

ABSTRACT

Education Commission (1964-66) stated that “the future of India is being fashioned in her classroom.” This statement emphasizes the powerful and transformative role of education that provided by the teacher through the regular classroom transaction. Thus, it can perhaps appropriately be added that the destiny of these classrooms is being shaped by teachers. It does not matter whether a school possesses the latest technologies, latest methodologies if the teachers fail to infuse them with life. Hence, any education reform plan has to make the teacher a central component. A.P.J. Abdul Kalam and Y.S. Ranjan rightly observed, “If you are a teacher in whatever capacity, you have a very special role to play. Because more than anybody else you are shaping generation.” Thus the system of education is depend on teacher and if he/she is weak and ineffective the whole system is unsteady.

Effectiveness of the teacher depends on the ability of the teacher to build interpersonal relationship with their students and bring desired changes in students’ learning. Effective teacher always involves their student in collaborative, continuous reflection and ongoing learning and leadership at the school campus and establishes a must supportive learning environment where the students are given opportunity to acquire different skills, interest and abilities needed to be a lifelong learner. The ability to apply and integrate knowledge and skills to a particular population in a specific setting is the key characteristic of an effective teacher (Denman Berger, 1996; Mitchell, 1998; Porter and Bropf, 1998). Therefore, the effective teachers are perpetually working towards students’ community and society as whole through ongoing learning, by listening the parents and the other people of community as well as by participating themselves in the action research field. Thus, it can be said that emotional intelligence, teaching aptitude and responsibility feeling are the determiner of success and failure of the individual in his professional life. Aptitude influence the behaviour of the teacher and help him to gain motivation to take responsibility and emotional intelligence help him to responses positively to the different environmental factors for students’ future development. Without emotional intelligence, aptitude and sense of responsibility feeling they fail to acquire right attitude towards teaching profession which ultimately lead the ineffective learning of the learners. Hence, through the present study an attempt is being made to study the teacher effectiveness of secondary level schools of Sonitpur district of Assam, also, how some of the important

determinants of teacher effectiveness such as- emotional intelligence, teaching aptitude and sense of responsibility feeling inter-related to it.

In the first chapter, the researcher briefly explain the background of the study by conceptualising the meaning and its importance of teacher effectiveness for the development of the whole process of education. This chapter also provides the information related to the characteristics of an effective teacher, different dimensions of teacher effectiveness, models of teacher effectiveness as an independent variable of the study. And as a dependent variable of the study this chapter also gives an idea of the meaning and definitions of emotional intelligence, different dimensions of emotional intelligence, models of emotional intelligence, concept of teaching aptitude, characteristics, components, models of teaching aptitude, meaning and characteristics and models of sense of responsibility feeling. In this chapter the rationale of the study, significance of the study, statement of the problem, research questions, objectives, hypotheses, operational definitions, delimitation of the study are also mentioned.

The second chapter of the thesis gives an in-depth idea of the different research which were conducted in the area of teacher effectiveness, emotional intelligence, teaching aptitude and sense of responsibility feeling. The researcher also provides a critical review of all the studies at the end and also mentioned the research gap. It helps the researcher to have theoretical support for the continuation of the present study.

The third chapter of the thesis discusses the research methodology of the study. The descriptive survey research method is used to carry out the present study, as the present study focussed 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 examine the relationship of the above mentioned variables. Thus, the researcher has adopted the co-relational research design to conduct the study. The total sample size of the study consists of 311 secondary school teachers of the Sonitpur district under the SEBA who teaches in both class IX and X. To conduct the present study two standardized tools and two self-developed tools were employed and detailed description of all the tools were discussed clearly in this chapter. This chapter also gives a brief description of the statistical techniques which were used in this study.

The fourth chapter of the thesis deals with the data analysis and interpretation part which is regarded as the core part of any research process and through this only we can get the actual meaning of the collected data. The result of the study shows that the majority of the secondary school teachers of have possesses average level of teacher effectiveness in respect to their gender and stream. But the study shows that the majority of rural teacher possesses average level and the majority of urban teachers have above average level of teacher effectiveness. The study reveals that there is no significant difference between the mean score of teacher effectiveness, emotional intelligence, teaching aptitude and sense of responsibility feeling in respect to their gender, locality and stream. The study also finds that there exists a positive and significant relationship between emotional intelligence, teaching aptitude and sense of responsibility feeling with teacher effectiveness.

The fifth chapter of the thesis deals with the results and discussion section of the research. Here the researcher gets the chance to discuss not only the results but also the reason which lead to these results. This section gives the scope to the researcher to explain the things from her own point of view by keeping in mind the field experiences of the researcher as well as the previous research in this area. Thus, this section helps to understand the comprehensive picture of the status of teacher effectiveness of secondary level teachers of Sonitpur district of Assam.

Lastly, the sixth chapter concluded the whole thesis. This chapter offers a summary and conclusion of the present study. This chapter provides a detailed review of the whole study conducted by the researcher. The findings of the study reflected that majority of the secondary school teachers of Sonitpur district have average level of teacher effectiveness. Apart from this the findings of the study also shows that there is a positive and significant relationship exists between the dependent variable with all the independent variables of the study.

By nurturing emotional intelligence, strengthening teaching aptitude and instilling a deeper sense of responsibility, educational institutions and policy makers can significantly enhance the quality of teachers and their level of teaching in secondary schools, which ultimately leading to better student outcomes and overall improvement in the district.