

TEACHING EFFECTIVENESS OF THE TEACHERS OF UNDERGRADUATE COLLEGES IN RELATION TO THEIR ORGANIZATIONAL COMMITMENT AND EMOTIONAL INTELLIGENCE

**A Thesis Submitted to
Babu Banarasi Das University
for the Degree of**

**Doctor Of Philosophy
in
Education**

**By
Ankita Gupta
Under the supervision of
Prof. (Dr.) Kanak Dwivedi**

**School Of Education
Babu Banarasi Das University
Lucknow 226028 (U.P.) India
February, 2021**

Certificate of the Supervisor

This is to certify that the thesis, entitled Teaching Effectiveness of the teachers of undergraduate colleges in relation to their Organizational Commitment and Emotional Intelligence submitted by Ankita Gupta for the award of Degree of Doctor of Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by her under my supervision. To the best of my knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

Date : February, 2021

Prof.(Dr.) Kanak Dwivedi
(Professor)
Department Of Education
B.B.D. University, Lucknow

Certificate of the Supervisor

This is to certify that the thesis, entitled Teaching Effectiveness of the teachers of undergraduate colleges in relation to their Organizational Commitment and Emotional Intelligence submitted by Ankita Gupta for the award of Degree of Doctor of Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by her under my supervision. To the best of my knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

Date : February, 2021

Prof.(Dr.) Kanak Dwivedi

(Professor)

Department Of Education

B.B.D. University, Lucknow

ACKNOWLEDGEMENTS

Writing this thesis has been extremely fascinating and rewarding. I would like to thank number of people who have contributed to this thesis in many ways. All praises to god and his blessings for the completion of this thesis. I thank god for all the opportunities and strengths that have been showered on me to finished writing the thesis.

First and foremost, i would like to thank my supervisor Prof. (Dr.) Kanak Dwivedi ma'am for her guidance, understanding, patience and most importantly, she has provided positive encouragement and warm spirit to finish the thesis. Her expertise, invaluable guidance, constant encouragement, affectionate attitude, understanding, and healthy criticism added considerably to my experience. Without her continual inspiration, it would have not been possible to complete this study. It has been a great pleasure and honour to have her as my supervisor.

My deepest gratitude goes to all my family members. I would like to thank specially my mother Mrs. Malti Gupta whose persistent inspiration made me capable of doing this.

I want to extend my gratitude to my husband Mr. Prashant Gupta and my loving daughter Pranika Gupta who cooperated the most. It would be really difficult to write this thesis without their support and cooperation.

I would love to thank my brother and sisters who always supported me in the completion of this thesis.

I owe my special thanks to all the principals and teachers of undergraduate colleges who helped me in the collection of data. Their support was really acknowledged.

I am obliged to Dr. Bharat Ranjan sir for his assistance during the statistical analysis of the research work.

I would sincerely love to thank librarian ma'am of lucknow university who cooperated with me in consultation of related literature.

Ankita Gupta

PREFACE

In an educational system the role of a teacher is very important. Teaching is a passionate practice which involves emotional relationships and emotional understanding. Emotional intelligence is an ability to express, manage and control emotions of self and others. Teachers have to value emotional bonds with students and educate students as emotional and social beings. Each organization requires a certain level of emotional intelligence and commitment to organizational goals. The organizational commitment is affected by a number of factors (age, tenure, and disposition) and organisational variables like position structure, individual autonomy, work experience, salary, compensation, opportunities to growth & development.

A teacher also appears as a dynamic educational agent, who together with his or her colleagues and students, performs not only tasks of preparing and executing the teaching function, but also of meditation, innovation, management, research, assessment and guidance. So a teacher is the central axis of the educational community. In order to make the teaching effective and teachers to be committed to their job, there's a requirement for strong emotional intelligence. Likewise job satisfaction, motivation, emotional intelligence is one among the several factors that accounts for a teacher's commitment towards the organization.

Education in India needs qualitative revamping especially for future students who are largely dependent on the teachers' role as well as Education quality. Teacher is the main pivot of education system. The progressive trend of privatization and increasing decrease of imparting education by the teachers in Government Institutions in these days has influenced its quality.

Organizational Commitment, Emotional Intelligence along with Teaching Effectiveness, are one of the important rays of hope, for which presence of certain factors are to be necessarily ensured. The present research has been conducted in view of these points. Its conclusions may prove better assistance in maintaining and promoting Teaching Effectiveness of the teachers.

The researcher here aims to study “teaching effectiveness of the teachers of undergraduate colleges in relation to their organizational commitment & emotional intelligence. So that we come to know that how emotional intelligence and organizational commitment influence the teaching effectiveness of the teacher. The present study was conducted on 400 teachers of undergraduate colleges in lucknow. For this simple random sampling technique was used. The tools that were used for the collection of data was a teacher effectiveness scale devised by Umme Kulsum. Organizational commitment scale by Upinder Dhar, Prashant Kumar And D.K. Srivastava. Emotional intelligence scale developed by Anukool Hyde, Sanjyot Pethe And Upinder Dhar .

The Descriptive survey method was used for this research. The primary aim of this study was to study, to find out the difference and relationship between the teaching effectiveness, emotional intelligence & organizational commitment of teachers of undergraduate colleges with respect to gender and aided & self finance colleges . It was found that 36.25% teachers of the under graduate colleges possessed high teaching effectiveness. 34.5% of teachers of the under graduate colleges possessed high emotional intelligence. Whereas, 25.75% teachers possessed high organizational commitment. It was also found that there exist no significant difference in organizational commitment, emotional intelligence and teaching effectiveness with respect to gender and aided and self-finance undergraduate colleges. Also there exist a positive relationship between teaching effectiveness, organizational commitment and emotional intelligence.

February, 2021

Ankita Gupta

TABLE OF CONTENTS

	Page No.
<i>Supervisor's Certificate</i>	<i>ii</i>
<i>Declaration</i>	<i>iii</i>
<i>Acknowledgements</i>	<i>iv</i>
<i>Preface</i>	<i>vi</i>
Chapter 1 Introduction	1- 35
1.1 Introduction	1
1.2 Teaching Effectiveness	2
1.2.1 Definition of Teaching Effectiveness	4
1.2.2 Areas of Teaching Effectiveness	6
1.2.3 Variables that contribute to Teacher Effectiveness	7
1.2.4 Characteristics of an Effective Teacher	8
1.2.5 Contribution of Education Policies	9
1.3 Organizational Commitment	11
1.3.1 Meaning of Organizational Commitment	11
1.3.2 Definitions of Organizational Commitment	12
1.3.3 Models of Organizational Commitment	13
1.3.4 Dimensions of Organizational Commitment	15
1.3.5 Factors affecting Organizational Commitment	17
1.3.6 Effects of Organizational Commitment	19
1.4 Emotional Intelligence	20
1.4.1 Origin and Meaning of the term 'Emotional Intelligence	20
1.4.2 Definition of the term 'Emotional Intelligence	20
1.4.3 Models of Emotional Intelligence	21
1.5 Need & Justification of the Study	26
1.6 Statement of the Problem	28
1.7 Operational Meaning of the terms	28
1.8 Variables used in the study	30

	1.9	Objectives of the study	30
	1.10	Hypotheses of the study	31
	1.11	Delimitations of the study	35
Chapter	2	Review Of Related Literature	36-94
	2.1	Need of review of related studies	36
	2.2	Purpose of literature review	37
	2.3	Studies related to Teaching Effectiveness	40
	2.4	Studies related to Emotional Intelligence	51
	2.5	Studies related to Organizational Commitment	75
	2.6	Studies on Teaching Effectiveness & Emotional Intelligence	86
	2.7	Studies on Emotional Intelligence & Organizational Commitment	89
	2.8	Conclusion	94
Chapter	3	Research Methodology	95-113
	3.1	Research Design	96
	3.2	Type of Research	97
	3.3	Method of Study	97
	3.4	Population	97
	3.5	Sample	97
	3.6	Variables of the study	99
	3.6.1	Dependent Variables	99
	3.6.2	Independent Variables	99
	3.7	Tools used in the study	99
	3.7.1	Teacher Effectiveness Scale	100
	3.7.1.1	Areas of the scale	100
	3.7.1.2	Selection of statements	101
	3.7.1.3	Scoring	103
	3.7.1.4	Validity	103
	3.7.1.5	Reliability	104

3.7.2 Emotional Intelligence Scale	104
3.7.2.1 Reliability	106
3.7.2.2 Validity	106
3.7.2.3 Factors of Emotional Intelligence	106
3.7.2.4 Scoring of the test items	109
3.7.3 Organizational Commitment Scale	109
3.7.3.1 Reliability	110
3.7.3.2 Validity	110
3.8 Procedure of data collection	110
3.9 Method adopted for Statistical Data Analysis	111
3.9.1 't' Test	112
3.9.2 Product Moment Coefficient Of Correlation	113
Chapter 4 Data Analysis & Results	114-162
Chapter 5 Findings, Suggestions & Educational Implications	163-180
5.1 Findings of the study	163
5.2 Conclusion	170
5.3 Educational Implications	175
5.4 Suggestions	176
5.4.1 Suggestions for the Policy Makers in Education	176
5.4.2 Suggestions for Management of Schools	177
5.4.3 Suggestions for Administrators	178
5.4.4 Suggestions for Principal	178
5.4.5 Suggestions for the Community	179
5.4.6 Suggestions for further research	179
Summary	181-194
Abstract	195
Bibliography	196-216
Appendices	i-xiii
I . Teacher Effectiveness Scale	i-vi
II. Organizational Commitment Scale	vii-ix
III. Emotional Intelligence Scale	x-xii
IV. List Of Aided And Self Finance Colleges_	xiii

List Of Tables

Table No.	Title	Page No.
4.1	Showing percentage of teachers of undergraduate colleges having different level of emotional intelligence	115
4.2	Showing percentage of teachers of undergraduate colleges having different level of organizational commitment	116
4.3	Showing percentage of teachers of undergraduate colleges having different level of teaching effectiveness	117
4.4	Showing mean scores, SD, t-value of emotional intelligence of male and female teachers of undergraduate colleges	119
4.5	Showing mean scores, SD, t-value of organizational commitment of male and female teachers of undergraduate colleges	120
4.6	Showing mean scores, SD, t-value of teaching effectiveness of male and female teachers of undergraduate colleges	121
4.7	Showing mean scores, SD, t-value of emotional intelligence of aided and self finance teachers of undergraduate colleges	122
4.8	Showing mean scores, SD, t-value of organizational commitment of aided and self finance teachers of undergraduate colleges	123
4.9	Showing mean scores, SD, t-value of teaching effectiveness of aided and self finance teachers of undergraduate colleges	124
4.10	Showing relationship between teaching effectiveness and organizational commitment of the teachers of undergraduate colleges	126
4.11	Showing relationship between teaching effectiveness and organizational commitment of the male teachers of undergraduate colleges	127
4.12	Showing relationship between teaching effectiveness and organizational commitment of the undergraduate female teachers of colleges	128
4.13	Showing relationship between teaching effectiveness and organizational commitment of the aided undergraduate colleges teachers	129
4.14	Showing relationship between teaching effectiveness and organizational commitment of the self-finance undergraduate colleges teachers	130
4.15	Showing relationship between teaching effectiveness and organizational commitment of the aided undergraduate male teachers of colleges	131
4.16	Showing relationship between teaching effectiveness and organizational commitment of the aided undergraduate female teachers of colleges	132
4.17	Showing relationship between teaching effectiveness and organizational commitment of the self-finance male teachers of undergraduate colleges	133
4.18	Showing relationship between teaching effectiveness and organizational	134

	commitment of the self-finance female teachers of undergraduate colleges	
4.19	Showing relationship between teaching effectiveness and emotional intelligence of undergraduate colleges teachers	135
4.20	Showing relationship between teaching effectiveness and emotional intelligence of the male teachers of undergraduate colleges	136
4.21	Showing relationship between teaching effectiveness and emotional intelligence of the undergraduate colleges female teachers	137
4.22	Showing relationship between teaching effectiveness and emotional intelligence of the teachers of aided undergraduate colleges	138
4.23	Showing relationship between teaching effectiveness and emotional intelligence of self finance undergraduate colleges teachers	139
4.24	Showing relationship between teaching effectiveness and emotional intelligence of the of aided undergraduate colleges male teachers	140
4.25	Showing relationship between teaching effectiveness and emotional intelligence of the female teachers of aided undergraduate colleges	141
4.26	Showing relationship between teaching effectiveness and emotional intelligence of self-finance undergraduate male teachers of the colleges	142
4.27	Showing relationship between teaching effectiveness and emotional intelligence of the female teachers of self finance undergraduate colleges	143
4.28	Showing relationship between emotional intelligence and organizational commitment of the teachers of undergraduate colleges	144
4.29	Showing correlation between emotional intelligence and organizational commitment of the male teachers of undergraduate colleges	145
4.30	Showing correlation between emotional intelligence and organizational commitment of the female teachers of undergraduate colleges	145
4.31	Showing correlation between emotional intelligence and organizational commitment of the teachers of aided undergraduate colleges	146
4.32	Showing relationship between emotional intelligence and organizational commitment of the self-finance teachers of undergraduate colleges	147
4.33	Showing relationship between emotional intelligence and organizational commitment of the male teachers of aided undergraduate colleges	148
4.34	Showing relationship between emotional intelligence and organizational commitment of the female teachers of aided undergraduate colleges	149
4.35	Showing relationship between emotional intelligence and organizational commitment of the self-finance male teachers of undergraduate colleges	150
4.36	Showing relationship between emotional intelligence and organizational commitment of the female teachers of self finance undergraduate colleges	151

CHAPTER -1

INTRODUCTION

1.1 INTRODUCTION

The key pillar of the education system is known to be teachers. Their role is unquestionable & they are also concerned by the imperative requirements to update knowledge & skills among their students. By teaching she/he spread the ideal thoughts in society with the help of education institution & develops the knowledge & intellect in the students. In this changing era we need emotionally intelligent & committed teachers according to the need of society.

Professionalism requires teachers to be creative, flexible in methodology & refresh themselves with everyday innovations in their professional activities. They should also at the same time be able to realize the importance of human capacities, consider the different demand of students & enrich/enhance the environment for their growth/development.

The crucial role of teachers can't be overemphasized. The education policy of most of the nations is predicated on the premise that quality education are often achieved only when teachers are committed, motivated, satisfied as well as willing professionally for performing for the advantage of the community. The responsibilities & therefore the demands on teachers are greatly increased that they need to require under consideration the

difficulties children face while coming to high school on account of their poverty, social environment or physical disabilities. No education system is best than its teachers. “Goodness of an education program is decided to an outsized extent by the teacher.” The standard of education & then the standards of accomplishment are inseparably interrelated with the standard of teachers. When placing instructions, nothing can be left to chance. Whether the teachers are unwilling to fulfil their needs, distribution methods will lack the consistency that is defined. In that instructor is involved in classroom practice, if the trainer says, demonstrates & delivers the message from alternative viewpoints to alternative interpretations.

Effective teachers are highly optimistic & demonstrate their professional patience & trust. These features originate from the individual. Essentially, during this new age the dream of educating society becomes true, but only the teachers are willing to work together to achieve this goal, to which end their capacity to communicate efficiently becomes more important than their techniques. For the success of education teachers should be committed & emotionally intelligent towards teaching. As Emotional Intelligence Helps instructors in some difficult circumstances, which may impair the learning & well-being of students. Only if dedicated teachers are in the pivot to bring the programme, are the desired instructional results achievable. In the form of machinery, design, textbooks & instruction the institution may provide outstanding material services but where the instructors are misfitting or oblivious, the whole programme may be inefficient & largely unnecessary.

1.2 TEACHING EFFECTIVENESS

The term —teacher effectiveness is used mainly, to mean the collection of characteristics, competencies & conduct of teachers at all educational levels that enable students to reach desired results, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think deliberately, work cooperatively & become efficacious citizens.

Teaching Effectiveness is not a current concept to us. We have been hearing that some teachers are the most efficient ones. That means that those Teachers have attained the needed proficient in their roles & functions. Such as the preparation & planning for

teaching classroom management, knowledge of subject matter, teacher characteristics & their interpersonal relations. Also these teachers shine in their other personality attributes. Teaching Effectiveness refers to the effect that the teacher's performance has on pupils like teacher conduct Teaching Effectiveness depends in large on the content in which the teachers performs. Teaching Effectiveness plays a central role in the teaching learning process. Being the centre of the whole programme it needs close observation & reproving study as it has a direct bearing on the learning outcome of the pupils. To understand the concept of Teaching Effectiveness we should know about the qualities of an effective teacher.

According to Gage, teacher's effectiveness depends upon four factors:

i) Presage - According to this variable Teaching Effectiveness must associate to personal attribute, knowledge, skills & acquirement of the teachers. Four types of variables are normally trusted as presage criteria of Teaching Effectiveness.

- Teacher's personality Characteristics.
- Attributes of teachers in training.
- Knowledge & achievement in training.
- Status characteristics of in-service teachers.

ii) Context: This attribute deals with the classroom atmosphere, the classroom setting, & the surroundings in the classroom for studying.

iii) Process: Process attribute will constitute acts while teaching. The method of teaching incorporated by teacher in the class. It includes those aspects of teacher's student's behaviour, which are believed to be worthwhile in their own light.

iv) Product: The product attribute in this case would be an educational results such as more learning or a measure of some pupil attitude logically related to teachers comfort.

1.2.1 Definition of Teaching Effectiveness

The definition of Teaching Effectiveness cannot be defined in only one/single way. For different people, the definition of Teaching Effectiveness could be very different.

Omstein (1991) highlighted that the literature on Teaching Effectiveness, or Teaching Effectiveness, is a chaos of indistinct & interchanging concepts. Perspective to present this concept are also very different. Various researchers pivot on teacher characteristics (Anderson: 1991; Strong, Tucker & Ward: 2003; Anand: 1983) whereas, other researchers are more focused with the teaching actions or the teaching attainment (Flander & Simon: 1969).

Gupta (1984) defined/stated Teaching Effectiveness as the capacity of a teacher to bring about the agreed change in his/her students.

Anderson (1991) stated/defined that —... an effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students.

Dunkin (1997) considered/defined that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. In many studies, effectiveness is defined either implicitly or explicitly by the gains made by teachers' achievement tests on students.

Chayya (2001) while concluding on the attributes of effective teaching, states that effective teachers take personal responsibility for student's learning, determines the difficulty of the lesson with the ability of the student, give the chances to students to exercise newly learned concepts, maximize instructional time to increase content coverage, provide direction & control of student learning, use a diversity of instructional methodology, verbal methodology & visual aids, try to elicit responses from students each time a question is asked, present material in small steps, encourage students to reason out, initiate classroom dialogues, encourage independent thinking, problem solving & decision

making, & provide methods of learning with mental plan for organizing & learning the content/course being taught.

The activities of improving Teaching Effectiveness i.e. professional development/growth & teacher evaluation/assessment help teachers to develop not only knowledge/understanding, skills & attitudes/viewpoint but also critical/censorious minds, self-reflection & self-management skills of Emotional Intelligence(Pong & Yin, 2000)

Basow(2000) &Hativa(2000) stated that the best professors were described as caring, helpful & knowledgeable Cited in Hwang, 2006).

Hwant(2006) stated that Teaching Effectiveness included knowledge, effective communication, well-organized material, skills to motivate/stimulate & inspire students, familiar & cordial behavior, & good classroom management.

1.2.2Areas of Teaching Effectiveness

Preparation & planning for teaching; evaluation, interaction, motivation, discipline, classroom management, The Characteristics of students & instructor organizational relations, including the introduction & distribution of the subject, including black board synopsis. Both facets of teacher responsibilities include these five regions. The following is a short overview of all these areas:

a) Preparation & Planning For Teaching

It comprises comments about the instructor in the training, organizing & organization of teaching according to the course purpose, using various source materials.

b) Classroom Management

It contains comments about teachers' abilities to interact effectively, to inspire pupils & to assess the teaching learning process as well as to uphold class discipline in democratic context establishments.

c) Knowledge of Material

It contains a declaration on the power of the teachers to gain, maintain, understand & make use of the substance of the theme they discuss within their classroom circumstances & their Living & presentation with a description of the black board. The supply & implementation of tools such as blackboard work is an foremost part in teaching & learning process.

d) Teacher's Characteristics

It covers claims regarding the make-up of identities & their interpersonal representations of teachers that are acceptable or inappropriate In the technical teaching.

e) Interpersonal Relations

The teacher's skill engage in cordial ties with colleagues, students, parents & those in the group with whom he/she would communicate as part of his/her career forms part of the principle that comments in this field should be made.

1.2.3 Variables that come up with teacher effectiveness

Vegas & Petrow (2008) classified the variables that control teacher effectiveness as follows:

- 1. Student characteristics & behaviours-** It include health & nutritional values, preschool phase, age of arrival into school, sustenance/support from parents & siblings, social & economic status, & native tongue.
- 2. School & teacher characteristics & behaviours-** school characteristics include attributes like infrastructure, materials & textbooks, class size, peer group/friends & school climate/environment, & the time in the school day & year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/ experience, rotation & turnover, & sense of professional occupation.
- 3. Organizational factors-** These factors include teacher wages/income & special incentives; understanding of decision-making authority; technical assistance &

financing; curriculum/course & standards; national assessment; & involvement/grouping of teachers' unions, parents & community. In some countries, voucher & school-choice programs are also variables/attributes to consider.

1.2.4 Characteristics of an effective teacher

Post on her survey, Leu (2005) provided a list of qualities to be point out in good teachers.

- Sufficient understanding of subjects to instruct confidently
- Experience & know-how of different methodologies of instruction
- Experience of teaching language
- Awareness of young learners, empathy & consideration
- Capacity to learn about the educational practise & the responses of children
- Willingness to adjust methods to teaching/learning due to reflection
- Capacity Establish & sustain an effective learning climate
- Comprehension of path & priorities, particularly as changes, new education & training initiatives are being introduced are adopted
- General discipline, strong morals & devotion to teaching objectives
- Potential for efficient contact
- Ability to express student joy
- Student engagement, the feeling of care & duty to help students grow & become productive citizens & a sense of compassion.
- Good temperament, legal sensitivity & discipline;
- Willingness to collaborate with others & develop positive school/community partnerships

The report on teaching efficacy was examined by Nuthall (2004); He cited Hopkins & Stern(1996) for research which provided this list of features of excellent teachers:

- The love of students to do their utmost
- Kid affection in warm & loving marriages

- Experience of educational materials
- A number of teaching & learning styles are included
- Working closely with friends
- Activities reflective"

1.2.5 Contribution of Education policies

The modernization & restructuring of teaching education & the teaching profession have been emphasized by all Education Commissions & Policies ever since independence. Radhakrishnan Commission for education (1948) was established as the proposed changes to the India teaching agenda & enhancement teacher education & students learning methods for all levels of education, the Mudaliar Committee (1952-53), the Kothari Commission (1964-66).

The Group on Education (1952-53) stated, "we are, however, convinced that the foremost important think about contemplated educational reconstruction, is that the teacher, his personal qualities, his educational qualifications, his professional training & therefore the place that occupies within the school also as within the community".

The Education Commission (1964-66) perceived, "Of all the various factors which influence the standard of education & its contribution to the national development, the standard, competence/proficient & character of teachers are undoubtedly the foremost significant". The Commission stressed/emphasized that the teachers are at the lowest levels educated & oriented. The Commission has also noted that improvements on teacher education will produce very high returns, since when calculated against the consequent improvement on education of millions, the financial resources needed are minimal.

The National Education Policy of India(1986)focused its attention on an academic system which may produce citizens who are physically, mentally & morally healthy; who are aware of their duties & rights, who are keen to find out on a life long basis & incessantly wanting to improve their performance & who consequently are well grounded individuals competently contributing to the uplift of the standard of life everywhere."

The National Teacher Education Committee, which would establish the NPE (2005), proposed for the efficient & fruitful formation of teachers is expected to experience significant improvements in the current teacher education structure. The Critical Pedagogy, sponsored by the social constructionist system was implemented in the national curriculum process (2005) to restructure teacher education structures. In line with NCF, material & pedagogy, the content of this built-in pedagogy is a landmark of the educational teachers' system.

In order to accomplish this NCF, university preparation & leadership at varsity, block level & cluster level were proposed as necessary to enhance the consistency & strategic distinction of teacher positions. Effective teaching is really hard to describe. This word is so high in importance that another may often view one person's effective teaching as bad teaching, provided that any part of teaching – the strategies, effects or practices – is different.

1.3 ORGANIZATIONAL COMMITMENT

Competent & committed teachers constitute the foundation of any successful academic institution/ university, on whose shoulders lies the responsibility of the good name of the institution as well as building the future of the students they teach. The institutions/universities have to face various challenges in which the competence of teachers plays a crucial role. Climate of any institution may be determined simply by the parameters developed by the psychologists just like any place's climate is determined. Organizational climate (here in case of universities termed as University Climate) is the procedure of determining “culture” of the institution/ university. It's a group of characteristics of the organization's or institution's atmosphere, perceived personally by the teachers, which is presumed to be a vital power in affecting the conduct of the employees.

1.3.1 Meaning of Organizational Commitment

Broadly speaking, the attachment or connection that employees feel towards their organization can be called as Organizational Commitment. It makes them feel & assess as

to what they can do for the betterment of their organizations from their end. Organizations to succeed & thrive need committed employees & it is up to the organizational management & the employer to make the employees feel committed for their organization.

University Environment is an incredibly critical consideration in the diagnosis & examination the universities since it influences the teachers' viewpoints, welfare & perspectives & thus their health too. University climate contains a set of norms & values, policies, expectations of teachers, & processes which effect the teachers' commitment, as well as their motivation towards the work. It contributes to the overall progress of the institute. If the climate of the work place is positive it enhances teachers' job satisfaction, which is a vital element in success of any institution. These days characteristics of the environment of a working place are referred to as the climate of that place. Organizational climate is the conventional approach of work & relationships that commands, harmonizes, & inspires the teachers so that they work together to attain the institute's/university's goals. It comprises of the leadership style, responsibility, control, policies & planning, organization or execution & implementation of the task.

A committed employee can do wonders for the organization whilst non-commitment & dissatisfaction among employees can sound the doomsday bell for any organization.

Commitment towards organization is usually defined as

1. A strong wish to stay as a part of the organization where a person works;
2. Desire to do the ultimate for the organization; &
3. Respecting the values of the organization & have faith in them which work to fulfil the organization's goals & objectives. In simple words, it reflects the faithfulness of the employees towards their organization. It is a continuous process by which the employees show their concern for the organization & work towards achieving its goals & contribute in its success.

1.3.2 Definitions of Organizational Commitment.

Hunt & Morgan (1994) defined/stated Organizational Commitment as/like “an employee’s strong belief in & acceptance of an organization’s goals & values, effort on behalf of the organization to reach these goals & objectives, & strong desire to maintain membership in the organization.”

Chen & Yu (2000) opined that, “Organizational Commitment is the sense of pride as a member of an organization. It is the loyalty to an organization & willingness to try one’s best for organizational goals to be achieved.”

According to Swailes (2002), “Organizational Commitment refers to the employee’s emotional attachment to, identification with, & involvement in the organization.” In a nut shell meaning/quantification of Organizational Commitment is an assessment/analysis of the values of the person & those of the organization.

Hence, it is evident that the commitment of employees / teachers towards their organization (or in this case university) is the act of fulfilling the conditions set by the organization/university or requirements which are given by the university to the teachers to achieve the common goals of the organization/university. How far an educator participates & supports in achieving educational & overall goals of the institute reflects the intensity of the commitment of a particular teacher.

1.3.3 Models of Organizational Commitment

Different models of Organizational Commitment have been given by the different experts of the field. Some of those are:

- Becker(1960) ‘Side-Bet’ Model
- John Meyer & Natalie Allen's Three Component Model (1991)
- O'Reilly & Chatman(1986) Model
- Mowday et al. Model (1979)

John Meyer & Natalie Allen three-component model one of the latest models of Organizational Commitment. It is generally approved by the researchers. This model was made to demonstrate that there are three components of commitment. These components correlate with different psychological mind sets of the employees. Meyer & Allen described these three "mind sets" which can determine the Employees' loyalty to their company. These components of organisational engagement have been described as "affective," "standard" & "continuance".

"Effective involvement refers to employees' commitment to, identification & participation in the organisation," says John Meyer & Natalie Allen, who still want to remain personally connected to the organisation the welfare of their organization & try their best to work towards achieving its goals. They identify their goals with it & desire to remain a part of the organization forever.

They suggested that, "Normative commitment consider a feeling of responsibility to continue employment & Continuance commitment is to be aware of cost associated with leaving the organization."

Continuance Commitment is the component which is attached to the needs of the employee. The employees assess the gains & losses of working in the organization & accordingly decide whether they should stay in the organization or leave it. They wish to continue working in an organization just because if they leave it, they may have to pay a extortionate cost of losing the membership/comrades of the organization. (Becker's 1960 "Side Bet Theory"). This cost of comrading the membership of an organization can be an economic cost viz. pension, gratuity etc. or social cost viz. friendship ties with colleagues . This type/kind of commitment is known as Continuance commitment.

Sometimes the employees feel obligated for the organization. They remain in the organization because the organization has done some favours to them in the time of need. Such type of commitment is known as Normative Commitment. This type of commitment can be seen higher in the organizations which give value to the needs of their employees, reward them on their good performance, appreciate their loyalty, give them incentives etc. Employees can have normative commitment then also when they see that their employer is

concerned about the welfare of the employees. Studies done on commitment prove that affective & normative commitment have positive relationship/association with the performance & outcomes/results of the organization whereas, continuance commitment has negative relationship with them. Researches have also established that the employees Their work, organisation & profession have higher levels of affective involvement, as do their high expectations & their consistency responsibilities.

1.3.4 Dimensions of Organizational Commitment

1. Affective Commitment

The very first dimension of the Organizational Commitment in the model is affective commitment, which represents an individual's emotional attachment/bonding to the organization. According to John Meyer & Allen (1997, p11) affective commitment is an employee's emotional attachment/bonding to, identification/recognition with, & involvement/participation in the organization". Organizational employees/members who are devoted to an organization on an affective basis, continue to work for the organization because they want to (John Meyer & Allen,1991). Whereas, Members who are committed on an affective basis stay/hold with the organization because they view that their personal employment relationship as coinciding to the aims & values of the organization(Beck & Wilson, 2000).

Remarkable dedication/loyalty is the mindset of the job linked to the company with good feelings, Morrow(1993). Sheldo(1971) concluded that this style of method "is an orientation for organizing that connects or attaches the person's identity to the organisation." Affective loyalty/commitment is the relative strength to associate/relate an individual with & be the part of the organisation (Mowday et al, 1982) & its strength is influenced by whether the desires/inclination & aspirations of the entity are balanced with their current knowledge (Storey, 1995). Tetrick(1995, p589) also describes that "value rationality-based organisational commitment, which refers to the degree of value congruence/coinciding between an organisational member & an organisation".

2. Continuance Commitment

The second dimension of the tri-dimensional model of Organizational Commitment is continuance commitment. John Meyer & Natalie Allen (1997) defined continuance commitment as ‘awareness of the costs/amount associated with leaving/resigning the organization’. It is quantitative in nature because of the individual’s perception or weighing of costs & risks associated with leaving the current organization (John Meyer & Natalie Allen, 1997).

John Meyer & Natalie Allen (1991) further stated/describe that ‘employees whose primary link to the organization is based on continuance commitment remain because they need to do so’. The strength of continuance commitment, which implies the need to stay, is determined by the perceived costs of leaving the organization (Meyer & Allen, 1984). Best (1994) indicated that ‘continuance Organizational Commitment will therefore be the strongest when availability of alternatives are few & the number of investments are high’. This argument supports the view that when given better alternatives, employees may leave the organization.

3. Normative Commitment

The third dimension of the Organizational Commitment model is normative commitment. Meyer & Allen (1997) defined normative commitment as ‘a feeling of obligation to continue employment’. Wiener & Vardi (1980) described normative commitment as ‘the work behaviour of individuals, guided by a sense of duty, obligation/loyalty towards the organization’. Organizational members are committed to an organization based on moral reasons (Iverson & Buttigieg, 1999). The normative committed employee considers it morally right to stay in the organization, regardless of how much status enhancement or satisfaction the organization gives him or her over the years.”

1.3.5 Factors Affecting Organizational Commitment

There are various factors, which affect/influence the commitment towards the organization. A number of the factors are:-

1. Belief in the corporate priorities & principles & their adoption
2. The will to continue membership within the organization
3. Highly optimistic in nature
4. Organizational rewards (monetary & non-monetary)
5. Support received from supervisor
6. Provision of opportunities for the event of career
7. Organizational support for family
8. Favorable job conditions are related
9. Workplace values
10. Strong level of control & therefore lack of tight oversight
11. Increased power enhances emotional links with an organisation
12. Effective HR voice in the production of policy
13. Supporting methods to market
14. Job design & teamwork
15. Age
16. Legal status

1.3.6 Effects of Organizational Commitment

Organizational Commitment may have a negative or a positive effect on the organization.

a) Negative effect of low level of Organizational Commitment :

The negative effect indicates that the level of Organizational Commitment is low. Employees with a low level of Organizational Commitment tend to be unproductive/sterile & some become low at work (Morrow, 1993). Lowman (1993) stated that Organizational Commitment can be regarded as a work abnormality when it is characterized by under commitment & over-commitment .

b) Positive effect of Organizational Commitment :

The positive effect indicates that the level of Organizational Commitment is high. Committed/devoted organizational members contribute/perform positively to the organization which is not with less committed members. Cohen (2003) stated that organizations whose members have higher levels of commitment show higher performance/presentation & productivity/yield & lower levels of absenteeism & tardiness/lateness. This indicates that employees with a high level of commitment tend to take greater efforts to perform/present & invest their resources/assets in the organization (Saal & Knight, 1987).

