CHAPTER 1
INTRODUCTION

CHAPTER-I

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1.1 BACKGROUND OF THE STUDY

"The most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community"— Kothari Commission (1964-66).

This statement given by Kothari Commission demands teachers have to be more effective. Teacher effectiveness is a pillar of quality education that has been long-established. Effective teachers do not only enhance the achievement of students but also play important roles in the complete development of learners such as their motivation, attitude and critical thinking. Research shows that teacher effectiveness is the most significant school-based factor that influence the level of student achievement (Hanushek & Rivkin, 2010). Stronge (2018) stated that effective teachers exhibit key qualities such as clarity, enthusiasm, organization and the ability to create positive and productive learning environment.

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).

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 21st 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.

1.2. CONCEPTUAL BACKGROUND OF THE STUDY

Teacher effectiveness is a complex concept that is subject to the effects of a number of personal and professional traits. Cheng and Tsui (1996) define teacher effectiveness as having dimensions like professional competence, teaching performance and student growth. Their model focuses on the fact that effectiveness of a teacher is not depend only on presenting the content rather it is more than this. It also involves the teacher being able to control the classroom setting, motivate students and constantly reflect and adjust their teaching practices.

At the secondary level, these aspects of effectiveness are defined by intrinsic teacher attributes. Emotional intelligence, for example, allows teachers to control their own emotions, understand their students, and create a positive learning environment. Teaching aptitude is a teacher's inborn as well as acquired capacity for planning, teaching and evaluating instruction effectively. And the sense of responsibility feeling indicates a teacher's engagement in student development, ethical practice, and professional responsibility.

These variables align with Cheng and Tsui's emphasis on teacher qualities as key components of effectiveness. Their model supports the current study's premise that emotional intelligence, teaching aptitude and sense of responsibility feeling are central to understanding what makes a teacher effective at the secondary level.

1.3. TEACHER EFFECTIVENESS

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. Jim Campbell (2004) defined teacher effectiveness as "the power to realize socially valued objectives agreed for teachers work, especially, but not exclusively, the work concerned with enabling students to learn." Effective teachers must be experts in their discipline as well as experts in the social dynamics of classroom communication (Bolkan and Goodboy, 2009). Thus effective teacher leads intelligent learning. Gupta (1976) observed that the term Teacher Effectiveness is a repertoire of efficacy exhibited by the teacher in instructional strategies, classroom management, personal disposition, temperament and tendencies, evaluation and feedback, interpersonal relations, job involvement, initiative and enthusiasm, professional values and innovativeness in everyday teaching-learning situation. Thus it aims to achieve the goals of education by producing maximum learning outcomes. An effective teacher thus involved in the multifarious activities to uplift the standard of education in meeting the demands of the society.

Effective teacher always engages their student in collaborative, continuous reflection, ongoing learning and leadership within the school campus and creates a mutually supportive learning environment where the students get opportunity to develop different skills, interest and abilities necessary to be a lifelong learner. Good teacher at various times have been called ideal, analytical, dutiful, competent, expert, reflective, satisfying, responsive and respected (Cruickshank and Heafele, 2001). 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). Thus, the effective teachers are constantly working for the development of students' community and society at large through continuous learning, by listening the parents and other community members and also through engaging themselves in the field of action research. Thus, the maximizing the teacher effectiveness is recognized as the major goal of an education system. Because to achieve positive academic, attitudinal and social outcomes from students mainly depends on effectiveness of the teacher. They always contribute to the development of the classroom, the institution and the society with the help of collaborative effort of the other teachers, administrators, principals, other professionals, parents and the community members.

1.3.1. CHARACTERISTICS OF AN EFFECTIVE TEACHER:

Some of the personal as well as professional characteristics of an effective teacher provided by Walker (2008) in his study "Twelve characteristics of an Effective Teacher" are as follows-

1. **Prepared:** The most effective teachers generally come to the class with prepared i.e. they are always ready to teach.

   (i)   It is easy for the students to learn from her/him as they are ready for the day.
   (ii) They never waste their instructional time. They start the class on time and teach for the entire period of class.
   (iii) The students are not bored as they are engaged in the process of learning.

2. **Positive:** The most effective teachers have always confident about their teaching and the future or success of the students.

   (i)   They always look on the positive side of every aspects.
   (ii) They make themselves available to the students.
   (iii) Always try to communicate with the students about their progress.
   (iv) Praise and give recognition on the success of the students.
   (v)   Develop strategies to help the students not only in the process of learning but also in every aspects of their life.

3. **Hold high expectations:** The most effective teacher has developed the belief that every students can become successful.

   (i)   They believed that the students hold the highest standards.
   (ii) They consistently challenge their students to do their best.
   (iii) They always try to build the confidence among their students that they have the capabilities.

4. **Display a personal touch:** The most effective teachers are always approachable. They

    (i)   Connect with students personally.

    (ii) Share personal experience with their students at the time of their classes.

    (iii) Always take personal interest in their students and find out as much as possible about them.

    (vi) Visit the students' world such as attend the sporting events, plays with them and also take part on other events outside the normal classroom hours.

5**. Cultivate a sense of belongingness:** The most effective teachers have a way of making students feel very comfortable in their classroom. The students knew it very well that they had a good teacher who loved teaching and preferred it to other occupations.

6. **Compassionate:** The most effective teachers are concerned about students' personal problem and can relate to them and their problems. With sensitivity and compassion of caring teachers affected them in profound ways.

7. **Have a sense of humour:** The most effective teachers make the learning process fun. They use humour to break the ice in difficult situations. They actually love to laugh with the students and try to bring humour into the everyday classroom.

8. **Respect students:** Teachers who give the highest respect, get the highest respect. Thus, the most effective teachers show sensitivity to feelings and consistently avoid the situations that unnecessarily embarrass students.

9. **Admit mistakes:** The most effective teachers are quick to admit being wrong. They apologize and make adjustments when students point out any error done by them regarding the grading or any other test material that has not been assigned.

1.3.2. Dimensions of Teacher Effectiveness:

Teacher effectiveness is a multifaceted concept which encompasses several dimensions. Here are some of the key dimensions of teacher effectiveness.

    (a) **Subject Matter Knowledge**: Subject matter knowledge refers to a teacher's depth of understanding in the particular subject that they teach. It includes both

conceptual knowledge and the ability to explain complex ideas in the ways that students can understand it easily. To makes learning more effective and accessible to students he/she can demonstrate the subject matter by applying real-world scenarios (Shulman, L. S. 1986).

(b) **Pedagogical knowledge & Instructional Strategies:** Pedagogical knowledge refers to the ability to translate the subject knowledge into the mental levels of the students by focussing on different strategies, methods and approaches of teaching. An effective teacher use a combination of strategies based on students' needs, content and also learning objectives.

(c) **Classroom Management**: It is the ability to create and maintain a structured, disciplined and positive learning environment on part of the teacher by using different strategies, techniques and practices to minimize the disruptive behaviour of students in the classroom. Proper classroom management on the part of the teacher can enhances students' engagement and motivation (Marzano & Marzano, 2003).

(d) **Communication:** An effective teacher always use both verbal and non-verbal communication skills properly to convey the ideas clearly. An effective teacher gives time to students to think before answering a question made by him/her. He /she praises the students who can answer it and also gives hints to those who fails to answer the question initially so that the students give the correct answer (Hattie, J. 2009).

(e) **Professionalism and Ethical Practice:** An effective teacher treats students, parents, colleagues and other community members with respect. He/she should maintain a professional boundaries with students and must avoid any type of inappropriate relationships. Being a role model in the standards of ethical behaviour he/she can encourage the learners towards excellence.

(f) **Assessment and Feedback:** An effective teacher uses both formative and summative assessment to track the learning progress of their students. On the basis of the students' learning he/she should always provide constructive feedback to enhance learning abilities of students and also adjust his/her teaching strategies based on their performances so that they can further achieve more.

(g) **Emotional Intelligence and Empathy:** An effective teacher understand students' emotions, challenges and accordingly demonstrate the situations with patience. He/she always fosters positive and inclusive classroom culture.

1.3.3. Models of Teacher Effectiveness:

Different models of teacher effectiveness are implemented time to time to improving the quality of classroom teaching. Among them two important models are discussed below.
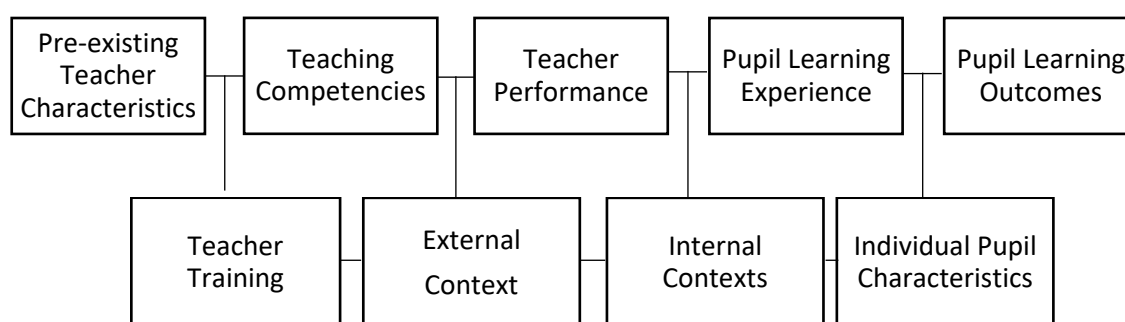
(a) Medley's Structure of Teacher Effectiveness (Medley & Mitzel, 1959):

Medley's structure of teacher effectiveness was developed by Medley and Mitzel in 1959. They had given nine critical factors which are helpful to define the structure of teacher effectiveness. Among those nine factors, the first five cells represent the five kinds of factors which can be best utilized as the reason for assessing the teacher educator. These basic five factors according to this model are pre-existing teacher characteristics, teaching competencies, teacher's performance, pupil learning experience and pupil learning outcomes. On the other hand, the second line has four another cells which represent four extra sort of factors which influence the outcome of instructing yet are not controlled by the teacher himself. These components are teacher training, external teaching context, internal teaching context and individual pupil characteristics. Thus, according to this model the teacher effectiveness depends on these nine components where all the nine components are related to each other and make impact directly or indirectly each other. Below the components are discussed-

   (i)   Pre-existing teacher characteristics: The first component refers to the information, capacity and personality characteristics that a teacher possesses before undertaking any professional training.

