

CHAPTER 2

REVIEW OF RELATED LITERATURE

CHAPTER-2

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2.1 INTRODUCTION:

Chapter-2 is devoted to the related literature reviewed in assistance with the previous contribution made by various researchers in the similar field. Review of related literature consists basically the two words, ‘review’ and ‘literature’. The term ‘review’ means critical analysis and the term ‘literature’ refers to the published work in the form of research papers, journals, books, articles etc. on the particular area of the investigation. A review of related literature is an important and prerequisite aspect for planning and execution of any research activity. While reviewing the previous literature or previous research work in connection with the present study the researcher can make out new ideas and give meaningful direction to his/her research activity. Mouly (1964) described review of literature as an exciting task which needs a deep insight and clear perspective of the overall field which promotes a greater understanding of the problem. Koul (2011) understood it as the accumulated knowledge of the past as a result of constant human endeavor and that it can never be undertaken in isolation of the work that has been done on the problems which are directly or indirectly related to the propose study. Thus in a simple way we can say that this chapter tells what has been done and what yet to be done. What is to be avoided and what is to be carried out.

2.2. IMPORTANCE OF REVIEW OF RELATED LITERATURE:

Review of related literature is an essential part of research projects. In the words of Good, ‘the key to the vast store of published literature may open doors to success of significant problems of explanatory hypothesis and provides helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking.’

Review of related literature allowing the researcher to acquaint himself with current knowledge in the field or area in which he/she is going to conduct his/her research. Best (2008) says, “A familiarity with the literature in any problem area helps the students to

discover what is already known and what is till unknown and untested.” A review of related literature helps the researcher to familiarize the work that has been done in the selected area and helps to provide information in planning of the present study. It also enables the researcher to define the limits of his/her field. Through the review of related literature, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way. It also gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. Thus, the review as a beacon for the path of researcher which guides him/her throughout the research. Therefore, the investigator referred various types of research work such as dissertations, theses, magazines, abstracts, national and international journals, and different books, web-based resources and so on. The investigator has obtained relevant studies and based on gathered information the investigator precisely prepared an abstract of review of related literature which is being presented under the following subthemes.

- (a) Studies related to teacher’s effectiveness
- (b) Studies related to emotional intelligence
- (c) Studies related to teaching aptitude
- (d) Studies related to sense of responsibility feeling.

The first is the dependent variable and the rest are the independent variables of the present study.

2.3. RELATED LITERATURE REVIEW ON TEACHER EFFECTIVENESS:

Reviews of related literatures on teacher effectiveness are associated with several dimensions of teaching which are related to build interpersonal relationship with their students and bringing desired changes in students’ learning. The studies speak about the multifarious activities done by an effective teacher to uplift the standard of education in meeting the demands of the society. The reviewed studies on teacher effectiveness are given below:

Narayanamoorthi and Sasikala (2020) conducted a study on 120 secondary school teachers where 60 male teachers and 60 were the female teachers of Dindigul district,

Tamil Nadu with the aim to investigate the emotional intelligence and teacher effectiveness of secondary school teachers. A standardized tool was used for assessing the emotional intelligence of the secondary school teachers whether a self-made Teacher Effectiveness Scale (TES) was used for assessing the teacher effectiveness of the teachers. The investigator found that there was a significant difference in teacher effectiveness and emotional intelligence of secondary school teachers with regard to gender. Male teachers showed higher teacher effectiveness and emotional intelligence as compared to the female teachers. But, on the other hand, type of management did not play any significant role in the teacher effectiveness and emotional intelligence of secondary school teachers. A significant positive relationship was found between overall emotional intelligence and overall teaching effectiveness.

Bhat and Ahmad (2020) studied on “Teacher Effectiveness in relation to their attitude towards teaching self-esteem and organizational climate in Jammu and Kashmir.” The present study has attempted to find out the Teacher’s effectiveness in relation to their Attitude towards teaching, Self-esteem and Organization Climate in Jammu and Kashmir. The study revealed that there is a significant difference in teacher’s effectiveness of high school teachers based on gender, type of school management and educational qualification. Whether there is no significant difference in teacher’s effectiveness of high school teachers based on marital status, subject taught, teaching experience, locality of the school and monthly salary. Another findings of the study revealed that there is a significant difference in attitude towards teaching of high school teachers based on the type of school management, marital status, educational qualification, subject taught, in self-esteem based on marital status and monthly salary and in organizational climate based on gender, educational qualification, teaching experience. Whether, there is no significant difference in attitude towards teaching of high school teachers based on gender, teaching experience, locality of school, monthly salary; in self-esteem of high school teachers based on gender, type of school management, educational qualifications, subject taught, teaching experience, locality of the school and in organizational climate based on type of school management, marital status, subject taught, locality of the school, monthly salary. The findings based on correlation analysis the study revealed that there is positive and significant relationship between teacher’s effectiveness and attitude towards teaching, teacher effectiveness and self-esteem and teacher’s effectiveness and organizational climate.

Jyoti (2020) conducted a study on “Teacher Effectiveness of Secondary School Teachers in relation to their Emotional Intelligence and Well Being.” The major objectives of the study were to compare high and low teacher’s effectiveness groups of secondary school teachers on the measures of emotional intelligence and well-being, to compare the government and private secondary school teachers on the measures of teacher effectiveness, emotional intelligence and well-being. The findings revealed that the significance of differences between mean scores of high and low teachers’ effectiveness groups were computed on the different measures of emotional intelligence and well-being by applying t-test. The findings also revealed that the significance of differences between mean scores of Government and Private secondary school teachers were computed on the different measures of teacher effectiveness, emotional intelligence and well-being by applying t-test.

Mahipal (2020) conducted a study on “Teacher effectiveness of Secondary School Teachers in relation to their Teaching Aptitude and Adjustment.” The researcher adopted survey method to conduct the research. The researcher had taken 22 districts of Haryana for the population as well as all the teachers working in the government secondary schools of Haryana. The researcher selected 15% of population for the sample and considered 200 teachers as the total sample where 100 male and 100 were female. 1000 students were also selected as respondents from secondary level. The researcher has used Students Rating of Teacher Effectiveness Scale (SROTES) developed by Deshpandey (2001), Teaching Aptitude Test (TAT) developed by Gakhar and Rajnish (2010) and Mangal Teacher Adjustment Inventory (MTAI) developed by Mangal (2007). The findings showed that teaching aptitude and teacher adjustment are significantly related with the teacher effectiveness of secondary school teachers. The male perform better in their effectiveness as compared to female teachers and on the other hand urban secondary school teachers have better teacher effectiveness as compared to the rural secondary school teachers. The study also found that male teachers have good adjustment as compared to female teachers and urban teachers have good adjustment as compared to rural secondary school teachers. There is a positive correlation between teacher effectiveness and teacher adjustment.

Singh and Kaur (2019) studied on “Teacher Effectiveness of Prospective Teachers in relation to their Emotional Intelligence and Attitude towards teaching”. The present

study was intended to find out the correlation of teaching effectiveness of pre-service trainee teachers in relation to their emotional intelligence and attitude towards teaching. To collect the relevant data a sample of 100 prospective teachers was taken and by using Kulsum Teacher Effectiveness (2010), Teacher's Emotional Intelligence Inventory (Mangal, 2008) and Attitude Scale towards Teaching Profession (Kulsum, 2008) relevant data were collected. After analysing the data it was found that there is no correlation between teaching effectiveness and emotional intelligence of prospective teachers and there was a significant positive correlation between teaching effectiveness and attitude towards teaching profession.