1.4 EMOTIONAL INTELLIGENCE

Today Emotional Intelligence is deemed a crucial predictor of future work success in several leading companies. Emotionally Emotional Intelligence helps us to solve problems by using both logic & feelings & being flexible in changing situations (Elias et.al, 2004).

1.4.1 Origin & Meaning of the term Emotional Intelligence

Emotional Intelligence has its source in the theory of social intelligence which was first recognized by E.L. Thorndike in 1920. Psychologists have organized intelligences

mainly into three clusters: abstract intelligence (the skill to understand & manipulate with verbal & mathematical symbols), concrete intelligence (the skill to understand/acknowledge & manipulate with things), & social intelligence (the skill to understand & connect to people) (Ruisel,1992). Thorndike (1920) explained social intelligence as the ability to understand & manage men & women, boys & girls- to act wisely in human relations. Gardner (1983) incorporated interpersonal & intrapersonal intelligences in his theory of multiple intelligences. These two intelligences embrace social intelligence. He explained interpersonal intelligence as the ability/skill to understand other people: what motivates/ stimulates them, how they work, how to work cooperatively/collaboratively with them. Successful salespeople/sales agents, politicians/ministers, teachers, psychoanalyst & religious persons/head are all likely to be individuals with high strength of interpersonal intelligence.

1.4.2 Definition of the term Emotional Intelligence

Emotional Intelligence is the ability to consider emotions, to assess & give rise to emotions so as to help thought, to understand/recognize emotions & emotional knowledge, & to reflectively control emotions so as to encourage emotional & intellectual growth (Mayer & Salovey,1997).

Goleman (1995) described Emotional Intelligence as being able to motivate one's own self & stay irritated by them; regulating urges & delaying gratification; empathising & waiting."

Reuven Bar-On Reuven (2000) "Emotional Intelligence is an array of noncognitive capabilities, competencies & skills that influences one's abilities to succeed in coping with environmental demands & pressures."

Hein (2000) thinks, —"Emotional Intelligence is the mental ability underlying the emotional sensitivity, awareness & management skills which help us maximize our long term health, happiness & survival."

According to Boyatzis, Goleman & Hay / McBer (1999) Emotional Intelligence can be stated as —”the capacity for recognizing our own feelings & those of others, for motivating ourselves, & for managing emotions well in ourselves & in our relationships.” They have identified four aspects of Emotional Intelligence:

1. Self-consciousness: involves emotional consciousness, reliable self-evaluation, & self-reliance.
2. Self-management: It covers self-discipline, reputation, understanding, adaptability, success guidance & effort. Self-management:
3. 3.Social understanding: requires empathy, awareness of company & programme direction.
4. People skills: growth of others, leadership, power, improvement in relationship, stimulus, crisis management, bonds, cooperation & team work.

1.4.3 Models of Emotional Intelligence

Currently, there are three main models of EI:

1. Ability EI model
2. Mixed models of EI (usually subsumed under trait EI)
3. Trait EI model

1. Ability EI model

The Ability based EI model prospect emotions as useful sources/origin of information that help one to make sense & navigate/steer the social environment. The model proposes that individuals vary/differentiate in their ability to process information of an emotional nature & in their capability to relate/connect emotional processing to a wider perception. This ability is seen to manifest/obvious itself in certain adaptive/adjunct behaviors. The model claims/affirms that EI includes/embrace four types of abilities:

1. Perceiving emotions – the ability to detect & understand emotions in faces, images, words, & cultural art objects - including the ability to see one's emotions. Emotional

emotions represent a fundamental element of Emotional Intelligence, as do all other processing of emotional information.

2. Using emotions – the ability to combine emotions to perform various cognitive tasks, such as thinking & solving problems. An emotionally charged person can make full use of his or her changing emotions to fit the task at hand.
3. Understanding emotions – the ability to understand emotional language & to appreciate complex relationships between emotions. For example, understanding emotions involves the ability to sympathize with small differences between emotions, as well as the ability to see & explain how emotions change over time.
4. Managing emotions – the ability to control emotions in ourselves & in others. Thus, a person with an Emotional Intelligence can combine emotions, or negative ones, & control them to achieve the intended goals.

2. Mixed models

The model presented by Daniel Goleman focuses on EI as many skills & competencies that drive leadership performance. Goleman's model describes the basic EI structure:

1. Self-awareness - the ability to read a person's feelings & see their impact while using the gut feeling to guide decisions.
2. Self-management – includes controlling your emotions & thoughts & adapting to changing circumstances.
3. Social awareness – the ability to hear, understand, & respond to the feelings of others while understanding communication.
4. Relationship management – the ability to motivate, influence, & develop others while managing conflict.

Goleman incorporates a set of emotional abilities within each EI structure. Emotional skills are not innate talents, but learned skills that must be worked on & developed in order to achieve outstanding performance. Goleman states that people are born with a common emotional disorder that determines their ability to learn emotional

skills. Goleman's model of EI has been criticized in research literature as 'pop psychology' (Mayer, Roberts, & Barsade, 2008). ”

3. Trait EI model

The Soviet-born British psychologist Konstantin Vasily Petrides ('KV Petrides') demonstrated a philosophical difference between a skill model & a behavioral-based model of EI. Trait EI 'is an emotionally charged coalition in the lower class of the character. 'The concept of EI combines practical actions & skills & is assessed by an impartial report compared to a competency-focused model, which works on specific skills, showing their strong resistance to power calculations. Trait EI can be analyzed in the context of personality. Another label of this structure is emotional functioning.

In the present study Emotional Intelligence was measured in terms following variables.

- a) **Self-Awareness**- Self-awareness is that our thought process, motivations, emotions, behavior, & personality is viewed.
- c) **Empathy** –Empathy is the intellectual identity or vicarious awareness of another's feelings, perceptions & attitudes.
- d) **Self Motivation**- the driving force behind our actions is self-motivation. This is the factor which stimulates & drives our actions from within (self).
- e) **Emotional Stability**- Emotional consistency is that amid factors trying to disrupt it the consistency of preserving a continuous character.
- f) **Managing Relation**-Managing relation may be a skill associated with capability to take care of harmonious & good social interactions within the socialization process.
- g) **Integrity**- Integrity is adherence/adhesion to moral & ethical principles; soundness of ethical character; honesty.
- h) **Self Development**- Self-development comprises activities, which advance identity & awareness, person's potential & develop talents.
- i) **Commitment** - Commitment is a private act reflecting or committing for charging a trust.

- j) **Altruistic Behaviour**- Altruistic activity is pro-social causes a wide variety of acts that favour one or more individuals away from themselves; like cooperation, sharing, comforting, & helping.
- k) **Value Orientation**- the principles/postulates of wrong & right are accepted by a group or private/individuals.

1.5 Justification of the Study

In an educational system the role of a teacher is very important. Teaching is a passionate practice which involves emotional relationships & emotional understanding. A teacher is the centre of the educational community/system. In order to make the teaching effective & teachers to be committed to their job, there's a requirement for strong Emotional Intelligence. The teacher's Teaching Effectiveness is hindered by various factors but the factors teachers' Emotional Intelligence & commitment towards their organization is directly connected to the performance of teachers.

The interpersonal intelligence along with training productivity are among the organisational responsibilities important rays of hope, for which presence of certain factors are to be necessarily ensured.

Yate (1997) discussed the role of EQ in careers & the level of EQ required in various jobs. Abraham (2000) found that the more emotionally intelligent worker had a higher level of job satisfaction & greater commitment to their organization. Erson (2004) reported in a recent study that teachers have a greater ability to influence student academic outcomes. Nahid Nadad Anari (2012) found that there was a positive relationship between the Emotional Intelligence & Organizational Commitment of English high school teachers. Shafiq M., & A.R. Rana (2016) also found in the study that EI has positive values that have a strong Organizational Commitment namely; effective, continuous & normative. ”

A teacher also appears as a dynamic educational agent, who together with his or her colleagues & students, performs not only tasks of preparing & executing the teaching function, but also of meditation, innovation, management, research, assessment & guidance. So a teacher is the central axis of the educational community. In order to make

the teaching effective & teachers to be committed to their job, there's a requirement for strong Emotional Intelligence. Likewise job satisfaction, motivation, Emotional Intelligence is one among the several factors that accounts for a teacher's commitment towards the organization. Abdul Gani and Barooj Bashir (2020) done an empirical study on correlations of organizational engagement among teachers from universities in India & they found that if teachers are highly active in organization, they respond more efficiently. Ajey Jha & Indoo Singh (2012) found in a research that there is a positive association between EI & instructor effectiveness.

The review of literature indicated that variety of researches is made to review the Teaching Effectiveness of teachers at different levels of teaching. But the world of teacher's Organizational Commitment & Emotional Intelligence has been almost neglected & thus must be explored. Further in Indian context, only a couple of studies were administered on Teaching Effectiveness in regard to their emotional & operational contribution teachers of undergraduate colleges.

The present research has been conducted in view of these points. Its conclusions may prove better assistance in maintaining & promoting Teaching Effectiveness of the teachers. Which will further help in the qualitative improvement of the education system.

1.6 Statement of the problem

“Teaching Effectiveness of the Teachers of Undergraduate Colleges in relation to their Organizational Commitment & Emotional Intelligence”

1.7 Operational definitions of the terms

- Teaching Effectiveness
- Organizational Commitment
- Emotional Intelligence
- Teachers Of Undergraduate Colleges

1.7.1 Teaching Effectiveness

Teaching Effectiveness is a collection of activities incorporated into the everyday routine by the successful teachers.

In the present study the meaning of Teaching Effectiveness refers to the values found in the Teaching Effectiveness scale, for the teachers of undergraduate colleges. This scale measures the teachers under different functions of teaching with the following areas.

- ✓ Preparation & planning for teaching
- ✓ Classroom management
- ✓ Knowledge of subject-matter
- ✓ Teachers characteristics
- ✓ Interpersonal relations of teachers

1.7.2 Organizational Commitment

The attachment or connection that employees/workers/teachers feel towards their organization is called as Organizational Commitment.

In the present study the meaning of Organizational Commitment refers to the scores obtained by Organizational Commitment scale, for the teachers of undergraduate colleges. There are 2 areas in this scale;

- (1) Concern for an organization
- (2) Organization identification

1.7.3 Emotional Intelligence

Emotional Intelligence refers to an individual's capacity to regulate & handle his feelings & to control others' emotions as well.

In the present study meaning of Emotional Intelligence refers to the scores obtained by Emotional Intelligence Scale, for the teachers of undergraduate colleges. The scale measures ten factors of the Emotional Intelligence, namely

A-Self-Awareness	F-Integrity
B- Empathy	G-Self-Development
C-Self-Motivation	H-Value Orientation
D-Emotional Stability	I-Commitment
E-Managing Relations	J-Altruistic Behaviour

1.7.4 Teachers Of Undergraduate Colleges

Teachers teaching in undergraduate courses for example B.El.Ed., B.Ed., B.COM, B.Sc., B.A., have been considered as teachers of undergraduate colleges in the present study.

1.8 Variables Used In The Study

- **Dependent variables :-** Teaching Effectiveness
- **Independent variables :-** Organizational Commitment & Emotional Intelligence

1.9 Objectives of the study

1. To study the following aspects of the teachers of undergraduate colleges.
 - a) Emotional Intelligence
 - b) Organizational Commitment
 - c) Teaching Effectiveness
2. To study the difference of the following aspects of the teachers of undergraduate colleges with respect to gender.

- a) Emotional Intelligence
- b) Organizational Commitment
- c) Teaching Effectiveness

3. To study the difference of the following aspects of the teachers of undergraduate colleges with respect to aided & self-finance colleges.

- a) Emotional Intelligence
- b) Organizational Commitment
- c) Teaching Effectiveness

4. To study the relationship between Teaching Effectiveness & Organizational Commitment of the teachers of undergraduate colleges.

5. To study the relationship between Teaching Effectiveness & Emotional Intelligence of the teachers of undergraduate colleges.

6. To study the relationship between Emotional Intelligence & Organizational Commitment of the teachers of undergraduate colleges.

1.10 Hypotheses of the Study

- 1.1 There is high Emotional Intelligence level of the teachers of undergraduate colleges.
- 1.2 There is high Organizational Commitment level of the teachers of undergraduate colleges.
- 1.3 There is high Teaching Effectiveness level of the teachers of undergraduate colleges.

Null Hypotheses

- 2. There is no significant difference in the teachers of undergraduate colleges on the following aspects with respect to gender.

- a) Emotional Intelligence
 - b) Organizational Commitment
 - c) Teaching Effectiveness
3. There is no significant difference in the teachers of undergraduate colleges on the following aspects with respect to aided & self-finance colleges.
- a) Emotional Intelligence
 - b) Organizational Commitment
 - c) Teaching Effectiveness
4. There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the teachers of undergraduate colleges.
- 4.1 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the male teachers of undergraduate colleges.
- 4.2 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the female teachers of undergraduate colleges.
- 4.3 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the aided teachers of undergraduate colleges.
- 4.4 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the self-finance teachers of undergraduate colleges.
- 4.5 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the aided male teachers of undergraduate colleges.
- 4.6 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the aided female teachers of undergraduate colleges.

4.7 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the self-finance male teachers of undergraduate colleges.

4.8 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the self-finance female teachers of undergraduate colleges.

5. There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the teachers of undergraduate colleges.

5.1 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the male teachers of undergraduate colleges.

5.2 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the female teachers of undergraduate colleges.

5.3 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the aided teachers of undergraduate colleges.

5.4 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the self-finance teachers of undergraduate colleges.

5.5 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the aided male teachers of undergraduate colleges.

5.6 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the aided female teachers of undergraduate colleges.

5.7 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the self-finance male teachers of undergraduate colleges.

5.8 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the self-finance female teachers of undergraduate colleges.

6. There is no significant relationship between Emotional Intelligence & Organizational Commitment of the teachers of undergraduate colleges.

6.1 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the male teachers of undergraduate colleges.

6.2 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the female teachers of undergraduate colleges.

6.3 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the aided teachers of undergraduate colleges.

6.4 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the self-finance teachers of undergraduate colleges.

6.5 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the aided male teachers of undergraduate colleges.

6.6 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the aided female teachers of undergraduate colleges.

6.7 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the self-finance male teachers of undergraduate colleges.

6.8 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the self-finance female teachers of undergraduate colleges.

1.11 Delimitations of the study

Keeping in view the limitations of time & other resources available, the current research was surrounded to the following aspects:

1. The research has been delimited to Lucknow city only.

2. The study has been delimited to 400 teachers of undergraduate colleges of Lucknow city.
3. The study has been delimited to 200 male teachers & 200 female teachers of undergraduate colleges of Lucknow city.
4. The study has been delimited to 5 aided & 5 self-finance undergraduate colleges of Lucknow city.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed in detail the importance of the current research problem, research objectives & hypothesis etc., the current chapter is divided to make a brief review of related studies. A literature analysis includes evaluating, reading & locating research papers & Casual views & findings files, individual proposed study ventures are separated. Any research is carried out to find new principle/fact or restructure the existing framework of knowledge in new context. Knowledge is cumulative in the universe. Every research piece contributes in relating one or other piece of knowledge which already exists. This is the reason to start every new research with a review of the related literature. The way in which each study rely on earlier works, in the same way, the present research will provide a basis for future work by other researchers. The review of related researches & literature is a customary component of any dissertation or thesis. Making of an extensive review of the related studies is a vital component of the research process. Research in any field demands an updated review of past studies. The key aim of the research analysis is to assess what has already been done in the field of study; along with knowing the actual need of the study undertaken in the context of time. The review underlines the significance of investigation

According to Best (2008)– A literature familiarity with all areas of issue encourages students to figure out what they already know, what some have tried to find out

what are good & unfortunate approaches to strike, & what are the remaining issues that must be overcome. Introduction is a portal, & literature review is the key to the researcher's academic work. The knowledgeable doctor should keep the new discoveries as well as inventions on the topic of medicine continually updated. The competent lawyer should be able to quickly find the relevant information. In the educational sector too the researchers should be provided with updated awareness of what has been planned & achieved in the same field within which they want to study issue.

Literature analysis also lets scholars prevent the doubling of the work already performed. The goal is to evaluate previous experiments & to show their utility for the research. Therefore the analysis of applicable literature is an essential prerequisite for successful preparation & then the conduct of research work.

2.1 Need of review of related studies

The following objectives of the analysis were provided by Hart (1998):

- To distinguish between what has been done & what has to be done;
- The identification of important theme-related variables;
- A new understanding gained & synthesised;
- Classification of the interaction of experience with ideas;
- Establishing the issue or background of the subject;
- The rationalisation of the issue's importance;
- Learn & develop vocabulary of the subject;
- Containing the layout of the subject;
- Identification of methods & methodologies used;
- Putting studies in a historical sense to illustrate experience of state-of-the-art trends.

The phrase “Review of Literature” involves two main words i.e. literature & review. The term “review” means to organize or arrange the knowledge of the specific area of research & the term “literature” is used with reference to the language & the subject content underlying the study.

An integral feature of a research project is the survey of relevant research & literature. A detailed review of the issue that was already done is an important step in fixing it. In any analysis, it is important to hear about the issues under review that have already been talked about, articulated & completed. This has been possible only by surveying & reviewing books, dissertations, abstracts, indexes, documents, records, newspapers, journals, & other information sources indirectly or directly concerned with the problem. “With these purposes, the researcher consulted books, periodicals, manuscripts, reports & other relevant related literature & tried to lay sound foundations in order to crystallize the problem under study. The researcher also made an extensive study for reviewing the related literature.

The higher your study academic level, the more important is to integrate your results with exiting literature. Literature Review can be frustrating, daunting & time-consuming, however this is also rewarding. The Review of the Related Literature is a prerequisite of the research project. In the words of **Walter K. Borg**, “The literature in any field form the foundation upon which all future work will be built; without knowing the past we cannot do some new work in a subject, it is very necessary that we should know the past of the subject.”

JOHN W. BEST, *“Particularly all human knowledge can be found in books & literature, unlike other animals that must start a replacement with each generation, man builds upon the accumulated & recorded of the past”*

The literature survey imparts the researcher with the required knowledge on the general field & the issue in particular. It tells the investigator about the problem in question up to date. The results from previous studies motivate the new staff to take on beneficial educational ventures based on previous knowledge, in order to prevent previous failures or defects. It would be interesting to see if the problem has been already completed.

2.2 Purpose of literature review

The basic purpose of review of related literature is to transmit to the reader, the ideas & knowledge that were established along with strength & loop falls on a topic under

investigation. It offers updates regarding status of the research in the selected field. The review makes the investigator to familiarize with any contrasting perspectives of the selected topic.



Fig 2.1 Purpose Of Literature Review

Some relevant research reports concerning the topic under examination that the researcher laid hands above are discussed as follows:

2.3 Studies related to Teaching Effectiveness

Saxena (1995) undertook a research on “teacher effectiveness in relation to adjustment, job satisfaction & attitude towards teaching profession.” 545 teacher has been randomly selected as a sample. The main results have been (i) Both ineffective & effective teachers have been obtained to be well adjusted, & they had good attitude for their teaching profession as well as they are more satisfied with their work (ii) Experienced, science, private, Effective rural, Teachers had relatively better attitude towards teaching than the

less experienced, arts, government, & urban teachers respectively whereas this is reverse in ineffective teachers case (iii) untrained teachers, graduate, younger, & Female, had favorable relatively attitude as compared to trained teachers, postgraduate older, & male, respectively.

Babu & Gnanaguru (1995) conducted a research on “teacher effectiveness & involvement in teaching of Commerce teachers at higher secondary level in Tamil Nadu.” As sample 288 commerce teachers have been selected randomly 144 Tamil Nadu higher education institutions. The study findings were I attributes explicitly connected to the quality of commercial teaching were more significant than features indirectly linked to the successful output of the teacher's place of operation, ii) teachers with commercial teachers with no effects on their teacher efficiency & iv) teachers with a degree in teaching & iv) teaching with greater efficiency. as well as their Teaching Effectiveness are obtained to be significantly interrelated.

Wilhem (1996) the research was targeted "in a sample of 41 full-time 72 teachers & 560 students of a multi-site Texas Community College," with a view to "pupil & educator perceptions of Teaching Effectiveness," the findings revealed that there is a substantial distance between student views, between instructors & students or between courses in the following 7 classes:

Overall Rating

- Individual Rapport
- Readings/ Assignment
- Grading/ Examination
- Clarity/ Organization
- Instructor Enthusiasm
- Learning/Academic value

Gupta (1997) in a study on “the role of induction programme in teacher effectiveness found induction programme to be a period of adjustment”, which helps Effective current teachers New teachers may lead to instructor productivity, work satisfaction, & healthy attitudes. as well as teaching.

Vasanthi & Anandhi (1997) undertook a study on “417 B.Ed. student teachers to throw some light on the influence of some factors on teacher effective of student teachers.” Major results were (i) Intelligence factor was shown to have a high significant relationship to the productivity of the B.Ed instructor. (ii) The significant relation shows that as teacher education viewed, the higher intelligence the stronger (iii) this has been obtained The male student-teacher inter-relationship matrix shows an essential association among achievement motivation, intelligence & teacher effectiveness (iv) B.Ed women's inter-relation network of teachers, intelligence, self-conceptions, teaching behaviours have demonstrated substantial association with teacher performance in the positive direction.

Rajput & Agarwal (1998) conducted a study to explore whether the heads & teachers of primary schools in Delhi were aware of the concept & the extent to which they practiced continuous & comprehensive evaluation.

Treder (1998) analysed the actions of efficient & traditional teachers against the inclusion in their daily classroom of students with particular needs. More effective teachers suggested stronger interaction of special needs & higher degrees of promotion of their classrooms. In this respect, they identified more effective teachers.

Mishra (1999) in a study on “teacher effectiveness of elementary school teachers in relation to their attitude towards teaching, level of aspiration & job satisfaction, found that teacher effectiveness has significant positive correlation with job satisfaction & there exists a significant two-factor interactional effect in teacher’s attitude towards teaching & their job-satisfaction on Teaching Effectiveness.” Teachers with a large education & poor output demonstrate the best mean credentials & teachers with a low education & a low jobs output have the worst mean teacher efficiency scores.

Patil (1999) observed in a study on relationships between the presumed teacher efficacy & junior high school teacher's variables that a young university professor's achievement motivation is superior to that of arts professors, whereas a young university lecturer's happiness with research & trade is higher than a university professors.

Bhattacharya (2000) performed a research to explore the impact of the intrinsic motivation on teaching competence, & attitudes towards teaching professions of primary teachers. The research results show that intrinsic motivation is important to increase the level of teaching skills & to improve attitudes towards primary careers.

Hay McBer (2000) has taken a research analysis & has identified three key influences within the guidance of the teacher that have a major impact on the success of the pupils.

- Professional characteristics: These can be recognised & learnt from The provisions & behaviour models underlying what teachers do with core beliefs, responsibilities & attitudes
- Teaching skills: the — specific skills or micro-behaviors of Teaching – this should be taught & learned identified.
- Classroom climate: An performance indicator of student community opinions on working in a specific teacher classroom is very much linked to the incentive of students to study & work as much as they can.

Hay McBer found that the researchers were unable to forecast Teaching Effectiveness with details on credentials of students, age, experience, etc. —while there was no perfect knowledge on pupils' performance gains, broad judgement on the productivity of teachers proved possible & feasible.

Joshi & Parija (2000) conducted a study to explore the personality traits in B.Ed teachers as well as their connection with teaching competency.

Marsland (2000) reviewed teacher efficacy studies for multi-intelligence (MI) theory components. The results of the study found a substantial difference between intelligence & its inclusion in studies on instructor effectiveness. Interpretation of the figures reveals that

in teacher effectiveness analysis there is no consistent balance in what is assessed or in what is created.

Panda (2000) performed a research to examine parameters including development of competences of primary school teacher empowerment.

Quandahi (2001) has taken a research to distinguish Teachers that meet high expectations of students more successfully, consistently, & less effectively. success in kindergarden education practises. The professors included nine children's kindergartens & 208 students from four schools of various ethnic backgrounds. The outcomes of the research indicate that certain general characteristics of teachers can be differentiated which are more effective or less successful to deliver high childhood efficiency. Teachers that have been classified as productive usually report a stronger theory & practise of growth. Interestingly, the children of the productive teachers were extremely competitive in their first grade, & the educational strategy in their first grade sustained high performance.

Malhotra (2002) has performed an adaptation analysis on the efficacy of students. The study findings indicate that change by teachers will play an important role in sustaining high educational performance.

Bobbie Chan (2002) has found that the utility of teaching by the teacher in the classroom atmosphere in his research, Renzing, Face, Harmony & Expression. Certain aspects of the distinctive Chinese traditional indigenous element seem a valuable contribution to forecast Chinese attitudes & actions in school. In fact, Equilibrium tends to be closely linked to all four facets of schooling.

Paul & Kumarvel (2003) in a report, demonstrate that professors have diverse teaching backgrounds, cultures, management structures & position in terms of their effectiveness. Rural teachers have also been shown to be more successful than urban teachers.

Johnson (2004) found many teacher productivity aids in a report. They make an adaptable programme & promote technical development as well as a career in which the interplay between novice & veteran teachers is comprehensive & permanent.

Malik (2005) found that teacher success was highly successful in all classes. Teachers of both men & women have no substantial disparity, & teachers under the age of 45 have improved outcomes. He also observed a major gap between educated & untrained teachers, teachers in urban & rural areas.

Jain (2006) has published a research in formal & distance style on the efficacy of educating teachers. He understands that one of the five ways of designing the teaching performance lesson is not used correctly in classrooms. The skills required in 'learning growth' play an important role in assessing teachers' effectiveness. The research indicates an essential association between the teachers' attitude & teaching performance.

Opdenakker & Damme (2006) analysed the impacts of teacher characteristics on metrics of successful teaching practises in secondary education in mathematics classes through multi-level study, such as gender, teacher education & certification, class management qualifications. The study showed that successful work Clear learning style & strong management capabilities may be explained.

Newa (2007) Found the I in study "The secondary school teachers belonging to government & private schools exhibited comparable teacher effectiveness (ii) Secondary school teachers of different academic streams viz., Language, Science/Mathematics & Social Science exhibited comparable global satisfaction. (iii) Language teachers were least satisfied w.r.t job-concrete & economic factors as compared to the teachers of Science/Mathematics & Social science stream. With respect to other areas of job satisfaction viz. job abstract psycho-social & community 70 growth, no significant differences were found. (iv) The school teachers of government & private secondary schools belonging to different academic streams exhibited comparable job satisfaction in each of the areas of job satisfaction.

Begeny et. al. (2008) Teachers have suggested in a teachers' perceptions of a university student's paper that they were usually exact in estimating students with high oral fluency, but they found it harder for teachers to assess students with medium to poor oral fluency.

Boyd et al. (2009) considered the average performance of systems to be distinct. Boyd et al. (2009) drew from the evidence on paper analyses, interviews, teachers' prepares instructors' polls, the pupil & graduate surveys, & student value added ratings in their analysis of 31 teacher training programmes. They observed that while teachers were trained to learn one subject successfully, they appeared to be able to train teachers to educate others. They also find that teacher training systems centred on instruction & classroom skills, & supplying teachers with tools for learning classroom activities aim to educate teachers more effectively. Finally, they observed that interventions containing some kind of final aspect of the project (for example, a personal research paper or presentation of a portfolio) were intended to create more successful teachers.

Kauts & Saroj (2010) in his research observed that high-grade teachers with emotions are less stressed & more performing, whereas teachers with lower Emotional Intelligence are more stressful & less stressful at their careers efficiency in education. Therefore Emotional Intelligence has been shown to help alleviate teachers' job stress & improve their Teaching Effectiveness...

Khatal (2010) found that the teaching skills influence the efficacy of an instructor. Compared to the non-effective instructor, effective teachers tend to be more qualified to instruct. A teacher with a higher learning capacity seems to be more likely than a less qualified teacher to be successful.

Sandeep, Sawhney & Kaur (2011) in her research I found I considerably unchanged the effectiveness of male & female instructors. (ii) The self-conception of elementary school teachers, men & women has been substantially different. (iii) The effectiveness of teachers is related fundamentally & the self-conception of primary school teachers in men & women.

Pradeep Kumar Mishra (2012) revealed an investigation into the efficacy of local & organisational environment for Senior Secondary School teachers. In this research he shows that teaching is one of the oldest careers in the country. She's really the mother of every profession since the teacher teaches practitioners of other careers. Teachers are

fundamental to all school considerations & the bulk of the debates on the position of teachers specifically or implicitly concentrate on education policies.

Josheph B. (2013) found that sex has no major impact on teacher effectiveness's intimate, educational, intellectual, teaching & societal methods, i.e. teachers have equal efficacy. In all areas of instructor productivity & technical performance locality has no major impact.

Pachaiyappan & Ushalaya Raj (2014) has done a study on “Evaluating the Teacher Effectiveness of Secondary & Higher Secondary School Teachers”. The research results indicate that the efficacy of the teachers in men & women at school did not vary greatly. The study also shows that the effectiveness of teachers among teachers in place, arts & science, secondary & high-school education & form of school management was substantially different.

Chowdhury (2014) Study on the "Experience in sex, age, experience, & qualifications of Secondary School teachers" This analysis shows that most instructors, men & women, have an average level of Teaching Effectiveness. The study reveals that the demographic, age, expertise & training performance of secondary school teachers are not significantly impacted.

Kothawade (2014) Study on "The Effectiveness & Jobs Satisfaction of Teachers in Higher Secondary Schools" has been published. The study results reveal that high school teachers in Dhulia District have an adequate teaching potential of 44.04 per cent. The great disparity in the effectiveness of the schooling of men & woman teachers in high schools in Dhulia district. There was also no major difference in the Teaching Effectiveness of arts & science teachers in the higher secondary school students in Dhulia district.

Shuls & Trivitt (2015) got evidence of the correlation between higher teacher cognitive abilities in mathematics & higher student grades.

Ms.PreetiBala | Liyaqat Bashir (2016) done a study on “the Teaching Effectiveness of secondary school teachers in relation to with work motivation.” A survey of 200 teachers from the Kashmir Valley consisted of this report. The data was collected using the

Yashmin Ghani Khan standardised Instructor Effectiveness Scale (2011) & Dr. K. G Agarwal's Job Motive Questionnaire (2006). The result indicates that Performance in educating teachers in secondary schools with job excitement is negative.

Umasankar Dash & Pranab Barmanto (2017) study the level of Teaching Effectiveness of Secondary School Teachers in the district of Purba Medinipur, West Bengal. In this analysis, the authors used a system of descriptive survey. Teachers' effectiveness in teaching was measured by their students in this report. The survey includes 100 teachers working in various high schools in Purba Medinipur district. For sample collection, the stratified random sample protocol has been applied. The investigators themselves have built a scale to calculate the teaching productivity in the Likert's five-point scale. e. There is a clear unity, acceptance, neutrality, conflict & strong disagreement. The writers of this report have taken advantage of Graph, ANOVA, t-Test, S.D., & Mean, for data interpretation. The study's findings suggest that Purba Medinipur is decent overall teaching performance of secondary school teachers. While there are no substantial gaps in their teaching efficiency on the basis of gender, flow, preparation, & qualifications among secondary school teachers, it is also revealed that there is a considerable difference in teaching efficiency on the basis of school locations among the secondary school instructor.

Amadi E.C. & Allagoa, I.C. (2017) Showed the generation, education skills & teaching years experience had significant influence on teachers' classroom management effectiveness, though, gender & educational discipline of teachers had no significant influence on their classroom management effectiveness.

Mrs. Mamoni Boruah Dr. Boa Reena Tok (2017) this study focused to find out the Levels of work satisfaction & the productivity of teachers in high school. As secondary education is a critical phase in the hierarchy of education in training students for the future resident, instructor failure to be successful & happy with its work in the learning process. The research involved a detailed sample & a random system of sampling. 47 high schools from three districts of Assam were selected & the teachers (570) were selected as a research sample. The study indicates that Assam secondary school teachers are not really pleased with their work. It is also noted that teachers from Assam high schools have

averaged teacher effectiveness. The research therefore assumes value since it allows teachers to recognise their shortcomings in their occupation.

In their previous report, the researchers (**Halder, U.K. & Roy, R.R., 2018a**) found positive associations between work satisfaction & the productivity of teachers & their different facets: intimate, technical & academic aspects, the strategic & social aspects of teacher performance are directly & strongly interlinked. In another research (Halder, U.K. & Roy, R.R., 2018b), related findings were revealed in terms of the interrelationship between adaptation to teacher requirements & the efficacy of teachers & their different facets, namely, personal aspect, the technical aspect & academic aspect.

Carmen-Maria, Fernandez-Garcia, Ridwan Maulana, Mercedes Inda-Caro Michelle Helms-Lorenz (2019) done a study to examine student perceptions of teaching behavior. The principal goal also was to investigate the potential to understand shifts in students' attitudes in the way their teachers view themselves (pedagogical, sexual & teaching experiences). Learning from the standpoint was addressed of teaching & teacher performance. The study was attended by secondary (N=7,114), who were taught in Spain by 410 teachers. Nonparametric studies, U Mann–Whitney & Bonferroni Kruskal–Wallis adjustment & impact size measurement have been used to interpret survey performance. Interesting discrepancies in lower high school, high school & technical education & instruction for teachers have been reported.