   (ii) Teacher competencies: Teacher competencies related to the knowledge, skills and abilities that a teacher apply in the instructional settings. These qualities of a teacher may not be changed even when circumstances change. These are steady and stable qualities with its uniqueness.

   (iii) Teacher performance: It refers to the teachers' behaviour in both inside and outside the classroom. It is comprehended what the teacher really does in an educational settings.

   (iv) Pupil learning experience: It refers to the learners' behaviour during teaching-learning process.

(v)   Pupil learning outcome: It is directly based on the result of learning and understanding of the students after completion of teaching.

(vi)   Teacher training: It refers to the various in-service or pre-service teacher training programs which are organised by both government and the other institutions to enhance the qualities, knowledge and abilities of the teachers and make them up-to-date.

(vii)   External teaching context: This component refers to the facilities provided by a school to all the teachers such as audio-visual aids or other instructional materials and equipment, media etc. It also includes the relationship maintain by the school with the community members. These variables also have direct impact on teacher effectiveness.

(viii)   Internal teaching context: It refers to the interaction between the teacher and students in the classroom which is based on teachers performance and learning experiences of the students. These incorporate class size, age group, heterogeneity and socio-economic status of the pupils.

(ix)   Individual pupil characteristics: It refers to the individual learners' behaviour, as every learner has their own ability, interests and values which affect their learning capabilities.

**Figure 1.1: Medley's structure of Teacher Effectiveness**

Pre-existing Teacher Characteristics	Teaching Competencies	Teacher Performance	Pupil Learning Experience	Pupil Learning Outcomes

Teacher Training	External Context	Internal Contexts	Individual Pupil Characteristics

Source: Medley, 1982 p. 1899

(b) Model of Levels of Teacher Effectiveness (Cheng and Tsui, 1996):

It is the modified form of Medley's structure of Teachers' Effectiveness which is developed by Cheng and Tsui (1996). According to Medley's structure teacher effectiveness depends on nine critical component. However, in Cheng and Tsui's

model, two another more components are included i.e. teacher evaluation and professional development.

Figure 1.2:   Cheng and Tsui's Model of level of Teacher Effectiveness
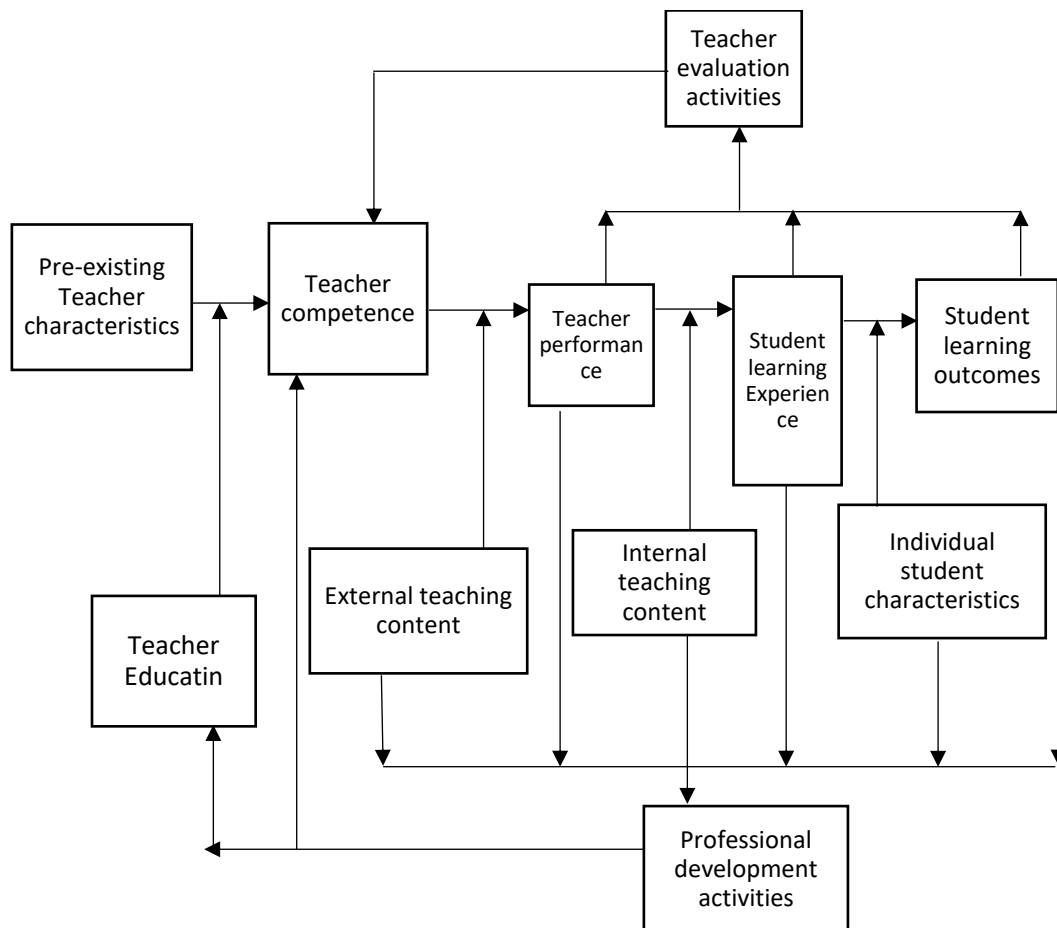
Adapted from Medley; Source: Cheng and Tsui (1996)

Thus, they describe 11 components of teacher effectiveness and all are interrelated to each other. Cheng and Tsui have also suggested three different strategies to improve the teacher effectiveness. These are mention below-

(i)   The short term strategy

(ii) The long term strategy

(iii) Dynamic strategy

(i) The short term strategy: Short term strategy focuses on change in teacher behaviour in adaption of teaching context. In a classroom teacher cannot choose what they have to teach rather they have provided a prescribed syllabus. But, it does not matter that whether the syllabus is constructed in accordance with the knowledge of the students or not. In this situation, the teacher try to mingle his behaviour with the content. Thus, he follows short term strategy to adjust in the instructional settings which defines teacher's behaviour.

(ii) The long term strategy: This strategy empowers the teacher to develop their sufficient knowledge, so that they can able to develop their own style of techniques of teaching. It thus, helps to improve their level of competencies. This long term learning strategy's effect can be reflected through the activities of students. Through summative, formative and diagnostic evaluation a teacher can take help to develop their professional competencies to teach more effectively to the students.

(iii)Dynamic strategy: Different components influences the structure of teacher effectiveness which are changed with the changing of time. To enhance the teacher's viability instructional skills, strategies, teaching contexts, training settings are ought to be modified. These techniques are to be fruitfully planned so that the teachers are engaged as instructive pioneers which can enhance both inside and outside instructional setting.

The above mentioned models make teacher's performance and competencies more effective which ultimately helps in achieving maximum levels of learning outcomes in the classroom settings.

The Medley's Structure of Teacher Effectiveness and Cheng and Tsui's model have been found helpful in developing a conceptual framework for understanding teacher effectiveness. These models offer valuable insights into the various dimensions of teacher performance, which support the present study. The current research is aimed at determining how psychological and professional characteristics of teachers impact their general effectiveness of teachers at the secondary level. Precisely, it investigates the interconnection between teacher effectiveness and the three key constructs- emotional intelligence, teaching aptitude and sense of responsibility feeling.

The Medley's framework of teacher effectiveness, which emphasizes the interaction between teacher characteristics, classroom behaviour, and student outcome.

Cheng and Tsui's model, which provides a multidimensional view of teacher effectiveness including organizational, professional and cultural aspects.

Thus, these models are helpful to identify the extent to which emotional, cognitive and affective dimensions of teachers contribute to their effectiveness in the classroom performance.

Based on these models the researcher has also selected the dimensions of the self-developed tools on teacher effectiveness i.e. teaching which includes the questions related to skill in planning, presentation and evaluation of lessons; Interpersonal relationship which includes relationship with student, colleagues and administrator; and Professional Commitment which includes questions related to commitment to the profession and student development.

1.4. EMOTIONAL INTELLIGENCE:

Emotional intelligence is the phrase that incorporates both the emotion and the intelligence. As such it focusses on the cognitive as well as the affective aspects. Emotional intelligence is an innate ability or trait of an individual to be aware of his surroundings, to control and express his/her own emotions, and use these emotions judiciously and empathetically. Emotional intelligence is the ability to recognize one's own emotions, to discriminate between different feelings and label them appropriately and to use emotional information to guide thinking and behaviour. The scientific references of emotional intelligence date to the 1960s. A German psychologist in his psychotherapy treatments identifies the dissatisfaction of stay-at-home mothers as a deficit in emotional intelligence (Leuner 1966). Occasional references of the concept have appeared thereafter. The term "emotional intelligence" is first broadly use by Wayne Payne's doctoral thesis titled "A Study of Emotion: Developing Emotional Intelligence (1986). After that Mayer and Salovey (1990) have been done the leading researches on emotional intelligence. In their article "Emotional Intelligence" they defined emotional intelligence as, 'the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among

them and to use this information to guide one's thinking and actions'. They also stated that emotional intelligence is a subset of social intelligence and is about a person's ability to perceive, understand and regulate emotion in oneself and others. Thus, Salovey and Mayer was emphasized on the ability of an individual to perceive, understand and use emotions (Mayer and Salovey, 1997). They try to develop this concept scientifically. Later, in 1995 Daniel Goleman, wrote a book 'Emotional Intelligence' based on the work of Mayer and Salovey and drew attention a lot. Goleman stated that emotional intelligence gets ready one in achieving goals successfully.