Prakash and Joseph (2018) in their study "Teacher Effectiveness of Secondary School Teachers in relation to their Occupational Stress and Morale" chose 397 secondary school teachers and found a majority of teachers suffering from above average stress and over a quarter of them having low morale, whereas, over one fourth of them have average teacher effectiveness. The study found a significant difference between occupational stress and teacher effectiveness as well as morale and teacher effectiveness. The study also found that there was no significant difference between a, gender, marital status, stream, type of school and experience with respect to teacher effectiveness.

Roy and Halder (2018) studied on "Teacher Effectiveness: A Self-Report Study on Secondary School Teachers." The primary aim of the present study was to explore the differences in teaching effectiveness of the secondary school teachers in terms of their gender, locality of the schools and their designation. This study was conducted on 400 teachers of secondary schools in three selected districts in West Bengal. The investigator used a self-rating scale, namely Jayaraman's Teacher Effectiveness Scale (JTES) developed by Jayaramanna to estimate the teaching effectiveness of the sample. The questionnaire covers the five major areas of teacher effectiveness such as personal aspect, professional aspect, intellectual aspect, strategies of teaching aspect and social aspect. The result revealed that gender and locality affect the teaching effectiveness as well as personal aspect, professional aspect and intellectual aspect of teaching effectiveness. It was also found that the strategies aspect and social aspect of teacher effectiveness were not affected by gender and locality of the schools. The study also found that the designation of the secondary school teachers is a matter of concern, as due to the designation there were statistically significant differences in teaching effectiveness

and all of the selected aspects of teaching effectiveness of the permanent assistant teachers and para & contractual teachers of secondary schools.

Marulcu and Kivanc (2017) conducted a research to adapt the Teacher Effectiveness Scale in Higher Education into Turkish language. The researchers used survey method for their study. The collected data were analysed by using confirmatory and exploratory factor analyses. The adapted scale had 32 items and 4 factors explaining 50.3% variance. The study found that Cronback alpha reliability coefficient of the factors varied from $\alpha=0.70$ to $\alpha=0.89$ and factor loadings of items ranged from 0.47 to 0.80. The study also found that statistically significant correlations among factors ranging from $r=0.54$ to $r=0.58$. It is concluded that the adapted scale is a valid and reliable instrument to measure teaching-related behaviour, subject matter expertise, relational knowledge, and personality aspects of teacher effectiveness in higher education.

Singh (2017) conducted a study on “Teacher Effectiveness of Prospective Teachers in relation to Emotional Intelligence Social Maturity and Academic Achievement.” The major objectives of the study were to find out the relationship between teacher effectiveness and emotional intelligence, teacher effectiveness and social maturity, teacher effectiveness and academic achievement of prospective teachers. A total number of 500 prospective teachers comprising as sample of which 344 were from urban area and 156 were from rural area. The present study was descriptive survey in nature. In order to collect the data the following tools were used by the researcher- Academic achievement assessment of prospective teachers available during their course from the college, Teacher Effectiveness Scale by Puri and Gakhar (2010), Social Maturity Scale by Srivastva (2007) and Adapted Version of Emotional Intelligence Scale by Rao (2011). Data were analysed by using the statistical techniques like-Pearson’s product moment of correlation, regression analysis, Mean, Median, Mode, Standard deviation etc. The major findings of the study were- A significant relationship was found between teacher effectiveness and emotional intelligence, between teacher effectiveness and social maturity and teacher effectiveness and academic achievement. The study also found that a significant difference between teacher effectiveness of rural and urban prospective teachers. Urban prospective teachers have more effectiveness than rural prospective teachers.

Anand (2016) conducted a study on “Teacher Effectiveness in relation to Social Intelligence and Self-Concept of Secondary School Teachers” with a view to assess the level of social intelligence and self-concept among the secondary school teachers and their relationship with teacher effectiveness. The researcher identifies teacher effectiveness, social intelligence and self-concept as criterion variables and gender, length of experience, type of institution, stream as background variables. The researcher done descriptive survey by administering Teacher Effectiveness Scale, Teacher’s Social Intelligence Scale and Self-Concept Inventory. By applying percentage analysis, t-test, one way ANOVA, Pearson Product Moment Correlation it was found that 62.39% of secondary school teachers possess high level of Teacher Effectiveness and 37.61% of secondary school teachers possess low level of Teacher Effectiveness, majority of secondary school teachers i.e. 75.5% possess average level of Social Intelligence and majority of teachers i.e. 68.1% of secondary school teachers possess moderate level of Self-Concept.

Adeyemo and Chukwudi, Agokei (2014) studied the effect of emotional intelligence, and teacher efficacy on the teacher effectiveness of pre-service teachers. Two validated tools i.e. Emotional Intelligence Scale and Teacher Efficacy Scale were administered on 300 randomly selected students from two Universities in the South-West region of Nigeria. By using Pearson Product Moment Correlation and Multiple Regression the collected data were analysed. The findings revealed that emotional intelligence and teacher efficacy had predictive influence on teacher effectiveness.

Kalhotra (2014) in his study “A study of Teacher Effectiveness in relation to attitude towards teaching profession try to explore the difference and comparison between effective and ineffective teachers in respect to their attitude, experience, age and sex. The researcher formulated three null hypothesis and randomly selected 10 secondary schools from Jammu. There are two research tools were employed to conduct this study –a) Teacher Effectiveness Scale developed by Kumar and Mutha in 1985 and b) Attitude Scale developed by Kath and Bannur (1974). The first scale have 69 items whereas the second one have 40 items. The researcher used Mean, S. D., Correlation and t-test. The findings of the study showed that there was significant positive relationship between teacher effectiveness and attitude towards teaching profession and no significant

difference was found between effective and ineffective male and female teachers on their attitudes towards teaching profession.

Toor (2014) in his study takes 850 secondary school teachers of Punjab as the sample to find their teacher effectiveness. The study revealed that there was no significant difference in teacher effectiveness of male and female secondary school teachers. The study also found that there is positive and significant relationship between teacher effectiveness and general intelligence of secondary school teachers.

Sandhu (2012) conducted a study on “Teacher effectiveness of secondary school teachers of Punjab in relation to school organizational climate.” The present study conducted with the objective to study teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, gender, location, teaching experience and stream (science, social science and language). The researcher select 75 senior secondary schools as sample where 45 are from rural and 30 are from urban by administering school organizational climate, teacher effectiveness scale, teacher attitude inventory and job newline satisfaction scale. The researcher found that the secondary school teachers perceiving autonomous and familiar type of school newline organizational climate have exhibited significantly higher level of teacher effectiveness as compared to those perceiving school climate to be of closed type. The researcher also concluded that there is no significant difference in teacher effectiveness of secondary school teachers across gender, location, stream and teaching experience.

Anand (2012) has conducted a doctoral study on “Teacher effectiveness job commitment and organizational climate in relation to emotional intelligence of Principals of secondary schools.” Here the researcher has studied the various dimensions of job commitment and organizational climate in relation to emotional intelligence of Principals. The researcher found that the teacher exhibited better effectiveness in schools with female Principals than the teachers working in the schools with male Principals. The findings also revealed that teacher effectiveness is significantly higher in schools with Principals with low emotional intelligence, probably Principals with high Emotional Intelligence are able to control their impulses and lead to immediate gratification. The researcher employed 2X2 factorial design on the score of teacher effectiveness, where gender and emotional intelligence of the principals were studied as independent variable

and were used to classify schools with male and female principals and schools with high emotional intelligence principals and with low emotional principals.