Aungkana Boonsem & Thongchai Chaoensupmanee (2020) This research was designed to determine teaching efficiency variables for teaching Physical fitness by analysing the student positions on King Mongkut University of Technology's teaching courses in Thonburi with six facets in all. The survey contained 1,000 students, 558 men & 442 women. The results in the study shows that the names of physical training teachers (59.18%) are the highest percentage of overall physical training output, & the lower assessment & assessment percentages are the lowest (45.53 percent). Pedagogues are crucial in improving the wellbeing of children & teenagers as they foster moderate to extreme physical activity more successfully than school teachers.

2.4 Studies related to Emotional Intelligence

When psychologists started intelligence studies, they concentrated themselves on non-emotional items like reasoning, intellect, mind, memory & problem solving (Intelligence Quotient). Though, researchers understood emotional variables including thoughts, moods & not – awareness was equally critical at an early level (Emotional Quotient). In the fields of business, public management & education, Emotional Intelligence research have been undertaken & became generally recognized As a power that's necessary. This is this segment intended to discuss the latest research, which have provided important results & which relate to this report.

Goleman (1995) & Cohen (1999) have noted that academic learning & achievement are focused on knowledge about others, & ourselves & on the capacity for this knowledge to solve problems (Cited in Vandervoot, 2006).

Pesuric & Byham (1996) find that after managers underwent instruction in manufacturing facilities on emotional skills, such as listening better & helping workers overcome their issues by themselves, missed time injuries have been lowered from 15 per year on average to 3 per year, & the production targets have executed by over 250,000\$.

Cooper (1997) examined that profits are often related to the way staff, peers & business feel about their jobs. He finds Emotional Intelligence embraces all of the best choices, more diverse businesses & most, not just intelligency cohorts or pure brain capacity rewarding profession.

Cherniss & Goleman (1998) reported that the industry is missing between US\$5.6 billion & US\$16.8 billion annually by not compliance with preparation standards for increasing Emotional Intelligence on the workplace. They observed that the impacts of educating workers in the areas of mental & cognitive skills for programmes that obey their orders were greater than in other programmes, & that businesses were less impacted & therefore saved revenue from failing to adopt these programmes.

McClelland (1998) In a report, data from over 30 banks, refiners, geological, sales & health industries indicate different behaviours have been shown to differentiate the top performer from the average in terms of Emotional Intelligence competences, attributes such as drive for success, growth, adaptability, influence & self-trust.

Mayer, Caruso & Salovey (1999) redefined the EI as a person's capacity to recognise access & create emotion to enable judgements. Further, personality, emotion & Emotional Intelligence help to grasp & control emotions to facilitate mental & intellectual growth.

Seibert, Kraimer & Liden (2001) Emotional Intelligence may contribute to work performance (as reflected in salary, salary increase, & company rank) by enabling people to nurture positive relationships at work, work effectively in teams, & build social capital. Work performance often depends on the support, advice, & other resources provided by others.

(Singh, 2001) Studies of 100 bank workers at Manila University have shown that the intelligence quotient values are practically irrelevant to work performance while the emotional quotient score accounts for 27% of job performance.

(Singh, 2001) 10 best Indian company researches have reported a more optimistic organisational culture created by improved emotional maturity in the Member's actions.

The relation between Emotional Intelligence, physical & psychological wellbeing has been investigated in a **Nikolaou-Tsaousis paper (2002)**. The investigators assumed that A high standard of Emotional Intelligence was correlated with healthy physical & psychological wellbeing & feelings preferred by frequencies of smoke, alcohol & safe living conditions. Their paper encouraged theories & a high degree of intellect with strong physical health & better quality of life.

Sjoberg & Littorin (2003) in her research studied the perceived danger, Emotional Intelligence & numerous additional aspects of job, personality & success in a telecommunications business. They concluded that Emotional Intelligence was correlated

with the other variables especially the balance of life & work (positively), positive affective tones (positive), materialistic ideals & fascination with wealth (negatively).

Creative Leadership Center (2003) notes that higher levels of Emotional Intelligence have been related to improved results in the fields of participatory management, easy self-awareness, personal life-to-work balance, quick & smooth relations, decisiveness, troublemaking, change management, etc.

Sinha & Jain (2004) published an emotional awareness analysis & its effect on the findings. They stated that Emotional Intelligence dimensions are dramatically associated with work satisfaction, personal performance, interpersonal engagement, effectiveness of credibility, general fitness, morale, the purpose of attrition, company effectiveness & organisation's affinity.

In his research, **Kakkar (2004)** highlighted the fact that an organization's management team is more experienced in developing a working atmosphere in which people are having good feelings. He claimed that the company would enhance its function by stressing perception & relational comprehension within an entity.

Brenda & Christopher (2004) suggest if implemented to strict institutional constraints as with engagement in decision-making, emotionally intelligent employees will be more effective organisational learning. The authors also emphasised that Emotional Intelligence, interpersonal performance & decision making should be used to strengthen the capacity of an enterprise to navigate transitions & boost the effects of its progress.

Mathieu & Zajac, (1990); Meyer & Allen, (1997); Meyer, Stanley, Herscovitch, & Topolnytsky, (2002); Sinha & Jain, (2004) Studies have shown that Emotional Intelligence (EI), in terms of interpersonal participation & work satisfaction, affects the success of an individual. However, previous study was mainly confined to the private sector. The current research will also be carried out to explain the teaching efficacy of undergraduate teachers in relation to Emotional Intelligence, corporate engagement & Studies show the potential to forecast a range of organizational outcomes, for example better efficiency, decreased attrition & awareness.

In its research **Bhalla & Nauriyal (2004)** stated that Emotional Intelligence is a possible useful tool in recognising & forecasting the success of individuals. They further stated that Indians are highly concerned with Emotional Intelligence, as they have a deep need to become associated & Emotional Intelligence will improve their productivity significantly.

The relationship between competent Emotional Intelligence factors & stress output has been investigated by **Lyons & Schneider (2005)**. The authors predicted that High levels of EMI will support difficult evaluations & positive outcomes, while low levels of EMI will facilitate risk management & boost results. The authors showed that some aspects of emotional sensitivity had more to do with challenges & improved output, whereas the performance after cognitive capacity is associated with other dimensions of emotional knowledge, show incremental validity.

In **Cumming (2005)** New Zealand staff study investigated the link between emotional maturity of work & success. He also examined the relationship between population, career success & Emotional Intelligence. The results of the study show a critical link between Emotional Intelligence & workplace performance. With the Emotional Intelligence & characteristics of most people, no significant relationship between Emotional Intelligence & sexuality, Emotional Intelligence, size, category of work or Emotional Intelligence has been found.

Malekar (2005) built from the viewpoint of Emotional Intelligence a matrix of human resource management. Her studies showed that corporate systems often refuse to identify the poorer facets of individuals & position them in jobs for which they are unable naturally. These circumstances result in often unconditional & bitter disagreement & actions. Job architecture with an eye on a role's Emotional Intelligence material is as critical as identifying the role, its abilities & the clean execution of tasks.

Sharma (2005) undertook an overview of how managers in the profitable & service industries with a span of at least 10 years of service contribute to the relational maturity & corporate engagement. The results suggest that emotionally intelligent people will become more involved in the organisation as their feelings are cooled down by the working atmosphere that makes them more dedicated. Emotionally aware workers reflect their

responsibility for the organisations, performing their obligations & holding their heads up even in critical moments.

Gabel, Dolan & Cerdin (2005) share their thoughts on global team managers in different diverse cultures who might require contextual wisdom in the recognition, approval or reaction to foreign cultural demands. their opinion It is in charge of control of the sector. The authors thought that emotional sensitivity is a significant predictor for transcultural success global task managers. The results demonstrate the significant position played on intercultural changes in the substantive relationship between some forms of emotional awareness & multinational managers' effectiveness. In order for forecasting management efficiency to be accomplished according to expectations for recruiting of international contract managers, the study proposed implementing Emotional Intelligence assessments.

Humphreys, Brunsen, & Davis (2005) carried out a report direct health care workers & observed a positive correlation between EI & Organizational Commitment.

Bansibihari & Surwade (2006) conclude that teachers' Emotional Intelligence raises students' desire for success, confidence, satisfaction & aim of learning as aggression, loneliness & alienation decrease. The instruction of teachers emotionally experienced will be More stable than teachers that are insecure or not mentally. Thus, teachers who have an emotional background can typically make independent judgments & cope properly with their feelings. They are mature mentally. You can cope with pressures, empathise, communicate well with others & gain faith in others. Teachers developed mentally will understand & assume responsibility for their strengths & shortcomings. They can be self-confident without insult & know what to lead & pursue. As leaders & settling disputes, they are successful. Emotionally matured teachers will then think, sound & act better & make learning easier for the pupil.

Cote & Miners (2006) examined the correlation among job performance, cognitive intelligence, & Emotional Intelligence. 175 full time, managerial & technical workers from a major public university is the focus of this report. The findings showed that the correlation between emotionality & work success was moderated by cognitive intelligence. Emotional Intelligence is also a good forecaster for work success & OCBO (Organizational

Citizenship Behaviour directed at the Organization) while cognitive intelligence has diminished, e.g. defending When other staff question it, the company. Results revealed that forecasting work success with cognitive intelligence only includes risk as workers with a poor understanding will successfully function if their emotional understanding is high.

Sy, Tram & O'Hara (2006) analysed connections between the Emotional Intelligence of their food service workers, the Emotional Intelligence of their employers, employee satisfaction with their employment & the efficiency of their employees. The findings revealed that the subjective perception of workers is positively related to success & happiness at work. In comparison, the Emotional Intelligence of managers was more optimistic than the happiness of high emotional intelligent workers with jobs. The results indicate that Emotional Intelligence of managers is essential for workers with low Emotional Intelligence.

Bar-On, Handley, & Fund, (2006) the efficacy of 1171 US Air Force recruiters was one of the most comprehensive analyses of success. The hiring staff are categorised into high-level categories, those that reached or exceeded 100% of their recruitment targets, & low-level groups (those who met less than 80 percent of their recruiting goals). The recruiters obtained an emotional quotient which showed that 28% of the gap of success between the two groups was expected by the emotional quotient. 81% of recruiters in high- & low-performing categories were appropriately classed in the emotional quotient. In addition, high-level recipients were able to place recruits in positions which closely suited their experience & skills.

Shanker & Sayeed (2006) investigated 139 administrators from different Western India organisations. The research was intended to establish a link between emotionally aware managers & the professional advancement of managers. The management ratings of different dimensions of Emotional Intelligence were associated with managers' indices of professional growth, conceptualised by amount of promotions & the rated work performance. It was tentatively supported in the results the theory that the emotionally intelligent leaders appear to grow professionally more successfully than others who are less emotionally intelligent.

Kulshetra & Sen (2006) studied the subjective well-being of executives with respect to Emotional Intelligence & power. They undertook a survey of 150 managers from various Hero Honda Motor Ltd jobs strata. The findings of the research show the important connection between Emotional Intelligence & the locus of influence & subjective health. Staff with a high Emotional Intelligence & internal control locus have achieved major positive & negative impacts.

Lopes, Grewal, Kadis, Gall & Salovey (2006) looked at 44 analysts & clerical staff from a financial department of the Fortune 400 insurance company's association between Emotional Intelligence & workplace performance. Results found that strong emotionally wise jobs earned higher merits & were rated more favourably than their peers. This workers also have increased behavioural facilitation & tension tolerance level for colleagues &/or superiors.

Kumar (2007) investigated the effect on interpersonal learning of Emotional Intelligence. The findings revealed a strong & important association between Emotional Intelligence & organisational learning. The results have consequences for managing people for organisational learning development & maintenance.

Adeyemo (2007) a further study carried out on workers in the public sector revealed that EI's relationship with organisational engagement & work satisfaction is important & optimistic.

Chiva & Alegre (2008) examined the correlation between job satisfaction & Emotional Intelligence. Data were obtained by workers from blue-collar producers of ceramic tile in Spain. The findings indicate that emotionally wise people are more likely to be extremely pleased with the task. Results further reveals the fact that organic learning capacity (OLC) has a major role to play in assessing the impact of emotional competence on work satisfaction as a collection of stimulatory variables that promote organisational learning (e.g. experimentation, risk taking & sharing of knowledge with the external world, dialogues & participatory decision making. The major implication was that the connection between individual Emotional Intelligence & some working environments influenced job satisfaction.

Kafetsios & Zampetakis (2008) tested for links between Emotional Intelligence, affect at work & job satisfaction. The findings suggest that a significant measure of job effectiveness & happiness is Emotional Intelligence. The findings showed that the association between Emotional Intelligence & job satisfaction is significantly affected by both positive & negative occupational impacts. Among the four dimensions of Emotional Intelligence, emotional utilisation & emotional control were essential predictors of working effects, whereas the belief that the emotion of others was specific to job satisfaction.

Brundin, Patzelt & Shepherd (2008) analysed how & why emotional displays of managers influence the willingness of employees to act entrepreneurially. The results indicate that the faith & happiness displayed by managers in business ventures increases workers' readiness to operate in an entrepreneurial capacity by using evidence from 31 businesses, while displays of dissatisfaction, worrying & uncertainty decrease them respectively. The results are consistent with the Emotional Intelligence paradigm, in which emotionally wise administrators are able to use emotions to develop cognitive processes within their workers. In other words, the show of emotion by supervisors will make workers feel good or bad. Managers may affect employee efficiency by being mindful of the results of expressing positive or negative feelings by being more responsive & able to change their shows.

Salami (2008) analysed relationships with demographic variables such as age, marital status, gender, tenure of jobs & schooling, Emotional Intelligence, work-place outcomes, success drive & work satisfaction for industrial workers' organisational engagement. There were 320 workers (150 females, 170 males) picked randomly from five factories & from five factories in the State of Oyo, Nigeria. The findings revealed that the employees' organisation's engagement was substantially predicted by Emotional Intelligence, work performance motivation, job happiness & all demographical variables except gender.

Stein, Papadogiannis, Yip & Sitarenios (2009) looked at management's Emotional Intelligence ratings about different corporate results, such as net benefit, development management & management & retention of workers. The findings suggest that managers

with higher levels of empathy, self-respect, tests of truth & problem solving are more likely to deliver high-profit firms & were often considered to be easy to handle growth, manage others, train & maintain workers.

Patnaik (2009) examined the engagement of postgraduate teachers to their organizations, working attitude & career satisfactions. The research showed a disparity in organizational participation between men & women teachers. The correlation between organizational engagement, job satisfaction & work attitude is mild. This indicates teachers who are more pleased with the job & have a more optimistic attitude towards work.

Momeni (2009) examined the relation between the Emotional Intelligence of managers & the organizational climate that they create. Random samples were chosen for 30 managers from the manufacturing firms in Iran. A updated version of the Corporate Environment Inventory was completed, which tests 5 dimensions impacting occupational climate: reputation, respect, justice, pride & fellowship. The findings suggest that the greater the emotional maturity of a boss, the healthier the working environment. Social cognition & self-awareness have the highest impact on the organisational environment among Emotional Intelligence dimensions. The study recommended that organisations, in order to build a supportive organisation's environment, should concentrate their attention on attracting managers with high emotive & social abilities & also offer management Emotional Intelligence preparation & resources for growth.

Deshpande (2009) investigated the impact of Emotional Intelligence, ethical behaviour of peers, & ethical behavior of managers on the ethical behavior of 180 not-for profit hospital employees in the U.S. The findings showed the important positive influence of emotional experience, of ethical actions of colleagues & superiors on the employees' ethical behaviour. Ethical choices are more likely for workers with social experience such as empathy & self-management. These capabilities can be evaluated during the recruiting, retained & improved during success evaluations by preparation & training programmes. All in all, the study suggested that Emotional Intelligence would create a healthier atmosphere for studying, functioning & caring.

Quoidbach & Hansenne (2009) investigated the relationship between Emotional Intelligence, performance, & cohesiveness in 23 nursing teams in Belgium. The findings of the nursing staff were assessed at four levels: work satisfaction, the ranking of chief nursing officers, turnover & efficiency of the health care. The findings did not support a general interpretation that all Emotional Intelligence elements contribute to all success measures; however the information strongly supported a connection between emotional laws as an integral part of teamwork (i.e., health care quality). Emotional control has also been associated favourably with group cohesiveness. These findings show that emotional management can offer an interesting new approach to strengthening coordination of nursing teams & patient/customer outcomes. The research indicated that instruction on social regulation techniques could be more effective during team bonding seminars than relying on activities for developing longer-term harmony.

In their research **Khokhar & Kush (2009)** described managers' success at various Emotional Intelligence levels & related Emotional Intelligence to successful performance at the workplace. Twenty (200-year-old) male executives of BHEL (Haridwar) & THDC (Rishikesh) were chosen in age from the State of Uttarakhand (India). T-tests were used to calculate the mean variation between groups for distinct groups. The results of the analysis found that managers with a higher Emotional Intelligence showed a greater quality than their counterparts.

Ramo, Saris & Boyatzis (2009) assessed the correlation among job performance, personality, & Emotional Intelligence, as determined by superior & peer nominations. There were 223 staff from three Spanish medium-sized companies, who took part in a knowledge management programme focused on emotional & cognitive skills. The findings suggest that both emotional & social abilities & personality attributes are important predictors of work success. Competences are more powerful than global personality characteristics as an indicator of success.

Wong, Wong & Peng (2010) empirically investigated the potential effect of school leaders' (i.e., senior teachers) Emotional Intelligence, on teachers' job satisfaction in Hong Kong. The findings suggest that educators agree the middle-level Emotional Intelligence is

important for their performance, & that the Emotional Intelligence is positively correlated with work satisfaction, according to a broad sample of teachers surveyed. The study reveals that the teaching career demands high levels of Emotional Intelligence from both teachers & school leaders. In reality, this suggests that Emotional Intelligence should be one of the primary issues in the selection, preparation & advancement of teachers & school leaders & that educational researchers should do more to improve training courses to enhance teachers' & leaders' Emotional Intelligence.

Vanithakale (2010) carried out a comparative study of B.Ed. trainees' Emotional Intelligence. The purpose of the analysis was to test B.Ed.'s emotional understanding research on male B.Ed.'s Emotional Intelligence. The study contains 100 students from four schools of Amaravathy, 50 male & 50 female trainees, randomly chosen. It was noted that, with respect to their emotional maturity, there was no substantial difference between men & women.

In their research, **Hall & West (2011)** found that feelings, communication & success are important to the relation between comprehensions.

Mahmoudi A. (2011) Studied Impact of Emotional Intelligence between (300) three hundred B.Ed pupils studying in five(5) B.Ed colleges of Yasouj County Colleges in Kohgiluyeh County. For research, a descriptive analysis, F & T-test were employed & found to provide a normal emotional maturity for the B.Ed. instructor trainees.

Mondal, N.K., Paul, P.K & Bandyopadhyay (2012) analysed the nature & extent of Emotional Intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers, including sex, age, teaching experience, qualification & schooling, have taken part in the studies in urban & rural areas. The findings indicated that few socioeconomic factors the interpersonal intelligence of the teacher has a good impact, some of which were not significant.

Mishra, S., & Laskar J. H. (2013) this research emphasises the importance of caste, experience & qualification of the Emotional Intelligence of teacher teaching at high-school & secondary senior high-schools. A validated Emotional Intelligence evaluation test was

used to test 120 intermediate & secondary school teachers from Hailakandi District, Southern Assam, Barrack Valley. The findings indicate that teachers do not usually have an Emotional Intelligence distribution; 50% of teachers in the sample have low emotional comprehension. There have been no variations between ethnicity, experience & qualifications. Yet there is a wise shift in classification.

Farzadnia (2014) conducted a study “to examine the relationship between Emotional Intelligence (EI) & conflict management styles among high school teachers of Tehran, & identified the styles of teachers” conflict management. 108 teachers went through a quantitative study.” Data have been compiled from two questionnaires for conflict management models "Siberia Shrink" for EI & "RobBins." The findings from the Pearson Product Moment Correlation suggest that types of conflict management have the most common type for instructor conflict care with significant & constructive interactions of emotional maturity & collaboration.

Jabbari & Homayoun (2014) in their study, analysed the probable relationship between EFL teachers burnout & EI in private language institutes of the cities of Shiraz & Marvdasht, Iran. They also investigated whether EI could predict burnout. To this end, 100 EFL teachers working at private language institutes, situated in Shiraz & Marvdasht filled out EI & burnout questionnaires. To collect the data about teacher burnout, Maslach Burnout Inventory-Educator's Survey (MBI-ES) (Maslach, Jackson, & Leiter, 1996) was used. To examine language teachers' EI, Bar-On EI test. The findings indicate that the teachers' burnout was negatively connected to EI & that EI might become a burnout predictor. "The results showed that the teacher's burnout was negative."

A study by **Mundase V. (2015)** was targeted at ethnicity, educational stream, family & birth rate, among 140 trainee professors Emotional Intelligence levels. This Emotional Intelligence measure is the same as that used in the present analysis for the selection of data from the randomly chosen survey. For statistical analysis of results, mean, SD & t-test are used. The effects of this analysis are as 1. EI is a strong degree of B.Ed trainee instructors. 2. The degree of EI female B.Ed apprentices is greater than that of males B.Ed apprentices. The female teachers have a higher EQ rating than their partner. Gender

variance has a substantial effect on B.Ed degree of Emotional Intelligence Apprentices trainer. 3. The emotional maturity standard of trainee science teachers is greater than that of arts trainee teachers. 4. The degree of B.Ed emotional maturity of joint family trainee teachers is greater than that of B.Ed nuclear family trainee teachers. "There were substantial variations between trainee teachers as contrasted with the studied streams & groups of families of which they belong. Both the buildings of B.Ed trainee teachers, as streams they studied & class of family, form a clear foundation for considerable differences in EI levels. 5." There is no substantial gap in the relational maturity of trainee educators from rural & metropolitan contexts. On a native basis, the negligible difference was made. The urban & rural nativity of trainee teachers did not provide any space for distinction. The B.Ed's birth has been concluded. Teacher trainees have no impact on their degree of EI.

V. Kamatchi, R. Soureche, Venguidaragavane. (2015) A study has been conducted to explore the relationship between high school teachers' emotional maturity & leadership styles. The aim of the survey was to see whether a significant difference exists in gender, specialisation, experience, school form & competence in Emotional Intelligence & secondary school teacher leadership styles so that the ties between Emotional Intelligence & secondary teacher leadership styles can be established. Twenty secondary schools in the Puducherry area had obtained a survey of 200 secondary teachers (including both gender). Emotional Intelligence Scale (Bala subramaniam, 2003) & Likert's Leadership Style 5-point scale was used as the tool for the present study. The data collected were analysed statistically using SPSS package. The result revealed that positive correlation exists between Emotional Intelligence & leadership style variables, whereas significant difference exhibit in Emotional Intelligence & leadership style variables with respect to different demographic variables. Government school secondary teachers" shows high Emotional Intelligence than the private school secondary teachers.

Vishalakshi, K. K. (2016) correlatively studied Teacher Effectiveness(TE) , Emotional Intelligence (EI) & 435 secondary school teacher Self Confidence (SE) with particular focus on ethnicity, age group, educational qualification & period of service. Details of EI involve self-regulation, social capacity, self-awareness, inspiration, empathy & personal

social skills. The research key results were: instructor performance, Emotional Intelligence & self-confidence, with no substantial difference to secondary school teachers' gender, age group, professional credentials & duration of service levels. The study's main findings were the degree of efficiency & self-evaluation. In the case of instructor performance & Emotional Intelligence, teacher efficacy, & self-confidence, the researcher noticed a strong positive association. The researchers observed the major effect of EI on TE, although no major effect of SE on TE was important. The investigator also reveals that the TE of the secondary school instructor has no major contact effects from SE & EI.

Singh & Bhardwaj (2016) A research on "Emotional Intelligence & sportspeople adaptation has been carried out. The Mangal & Mangal & Bells modification inventories developed by Ojha have been used to gather data." The analysis noticed that men & women vary in their four components & in their overall Emotional Intelligence score. In contrast to their male counterparts, women displayed an Emotional Intelligence score higher, as well as intrapersonal sensitivity & intrapersonal management. The demand for adjustment is universal to all human beings & characterized by uniqueness, dynamicity, pervasiveness & indispensability. The processes & mechanisms of adjustment entail factors associated with the personal attributes of the individuals, socio-cultural milieu & genetic endowment which determine its exact nature, extent & quality. The sports relationship is unique & places a different type of demand on the part of sportspersons. Out of many stake holders of adjustment in the field of sports & games, the emotions play a pivotal role. The present research attempted to spell out the impact of Emotional Intelligence & gender in shaping the adjustment of the sportspersons. The study employed four hundred sportspersons with equal number of males & females as participants whose Emotional Intelligence & adjustment were measured through standardized psychometric tools. The results evidenced that male & female differed in their four components & overall mean scores of Emotional Intelligence. The female participants evinced higher mean Emotional Intelligence score as compared to their male counterparts as well as on intrapersonal awareness & intrapersonal management dimensions of Emotional Intelligence. Contrarily, there were no gender differences on interpersonal awareness & interpersonal management dimensions Emotional Intelligence. In addition, the scores of

Emotional Intelligence showed statistically significant positive correlations with all the four areas of adjustment such as home adjustment, health adjustment, social adjustment & emotional. The results have been discussed in the light of current theories of Emotional Intelligence & adjustment. The conclusions of the study have important theoretical & practical implications for the academicians, administrators and sportspersons.

Bhagat, J. (2017) conducted a study of impact Of Emotional Intelligence on Teachers Effectiveness, Mental Secondary school teachers' wellbeing & job tension (300 males & 300 females) from 113 secondary schools were selected based on a basic random sample. The instruments used for collects data included Dr. (Mrs.) Shubhra Mangal's Teacher Emotional Intelligence Inventory, Dr. Parmod Kumar's Teacher Effectiveness Scale & Anand's RCE Inventory of Mental Wellbeing (1999 Revision), Meena Buddhisagar Rathod's Task Stressors Scale & Madhulika Varma's Teacher Effectiveness Scale. The efficiency of secondary school teachers belonging to high & low Emotional Intelligence was substantially different. Teachers with a high degree of emotional understanding demonstrated a more successful instructor than someone with a low level of emotional understanding. The mean gender efficiency of secondary school teachers was substantially different. This points to the conclusion that sex impacts successful schooling. The teachers of women were more successful than the teachers of men. The efficacy of teachers with varying degrees of teaching experience did not vary greatly. The relationship between Emotional Intelligence & sex did not show a major difference in the performance of the instructor. The relationship between Emotional Intelligence & expertise in first order revealed that the mean efficacy values of teachers are substantially different. This indicates that cognitive maturity & expertise communicate with each other to affect instructor effectiveness. The first interaction between gender & teaching experience found no substantial improvement in the efficacy of teachers. The relationship of secondary school teachers between emotional maturity, gender & teaching experience revealed no substantial change in the mean efficiency of teachers. It can be inferred that when interacted together, emotional maturity, ethnicity & expertise have little substantial influence on the success of the instructor. While operating together, emotional maturity, ethnicity & teaching skills did not impact high school teachers' tension at work.

K. Verma & K. Dinesh (2018) has examined the Sex, form of school & mental wellbeing effects on Chhattisgarh state high school pupils' Emotional Intelligence. The 2004 EI Mangal & Mangal Inventory are used for the assessment of Emotional Intelligence. The Singh & Sengupta Mental wellbeing Battery, 2008, has been used by 480 students from various districts to study the essence of mental disorder. Results of the research suggest that gender maintains a highly important impact on Emotional Intelligence. The emotional maturity of the girl is higher than the EI of the boys. The EI of government & private schools has no major distinction. There was substantial proof of the dominant influence of mental wellbeing on EI. Students with improved mental wellbeing have strong IE relative to students with bad mental health.

Kamble A. A. & Jagtap S. R. (2018) this is an endeavor to explore the role of gender & existence in Emotional Intelligence development & the personality of the sportspeople (2018). The analysis is aimed at examining the link between the college students between sportsmen & Emotional Intelligence. The study was based on a deliberately curated group of 118 university students from Cologne. The data were assessed using the L.N. personality test developed by SK Mangal & Sportsman. Mean & Standard deviation & inferential statistics were used for evaluating the collected results ("t" test). The results indicate that sex plays a significant role in the production of athletes' feelings & personalities. No such differences were found with regard to sportsmen's identities in living areas (rural & urban). There is a gap in gender in Emotional Intelligence. This indicates that men's Emotional Intelligence is far stronger than that of women. So there's no distinction between two schools. H2 is also denied. We may also deduce that emotional maturity amongst rural & urban learners is not significantly different

N. Subhathra & N. Jonson (2018) examined the connection Effectiveness of instruction & emotional comprehension of teachers who research in D.El.Ed second year. The correlation between the four dimensions of instructor effectiveness (interpersonal relationships, teaching attributes, subject matter competence, classroom management & preparing & education preparation) & the Emotional Intelligence (Relationship management, social awareness, self-control) was examined. The researchers adopted the traditional survey approach in the present analysis. The current research is focused on the

usage of the Purposive sampling methodology of 342 pre-service teachers chosen from one country, two government-aided institutes & thirteen self-support institutes. Emotional Intelligence assessment scale (EIAS)– 2017 & Instructor Effectiveness Scale (TES) 2017 have become the instruments for data collection, which was planned & tested by the investigator. The results of the analysis suggest that instructor productivity & emotional awareness are directly linked. In comparison, low-intelligence Pre-service teachers exhibit low levels of Teacher Efficacy, whereas high-intelligence teachers have a high degree of Teacher Effectiveness. The results found that all factors of Emotional Intelligence have a strong association with teacher efficacy of teachers.

Maria Jose Gutierrez-Cobo¹, Rosario Cabello¹, Juan Rodriguez-Corrales², Alberto Megías-Robles², Raquel Gómez-Leal² & Pablo Fernandez-Berrocal² (2019) done “A Comparison of the Ability Emotional Intelligence of Head Teachers With School Teachers in Other Positions”. Recent studies have shown that it is necessary to enhance the professional growth of teachers' emotional competences such as EI in order to ensure that their teaching operates properly. The EI capacity of head teachers is however not so well known. The aim of this study was to define the IE capacity of the head teacher in government schools & to compare it with those in other education positions. A total of 393 participants (35 head coaches, 39 middle delegates, 236 tutors & 86 teachers) 24 to 62 years old ($M = 40.26$; $SD = 9.27$) were subjected to a Mayer-Salovey-Caruso Emotional Intelligence examination (MSCEIT). The results indicated a marginally higher overall IE for head teachers than teachers with a higher EI for head teachers in the MSCEIT comprehension branch than other employees. Moreover, tutors have hit higher values than teachers in this division of IE.

Irameet Kaur, Charu Shri, K. M. Mital (2019) done a research on The Role of Emotional Intelligence Competencies in Effective Teaching & Teacher's Performance in Higher Education. This paper seeks to explain the idea in high school teachers, relational intelligence (EI) & how it is implemented into successful education as EICs. The Structural Equation Modelling (SEM) methodology is used for validating & recommending an IE-based education skills model & its association with core competencies. The EIC has been seen to have a powerful effect on teachers' behaviours, which leads to higher learning in

turn. The thesis contributes to teaching EI science, indicating that institutes should put critical emphasis on improving EICs & then introduce adequate training programmes to ensure productive teaching & superior results.

Nemah Abdullah Ayash Ezzi (2019) studied “Teaching Performance in Relation to Emotional Intelligence among English Student-Teachers in the Teacher-Education Program in Hodeidah, Yemen.” The key objective of the analysis would be to assess whether higher learning standards in the internships have been positively associated with higher intellect among student professors who have enrolled at the University of Hodeidah's English Department. It also discusses the demographic gaps in IT for 3rd & 4th years of student instructors. of the EI definition & the impact it has on English language learning. The survey is based on 160 teacher-students in English: 60 of them are 3 years old & 100 in 4 years. Out of 160, there are 30 men & 130 women. The Emotional Quotient Inventory (EQ-I) is the sixty-point Bar-On & Parker (2000) calculating EI for pupils. In comparison, the final semester marks of student teachers are included in the I & II course of instruction. The findings indicate that EI is not understood & that it is significant in the process of education & learning. They also have a decent teaching score & a reasonably high EI, calculated the 60-item EQ-I Bar on & Parker, however, there are no major similarities. Thus, EI is not an effective forecaster for the positive teaching success of student teachers. In comparison, variations between sexes are so basic that they are of little interest in the student-teacher IS. This study contributes to raising EI awareness & its impact on educational effectiveness among the teachers & student teachers. It also advises that EI be improved by incorporating it as a part of the curriculum.

Sabina Valente¹, Augusta Veiga-Branco², Hugo Rebelo¹, Abilio Afonso Lourenco³, Ana Maria Cristovao (2020) the goal of this thesis was to explore whether Emotional Intelligence affects the effectiveness of teachers. There is also a study of the relationship between the gender of students, the period of schooling & the preparation with Emotional Intelligence skills. 634 Portuguese teachers were included in this study. Data outlets included the teachers' assessment regarding emotional capacity & skill, & the classroom & discipline-scale teacher efficiency surveys. The studies found that school teachers with a better capacity to interpret, understand, express, identify, control & regulate emotions were

seen to show greater teacher effectiveness. They used modelling of structural equation. Emotional Intelligence capabilities of teachers thus positively impact the performance of teachers.

