are more spread out.

**t-test:** In the present study the researcher used the t-test to assess whether there is a statistically significant difference between the means of two groups regarding teacher effectiveness, emotional intelligence, teaching aptitude and sense of responsibility feeling of secondary school teachers in respect to their gender, locality and stream.

**Pearson Product Moment Co-relation:** In the present study Pearson Correlation is used to know that if a statistically significant relationship exists between two variables, such as teacher effectiveness and emotional intelligence, teacher effectiveness and teaching aptitude, teacher effectiveness and sense of responsibility feeling.

## **6.9. MAIN FINDINGS OF THE STUDY:**

### **6.9.1. Findings related to Objective No 1**

- i) The findings of the study shows that maximum number of secondary school teachers of both the gender i.e. 44.10% of male and 43.33% of female teachers of Sonitpur district have possess average level of teacher effectiveness.
- ii) The study revealed that most of the rural secondary school teachers i.e. 41.74% have possess the average level of teacher effectiveness whereas most of the urban teachers i.e. 32.26% have possess above average level of teacher effectiveness.
- iii) The study revealed that most of the secondary school teachers from both the backgrounds i.e. 45.24% of arts teachers and 33.66% of science teachers have possess the average level of teacher effectiveness.
- iv) The study confirmed that there is no significant difference between the mean score of teacher effectiveness of male and female Secondary school teachers of Sonitpur in Assam.
- v) The study found that there is no significant difference between the mean score of teacher effectiveness of rural and urban Secondary school teachers.

- vi) It is observed in the present study that there is no significant difference between the mean score of teacher effectiveness of Arts and Science secondary school teachers.

#### **6.9.2. Findings related to Objective No 2**

- i) The study found that most of the secondary male teachers i.e. 28.57% have possess above average level of emotional intelligence. On the other hand most of the female secondary school teachers i.e. 34.67% have possess average level of emotional intelligence.
- ii) The study found that most of the rural as well as the urban secondary school teachers i.e. 38.07% and 22.58% respectively have possess above average level of emotional intelligence.
- iii) The study showed that most of teachers from arts backgrounds i.e. 27.62% have above average level of emotional intelligence whereas most of the teachers from science background have i.e. 29.70% have average level of emotional intelligence.
- iv) The study revealed that there is no significant difference between the mean score of emotional intelligence of male and female Secondary school teachers.
- v) The study found that there is no significant difference between the mean score of emotional intelligence of rural and urban Secondary school teachers.
- vi) The findings of the study showed that there is no significant difference between the mean score of emotional intelligence of arts and science Secondary school teachers.

#### **6.9.3. Findings related to Objective No 3**

- i) The findings of the present study showed that most of the male secondary school teachers i.e. 29.81% have above average level of teaching aptitude. On the other hand most of the female teachers i.e. 27.33% have average level of teaching aptitude.
- ii) The study showed that most of the rural secondary school teachers i.e. 27.98% have average level of teaching aptitude and most of the urban secondary school teachers i.e. 22.58% have high level of teaching aptitude.

- iii) The study found that most of the secondary school teachers from both the backgrounds i.e. arts and science teachers have average level of teaching aptitude. Their level of percentage are 29.05% for arts and 40.59% for science teachers respectively.
- iv) The findings of the present study showed that there is no significant difference between the mean score of teaching aptitude of male and female Secondary school teachers.
- v) It is observed that there is no significant difference between the mean score of teaching aptitude of rural and urban Secondary school teachers.
- vi) The study confirmed that no significant difference between the mean score of teaching aptitude of arts and science Secondary school teachers.

#### **6.9.4. Findings related to Objective No 4**

- i) The study revealed that most of the male secondary teachers i.e. 27.95% have average level of sense of responsibility feeling whereas most of the female secondary school teachers i.e. 26.67% have below average level of sense of responsibility feeling.
- ii) The findings of the present study revealed that most of the rural secondary school teachers i.e. 24.71% have high level of sense of responsibility feeling whereas most of the urban teachers i.e. 34.41% have average level of sense of responsibility feeling.
- iii) The study found that most of the teachers from arts background have average level of sense of responsibility feeling whereas most of the secondary teachers from science background have above average level of sense of responsibility feeling. Their percentage of the level of responsibility feeling are 26.67% and 30.69% respectively.
- iv) The study confirmed that there is no significant difference between the mean score of sense of responsibility feeling of male and female Secondary school teachers.
- v) The study revealed that there is no significant difference between the mean score of sense of responsibility feeling of rural and urban Secondary school teachers.
- vi) The study found that there is no significant difference between the mean score of sense of responsibility feeling of arts and science Secondary school teachers.