Liakopoulou (2011) conducted a study on “The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher’s effectiveness?” The main aim of this research paper is to study the qualities of a teacher to successfully perform their pedagogical and didactic work. Thus, through this study the researcher answered the two questions- a) What qualities and attitudes contribute to a teacher’s effectiveness? And b) What skills and knowledge contribute to a teacher’s effectiveness? By using open ended questionnaire the researcher found that personality traits is a dominant factor which contribute to their effectiveness with the help of specialized content knowledge.

Bhardwaj (2009) has conducted a study on Teacher Effectiveness in relation to teaching styles and personality types of secondary school teachers. The major objective of the study was to study the relationship among teacher effectiveness with personality types and teaching styles with respect to government and private type of school, Gender. Another objective was to find the interaction effect among teacher effectiveness with personality types and teaching styles with respect to government and private type of school, Gender. The present study was a descriptive survey study. Kulsum Teacher Effectiveness Self Rating Scale developed by Dr. Umme Kulsum (2000) to measure Teacher Effectiveness, Teaching Style Inventory by Grasha-Riechmann (1996) to assess Teaching Style, Scale for Introversion-Extraversion Dimensions developed by Psy-Com Services (1993) to measure personality types of secondary school teachers. The findings of the study has significant implications for teacher educators. The results of the present study provide the evidence that effective teachers perform better on the areas, namely, preparation and planning for teaching, classroom management and knowledge of subject matter, teacher characteristics, and interpersonal relations and in total teacher effectiveness. The recruiting authorities could take measures to appoint those individuals as teachers who were highly knowledgeable, extremely skilful and possess necessary personal qualities to be effective teachers.

The summary of the studies suggests that teacher effectiveness is depend on many variables such as gender, locality, designation, occupational stress, organisational climate, type of the school, marital status etc. Some of the studies revealed that there is a

significant difference in teacher effectiveness of high school teachers based on gender, type of school, management and educational qualification etc. While there is no significant difference in teacher effectiveness of high school teachers based on marital status, subject taught, teaching experience, locality of the school and monthly salary was found from some other studies. One of the studies also revealed that due to designation there were statistically significant differences in teaching effectiveness of the permanent assistant teacher and contractual teachers of secondary schools.

2.4. RELATED LITERATURE REVIEW ON EMOTIONAL INTELLIGENCE:

Reviews of related literatures on emotional intelligence are important as it has been playing an important role in determining the individual success in work, individual's ability to manage his/her relations efficiently with his/her environment. Thus, it has a tendency to accelerate teachers' effectiveness as well as development of students' personality. The studies speak about the complex nature of emotional intelligence, related variables and their extent of relationships. The reviewed studies on emotional intelligence thereby, are given below-

Monteagudoa, Granados, Aparisi and Fernandez (2019) in their study "Trait emotional intelligence profiles, burnout, anxiety, depression, and stress in secondary education teachers" they formulated the objective was to identify the existence of different profiles of emotional intelligence according to their dimensions Attention, Understanding and Repair. The study aimed to verify whether there are significant differences between the profiles regarding burnout, anxiety, depression and stress in teachers. A total number of 834 teachers were taken as sample, who have completed the Trait Meta-Mood Scale-24, the Maslach Burnout Inventory, and the Depression, Anxiety, and Stress Scales-21, were enrolled. After Cluster analysis it was identified four distinct profiles of emotional intelligence: a group of teachers with a predominance of high emotional attention and low emotional repair, a second group with a profile of high emotional intelligence, a third group with generalized low emotional intelligence and a fourth group with a predominance of low attention and high emotional repair. The results also revealed significant differences between emotional intelligence profiles regarding burnout, anxiety, depression and stress. The teachers that are in the groups with generalized low emotional intelligence and the group with high attention and low repair

obtained higher scores in Emotional Exhaustion, Depersonalization, Anxiety, Depression and Stress and lower scores in Personal Accomplishment.

Kraiger and Mattingly (2019) conducted a study on “Can emotional intelligence be trained? A meta-analytical investigation”. The study has been done by conducting a meta-analysis to assess the effect of training on emotional intelligence and whether effects are moderated by substantive and methodological moderators. The researchers identified a total of 58 published and unpublished studies that included an emotional intelligence training program using either a pre-post or treatment-control design. The results revealed a moderate positive effect for training, regardless of design. Effect sizes were larger for published studies than dissertations. Effect sizes were relatively robust over gender of participants, and type of Emotional Intelligence measure (ability v. mixed model). Further, their effect sizes were in line with other meta-analytic studies of competency-based training programs.

Mondal (2017) has conducted a study on job satisfaction of secondary school teachers in relation to personality and emotional intelligence. The main objective is to investigate the effect of personality, emotional intelligence and gender on job satisfaction of secondary school teachers. Entire secondary school teachers working under West Bengal Board of Secondary Education are considered as population of the present study. The sample included 888 secondary school teachers. Job satisfaction scale, emotional intelligence inventory, both are developed and standardized by the investigator to collect data from the sample. The result found that more than 60 percent secondary teachers are averagely satisfied. It was also observed from the study that high emotional intelligence teacher possesses high level of satisfaction than that of the average as well as low level emotional intelligent teacher. The results also revealed that female teachers were more satisfied than their male counterpart.

Lakshmi (2017) conducted “A study on emotional Intelligence of teaching professionals with special reference to Coimbatore district”. This study is an attempt to identify emotional intelligence of teaching professionals working in private self-financing institutions on background variables (college, gender, age, nativity, educational qualification, marital status, family size, family type, academic excellence, occupational status, employment status, monthly income, hobbies, skill development courses attended, number of research publications, number of consultancy works undertaken) and

emotional intelligence variables (Andragogical knowledge and abilities, Ethical and Moral Frame work, EI abilities and competency, EI on self-analysis, EI on self-expression, EI on self-motivation, EI on conscientiousness, EI on societal-analysis, EI on skills management, EI on application learning skills). The sample included 263 teaching professional working in private/ self- financing engineering, arts and science and management colleges in Coimbatore District of Tamil Nadu. Stratified random sampling was used to classify the samples. A structured interview schedule was used to collect the data from the sample. To analyse the data Chi-square tests were done to find the association between various background and emotional intelligence variables. Correlation analyses were done to find out the relationships between background variables and emotional intelligence variables. One-way ANOVA was calculated to find the significant difference between means of two or more independent groups. The findings of the research study revealed that teaching professionals who have successfully developed emotional skills and form emotionally intelligent behaviour experience greater success and satisfaction in their personal life and professional career. The findings confirmed the existence of relationships between background variables, which provided the necessity for understanding the individual level approach to become emotionally intelligent.