2.5 Studies related to Organisational Commitment

Brett et al. (1995) examined a moderator between their company engagement & success on the position of employees' financial requirements. His research found that for people who have low financial requirements there was a greater link between organizational engagement & efficiency than for people with high needs.

Menzis, Teresa Virginia (1996) conducted a study to examine teacher commitment in the business, health & technology faculties within three colleges of applied arts & technology (CAATs) in Ontario. A 127-item questionnaire was administered to 555 full-time teachers in the three faculties in the three CAATs with a 60% response rate. Results indicated both moral & pragmatic reasons as a source of teacher commitment. A ranking of commitments based on the questionnaire results were commitment to teaching, student learning, professional commitment, extra work commitment & Organizational Commitment. Active commitment practices were mostly related to commitment to teaching & to students. Teachers were positive about internal motivation & capability beliefs, collegial relations & having a professional, dynamic teaching role & learning climate. Negative influences on commitment were reported as aspects of collegial relations, non-alignment of personal & organizational goals & values & government financial cutbacks. Immediate leadership, the administration & the behavior & motivation of students were perceived positively by some teachers but negatively by many others. Comparison of questionnaire results by college, faculty, age, length of tenure & gender indicated significant differences & influences on commitment.

Gallia & Felted (1997) studying, using comparative data from two large-scale & nationally representative surveys undertaken in 1992 & 1997, assessed whether there was any substantial improvement in the organisational loyalty of the British workers to their organisations in the 1990s, They concluded that there was no indication that dedication

was improved over a time. As in the beginning of the decade, workers had only poor ties to the firm.

Tao, Takagi, Ishida & Masuda (1998) did a study on Organizational Commitment. They give four dimensions of Organizational Commitment & those are attachment with the organization, internal interest, normative & continuance with the organization. Commitment within the organization is also depend on organizational climate & working conditions of the organization.

Moreover, **(Pfeffer, 1998)**, the most valuable tools available to an organisation are identified by dedicated workers who are highly motivated to devote their time & resources in achieving the corporate objectives.

Slocomb & Dougherty (1998) investigated Organizational Commitment relationship with employee behavior. They concluded that: "dissatisfied employees exerted considerable effort on behalf of the organization while seeking employment elsewhere, in order to receive the maximum compensation until a more attractive job was located or to reserve their reputation as good employees (Slocomb & Dougherty, 1998)."

Muller et al. (1999) published a report investigating the effects on work satisfaction, the dedication to school & the professional involvement of teachers in 405 schools in an extensive urban school system on the ethnic diversity of the teachers & schools. The homogeneity of the members of a group has been believed to create optimistic emotions on the part of the group members who share the homogeneous function. These optimistic emotions were also supposed to increase their community satisfaction & loyalty to them (Jackson, 1991; Tzu, Egan & O'Reilly, 1992; Tzu, Egan & Porter, 1994). They also increased the satisfaction of these participants. However a group member with an unbalanced function (there is a mismatch) has fewer optimistic emotions & thus decreases the Group's happiness & dedication. Although the homogeneity characteristics differ greatly in the sample, the most important ones are probably gender) for instance. The two are considered to be critical segmenting features of groups' formations: the Kantar of 1977; Tzu et al, 1992; the Wharton & Baron of 1987 & race of Murray & Tzu et al., 1992 (Tzu et al., 1992, 1994).

Colbert & Kwon (2000) investigated the commitment toward organization between college & university auditor staff. They revealed that higher level of commitment was shown by university auditors.

Sharma, (2001) stated that the more the teacher is committed, more he would acquire competencies & the more the teacher would tend to be a performing teacher.

John P. Meyer et al. (2002) it guides their conducting duty to tackle organisational challenges as workers give up alternate fields of action & want to continue to be associated with the business. In addition to constant engagement, societal costs often forecast the actions of normative workers.

Sharma & Sharma, (2003) his analysis indicated that the stronger relationship existed between Organizational Commitment & performance for those with low financial requirements than for those with high requirements. Job content, scope for advancement, objectivity & rationality, monetary benefits are the critical determinants of Motivation & Organizational Commitment.

Barnett & Mc Cornick (2004) also suggested that there exist a strong relationship between leadership & the schools' learning culture.

Mishra & Mishra (2005) studied the relationship between the achievement motivation & Organizational Commitment & indicated that there exist a strong significant positive correlation between the Organizational Commitment scores & achievement motivation implying that the level of achievement motivation of the employees increases their Organizational Commitment also increases.

Well (2006) conducted a study "on understanding teacher commitment in Times of Change." The study used a multi-method sample methodology utilising two qualitative phenomenographical approaches & case studies, which were seldom connected.

Sharma (2007) conducted a report on the company's contribution to work & inspiration. The current analysis was modified with a basic two-group correlation design. The study reveals that the dedication of senior engineers is greater than that of young engineers.

Mathur, Vigg & Holani (2008) established that the Organizational Commitment of the employees is positively related to the performance appraisal, job content & scope of advancement.

Tiwari & Mishra (2008) found that young employees have higher Organizational Commitment, because of their personal investments etc. they also highlighted that the employees of short job tenure had higher normative commitment than the employees of long job tenure. They also espoused that work stress, physical condition physical illness & psychological illness were negatively related with the affective, normative & total commitment of the employees.

Mehmet & Aslan (2009) carried out an analysis to assess the organisation's level of engagement & commitment to secondary school teachers & factors linked to their commitment. A descriptive scan model based on the survey has been used.

Sezgin (2009) conducted a study on the relationships between teachers' Organizational Commitment perceptions & their psychological hardiness & some demographic variables in a sample of Turkish primary schools.

Cokluk & Yilmaz (2010) conducted a study on "the relationship between teachers' Organizational Commitment & school administrators' leadership behavior." The data was collected through a scale returned by a sample of 200 teachers in Turkish primary schools. The data was gathered by "Organizational Commitment Scale" (Mowday et al. 1974) & "Leadership Behaviour Scale" (Yilmaz 2002)

Cohen (2010) studied the commitment toward organization in relation to their age & tenure. Result tells that age & commitment toward organization are closely related with each other & tenure is also the responsible factor for commitment toward organization.

Lishchinsky & Rosenblatt (2010) conducted a study on school ethical climate & teachers' voluntary absence to offer a theoretical framework for linking school ethical climate with teachers' voluntary absence. The paper attempted to explain the relationship using the concept of affective Organizational Commitment & ethical climate.

Atak (2011) investigated the link between commitment toward organization & learning organization. The result confirmed that commitment toward organization is responsible for learning in organization. He further also suggested that age lead to commitment toward organization.

Yusof (2011) conducted a study on school climate & teachers commitment. The research aimed to examine the connections between the school atmosphere & the dedication of the teacher. There was no meaningful interaction between the four dimensions of environment. The analysis checked this hypothesis. 1) The aspects of the school setting & level of teacher involvement have no meaningful relationship. 2) The connections between the school setting & the dedication of teachers are not important. 3) For the teachers' participation, there are no important temperature predictors in school dimensions.

Kanwar, Singh & Kodwani (2012) conducted a study on job satisfaction & greater productivity. This research explored the influence of work satisfactoriness, corporate participation & the desire to invest in industry & gender. 1) The IT group would have greater work satisfaction & corporate engagement, & less attrition intent than female group. The study tested following hypotheses. 2) In contrast with the ITES party, male team would have more work satisfaction, corporate participation & less intention of turnover. 3) Job Quality increases the business engagement. 4) Intent to reduce revenue of the corporate contribution. 5) Job satisfaction is going to lower the purpose of purchases. The IT party would be more pleased with the work. A total of 313 respondents from various IT & ITES organisations of the National Capital Region (NCR), Delhi, including 218 male & 95 female respondents were selected for comfort sampling. The research used the following methods, namely the short version of Brayfield & Rothe's work satisfaction rating (1951). The Porter et al. (1974) Organisational Engagement Inventory & Thatcher Stepina & Boyle (2002-2003) Turnover Intent Inventory. The findings suggest that the IT group is less satisfied with its job & less committed to company compared to ITES group (72) although it has more intentions of turnover. Compared to the female community, the male group displayed substantially greater work satisfaction & slightly lower sales expectations. Moreover the corporate contribution grew with work satisfaction. In end, both job satisfaction & corporate engagement diminished the purpose of revenue.

Conway & Briner (2012) conducted a research on the impact on unitary performance & absence of collective organisational engagement. Few research have explored the effect on the efficiency of units or organisations, whilst the hypothesis available suggests that contribution impacts may be stronger in units stage. The present research investigated the effects of unit organisational engagement on production speed & efficiency, & the absence of staff, taking a survey of 893 workers from 39 UK public sector units (which reflect a 90% response rate). The following instruments were utilised in the analysis, namely Cook & Wall's Organizational Contribution Scale (1980) (1982). Quality of operation was measured by the number of consumers' concerns about their service in office units as the ratio (i.e. a higher proportion of complaints are reflected by poorer quality of performance) over a span of 6 months after the survey of employees 73. The findings revealed a longitudinal correlation of unit-level organisational engagement with unit-level consistency of operation (i.e. decreased Service transaction consumer complaints) & efficiency rates (i.e., customer average queuing time).

Baig, Rehman & Khan (2012) conducted a research in "Not Profit Schools teachers of Lahore, Pakistan, on corporate responsibility engagement in decision-making, procedural fairness, & organisational citizenship conduct. The present study explores the essence, power, predictive utility & importance of the unique institutions of organisational responsibilities (OC) with procedural justice (PJ), decision-making participations (PDM) & organisational civility actions (OCB) of school teachers, taking into account an evolving approach to education from a single distinctive sector to support roles for all regions.

Madi, Abu-Jarad & Alquhtani (2012) investigated the Organizational Commitment & perception toward organization of employees of banks. The results showed that role perception is not responsible for commitment toward organization. Results also suggested that commitment toward job is positively related with job satisfaction.

Llobet & Fito (2013) studied the commitment toward organization & job satisfaction. Study provides the reasons for adopting the behavior of commitment toward organization. Higher the commitment toward organization higher is the job satisfaction.

Afshar-Somayyeh, Mohsen & Zahed (2013) investigated the connection between commitment toward organization & justice for organization. Results revealed that justice for organization is significantly affected by the commitment toward organization.

Kunle, Oshinaike & Ibrahim (2014) studied the connection with in job satisfaction & commitment toward organization. Results revealed the interrelationship of both variables & effect significantly to each other. The sample for the study was 405 library personals.

Nazem & Mozaiini (2014) investigated that how job involvement & commitment toward organization are inter linked & found positive connection between the variables. The sample for the study was employees of Islamic Azad University.

Sheng (2014) found the association between performance & commitment toward organization & results revealed positive connection between independent & dependent variable. He further concluded that the different types of commitment shows positive concern with commitment toward organization & emotional commitment was negatively associated with performances.

Chelliah, Sundarapandiyan & Vinoth (2015) researched employee's Organizational Commitment in organization: a case study of Smes in Malaysia. The study gives the confirmation showing association between commitment toward organization & organizational support. Study further suggested that all types of commitment toward organization are inter linked with each other.

Mercurio (2015) studied that commitment related to affective aspect is the main part of commitment toward organization. He explored the field of commitment toward organization by dividing it into different parts.

Azizollah, Abolghasem & Amin (2016) investigated the link between culture toward organization & commitment toward organization & they found a positive connection between the culture of organization & commitment toward organization. The culture of the organization is highly affected by affective commitment.

Devi & Vijay kumar (2016) investigated the commitment toward organization In spite of the employee's morals. The study showed that teacher morale in government colleges is strong relative to private colleges & that the values of the government, funded & self-financed college teacher are somewhat different. There is a broad divergence. The teachers who are working in self-financed colleges show more commitment toward the colleges as compare to teachers working in government & aided colleges.

Donald, Lucia & Victor (2016) studied the connection between commitment toward organization & job satisfaction. Result revealed that there occurs association between job Content & emotional dedication but not normative commitment.

Khaleh & Naji (2016) investigated the connection between commitments toward organization between the nursing staff. Result showed that there was no connection between commitments toward organization but there was lack of goals & objectives for higher commitment toward organization. But there was no association between different types of commitment.

Jang-Hum, Jae-Boong, Kil-man & Soon-Ho (2016) investigated the connection between job satisfaction, commitment toward organization, leadership among employee & self-efficacy. The result showed the positive link between the commitment toward organization & job satisfaction. Leadership qualities are also linked with the commitment toward organization.

Ravichandran & Kodian (2017) worked on a study on Organizational Commitment. He suggested that Organizational Commitment is positively related with the attitude of employees. He further confirmed that organization commitment depends on the leave factor, retention of the employee & performance at the job.

Alhuwalia & Preet (2018) studied the link between the commitment toward organization & work motivation with respect to age-wise differences. Observation shows that old age teachers are more internally motivated & shows more commitment toward organization but the fresher teachers believe in gains & shows least commitment toward organization when they find the better sources.

Culibrk, Mitrovic & Culibrk (2018) investigated the commitment toward organization, job involvement & job satisfaction. Job satisfaction is affected by job involvement & also effect commitment toward organization. Organizational policies must be developed for the betterment of commitment toward organization.

Miglani (2018) has been focusing on North Indian journalist's organisational engagement. In the study, 81 journalists (56 men & 25 women) employed at the Chandigarh (India) press section were analysed using a time proved systemic questionnaire. The study looked at organisational participation. The study found that the commitment towards the organisation had no effect among different income classes of reporters, which rules a significant opportunity to provide monthly salaries as a factor affecting the commitment levels of men & women in Chandigarh.

Rajandran, Subramaniam & Maideen (2019) investigated the commitment toward organization & job burnout, security of job & turnover. Counselling is helpful for turnover, otherwise turnover leads to job burnout & lack of job security, which lead to lack of commitment toward organization. The sample was selected from 106 employees of Kuala Lumpur. Results indicated that job security, job burnout are the basic elements of job turnover.

Abdul Gani (2020), Barooj Bashir (2020), Correlations of Organizational Engagement Among Teachers from Universities in India: An Empirical Study. This research investigation highlights the state of participation of university professors in India at different levels & explores whether the gap in organisational engagement between selected populations & the perception of teachers is important. Data from full-time teachers at select universities in India have been obtained. This research shows that the majority of teachers are committed to continuous education as they weigh the costs & dangers of leaving universities & will abandon their institutions if better options are offered. In the demographic factors, the engagement of university teachers has been greatly influenced only by the standard of schooling. This research indicates that academics & universities refer to each other. If teachers are highly active in organisation, they respond more efficiently & view them as part of the organisation. They are more inspired & committed to

the accomplishment of corporate priorities. In addition, universities depend on dedicated teachers to build a strategic edge & produce superior outcomes.

2.6 Studies related to Teaching Effectiveness & Emotional Intelligence

Ajeya Jhaa, Indoo Singh (2012), this research was performed Faculty of Medical & Engineering to understand the relationship among faculty members' teaching & IC outputs. A total of 250 professors from three medical universities & four private engineering universities are based in Uttar Pradesh, India. The research revealed a positive correlation between the performance of the instructor & IT, as both students themselves recognised & rated it. Motivation, mental wellbeing, relationship administration, self-awareness & honesty were the best predictors of instructor performance among the 10 components of EI considered in the analysis. There have been negligible gender discrepancies in EI & instructor efficiencies. The efficacy of the engineering faculty members' EI & self-reported instructor was comparably better than those of the faculty. However, there were no major variations in efficacy of teachers between the two classes according to the student ranking.

T. V. Ramana (2013) done a study on “Emotional Intelligence & teacher Effectiveness - an analysis.” An overview of the idea of Emotional Intelligence & the efficiency of teachers at schools & universities is attempted in this article. Teachers' responsibilities & qualities, mental intelligence & results development programmes, Emotional Intelligence, active management, burnout & supervisor encouragement & suggestions for teachers to improve their status.

Adeyemo D. A1, Agokei R. Chukwudi (2014) In this research, the impact The effectiveness of teachers at the pre-service level has been tested in emotional maturity & instructor performance. Two accredited tools (Emotional Intelligence measure, teacher efficacy scale) had been applied in 300 randomly selected students from two universities in the south western part of Nigere. Data is analysed using the Pearson product moment association & multiple regression. The results of this analysis found that teacher productivity & Emotional Intelligence had a predictive impact on teacher efficiency. On the basis of these results, it is proposed that adequate policies & interventions to promote

the productivity & Emotional Intelligence of teachers would lead greatly to development of successful teaching among teachers.

Narehan Hassan, Syahrina Hayati Md. Jani, Rohana Mat Som, Nur Zainie Abd Hamid, & Nor Azmaniza Azizam (2015) In this research, they investigated the relationship among teachers at TekNologi University MarA (UiTM) & Puncak Alam, Selangor, between emotionally-intensive intelligences (EI). There were 155 lecturers at UiTM, PuncakAlam & Selangor. Randomly chosen were the respondents & data were obtained via questionnaires dissemination. There were descriptive numbers that indicated more women than men, most of whom were faculty members of management & technology at the Faculty of Office. The study indicates that the relationships between total EI capabilities & teaching performance are optimistic & important. Lecturers with high IT considered themselves to be more self-confident & dedicated to their work.

Soanes, D. G., & Sungoh, S. M. (2019) this research aims to investigate the effect on teacher effectiveness (T.E.) of science teachers in the East Khasi Hills District of Meghalaya (N= 350) of the Emotional Intelligence (E.I). An database of emotional knowledge & the effectiveness of teachers are used for data collection. The inventory of Emotional Intelligence & the scale for instructor productivity is used for data collection. Correlation, t-test, standard deviation & mean is used for data interpretation. Test studies also shown that there is considerably higher than their male peers a disparity between male, female & female professors of science of Emotional Intelligence. Moreover, there is no substantial gap between science teachers & local community, qualification & education background in Emotional Intelligence. Teacher effectiveness has no important difference in terms of sex, place, population, training & teaching experience among science teachers.

2.7 Studies related to Teaching Effectiveness & Organizational Commitment

Deepa Sikand & Amit Kauts (2018) the present research explored the relationship between productivity of teachers, tension of teachers & loyalty to teachers with various aspects of creational management. In order to complete the present study 450 undergraduate & doctoral students from the 45 chosen institutions, 10 teachers of each university have been randomly selected with different degrees of experience. The research

experiment was developed with the innovative management scale Teacher Engagement Questionnaire (Amit Kauts & Aachal Kalia, 2012). The research team was used with teacher Effectiveness Scale (Mutha, 1982). The study's results indicate that instructor stress & creative management are significantly linked. It is also seen that the productivity & innovative management of teachers are not substantially related. This means that there is little clear impact on instructor productivity & vice versa with respect to the various aspects of creative management i.e. competence, creative reasoning, motivational assignments & management imagination. Another result is that instructor engagement & creative management are not substantially linked.

2.8 Studies related to Emotional Intelligence & Organizational Commitment

Guleryuz et al. (2008) also observed that the direction of organisational involvement is not important for Emotional Intelligence. But the mediator between Organizational Commitment & Emotional Intelligence was work satisfaction.

Samaneh Aghdasia, Ali Reza Kiamanesh, Abdolrahim Naveh, Ebrahim (2011) this study analysed the direct & indirect impact, on work stress, employee satisfaction & organisational engagement, of the Emotional Intelligence. Path mapping approaches have been used to analyse a single exogenous variable (Emotional Intelligence) & three endogenous variables (i.e. work stress, career satisfaction & organisation. 234 team members of an Iranian company participated. They were picked by means of proportional sampling stratified. The results of the research show that Emotional Intelligence does not explicitly & indirectly affect working discomfort, career well-being & organisational participation. Moreover, labour conflict specifically negatively impacts job productivity & directly detrimental consequences the dedication of the company. The positive impact of work satisfaction on organisation's involvement is high. The mediating function of job satisfaction as a result of work tension is verified in the report.

Ajeya Jhaa, Indoo Singh (2012), this research was performed Faculty in Medicine & Engineering to develop an appreciation of EI partnerships & technical outcomes. A total of 250 professors from three medical universities & four private engineering universities are based in Uttar Pradesh, India. The research revealed a good link between IE & the success

of the teacher both self-identified & rated by students. Emotional health, motivation, relationship administration, self-awareness & honesty were the best predictors of instructor performance among the 10 components of EI considered in the analysis. There have been negligible gender discrepancies in EI & instructor efficiencies. The efficacy of the engineering faculty members' EI & self-reported instructor was comparably better than those of the faculty. However, there were no major variations in efficacy of teachers between the two classes according to the student ranking.

Nahid Naderi Anari (2012) the purpose of the analysis is to investigate the linkage between job satisfaction & Emotional Intelligence, between corporate involvement & Emotional Intelligence & between high school teachers' contribution to organisation & job satisfaction. The goal of the research is also to investigate the role of sex & age in emotional awareness, happiness at work & organisational participation. The results indicate a positive correlation between emotional sensitivity & job satisfaction, emotional maturity & corporate participation, & satisfaction at the workplace & corporate involvement. There is also no significant difference between high school English teachers of various sex or ages in terms of job satisfaction & corporate participation.

Mohamad Zaid Mustafa, Farah Najwa Ismail, Yahya Buntat (2014) The Goleman (2001) as a theoretical framework for the perception of the senses of emetic intelligence, self-awareness, self-control, social experience & relationship management, aims this study at improving the relationship between Emotional Intelligence & organisation which has been hypothesized by four dimensions of emotional understandings. For the checking of these links data from Polytechnic in Kedah across the Alor Setar district & Kulm, an 18.0 version of the Statistics Software for Social Science was used to analyses (SPSS). 250 Polytechnic teachers use the questionnaire as an instrument to assess the importance of emotional maturity & organisation's responsibilities.

M. Athar Hussain, Imtiaz Ahmedy, S. Zubair Haider (2014) The present research is aimed at exploring interactions between three distinct teacher-related variables including the engagement of secondary students, work satisfaction & Emotional Intelligence. The goal is also to explore the role played by age & gender in deciding these factors within

chosen audiences. The sample of 150 secondary school teachers is chosen by stratified random selection, with proportionate assignment in relation to each stratum to attain the goals of the exam. The field surveys & observations have been performed during the current study with a particular emphasis on the method of survey ex post facto used to collect data from respondents using structured questionnaires. The effects of the study suggest a strong positive connection between the variables tested. It has been shown that there are no discrepancies between teachers of ages & gender among research variables, including interpersonal dedication & job satisfaction. Yet sex has a significant part to play in relational intelligence

Shafiq, M., & Rana, A. R. (2016) the objective of this study was to investigate the relationship between Organizational Commitment & College instructor in the Pakistani sense relational intelligence. Method: This review was a descriptive nature survey. 494 university teachers in Pakistan have gathered data. The appraisal scale by Schutte & the three sections of organisational contribution measures by Allen & Mayer have been used for collecting the results. For evaluating the theories, the Pearson products formulation was used. Regression has also been used to assess the effects of Emotional Intelligence on corporate engagement. Study results showed that emotional maturity has a powerful association with organisational engagement. EI has had important positive ties with three organisational participation elements, namely affective, persistent & normative involvement.

Mehboob-Ul-Hassan (2016) the present analysis was planned as an indicator of organisational engagement among the university professors in Lahore, Pakistan. Emotional Intelligence was tested. Both men & women teachers in District Lahore were in population for the present report. The collection of the sample for this analysis by the time constraint resulted in random & convenient sampling techniques. The study is from 20 (20) chosen schools. The location chosen contained ten male & ten female schools. There are 716 teachers in the survey (324 males & 392 females). Data obtained from a Self Report Emotional Intelligence Measure, consisting of 30 items, Work Satisfaction Scale, containing 16 items, the study's results indicate that the disparity between male & female faculty of the EIs is important. The emotional maturity of male teachers ($M=2.3059$,

SD=19.37687) was slightly higher (M=2.2722, SD=2.3059) compared with the female respondents; the discrepancy is not important between both male & female teachers at the university.

Oznur Tuluay Ates's doctoral dissertation (2017) the purpose of this research is to define the connection between teachers employed in primary schools' emotional maturity, motives & organisation. The survey is performed using the form of survey. The research group is made up of 525 educators chosen using the layered process of sampling. In this research used data was "Schutte Emotional Intelligence scale", "Global Motivation Scale" & "Organizational Commitment Survey". The research findings indicate that teachers in primary schools have a high degree of emotional comprehension, enthusiasm & organisational involvement & that their Emotional Intelligence, encouragement & organisational involvement are optimistic & persuasive.

Niyogi Shyamalendu1 & RaiIla (2019) this paper attempts to study the level of Organizational Commitment, job satisfaction & Emotional Intelligence in a teacher. The paper also studies relationship between Emotional Intelligence, Organizational Commitment & job satisfaction in a teacher. This study is conducted on 150 undergraduate & post graduate level teachers. The selection of sample is through convenience sampling technique. Amongst the sample, 76 are male & 74 are female. Emotional Intelligence has significant connection with job satisfaction & also job satisfaction has positive correlation with Emotional Intelligence. However, there does not exist positive association between Organizational Commitment & Emotional Intelligence. This indicates that the emotional state & control of emotions plays a crucial role in satisfaction level one has with their organization.

2.9 Conclusion

Document review is an integral part of the overall research process & provides the basics for almost all practical steps. It is appropriate even before the first phase, that is, when you are just thinking about a research question that can be answered on your research journey. In the early stages of research it encourages you to develop the theoretical roots of your research, articulate your ideas & build your own methods, but over time in book

reviews it works to improve & strengthen your knowledge & help you integrate your findings with the body of knowledge. As a critical responsibility in research comparisons obtained with others, it is here that book reviews play a very important role.

From the review of literature, researcher had found that Various researches has been done on Teaching Effectiveness & relation to Organizational Commitment & Teaching Effectiveness & its relationship to Emotional Intelligence at senior secondary school teachers , primary school teachers & elementary school teachers. But only a few researches have been done at university teachers. Thus, the research on relationship among Organizational Commitment, Emotional Intelligence & Teaching Effectiveness of teachers of undergraduate colleges is lacking. So, the researcher find the need to study the relationship between Organizational Commitment, Emotional Intelligence & Teaching Effectiveness of teachers of undergraduate colleges.

CHAPTER- 3

RESEARCH METHODOLOGY

It is imperative that the researcher know not only the research methods & techniques but also the methodology. It involves a systematic process that starts from the initial diagnosis of the problem to its final conclusions. Research methods define the various system steps that will be used to solve a research problem, such as how to construct word definitions, research sample selection, data collection tools validation, collection, analysis & interpretation of data & the process of reference & general practice. Therefore the choice of the right method is an important task for the researcher to perform the research task. There are various research methods but most authors agree on three basic categories such as historical method, descriptive method & experimental method.

3.1 Research Design

A research design is a system, structure & research strategy developed to find answers to research questions & to control diversity (Kerlinger, 1973). & Cook, 1965). Therefore, the structure of research is largely based on the conceptual framework in which research is conducted. It means a system of providing effective investigations to bring out the best practices, interpretations & predictions. It enables the researcher to answer research questions as accurately, objectively, accurately & economically as possible.

The research design provides information on research methods, tools used in the study, data collection process, scoring, population, samples taken from the study &

relevant statistics used. Therefore, the structure of the study provides the strategies that govern the investigation & provide reliable answers directly to the questions raised by the research hypothesis. To successfully complete the research & to prepare a good research report it is necessary to draw a research framework. This chapter provides an overview of the research design.

3.2 Type of Research in the present study

This study attempts to study the Teaching Effectiveness of the teachers of undergraduate colleges in relation to Organizational Commitment & Emotional Intelligence. A descriptive survey method was chosen that best suited the research study. This method is very popular & is widely used in social science. The current study is descriptive because it aims to describe the current state & condition of the affairs & affects the conditions or relationships that exist & the ideas held.

Descriptive research is related to the present & attempts to determine the state of the object under investigation. A key feature of this study is that the researcher is unable to control the variables; he can only report what is happening. Descriptive research is designed to obtain relevant & accurate information about the current state of affairs & to draw reasonable conclusions from the facts obtained. According to J.W. Best & James V. Kahn (2006) “A Descriptive study describes & interprets what is. It is concerned with conditions or relationship that exist, opinions that are held, processes that are going on, effect that are evident, or trends that are developing.”

3.3 Method

Keeping in mind, the nature of the present study, the researcher has chosen the survey method of the descriptive research because in this study the collection of the data can be done elegantly through survey method. Descriptive survey method emphasizes on “gathering information” about a large number of people (throng) by interviewing some people. The importance of descriptive survey research depends upon sampling & the variables & method are described as precisely as possible. Researcher has used survey

method using standardized tools to collect/gather the quantitative data for the present research due to requirement of the study.

3.4 Population

All items or units in any field of inquiry constitute a Universe or Population. A population is any group of individuals who have one or more characteristics in common that are of the interest of the researcher. - (Best & Kahn 2006)

A population is defined as a group of individuals with at least one common characteristic that distinguishes that group from other individuals (J.W. 2009). All the teachers of aided & self-finance undergraduate colleges of Lucknow city are taken as the population for this study.

3.5 Sample

A sample is a small proportion of the population that is selected for observation & analysis. By observing the characteristics of the sample, one can make certain inference about the characteristic of population from which it was drawn (Best & Khan 2006). There are so many kinds of sampling. Each technique of sampling has its own advantages & limitations. For the solution of any research problem, it is not only difficult but also impossible to study whole population. So, we study only a part of the population who represents the true population.

The researcher used simple random sampling technique for selecting teachers & undergraduate colleges. It is the method where all members or units of the population have an equal & independent chance of being included in the sample. 400 teachers were selected from ten undergraduate colleges of Lucknow city. In which five aided & five self-finance colleges were selected randomly. From each college 40 teachers were taken, out of which 20 are male & 20 are female teachers. Thus simple random sampling method was adopted for the selection of the sample. (List of undergraduate colleges is given in appendix).

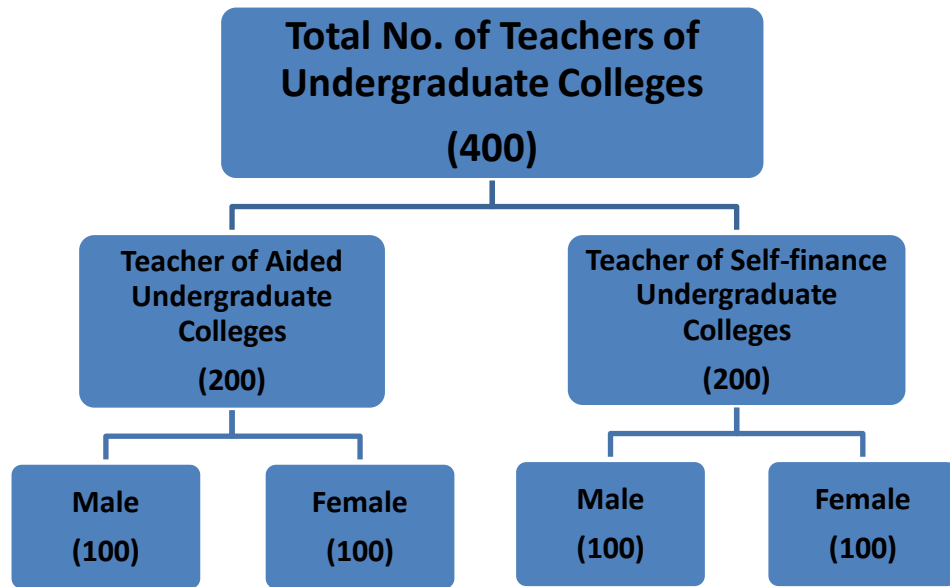


Fig 3.1 Distribution of the Sample

3.6 Variables

3.6.1 Dependent Variables

Dependent variables are that factor which is observed & measured for determining the impacts of independent variable (Tuckman 1978). In a survey study, this is often the variable or construct of primary interest to the researcher. It is something that the researcher wishes to understand more fully. For many researchers who are conducting non-experimental research, this is the starting point in planning a study. The dependent variable in this research is Teaching Effectiveness of teachers of undergraduate colleges.

3.6.2 Independent Variables

Independent variable is the factor which are manipulated measured, or chosen by a researcher for determining the relationship to an observed phenomenon (tuckman,1978). In a survey or other type of non-experimental study, where no variables are manipulated, independent variables are the factors used to explain or predict the dependent variable. The present research attempts to study Teaching Effectiveness of the teachers of undergraduate colleges in relation to Organizational Commitment &

Emotional Intelligence. In this study the independent variables are; Emotional Intelligence & Organizational Commitment of teachers of undergraduate colleges.

3.7 Tools

In conducting research, the researcher looks at other strategies or devices for collecting facts or data from relevant fields. These data collection tools or instruments are called research tools. The research tools may be either already available in the field or they may be required to be developed by the researcher. In either situation, the main considerations in their use are their relevance, reliability & validity. The relevance of research tool implies its appropriateness, its reliability means its consistency & its validity refers to the genuineness or purposefulness.

Following tools were selected by the researcher:

1. Teacher effectiveness scale devised by Umme Kulsum.
2. Organizational Commitment Scale devised by Upinder Dhar, Prashant Mishra & D.K. Srivastava.
3. Emotional Intelligence Scale devised by Anukool Hyde, Sanjyot Pethe, Upinder Dhar.

Description of the Research Tools

3.7.1 Teacher Effectiveness Scale by Umme Kulsum

This scale measures teachers under different teaching activities in different areas.