#### **6.9.5. Findings related to Objective No 5**

- i) The findings of the present study showed that there exists positive and significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their gender.
- i) ii) The present study found that there exists a positive and significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their locality.
- ii) The study found that there exists a positive and significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers in respect to their stream.

#### **6.9.6. Findings related to Objective No 6**

- i) The study revealed that there exists a positive and significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their gender.
- ii) The present study found that there exists a positive and significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their locality.
- iii) The study showed that there exists a positive and significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their stream.

#### **6.9.7. Findings related to Objective No 7**

- i) The present study revealed that there exists a positive and significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their gender.
- ii) The study showed that there exists a positive and significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their locality.

- iii) The findings of the present study showed that there exists a positive and significant relationship between teacher effectiveness and sense of responsibility feeling of secondary school teachers in respect to their stream.

#### **6.10. Educational implication of the study**

The outcomes of the present study have some educational implications which are important to be noted. So, these are stated under the following headings:

##### **6.10.1. Policy implication:**

- i) The findings of the study conducted indicated that independent variables like emotional intelligence, teaching aptitude and sense of responsibility feeling do have a very significant impact on the teacher effectiveness. Hence, an expectation was formed that in the near future, a tool or instrument would be created that would assess these traits in a teacher through which we are able to select an effective teacher at the time of recruitment. However, the teachers are supposed to establish positive emotional relationships with their colleagues', non-teaching staffs, students, parents', community members etc. An emotionally active person is usually thought to possess immense knowledge to handle any situation. They are thought to produce higher performance and accomplishments of the learners. Likewise, teaching aptitude of a teacher is to be increased in a plentiful quantity and they are also to be responsible for every activity of this profession in order to achieve success in their fields.
- ii) By communicating the outcomes of the policy makers, planners and curriculum constructor may introduce some activities as a part of teacher education courses so that the teachers will be able to develop their aptitude and responsibility feeling towards teaching profession. Curriculum for teacher education programme i.e. B.Ed. programs could be revised by focussing on these soft skills. Aptitude of prospective teachers in teaching will be considered as a criterion for selection of teachers.
- iii) NCERT, NCTE and SCERT of the concerned states at national level can motivate the teacher educators to train the teachers for the development of the above traits in all the teachers.

- iv) To enhance the learning outcomes of the students, it is the duty of the teachers to involve themselves in continuous professional development (CPD). However, the need for teachers for professional development outweighs the actual opportunities available to them. Many teachers do not find adequate professional development, or are unable to attend due to conflicting work schedules. A large number of teachers feel that they need more professional development than they currently receive. So, the government must provide a wide variety of formal and informal continuous professional development activities that will create space to plan professional development and work locally at the school level, regional level and at national level.
- v) Based on the findings, DIET and BRC can structure their programs at micro level and adopt institutional assessment at their discretion.

#### **6.10.2. Research implication:**

- i) There are several dimensions associated with the responsibility feeling of teachers towards the profession and those dimensions are essentially unremarked upon by the teachers. Teachers thereof may seek guidance from the study in order to recognize those dimensions of responsibility feeling and implement them into their actual life scenario.
- ii) Some of the teachers do not have the knowledge about their abilities to become an effective teacher. The study is beneficial to those teachers who have not yet search the qualities which are already present in them. Furthermore, there are most of the pre-service teachers who have not developed any aptitude towards this profession. For such people, the present study will be helpful.

#### **6.10.3. Practice implication:**

- i) It is known that Teacher Education Institution are catalyst to provide a platform for the development of student-teachers. Improvement of the efficiency of the teachers' indicates the enhancement of the quality of education. The outcome of the present study will help the prospective teachers as well as in-service teachers to identify the various factors that are inherent and acquired so that they empowered those qualities for being an effective teacher. This may provoke and induce them to

develop their personal model of teacher effectiveness in consonance with the requirements of quality teaching.

- ii) The present study had identified that the effective teachers perceive more responsibility in achieving the tasks in educational institutions. They are supposed to save energy and time and leading to minimization of recruitment and selection costs etc. Therefore, the teachers need to be motivated for enhancing their effectiveness.
- iii) The findings of the present study will also be helpful for the administrator to get the insight of the teaching aptitude of the secondary level teachers and can organize Refresher courses, Seminar and Workshop for their professional development. By introducing such kind of activity the teachers also be aware that though teaching aptitude is an inborn quality it can be much gained and developed with their sincere efforts.
- iv) The findings of the present study revealed that there is a positive and significant relationship between teacher effectiveness and emotional intelligence, teaching aptitude and sense of responsibility feeling. Since teacher effectiveness directly have an impact on student learning, improving emotional intelligence, teaching aptitude and responsibility feeling in teachers may lead to better student engagement, behaviour and learning achievement.
- v) The research can motivate the local leaders of the concern schools to interact with the teachers to know their issues and convey the message to the higher authority. The school managing committee is also be able to know their role and be present in the schools to resolve disciplinary issues and motivate the teachers time to time for their noble work.
- vi) Teachers are expected to play the role of agents of social change and modernization of the society. As a reformer in our society they develop the modern values and take the responsibility of the masses. This study may stimulate the teachers to take initiative to shape the society and education of future India.
- vii) Besides these this study is also encourage the upcoming generation to enter in such kind noble profession and help to mould the behaviour of their future generation.
- viii) Together with all participants of education system, the research is beneficial to the students studying in all corners of the globe. The results might motivate them to be diligent in nature, work diligently and be serious on their studies. This might somehow help them to respect their teachers and to be inspired by them. Students