Bhambure (2017) conducted a study on Emotional Intelligence and Effective teaching. The major objectives were to study the nature of Emotional Intelligence in teaching efficiency with respect to gender, age, experience of the teacher. Another objective was to provide governing and leadership concepts for researchers, educators and policy makers to advance the science and practice of 'effective teaching' and create a conducive learning environment in an educational institution. The researcher was used a descriptive method to conduct this study. Interview Schedule and questionnaires were used for the teachers teaching in various colleges in Bengaluru to collect the necessary data. The study revealed that Emotional Intelligence has a positive and significant influence on Teaching Efficiency. This study also found that teachers have scored high on four dimensions, namely, Interpersonal Skills, Personal Leadership Skills, Self-Management Skills and Intrapersonal Skills and possess high Emotional Intelligence. This study also found that teachers who scored high on the five dimensions, namely, Analytical Ability, Clarity in Teaching, Teacher-Group Interaction, Teacher-Individual Student Interaction, and Enthusiasm hence possessed good Teaching Efficiency. The teachers having higher

work experience i.e. 11-20 years and age group seem to have a higher degree of Interpersonal Skills as compared to the teachers having less than 10 years of work experience. Amongst teachers of all the Age Groups i.e. 20-60+ years of age, Enthusiasm does not differ significantly. Self-Management Skills remained almost the same amongst all the respondents with different educational qualifications. Teachers with lower qualification i.e. Post-Graduate seem to have a higher Analytical Ability as compared to teachers with higher qualification i.e. M.Phil., Ph.D, D. Lit. Teacher- Group Interaction and Individual student interaction, enthusiasm does not differ significantly amongst the respondents with different educational qualifications.

Khan (2017) has conducted a study on “A study of Teaching Competency of Secondary School Teachers in Relation to their Teaching Aptitude, Emotional Intelligence and Adjustment”. The major objective of the study was to study the significance co-relation among teaching competency, teaching aptitude, emotional intelligence and adjustment of secondary school teachers. In this study the population was taken from secondary school teachers which comprises both male and female teachers teaching in different schools of U.P. A simple random technique was used for the purpose of data collection. The tools used in the present study were general teaching competency scale (GTCS) by Passi & Lalitha to measure the teaching competency of secondary school teachers, teaching aptitude test developed by the investigator himself to measure the level of teaching aptitude, scale of emotional intelligence by Hyde, A.; Pethe, S. & Dhar, U., 2002 to measure the emotional intelligence and teacher’s adjustment inventory by S. K. Mangal to measure the adjustment of secondary school teachers. For analysed the data, the statistical techniques: mean, SD, co-relation, t-test and regression analysis were used. The major findings revealed that teaching competency of secondary school teachers was positively related with their teaching aptitude, emotional intelligence and adjustment. The findings also revealed that the teachers having high level of emotional intelligence were found competent in teaching than teachers having low level of emotional intelligence. This study found that male secondary school teachers had high emotional intelligence than female secondary school teachers whereas the govt. teachers were emotionally competent than private teachers. The findings also revealed that qualification did not affect the emotional intelligence of secondary school teachers.

Suvarna (2015) conducted a study on “Teacher Effectiveness in relation to emotional intelligence and personality type of secondary school science teachers.” The main objective of the study is to examine the level of Teacher Effectiveness, Emotional Intelligence and Personality type of secondary school teachers and categories Secondary School Teacher into Personality type. With the help of Descriptive Survey Method in 306 selected schools found that male and female Secondary School Science Teachers do not differ in their level of Teacher Effectiveness as well as the level of Emotional Intelligence. But Government and Private aided Science Teachers differ in their Teacher Effectiveness as well as Emotional Intelligence.

Kaur (2015), conducted a study on “Study of Teacher Effectiveness and Teacher Stress in relation to Emotional Intelligence and Self- Efficacy among B.Ed Interns from institutions with different levels of Maturity.” The main objectives of the study are to find out the level of Emotional Intelligence and self-efficacy of the B.Ed students and compare the emotional intelligence and self-efficacy of students from B.Ed colleges of 5-10 years of establishment and 15-20 years of establishment. The researcher also compare the teacher effectiveness of students studying in colleges of 5-10 years of establishment and 15-20 years of establishment. By applying Means, Standard Deviation, t-test, ANOVA the researcher found that teacher Effectiveness of two groups viz. B.Ed interns with 5-10 years of establishment and the interns with 15-20 years of establishment do not differ significantly that maturity of institutions is not affecting teacher effectiveness of B.Ed interns when studied with emotional intelligence. The interns with high emotional intelligence exhibits higher teacher effectiveness than with average emotional intelligence and with low emotional intelligence. There exists significant interaction effect between maturity of institutions and self-efficacy on the scores of teacher effectiveness of B.Ed interns.

Paite (2014) conducted a study on “Emotional intelligence and teacher effectiveness among high school teachers in Lunglei district of Mizoram.” The objectives of the study are to find out the level of Emotional Intelligence, level of Teacher Effectiveness and relationship between Emotional Intelligence and Teacher Effectiveness. However, the findings revealed that majority of the teachers fall in the average level and a small percentage fall in high and low teacher effectiveness. The study of High school teachers

in Emotional Intelligence on the basis of gender revealed that there is no significant difference between the male and female high school teachers.

Choudhary (2014) conducted a study on “A study of subjective well-being in relation to emotional intelligence and values among different professionals”. The major objective of the study was to investigate the significance of nature and degree of relationship of Emotional Intelligence, Values and Satisfaction with Life with Subjective Well-being in different Professionals-Doctors, Lecturer and Engineers. A purposive sample of 300 Different Professionals-100 Doctors, 100 Lecturers and 100 Engineers (age 35 to 50 years) with balanced number of males and females were selected for the present study. The research design for the present study was a Correlational one along with Regression Model as it was an exploratory research. To analyse the data Descriptive Group Statistics (Mean and Standard Deviation) of all the groups was computed through SPSS-17 software. Pearson Product-moment Correlation was computed to investigate the significance of nature and degree of relationship of Emotional Intelligence, Values and Satisfaction with Life with Subjective Well-being in Different Professionals- Doctors, Lecturers and Engineers. The study revealed that Total Emotional Intelligence and its dimensions- Emotional Sensitivity, Emotional Maturity and Emotional Competency were significantly highly positively correlated with Subjective Well- being in Different Professionals- Doctors, Lecturers and Engineers. Types of Values-Instrumental Values and Terminal Values were significantly positively correlated with Subjective Well- being in Different Professionals and regarding the Satisfaction with Life was also significantly positively correlated with Subjective Well- being in Different Professionals.

Adeyemo, Chukwudi and Agokei (2014) in their study on “Emotional Intelligence and Teacher Efficacy as Predictors of Teacher Effectiveness among Pre- Service Teachers in some Nigerian Universities” wanted to study the combined effect of emotional intelligence and teacher efficacy on teaching effectiveness and relative contribution of both the variables towards teaching effectiveness of pre-service teacher. The researcher employed two standardized instruments one was on emotional intelligence scale comprises 33 items structured in Likert format and the other was Teacher self-efficacy scale with 37 items. After analysing the data the researcher found that there was a relationship among emotional intelligence, teacher efficacy and teacher effectiveness of the pre-service teachers. The study showed that if the pre-service teacher were aware of

emotional intelligence and teacher efficacy competencies that can be improve their teaching. Thus, through this study the researcher recommended that emotional intelligence training and teacher efficacy interventions programmes should be used to develop the teacher effectiveness.