3.7.1.1 Areas of the Scale

Preparation & planning for teaching; classroom management, discipline, motivation, interaction/communication, evaluation/assessment; knowledge of subject-matter its delivery & presentation including black board summary; teachers characteristics & relationship between teachers & others. These five areas cover all aspects of teacher work. A brief description of these areas is provided below:

- **Preparation & planning for teaching**

It includes statements relating to teachers in the preparation, planning & planning of teaching according to the purpose of the lessons using different sources.

- **Classroom management**

It includes statements relating to the teacher's ability to communicate effectively, motivate students & assess the learning process of learning & retaining discipline in the classroom within the framework of democracy.

- **Knowledge of subject matter**

It's delivery & presentation including black board summary it includes statement related to the ability of the teacher in acquiring, retaining, interpreting & making use of the contents of the subject that he/she is dealing within the classroom situations. Delivery of course contents & its presentation including black board work constitute essential aspect of the teaching –learning process.

- **Teacher characteristics**

It includes statements relating to personality traits & expressions of conduct by teachers who have a degree of acceptance or disapproval in the teaching profession.

- **Interpersonal relations**

The ability of the self-employed teachers to maintain good relationships with their colleagues, students, their parents & other people in the community will work with them as part of his work to create Statements relating to this area.

3.7.1.2 Statements Selection

After scoring, the ascending order was developed for the 370 protocols based on each respondent's cumulative performance. The upper & lower protocols were the 100 upper & lower parameters (27%) & the bottom 100 protocols. As suggested by Edwards (1969), 't' value for 70 statements is calculated, & only the statements in their closing

form of the scale were retained with t-value greater than or equal to 1.75 of the 70 statements, 10 statements were eliminated which were not significant based on the obtained 't' value. Hence, 60 items were included in the final form of the scale. The final 60 statements belonging to the different areas of the scale after item analysis are presented in table below.

Table 3.1 Showing Different Areas of the Scale

Dimensions of Teacher Effectiveness Scale	Areas/ Dimensions Serial Numbers of Items In the Final Scale	Total No. of Items
A. Preparation of Teaching & planning	2,6,11,23,27,33,37,44,49,54,58	11
B. Classroom Management	0,3,7,12,16,20,24,28,38,45,51,55,56,59.	14
C. Knowledge of Subject-matter	1,8,14,17,29,39,46	7
D. Teacher Characteristics	4,9,13,18,21,25,30,31,34,35, 36,40,41,47,48,52, 57.	17
E. Interpersonal Relations	5,10,15,19,22,26,32,42,43, 53,60	11
		Total 60

3.7.1.3 Scoring

Effectiveness Self-Rating Instructor Scale contains 60 elements in 5 fields or dimensions. The score ranges between 0 & 600. Two answers should be given for each item:

- a) Step number on 'now'
- b) Step number aspiring to attain in next 3 years.

Since interviewees rate the phase number that they are aspiring to accomplish in the next 3 years & it relies on the current condition, the score obtained for step number on now is taken as the final score of Teacher Effectiveness of each of respondent teacher.

3.7.1.4 Validity

Scale encompasses all facets of the productivity of instructors. It therefore has strong validity of face & validity of text. The scale is calculated by three forms of metrics validity. The correlation between the total score of rating scale is found to be 0.85, t-value of the effectiveness was 9.9 which is significant at 0.001 level & the internal consistency ranges between 0.69 to 0.76. Thus it possesses high criterion related validity.

3.7.1.5 Reliability

Reliability relates to the calculation of accuracy, i.e. the consistent measurement values between measurements. A test must be accurate, since it must be able to show the same outcomes reliably when repeated steps are performed by the same person in the same circumstances.

a) Split-Half Method

In this evaluation the scores of half of the elements are compared to the scores of the other half, which are split into two similar half. The self-reliance of the whole test is then estimated by the Spearman-Brown Prophecy theorem dependent on the reliability of the half-test. The Scale Xtt's divided-half reliability index is 0.82.

b) Test-Retest Method

The outcomes attained by the same individual when re-examined on separate times for the same examination are reliable. The test test & split-half techniques may be used to create it. The association evaluation coefficient & the split-half correlation coefficient of experiments are respectively 0.63 & 0.68. After applying the Spearman's Brown Prophecy Formula, the reliability coefficient is found to be 0.94.

3.7.2 Emotional Intelligence Scale created by Mr. Anukool Hyde, Upinder Dhar & Sanjyot Pethe

Emotional Intelligence Scale has been created by Mr. Anukool Hyde, Upinder Dhar, & Sanjyot Pethe & published under "National Psychological Corporation", Kacheri Ghat, Agra made use of 34 items for the test, using a 5-point scale. Each test item has five alteration on which a subject has to put tick mark on any one to strongly disagree from strongly agree. The test is used to measure Emotional Intelligence. The test measures ten factors of the Emotional Intelligence, namely, A-Self-Awareness, B- Empathy, C-Self-Motivation, D-Emotional Stability, E-Managing Relations, F-Integrity, G-Self-Development, H-Value Orientation, I-Commitment, J-Altruistic Behaviour. The below Table shown the factor wise items serial number.

Table-3.2 Factor Wise Items Serial Number

S. No.	Factor	Item Serial Number	Total
A	Self-awareness	6, 12, 18, 29	4
B	Empathy	9, 10, 15, 20, 25	5
C	Self-motivation	2, 4, 7, 8, 31, 34	6
D	Emotional stability	14, 19, 26, 28	4
E	Managing relations	1, 5, 11, 17	4
F	Integrity	16, 27, 32	3
G	Self-development	30, 33	2
H	Value Orientation	21, 22	2
I	Commitment	23, 14	2
J	Altruistic behavior	3, 13	2
		Total	34

3.7.2.1Reliability

The scale reliability has been calculated with a reliability coefficient estimated on a 200 sample. The split-half reliability coefficient was found to be 0.88.

3.7.2.2 Validity

In addition to face validity, the scale has a strong importance since all components are linked to the under-focus component. Through the judges' review, it is obvious that elements of the scale are specifically connected to the definition of Emotional Intelligence. The reliability index was determined to find the significance of the reliability coefficient (Garrett, 1981), which was extremely accurate owing to the value of 0.93.

3.7.2.2 Factors of Emotional Intelligence

The scale was conducted by 200 managers & the findings were evaluated & tertiary variables were discovered (Table 3). These involve auto-consciousness, empathy, auto-motivation, social health, intimacy maintenance, honesty, and self-development.

- (A) **Self-awareness** can be defined as being aware of our own self & is estimated by 6, 12, 18, 29 items. The items can be: "I can continue to do what believe in even under severe criticism", "I have my priorities clear", "I believe in myself" & "I have built rapport & made & maintained personal friendships with work associates". This is the strongest factors explaining variance level of 26.8% & 2.77 as the total load of factors. A total score for correlations of these factors is 0.66.
- (B) **Empathy** is the understanding & feeling of other person & items 9, 10, 15, 20 & 25 are used to measure empathy. Like, "I pay attention to the worries & concerns of others", "I can listen to someone without the urge to say something", "I try to see the other person's point of view", "I can stay focused under pressure, & "I am able to handle multiple demands." The factors explaining variance level of 7.3% & 3.11 as the total load of factors. A total score for correlations of these factors is 0.70.
- (C) **Self-motivation** is internally motivated as is estimated by items: 2, 4, 7, 8, 31 & 34. The factors like "People tell me that I am an inspiration for them", "I am able to make intelligent decisions using a healthy balance of emotions & reason", "I am able to assess the situation & then behave", "I can concentrate on the task at hand in spite

of disturbances”, “I think feelings should be managed”, & “I believe that happiness is an attitude”. The factors explaining variance level of 6.3% & 3.28 as the total load of factors. A total score for correlations of these factors is 0.77.

(D) Emotional stability items 14, 19, 26 & 28 are used to measure this. Like “I do not mix unnecessary emotions with issues at hand”, “I am able to stay composed in both good & bad situations”, I am conformable & open to novel ideas & new information”, & “I am persistent in pursuing goals despite obstacles & setbacks”. The factors explaining variance level of 6.0% & 2.51 as the total load of factors. A total score for correlations of these factors is 0.75.

(E) Managing relations items 1, 5, 11 & 17 are used to measure this with factors like “I can encourage others to work even when things are not favourable”, “I do not depend on others' encouragement to do my work well”, “I am perceived as friendly & outgoing”, & “I can see the brighter side of any situation”. The factors explaining variance level of 5.3% & 2.38 as the total load of factors. A total score for correlations of these factors is 0.67.

(F) Integrity items 16, 27 & 32 are used. "I can stand up for my beliefs", "I pursue goals beyond what is required of me", & "I am aware of my weaknesses" are the statements which can be used for measuring Integrity. The factors explaining variance level of 4.6% & 1.88 as the total load of factors.

(G) Self-development items 30 & 33 are used to measure this with factors like “I am able to identify & separate my emotions” & “I feel that I must develop myself even when my job does not demand it” & the factors explaining variance level of 4.1% & 1.37 as the total load of factors

(H) Value orientation items 21, 22 are used to measure this with factors like “I am able to maintain the standards of honesty & integrity”, & “I am able to confront unethical actions in others” & the factors explaining variance level of 4.1% & 1.29 as the total load of factors

(I) **Commitment** items 23, 24 are used to measure this with factors “I am able to meet commitments & keep promises”, & “I am organized & careful in my work” for measuring commitment. The factors explaining variance level of 3.6% & 1.39 as the total load of factors.

(J) **Altruistic behaviour** items 3, 13 are used to measure this with factors like, “I am able to encourage people to take initiative”, & “I can handle conflicts around me”. The factors explaining variance level of 3.0% & 1.3 as the total load of factors.

3.7.2.3 Scoring of the Test Items

As per the instruction given in manual of every statement or item must be scored as 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree & 5: strongly agree. If subject has scored 85 & above the subject has high level of Emotional Intelligence. Normal likely Emotional Intelligence if he scores 52-84 & if he scores below 51 then the subject has low of Emotional Intelligence level.

Table 3.3 Showing Level & Score for Emotional Intelligence

Score	Level of Emotional Intelligence
85 & above	High
52-84	Normal
51 & below	Low

3.7.3 Organizational Commitment Scale prepared by Mr. Upinder Dhar, Mr. D.K. Srivastava & Mr. Prashant Mishra (2001)

In this study to measure commitment researcher used “Organizational Commitment scale” as prepared by Mr. Upinder Dhar, Mr. D. K. Srivastava & Mr. Prashant Mishra (2001).

There are 2 areas in this scale (1) Concern for an organization (2) Organization identification. There are 8 items in this scale, the factors are measured by using 1,2,3,5 & 7 items & second factor is estimated by 4, 6 & 8 items.

Organizational Commitment Scale is a 5-point Likert's Scale consisted of eight items for measuring Organizational Commitment amongst Higher Educational Institution teachers. The items are those scrutinized using experienced subjects from academic & organizations experts in the behavioural area for selecting 8-items constituting an entire scale. All items of the scale had 5 response alternatives.

3.7.3.1Reliability

Scaling reliability was calculated on a survey of 500 subjects, by a division by half reliability coefficient, which is correlated to the whole duration (22-55 years). The scale was originally divided into two equal half-times on the basis of strange & even objects. For half the reliability of the test, Spearman Brown's prophecy method calculated the reliability of the test then. The reliability coefficient of the whole scale was to be 0.607.

3.7.3.2Validity

The Organizational Interaction Scale has successfully fulfilled the double standards of low inter-item correlation & strong overall correlation. This scale is up to 0.779 in its validity. Therefore, it is fair to conclude that the Organizational Participation Scale offers statistically reliable evidence & appropriate scale. Every statement or item for positive is rewarded by 5, 4, 3, 2, 1. & in case of 6 & 8 the items & the rate scores are reversed that is, 1,2,3,4 & 5 are negative statements. The sum of scores of all the items is the Organizational Commitment Score.

3.8 Procedure Of Data Collection

After selecting the research tools, all tools were administered for data collection. For collection of data, the researcher personally visited the undergraduate's colleges in the Lucknow, Uttar Pradesh. Authorities of the relevant universities were consulted in

order to administer the tools at various undergraduate colleges. In their respective offices, teachers were contacted. The Researcher introduced herself to the objective of collecting data & clarified it to the teachers. The researcher persuaded the teachers for their kind co-operation & made them understand the purpose of this research. They were made convinced that the information provided by them would in no way effect on their career & it would be totally confidential & not disclosed to anybody. The data collected would be utilized only for research purpose. 20-25 male & 20-25 female teachers were chosen & tools were administered to them. Researcher had taken a greater number of teachers so that she gets the desired sample even after loss/dropped out of questionnaires. About a fortnight, the researcher met the teachers to obtain the surveys. The plan to visit them prior to time was to inform them so that the questionnaires would be finished on time. After coordinating with the teachers from different undergraduate colleges, as stated in materials & equipment, each of the three scales (Emotional Intelligence scale, Teaching Effectiveness scale & Organizational Commitment scale) were distributed to each teacher chosen for data collection. After that all necessary instructions were given to them & their responses were taken. Teachers were told that this was not the examination for them. There are no wrong or right answers in the responses. They should feel free in making their responses & also to not to leave any statement unanswered. A few teachers couldn't return the questionnaires even after 10 days. Again after three days, the researcher reminded them. In this way the researcher went to each & every undergraduate colleges & follows the similar procedure in all the colleges selected for our study. When all the questionnaires were filled up the researcher collected the questionnaire by verifying the details of items filled up by the teachers. The researcher was able to bring all 400 questionnaires back after three or four reminders. As the researcher already discussed to the concerned authorities, she didn't find any difficulty in collecting data.

3.9 Method Adopted For Statistical Data Analysis

In the present study, data were analysed, using appropriate statistical methods, taking into account the stated objectives of the study. Data collected on scales was tabulated into an excel sheet. After that, the data analysis was done with MS Excel. Data

were analyzed using both descriptive & inferential statistics. The following statistical techniques strategies have been followed to analyze the data.

- Percentages of total items of the scale were calculated.
- Means & standard deviations were calculated.
- t- test was used to identify the significant mean difference between the two groups.
- Product moment co-efficient of correlation ('r') was used to identify the significant relationship between the two variables.

3.9.1 t' test

The test used to find the significance of difference between two means due to similarity of t-distribution of sampling distribution of difference of sample means is called t-Test. The t-value gives a critical ratio of the difference of means & the standard error of difference of means. On the basis of t' value, we reject or retain the null hypothesis which postulates that the observed difference is attributable to chance fluctuation of the random sample.

3.9.2 Product moment co-efficient of correlation ('r')

The most popular correlation coefficient is the Product Moment correlation coefficient, better known as Pearson's r. According to Garrett "The product moment coefficient of correlation may be thought of essentially as that ratio which expresses the extent to which changes in one variable are accompanied by—or are dependent upon changes in a second variable." Pearson's r is used to determine the correlation between two variables under three conditions.

First, both variables must be interval or ratio measures (i.e. attitudes scales, test scores). Second, the relationship between the two variables must be linear - the data points must generally fall along a straight line. The third condition is that both variables are normally distributed. Pearson correlation coefficient for sample data is denoted by 'r'.

The value of Pearson correlation coefficient lies between -1 to +1. If the coefficient of correlation is zero, then there is no correlation between given two variables. On the

other hand, the perfectly positive correlation has a value of +1, while a perfectly negative correlation has a value of -1. The formula for Pearson correlation coefficient r is given by:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where,

r = Pearson correlation coefficient

x = Values in first set of data

y = Values in second set of data

n = Total number of values

CHAPTER-4

RESULTS & DISCUSSIONS

According to R. C. Kothari, “Analysis of the data means studying the tabulated material to determine the inherent facts or meanings. It involves breaking up of complex parts into simpler parts & putting them in various arrangements for the purpose of interpretation. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among the groups.”

After the collection of data proper organization, calculation, administration of statistical operation & analysis of data are done to fulfil the objectives of research. The findings are then interpreted & discussed. By analysing, the meaning of statistical results of data is described; by interpretation, the finding of statistical operation is interpreted; & by discussion, the reasons, related to the result of statistical operation of the data is discussed. In this chapter, the analysis & interpretation of the statistical findings & calculation applied on the data have been given. The analysed data have been presented in tabular forms which are followed by their interpretation. The analysis, result & interpretation of the data have been carried out in the order of the objectives & hypotheses of the present study as follows:

Data is being represented & analysed as per objectives & hypothesis of the study.

4.1 Result Pertaining-

Objective 1 To study the following aspects of the teachers of undergraduate colleges.

- a) Emotional Intelligence
- b) Organizational Commitment
- c) Teaching Effectiveness

The very first objective of this study was to study the Emotional Intelligence, Organizational Commitment & Teaching Effectiveness of the teachers of undergraduate colleges. Percentage has been calculated to understand level of Emotional Intelligence, Organizational Commitment & Teaching Effectiveness of teachers of undergraduate colleges. On the basis of the scores obtained from the scales, the Emotional Intelligence, Organizational Commitment & Emotional Intelligence of the teachers was categorized under three levels i.e; High level, average level & low level.

1(a) To study the Emotional Intelligence of the teachers of undergraduate colleges.

Hypothesis 1.1 There is high Emotional Intelligence level of the teachers of undergraduate colleges.

**Table 4.1 Showing Percentage of Teachers of Undergraduate Colleges Having
Different Level of Emotional Intelligence**

Sr. no.	Category	N	Percentage(%)
1.	High	138	34.5
2.	Average	195	48.75
3.	Low	67	16.75

Interpretation:

Table 4.1 shows that 34.5% of the undergraduate college teachers possess high Emotional Intelligence. 16.75% teachers possess low Emotional Intelligence. Whereas 48.75% teachers possess average Emotional Intelligence.

From the data analyses it is clearly visible that most of the teachers have average Emotional Intelligence. 195 teachers out of 400 teachers are categorised as average in Emotional Intelligence scale. Whereas 67 teachers out of 400 are having low Emotional Intelligence. & 138 teachers out of 400 teachers are highly emotionally intelligent.

Discussion:

Thus from the analysis it can be concluded that most of the teachers of undergraduate colleges possess average in Emotional Intelligence. Only few teachers possess high in Emotional Intelligence. The reason for low Emotional Intelligence of teachers of undergraduate colleges was because of various factors such as stressful atmosphere at home, high job demands, poor working conditions etc. thus, the organization should provide such opportunities that will regulate their emotions. As low level of Emotional Intelligence of teachers will hinder teachers' performance which will further hinder the performance of students.

1(b) To study the Organizational Commitment of the teachers of undergraduate colleges.

Hypothesis 1.2 There is high Organizational Commitment level of the teachers of undergraduate colleges.

Table 4.2 Showing Percentage of Teachers of Undergraduate Colleges Having Different Levels of Organizational Commitment

Sr. no.	Category	N	Percentage(%)
1.	High	103	25.75
2.	Average	216	54
3.	Low	81	20.25

Interpretation:

Table 4.2 clearly signifies that the percentage of the teachers having average level of Organizational Commitment is 54%. 25.75% having high Organizational Commitment, whereas 20.25% teachers are having low Organizational Commitment.

Thus from the data analyses it is clearly visible that most of the teachers are having average Organizational Commitment. 216 teachers out of 400 teachers are categorised as average in Organizational Commitment scale. Whereas, 81 teachers out of 400 are categorised as low in committing towards their organization & 103 teachers out of 400 teachers were categorised as highly committed towards their organization.

Discussion:

Here also maximum number of teachers possessed average commitment towards their organization. The reason for the low Organizational Commitment of teacher of undergraduate colleges was because of low Emotional Intelligence, low teachers satisfaction or poor relation with the authorities & colleagues. so the colleges should create a strong team culture & be transparent & encourage open communication & also maintain work ethics. This will make teachers more committed towards their organization & which will further increase Teaching Effectiveness of the teachers.

1(c) To study the Teaching Effectiveness of the teachers of undergraduate colleges.

Hypothesis 1.3 There is high Teaching Effectiveness level of the teachers of undergraduate colleges.

Table 4.3 Showing Percentage of Teachers of Undergraduate Colleges Having Different Level of Teaching Effectiveness

Sr. no.	Category	N	Percentage(%)
1.	High	145	36.25
2.	Average	222	55.5
3.	Low	33	8.25

Interpretation:

Table 4.3 clearly indicates that the percentage of the teachers possessing average level of Teaching Effectiveness are 55.5%, 36.25% possess high Teaching Effectiveness whereas 8.25% possess low Teaching Effectiveness in the sample.

Thus from the data analyses it is clearly visible that most of the teachers possess average Teaching Effectiveness. 222 teachers out of 400 teachers are categorised as average in Teaching Effectiveness scale. Whereas very few i.e; 33 teachers out of 400 are categorised as low effective teacher & 145 teachers out of 400 teachers are categorised as highly effective teacher.

Discussion:

Most of the teachers possess average Teaching Effectiveness. This is because of low commitment of the teachers towards their organization. Thus to make most of the teachers' teaching effective, organization should run such programmes that will help teachers to be more committed towards their organization. This will not only improve Teaching Effectiveness of the teachers but also the performance of the students in achieving their goals.

4.2 Result Pertaining-

Objective 2 To study the difference in the teachers of undergraduate colleges on the following aspects with respect to gender.

a) Emotional Intelligence

- b) Organizational Commitment
- c) Teaching Effectiveness

Null Hypothesis 2 There is no significant difference in the teachers of undergraduate colleges on the following aspects with respect to gender.

- a) Emotional Intelligence
- b) Organizational Commitment
- c) Teaching Effectiveness

2(a) To study the difference in the Emotional Intelligence of the teachers of undergraduate colleges with respect to gender

Table 4.4 Showing Mean Scores, SD, t-Value of Emotional Intelligence of Male and Female Teachers of Undergraduate Colleges

Emotional Intelligence	Mean	SD	t
Male	74.68	17.95	.385*
Female	74.15	18.28	P>.05

* Not significant at 0.05 level of significance

Interpretation:

Thus, from the table 4.4 it is clearly visible that the mean of Emotional Intelligence of male teachers is 74.68 & that of female is 74.15 & SD Of the male teachers is 17.95 whereas SD Of female teachers is 18.28. The t value 0.385 is much lower than value of significance level at 0.05. Thus, no significant difference is found in Emotional Intelligence of male & female teachers of undergraduate colleges. Thus, null hypothesis 2(a) is accepted.

Discussion:

Thus it can be concluded that in terms of Emotional Intelligence level, all female & male teachers are not significantly different from each other. Tyagi, 2004 found no

substantial difference in the female & male teachers' Emotional Intelligence level at graduate universities but contradicts Schutte et al' research (1998), found gender disparities in Emotional Intelligence & found that female ranked higher as compared to males. This result is consistent with Tyagi, who found no significant difference in their level.

2(b) To study the difference in Organizational Commitment of the teachers of undergraduate colleges with respect to gender

Table 4.5 Showing Mean Scores, SD, t-Value of Organizational Commitment of Male & Female Teachers of Undergraduate Colleges

Organizational Commitment	Mean	SD	t
Male	32.59	4.42	.149*
Female	32.12	4.61	P>.05

* Not significant at 0.05 level of significance

Interpretation:

Thus, the table 4.5 clearly indicates that mean score of Organizational Commitment of male teachers is 32.59 & that of female is 32.12. & SD Of the male teachers is 4.42 whereas SD Of female teachers is 4.61. The t- value 0.149 is much lower as compared to the value of significance level at 0.05. Thus, no significant difference is found in Organizational Commitment of male & female teachers of undergraduate colleges. Thus null hypothesis 2(b) is accepted.

Discussion:

Thus it can be concluded that all female & male teachers are not significantly different from each other in terms of Organizational Commitment level. The results of this research are not in line with Patnaik (2009), did a study on the engagement of postgraduate professors, their attitudes toward work & their work satisfaction. In the report, there was a disparity in interpersonal engagement between female & male teachers.

2(c) To study the difference in Organizational Commitment of the teachers of undergraduate colleges with respect to gender

Table 4.6 Showing Mean Scores, SD, t-Value of Teaching Effectiveness of Male and Female Teachers of Undergraduate Colleges

Teaching Effectiveness	Mean	SD	t
Male	356.47	27.38	.314*
Female	357.83	28.78	P>.05

*Not significant at 0.05 level of significance

Interpretation:

Thus, table 4.6 clearly indicates that the mean of Teaching Effectiveness of male teachers is 356.47 & that of female is 357.83. & SD Of the male teachers is 27.38 whereas SD Of female teachers is 28.78. The t- value 0.314 is much lower than the value of significance level at 0.05. Thus no significant difference is found in Teaching Effectiveness of male & female teachers of undergraduate colleges. Thus, null hypothesis 2(c) is accepted.

Discussion:

Thus it can be concluded that all female & male teachers are not significantly different from each other, in terms of Teaching Effectiveness level. Both Female & Male teachers are highly effective in their teaching. If any difference has occurred it may be a chance factor. These findings are compatible with the research done by Tschannen, Moran & Hoy [2002], they demonstrated that neither sex nor age is substantially linked to teacher effectiveness.

4.3 Result Pertaining-

Objective 3 To study the difference in the teachers of undergraduate colleges on the following aspects with respect to aided & self-finance colleges.

- a) Emotional Intelligence
- b) Organizational Commitment
- c) Teaching Effectiveness

Null Hypothesis 3 There is no significant difference in the teachers of undergraduate colleges on the following aspects with respect to aided & self-finance colleges.

- a) Emotional Intelligence
- b) Organizational Commitment
- c) Teaching Effectiveness

3(a) To study the difference in the Emotional Intelligence of the teachers of undergraduate colleges with respect to aided & self-finance colleges.

Table 4.7 Showing Mean Scores, SD, t-Value of Emotional Intelligence of Aided and Self-Finance Teachers of Undergraduate Colleges

Emotional Intelligence	Mean	SD	t
Aided	75.79	18.24	.065* p>.05
Self-Finance	73.05	17.90	

*Not significant at 0.05 level of significance

Interpretation:

Thus, the table 4.7 clearly indicates that mean score of Emotional Intelligence of aided college teachers is 75.79 & that of self-finance is 73.05 & SD value of teachers of aided college is 8.24 whereas SD Of teachers of self-finance college is 17.90. The t- value is 0.065, which is much lower than value of significance level at 0.05. Thus, no significant difference is found in Emotional Intelligence of aided & self-finance teachers of undergraduate colleges. Thus, null hypothesis 3(a) is accepted.

Discussion:

Thus, it can be concluded that teachers of both aided & self-finance undergraduate colleges are not significantly different from each Other concerning level of Organizational Commitment. This research is distinct from that carried out by Paul & Mondal in 2011 which concluded that the mean results of EI in Government are significantly different. It has been seen in field studies that the only explanation for the disparity between secondary teachers' average intelligence is the uneven allocation of remuneration & other facilities in various kinds of schools. Furthermore, they find that the mean EI scores of female & male teachers do not vary significantly.

3(b) To study the difference in the organisational commitment of the teachers of undergraduate colleges with respect to aided & self-finance colleges.

Table 4.8 Showing Mean Scores, SD, t-Value of Organizational Commitment of Aided & Self Finance Teachers of Undergraduate Colleges

Organizational Commitment	Mean	SD	t
Aided	33.27	4.14	2.253*
Self-Finance	31.44	4.71	P<.05

*significant at 0.05 level of significance

Interpretation:

Thus, table 4.8 clearly indicates that mean score of Organizational Commitment of aided college teachers is 33.27 & that of self-finance is 31.44. & SD value of teachers of aided college is 4.14 whereas SD Of teachers of self-finance college is 4.71. The t- value is 2.253, which is much higher than the value of significance level at 0.05. Thus a significant difference is found in Organizational Commitment of teachers of self-finance & aided undergraduate colleges & null hypothesis 3(b) is rejected.

Discussion:

Thus, It can be concluded that teachers of both aided & self-finance undergraduate colleges are significantly different from each Other in Organizational Commitment's concerning level. Related to the observations made by Pounder (1992) in the area of private & public school organisational orientation & the results of students. The study revealed, as compared with teachers from government schools, that public school teachers vary considerably in their level of dedication.

3(c) To study the difference in the Teaching Effectiveness of the teachers of undergraduate colleges with respect to aided & self-finance colleges.

Table 4.9 Showing Mean Scores, SD, t-Value of Teaching Effectiveness of Aided & Self-Finance Teachers of Undergraduate Colleges

Teaching Effectiveness	Mean	SD	t
Aided	362.01	29.15	1.08*
Self-Finance	352.30	26.12	P>.05

*Not significant at 0.05 level of significance

Interpretation:

Thus, table 4.9 clearly indicates that mean score of Teaching Effectiveness of aided college teachers is 362.01 & that of self-finance is 352.30. & SD value of teachers of aided college is 29.15 whereas SD Of teachers of self-finance college is 26.12. The t- value is 1.08, which is much lower as compared to value of significance level at 0.05. Thus, no significant difference is found in Teaching Effectiveness of self-finance & aided teachers undergraduate colleges thus, null hypothesis 3(c) is accepted.

Discussion:

Thus, it can be concluded that teachers of both aided & self-finance undergraduate colleges are not significantly different from each Other concerning Teaching Effectiveness

level. Shah (1991) study's result is also in consonance that Teaching Effectiveness was significantly affected by organizational climate. Students in govt. & govt.-aided schools might be motivated to access library freely & to help them gaining experience in laboratory. Nautiyal's (1992) finding may be more pertinent so far that there is significant difference between the teacher's performing skills & his effectiveness; between the female teachers of government & private colleges.

4.4 Result Pertaining-

Objective 4 To study the relationship between the Teaching Effectiveness & Organizational Commitment of the teachers of undergraduate colleges.

Null Hypothesis 4 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the teachers of undergraduate colleges.

Table 4.10 Showing Relationship between Teaching Effectiveness and Organizational Commitment of The Teachers of Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	357.55	28.06	.6568*
Organizational Commitment	32.36	4.52	

*significant at 0.01 level of significance

Interpretation:

Table 4.10 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of Teachers of Undergraduate Colleges are 357.55 & 32.36 respectively with SD value of 28.06 & 4.52 respectively. 'r' value is .6568 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the teachers will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment of Teachers of Undergraduate Colleges. Thus, null Hypothesis 4 is rejected.

Sub hypotheses were also made for each hypothesis.

Null Hypothesis 4.1 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the male teachers of undergraduate colleges.

Table 4.11 Showing Relationship between Teaching Effectiveness & Organizational Commitment of The Male Teachers of Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	356.47	27.38	.7188*
Organizational Commitment	32.59	4.42	

*significant at 0.01 level of significance

Interpretation:

Table 4.11 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of male Teachers of Undergraduate Colleges are 356.47 & 32.59 respectively with SD value of 27.38 & 4.42 respectively. 'r' value is .7188 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the female teachers will also increase. It means that there is a

significant relationship between Teaching Effectiveness & Organizational Commitment of Undergraduate male Teachers of Colleges. Thus, null Hypothesis 4.1 is rejected.

Null Hypothesis 4.2 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the female teachers of undergraduate colleges.

Table 4.12 Showing Relationship between Teaching Effectiveness & Organizational Commitment of the Female Teachers of Undergraduate Colleges.

	Mean	SD	'r'
Teaching Effectiveness	367.83	28.78	.6046*
Organizational Commitment	32.12	4.61	

*significant at 0.01 level of significance

Interpretation:

Table 4.12 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of Female Teachers of Undergraduate Colleges are 367.83 & 32.12 respectively with SD value of 28.78 & 4.61 respectively. 'r' value is .6046(which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

This can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the female teachers will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment of Undergraduate Female Teachers of Colleges. Thus, null Hypothesis 4.2 is rejected.

Null Hypothesis 4.3 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the teachers of aided undergraduate colleges.

Table 4.13 Showing Relationship between Teaching Effectiveness & Organizational Commitment of the Teachers of Aided Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	362.01	29.15	.6009*
Organizational Commitment	33.27	4.14	

*significant at 0.01 level of significance

Interpretation:

Table 4.13 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of Teachers of aided Undergraduate Colleges are 362.01 & 33.27 respectively with SD value of 29.15 & 4.14 respectively. 'r' value is .6009 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the aided teachers will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment of aided Undergraduate Colleges Teachers. Thus, null Hypothesis 4.3 is rejected.

Null Hypothesis 4.4 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the teachers of self-finance undergraduate colleges.

Table 4.14 Showing Relationship between Teaching Effectiveness & Organizational Commitment of the Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	352.3	26.12	.6965*
Organizational Commitment	31.44	4.71	

*significant at 0.01 level of significance

Interpretation:

Table 4.14 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of Teachers of self-finance Undergraduate Colleges are 352.3 & 31.44 respectively with SD value of 26.12 & 4.71 respectively. 'r' value is .6965 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the self-finance teachers will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment of Teachers of self-finance Undergraduate Colleges. Thus, null Hypothesis 4.4 is rejected.

Null Hypothesis 4.5 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the male teachers of aided undergraduate colleges.

Table 4.15 Showing Relationship between Teaching Effectiveness & Organizational Commitment of the Male Teachers of Aided Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	363.59	27.54	.6573*
Organizational Commitment	33.41	4.10	

*significant at 0.01 level of significance

Interpretation:

Table 4.15 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of male Teachers of aided Undergraduate Colleges are 363.59 & 33.41 respectively with SD value of 27.54 & 4.10 respectively. 'r' value is .6573 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the aided male teachers will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment of male Teachers of aided Undergraduate Colleges. Thus, Hypothesis 4.5 is rejected.

Null Hypothesis 4.6 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the female teachers of aided undergraduate colleges.