who must be compelled to familiarize themselves to their own work toward learning and their future contributions.

### **6.11. Recommendations as a researcher**

As in the present study the researcher has found that there is a positive and significant relationship between all the independent variables i.e. emotional intelligence, teaching aptitude and sense of responsibility feeling with the dependent variable of the study i.e. teacher effectiveness. Thus, it is clear that high level of emotional intelligence, teaching aptitude and sense of responsibility feeling helps in better teacher effectiveness. Thus, the researcher put forwards some recommendation which can develop the level of all the independent variables and helps to attain the high level of teacher effectiveness of the secondary school teachers.

#### **6.11.1. Recommendations to develop the level of emotional intelligence of secondary school teachers:**

- i) Implement weekly reflective diaries on emotional triggers, success stories and classroom interactions.
- ii) Match emotionally intelligent senior teachers with early-career teachers as guides and models.
- iii) Organize small discussion groups of emotional intelligence orientation to exchange emotional struggle experiences and coping mechanisms.
- iv) Enable peer-observation with feedback on interpersonal communication and classroom empathy.
- v) Reward and acknowledge emotionally intelligent staff behaviour.
- vi) Enhance teachers' emotional strength by placing their mental health and work-life balance at the forefront. For this provide mindfulness, yoga or stress-reduction session. Implement wellness policies e.g. regular mental health checks.
- vii) Host workshops demonstrating how emotionally intelligent teaching affects student motivation, discipline and grades.
- viii) It is suggested to ask the teachers to establish emotional learning objectives in addition to academic objectives for students.

**6.11.2. Recommendations to develop the level of teaching aptitude of secondary school teachers:**

- i) Encourages the teachers to incorporation of student-oriented teaching methods like-active learning, project learning and technology enhanced instruction. These approaches will increase teachers' instructional capacity.
- ii) Conduct workshops on subjects like- effective lesson planning, classroom communication, differentiated instruction, assessment methods etc. These periodic skill-based training sharpens and updates a teacher's instructional ability.
- iii) Encourages peer observation systems where teachers observe one another and give constructive feedback. Learning from peers fosters reflection and helps to adopt good practices.
- iv) Facilitate teachers to undertaken small-scale classroom based research to enhance their practice, which definitely enhances analytical thought and insight into teaching-learning dynamics.
- v) As motivation is a key component of teaching aptitude and overall functioning of a teacher, so provide regular motivation through appreciation and well-being programs as well as professional growth opportunities.

**6.11.3. Recommendations to develop the level of sense of responsibility feeling of secondary school teachers:**

- i) Arrange frequent workshops on ethical teaching behaviour, student-centric pedagogy and professional responsibility as all of us aware about that ongoing learning develops personal investment and strengthens professional identity.
- ii) Convey clear job descriptions, expectations and responsibilities that a secondary teacher must perform in school settings. As clarity increases commitment and sense of responsibility feeling.
- iii) Empower the teachers by involving them in the development of school policies, curriculum planning as well as administrative decisions.
- iv) Develop a formal structures to identify and reward responsible behaviour e.g. punctuality, lesson planning, student mentoring etc. as positive reinforcement increases motivation.

- v) Introduce peer mentoring schemes and collaborative teaching methodologies, which can foster responsibility and accountability through modelling.
- vi) Encourage the teachers to engage in regular self-evaluation which promotes self-awareness and it ultimately helps to develop responsible conduct.
- vii) Encourage the teachers to participate in emotional intelligence training which enable them to develop better relationships with students. The teachers who are concerned about their students' outcomes are more likely to behave responsibly in their role.
- viii) Implement regular constructive feedback systems from peers, students and school leadership as feedback points out areas for improvement and encourages accountability.