1.4.1 Definitions of emotional intelligence:

Emotional intelligence was defined in different ways by various researchers. Mayer and Salovey (1990) defined the emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action." On the other hand Bar-On (1997) defined the term as a set of skills which influences one's ability. According to him emotional intelligence is very important part of everyone's life. Goleman (1995) suggests that to some extent a person's success is determined by the emotional intelligence. He said an emotionally intelligent person is skilled in two areas i. e. personal competence and social competence. Through personal competence they manage their own self and through social competence they manage the relationship with the other people. Robert Cooper (1996) defined emotional intelligence as "the ability to sense, understand and effectively apply the power of our emotions on body". Freeman (1998) defined the term as "it is the ability of recognizing, understanding and choosing how we feel, think and act. It shapes our interaction with others and our understanding of ourselves. It defines how and what we learn and it determines the majority of our daily actions". Singh (2006) defines Emotional Intelligence as "the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope." Thus emotional intelligence can be said the ability of an individual to appropriately responses to the environmental stimuli in every situation. All the above mentioned definitions stresses that emotionally intelligent person possess the ability to manage their emotions successfully and appropriately and have the capacity to solving problems involving emotional issues. Emotional intelligence also affects both mental and

physical health of an individual and thus it affects the behaviour of that particular individual.

1.4.2. Dimensions of Emotional Intelligence:

Goleman (1998) has identified five different dimensions which constitute the emotional intelligence. These five dimensions are as follows-

(a) **Self-awareness:** It refers to one's ability how to recognize and understand one's own emotions and how it affects others. People with strong self-awareness can recognize their strengths, needs and feelings and can see how their behaviour affects others. If one can improve self-awareness it enhances their overall effectiveness. Increased self-awareness of teacher helps to understand how the behaviour of the students are affected their emotional processes and also how the behaviour of the teachers affect the behaviour of the students.

(b) **Self-regulation**: It refers to one's ability to manage behaviour and thoughts through positive emotions which helps to achieve desired outcome in any situations. The teachers who have good level of self-regulation are always able to manage any situation in the classroom. Those teachers are also able to develop a healthy relationship with their students. It is an important skill of teacher through which they can manage their stress and able to achieve their professional goals.

(c) **Motivation**: Motivation is known as a key factor of one's success. It is goal directing behaviour. It may be positive and negative. A positive motivation on the part of the teacher can encourage and influence the students to exert effort towards a specific direction and helps in achieve the overall success of the organization.

(d) **Empathy:** It is the ability to recognizing the emotions of others. It is related to know how another person feels. Empathetic teachers can built a stronger relationship with their students. They can communicate effectively with their students to resolve conflict, thus leading to more fulfilling relationships.

(e) **Social skills:** It refers to the ability of an individual to interact effectively with others. It is that ability through which one can feel comfortable and confident in various social settings and can built a positive relationship to achieve personal as well as professional goals. Social skills on the part of the teacher may involve the proper communication with the students to understand their problems effectively and provide solution so that maximum learning outcome can achieve.

The present study includes ten different dimensions of emotional intelligence which can take into consideration namely self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self-development, value-orientation, commitment and altruistic behaviour. Self-awareness dimension refers that one is being aware of himself. Empathy is the feeling and understanding the other person. Self-motivation refers that someone is being motivated internally. Emotional stability refers to experiencing someone's subjective stable feelings which may have both positive and negative values to the individuals. Managing relations refers the healthy relationship with others. Integrity refers to one's awareness of their weaknesses, strength and beliefs. Self-development refers to one's attitude and knowledge towards themselves. Value orientation refers to one's ability to maintain the standards of honesty and integrity and also to confront the unethical actions in others. Commitment refers to one's ability as well as the internal interest to meet the promises and the carefulness to do their work in an organized manner. Altruistic behaviour refers one's ability to encourage people for the welfare of another and the ability to handle conflicts around themselves.

1.4.3. Models of Emotional Intelligence:

There are three important model of emotional intelligence which give a picture about the nature of emotional intelligence from different perspectives. These models of emotional intelligence are discussed below-

(a) **Ability Model of Emotional Intelligence (Salovey and Mayer, 1990)**

This model was developed by Peter Salovey and John Mayer in 1990. In this model the cognitive aspects of emotional intelligence was given emphasizing. It gives detail description on how people differ in their capacity to handle different kinds of emotion-related information. This model divided emotional intelligence in four key components. They are-

- Emotional perception: It is the ability of one's awareness of emotions and how they express their emotions accurately to others. It is the ability how one recognize the difference between the honest and dishonest expressions of emotion.
- Emotional assimilation: It is the ability to describe emotional occurrences that support cognitive processing which is generally differ person to person.

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- Emotional understanding: It is the ability to understand complex emotions, analyse them and interpreting the emotion in appropriate way. It is the ability to transitions of one emotion to the other.
- Emotional management: It is the ability to control emotions consciously and use it reflectively to promote growth.

Table 1.1: *Mayer and Salovey (1997) model of Emotional Intelligence*

Emotional Intelligence	Dimension Emotional Abilities
Emotional Perception, evaluation, and expression	How well people can recognize emotions and emotional content
Thinking is facilitated by emotion	Describes emotional occurrences that support cognitive processing
Recognising emotions, analysing them, and using emotional intelligence	Understanding, identifying and interpreting emotions
Reflective emotional control to foster emotional and intellectual development	Controlling emotions consciously and reflectively to promote growth.

(Source: Mayer and Salovey, 1997)

Figure 1.3: Ability Model of Emotional Intelligence

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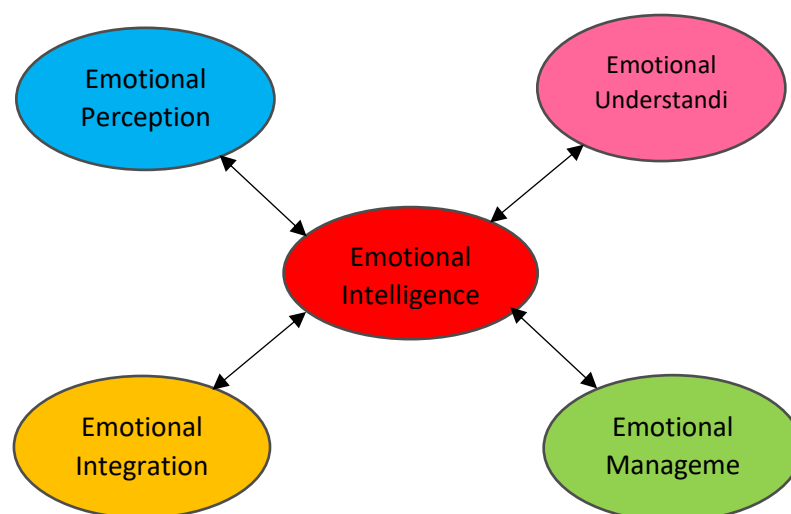
(b) Bar-On Mixed Model of Emotional Intelligence:

Reuven Bar-On developed this model. This model relates to the potential for performance and success and it is considered process oriented rather than outcome oriented. He developed one of the first measures of emotional intelligence that used the term "Emotion Quotient".

Table 1.2: *Details of Bar-On Model of Emotional Intelligence*

Components	Sub Components
Intrapersonal	Self-Regard
	Emotional Self-Awareness
	Assertiveness
	Independence
	Self-Actualization
Interpersonal	Empathy
	Social Responsibility
	Interpersonal Relationship
Adaptability	Reality Testing
	Flexibility
	Problem Solving
Stress Management	Stress Tolerance
	Impulse Control
General Mood Components	Optimism
	Happiness

This model of emotional intelligence suggests five major components of emotional intelligence. These are- Intrapersonal, Interpersonal, Adaptability, Stress Management and General Mood Components. The first component i.e. Intrapersonal addresses self-regard, emotional self-awareness, assertiveness, independence and self-actualization. Self-regard means concern of one's own interest; Emotional Self-Awareness means of one's awareness about their own emotions; Assertiveness means of being confident; Independence means the state of being independent and Self-Actualization means realization of one's own potentialities. The second component Interpersonal addresses empathy, social responsibility and interpersonal relationship. Here, Empathy means one's ability to understand and share the feelings to another; Social Responsibility which means one's ethical obligation to act in the ways that benefit society and environment and Interpersonal Relationship means the interactions of peoples have with each other

which can be both positive and negative. The third component is Adaptability which addresses reality testing, flexibility and problem solving. Here, Reality Testing means one's ability to evaluate the current situation; Flexibility means one's ability to adjust himself with the changing situation; and Problem Solving means one's ability to find out suitable solution to the problems that they face. The fourth component of this model is Stress Management which addresses Stress Tolerance and Impulse Control. The Stress Tolerance is the one's ability to be relaxed and stay calm even in stressful conditions and Impulse Control means one's ability to control and regulate his emotions. The fifth component of the model is General Mood Components which addresses Optimism and Happiness, in which Optimism means hopefulness and confidence about one's future and Happiness means one's quality to remain happy at all the time.

This model focusses on both emotional and social abilities. It also includes the ability to be aware of, understand, and express oneself and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). In general, Bar-On considers emotional intelligence and cognitive intelligence both are equally have an impact on person's general intelligence which is an indication of one's potential to succeed in life.

(c) Trait Emotional Intelligence Model:

The Trait Emotional Intelligence Model was developed by Konstantinos Petrides and Furnham (2001). This model was introduced to differentiate between trait and ability emotional intelligence. According to this model emotional intelligence is a set of personality traits rather than a set of abilities. This model emphasis on an individual's beliefs and feelings about their own emotional abilities. It is about one's self-awareness regarding self-efficacy and how the self-perception shapes their behaviour to manage the emotions. Trait emotional intelligence is assessed through self-reporting. People with high emotional intelligence are more enthusiastic and co-operative than people with low emotional intelligence.

Table 1.3: *The Domain of Trait Emotional Intelligence*

Facets	High scores view themselves as……
Adaptability	Flexible and willing to adapt to new conditions
Assertiveness	Forthright, frank, and willing to stand up for their rights
Emotion expression	Capable of communicating their feelings to others
Emotion management (others)	Capable of influencing other people's feelings
Emotional perception (self and others)	Clear about their own and other people's feelings
Emotion regulation	Capable of controlling their emotions
Impulsiveness (low)	Reflective and less likely to give in to their urges
Relationships	Capable of maintaining fulfilling personal relationships
Self-esteem	Successful and self-confident
Self-motivation	Driven and unlikely to give up in the face of adversity
Social awareness	Accomplished networkers with superior social skills
Stress management	Capable of withstanding pressure and regulating stress
Trait empathy	Capable of taking someone else's perspective
Trait happiness	Cheerful and satisfied with their lives
Trait optimism	Confident and likely to 'look on the bright side' of life

The conceptual frameworks presented by Salovey and Mayer's Ability Model, Bar-On's Mixed Model and the Trait Emotional intelligence model serve to provide a firm conceptual foundation for the explanation of the contribution of emotional intelligence to teacher effectiveness.