Vishalakshi (2013) conducted a study on “Teacher Effectiveness emotional intelligence and self-esteem of secondary school teachers a correlational study”. The main objectives of the study are to analyse the level of Teacher Effectiveness, Emotional Intelligence, and Self-Esteem of Secondary school teachers and to study the difference in terms of male and female teachers, teachers of different age groups, teachers of different qualifications, teachers with different lengths of experience. The researcher found that secondary school teachers of two gender groups-male and female, different age group, qualifications and lengths of Teaching experience do not differ in their level of teacher effectiveness. But the secondary school teachers with different lengths of experience show significant difference in their total Emotional Intelligence level and in its three dimensions-Self Awareness, Self- Regulation and Social skills, whereas the secondary school teachers with different qualifications do not differ in their level of Emotional Intelligence in total and in any of its dimensions.

Ramana (2013) in his study “Emotional Intelligence and Teacher Effectiveness-An Analysis” discussed the concept of emotional intelligence and teachers’ effectiveness in the classroom of different school and universities. From this study the importance of emotional intelligence can be understood as a key factor for understanding the students and motivate them towards their activities. Emotional intelligence can act as a mediator to create lower levels of misconduct through attention to the student’s needs. Emotional intelligence of teacher’s can be improve by sharing collective activities at the school. Therefore, the researcher stated that emotional intelligence training must be made a part of Teacher Training Programme to enhance teacher effectiveness.

Shipley, Natalie, Jackson, Mary Jo and Segrest (2010) conducted a study on “The effects of emotional intelligence, age, work experience, and academic performance”. Here, the researcher predicts emotional intelligence as an important trait of success in school, job performance and also develop the leadership ability. In the present study the researchers formulated the hypothesis as ‘Emotional intelligence is positively associated with work experience’ and ‘Emotional intelligence is positively associated with

academic performance, as measured by student GPA'. The researchers used the Trait Emotional Intelligence questionnaire by K. V. Petrides (2001) that contains 15 aspects such as adaptability, assertiveness, emotion appraisal, emotion expression, emotion management, emotion regulation, impulsiveness (low), relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness, and trait optimism. This study shows that emotional intelligence is positively associated with work experience. Some sub-factors of emotional intelligence are related to academic performance as measured by GPA while global emotional intelligence is not significantly associated with academic performance.

Various literature on emotional intelligence are reviewed, explained that emotional intelligence are positively related with teacher effectiveness. It can act as a mediator to create lower levels of misconduct through attention to the student's needs. Emotional intelligence of the teachers can be improve by sharing collective activities at school. Thus, some of the research studies showed that emotional intelligence must be made a part of teacher training programme to enhance teacher effectiveness. In some studies it was found that the teachers' high level of emotional intelligence were found competent in teaching than teachers' having low level of emotional intelligence. Most of the studies showed that there was no significant difference between the male and female high school teacher of emotional intelligence. But, some other studies showed that government teachers are emotionally competent than the private teachers. Most of the studies that reviewed by the researcher it is seen that emotional intelligence is a significant predictor of teacher effectiveness. One of the studies showed that the secondary school teachers with different lengths of experience show significant difference in their total Emotional Intelligence level.

2.5. RELATED LITERATURE REVIEW ON TEACHING APTITUDE:

By definitions and characteristics, teaching aptitude is considered as the ability of an individual which can be acquired or innate so that the individual successfully deal with the day to day teaching problems. Teachers with teaching aptitude are expected to perform well with changing needs and demands of the students with technological emergence. It will be useful to review certain studies on teaching aptitude and compare their findings to the present study. Thus, the researcher has reviewed the following studies related to teaching aptitude.

Milli (2023) conduct a study on the teaching aptitude of B. Ed. Trainees of Upper Assam, India. The paper is an attempt to study the teaching aptitude of B. Ed. trainees of upper Assam. To conduct the study the teaching aptitude test developed by S. C. Gakhar and Rajnish is used by the researcher. By using normative survey method and random sampling technique the researcher select 52 B. Ed. Trainees (24 male and 28 female) undergoing B. Ed. course from two teacher training institutions of Lakhimpur district of upper Assam. Both descriptive and inferential statistics are used to analyse the data and found that majority of the B. Ed trainees fall in the category of the above average teaching aptitude i.e. 46.15%. The female B. Ed trainees are found to have higher teaching aptitude than the male teacher trainees. The study also found that the arts and science background B. Ed trainees and graduate and post graduate B. Ed trainees have the same aptitude towards teaching.

Dar (2019) made a comparative study on teaching aptitude and intelligence with a sample of 30 M.P.Ed and 30 M.Ed students of University of Kashmir Srinagar. ‘Teaching Aptitude Battery Test’ developed by R. P. Singh and S. N. Sharma was used by the researcher. The researcher found that there was a significant difference found in teaching aptitude and intelligence between the M.P.Ed and M.Ed students of the mentioned University. The t-value was computed as 12.76. The findings of the research study showed that M.P.Ed students had more teaching aptitude than the M.Ed students.

Asthana and Rao (2018) discussed the similarity between teachers belonging to Government aided and self-financed colleges in relation to their teaching aptitude, as well as to emphasize elements of teaching aptitude for female and male teachers. Teaching Aptitude Test was conducted on 180 Government aided and self-financed University affiliated college teachers employed in Metropolis of India. The findings indicated that the mean aptitude rating was greater in male teachers compared to female teachers. But male teachers in Government aided colleges had better aptitude than male teachers in Self-financed colleges and vice versa in the case of female teachers. The findings also indicated that scores in components of individual aptitude were also varied for male and female teachers.

Mudasir (2017) conducted a research titled “A study of Teaching Aptitude, Attitude and Values of Secondary School Teachers of Kashmir Valley.” With the assistance of sample 400 secondary school teachers the study was completed. Teaching Aptitude Test Battery

developed by Smt. Karim S and Prof. Dixit, A.K. was applied. By applying mean, standard Deviation and t-test major findings were computed which included that trained secondary school teachers were found to be more co-operative and considerate and had better teaching aptitude than the un-trained secondary school teachers. The comparison of teaching aptitude in comparison to gender resulted that male secondary school teachers were better than female secondary school teachers. In addition, female secondary school teachers had higher aesthetic values than male secondary school teachers whereas male secondary school teachers had higher degree for social values than the female secondary school teachers.

Sharma (2017) through her study made an attempt to study the teaching aptitude and its effect on the adjustment of the primary school teachers. The main objectives of the study are to study the difference between teaching aptitude of the private and govt. and male and female teachers and the another objective is to study the difference between adjustment of the private and govt. and male and female primary teachers. By following the normative survey design the researcher used the Teaching Aptitude Test standardized by Dr. R. P. Srivastava and Dr. Geeta Tiwari (1986) and Adjustment Inventory developed and standardized by Dr. H. S. Asthana in 1968. Here, the findings of co-efficient of correlation between adjustment and teaching aptitude of both private and govt. teacher was 0.03 and 0.07 and male and female teachers was 0.033 and 0.054 which is not significant in both 0.05 and 0.01 level. There are no significant difference between private and govt. and male and female teachers in relation to teaching aptitude and also in adjustment.

Gaud, Mishra and Adholiya (2017) examined the teaching aptitude and effectiveness among the primary school teachers of Udaipur and Pratapgarh district of Rajasthan. A total sample of 400 various primary level school teachers of Udaipur and Pratapgarh were used, out of which 200 teachers were employed in Government schools and 200 were in Private schools. The research study concluded that there was marked difference found in the teaching skills and knowledge of the teacher, motivation skills and techniques adopted, professional competitiveness, contribution towards academic activities, professional behaviour and knowledge, classroom management related knowledge, social role and responsibility discharged by a teacher, ineffective and

negligible difference was found for personal traits among private and government school teachers.