## **6.12. Suggestions for Further Studies**

Research seeks new information and there are different areas which have not been touched and explored by the former researchers as yet. The current research is merely a part of work regarding teacher effectiveness in relation to certain independent variables which consist of emotional intelligence, teaching aptitude and sense of responsibility feeling as well as the demographic variables gender, locality and stream. The research was conducted on the Sonitpur district of the state Assam. Besides this, there is a sufficient scope for an investigator to work. Some of the probable studies concerning the current study are proposed for further studies:

- i) A comparative study on teacher effectiveness in other districts of Assam.
- ii) A comparative study of teacher effectiveness between primary and secondary school teachers.
- iii) Teacher effectiveness of college teachers in relation to their teaching aptitude and sense of responsibility feeling.
- iv) Teacher effectiveness of secondary school teachers in relation to their job satisfaction in the district of Sonitpur.
- v) Study on the professional development of the secondary school teachers of Sonitpur district of Assam.
- vi) Teacher effectiveness of college teachers in relation to their job satisfaction and managing anxiety in higher educational institutions of Assam.

- vii) Study on the impact of in-service education programmes on secondary school teachers of Sonitpur district of Assam.
- viii) Emotional intelligence and sense of responsibility feeling of B.Ed student teachers in Assam.
- ix) Study on attitude of students' towards teachers' responsibility feeling in the teaching profession.
- x) An equal or similar study on bigger sample size, varying levels of education and varying subjects like head of the institution, students, parents etc.
- xi) A comparative study on social intelligence and emotional intelligence of teachers in relation to their teacher effectiveness.
- xii) A study on the role of Emotional Intelligence in enhancing Teacher-Student relationship.
- xiii) Emotional Intelligence Training and its effect on Teacher Performance and Student outcomes: A study in Assam.
- xiv) The mediating role of Emotional Intelligence in the relationship between Teaching Experience and Effectiveness of secondary school teachers in Sonitpur district.
- xv) A study on Sense of Responsibility of teachers' as a predictor of Classroom Management and Student Engagement in secondary level govt. schools of Assam.
- xvi) A comparative study on Teaching Aptitude and Classroom Effectiveness among Pre-service and In-service secondary school teachers of Assam.
- xvii) Study on Teaching Aptitude as a predictor of Teacher Effectiveness in inclusive classroom settings.
- xviii) Study on the Effectiveness of Emotional Intelligence Training Programs in Secondary Schools of Assam.

### **6.13. Conclusion**

The teacher's role in the process of instruction is that of a guide, director, or superintendent of the operation by which the pupil teaches himself. To embody this role effectively, the teachers must be emotionally intelligent, have proper teaching aptitude and must cultivate a profound sense of responsibility feeling towards their profession. Thus, the development of the student community and their holistic development depends

on the effectiveness of the teachers as effective teacher leads intelligent learning. That is why teacher effectiveness is regarded as the most important factor on student learning, participation and general academic achievement.

To conduct a study on the teacher effectiveness the researcher review various literature and found that most of the previous research work has a tendency to study these variables in isolation without accounting for the dynamic interaction between them. Thus, in this research the attempt has been made by the researcher to study the teacher effectiveness by examining the interrelatedness of emotional intelligence, teaching aptitude and sense of responsibility feeling with it. The researcher has selected the secondary school teachers, who teaches in both class IX and X of various secondary schools in Sonitpur district under the SEBA.

For achieving the goal, the researcher developed two tools namely teacher effectiveness scale and sense of responsibility test to assesses the level of teacher effectiveness and sense of responsibility feeling of the secondary school teachers of Sonitpur district. The researcher also used two standardized tools i.e. Teaching Aptitude Test developed by Dr. S. C. Gakhar and Dr. Rajnish to assess the level of teaching aptitude and Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar to assess the level of emotional intelligence of the secondary school teachers of Sonitpur district. For data collection the researcher has selected 60 secondary schools (rural and urban) from both the sub-division namely Tezpur and Biswanath. The researcher used descriptive and inferential statistics for analysing the data of the research. After the analysis of the data, the researcher carefully presented the findings of the present study.

The findings of the present study underscore the critical role of emotional intelligence, teaching aptitude, and sense of responsibility in determining teacher effectiveness at secondary school level. The study found a positive and significant relationship between teacher effectiveness and emotional intelligence, teaching aptitude and sense of responsibility feeling which indicate that teachers with higher emotional intelligence are more able to effectively manage classroom dynamics, establish nurturing relationships, and handle the emotional pressures of teaching profession. Likewise, strong teaching aptitude is associated with strong instructional strategies and student engagement, as well as a greater sense of responsibility promoting fidelity to professional obligations and student achievement.

These findings underscore the need to integrate emotional and professional capabilities into teacher development and training programs. Developing these qualities among teachers has the potential to result in better educational experience and performance among students. Therefore, schools and policymakers need to embrace comprehensive teacher development beyond which goes beyond subject knowledge to include emotional and ethical aspects.