Salovey and Mayer theorized emotional intelligence as a group of cognitive processes involved in processing emotional information. It entails the ability to: perceive accurately emotions in oneself and other people, use emotions to enhance thinking,

understand the meanings of emotions and regulate emotions to enhance emotional and intellectual development.

In case of the present study, the Ability Model assists in learning how teachers' ability to recognize and manage emotions can improve their classroom management, decision-making, and interpersonal relationships- all key indicators of teacher effectiveness. Teachers who know how to regulate their emotions are more likely to develop a positive classroom atmosphere and react well to students' needs.

The Bar-On mixed model (1997) integrates emotional, social and personality elements of successful human behaviour. This model is especially useful to the current study because it points to the manner in which teachers' emotional and social abilities play a significant part in their professional performance. The characteristics highlighted by Bar-On e.g. empathy, flexibility and social responsibility feeling and teaching ability, making this model a suitable framework for the analysis of emotional intelligence of teachers in schools.

The Trait Emotional Intelligence model, as suggested by Petrides and Furnham (2001), considers emotional intelligence a personality trait demonstrating how individuals perceive themselves as having certain emotional capabilities. It encompasses dimensions of well-being, self-control, emotionality and sociability.

In the present research, the Trait Model assists in comprehending how teacher's personal dispositions and emotional self-perceptions affect their professional commitment, motivation and interpersonal effectiveness-all vital aspects of teacher effectiveness. It links teachers' internal emotional characteristics to outward teaching behaviour.

1.5. Teaching Aptitude:

Teaching aptitude is an example of professional aptitude and thus it is one of the major components of aptitude. Without having considerable amount of teaching aptitude, any teacher cannot perform his/ her duty perfectly. To develop the concept of teaching aptitude one can first have to understand the meaning and characteristics of aptitude.

1.5.1. Aptitude: 'Aptitude' is a word which is derived from 'Aptos' means 'fitted for'. Aptitude refers to "quality of being fit for a purpose or position" (Douglas, 2007).

According to Webster's medical dictionary, 2002 "Aptitude refers to a natural or acquired or ability especially a tendency, capacity or inclination to learn or understand." By Jones (1963), "Aptitude has been defined as a measure of the probability of the success of an individual, with training, in a certain type of situation-a job, in school, or in such activities as playing the violin or learning a language." Conversely, for Freeman (1971), An aptitude is a combination of characteristic indicative of an individual's capacity to acquire some specific knowledge, skill, or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work. Bennett, Seashore and Weisman (1956) expressed that, "Aptitude embraces any characteristics which predisposes to learning- including intelligence, achievement, personality, interests and special skills."

Thus, in simple sense, aptitude can be said as a condition or a set of qualities or set of traits of a person which he will be able to acquire with suitable training, some knowledge, skill, or composite of knowledge, understanding and skill. It includes the ability to contribute to art or music, mechanical ability, mathematical ability or any other field. It is a present condition in future reference as it is a capacity of a person that can be developed with special training and hence his/her level of success can be decided in future. Thus, it is about the capacity of learning of an individual.

1.5.2. Characteristics of Aptitude:

1. Aptitude is indicative of one's ability or capacity to acquire some specific skills and knowledge.
2. Aptitude is the result of the interaction of heredity and environment. It may be considered as an innate endowment or the results of special training.
3. It is a probable rate of learning and it indicates potentialities.
4. It is a specific ability and it differs in person to person. One person may has a kind of aptitude that the other person does not have or vice-versa.
5. It is understood also as a set of qualities which can be better equipped with the help of special training.
6. It is a present condition with a tendency to provide forward reference. It is not a developed competence such as skill in solving some mathematical problems, rather it is a potential ability to do something.

7. Aptitude is differed from abilities in the sense that aptitude is said to have future reference and it tries to predict the degree of attainment or success of a person in a particular area or activity with adequate training whereas, ability concerns itself with the present condition only, the potentiality/capability of the present moment irrespective of his past and it does not try to make any estimate of one's future success or failure (cited in Mangal, 2015).
8. It is indicative to interest.

1.5.3. Concept of teaching aptitude:

Teaching aptitude may be an individual inherent and developed ability which help that individual to convey knowledge effectively to their students and can facilitated the classroom learning to achieve the desirable goals. Teaching aptitude can be stated as that capacity of a teacher to impart knowledge properly and create an engaging and supportive learning environment. Eysenk (2000) defined "teaching aptitude is very necessary in teaching field depicted personality as a stable and enduring combination of various physical and mental aspects". Teaching aptitude is depend on certain personal traits, intellectual and temperamental. Srivastava and Pratibha (2009) stated that teaching aptitude refers to the attributes, characteristics and skills associated with learning, which a person naturally possesses or acquired through self-effort, and this is reflected in his inclination towards teaching and his mastery of the job. Kaur (2014) described teaching aptitude as a specific capacity or special ability, distinct from the general intellectual ability of in individual, indicative of his probable success in a particular field after receiving appropriate opportunity for learning or training.

A teacher with teaching aptitude always encourages students to use active techniques to create more knowledge and also reflect on what they are doing and how their understandings are changing. The modern view of teaching aptitude includes professional activities like-co-operating in teams, participating in school development, building professional learning communities, and changing the working conditions. These activities shape the school climate and develop the learning environment which directly or indirectly affect the student learning also.

Various studies relating to teaching aptitude revealed that it is an important tool for teacher effectiveness as it acts as a significant predictor of teacher effectiveness.

Ghatvisave (2012) stated that the success in teaching and satisfactory preparation of teaching profession is only possible to those people who have remarkable aptitude in teaching. Moreover, teaching aptitude is an ability or set of abilities which cannot be acquired at one moment. But it is a transitional requirement of teacher who want to continue professional development and critical reflection.

1.5.3.1. Characteristics of teaching aptitude: There are various characteristics of teaching aptitude. Among all them below discussed some of the major characteristics of teaching aptitude stated by S. K. Mangal (2013). A teacher with having teaching aptitude---

(i) **Understanding of student learning**: Recognizes their student's learning styles, needs, paces of learning and accordingly provide instruction to the students so that maximum level of outcome can be achieved.

(ii) **Strong subject matter knowledge:** Develop comprehensive understanding regarding to the subject matter being taught to the students which helps the teacher to explain the concept clearly and effectively to the students.

(iii) **Effective communication and engagement:** Encourage clear and open communication to convey information effectively and foster a sense of connection.

(iv) **Motivation and encouragement:** Inspiring the students to take their own learning responsibility by setting their own goals of learning and carry on it even challenges have come.

(v) **Active listening and feedback**: Paying attention to student's queries and provide constructive feedback for their development.

(vi) **Positive classroom environment**: Create an inclusive as well as positive learning environment where the students must feel safe and secure.

(vii) **Understanding of diverse learners:** Awareness about the diverse backgrounds of the students, their experiences and learning needs, learning styles and accordingly adopt the teaching strategies.

(viii) **Collaboration and communication**: Working together with their colleagues to plan, instruct and mentor to their students and communicate to the parents and other stakeholders by sharing of ideas and practices to support student learning.

(ix) **Use appropriate evaluation techniques**: Understanding of different methods and techniques to assess the learning of the students. Along with formative and summative assessments, they also develop their own appropriate evaluation tools.

(x) **Commitment to continuous improvement:** As a life-long learner has a dedication to ongoing learning and develop their teaching skills to make them more competent in future.

1.5.3.2. Components of teaching aptitude:

Singh and Sharma (2009), stated five components of teaching aptitude. Below all these components are described in details –

(i) **Interest in teaching profession:** Interest in teaching profession is the most important component of teaching aptitude. Teacher's interest towards the teaching profession helps in feeling them strong enthusiasm for sharing knowledge and helping the students to learn more to succeed in life. This interest also help them to feel a sense of duty to contribute towards their communities and participate in improving the society through education.

(ii) **Professional information:** Professional information is another important component of teaching aptitude. It includes the awareness of different skills and competencies on the part of the teacher such as classroom management skills, communication skills, technological skills etc. and he/she should be competent enough to use different teaching strategies according to the aspiration level of the students, provide leadership in conducting the co-curricular activities in the school campus.

(iii) **Adaptability:** The adaptability of the teacher refers to their ability to adjust their teaching methods, strategies, and behaviour to meet the diverse needs of the students as well as their response to the changing classroom dynamics to meet the educational goals. They also integrated inclusive practices as sensitive and responsive to students' diverse cultural backgrounds.

(iv) **Co-operative attitude towards children:** Co-operative attitude towards children involves being supportive, approachable, and working together with students to create a healthy and positive atmosphere of learning. To create such an environment a teacher should valuing students' opinions, motivating students to

building their confidence through positive reinforcement. They should create a safe space where students feel comfortable to expressing themselves.

(v) **General mental ability:** It refers to their overall cognitive capabilities, which play a crucial role in student development. This mainly includes the critical thinking ability of a teacher, comprehensive and reasoning power and managing time and classroom activities effectively. A teacher with strong general mental ability can create a dynamic learning environment and handle the complexities of education with confidence.