Boli and Pertin (2017) examined secondary school teacher's teaching aptitude in Upper Siang district of Arunachal Pradesh. 15 Primary school teachers and 24 Secondary school teachers of Upper Siang district were selected as a sample and tool employed was designed and developed by Gakhar and Rajnish for the investigation of teaching aptitude. From the study, the following findings have been revealed: there is no notable difference between the teaching aptitude of primary male and secondary male teachers and primary female and secondary female teachers of Upper Siang district of Arunachal Pradesh. Furthermore, male primary teachers performed more effectively in terms of their teaching aptitude than their counterparts and male primary teachers and female secondary teachers performed more in their teaching aptitude than the female primary teachers.

Ariffa and Natesan (2016) conducted a study on "Job Satisfaction and Teaching Aptitude of Teachers working in High Schools in Madurai District". The main objectives of the study were to find out the difference between the teachers of arts and science in their job satisfaction and teaching aptitude and to find out relationship between job satisfaction and teaching aptitude of arts and science teachers. The researchers have selected 75 teachers from arts and 75 teachers from science which are taken from 10 high schools in Madurai district. The study revealed that there was no significant difference between arts and science teachers regarding job satisfaction, attitude towards children, adaptability and global of teaching aptitude but there is a significant difference between arts and science teachers regarding professional information. The study also revealed that the arts teachers are in favour of interest of profession whereas the science teachers are in favour of mental ability.

Another study was conducted by **Kalita (2016)** on "Teaching Aptitude of High School Teachers in relation to Gender and Educational level: A Study." The researcher use mean and t-test and found that mean score of teaching aptitude of high school teachers in all categories is very high except in optimistic attitude. The aptitude of male and female teachers of high schools had no significant difference. Male teachers had slightly higher aptitude for teaching compare to female teachers. There is no significant difference in the

mean scores of teaching aptitude among the graduate and post graduate teachers of high school. Graduate teachers had slightly higher aptitude.

A study was investigated by **Boli (2015)** on teaching aptitude and interest among the teachers at 10+2 level of Govt. schools in Upper Siang district of Arunachal Pradesh. Here the researcher investigated the teaching aptitude and also the teaching interest of the male and female and tribal and non-tribal teachers of the 10+2 level schools. On the basis of the collected data the researcher made a comparison between the teaching aptitude and teaching interest of the selected sample. The researcher drawn the conclusion that majority of teachers have the aptitude and interest towards teaching. 2.08 as a difference of mean score it is concluded that female teachers had slightly higher aptitude in teaching in comparison to male teachers and 1.35 as difference of mean scores revealed that tribal teachers had slightly higher aptitude for teaching in comparison to the non-tribal teachers. The correlation between the teaching aptitude and teaching interest was found -0.05. Thus, the researcher concluded that teacher having high teaching aptitude were not necessarily high in teaching interest.

Another study was conducted by **Singh (2015)** on “Teaching Aptitude of B. Ed Teacher Trainees of Himachal Pradesh in relation to their Gender and Stream”. This study mainly aims at to know the difference of teaching aptitude of arts and science B. Ed teacher trainees and male and female teacher trainees. The researcher also compared arts male and science male teacher trainees and arts female and science female B. Ed teacher trainees. After analysing the gathered data the researcher found that there was no significant difference in the teaching aptitude of male and female B. Ed teacher trainees but there was significant difference in teaching aptitude of arts and science B. Ed teacher trainees. Regarding the teaching aptitude of female arts and female science B. Ed teacher trainees are not significantly differ in comparison to male arts and male science B. Ed teacher trainees.

Sindhu (2015) done a study on “Teaching Aptitude of B. Ed Pupil Teachers in relation to their Teaching Competency and Intelligence”. The researcher used descriptive survey method with a sample of B. Ed pupil teachers of Haryana. The result of the study found that no significant difference between teaching aptitude of high intelligence and low intelligence of B. Ed pupils teachers. But there was a significant difference between teaching aptitude of high intelligence and low intelligence Urban Male B. Ed pupil

Teachers as well as Urban Female B. Ed Pupil Teachers. This study also observed that there exists no significant difference regarding the teaching aptitude of high intelligence rural male and low intelligence rural male B. Ed pupil teachers as well as high intelligence and low intelligence rural female B. Ed pupil teachers.

Chandel, Singh and Dhiman (2014) in their study “Teaching Aptitude among prospective teachers” wanted to find out the teaching aptitude of prospective teachers towards their profession with regard to different teaching variable i.e. teaching profession, interest towards students, social contacts, innovation regarding activities of the school, professional ethics and teaching potentialities and current knowledge. In this study the researchers used the teaching aptitude test developed by Gakhar and Rajnish (1971) to collect the data from 200 B. Ed students which are selected through simple random sampling from 10 colleges of Education in the district Hamirpur of Himachal Pradesh. The result showed that the male and female prospective teachers differ significantly in their overall teaching aptitude. Mainly in four areas of teaching aptitude i.e. social contacts, innovation regarding activities of the school, professional ethics and teaching potentiality and current knowledge the male and female teachers differ significantly but not differed in two areas, i.e. teaching profession and interest towards students.

Moturi (2013) carried out a research on “Teaching Effectiveness, Teaching Aptitude and Attitude towards Teaching Mathematics of prospective Mathematics Teachers.” The findings of the study shows that both the female and the male prospective Mathematics teachers were high in teaching aptitude but there was a significant difference in their teaching aptitude in which female prospective Mathematics teachers were found to have better teaching aptitude than the male prospective Mathematics teachers. In the study the significant difference was computed while comparing the teaching aptitude of graduate and post graduate prospective Mathematics teachers where graduate prospective Mathematics teachers were seen to possess much more teaching aptitude than their counterparts. Nevertheless, there was no significant difference observed with regard to teaching aptitude of high, average and low academic achievement group prospective Mathematics teachers.

Lyngdoh (2013) conducted a study on “Social Intelligence in relation to Teaching Aptitude of Student-Teachers in the State of Meghalaya”. In the present study the

researcher selected all the student-teachers studying in the training institutes, i. e. College of Teacher Education, and DIET'S that are in all the districts on Meghalaya as sample of the study. Mean, S. D., t-test and Fisher's z scores were used to analyse the data and found that the teaching aptitude level of student-teachers scored high at the average level with 74.18% and 12.31% at the higher level and DIET student-teacher scored high at the average level with 75.48% and very low at the higher level with only 5.81% in Meghalaya.

Kaushik (2010) in his study "Teaching Effectiveness and Teaching Aptitude towards Teaching Profession and Personality Characteristics of Socially Advantaged and disadvantaged teacher-trainees." It is a comparative study revealed that teacher-trainees differing in the level of their social advantaged differ significantly with respect to teaching aptitude. Those teacher-trainees who come from socially advantaged group had relatively more developed aptitude than teacher-trainees belonging to socially disadvantaged group. In the study the researcher concluded that teacher educator by and large show impartiality in their day to day interaction with socially advantaged and socially disadvantaged teacher-trainees.