Table 4.16 Showing Relationship between Teaching Effectiveness & Organizational Commitment of the Female Teachers of Aided Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	360.43	30.73	.5514*
Organizational Commitment	33.14	4.20	

*significant at 0.01 level of significance

Interpretation:

Table 4.16 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of female Teachers of aided Undergraduate Colleges are 360.43 & 33.14 respectively with SD value of 30.73 & 4.20 respectively. 'r' value is .5514(which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the female teachers of aided Undergraduate Colleges will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment of female Teachers of aided Undergraduate Colleges. Thus Hypothesis 4.6 is rejected.

Null Hypothesis 4.7 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the male teachers of self-finance undergraduate colleges.

Table 4.17 Showing, Relationship between Teaching Effectiveness & Organizational Commitment of the Male Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	349.36	25.42	.7614*
Organizational Commitment	31.78	4.61	

*significant at 0.01 level of significance

Interpretation:

Table 4.17 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of male Teachers of self-finance Undergraduate Colleges are 349.36 & 31.78 respectively with SD value of 25.42 & 4.61 respectively. 'r' value is .7614(which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Organizational Commitment then the Teaching Effectiveness of the male teachers of self-finance undergraduate colleges will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment of male Teachers of self-finance undergraduate colleges. Thus Hypothesis 4.7 is rejected.

Null Hypothesis 4.8 There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the female teachers of self-finance undergraduate colleges.

Table 4.18 Showing Relationship between Teaching Effectiveness & Organizational Commitment of the Female Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	355.24	26.60	.6646*
Organizational Commitment	31.11	4.80	

*significant at 0.01 level of significance

Interpretation:

Table 4.18 indicates that the mean scores values of Teaching Effectiveness & Organizational Commitment of female Teachers of self-finance Undergraduate Colleges are 355.24 & 31.11 respectively with SD value of 26.60 & 4.80 respectively. 'r' value is .6646 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Organizational Commitment are positively correlated.

Discussion:

It can be said that if there is increase in Organizational Commitment then the Teaching Effectiveness of the female teachers of self-finance undergraduate colleges will also increase. It means that there is a significant relationship between Teaching Effectiveness & Organizational Commitment female Teachers of self-finance Undergraduate Colleges. Thus Hypothesis 4.8 is rejected.

4.5 Result Pertaining-

Objective 5 To study the relationship between the Teaching Effectiveness & the Emotional Intelligence of the teachers of undergraduate colleges.

Null Hypothesis 5 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the teachers of undergraduate colleges.

Table 4.19 Showing, Relationship between Teaching Effectiveness and Emotional Intelligence of the Teachers of Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	357.55	28.06	.7662*
Emotional Intelligence	74.42	18.10	

*significant at 0.01 level of significance

Interpretation:

Table 4.19 shows that the mean scores values of Teaching Effectiveness & Emotional Intelligence of the Teachers of Undergraduate Colleges are 357.55 & 74.42 respectively with SD value of 28.06 & 18.10 respectively. 'r' value is .7662 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

It can be said that if there is increase in Emotional Intelligence then the Teaching Effectiveness of the teachers will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of the Undergraduate Colleges Teachers. Thus, Hypothesis 5 is rejected.

Sub hypotheses were also made for each hypothesis.

Null Hypothesis 5.1 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the male teachers of undergraduate colleges.

Table 4.20 Showing Relationship between Teaching Effectiveness & Emotional Intelligence of the Male Teachers of Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	356.47	27.38	.7616*
Emotional Intelligence	74.68	17.95	

*significant at 0.01 level of significance

Interpretation:

Table 4.20 shows that the mean scores values of Teaching Effectiveness & Emotional Intelligence of the male Teachers of Undergraduate Colleges are 356.47 & 74.68 respectively with SD value of 27.38 & 17.95 respectively. 'r' value is .7616 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

It can be said that if there is increase in Emotional Intelligence then the Teaching Effectiveness of the male teachers will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of the Undergraduate Colleges Teachers. Thus, Hypothesis 5.1 is rejected.

Null Hypothesis 5.2 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the female teachers of undergraduate colleges.

Table 4.21 Showing Relationship between Teaching Effectiveness and Emotional Intelligence of the Female Teachers of Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	367.83	28.78	.7720*
Emotional Intelligence	74.15	18.28	

*significant at 0.01 level of significance

Interpretation:

Table 4.21 indicates that the mean scores values of Teaching Effectiveness & Emotional Intelligence of the female Teachers of Undergraduate Colleges are 367.83 & 74.15 respectively with SD value of 28.78 & 18.28 respectively. 'r' value is .7720 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then the Teaching Effectiveness of the female teachers will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of the Undergraduate Colleges female Teachers. Thus, Hypothesis 5.2 is rejected.

Null Hypothesis 5.3 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the teachers of aided undergraduate colleges.

Table 4.22 Showing Relationship between Teaching Effectiveness and Emotional Intelligence of the Teachers of Aided Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	362.01	29.15	.7559*
Emotional Intelligence	75.79	18.24	

*significant at 0.01 level of significance

Interpretation:

Table 4.22 indicates that the mean scores values of Teaching Effectiveness & Emotional Intelligence of aided Undergraduate Colleges Teachers are 362.01 & 75.79 respectively with SD value of 29.15 & 18.24 respectively. 'r' value is .7559 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Conclusion:

It can be concluded that if there is increase in Emotional Intelligence then the Teaching Effectiveness of the aided teachers will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of aided Undergraduate Colleges Teachers. Thus, Hypothesis 5.3 is rejected.

Null Hypothesis 5.4 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the teachers of self-finance undergraduate colleges.

Table 4.23 Showing Relationship between Teaching Effectiveness and Emotional Intelligence of Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	352.3	26.12	.7809*
Emotional Intelligence	73.05	17.90	

*significant at 0.01 level of significance

Interpretation:

Table 4.23 indicates that the mean scores values of Teaching Effectiveness & Emotional Intelligence of self-finance Undergraduate Colleges Teachers are 352.3 & 73.05 respectively with SD value of 26.12 & 17.90 respectively. 'r' value is 7809(which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

This can be concluded that if there is increase in Emotional Intelligence then Teaching Effectiveness of self-finance colleges teachers will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of Self-Finance Undergraduate Colleges Teachers. Thus, Hypothesis 5.4 is rejected.

Null Hypothesis 5.5 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the male teachers of aided undergraduate colleges.

Table 4.24 Showing Relationship Between Teaching Effectiveness & Emotional Intelligence of the Male Teachers of Aided Undergraduate Colleges.

	Mean	SD	'r'
Teaching Effectiveness	363.59	27.54	.7462*
Emotional Intelligence	76.48	18.09	

*significant at 0.01 level of significance

Interpretation:

Table 4.24 indicates that the mean scores values of Teaching Effectiveness & Emotional Intelligence of male Teachers of Aided Undergraduate Colleges are 363.59 & 76.48 respectively with SD value of 27.54 & 18.09 respectively. 'r' value is .7462 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then Teaching Effectiveness of the aided male colleges teachers will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of Aided Undergraduate male Teachers of Colleges. Thus, Hypothesis 5.5 is rejected.

Null Hypothesis 5.6 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the female teachers of aided undergraduate colleges.

Table 4.25 Showing Relationship between Teaching Effectiveness & Emotional Intelligence of the Female Teachers of Aided Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	360.43	30.73	.7651*
Emotional Intelligence	75.10	18.45	

*significant at 0.01 level of significance

Interpretation:

Table 4.25 indicates that the mean scores values of Teaching Effectiveness & Emotional Intelligence of female Teachers of Aided Undergraduate Colleges are 360.43 & 75.10 respectively with SD value of 30.73 & 18.45 respectively. 'r' value is .7651(which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then Teaching Effectiveness of the female teachers of aided colleges will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of Aided Undergraduate female Teachers of Colleges. Thus, Hypothesis 5.6 is rejected.

Null Hypothesis 5.7 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the male teachers of self-finance undergraduate colleges.

Table 4.26 Showing Relationship between Teaching Effectiveness & Emotional Intelligence of the Male Teachers of Self-Finance Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	349.36	25.42	.7878*
Emotional Intelligence	72.89	17.72	

*significant at 0.01 level of significance

Interpretation:

Table 4.26 indicates that the mean scores values of Teaching Effectiveness & Emotional Intelligence of male Teachers of Self-Finance Undergraduate Colleges are 349.36 & 72.89 respectively with SD value of 25.42 & 17.72 respectively. 'r' value is .7878 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then Teaching Effectiveness of the male teachers of self-finance colleges will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of Self-Finance Undergraduate male Teachers of Colleges. Thus, Hypothesis 5.7 is rejected.

Null Hypothesis 5.8 There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the female teachers of self-finance undergraduate colleges.

Table 4.27 Showing Relationship Between teaching Effectiveness and Emotional Intelligence of the Female Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Teaching Effectiveness	355.24	26.60	.7824*
Emotional Intelligence	73.21	18.16	

*significant at 0.01 level of significance

Interpretation:

Table 4.27 indicates that the mean scores values of Teaching Effectiveness & Emotional Intelligence female Teachers of Self-Finance Undergraduate Colleges are 355.24 & 73.21 respectively with SD value of 26.60 & 18.16 respectively. 'r' value is .7824 (which is significant at 0.01 level) which is closer to +1 which means that Teaching Effectiveness & Emotional Intelligence are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then Teaching Effectiveness of the female teachers of self-finance colleges will also increase. This means that a significant relationship is found between Teaching Effectiveness & Emotional Intelligence of Self-Finance Undergraduate female Teachers of Colleges. Thus, Hypothesis 5.8 is rejected.

4.6 Result Pertaining-

Objective 6 To Study the relationship between the Emotional Intelligence & the Organizational Commitment of the teachers of undergraduate colleges.

Null Hypothesis 6 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the teachers of undergraduate colleges.

Table 4.28 Showing Relationship between Emotional Intelligence & Organizational Commitment of the Teachers of Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	74.42	18.10	.7456*
Organizational Commitment	32.36	4.52	

*significant at 0.01 level of significance

Interpretation:

Table 4.28 indicates that the mean score values of Emotional Intelligence & Organizational Commitment of Teachers of Undergraduate Colleges are 74.42 & 32.36 respectively with SD value of 18.10 & 4.52. 'r' value is .7456 ,which is significant at 0.01 level. The value or 'r' is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

Thus it can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the teachers will also increase. This means that there is significant relationship between Emotional Intelligence & Organizational Commitment of Teachers of Undergraduate Colleges. Thus, Hypothesis 6 is rejected.

Sub hypotheses were also made for each hypothesis.

Null Hypothesis 6.1 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the male teachers of undergraduate colleges.

Table 4.29 Showing Correlation between Emotional Intelligence & Organizational Commitment of the Male Teachers of Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	74.68	17.95	.7926*
Organizational Commitment	32.59	4.42	

*significant at 0.01 level of significance

Interpretation:

Table 4.29 shows that the mean values of scores of Emotional Intelligence & Organizational commitment of Male Teachers of Undergraduate Colleges are 74.68 & 32.59 respectively with SD value of 17.95 & 4.42 respectively. 'r' value is .7926(which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational commitment are positively correlated.

Discussion:

This can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the male teachers will also increase. It means that there is a

significant relationship between Emotional Intelligence & Organizational Commitment of Male Teachers of Undergraduate Colleges. Thus, Hypothesis 6.1 is rejected.

This research is close to Nahid Naderi Anari's (2012) study, the study demonstrates the optimistic & important relationship between emotional comprehension & organisational engagement, without significant variations in the work satisfaction & organisational commitment of high-school English teachers of different sexes & ages.

Null Hypothesis 6.2 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the female teachers of undergraduate colleges.

Table 4.30 Showing Correlation between Emotional Intelligence & Organizational Commitment of the Female Teachers of Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	74.15	18.28	.7020*
Organizational Commitment	32.12	4.61	

*significant at 0.01 level of significance

Interpretation:

Table 4.30 shows that the mean values of scores of Emotional Intelligence & Organizational commitment of Female Teachers of Undergraduate Colleges are 74.15 & 32.12 respectively with SD value of 18.28 & 4.61 respectively. 'r' value is .7020 (which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

Thus it can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the female teachers will also increase. It means that there is a significant correlation between Emotional Intelligence & Organizational Commitment of Female Teachers of Undergraduate Colleges. Thus, Hypothesis 6.2 is rejected.

This study is similar to the study done by **Shafiq, M., &Rana, A. R. (2016)**, in which findings displayed significant positive relationships with three components of Organizational Commitment which are denoted by affective, normative & continuance commitment respectively.

Null Hypothesis 6.3 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the teachers of aided undergraduate colleges.

Table 4.31 Showing Correlation between Emotional Intelligence & Organizational Commitment of the Teachers Of Aided Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	75.79	18.24	.7070*
Organizational Commitment	33.27	4.14	

*significant at 0.01 level of significance

Interpretation:

Table 4.31 indicates that the mean scores values of Emotional Intelligence & Organizational Commitment of the Teachers of Aided Undergraduate Colleges are 75.79 & 33.27 respectively with SD value of 18.24 & 4.14 respectively. 'r' value is .7070(which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

This can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the Aided College teachers will also increase. This means that a significant relationship is found between Emotional Intelligence & Organizational Commitment of Teachers of Aided Undergraduate Colleges. Thus, Hypothesis 6.3 is rejected.

Null Hypothesis 6.4 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the teachers of self-finance undergraduate colleges.

Table 4.32 Showing Relationship between Emotional Intelligence & Organizational Commitment of the Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	73.05	17.90	.7883*
Organizational Commitment	31.44	4.71	

*significant at 0.01 level of significance

Interpretation:

Table 4.32 indicates that the mean scores values of Emotional Intelligence & Organizational Commitment of Teachers of Self-Finance Undergraduate Colleges are 73.05 & 31.44 respectively with SD value of 17.90 & 4.71 respectively. 'r' value is .7883 (which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the Self-Finance College teachers will also increase. This means that a significant relationship is found between Emotional Intelligence & Organizational Commitment of teachers of Self-Finance Undergraduate Colleges. Thus, Hypothesis 6.4 is rejected.

Null Hypothesis 6.5 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the male teachers of aided undergraduate colleges.

Table 4.33 Showing Relationship between Emotional Intelligence & Organizational Commitment of the Male Teachers of Aided Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	76.48	18.09	.7521*
Organizational Commitment	33.41	4.10	

*significant at 0.01 level of significance

Interpretation:

Table 4.33 indicates that the mean scores values of Emotional Intelligence & Organizational Commitment of Teachers of Aided Undergraduate Colleges are 76.48 & 33.41 respectively with SD value of 18.09 & 4.10 respectively. 'r' value is .7521 (which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the male teachers of Aided Colleges will also increase. This means that a significant relationship is found between Emotional Intelligence & Organizational Commitment of teachers Aided Undergraduate Colleges. Thus, Hypothesis 4.5 is rejected.

Null Hypothesis 6.6 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the female teachers of aided undergraduate colleges.

Table 4.34 Showing Relationship between Emotional Intelligence & Organizational Commitment of the Female Teachers of Aided Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	75.10	18.45	.6631*
Organizational Commitment	33.14	4.20	

*significant at 0.01 level of significance

Interpretation:

Table 4.34 shows that the mean scores values of of Emotional Intelligence & Organizational Commitment of Female Teachers of Aided Undergraduate Colleges are 75.10 & 33.14 respectively with SD value of 18.45 & 4.20 respectively. 'r' value is .6631 (which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the female teachers of Aided College will also increase. This means that a significant relationship is found between Emotional Intelligence & Organizational Commitment of Female Teachers of aided Undergraduate Colleges. Thus, Hypothesis 6.6 is rejected.

Null Hypothesis 6.7 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the male teachers of self-finance undergraduate colleges.

Table 4.35 Showing Relationship between Emotional Intelligence & Organizational Commitment of the Male Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	72.89	17.72	.8311*
Organizational Commitment	31.78	4.61	

*significant at 0.01 level of significance

Interpretation:

Table 4.35 shows that the mean scores values of Emotional Intelligence & Organizational Commitment of self-finance male Teachers of Undergraduate Colleges are 72.89 & 31.78 respectively with SD value of 17.72 & 4.61 respectively. 'r' value is .8311(which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

It can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the male teachers of self-finance colleges will also increase. This means that a significant relationship is found between Emotional Intelligence & Organizational Commitment of self-finance male Teachers of Undergraduate Colleges. Thus, Hypothesis 6.7 is rejected.

Null Hypothesis 6.8 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the female teachers of self-finance undergraduate colleges.

Table 4.36 Showing Relationship between Emotional Intelligence & Organizational Commitment of the Female Teachers of Self Finance Undergraduate Colleges

	Mean	SD	'r'
Emotional Intelligence	73.21	18.16	.7535*
Organizational Commitment	31.11	4.80	

*significant at 0.01 level of significance

Interpretation:

Table 4.36 shows that the mean scores values of Emotional Intelligence & Organizational Commitment of self-finance female Teachers Undergraduate Colleges are 73.21 & 31.11 respectively with SD value of 18.16 & 4.80 respectively. 'r' value is .7535(which is significant at 0.01 level) which is closer to +1 which means that Emotional Intelligence & Organizational Commitment are positively correlated.

Discussion:

This can be concluded that if there is increase in Emotional Intelligence then the Organizational Commitment of the self-finance female teachers of colleges will also increase. This means that a significant relationship is found between Emotional Intelligence & Organizational Commitment of Female Teachers of self-finance Undergraduate Colleges. Thus, Hypothesis 6.8 is rejected.

CHAPTER-5

FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS & SUGGESTIONS

The data was analysed by using appropriate techniques to arrive at valid conclusions & main findings of the study. The major findings of the study, conclusions derived from the findings, discussion & wide range of educational implications emerging out of the study is documented in this chapter.

5.1 Findings Of The Study

Objective wise findings of the current research are given here:

- 1. To study the following aspects of the teachers of undergraduate colleges.**
 - a) Emotional Intelligence**
 - b) Organizational Commitment**
 - c) Teaching Effectiveness**

1(a) To Study the Emotional Intelligence of the Teachers of Undergraduate Colleges.

It was found that 34.5% teachers of undergraduate college possess high Emotional Intelligence. 16.75% teachers possess low Emotional Intelligence, whereas 48.75% teachers possess average Emotional Intelligence. it is clearly visible that most of the

teachers have average Emotional Intelligence. 195 teachers out of 400 teachers are categorised as average in Emotional Intelligence scale, whereas 67 teachers out of 400 are having low Emotional Intelligence. & 138 teachers out of 400 teachers are highly emotionally intelligent.

1(b) To Study the Organizational Commitment of the Teachers of Undergraduate Colleges.

It was found that 34.5% of the undergraduate college teachers possess high Organizational Commitment. 16.75% teachers possess low Emotional Intelligence, whereas 48.75% teachers possess average Emotional Intelligence. It is clearly visible that most of the teachers have average Emotional Intelligence. 195 teachers out of 400 teachers are categorised as average in Emotional Intelligence scale, whereas 67 teachers out of 400 are having low Emotional Intelligence & 138 teachers out of 400 teachers are highly emotionally intelligent.

1(c) To Study the Teaching Effectiveness of the Teachers of Undergraduate Colleges.

It was found that 36.25% teachers of undergraduate colleges were having high Teaching Effectiveness, whereas 8.25% possess low Teaching Effectiveness. The percentages of the teachers possessing average level of Teaching Effectiveness are 55.5%, in the sample. It is clearly visible that most of the teachers possess average Teaching Effectiveness. 222 teachers out of 400 teachers are categorised as average in Teaching Effectiveness scale, whereas very few i.e; 33 teachers out of 400 are categorised as low effective teacher. & 145 teachers out of 400 teachers are categorised as highly effective teacher.

2. To Study the difference in the following aspects of the Teachers of Undergraduate Colleges with respect to Gender.

- a) **Emotional Intelligence**
- b) **Organizational Commitment**

c) Teaching Effectiveness

2(a) To Study the difference in the Emotional Intelligence of the Teachers of Undergraduate Colleges with respect to Gender

It was found that the mean of Emotional Intelligence of male teachers is 74.68 & that of female is 74.15. & SD Of the male teachers is 17.95 whereas SD Of female teachers is 18.28. The t value 0.385 is much lower than value of significance level at 0.05. Thus no significant difference is found in Emotional Intelligence of male & female teachers of undergraduate colleges. Thus null hypothesis 2(a) is accepted ($p > .05$).

2(b) To Study the difference in Organizational Commitment of the Teachers of Undergraduate Colleges with respect to Gender

It was found that mean score of Organizational Commitment of male teachers is 32.59 & that of female is 32.12. & SD Of the male teachers is 4.42 whereas SD Of female teachers is 4.61. The t- value 0.149 is much lower as compared to the value of significance level at 0.05. Thus no significant difference is found in Organizational Commitment of male & female teachers of undergraduate colleges. Thus null hypothesis 2(b) is accepted ($p > .05$)

2(c) To Study the difference in Organizational Commitment of the Teachers of Undergraduate Colleges with respect to Gender

It was found that the mean of Teaching Effectiveness of male teachers is 356.47 & that of female is 357.83. & SD Of the male teachers is 27.38 whereas SD Of female teachers is 28.78. The t- value 0.314 is much lower than the value of significance level at 0.05. Thus no significant difference is found in Teaching Effectiveness of male & female teachers of undergraduate colleges. Thus null hypothesis 2(c) is accepted ($p > .05$)

3. To Study the difference in the following aspects of the Teachers of Undergraduate Colleges with respect to Aided & Self-Finance Colleges.

- a) Emotional Intelligence**
- b) Organizational Commitment**
- c) Teaching Effectiveness**

3(a) To Study the difference in the Emotional Intelligence of the Teachers of Undergraduate Colleges with respect to Aided & Self Finance Colleges.

It was found that mean score of Emotional Intelligence of aided college teachers is 75.79 & that of self-finance is 73.05 & SD value of teachers of aided college is 8.24, whereas SD Of teachers of self-finance college is 17.90. The t- value is 0.065, which is much lower than value of significance level at 0.05. Thus no significant difference is found in Emotional Intelligence of aided & self-finance teachers of undergraduate colleges. Thus null hypothesis 3(a) is accepted ($p > .05$).

3(b) To Study the difference in the Organisational Commitment of the Teachers of Undergraduate Colleges with respect to Aided & Self Finance Colleges.

It was found that mean score of Organizational Commitment of aided college teachers is 33.27 & that of self-finance is 31.44. & SD value of teachers of aided college is 4.14, whereas SD Of teachers of self-finance college is 4.71. The t- value is 2.253, which is much higher than the value of significance level at 0.05. Thus a significant difference is found in Organizational Commitment of teachers of self-finance & aided undergraduate colleges & null hypothesis 3(b) is rejected ($p < .05$).

3(c) To Study the difference in the Teaching Effectiveness of the Teachers of Undergraduate Colleges with respect to Aided & Self Finance Colleges.

It was found that mean score of Teaching Effectiveness of aided college teachers is 362.01 & that of self-finance is 352.30 & SD value of teachers of aided college is 29.15, whereas SD Of teachers of self-finance college is 26.12. The t- value is 1.08, which is

much lower as compared to value of significance level at 0.05 thus no significant difference is found in Teaching Effectiveness of self-finance & aided teachers undergraduate colleges .thus null hypothesis 3(c) is accepted ($p > .05$).

4. To Study the relationship between Teaching Effectiveness & Organizational Commitment of the Teachers of Undergraduate Colleges.

4. There is positive correlation between Teaching Effectiveness & Organizational Commitment of Teachers of Undergraduate Colleges as 'r' is .6568 which is closer to +1. Thus null hypothesis is rejected.

4.1 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Male Teachers of Undergraduate Colleges as 'r' is .7188 which is closer to +1. Thus null hypothesis is rejected.

4.2 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Female Teachers of Undergraduate Colleges as 'r' is .6046 which is closer to +1. Thus null hypothesis is rejected.

4.3 There is positive correlation Teaching Effectiveness & Organizational Commitment of Teachers of Aided Undergraduate Colleges as 'r' is .6009 which is closer to +1. Thus null hypothesis is rejected.

4.4 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Teachers of Self-Finance Undergraduate Colleges as 'r' is .6965 which is closer to +1. Thus null hypothesis is rejected.

4.5 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Male Teachers of Aided Undergraduate Colleges as 'r' is .6573 which is closer to +1. Thus null hypothesis is rejected.

4.6 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Female Teachers of Aided Undergraduate Colleges as 'r' is .5514 which is closer to +1. Thus null hypothesis is rejected.

4.7 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Male Teachers of Self-Finance Undergraduate Colleges as 'r' is .7614 which is closer to +1. Thus null hypothesis is rejected.

4.8 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Female Teachers of Self-Finance Undergraduate Colleges as 'r' is .6646 which is closer to +1. Thus null hypothesis is rejected.

5. To Study the relationship between Teaching Effectiveness & Emotional Intelligence of the Teachers of Undergraduate Colleges.

5. There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Teachers of Undergraduate Colleges as 'r' is .7662 which is closer to +1. Thus null hypothesis is rejected.

5.1 There is positive relationship between Teaching Effectiveness & Emotional Intelligence of Male Teachers of Undergraduate Colleges as 'r' is .7616 which is closer to +1. Thus null hypothesis is rejected.

5.2 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Female Teachers of Undergraduate Colleges as 'r' is .7720 which is closer to +1. Thus null hypothesis is rejected.

5.3 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Teachers of Aided Undergraduate Colleges as 'r' is .7559 which is closer to +1. Thus null hypothesis is rejected.

5.4 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Teachers of Self-Finance Undergraduate Colleges as 'r' is .7809 which is closer to +1. Thus null hypothesis is rejected.

5.5 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Male Teachers of Aided Undergraduate Colleges as 'r' is .7462 which is closer to +1. Thus null hypothesis is rejected.

5.6 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Female Teachers of Aided Undergraduate Colleges as 'r' is .7651 which is closer to +1. Thus null hypothesis is rejected.

5.7 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Male Teachers of Self-Finance Undergraduate Colleges as 'r' is .7878 which is closer to +1. Thus null hypothesis is rejected.

5.8 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Female Teachers of Self-Finance Undergraduate Colleges as 'r' is .7824 which is closer to +1. Thus null hypothesis is rejected.

6. To Study the relationship between Emotional Intelligence & Organizational Commitment of the Teachers of Undergraduate Colleges.

6. It was found that Emotional Intelligence & Organizational Commitment of Teachers of Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7456. Thus null hypothesis is rejected.

6.1 It was found that Emotional Intelligence & Organizational Commitment of Male Teachers of Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7926. Thus null hypothesis is rejected.

6.2 It was found that Emotional Intelligence & Organizational Commitment of Female Teachers of Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7020. Thus null hypothesis is rejected.

6.3 It was found that Emotional Intelligence & Organizational Commitment of Teachers of Aided Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7070. Thus null hypothesis is rejected.

6.4 It was found that Emotional Intelligence & Organizational Commitment of Teachers of Self-Finance Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7883. Thus null hypothesis is rejected.

6.5 It was found that Emotional Intelligence & Organizational Commitment of Male Teachers of Aided Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7521. Thus null hypothesis is rejected.

6.6 It was found that Emotional Intelligence & Organizational Commitment of Female Teachers of Aided Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .6631. Thus null hypothesis is rejected.

6.7 It was found that Emotional Intelligence & Organizational Commitment of Male Teachers of Self-Finance Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .8311. Thus null hypothesis is rejected.

6.8 It was found that Emotional Intelligence & Organizational Commitment of Female Teachers of Self-Finance Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7535. Thus null hypothesis is rejected.

5.2 Conclusion

On the basis of the results of all six (6) objectives following conclusion have been drawn keeping in view the 't' value & 'r' value score:

1. It was concluded that most of the teachers of undergraduate colleges possess average in Emotional Intelligence. Only few teachers possess high in Emotional Intelligence. The reason for low Emotional Intelligence of teachers of undergraduate colleges is because of various factors such as stressful atmosphere at home, high job demands, poor working conditions etc. thus, the organization should provide such opportunities that will regulate their emotions. As low level of Emotional Intelligence of teachers will hinder teachers' performance which will further hinder the performance of students.
2. It was concluded that maximum number of teachers possessed average commitment towards their organization. The reason for the low Organizational Commitment of teacher of undergraduate colleges might be because of low Emotional Intelligence, low teachers satisfaction or poor relation with the authorities & colleagues. So the colleges

should create a strong team culture & be transparent & encourage open communication & also maintain work ethics. This will make teachers more committed towards their organization & which will further increase Teaching Effectiveness of the teachers.

3. It was concluded that most of the teachers possess average Teaching Effectiveness. This is because of low commitment of the teachers towards their organization. Thus to make most of the teachers' teaching effective, organization should run such programmes that will help teachers to be more committed towards their organization. This will not only improve Teaching Effectiveness of the teachers but also the performance of the students in achieving their goals.
4. 't' value for female & male teachers of Undergraduate Colleges on three aspects **(1)Emotional Intelligence (2) Organizational Commitment (3) Teaching Effectiveness** have been found not significant.

Thus, it may be concluded that female & male teachers do not differ in the level of the above mentioned three aspects. It means that gender difference does not have any significant impact while studying the above three aspects.

5. 't' value for teachers of Aided Undergraduate Colleges & Self-Finance Undergraduate Colleges on two aspects **(1)Emotional Intelligence (2) Teaching Effectiveness** have been found not significant.

Thus, it can be concluded that teachers of Aided & Self-Finance Undergraduate Colleges do not differ in the level of the above mentioned two aspects. It means that type of college does not have any significant impact while studying the above two aspects.

5. 't' value for teachers of Aided Undergraduate Colleges & Self-Finance Undergraduate Colleges on one aspect **Organizational Commitment** have been found significant.

Thus, it can be concluded that teachers of Aided & Self-Finance Undergraduate Colleges do differ in the level of **Organizational Commitment**. It means that type of

college have significant impact while studying the Organizational Commitment of Teachers.

7. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of the teachers of Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of the teachers of Undergraduate Colleges are positively correlated & if there is increase in the level of Teaching Effectiveness then the level of Organizational Commitment will also increase.

8. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of the Male teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of the Male Teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is rise in the Teaching Effectiveness level then the Organizational Commitment level of all these categories will also increase.

9. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of the Female teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of the Female Teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is increase in the level of Teaching Effectiveness then the level of Organizational Commitment of all these categories will also increase.

10. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges are positively correlated & if there is increase in the level of Teaching Effectiveness then the level of Organizational Commitment will also increase.

- 11.** 'r' value for correlation between Teaching Effectiveness Emotional Intelligence of the teachers of Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness Emotional Intelligence of the teachers of Undergraduate Colleges are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Teaching Effectiveness will also increase.

- 12.** 'r' value for correlation between Teaching Effectiveness Emotional Intelligence of the Male teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Emotional Intelligence of the Male Teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is increase in the level of Teaching Emotional Intelligence then the level of Teaching Effectiveness of all these categories will also increase.

- 13.** 'r' value for correlation between Teaching Effectiveness Emotional Intelligence of the Female teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Emotional Intelligence of the Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is rise in the Emotional Intelligence level then the level of Teaching Effectiveness of all these categories will also increase.

- 14.** 'r' value for relationship between Teaching Effectiveness Emotional Intelligence Aided Colleges of Teachers & Self-Finance Undergraduate Colleges have been found positive.

Thus, this can be concluded that Teaching Effectiveness & Emotional Intelligence of Aided Teachers of Colleges & Self-Finance Undergraduate Colleges are positively correlated & if there is rise in the Emotional Intelligence level then the level of Teaching Effectiveness will also increase.

- 15.** 'r' value for correlation between Emotional Intelligence & Organizational Commitment of the teachers of Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of the teachers of Undergraduate Colleges are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Organizational Commitment will also increase.

- 16.** 'r' value for correlation between Emotional Intelligence & Organizational Commitment of the Male teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of the Male Teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Organizational Commitment of all these categories will also increase.

- 17.** 'r' value for correlation between Emotional Intelligence & Organizational Commitment of the Female teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of the Female Teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges are positively correlated & if there is increase in the

level of Emotional Intelligence then the level of Organizational Commitment of all these categories will also increase.

18. 'r' value for correlation between Emotional Intelligence & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Organizational Commitment will also increase.

5.3 Educational Implications

The present study reflects that Teaching Effectiveness can be ensured by making efforts towards changing working conditions.

1. Organizational Commitment of teachers can be increased by providing better support for improving teachers' Emotional Intelligence & Teaching Effectiveness.
2. Organizational support & good interpersonal relationship between management, principal & teachers can play an important part in Organizational Commitment & Teaching Effectiveness of teachers.
3. In order to get teachers involved to their fullest in their work, Individual Emotional Intelligence can play important role.
4. To enhance the education quality, teachers should be encouraged to innovate & do new things, this would also encourage Teaching Effectiveness of the teachers.
5. To ensure quality education, teachers should be given proper opportunity to grow professionally & personally.
6. Conflicts in the institution should be avoided. Healthy competition among teachers to perform better can be encouraged.
7. Proper motivation should be given to teachers for their good performance. This motivation could be monetary/non-monetary.

8. Institutional control should be equal for every teacher. It is required that it should not be rigid but flexible keeping in view the basic needs & requirements of faculty.

5.4 Suggestions

The results of the research seem worthwhile to offer some suggestions. These may be for different people of society like Policy makers in Education, Management of Schools, Administrative Authority of Schools, Principals & the future researchers.

5.4.1 Suggestions For The Policy-Makers In Education

Policy makers & planners have an important role in deciding the path to ensure quality education & working environment in institutes. Policy makers must remember that teachers' working conditions are students' learning conditions. Teaching Effectiveness is affected by working environment & then it affects the quality of education. They could take necessary measures, on the basis of the outcome of this research, for the optimal provision of creating condition for developing good Emotional Intelligence & to make their core workforce highly satisfied & stay longer in an institution. They should encourage active participation of teachers in the Institute & encourage such activities that may lead to Emotional Intelligence development. Besides, efforts should also be made for improving Teaching Effectiveness of teachers. Activities like on job training & workshops should also be provisioned at regular intervals.