Figure 1.4: Components of Teaching Aptitude by Singh and Sharma (2009)
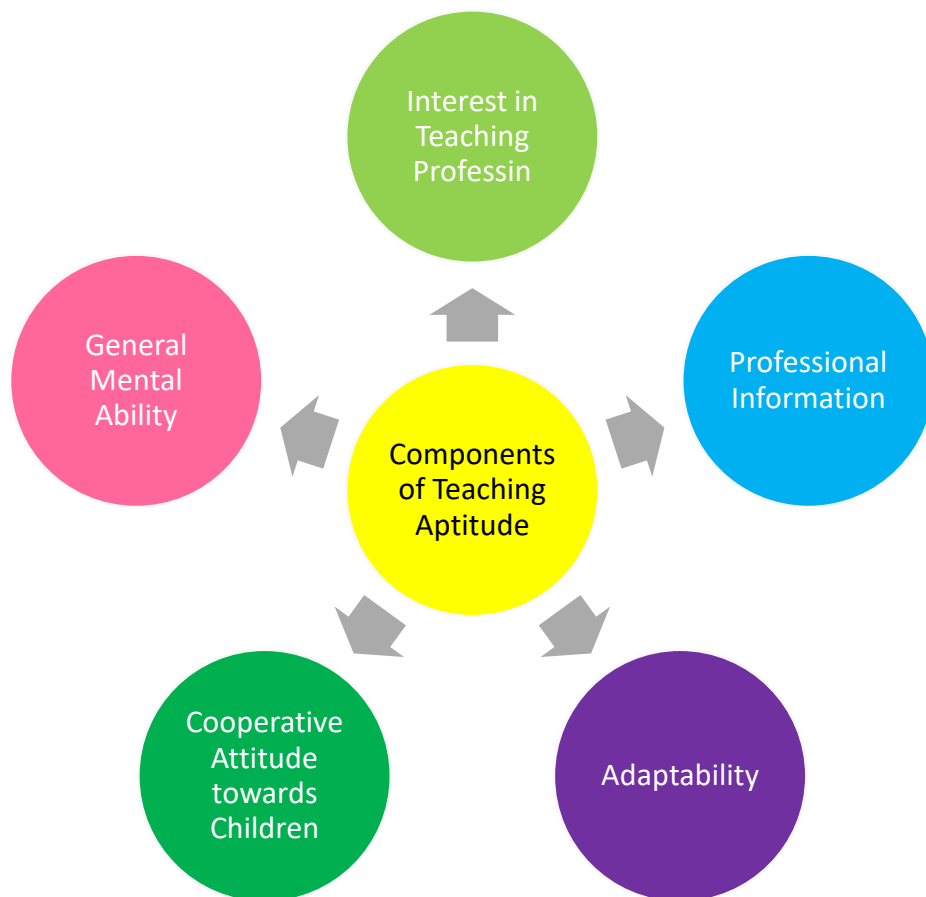
Thus, it can be said that teaching aptitude refers to the aptitude towards teaching profession. To up hold the standard of education, it is very important to select the right type of individuals for the teaching profession having teaching aptitude. If the teachers have aptitude for teaching then it can be assumed that those individuals have the knowledge of different skills and techniques for successful teaching. A teacher having teaching aptitude always found to be co-operative in nature, professionally informative

and scholarly passionate. Thus they have both intellectual pursuits along with strong feelings or emotions for which they can be expected to perform well in the educational settings.

1.5.3.3 Models of Teaching Aptitude:

(a) **Carroll's Model of School Learning (MSL)**

Carroll's Model of School Learning developed by John B. Carroll in 1963. It is a framework which explains how students learn in school and what factors influence their academic achievement. This model lays stress on the importance of time in learning and proposes that learning is a function of the ratio between the time a student spends on learning and the time they need to learn. According to Carroll a student can achieve better academic achievement if the time, resources and activities are managed properly. He stated five factors that are needed to provide effective teaching in view to improve student achievement as described in the model (figure 1.5). According to him aptitude involves the amount of time that a student wanted to perform a particular task. Generally, it is seen that in a regular classroom situation every students are differ in the needs of time to do a particular task which makes an issue for time management on the part of the instructors. Secondly, ability refers to the student's capability to grasp instruction, and it is closely associated with intelligence. Thirdly, opportunity means the given or available time teachers offer learners for learning. Fourthly, quality of instruction refers to the extent to which instruction is presented in a manner that is consistent with the aptitude of learners. That is, learners will not sense that they require more time since the instruction is communicated well. Last but not least, perseverance denotes the duration of time a learner is willing to invest in learning a task. Students having the same aptitudes vary in their achievement if they possess different perseverance.

**Figure 1.5: Carroll's Model of School Learning (1963)**
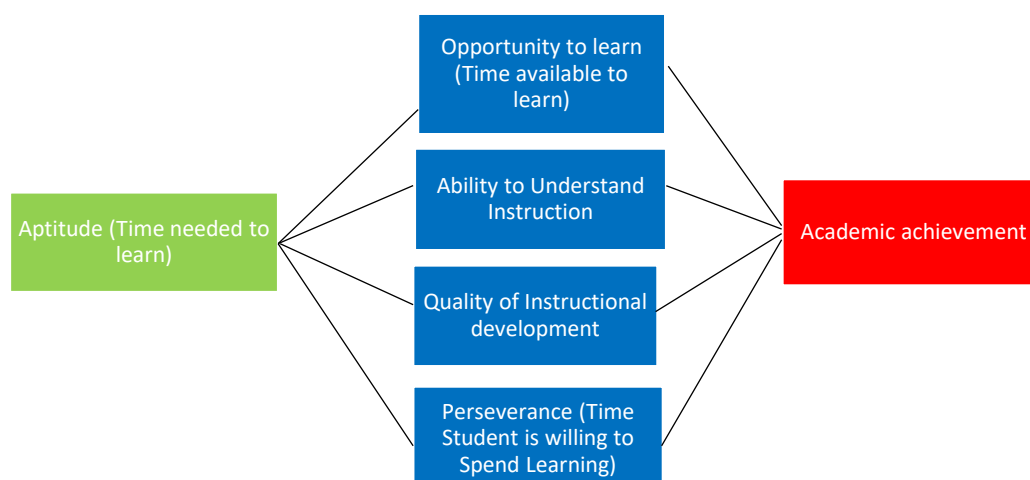
In addition, in Carroll's terminology learning or level of learning can be expressed in an equation: "Degree of Learning= f (Time actually spent/ Time needed)" (Libby 1990). Thus, it can be said that students who are ready to spend more time in learning, are highly motivated ones. Moreover, the MSL indicates that students with high perseverance can attain high levels if teachers provide sufficient time and appropriate instruction.

(b) Cronbach and Snow's Aptitude Treatment Interaction (ATI) Learning Model:

The Aptitude Treatment Interaction Learning Model was developed by Lee Cronbach and Richard Snow in 1977. This model is a shortcut to encourage learner's motivation. This model emphasizes on different student with different aptitude benefit from different instructional methods. According to ATI model aptitude refers to the learner characteristics such as their cognitive ability, their prior knowledge regarding the subject matter to be taught, their willingness to learn that particular subject and also their own learning style. This model emphasised that the level of students' aptitude also influence how well a learner responds to particular instructional strategies. In the ATI learning model **A** stands for Aptitude which means the personal characteristics of the particular student which influences their abilities to perform a given task. **T** stands for Treatment, refers to the actions or activities provided to the learners or intervention to determine its effect on dependent variable, and **I** stands for Interaction, refers to the learner's communication that take place during the learning process. But the interaction may not

be equally work well for all type learners as the effectiveness of instructional method depends on the learner's aptitude.

Figure 1.6: Aptitude Treatment Interaction Model (Cronbach and Snow, 1989)
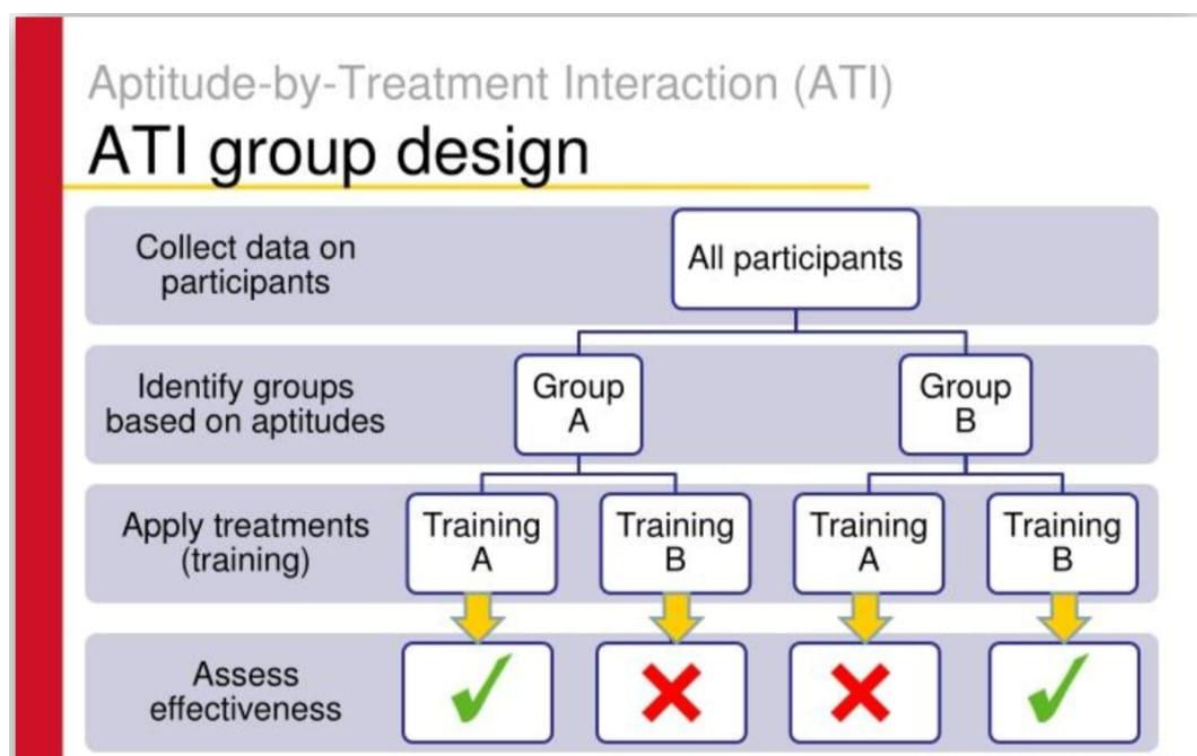
Thus, the ATI model enhances the personalized learning. It also involves adaptive instruction where teaching is customized to fit according to the needs of individual learners. Furthermore, Aptitude Treatment Interaction (ATI) is a method which seeks to find treatment that are tailored to students' skill level, that is, appropriate treatment used by students of different skill level (Goska & Ackerman, 1996).

From the above mentioned model it can be said that the level of student's aptitude can be developed when the teachers have aptitude towards their profession of teaching. Then only the teachers can recognize the potentialities available in the personality of the students and accordingly the interaction process can be made. If a teacher possesses the appropriate level of aptitude then no doubt he/she can be an effective teacher. And under the guidance of an effective teacher the self-development of the students as well as the development of the society definitely be possible.