Sajan (2010) laid down a study on "Teaching Aptitude of Student Teachers and their Academic achievements at Graduate level." with the objectives to measure the teaching aptitude of student-teachers in general and of male and female student-teacher and also to check the relationship between marks obtained in graduate level examinations and teaching aptitude of the student-teachers. The study shown the result that majority of them had sufficient teaching aptitude. The female student-teachers having little higher aptitude than male student-teachers. The academic achievements at graduate level examination had no relation with aptitude in teaching.

From the reviewed of literature on teaching aptitude no significant relation between aptitude and teaching success could be observed. Besides, no significant difference of teaching aptitude of high, average and low academic achievement group of prospective mathematic teachers was observed in the previous studies. Some studies indicated that female teachers have higher teaching aptitude than male teachers and vice-versa.

2.6. RELATED LITERATURE REVIEW ON RESPONSIBILITY FEELING:

One of the important aspects of teacher effectiveness is the sense of responsibility feeling of the teachers towards their profession. Thus, the researcher has selected it as an independent variable for the study. Therefore, the present study has not neglected its significance. Some of the reviewed literature on responsibility feeling that done by the researcher are listed down below:

Vidushy (2020) conducted a study on “Teaching competence in relation to Teaching Aptitude Attitude towards Teaching and sense of Responsibility among secondary school teacher.” The study was conducted on 700 regular secondary school teachers from Government high school and Government senior secondary schools from 7 district of Punjab. One standardised tool on teaching aptitude i.e. Teaching Aptitude Test Battery (TATB) BY Singh and Sharma (2009) and three self-developed tool by the researcher were used to conduct the study. Both descriptive and inferential statistics were used to analyse the data and found that there exists significant relationship between teaching competence, teaching aptitude, attitude towards teaching and sense of responsibility among secondary school teachers. Teaching aptitude, attitude towards teaching and sense of responsibility are significant predictors of teaching competence of secondary school teachers.

Sharma (2019) conducted a study on ‘Teacher’s professional responsibility and their attitude towards teaching, working in U.P. Board and C.B.S.E. Board schools’ of Meerut district with 20 teachers of U.P. Board and C.B.S.E. Board each. The researcher developed a ‘Teacher professional responsibility questionnaire by self to measure the teacher’s professional responsibility among the secondary school teachers. The researcher found that there is no significant difference between the U.P. Board teachers and C.B.S.E. board teachers on professional responsibility. But the researcher found that there is a significant difference between the male and female teachers of U.P board and also in C.B.S.E. board schools on professional responsibility.

Finney (2019) has carried out a study in order to examine equality among Teacher sense of Responsibility (TSR), Teacher Sense of Efficacy (TSE) in traditionally certified teachers. A sample was selected from 250 certified workers included in staff data base of the Oklahoma State Department of Education. The aim of the study was also to identify

whether the TSE and TSR are substitutes for burnout for certified teachers when constant variables impact the burnout (i.e., gender, teaching experience, educational level and perceived support). The findings indicated that gender and perceived support positively added to the teacher's sense of responsibility, and perceived support significantly added to burnout. There is no substantial difference in the results reported for TSR, TSE, or Burnout when the certification type is added to the model, and TSE is a significant predictor for alternatively certified teachers. TSE is a negative predictor of student engagement. TSR is also a negative predictor of burnout, through the reported difference is small.

Abdullahi and Ghaemi (2016) carried out a study with the aim to investigate the interaction between English as foreign language (EFL) teachers' affective constructs and their sense of responsibility based on gender, years of teaching experience, school environment, and the size of classroom. A total of 110 EFL teachers were chosen via availability sampling from various high schools in Neyshabur, Iran. The research indicated that a strong association existed between teachers' affective constructs and their sense of responsibility. In addition, a strong correlation existed between teachers' experience and school environment with teachers' affective constructs and sense of responsibility. However, no significant difference emerged regarding the impacts of teachers' gender and their classroom size on teachers' affective construct and sense of responsibility.

Matteucci and Cristina (2015) carried out a study to assess professional personal responsibility perceived by a sample of Italian primary and middle school teachers, and the correlations among teacher responsibility by using a sample of 220 teachers, multivariate analysis of variance revealed that the teacher responsibility is influenced mainly by the teachers school level (primary vs. middle). The middle school teachers have significantly lower level of perceived responsibility compared to primary school teachers.

Lauermann and Karabenick (2014) conducted a study on "The Meaning and Measures of Teachers' Responsibility for Educational Outcomes." This study is based on the critical review of existing teachers' responsibility measures and it attempted to develop a new Teacher Responsibility Scale (TRS). The sample consists of German pre-service teachers and American pre-service teachers which eventually supported a multi-

dimensional model of teachers' responsibility with four subscales in order to assess responsibility for students' motivation, achievements and relationships with students and teaching. This study laid down the fact that teacher's responsibility is conceptually and empirically distinct from self-efficacy, and the associations between responsibility and self-efficacy vary the type of educational outcome.

However, **Aliakbari, Mohammad & Kafshgar, Neda Babanezhad (2013)** in their study wants to study the relationship between teachers' sense of responsibility feeling and job satisfaction in Iranian high schools teachers. The researchers conduct their study in sense of responsibility feeling under four different dimensions as-responsibility for student motivation, student achievement, and relationship with students and teaching whereas the job satisfaction was studied under five different dimensions as-meaningfulness of the job, supportive administration, job characteristics, social benefits and intention to remain in the job. Researchers used convenience sample which encompassed 198 full-time teachers comprises both male and female. The Teachers' Responsibility Scale (TRS) developed by Lauermann and Karabenick (2013) was used by the researchers for responsibility feeling and Teacher Job Satisfaction Survey (TJSS), a self-reported questionnaire developed by Ngimbudzi, F. W. (2009) was used for job satisfaction. The result of this study showed that there were only statistical relationship between sense of responsibility for student motivation and two of job satisfaction subscales as supportive administration and job characteristics. It also showed that many demographic variables influence the different aspects of both the variables.

Another study conducted by **Kant (2011)** on "A study of Teaching Aptitude and Responsibility feeling of Secondary School Teachers in relation to their sex and locale." In this study the researcher has taken 100 sample where 50 were male teachers and 50 were female. Among them 25 from rural and 25 from urban areas taken. Like it 25 from the female again divided into rural and 25 as urban. To see the degree of responsibility the researcher uses 'Responsibility feeling test' by Dr. V.S. Gupta which consists 28 items with no sub-division. The researcher found that there is no significant difference in the teaching aptitude of male and female teachers of secondary schools. Higher value of male teachers indicated the higher aptitude and the higher mean score of female teachers indicates that female teachers are found to have more responsibility feeling than the male teachers. Urban male teachers had little more reaching aptitude than rural male teachers.

The researcher found that location does not play any role in terms of responsibility feeling of a teachers.

Diamond, Randolph and Spillane (2004) in their study “Teachers’ Expectations and sense of responsibility for student learning: the importance of Race, Class and Organizational Habitus” focused on how low income African American students of urban elementary schools are associated with the levelling of teachers’ expectations of students and their sense of responsibility for learning of the learners. They claimed that the process is connected to the school based organizational habitus through which students’ expectations become embedded in schools. It revealed that some teachers possess high level of collective responsibility for student performance and others are emphasizing how perceived impediments limits the impacts of their instructional practices based on students’ backgrounds. The researcher argued that this process can be mediated if the school leaders put their efforts in practices designed to increase teachers’ sense of responsibility for students’ learning.