5.4.2 Suggestions For Management of Schools

Management body of both Aided & self-finance institution (Especially Self-Finance) must ensure supportive & warm working environment in their institution. They should also make provision for enough freedom to the faculty of the institution to participate in determination of long & short-term goals of the institution. Monetary & non-monetary rewards should be given to teachers for their performance. Management should

consider the teachers problems with sympathy & empathy. There should also be proper availability of technology & supportive teaching material to make teaching more effective. There should be enough support from management to teachers to maintain their Organizational Commitment.

5.4.3 Suggestions For Administrators

This study could be of importance to administrators of Undergraduate Colleges. They should not be rigid while dealing with the faculty. Active participation of faculty should be encouraged at every level of administrative decision particularly on those which are directly concerned with faculty. Faculty should be given proper opportunities to their professional growth. They should always be rewarded for their work of excellence. Administrators should stay aware of the teachers' satisfaction level & should not hesitate to alter their management practices whenever applicable in an attempt to increase lecturers' Teaching Effectiveness & Organizational Commitment. The above practices will help a teacher to take many decisions not only on the basis of their intelligence but also on the basis of their Emotional Intelligence. This will be beneficial not only for the teachers but also for students & the college.

5.4.4 Suggestions For Principals

Role of principals is very crucial in encouraging & maintaining Emotional Intelligence, Teaching Effectiveness & Organizational Commitment of teachers as they deal directly with them. Their relation with faculty should be cordial & there should be proper understanding between them & the faculty. Principals should value their teachers, try to develop healthy working conditions, value teachers' opinions, consider teachers' problems & appreciate their successes. Democratic functioning of the individuals can help in this venture.

5.4.5 Suggestions For Community

Community should give the due respect to the teachers so that teachers may get involved in the institution with commitment. Community should offer rewards for the teachers. Community members should ensure that institutions in their vicinity must have such a working environment so that teachers may remain in the school for longer period. Community should not only encourage innovation in teaching-learning process in schools but also stand by its positive or negative outcome. If there is negative outcome, corrective steps may be taken further.

5.4.6 Suggestions for Further Research

1. Researchers may take up studies for other level of college's viz. Post-graduate level, primary level etc.
2. Researchers may take up studies for case study purpose.
3. A detailed study of some other factors of teachers' effectiveness can be done, which have not been covered in this study.
4. Use of more sophisticated statistical techniques may be utilized for more systematic data analysis.
5. Present investigation involves Aided & self-finance Undergraduate Colleges. It can be done for comparison with Purely Government Colleges, State University, Central University and Private University etc.
6. The research can be done involving different cities with a large sample. Even rural areas can also be included.
7. This research is being done on Aided & Self-Finance Undergraduate colleges associated with Lucknow University. It can be done for teachers of other Universities also.
8. A detailed study for demographic aspect of teachers & its impact on Teaching Effectiveness can also be done.

9. Detailed norms can be obtained for the rating scale to study factors affecting Teaching Effectiveness.

Education in India needs qualitative revamping especially for future students who are largely dependent on the teachers' role as well as Education quality. Teacher is the central axis of education organization. The progressive trend of privatization & increasing decrease of imparting education by the teachers in Government Institutions in these days has influenced its quality. Organizational Commitment, Emotional Intelligence along with Teaching Effectiveness, are one of the important rays of hope, for which presence of certain factors are to be necessarily ensured. The present research has been conducted in view of these points. Its conclusions may prove better assistance in maintaining & promoting Teaching Effectiveness of the teachers.

SUMMARY

Introduction

The key pillar of the education system is known to be teachers. Their role is unquestionable & they are also concerned by the imperative requirements to update knowledge & skills among their students. By teaching she/he spread the ideal thoughts in society with the help of education institution & develops the knowledge & intellect in the students. In this changing era we need emotionally intelligent & committed teachers according to the need of society. For the success of education teachers should be committed & emotionally intelligent towards teaching. As Emotional Intelligence helps instructors in some difficult circumstances, which may impair the learning & well-being of students? Only if dedicated teachers are in the pivot to bring the programme, are the desired instructional results achievable. In the form of machinery, design, textbooks & instruction the institution may provide outstanding material services but where the instructors/teachers are misfit or oblivious, the whole programme may be inefficient & largely wasted.

Justification of the study

A teacher is the central axis of the educational community. In order to make the teaching effective & teachers to be committed to their job, there's a requirement for strong Emotional Intelligence. The teacher's Teaching Effectiveness is hindered by various factors but the factors teachers' Emotional Intelligence & commitment towards their organization is directly connected to the performance of teachers. Organizational Commitment, Emotional Intelligence along with Teaching Effectiveness are one of the important rays of hope for which presence of certain factors are to be necessarily ensured. The present research has been conducted in view of these points. Its conclusions may prove better assistance in maintaining & promoting Teaching Effectiveness of the teachers which will further help in the qualitative improvement of the education system.

Statement of the problem

“Teaching Effectiveness of the Teachers of Undergraduate Colleges in Relation to their Organizational Commitment & Emotional Intelligence”

Operational Definitions of the Terms

- Teaching Effectiveness
- Organizational Commitment
- Emotional Intelligence
- Teachers Of Undergraduate Colleges

The key terms used in the above statement of problem of the study have the following operational meaning.

Teaching Effectiveness

Teaching Effectiveness is a collection of activities incorporated into the everyday routine by the successful teachers.

In this study the meaning of Teaching Effectiveness is represented by the scores found by Teacher Effectiveness Scale, for the teachers of undergraduate colleges. This scale measures the teachers under different functions of teaching with the following areas.

- ✓ Preparation & planning for teaching
- ✓ Classroom management
- ✓ Knowledge of subject-matter
- ✓ Teachers characteristics
- ✓ Interpersonal relations of teachers with others

Organizational Commitment

The attachment or connection that employees feel towards their organization is called as Organizational Commitment.

In this study the meaning of Organizational Commitment represented by the scores obtained by Organizational Commitment scale, for the teachers of undergraduate colleges. There are 2 areas in this scale;

- (1) Concern for an organization
- (2) Organization identification

Emotional Intelligence

Emotional Intelligence refers to the capability of a person to manage & control his or her emotions & possess the ability to control the emotions of others as well.

In this study the meaning of Emotional Intelligence represented by the scores obtained by Emotional Intelligence Scale, for the teachers of undergraduate colleges. The test measures ten factors of the Emotional Intelligence, namely

A -Self-Awareness	F -Integrity
B - Empathy	G -Self-Development
C -Self-Motivation	H -Value Orientation
D -Emotional Stability	I -Commitment
E -Managing Relations	J -Altruistic Behaviour

Teachers Of Undergraduate Colleges

Teachers teaching in undergraduate courses for example B.El.Ed., B.Ed., B.COM, B.Sc., B.A., have been considered as teachers of undergraduate colleges in the present study.

Objectives of the study

1. To study the following aspects of the teachers of undergraduate colleges.
 - a) Emotional Intelligence
 - b) Organizational Commitment
 - c) Teaching Effectiveness
2. To study the difference in the following aspects of the teachers of undergraduate colleges with respect to gender.
 - a) Emotional Intelligence
 - b) Organizational Commitment
 - c) Teaching Effectiveness
3. To study the difference of the following aspects of the teachers of undergraduate colleges with respect to aided & self-finance colleges.
 - a) Emotional Intelligence
 - b) Organizational Commitment
 - c) Teaching Effectiveness
4. To study the relationship between Teaching Effectiveness & Organizational Commitment of the teachers of undergraduate colleges.
5. To study the relationship between Teaching Effectiveness & Emotional Intelligence of the teachers of undergraduate colleges.
6. To study the relationship between Emotional Intelligence & Organizational Commitment of the teachers of undergraduate colleges.

Hypotheses of the study

- 1.1** There is high Emotional Intelligence level of the teachers of undergraduate colleges.
- 1.2** There is high Organizational Commitment level of the teachers of undergraduate colleges.
- 1.3** There is high Teaching Effectiveness level of the teachers of undergraduate colleges.

Null Hypotheses

- 2.** There is no significant difference in the teachers of undergraduate colleges on the following aspects with respect to gender.
 - a)** Emotional Intelligence
 - b)** Organizational Commitment
 - c)** Teaching Effectiveness
- 3.** There is no significant difference in the teachers of undergraduate colleges on the following aspects with respect to aided & self-finance colleges.
 - a)** Emotional Intelligence
 - b)** Organizational Commitment
 - c)** Teaching Effectiveness
- 4.** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the teachers of undergraduate colleges.
 - 4.1** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the male teachers of undergraduate colleges.

- 4.2** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the female teachers of undergraduate colleges.
- 4.3** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the aided teachers of undergraduate colleges.
- 4.4** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the self-finance teachers of undergraduate colleges.
- 4.5** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the aided male teachers of undergraduate colleges.
- 4.6** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the aided female teachers of undergraduate colleges.
- 4.7** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the self-finance male teachers of undergraduate colleges.
- 4.8** There is no significant relationship between Teaching Effectiveness & Organizational Commitment of the self-finance female teachers of undergraduate colleges.
- 5.** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the teachers of undergraduate colleges.
- 5.1** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the male teachers of undergraduate colleges.
- 5.2** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the female teachers of undergraduate colleges.
- 5.3** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the aided teachers of undergraduate colleges.

- 5.4** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the self-finance teachers of undergraduate colleges.
- 5.5** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the aided male teachers of undergraduate colleges.
- 5.6** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the aided female teachers of undergraduate colleges.
- 5.7** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the self-finance male teachers of undergraduate colleges.
- 5.8** There is no significant relationship between Teaching Effectiveness & Emotional Intelligence of the self-finance female teachers of undergraduate colleges.
- 6.** There is no significant relationship between Emotional Intelligence & Organizational Commitment of the teachers of undergraduate colleges.
- 6.1** There is no significant relationship between Emotional Intelligence & Organizational Commitment of the male teachers of undergraduate colleges.
- 6.2** There is no significant relationship between Emotional Intelligence & Organizational Commitment of the female teachers of undergraduate colleges.
- 6.3** There is no significant relationship between Emotional Intelligence & Organizational Commitment of the aided teachers of undergraduate colleges.
- 6.4** There is no significant relationship between Emotional Intelligence & Organizational Commitment of the self-finance teachers of undergraduate colleges.
- 6.5** There is no significant relationship between Emotional Intelligence & Organizational Commitment of the aided male teachers of undergraduate colleges.
- 6.6** There is no significant relationship between Emotional Intelligence & Organizational Commitment of the aided female teachers of undergraduate colleges.

6.7 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the self-finance male teachers of undergraduate colleges.

6.8 There is no significant relationship between Emotional Intelligence & Organizational Commitment of the self-finance female teachers of undergraduate colleges.

Delimitations of the study

The current analyses have following delimitations: -

1. The research has been delimited to Lucknow city only.
2. The study has been delimited to 400 teachers of undergraduate colleges of Lucknow city.
3. The study has been delimited to 200 male teachers & 200 female teachers of undergraduate colleges of Lucknow city .
4. The study has been delimited to 5 aided & 5 self-finance undergraduate colleges of Lucknow city.

Method

The descriptive survey method was selected for the present study which was most appropriate to the research under investigation. The present study aims **To Study the Teaching Effectiveness of the Teachers of Undergraduate Colleges in Relation to their Organizational Commitment & Emotional Intelligence**. The present study is descriptive because it aims to describe the nature & present status of the phenomenon & it is concerned with conditions or relationships that exist & opinions that are held.

Population

All the teachers of aided & self-finance undergraduate colleges of Lucknow city was taken as the population of our study.

Sample

The researcher used **simple random sampling technique** for selecting teachers & undergraduate colleges.

400 teachers were selected from 10 undergraduate colleges of Lucknow city (5 aided colleges & 5 self-finance colleges). From each college 40 teachers were taken for the study, out of which 20 are male & 20 are female teachers of the undergraduate colleges.

Variables

Dependent Variables – Teaching Effectiveness

Independent Variables- Organizational Commitment & Emotional Intelligence

Tools

The following tools were used for the present study.

1. Teacher Effectiveness Scale devised by Umme Kulsum.
2. Organizational Commitment Scale devised by Upinder Dhar, Prashant Mishra & D.K. Srivastava.
3. Emotional Intelligence Scale devised by Anukool Hyde, Sanjyot Pethe, Upinder Dhar.

Method adopted for statistical data analysis

The data collected through scales were tabulated & entered into the MS excel sheet. Thereafter, the analysis of data was done through MS Excel. The data was analysed by using both descriptive & inferential statistics. The following statistical techniques have been followed to analyse the data.

- Percentages of total items were calculated.
- Means & standard deviations were calculated.
- t- Test was used to identify the significant mean difference between the two groups.

- Product moment co-efficient of correlation ('r') was used to identify the significant relationship between the two variables.

Findings

Objective wise findings of the current research are given here:

2. To study the following aspects of the teachers of undergraduate colleges.

- d) Emotional Intelligence**
- e) Organizational Commitment**
- f) Teaching Effectiveness**

1(a) To Study the Emotional Intelligence of the Teachers of Undergraduate Colleges.

It was found that 34.5% teachers of undergraduate college possess high Emotional Intelligence. 16.75% teachers possess low Emotional Intelligence, whereas 48.75% teachers possess average Emotional Intelligence. it is clearly visible that most of the teachers have average Emotional Intelligence. 195 teachers out of 400 teachers are categorised as average in Emotional Intelligence scale, whereas 67 teachers out of 400 are having low Emotional Intelligence. & 138 teachers out of 400 teachers are highly emotionally intelligent.

1(b) To Study the Organizational Commitment of the Teachers of Undergraduate Colleges.

It was found that 34.5% of the undergraduate college teachers possess high Organizational Commitment. 16.75% teachers possess low Emotional Intelligence, whereas 48.75% teachers possess average Emotional Intelligence. It is clearly visible that most of the teachers have average Emotional Intelligence. 195 teachers out of 400 teachers are categorised as average in Emotional Intelligence scale, whereas 67 teachers out of 400 are having low Emotional Intelligence & 138 teachers out of 400 teachers are highly emotionally intelligent.

1(c) To Study the Teaching Effectiveness of the Teachers of Undergraduate Colleges.

It was found that 36.25% teachers of undergraduate colleges were having high Teaching Effectiveness, whereas 8.25% possess low Teaching Effectiveness. The percentages of the teachers possessing average level of Teaching Effectiveness are 55.5%, in the sample. It is clearly visible that most of the teachers possess average Teaching Effectiveness. 222 teachers out of 400 teachers are categorised as average in Teaching Effectiveness scale, whereas very few i.e; 33 teachers out of 400 are categorised as low effective teacher. & 145 teachers out of 400 teachers are categorised as highly effective teacher.

2. To Study the difference in the following aspects of the Teachers of Undergraduate Colleges with respect to Gender.

- d) Emotional Intelligence**
- e) Organizational Commitment**
- f) Teaching Effectiveness**

2(a) To Study the difference in the Emotional Intelligence of the Teachers of Undergraduate Colleges with respect to Gender

It was found that the mean of Emotional Intelligence of male teachers is 74.68 & that of female is 74.15. & SD Of the male teachers is 17.95 whereas SD Of female teachers is 18.28. The t value 0.385 is much lower than value of significance level at 0.05. Thus no significant difference is found in Emotional Intelligence of male & female teachers of undergraduate colleges. Thus null hypothesis 2(a) is accepted ($p > .05$).

2(b) To Study the difference in Organizational Commitment of the Teachers of Undergraduate Colleges with respect to Gender

It was found that mean score of Organizational Commitment of male teachers is 32.59 & that of female is 32.12. & SD Of the male teachers is 4.42 whereas SD Of female

teachers is 4.61. The t- value 0.149 is much lower as compared to the value of significance level at 0.05. Thus no significant difference is found in Organizational Commitment of male & female teachers of undergraduate colleges. Thus null hypothesis 2(b) is accepted ($p > .05$)

2(c) To Study the difference in Organizational Commitment of the Teachers of Undergraduate Colleges with respect to Gender

It was found that the mean of Teaching Effectiveness of male teachers is 356.47 & that of female is 357.83. & SD Of the male teachers is 27.38 whereas SD Of female teachers is 28.78. The t- value 0.314 is much lower than the value of significance level at 0.05. Thus no significant difference is found in Teaching Effectiveness of male & female teachers of undergraduate colleges. Thus null hypothesis 2(c) is accepted ($p > .05$)

3. To Study the difference in the following aspects of the Teachers of Undergraduate Colleges with respect to Aided & Self-Finance Colleges.

- d) Emotional Intelligence**
- e) Organizational Commitment**
- f) Teaching Effectiveness**

3(a) To Study the difference in the Emotional Intelligence of the Teachers of Undergraduate Colleges with respect to Aided & Self Finance Colleges.

It was found that mean score of Emotional Intelligence of aided college teachers is 75.79 & that of self-finance is 73.05 & SD value of teachers of aided college is 8.24, whereas SD Of teachers of self-finance college is 17.90. The t- value is 0.065, which is much lower than value of significance level at 0.05. Thus no significant difference is found in Emotional Intelligence of aided & self-finance teachers of undergraduate colleges. Thus null hypothesis 3(a) is accepted ($p > .05$).

3(b) To Study the difference in the Organisational Commitment of the Teachers of Undergraduate Colleges with respect to Aided & Self Finance Colleges.

It was found that mean score of Organizational Commitment of aided college teachers is 33.27 & that of self-finance is 31.44. & SD value of teachers of aided college is 4.14, whereas SD Of teachers of self-finance college is 4.71. The t- value is 2.253, which is much higher than the value of significance level at 0.05. Thus a significant difference is found in Organizational Commitment of teachers of self-finance & aided undergraduate colleges & null hypothesis 3(b) is rejected ($p < .05$)

3(c) To Study the difference in the Teaching Effectiveness of the Teachers of Undergraduate Colleges with respect to Aided & Self Finance Colleges.

It was found that mean score of Teaching Effectiveness of aided college teachers is 362.01 & that of self-finance is 352.30 & SD value of teachers of aided college is 29.15, whereas SD Of teachers of self-finance college is 26.12. The t- value is 1.08, which is much lower as compared to value of significance level at 0.05 thus no significant difference is found in Teaching Effectiveness of self-finance & aided teachers undergraduate colleges .thus null hypothesis 3(c) is accepted ($p > .05$).

4. To Study the relationship between Teaching Effectiveness & Organizational Commitment of the Teachers of Undergraduate Colleges.

4. There is positive correlation between Teaching Effectiveness & Organizational Commitment of Teachers of Undergraduate Colleges as 'r' is .6568 which is closer to +1. Thus null hypothesis is rejected.

4.1 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Male Teachers of Undergraduate Colleges as 'r' is .7188 which is closer to +1. Thus null hypothesis is rejected.

4.2 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Female Teachers of Undergraduate Colleges as 'r' is .6046 which is closer to +1. Thus null hypothesis is rejected.

4.3 There is positive correlation Teaching Effectiveness & Organizational Commitment of Teachers of Aided Undergraduate Colleges as 'r' is .6009 which is closer to +1. Thus null hypothesis is rejected.

4.4 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Teachers of Self-Finance Undergraduate Colleges as 'r' is .6965 which is closer to +1. Thus null hypothesis is rejected.

4.5 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Male Teachers of Aided Undergraduate Colleges as 'r' is .6573 which is closer to +1. Thus null hypothesis is rejected.

4.6 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Female Teachers of Aided Undergraduate Colleges as 'r' is .5514 which is closer to +1. Thus null hypothesis is rejected.

4.7 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Male Teachers of Self-Finance Undergraduate Colleges as 'r' is .7614 which is closer to +1. Thus null hypothesis is rejected.

4.8 There is positive correlation between Teaching Effectiveness & Organizational Commitment of Female Teachers of Self-Finance Undergraduate Colleges as 'r' is .6646 which is closer to +1. Thus null hypothesis is rejected.

5. To Study the relationship between Teaching Effectiveness & Emotional Intelligence of the Teachers of Undergraduate Colleges.

5. There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Teachers of Undergraduate Colleges as 'r' is .7662 which is closer to +1. Thus null hypothesis is rejected.

5.1 There is positive relationship between Teaching Effectiveness & Emotional Intelligence of Male Teachers of Undergraduate Colleges as 'r' is .7616 which is closer to +1. Thus null hypothesis is rejected.

5.2 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Female Teachers of Undergraduate Colleges as 'r' is .7720 which is closer to +1. Thus null hypothesis is rejected.

5.3 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Teachers of Aided Undergraduate Colleges as 'r' is .7559 which is closer to +1. Thus null hypothesis is rejected.

5.4 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Teachers of Self-Finance Undergraduate Colleges as 'r' is .7809 which is closer to +1. Thus null hypothesis is rejected.

5.5 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Male Teachers of Aided Undergraduate Colleges as 'r' is .7462 which is closer to +1. Thus null hypothesis is rejected.

5.6 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Female Teachers of Aided Undergraduate Colleges as 'r' is .7651 which is closer to +1. Thus null hypothesis is rejected.

5.7 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Male Teachers of Self-Finance Undergraduate Colleges as 'r' is .7878 which is closer to +1. Thus null hypothesis is rejected.

5.8 There is positive correlation between Teaching Effectiveness & Emotional Intelligence of Female Teachers of Self-Finance Undergraduate Colleges as 'r' is .7824 which is closer to +1. Thus null hypothesis is rejected.

6. To Study the relationship between Emotional Intelligence & Organizational Commitment of the Teachers of Undergraduate Colleges.

6. It was found that Emotional Intelligence & Organizational Commitment of Teachers of Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7456. Thus null hypothesis is rejected.

6.1 It was found that Emotional Intelligence & Organizational Commitment of Male Teachers of Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7926. Thus null hypothesis is rejected.

6.2 It was found that Emotional Intelligence & Organizational Commitment of Female Teachers of Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7020. Thus null hypothesis is rejected.

6.3 It was found that Emotional Intelligence & Organizational Commitment of Teachers of Aided Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7070. Thus null hypothesis is rejected.

6.4 It was found that Emotional Intelligence & Organizational Commitment of Teachers of Self-Finance Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7883. Thus null hypothesis is rejected.

6.5 It was found that Emotional Intelligence & Organizational Commitment of Male Teachers of Aided Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7521. Thus null hypothesis is rejected.

6.6 It was found that Emotional Intelligence & Organizational Commitment of Female Teachers of Aided Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .6631. Thus null hypothesis is rejected.

6.7 It was found that Emotional Intelligence & Organizational Commitment of Male Teachers of Self-Finance Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .8311. Thus null hypothesis is rejected.

6.8 It was found that Emotional Intelligence & Organizational Commitment of Female Teachers of Self-Finance Undergraduate Colleges are positively correlated as it is reflected by 'r' which is .7535. Thus null hypothesis is rejected.

5.2 Conclusion

On the basis of the results of all six (6) objectives following conclusion have been drawn keeping in view the 't' value & 'r' value score:

1. It was concluded that most of the teachers of undergraduate colleges possess average in Emotional Intelligence. Only few teachers possess high in Emotional Intelligence. The reason for low Emotional Intelligence of teachers of undergraduate colleges is because of various factors such as stressful atmosphere at home, high job demands, poor working conditions etc. thus, the organization should provide such opportunities that will regulate their emotions. As low level of Emotional Intelligence of teachers will hinder teachers' performance which will further hinder the performance of students.
2. It was concluded that maximum number of teachers possessed average commitment towards their organization. The reason for the low Organizational Commitment of teacher of undergraduate colleges might be because of low Emotional Intelligence, low teachers satisfaction or poor relation with the authorities & colleagues. So the colleges should create a strong team culture & be transparent & encourage open communication & also maintain work ethics. This will make teachers more committed towards their organization & which will further increase Teaching Effectiveness of the teachers.
3. It was concluded that most of the teachers possess average Teaching Effectiveness. This is because of low commitment of the teachers towards their organization. Thus to make most of the teachers' teaching effective, organization should run such programmes that will help teachers to be more committed towards their organization. This will not only improve Teaching Effectiveness of the teachers but also the performance of the students in achieving their goals.
4. 't' value for female & male teachers of Undergraduate Colleges on three aspects **(1)Emotional Intelligence (2) Organizational Commitment (3) Teaching Effectiveness** have been found not significant.

Thus, it may be concluded that female & male teachers do not differ in the level of the above mentioned three aspects. It means that gender difference does not have any significant impact while studying the above three aspects.

5. 't' value for teachers of Aided Undergraduate Colleges & Self-Finance Undergraduate Colleges on two aspects **(1)Emotional Intelligence (2) Teaching Effectiveness** have been found not significant.

Thus, it can be concluded that teachers of Aided & Self-Finance Undergraduate Colleges do not differ in the level of the above mentioned two aspects. It means that type of college does not have any significant impact while studying the above two aspects.

6. 't' value for teachers of Aided Undergraduate Colleges & Self-Finance Undergraduate Colleges on one aspect **Organizational Commitment** have been found significant.

Thus, it can be concluded that teachers of Aided & Self-Finance Undergraduate Colleges do differ in the level of **Organizational Commitment**. It means that type of college have significant impact while studying the Organizational Commitment of Teachers.

7. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of the teachers of Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of the teachers of Undergraduate Colleges are positively correlated & if there is increase in the level of Teaching Effectiveness then the level of Organizational Commitment will also increase.

8. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of the Male teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of the Male Teachers, Male Teachers of Aided Colleges, Male Teachers of Self-

Finance Undergraduate Colleges teachers are positively correlated & if there is rise in the Teaching Effectiveness level then the Organizational Commitment level of all these categories will also increase.

9. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of the Female teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of the Female Teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is increase in the level of Teaching Effectiveness then the level of Organizational Commitment of all these categories will also increase.

10. 'r' value for correlation between Teaching Effectiveness & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges are positively correlated & if there is increase in the level of Teaching Effectiveness then the level of Organizational Commitment will also increase.

11. 'r' value for correlation between Teaching Effectiveness Emotional Intelligence of the teachers of Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness Emotional Intelligence of the teachers of Undergraduate Colleges are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Teaching Effectiveness will also increase.

12. 'r' value for correlation between Teaching Effectiveness Emotional Intelligence of the Male teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Emotional Intelligence of the Male Teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is increase in the level of Teaching Emotional Intelligence then the level of Teaching Effectiveness of all these categories will also increase.

- 13.** 'r' value for correlation between Teaching Effectiveness Emotional Intelligence of the Female teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Teaching Effectiveness & Emotional Intelligence of the Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is rise in the Emotional Intelligence level then the level of Teaching Effectiveness of all these categories will also increase.

- 14.** 'r' value for relationship between Teaching Effectiveness Emotional Intelligence Aided Colleges of Teachers & Self-Finance Undergraduate Colleges have been found positive.

Thus, this can be concluded that Teaching Effectiveness & Emotional Intelligence of Aided Teachers of Colleges & Self-Finance Undergraduate Colleges are positively correlated & if there is rise in the Emotional Intelligence level then the level of Teaching Effectiveness will also increase.

- 15.** 'r' value for correlation between Emotional Intelligence & Organizational Commitment of the teachers of Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of the teachers of Undergraduate Colleges are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Organizational Commitment will also increase.

16. 'r' value for correlation between Emotional Intelligence & Organizational Commitment of the Male teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of the Male Teachers, Male Teachers of Aided Colleges, Male Teachers of Self-Finance Undergraduate Colleges teachers are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Organizational Commitment of all these categories will also increase.

17. 'r' value for correlation between Emotional Intelligence & Organizational Commitment of the Female teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of the Female Teachers, Female Teachers of Aided Colleges, Female Teachers of Self-Finance Undergraduate Colleges are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Organizational Commitment of all these categories will also increase.

18. 'r' value for correlation between Emotional Intelligence & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges have been found positive.

Thus, it can be concluded that Emotional Intelligence & Organizational Commitment of Teachers of Aided Colleges & Self-Finance Undergraduate Colleges are positively correlated & if there is increase in the level of Emotional Intelligence then the level of Organizational Commitment will also increase.

Suggestions For The Further Research

1. Researchers may take up studies for other level of colleges viz. Post-graduate level, primary level etc.
2. Researchers may take up studies for case study purpose.

3. A detailed study of some other factors of teachers' effectiveness can be done, which have not been covered in this study.
4. Use of more sophisticated statistical techniques may be utilized for more systematic data analysis.
5. Present investigation involves Aided & self-financing Undergraduate Colleges, it can be done for comparison with Purely Government Colleges, State University, Central University, Private University etc.
6. The research can be done involving different cities with a large sample. Even rural areas can also be included.
7. This research is being done on Aided & Self-Finance Undergraduate colleges associated with Lucknow University. It can be done for teachers of other Universities also.
8. A detailed study for demographic aspect of teachers & its impact on Teaching Effectiveness can also be done.
9. Detailed norms can be obtained for the rating scale to study factors affecting Teaching Effectiveness.

REFERENCES

1. Abler, D.A. (2002) Relationship of Teacher Organizational Commitment and Teacher Efficacy to School Academic Standing and Teaching Experience. *Dissertation Abstracts International*, 63(10), 347.
2. Ahluwalia, I.K. and Ahluwalia, T.P. (1990) A Comparative Study of Organizational Climate in Schools. *Indian Journal of Psychology and Education and Education*, 21(2).
3. Ahluwalia, S.P. (1978) *Manual for Teacher Attitude Inventory*, Agra: National Psychological Corporation.
4. Allington, R.L. and Johnston, P.H. (2000) What do We Know about Effective Fourth Grade Teachers and Their Classrooms? www.eric.org.
5. Allison, L. (2002) Student and Faculty perceptions of teaching effectiveness of full time and part time associate degree nursing of full time and part time associate degree nursing faculty. *Dissertation Abstracts International*. 63(8), 2805 - A.
6. Amandeep and Gurpreet (2005) A Study of Teacher Effectiveness in relation to Teaching Competency. *Recent Researches in Education and Psychology*. 71(6), 137 -140.
7. Anushya, S. (2010) Professional Rights of Teacher. *CTE National Journal : Quest for Excellence in Teacher Education*, VIII(2), 14 -18.

8. Adeyemi, T. O., 2008. Organisational Climate and Teachers' Job Performance in Primary Schools in Ondo State, Nigeria: An Analytical Survey. *Asian Journal of Information Technology*, 7(4): 138-145.
9. Allen, D. K. (2003). Organizational Climate and Strategic Change in Higher Education: Organizational Insecurity. *Journal of Higher Education*, 46(1): 61-92.
Journal of Organizational Behavior, 19. 235-240. Anderson, W. L. 2004. Increasing Teacher Effectiveness. UNESCO: International Institute for Educational Planning, Paris. Pp. 16, 18.
10. Appleberry, J. B. and W. K. Hoy. 1969. The pupil control ideology of professional personnel in open and closed elementary schools.
Educational Administration Quarterly, 7(1): 161-270.
11. Ashraf, M. C. *et al.* 1990. *Journal of Elementary Education*, Vol. 21. Department of Elementary Education, Institute of Education and Research, University of the Punjab: 41-142.
12. Azzara, J. R. 2001. The Heart of Leadership. *Educational Administration*, 58(4): 62-64.
13. Argyris, C. (1957) *Personality and Organization : The Conflict between the System and the Individual*. New York, Harper and Row Publishers.
14. Bandhu, T. (2006) A Study of burnout among College Teachers of Punjab in relation to Organizational Stress and Institutional Climate. *Ph.D. Thesis in Education*. Shimla: Himachal Pradesh University.
15. Bajar (1985) Congruence among Perceptions of School Management Systems and Teacher Effectiveness. *Dissertation Abstracts International*, 47(05), 940-A.

17. Bakke, P.A.L. (1999) Perceptions of Characteristics of Effective Teachers. *Dissertation Abstracts International*. 60(08), 2746 -A.
18. Ballard, K.J. (1992) A Comparison of the Effectiveness of Teaching and Non-teaching Principles in Seventh Day Adventist Secondary Schools. *Dissertation Abstracts International*, 54(1), 69 -A.
19. Bansibihari, and Lata, (2006) The Effect of Emotional Maturity on Teacher Effectiveness. *Edutracks*. 6(1), 37-38.
20. Barr, A.S. (1952) The Measurement of Teacher Characteristics and Prediction of Teacher Efficiency, *Review of Educational Research*. 22, 169-174.
21. Baughn, C.A. (1987) An Investigation of the Utilization of the Teacher Effectiveness Research Findings as the Standards for Teacher Evaluation. *Dissertation Abstracts International*. 48(2),259.
22. Bhardwaj, A. (2004) *Role of Personality Factors for Teacher Effectiveness*. <http://pbr.co.in/view.php?id=294>.
23. Bhatnagar (1979) A Study of Organizational Climate of the Teacher Training Institutions of Uttar Pradesh and its Relationship with their Effectiveness. Quoted from Third Survey of Research in Education. (1978-1983).