In the context of the current study, Carroll's model is informative since it suggests that instructional quality and teacher behaviour are the prime determinants of students' learning outcomes-both of which can be taken as direct measures of teacher effectiveness. Teachers with good teaching aptitude and emotional intelligence are likely to deliver higher instructional quality, effectively manage learning time and encourage students to stick with it.

Thus, Carroll's model offers a theoretical basis for connecting the characteristics of teachers with effective teaching and student improvement.

Cronbach and Snow's ATI model highlights that the effectiveness of learning stems from interaction between instructional approaches (treatments) and learners' aptitudes. The model asserts that no single method of teaching will be effective for all students.

For the current study, ATI is helpful in realizing that a teacher's teaching aptitude and emotional intelligence establish how well they can accommodate instructional approaches to respond to the various needs of students.

1.6. Sense of Responsibility Feeling:

Responsibility feeling is an intrinsic motivation or a sense of intrinsic feeling in a teacher who believed to work for welfare of the learners and not for the selfish gain. Winter (1991) defined responsibility as "a relatively stable personality disposition that develops as a function of socialization." Professionalism is always connected to responsibility. As teaching a profession, teachers are also responsible for the development of their pupils. Many more responsibilities are placed in the hands of a teacher's which they must be fulfil by their intrinsic devotion and dedication not by any external forces. It is a sense of moral obligation based on professional ethics. A responsible teacher always concerns with teaching, Innovation and Co-curricular activities, Administration, Management, Guidance and Counselling, Professional development, Examination, Evaluation and Research activities etc. besides, displaying excellence in teaching, they are also know the ways and means to conduct the co-curricular activities such as organisation of workshop, seminars, field-trips, educational excursions, providing guidance to the students, celebration of the important days like independence days, teacher's days, children's day etc. Thus, a responsible teacher always take the responsibility on their shoulders and

bring out their students with proper guidance. Thus, he/she is not only possess the interest towards educational activities but also encourage or motivate the learners for participation.

Generally, in the classroom situation or in the school campus many more problems are arises such as-unhealthy habits on the part of some students, learning difficulties, adjustment problem, antisocial behaviour, peer pressure, communication problems etc. these problematic areas are not hidden from the eyes of the responsible teacher as they are always aware about the learning environment and actively engaged to merge into these problems and provide guidance or assistance to the students so that they can solve such problems by themselves and always keep them in the right track for further development. Besides all these aspects of responsibility conducting the research activities is another important responsibility of the teacher. Through research activities various educational problems can be solved and contribute for the development of the larger society. A responsible teacher must show their interest in the field of research.

As mentioned by Lauerman & Karabenic (2013), sense of responsibility refers to "how teachers themselves view their responsibility and the conditions under which they are willing to accept personal responsibility for such outcomes" (p.1 as cited by Kafshgar, Neda Babanezhad). They defined the sense of responsibility as "a sense of internal obligation and commitment to produce or prevent designed outcomes or that these outcomes should have been produced or prevented" (Lauermann & Karabenick, 2011, p.1). Thus responsibility feeling is one's own willingness to involvement in the profession according to their ability. It encompasses their dedication, sincerity, self-motivation towards their profession which can be said a life-long activity. Responsibility feeling on the parts of the teacher can give the better results in the teaching-learning process. A responsible teacher takes all educational aspects on their own shoulder, do it with a positive mind as such the outcomes of that activity are also always positive. Such teacher works together with the group members by sharing their experiences which help them in their professional development to become an effective teacher.

From an institutional point of view, the school is a specific type of corporation that tries to perpetuate the learning of the students (Perenaud, 1994). Professional duties in teachers are not only instruction but also accountable for the outcomes of students. Most studies acknowledge that teachers' readiness to take individual responsibility for

teaching and students as well as their capability to meet their professional duties (Lauermann, 2011, 2014) is a critical parameter of the supportive school environment.

In the majority of studies the theoretical notion of personal and social responsibility is considered separately. There are some considerations that these notions have identified the correct situation (Abdi Golzar, 2006). The theoretical notion of educational responsibility is clarified on the basis of this research. In this study, the concept of educational responsibility is defined as the way in which university students define their work in the academic environment, interpret themselves academically, and manage academic tasks in a timely manner. Responsibility originates with the behaviour and skills of the family and those who live can learn (Ozen, 2009). Thus, responsibility is an acquired behaviour (Rutter, 2002; Ellenberg, 2001; Flowers Webb, 2001; Sengeeta V Jerre, 2001).

Additionally, a sense of responsibility for social relations is crucial in official settings, e.g. being responsible for the performance of professional duties, and being responsible for offering help in such informal settings. Teachers are vital in educating them properly and in acquainting the children with the appropriate knowledge (Perring, 2009; Macready, 2009; Abazoglu et al., 2014). If a teacher fails to be responsible for teaching against his/her students, then the teacher cannot expect students to learn how they are accountable for learning and cannot inspire them to perform well. But a responsible teacher, who has a sense of responsibility of teaching, is a trustworthy factor in the eyes of his students and does not feel any issue with communication.

Teachers' accountability ideally stems from their complete, direct, and personal accountability for their students (Schurr, 1980), which converts each teacher action into a morally driven action (Ladd, 1982; Oser, 1994). While in that regard, the teacher's role does not significantly differ from that of the parents, the teacher's responsibility is, at least theoretically time-limited and restricted to specific spheres of action that the teacher share with their students (e.g., Feiks, 1992; Helker & Wosnitza, 2014a). Elements of sense of responsibility feeling are depicted in the figure 1.7.

Figure 1.7: Components of Teacher's sense of Responsibility Feeling
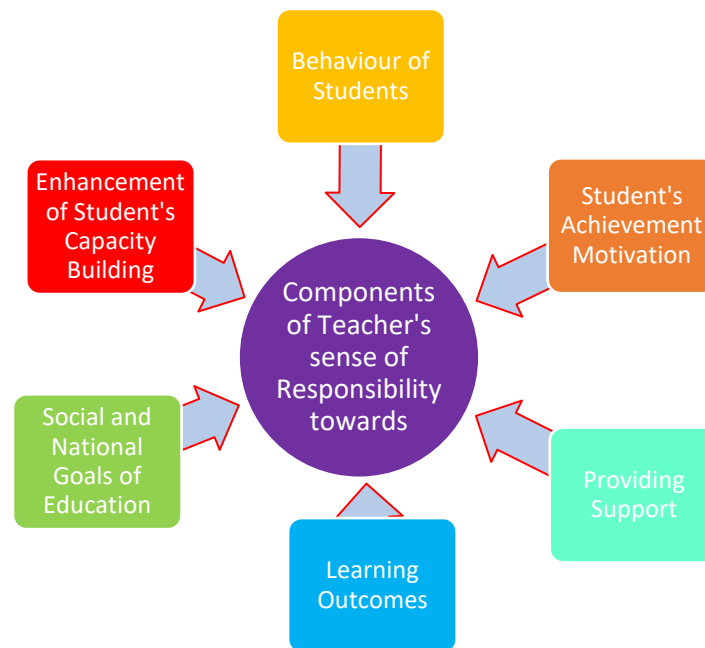
1.6.1 Characteristics of Responsibility Feeling:

The characteristics of sense of responsibility feeling as stated by (Boli 2017) are as follows--

(i) Sense of responsibility feeling is intrinsic motivation or feeling of intrinsic sense in a teacher who feels to work for the well-being of the learners and not for selfish benefits.

(ii) It is stable personality orientation.

(iii) It shows the sign of professionalism of teacher since it is teaching profession centred.

(iv) It is self-regulated since there is no outside force to compel the teacher to assume responsibilities in his/her profession.

(v) Responsibility embodying feelings are cultivated as a result of embodying socialization.

(vi) Responsibility carrying feelings are always associated with devotion, commitment and honesty.

(vii) It encompasses areas such as teaching, innovation and co-curricular activities, administration and management, counselling and problem solving, professional, examination, assessment and research and related areas.

(viii) It is feeling embodying duty to facilitate maximum shape from the learners and it focusses on making the learners independent and self-motivated to learn.

(ix) To a certain extent it can be quantified.

(x) Responsibility is related to behaviour, mental capacity and intellectual faculties.

(xi) It is defined as a clear and integral social service that anticipate maximum service and not economic or other benefits.

(xii) It accompanies a long duration of specialized training. Teacher education programmes addresses largely this issue.

(xiii) Sense of responsibility in a teacher is never-ending but constructed for life-time outcomes. It never ends at any point of time but stays with the teacher for life.

1.6.2. Models of Sense of Responsibility Feeling:

(a) The Gradual Release of Responsibility Model:

The Gradual release of responsibility model was developed by F. David Pearson and Margaret C. Gallagher in the year 1983. This model stresses on the shifting learning responsibility from the teacher to the learner. It is a structured teaching approach that shifts the classroom learning responsibility gradually from teacher to the students. This model stated four different stages of instruction through which a shift can be possible from teacher-led instruction to student-led practice.
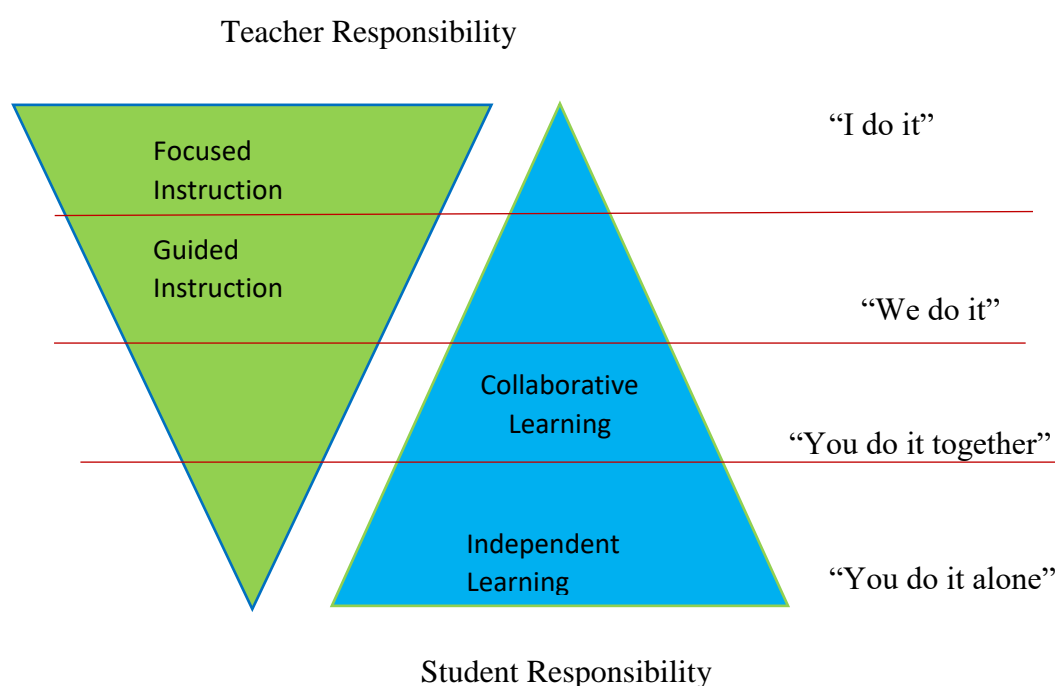
The different stages of GRR Model are as shown in figure 1.7.