Sharon Todd (2003) in his article “A fine risk to be run? The ambiguity of Eros and Teacher Responsibility” mainly stresses on understand the meaning of responsibility at personal and institutional level. The researcher explained that teacher are always provided space in tension between play their role as a human being or responding to their student as persons and responding as institutionally defined role.

Yeung and Watkins (2000) worked on student-teacher personal sense of teaching efficacy in Hongkong. After the rigorous examination on 27 sample it was observed that teaching efficacy is understood and viewed in terms of dimensions of concern for instructional participation pupils’ learning requirements, communication with students, relationship with students, teaching skills, academic knowledge, lesson planning and preparation, management of class discipline, success of teaching, commitment and sense of self confidence.

However, **Pandey (1983)** investigated factors affecting sense of responsibility amongst higher secondary school students. Here the researcher take 200 boys and 200 girls from 6 higher secondary school from Jaipur as a sample. The researcher found that the sense of responsibility of higher income group and higher academic group was significantly higher than the students belonging to lower income group and lower academic

achievement group. But in case of caste, age, sex, family education, occupation and family's political affiliation, the sense of responsibility has no significant relationship.

Only a few reviews are found by the researcher on the sense of responsibility feelings of the teachers. Among the reviews done by the researcher it was seen that female teachers are found to have more responsibility feeling than the male teachers. Besides, there is a relationship between responsibility towards students' motivation and job satisfaction.

2.7. CRITICAL REVIEW OF THE STUDIES

In connection to the literature reviewed of the present study, it is convinced that various studies conducted on teacher effectiveness were carried out with various other variables like-organizational climate (Sandhu, 2012; Anand, 2012), emotional intelligence (Adeyemo, Chukwudi and Agokei 2014), social intelligence (Anand, 2016), attitude towards teaching (Singh and Kaur 2019), job satisfaction, cognitive abilities, academic achievement (Singh, 2017), value pattern, self-esteem (Bhat, 2020), Occupational stress and morale (Prakash and Joseph, 2018) etc. Among all these variables it is found that organizational climate, attitude towards teaching, social intelligence, emotional intelligence are positively and significantly related with teacher effectiveness.

The researcher has found several studies conducted in India on emotional intelligence at higher education level in relation to effective teaching (Bhambure, 2017), Stress and Psychological Well Being (Babu, 2011) and mental health (Gawali, 2009). In India, there are several studies on emotional intelligence of secondary school teachers with respect to occupational self-efficacy leadership style and teaching effectiveness (Malviya, 2017; Paite, 2014; Sharma, 2006; Vishalakshi, 2013), teaching aptitude (Adhikari, 2012), job satisfaction and personality (Mondal, 2017), stress, coping behaviour and personality traits (Rani, 2011), teaching competency and adjustment (Khan, 2017), teaching professional (Lakshmi, 2017). The researcher has noticed several studies on emotional intelligence with reference to Teacher Effectiveness with cognitive style (Thakur, 2017) and social maturity (Singh, 2017), spiritual intelligence and academic achievement (Kaur 2013), mental health and teaching performance (Sharma, 2007; Biswas, 2012), self-efficacy and levels of maturity (Kaur, 2015), subjective well-being (Choudhary, 2014), Emotional Intelligence Package EIP (Pushpa, 2014) etc.

The researcher has looked on the various studies of teaching aptitude. Most of the Indian studies on teaching aptitude were done on primary school teachers and secondary school teachers (Parveen, 2017; Mudasir, 2017; Ariffa and Natesan, 2016). Some studies found which are done on B. Ed. Trainees Milli, (2023); Singh, (2015), Chandel, Singh & Dhiman, (2014) to find out the level of teaching aptitude of the prospective teachers towards their profession. In the study conducted by Milli found that the female B. Ed trainees are have higher teaching aptitude than male teacher trainees. In contrast to this findings, Singh (2015) found that there was no significant difference in the teaching aptitude of male and female B. Ed teacher trainees.

The researcher has got very few doctoral level documents on sense of responsibility feeling. Among those most of the researches have done in abroad in relation to teacher's expectation (Diamond, Randolph, and Spillane, 2004), job satisfaction (Aliakbari and Kafshgar, 2013), teaching aptitude (Kant, 2011) etc.

In comparison to the previous studies the researcher has identified certain following significant points:

- a. Some of the researches were conducted on teacher effectiveness on irrespective of national and international boundary and it was found that teacher effectiveness is an important factor to uplift the standard of education especially in the secondary level of education. So, in this research, the researcher was attempted to collect the information of the level of teacher effectiveness of secondary level teachers in relation to emotional intelligence, teaching aptitude and sense of responsibility feeling and how all the independent variables are interrelated to teacher effectiveness of the secondary level teachers in the context of Assam especially limited to Sonitpur district.
- b. This study mainly focused on the secondary level school teachers who are teaching in both class IX and X under the Secondary Education Board of Assam (SEBA) in Sonitpur district.
- c. In this study the researcher has selected the sample teachers of the district by using stratified random sampling technique which differs in terms of other studies.

- d. In this study the researcher develops teacher effectiveness rating scale which is more comprehensive as this scale includes different dimensions of teacher effectiveness after reviewing various related literature.
- e. The researcher also develops the responsibility feeling test after reviewing various literature to study the level of sense of responsibility feeling of secondary school teachers of Sonitpur district.

Unlikely, there exists no single study on teacher effectiveness which was carried out in relation to emotional intelligence, teaching aptitude and sense of responsibility feeling as presented in the present study. The researcher is unable to found any study on teacher effectiveness in relation to the three independent variables especially of the secondary school teachers. Hence, the researcher has planned to undertake a study on teacher effectiveness in relation to emotional intelligence, teaching aptitude and sense of responsibility feeling of secondary level school teachers.

2.8. RESEARCH GAP

- (i) Although numerous research studies have examined teacher effectiveness as a predictor of student performance, there remains a broad knowledge gap to understand how the intricate interaction between psychological and professional factors decides such effectiveness. The existing literature often isolates the factors such as emotional intelligence, teaching aptitude and sense of responsibility feeling rather than exploring their interrelatedness with teacher effectiveness.
- (ii) Furthermore, most research focuses on primary level and fewer research studies focus on secondary level teachers who have faced distinct pedagogical and emotional issues.
- (iii) Contextual findings are also not available, which consider how such variables interact in different educational contexts. Therefore, the aim of this study is to fill this gap by investigating how emotional intelligence, teaching aptitude and sense of responsibility feeling affect teacher effectiveness at secondary level.
- (iv) There are few studies that employed a holistic correlational design to study the combined impact of these psychological and professional variables on teachers' effectiveness. This study aims to bridge the gap through a robust

methodological framework that integrates quantitative correlation techniques and context specific sampling.

- (v) Focusing on secondary school teachers in Sonitpur district, the study provides localized results that are often overlooked in more composite and less contextualized studies.
- (vi) Most of the prior research failing to capture the interplay between these variables that contribute to teacher effectiveness. Most of the previous research work has a tendency to study these variables in isolation without accounting for the dynamic interaction between them. Thus, this research aims to fill this conceptual gap by examining the interrelatedness of emotional intelligence, teaching aptitude and sense of responsibility feeling on their effectiveness.
- (vii) This holistic approach is an attempt to provide a more comprehensive understanding of the term teacher effectiveness and can guide the teacher training programmes and professional development programmes.