(i) **Focussed Instruction** (I do it): It is the initial stage where the teacher demonstrate the task or concept and explain the goals of learning clearly.

(ii) **Guided Practice** (We do it): In this stage the teacher and students work together. Here the teacher guides the students to practice by asking different questions, prompts so that they are able to achieve the skill or concept.

(iii) **Collaborative learning** (You do it together): In the third stage students are encouraged to practice their work with peers by applying all the skills they have

already learned. In this stage the teachers' responsibility is to monitors the students' activity and provide feedback as needed.

(iv) **Independent practice** (You do it alone): In the fourth stage the student can apply all the skills what they have already learned. They can be able to apply their mastery independently.

Figure 1.7: Gradual Release of Responsibility Learning Model (Pearson & Gallagher, 1983)

Teacher Responsibility

Focused Instruction

Guided Instruction

Collaborative Learning

Independent Learning

"I do it"

"We do it"

"You do it together"

"You do it alone"

Student Responsibility

Thus, this model visualizes the gradual shift of responsibility from teacher to student in a regular classroom situation across all grade levels and all subjects.

(b) Helker's and Wosnitza's Heuristic Model for Structuring Responsibility:

Helker and Wosnitaza's Heuristic Model for Structuring Responsibility suggests that in the school setting the teachers, students and parents each have unique microsystems that affect each other. The model predicts that to know how these three entities share responsibility which is important for developing a healthy learning environment. The model draws that responsibility is not just an individual quality but also affected by the social as well as the environmental context. The model developed by Helker and Wosnitza, 2014a, Helker and Wosnitza, 2016 is the only model which is both

theoretically and empirically focussed on responsibilities of students, parents and teachers.

The key components of the model are discussed below-

(i) **Microsystems:** The model recognizes that each group (students, parents, teachers) has a set of microsystems (their immediate surroundings) that affect their roles and sense of responsibilities.

(ii) **Shared Responsibility:** This model represents that responsibilities are shared among the three key players of the schools rather it solely assigned to one particular individual.

(iii) **Teacher's Role:** According to this model teachers are responsible to create a healthy learning environment through students' engagement and supporting their learning. They have to also assesses the progress of the students and provide feedback to them.

Figure 1.8: Helker's & Wosnitza's Heuristic Model for Structuring Responsibility
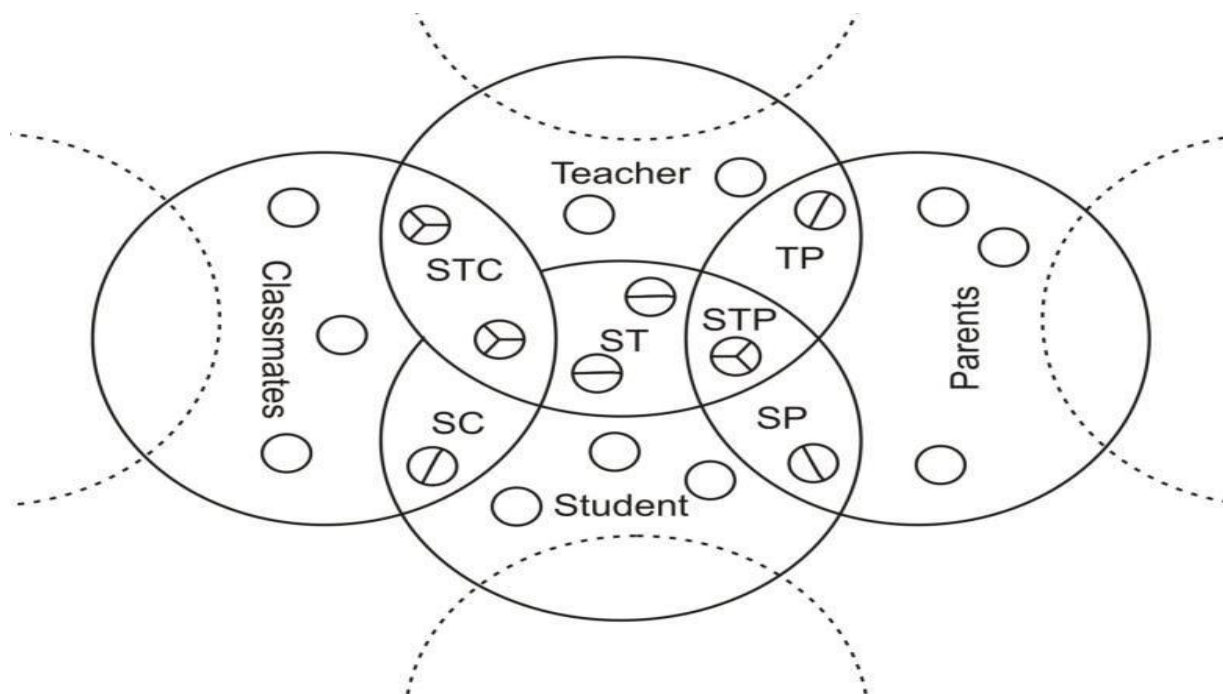
https://www.researchgate.net/figure/Heuristic-framework-for-structuring-responsibility-in-the-school-context_fig1_275714981

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(iv) **Student's Role:** Students are responsible to actively participated in the learning activities by showing their interest and motivation to do it. They can seek the help from the teacher when they feel so, but they are to be responsible for their own learning.

(v) **Parent's Role:** Parents are responsible to create a positive home environment and support their children's education. They should also monitor the progress of their children and accordingly they communicate with the teachers to inform about their child's progress.

(vi) **Interconnectedness:** Microsystems are interconnected, interact and affect to each other in an educational settings. For example, a child's home life (a parent's microsystem) can affect his or her school learning (a teacher's microsystem). Their actions or behaviours can be influenced by the others with collaboration and communication.

(vii) **Heuristic Approach:** This model uses a heuristic approach by providing practical framework for structuring the responsibility in the school premises. This model can be adapted in different situation as it is not a rigid model but provide a flexible framework to understand the responsibility of different key players in the school context.

With the above models, structured pedagogy demands that teachers be familiar with their students and subjects, that they regularly evaluate students content, and that they do so intentionally, and design connected lessons that shift responsibility from teacher to student. Teachers, students, and parents all share a sense of responsibility from their own domains. Therefore, three dimensions of responsibility are recognized; responsible for learning process, student success and developing a supportive social network. Personal feelings of students towards responsibility relate to their own subject-specific motivation and school achievement of responsibility towards parents and teachers. All of these are identified as being linked with parental choices and expectations.

The Gradual Release of Responsibility Model describes how the responsibility for learning is transferred increasingly from teacher to pupil in four steps i.e.- direct instruction, guided instruction, collaborative learning and independent learning. With regard to the current study, this model underscores that effective teachers should be emotionally intelligent and instructionally capable in order to recognize when and how to

release responsibility. High teaching aptitude and responsibility sense teachers can lead students from dependence to independence in an effective manner, exhibiting teacher effectiveness through reflective, adaptive and supportive pedagogy.

Helker and Wosnitza (2006) came up with a Heuristic Model for structuring responsibility that defines responsibility as a multidimensional construct encompassing cognitive, emotional and behavioural elements. This model is highly applicable to this current study because it links teachers' sense of responsibility feeling (behavioural responsibility), emotional responsibility (emotional intelligence) and teaching aptitude (cognitive responsibility) to overall teacher effectiveness. It sets the stage for exploring how these three variables affect one another and influence effective classroom behaviours among secondary school teachers.

1.7. Conceptual framework of the study

Emotionally intelligent teachers are able to handle classroom interactions, maintain harmonious relations, and minimize conflicts more effectively. Teaching aptitude guarantees methodological consistency and pedagogical appropriateness. A strong sense of responsibilities ensure commitment, consistency and moral accountability towards teaching and students' well-being. These variables, therefore are not separate, they are interconnected and collectively determine the performance of a teacher in actual classroom contexts.

Teacher effectiveness has become a key to quality education in the 21st century. The secondary level is especially important as it acts as a bridge between foundational education and higher-level academic or vocational pursuits. In the face of increasing demands made on teachers, there is an imperative need to assess not just their academic capabilities but also their psychological, emotional and ethical inclinations.

Three significant variables contribute to a teacher's overall effectiveness: Emotional Intelligence (EI), Teaching Aptitude (TA) and Sense of Responsibility Feeling (SRF). These variables interact to influence how well a teacher can foster student learning, build a productive classroom climate, and uphold professional standards.

The framework is structured around teacher effectiveness as the dependent variable, interrelated with the following independent variables:

1. Emotional Intelligence
2. Teaching Aptitude
3. Sense of Responsibility Feeling

Each one of these variables plays a direct and indirect role in the effectiveness of a teacher.

1.7.1. Independent variables of the study

1. Emotional Intelligence

(a) Positively affects teacher-student interaction

(b) Decreases emotional burnout.

(c) © Increases empathy and flexibility

(d) (d)Enhances classroom discipline

2. Teaching Aptitude

(a) Ensures organized content delivery

(b) Foster varied instructional approaches

(a) © Encourages rational explanation and practical applications

3.Sense of Responsibility Feeling

(a) Induces persistent effort and self-reflection

(b) Develops professional trust

(c) © Leads to ethical classroom behaviour and goal orientation

1.7.2. Dependent Variable of the study

Teacher effectiveness:

Measured in terms of:

(a) Student learning outcomes

(b) Classroom climate

(c) Pedagogical quality

(d) Student-teacher relationship

(e) Professional behaviour and development

1.7.3. Assumptions of the Framework

(i) Emotional intelligence has a positive impact on a teacher's capacity for classroom management and connection with students.

(ii) Higher teaching aptitude results in better instructional provision and pupil comprehension.

(iii) A high sense of responsibility ensures committed and ethical teaching methodology.

(iv) All three variables collectively affect teacher effectiveness.

This conceptual model (Figure: 1.9) is meant to discuss the interrelationship between these three independent variables with the dependent variable.

Figure 1.9: Interconnection between Teacher Effectiveness and Emotional Intelligence, Teaching Aptitude and Sense of Responsibility Feeling
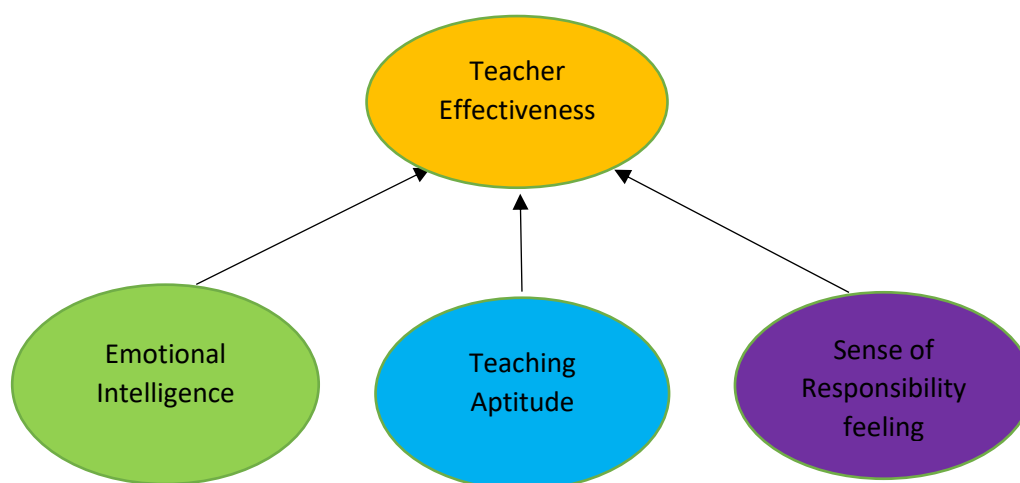
1.8. Rationale of the Study

Effective teachers have unending interest, comprehensive knowledge, different skills, and responsibility feeling of towards teaching profession. It is well documented by Woolfolk (2004) that 'teacher knowledge, clarity and organization and warmth and enthusiasm' are the core elements in explaining 'effective teachers'. Gupta and Kapoor

have derived the term 'Teacher Effectiveness' as a repertoire of efficacy exhibited by a teacher in (i) instructional strategies (ii) classroom management (iii) personal disposition, temperament and tendencies (iv) Evaluation and feedback, interpersonal relations (v) job involvement, (vi) initiatives and enthusiasm (vii) professional values and (viii) innovativeness respectively in the everyday teaching-learning situations. **Mohanty (2010)** explains teacher effectiveness in terms of teacher's role in class, school and community. Thus teacher effectiveness is depend on many more factors. The review of various related literature revealed that emotional intelligence, teaching aptitude and responsibility feeling are the important/significant predictors of teacher effectiveness. **Parikh (1984)** states that the most effective teachers in secondary schools are considered to be self-sufficient, extroverted, emotionally stable, honest, radical and consistent in their nature. Emotional intelligence involves the ability to monitors one's own and other emotions and guide their own thinking and actions. Thus, emotional control is the main characteristics of Teacher Effectiveness (Wangoo,1984; Madden, 2000). Stein (1956) said that emotional intelligence is significantly and highly correlated with job performance. The findings of Penrose et.al (2007 as cited Paite, Vanlalngaii, 2014) stated a significant relationship between emotional intelligence and teacher effectiveness. **Kaur (2015)** found in his investigation that high emotional intelligence exhibits higher teacher effectiveness.

Shah (1991) examined the determinants of teacher's effectiveness by using the variables of aptitude, job motivation, attitude, job satisfaction etc. and found positive correlation in teaching aptitude, and educational qualification. **Malik (1999), Suron (1975), Kohlan (1989)** also supported the above result. **Sharma (1971)** in his investigation found that teaching aptitude appeared as a sound predictor of teacher effectiveness. **Kumar (1999)** investigated through his study that scheduled caste and non-scheduled caste teachers with high teaching aptitude leads teacher effectiveness.

In another study **Kemp and Hall (1992)** found female teachers to be more effective than the male teachers in terms of commitment to profession and basic values. **Bierhoff (2005)** concluded that personal responsibility is positively related to goal commitment to solving the challenging task. **Kant (2011)** explained a relationship between teaching aptitude and responsibility feeling of the secondary school teachers. The researcher concluded by showing that female teachers are found more responsible than the male

teachers. 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 are co-related to it.

1.9. Significance of the study

The role of secondary level teachers is crucial in determining students' academic performance, emotional growth and attitudes towards lifelong learning. As students at this level encounter growing academic demands and social issues, the teachers' role becomes all the more imperative. The present study which investigate teacher effectiveness based on emotional intelligence, teaching aptitude and sense of responsibility feeling is of great worth to various stakeholders in the educational system.

a. This study will be vital for educational policymakers since it offers evidence based insights into the non-academic characteristics that lead to successful teaching. By understanding the impact of emotional intelligence, teaching aptitude and sense of responsibility feeling can guide recruitment standards, methods of teacher appraisal and professional development opportunities.

b. The study will 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.

c. This study will be useful for teachers themselves in secondary school, as it promotes awareness of self and professional development. 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.

d. The study will indirectly benefited the parents and students, as teacher effectiveness improves because of better classroom climate, increased student motivation and general academic achievement.

In conclusion, this study is significant because it investigate the holistic qualities of teachers that go beyond their academic degrees. Through by investigating the inter-relatedness of teacher effectiveness and emotional intelligence, teacher effectiveness and teaching aptitude and teacher effectiveness and sense of responsibility feeling, gain further insight into what makes an effective secondary school teacher.

1.10. Statement of the Problem

The major focused area of the present study was school education especially the secondary level teachers of Sonitpur district of Assam. The aim of the study was to check the influence of teaching aptitude, emotional intelligence and sense of responsibility feeling on teacher effectiveness of secondary level school teachers of Sonitpur district of Assam. Thus, 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."**

1.11. Research Questions

RQ1: To what extend the teachers are effective in the secondary level schools of Sonitpur district, Assam?

RQ2: What is the level of emotional intelligence of the secondary level schools teachers of Sonitpur district, Assam?

RQ3: What is the level teaching aptitude of the secondary level schools of Sonitpur district, Assam?

RQ4: What is the level of sense of responsibility feeling of the secondary level schools of Sonitpur district, Assam?

RQ5: To what extend emotional intelligence and teacher effectiveness are related to each other in terms to their Gender, Locality and Stream?

RQ6: To what extend Teaching Aptitude and Teacher Effectiveness are related to each other in terms to their Gender, Locality and Stream?

RQ7: To what extend Sense of responsibility and Teacher Effectiveness are related to each other in terms to their Gender, Locality and Stream?

1.12. 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.

1.13. Hypotheses of the 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 exist no any significant relationship between teacher effectiveness and teaching aptitude of secondary school teachers in respect to their locality.

Ho18**:** There exist 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.

1.14. Operational Definitions of the key terms:

1.14.1 Dependent Variable

a) Teacher Effectiveness

The term "teacher effectiveness" is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems think

critically, work collaboratively, and become effective citizens (Dunkin,1997). 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.

1. **Teaching:** It refers to the teacher's ability and confidence over subject matter and also the mode of transaction based on individual differences in regular classroom situation.

2. **Interpersonal relationship:** It refers to the relationship with students, colleagues, parents and other community members of the society. It is a kind of a person's behaviour with others and the initiative to solve the problems faced by others.

3. **Classroom management:** It refers to the techniques or strategies used by the teacher to maintain discipline and respectful learning environment which can create a positive as well as democratic atmosphere for learning.

4. **Assessment and evaluation:** It refers to the ability of the teacher's to conduct different tests to evaluate the learning performances of the students. It is the behaviour of the teacher which can describe the ability of the teachers to summarise the lessons and accordingly ask questions, provide homework to their students to check the learning achievement.

5. **Professional development:** It refers to the willingness of the teacher's to acquisition of new knowledge and skills. It also refers to the ethical norms of the teacher's to be followed in the educational institutions.

6. **Personality characteristics:** it refers to the personal characteristics of a teacher's like-discipline, emotional maturity, communication, patience etc.

7. **Administrative ability:** It refers to the eagerness or readiness of the teacher's to be participated in the administrative affaires for the development of the institution.

1.14.2. 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 will be 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) 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.

1. **Teaching:** It refers to the various methods, techniques and skills adopted by a teacher in regular classroom situation.
2. **Co-curricular activities:** It refers to the ability of a teacher's to motivate their students to participate in the co-curricular activities and their active participation as a role model.
3. **Administrative and Management:** It refers to the ability of a teacher to deal with their students as an administrator and how they manage the classroom learning environment.

4. **Professional Proficiency:** It refers to the ability of a teacher to keep themselves up-to-date and also to provide academic leadership to their students.

5. **Examination and Evaluation:** It refers to the ability of a teacher to use different evaluation techniques in the class to evaluate the student's performance and also how they encourage their students to increase the level of achievement.

6. **Guidance and Counselling:** It refers to the ability to adopt different measures by a teacher to provide the proper guidance to their students.

1.14.3. Related Key Terms:

 a) 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.

b) 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.

c) 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.

1.15. Delimitation of the study:

The present study will be delimited to the following aspects-

 (a) The present study will be delimited to the teachers of secondary level schools.
 (b) 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.
 (c) The present study is delimited to the district Sonitpur of Assam.