24. Biswas, P. Chandra and Tinku, D. (1995) A Survey on Effectiveness of Secondary Schools Teachers in Tripura. *Indian Journal of Psychometry and Education*, 26(1), 17-24.
25. Blalock, R.E. (1985) The Relationship between Student Achievement as a Measure of Teaching Effectiveness and Student's Locus of Control and Self-Esteem. *Dissertation Abstracts International*, 6(11), 3289.
26. Breckenridge, M.B. (2000) Exploration of the Factors that Influence Leadership Effectiveness in a Corporate Environment. *Dissertation Abstracts International*. 61(5), 1720-A.
27. Brodney, S.B. (1993) The Relationship between Student Achievement, Student Attitude and Student Perception of Teacher Effectiveness and the Use of Journals as a Learning Tool in Mathematics. *Dissertation Abstracts International*, 54(8), 2884 - A.
28. Brown, K.E. and Medway, F.J. (2007) School Climate and Teacher Beliefs in a School Effectively Serving Poor South Carolina African-American Students : A Case Study. *Teaching and Teacher Education*, 23(4), 529-540.
29. Brown, O.M. (2001) To Determine the Relationship between Organizational Climate and Job Satisfaction in the Clark County School District (Las Vegas, Nevada), *Ph.D Thesis* University of Nevada, Las Vegas.
30. Baiocco, B. 1998. Motivation in Education. Academic Press, New York, USA. p.132-145.

31. Barnard, C. L. 1938. Functions of the Executive. Harvard University Press, Cambridge, USA. Pp. 45, 51-55
32. Beerens, S. G. 2000. Successful Teaching in Secondary Schools. Foresman and Company, Atlanta. p. 111-113.
33. Bowen, D. and J. P. Siegen. 1977. The Relationship between Satisfaction and Performance, Proceedings of the Annual Convention of the American Psychological Association. 23 pp. (typescript).
34. Bruce, W. M. and J. W. Blackburn. 1992. Balancing Job Satisfaction and Performance. Quorum Books, Westport, CT. 72 pp. Casteed, D. 1995. Principal and Teachers Perceptions of Several Climate Related to Value Added Assessment and Relates School External Effects in the First Tennessee District. Dissertation Abstracts International Vol.55, No.9.
35. Chakraborti, Manas (1990) A Study of Organizational Climate of Secondary Schools in West Bengal and its correlation with Other Relevant Variables. *Ph.D. Thesis in Education*, University of Calcutta, Calcutta.
36. Cheung, H.Y. (2000) The Measurement of Teacher Efficacy : Hong Kong Primary In-Service Teachers. *Journal of Education for Teaching*, 32(4), 435 -451.
37. Chhaya (1974) An Investigation into certain Psychological Characteristics of an Effective School Teacher (A Comparative Study of Effective and Ineffective School Teacher) *Ph.D. Thesis in Psychology*. Kanpur University, Kanpur.

38. Chu, Hui-Chin: Fu, Chi-Jung (2006) The Influences of Leadership Style and School Climate to Faculty Psychological Contracts: A case of S University in Taiwan. Paper presented at *Academy of Human Resource Development International Conference (AHRD)*, Columbus.
39. Clark, K.C. and Walsh, J.C. (2001) Elements of a Model of Effective Teachers.
www.aare.edu.cu.
40. Challahan, S. G. 1987. Successful Teaching in Secondary Schools. Eurasia Publishing House, New Delhi, India. p. 317-318.
41. Coleman, B. 1998. Perspectives on Classrooms and Schools. The Open University Press, London, UK. p. 100-101.
42. Cooper, D. J. 2003. Leadership for Follower Commitment. Butterworth-Heinemann. Oxford, UK. P. 35-36.
43. Costley, D. L. and R. Todd. 1987. *Human Relations in Organisations*. 3rd edition. West Publishing, St. Paul. P. 562 Deal, T. and A. Kennedy. 1982.
44. Corporate Cultures: Reading, MA: Addison- Wesley, USA. Pp. 6, 301.
45. Dharam, Raja, D.W. and Thiagarajan, A.P. (1998) School Organizational Climate and Teacher Effectiveness of Boys Higher Secondary Schools in Tuticorn. *Journal of Educational Research and Extension*. 35(1), 20-27.
46. Diwan, R. (2010) Small under Re sourced Schools in India : Imperatives for Quality Improvement with Reference to RTE Act, 2009. *Edusearch*, 1(2), 8-18.
47. Douglas N. et al (2007) Models and Predictors of Teacher Effectiveness: A Review of the Literature with Lessons from (and for) other occupations.

48. Duschner, P. (1987) Teacher flexibility in relation to classroom teaching behaviour and perceived teacher-effectiveness, *Dissertation Abstracts International*. 48(6), 1416-1417-A.
49. Deiro, A. J. 1996. Teaching with Heart: Making Healthy Connection with Students. Corwin Press Inc., New Delhi, India. p. 85-109.
50. Dunklee, D. R. 2000. If You Want to Lead, Not Just Manage: A Primer for Principals. Corwin Press Inc, California. PP. 11, 66.
51. Edwin, S.A. (1991) The Perception of Principals on Teaching Effectiveness and the Midcareer Teacher. *Dissertation Abstracts International*, 52(5), 1589 - A.
52. Ekins, D.E. (1987) Teachers Perceptions of the Impact of the District of Columbia Teacher Center on Teaching Effectiveness. *Dissertation Abstracts International*, 51(6), 1989 -A.
53. Edis, M. 1995. Performance Management and Appraisal in Health Service. Kogan Page, London. 24 pp.
54. Forehand, G. A. and B. Gilmer. 1964. Environmental variation in studies of organizational behavior. *Psychological Bulletin*, 62(3): 361-381.
55. Ellett, C.D. and Teddlie, C. (2003) Teacher Evaluation, Teacher Effectiveness and School Effectiveness : Perspectives from the U.S.A. *Journal of Personnel Evaluation in Education*. 17(1), 101-128.
56. Flanders, N.A. (1967) *Interaction Analysis: Theory Research and Application*, Addison Wesley Publishing House, London. Netzer and Eye : *ibid*, 105.

57. Ford, J.T. (2002) The Effects of New Teacher Induction of Self Perceived Effectiveness and Satisfaction in Beginning Teachers. *Dissertation Abstracts International*, 63(2), 438 -A.
58. Freiberg, H. J. 1999. Three Creative Ways to Measure School Climate and Next Steps, in *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. Palmer, London. P. 208-218.
59. Friesen, D. 1972. Variations in perceptions of organizational climate. *Alberta Journal of Educational Research*, 18(2):23-31.
60. Gandhi, K.A. (1977) Personality Characteristics of Teaching Staff and Organizational Climate of School's Haryana. *Journal of Education*, XVI(182), January-April 1981.
61. Garrett, H.E. (1961) *Statistics in Psychology and Education*. Bombay: Allied Pacific.
62. Ghosh, S. and Bairagya, S.S. (2010) Attitude of Secondary School Teachers towards Teaching Profession in relation to Some Demographic Variables. *Edusearch*, 1(1), 55 -58.
63. Goel, S. (1978) Behaviour Flow Patterns of Extrovert and Introvert Teachers in Classroom at Secondary Level *Ph.D. Thesis in Education*, Meerut University, Meerut.
64. Good, C.V. (1959) *Dictionary of Education*. 2/e, New York: McGraw Hill and Co.
65. Grewal, S.S. (1976) Intellectual and Personality Correlates of Teacher Effectiveness at the Higher Secondary School State, *Ph.D. Thesis in*

Education, Punjab University, Chandigarh.

66. Griffith, J. (2006) A Compositional Analysis of the Organizational
67. Guilford, J.P. and B. Fruchter (1981) *Fundamental Statistics in Psychology and Education*. Auckland : McGraw Hill.
68. Gulhane, G.L. (2006) Rethinking Effective Teaching : Need of the Day. *CTE National Journal : Quest for Excellence in Teacher Education*, IV(2), 24 -27.
69. Gupta, B.D. (1988) Intelligence, Adjustment and Personality Needs of Effective Teacher in Science and Arts. *Ph.D. Thesis in Education*, Agra University, Agra.
70. Gupta, Preety (2009) A Study of Values among School Principals, their Attitude towards Modernization and its Relationship with the Organizational Climate. *Ph.D. Thesis in Education*, Jamia Milia Islamia University, New Delhi.
71. Gupta, S.P. (1995) A Correlation Study of Teacher's Job Satisfaction and their Teaching Effectiveness. *The Progress of Education* LXIX(10), 207 - 208.
72. Gyanain, P.C. (1998) Stress and Strain among the Teachers Working in Higher Education Institutes of Different Organizational Climate. *Indian Educational Abstracts*, Issue, 7 & 8.
73. Gage, L. N. 1983. Hand Book of Research on Teaching. Rand Mc Nally and Company, Chicago, USA. p. 7.
74. Garrett, H. E. 1983. Statistics in Psychology and Education. Longmans Publishers, London, UK. P.175.

75. Gellerman, S. 1960. The company personality: Management Review, 48(1): American Management Association, New York, USA. 69-76.
76. George, J. R. and L. D. Bishop. 1971. Relationship of organizational structure and teacher personality characteristics to organizational climate. Administrative Science Quarterly, 13(4): 211-310.
77. Gibson, J. L. and J. M. Ivancevich. 1997. Organizations: Behavior Structure Processes (Ninth Edition). Irwin McGraw-Hill, New York. p. 7-43.165
78. Gilmer, B. 1966. Industrial Psychology (2nd ed.): McGraw-Hill. New York. Pp. 57,243.
79. Goldhabour, D. 1999. The mastery of good teaching. A Journal of Opinion and Research. Stanford Junior University, Washington. Internet Resources.
80. Halpin, A.W. (1969) *Theory and Research in Administration*, London: The Mcmillan Co., Collier Mcmillan Ltd.
81. Halpin, A.W. and Crofts, Don B.A. (1963) The Organizational Climate of Schools, *Administrators Note Book*, XI, (7).
82. Hameed, A. and Manjusha, M. (2010) Teacher Efficacy of Secondary School Teachers in relation to Teaching Styles and Organizational Culture. *Edusearch*, 1(1), 64 -70.
83. Handayani, S.W. (1985) The Relationship between Teacher Motivation and Teacher Effectiveness among Selected Secondary Teachers. *Dissertation Abstracts International*, 46(12), 3550 -A.
84. Heflich, R.G. (1994) Comparing Teacher Perceptions of School Climate in Selected New Jersey Independent and Public High Schools (Ed.D). Columbia University Teacher's College in *Dissertation Abstracts International*, 55(A),

7, 1263-A.

85. Hilliand, A. (1981) Elementary School Principals and the Organizational Climate and Adaptability of their Schools. (Ed.D) Rutgers University, the State University of New Jersey (New Brunswick). *Dissertation Abstracts International*, 29(9), 3022.
86. Hough J.B. and Duncan, J.K. (1970) *Teaching Description and Analysis*. New York : Addition–Wesley Publishing Company, p.2-3.
87. Hummelke, H.L. (1980) The Relationship between teachers Belief Systems and Perceptions of Organizational Climate in High and Low Change Oriented Elementary Schools (Ed.D) Klahoma State University in *Dissertation Abstracts International*, 42(1), 73.
88. Indira, B. (1997) An Investigation into Teacher Effectiveness in relation to Work Orientation and Stress. Ph.D Thesis in Education, *Indian Educational Abstract* (4), 54.
89. Johnson, GB Jr. (1956-57) An Experimental Technique for the Prediction of Teacher Effectiveness. *Journal of Educational Research*, 50: 679-689.
90. Kagathala, A.B, (2002). A Study of the Effectiveness of Teachers of Secondary School in Gujarat. *Journal of Education and Psychology*. 59 & 60(3 & 4), 26-33.
91. Kaisnath, H.M. (2000) A Study of students Adjustment and its relations to Organizational Climate in Jawahar Navodya Vidyalayas. *Quest in Education* Vol. XXIV(3).

92. Kaul, L. (1974) A Factorial Study of the Personality Traits of Popular Teachers. *Indian Educational Review*, 9(66), 78.
93. Kaur, H. (2008) Impact of B.Ed. Programme on Teacher Effectiveness, Personality, Teaching Aptitude and Attitude towards Teaching of Prospective Teachers, *Ph.D. Thesis in Education*, Punjabi University, Patiala.
94. Kaur, S. (2008) *Correlates of Teacher Effectiveness*. Patiala: 21st Century Publications.
95. Kelley, Robert C (2005) *Relationship between Measures of Leadership and School Climate*. University of Nevada, Department of Educational Leadership.
96. Kirby, P.C. (1987) Reflective Practice as a Predictor of Teacher Effectiveness. *Dissertation Abstracts International*, 49(7), 1771 -A.
97. Krishna, S.S. and Nightingale, M.A. (1994) Understanding Effective Teaching. *University News*, AIU, New Delhi.
98. Krishnan, S. (1997) Organizational Climate of School – A study. *The Progress of Education*, LXXI(6).
99. Kulsum, U. (2000) *Kulsum Teacher Effectiveness Scale*. New Delhi: Psycho-Educational testing Centre.
100. Kumar, K. (1999) A Study of Teacher Effectiveness among Scheduled Caste and Non-Scheduled Caste Teachers in relation to their Teaching Aptitude and Self-Concept. *Ph.D Thesis in Education*, Punjab University Chandigarh.
101. Kumar, P. and Mutha, D.N. (1996) *Teacher Job Satisfaction Questionnaire*. Department of Psychology Sadar Patel University Vallabh Vidyanagar.

102. Lawrence, T. (1999) Organizational Climate and School Proprietorship as factors in Teacher Effectiveness and Attitudes to Teaching. *Ph.D. Thesis in Education*. University of Nigeria, Nigeria.
103. Leake's D.O. (1987) A Comparative Analysis Teacher's and Administrators Perceptions of School Climate and Organizational Dimensions (Ph.D) the Ohio State University in *Dissertation Abstracts International*, March 1988, 48(A), 9 p.2209.
104. Meadows, P.M. (1997) Teacher Leadership Style and Teacher Effectiveness. *Dissertation Abstracts International* 58(12), 4555.
105. Medley, D.M. (1982) Teacher Effectiveness in H.E. Mitzel (Ed.) *Encyclopedia of Educational Research*, 5/e. New York : The Free Press.
106. Mehrotra, A. (2004) A Comparative Study of Leadership Styles of Principals in relation to Job Satisfaction of Teachers and Organizational Climate in Government and Private Senior Secondary Schools of Delhi. *PhD Thesis in Education*, Jamia Milia Islamia University, New Delhi.
107. Mehtrotra, R.N. (2006) Teacher and Teaching. In *Sixth Survey of Educational Research*. New Delhi: NCERT, 13-53.
108. Mincucci, S.A. (1988) The Relationship of Selected Teacher Biographical Characteristics with Teacher Effectiveness and Satisfaction. *Dissertation Abstracts International*, 49(12), 3606 -A.
109. Mohalik, R.K. (2007) Impact of In-Service Teacher Education Programmes on Teacher Effectiveness and Students' Achievement in English. *Ph.D. Thesis in Education*. Utkal University.

110. Mohanty, S.B. (2010) School Effectiveness and Teacher Empowerment. *Journal of All India Association for Educational Research*, 22(1), 1 -6.
111. More, R.T. (1988) A Study of the Relationship between Personality Aptitude for Teaching and Effectiveness of Secondary Teacher *Ph.D. Thesis in Education*. Nagpur University, Nagpur.
112. Nasser A. and Fathi, M. (2009) Effectiveness of Institutional Performance of Public Schools in the Eastern Region of Saudi Arabia from the Perspective of School Administrators. *College Student Journal*, 43(4), 1228 -1237.
113. Natarajan, R. and Dhandapani, C. (2002) Organizational Climate and Job Satisfaction of Teachers in Schools. *Recent Researches in Education and Psychology*. 7(I-II), 43-47.
114. Neorringer, G.R. (1987) Student Feedback on Teacher Effectiveness for the Purpose of Improving Instruction. *Dissertation Abstracts International* 49(1), 22 -A.
115. Newa, D.R., (2007) Teacher Effectiveness in relation to Work Satisfaction, Media Utilization and Attitude towards the Use of Information and Communication Technology among Secondary School Teachers of Nepal. *Ph.D. Thesis in Education*, Panjab University, Chandigarh.
116. Paliwal, A.K. (2010) An Agenda for Rethinking Secondary Education in India. *Educational Herald*, 39(4), 97-102.
117. Pandey, M. and R. Maikhuri (1999) A study of the attitude of effective and ineffective teachers towards teaching profession. *Indian Journal of Psychometry and Education*, 30(1), 43 -46.

118. Park, K. (2001) The Relationship between Job Satisfaction and Organizational Climate among Sunday School Teachers in the Korea. *Ph.D. Thesis* Talbot School of Theology, Biola University.
119. Polordy, G. and Rumberger, R. (2008) The Importance of Background Qualifications, Attitudes and Instructional Practices for Student Learning. *Educational Evaluation and Policy Analysis*, 30(2), 111-140.
120. Prakasham, D. (1988) A Study of Teacher Effectiveness as a Function of School Organizational Climate and Teaching Competency. *Ph.D. Thesis in Education*. Ravishankar University in the *Fifth Survey of Educational Research* (1988-1992), p. 1465-66, Vol. II, NCERT.
121. Puranik, S.D (1985) A Study of the Relationship of Social Maturity of Pupils with Organizational Climate and Teacher's Morale in the Primary Schools of Bangalore City. *Ph.D. Thesis in Education*, Mysore University, Mysore.
122. Purser, S.T.R. (1986) The Relationship between Teacher Effectiveness and Teacher Evaluation and Selected Teacher Demographic Variables. *Dissertation Abstracts International*. 47(11), 3931 - A.
123. Quandahl, J.E. (2001) The Instructional Practices of Kindergarten Teachers : Effects on Student Achievement. *Dissertation Abstracts International*, 62(2), 462 -A.
124. Raj, T. (2000) An Empirical Study of Correlates Teacher Effectiveness. *The Educational Review*. 107(1), 6 - 7.
125. Rao, K. Ganes Wara (1995) A Study of Teacher Effectiveness in relation

to Creativity and Interpersonal Relationships, *Ph.D. Thesis in Education*, Andhra, University, Andhra Pradesh.

126. Remmers, H.H. (1952) Report of the Committee on the Criteria of Teacher Effectiveness. *Review of Educational Research*, 22, 238-263.
127. Rockoff, Jonah E. (2008) *Relationship between Teacher's Characteristics and Teacher Effectiveness of New Math Teachers in New York City*. National Bureau of Economic Research.
128. Ross, K.L. (1990) Practices in Evaluating Teaching Effectiveness in Private and Liberal Colleges in Michigan. *Dissertation Abstracts International*, 52(2), 379 -A.
129. Roul, Sushanta (2007) Teacher effectiveness of autonomous and non-autonomous college teachers. *Journal of Community Guidance and Research*, 24(3), 326 - 339.
130. Ryans, D.G. (1960) *Characteristics of Teachers, their Description, Comparison and Appraisal*. Washington, D.C. American Council on Education.
131. Saikia, L.R. and M. Goswami (2010) Teacher Freezingness among Secondary School Teachers in relation to School Organizational Climate. *Indian Journal of Psychometry and Education*, 41(1), 5 -11.
132. Sajjabi, F.B. (1999) A Study of the Relationship Between Organizational Climate and Teacher Job Satisfaction in Secondary Schools of Buganda and Busoga Regions of Uganda. *Ph.D. Thesis in Education*, Panjab University, Chandigarh.
133. Salanki (1992) A study into relationship between educational management

- and organizational climate of the secondary schools of Saruis, J. B.K. (1989) Comparison of Attitudes of Selected School Teachers and Principals Towards the Importance of Teacher Effectiveness Characteristics in Conducting Teacher Evaluation. *Dissertation Abstracts International*, 50(11), 3469-70A.
134. Schulte, D.P., State, J.R. and Onwuegbuize, A.J.(2008) Effective High School Teachers : A Mixed Investigation. *International Journal of Educational Research*. 47(6), 351 -361.
 135. Sebastian, S. (1993) Organizational Climate of Schools in Tamil Nadu. Impact of headmasters power behaviour. *Indian Educational Review*, XXV(1).
 136. Selsor, M.K. (2003) Rural and Suburban community college students perceptions of teaching effectiveness. *Dissertation Abstracts International*, 64(2), 380.
 137. Seman, Mary B. (1994) The Effect of Direct Instruction on Teacher Effectiveness and Student Performance in Integrated Math Class. *Dissertation Abstracts International*, 56(8), 3082 -A.
 138. Sharma, M. (1973) An Investigation into Organizational Climate of Secondary Schools of Rajasthan, *Unpublished Ph.D. Thesis*, Centre for Advance Study in Education, M.S. University of Baroda.
 139. Sharma, M.L. (1978) *School Organizational Climate*. Jaipur : Rawat Publications.
 140. Sharma, M.L. (1973) *Manual for School Organizational Climate Description Questionnaire*. Sardar Shahr : Mrs. S. Sharma

141. Sharma, R.A. (1971) A Study of the Relationship of Predictors of Teacher Effectiveness at Elementary Level and Follow-up After One Year of Training *Ph.D Thesis in Education, Meerut University, Meerut.*
142. Sikora, D.A. (1997) Observable teacher effectiveness and personality types of family and consumer science teachers. *Dissertation Abstracts International*, 59(7), 2285-A.
143. Simon, C.H. (1980) Change in Organizational Climate as Perceived by Non-reassigned Teachers on Desegregated Elementary School Staffs (Ed.D) University of California, Los Angeles *Dissertation Abstracts International*, 42(1), 45.
144. Singh Samurai (1985) A study of School Climate, Leadership behaviour and Morale Development of Heads of Elementary and Secondary Schools. *Ph.D in Education, Punjab University.*
145. Singh, Daljit (1991) Creativity and Intelligence as Correlates of Teaching Effectiveness of Secondary School Teachers. *Ph.D. Thesis in Education, Panjab University, Chandigarh.*
146. Singh, G. (2002) A Comparative Study of Job Satisfaction of Teacher Educators in relation to their Values, Attitude towards Teaching and Teacher Effectiveness. *Ph.D Thesis Education, Punjab University Chandigarh.*
147. Stark, P.L. (1987) The Impact of the Career Ladder on Teacher Effectiveness and Professional Development in the San Antonio Independent School District. *Dissertation Abstracts International*, 49(4), 691 -A.
148. Sugiratham, P. and Krishnan, S. Santhana (1995) A Study of Teacher

Effectiveness of Girl's Higher Secondary School in Tuticorin. *The Progress of Education*, LXX (1), 57 -58.

149. Sumanlata (2005) A study of educational attainment as a function of school organizational climate. *Recent Researches in Education and Psychology*. 10(III- IV), 100-103.
150. Taylor, D.L. and Tashakkori, A. (1994) Predicting Teacher's Sense of Efficacy and Job Satisfaction using School Climate and Participatory Decision- Making.
151. Tisclale, P.A. (1996) The relationship between self - evaluation of teaching effectiveness and administrator evaluation of teaching effectiveness as measured by a state adopted instrument. *Dissertation Abstracts International*, 58(1), 54.
152. Treder, D.W. (1998) Teacher Effectiveness and teacher attitudes towards children with special needs. Implications of inclusive education. *Dissertation Abstracts International*, 59(11), 4106.
153. Turan, S. (1988) The relationship between Organizational Climate and Organizational Commitment in Secondary Public Schools in the City of Bursa in Turkey. *Dissertation Abstracts International*, 59(4), 1038-A.
154. Vandana, B.K. and Punia (2004) Intuitive Abilities and Human resource Effectiveness; a Study of Journal of Educational Managers. *University News*. 42(5), 6-10.
155. Verma, R. (1998) *Psychology of Teachers*. New Delhi: Anmol Publication.

156. Verma, S. (2010) Inclusive Education - Preparing Teachers to Meet the Demands of Inclusive Education. *Edutracks*, 10(4), 13-17.
157. Veeraraghwan, V. (1986) A Comparative Study of Organizational Climate, Leadership Adaptability and Teacher Effectiveness in High, Average and Low Performing Schools. *Ph.D. Thesis in Education*, Jawaharlal Nehru University New Delhi.
158. Vijyalakshmi, G and Mythill, B., (2004). Impact of Some Personal and Professional Variables on the Teacher Effectiveness and Work Orientation. *Recent Researches in Education and Psychology*, 9(1), 15-21.
159. Vilaichone, N. (1987) The Organizational Climate of Elementary Schools in Changwat Chachoeng Sao, Thailand (Ph.D) Illinois State University in *Dissertation Abstract International* 48(3), 560.
160. Walls, R.T. (1991) *Psychological Foundations of Learning*. Morgantown, WV: WVU International Center for Disability Information.
161. Wilhelm, J.D. (1996) Teacher Effectiveness in a community college : Student and Teacher Perceptions. *Dissertation Abstract International*, 57(03), 1103.
162. Williamson, J.N. (2006) The Relationship between Teacher's Level of Social Interest and Teacher Efficacy and Their Degree of Job Satisfaction. *Psychological Abstract*, 93(7): 2635.
163. Withal, J. (1965) Development of Climate Index, *Journal of Educational Research*, 45:9.

APPENDIX –I

TEACHER EFFECTIVENESS SCALE DEvised BY UMME KULSUM.



T.M. Regd. No. 564848
Copyright Regd. No. © A-73256/2005 Dt. 13. 5. 05

Dr. (Mrs.) Umme Kulsum (Bangalore)

**Consumable Booklet
of**

K T E S

(English Version)

Please fill up the following informations :—

Name.....

Age..... Sex.....

Qualification..... Designation.....

Experience.....

INSTRUCTIONS

If we perceive the best and the worst effective teachers and the other categories of them in terms of the rungs of the picture of the ladder given here, we can say that the best effective teachers could be placed on the 10th (highest) rung of the ladder and the worst effective ones on the 0th rung of the ladder. If one travels from the bottom to the top of the picture of the ladder given here, one would be having teachers with higher levels of effectiveness. If one travels from the top to the bottom of the picture of the ladder, one would be having teachers with lower and lower levels of effectiveness.

You have been a teacher at the Secondary School level for quite some time now. Hence, by now you might have attained some level (status) in respect of your effectiveness as a teacher. Also you might have been aspiring to attain some better level (status) in the next three years in terms of your being an effective teacher.

Please read the statement given in the next pages and indicate the step number on which you think you are now in the picture of the ladder in respect of your effectiveness as a teacher and the step number you aspire to reach in the picture of the ladder in respect of your effectiveness in the next three years, keeping in view the maximum possible effectiveness (BEST) of teachers and the least possible effectiveness (WORST) of teachers, as a frame of reference for your rating.

This is not an examination for you. There are no right or wrong answers in your responses. You should feel free in marking your responses. You may please start now.

10

9

8

7

6

5

4

3

2

1

0

Estd. 1971

Mkt. by

☎ : (0562) 2364926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
1.	(C) I have full control over the subject I am teaching.	<input type="checkbox"/>	<input type="checkbox"/>
2.	(A) I plan my lessons well in advance.	<input type="checkbox"/>	<input type="checkbox"/>
3.	(B) I do motivate my students for learning.	<input type="checkbox"/>	<input type="checkbox"/>
4.	(D) I possess supportive behaviour.	<input type="checkbox"/>	<input type="checkbox"/>
5.	(E) I cooperate in the work of my school.	<input type="checkbox"/>	<input type="checkbox"/>
6.	(A) I adjust my teaching time judiciously.	<input type="checkbox"/>	<input type="checkbox"/>
7.	(B) I make use of audio-visual aids to make my teaching more effective.	<input type="checkbox"/>	<input type="checkbox"/>
8.	(C) I do exchange my experiences of subject-matter with my colleagues to become more knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>
9.	(D) I am fairly creative.	<input type="checkbox"/>	<input type="checkbox"/>
10.	(E) I am friendly with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
11.	(A) I go to class on time and leave it on time.	<input type="checkbox"/>	<input type="checkbox"/>
12.	(B) I resort to remedial teaching whenever necessary.	<input type="checkbox"/>	<input type="checkbox"/>
13.	(D) I have good expression.	<input type="checkbox"/>	<input type="checkbox"/>
14.	(C) My knowledge of subject-matter is up to date.	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
15.	(E) I invite my students for discussion outside class hours.	<input type="checkbox"/>	<input type="checkbox"/>
16.	(B) I value interaction of my students during teaching-learning sessions.	<input type="checkbox"/>	<input type="checkbox"/>
17.	(C) I keep on acquiring new knowledge.	<input type="checkbox"/>	<input type="checkbox"/>
18.	(D) I am emotionally balanced.	<input type="checkbox"/>	<input type="checkbox"/>
19.	(E) I do not discriminated students for personal reasons.	<input type="checkbox"/>	<input type="checkbox"/>
20.	(B) I am objective in evaluating my students.	<input type="checkbox"/>	<input type="checkbox"/>
21.	(D) I am reasonably active.	<input type="checkbox"/>	<input type="checkbox"/>
22.	(E) I take a great deal of interest in parent-teacher associations.	<input type="checkbox"/>	<input type="checkbox"/>
23.	(A) A make my teaching interesting by giving examples and situations that are familiar to students.	<input type="checkbox"/>	<input type="checkbox"/>
24.	(B) I try to stimulate the intellectual curiosity of my students during my classes.	<input type="checkbox"/>	<input type="checkbox"/>
25.	(D) I go to school neatly dressed and smart.	<input type="checkbox"/>	<input type="checkbox"/>
26.	(E) I do contribute in the meetings of professionals and scholarly societies.	<input type="checkbox"/>	<input type="checkbox"/>
27.	(A) I am systematic in my preparation of lessons.	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
28. (B)	I conduct tests periodically to evaluate my teaching.	<input type="checkbox"/>	<input type="checkbox"/>
29. (C)	I have a substantial knowledge of human development and learning.	<input type="checkbox"/>	<input type="checkbox"/>
30. (D)	I am punctual in attending my school work.	<input type="checkbox"/>	<input type="checkbox"/>
31. (D)	I do possess pleasing manners.	<input type="checkbox"/>	<input type="checkbox"/>
32. (E)	I do help my students facing personal and educational problems.	<input type="checkbox"/>	<input type="checkbox"/>
33. (A)	I organise the subject matter I teach to be in agreement with the course's objectives.	<input type="checkbox"/>	<input type="checkbox"/>
34. (D)	I have a fairly good memory.	<input type="checkbox"/>	<input type="checkbox"/>
35. (D)	My gestures in the classroom are pleasant and approvable.	<input type="checkbox"/>	<input type="checkbox"/>
36. (D)	I have a sense of duty and responsibility.	<input type="checkbox"/>	<input type="checkbox"/>
37. (A)	The tests I intend administering to my students will be reviewed and improved upon by me.	<input type="checkbox"/>	<input type="checkbox"/>
38. (B)	My teaching is characterised by clarity.	<input type="checkbox"/>	<input type="checkbox"/>
39. (C)	I discuss the content of the subject matter with ease and confidence.	<input type="checkbox"/>	<input type="checkbox"/>
40. (D)	I have pleasant and distinct voice.	<input type="checkbox"/>	<input type="checkbox"/>


Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
41. (D)	I value my academic achievements.	<input type="checkbox"/>	<input type="checkbox"/>
42. (C)	I am sufficiently adapt in maintaining cordial human relations.	<input type="checkbox"/>	<input type="checkbox"/>
43. (E)	I am reasonably obedient to my headmaster.	<input type="checkbox"/>	<input type="checkbox"/>
44. (A)	I plan my lessons keeping in view the individual differences among students.	<input type="checkbox"/>	<input type="checkbox"/>
45. (B)	I guide my students in completing their assignments.	<input type="checkbox"/>	<input type="checkbox"/>
46. (C)	I have a great deal of interest in the subject I am teaching.	<input type="checkbox"/>	<input type="checkbox"/>
47. (D)	I provide a laudable example of my personal and social living to my students.	<input type="checkbox"/>	<input type="checkbox"/>
48. (D)	I show understanding and sympathy in working with my students.	<input type="checkbox"/>	<input type="checkbox"/>
49. (A)	I am in the habit of summarizing the lessons, I teach, in the end.	<input type="checkbox"/>	<input type="checkbox"/>
50. (B)	I encourage students to be punctual in their assignments.	<input type="checkbox"/>	<input type="checkbox"/>
51. (B)	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>
52. (D)	I take criticisms from others as a feedback for my own self improvement.	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
53. (E)	I support the genuine causes of teaching community.	<input type="checkbox"/>	<input type="checkbox"/>
54. (A)	Whenever necessary I do consult my colleagues in the planning of my lessons.	<input type="checkbox"/>	<input type="checkbox"/>
55. (B)	I help students in their reference work.	<input type="checkbox"/>	<input type="checkbox"/>
56. (B)	I ask more thought provoking questions than fact finding questions while teaching.	<input type="checkbox"/>	<input type="checkbox"/>
57. (D)	I have love for my students.	<input type="checkbox"/>	<input type="checkbox"/>
58. (A)	I plan my lessons based on the techniques tested and found suitable.	<input type="checkbox"/>	<input type="checkbox"/>
59. (B)	I do discuss students' performance in tests with them.	<input type="checkbox"/>	<input type="checkbox"/>
60. (E)	I consider my first duty to be devoted to get a good name to my school.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX –II

ORGANIZATIONAL COMMITMENT SCALE DEVISED BY UPINDER DHAR,

PRASHANT MISHRA AND D.K. SRIVASTAVA.

 T. M. Regd. No. 504838 Copyright Regd. No. © A-73256/2005 DL 13.5.05	Consumable Booklet of O C S-DMS (English/Hindi Version)
Upinder Dhar (Jaipur) Prashant Mishra (Ahmedabad) D. K. Srivastava (Mumbai)	

Please fill in the following informations :- Date (दिनांक)

(कृपया निम्न सूचनाएँ भरिये)

Name Optional (नाम ऐच्छिक)

Age (आयु) Sex (लिंग) : Male (पुरुष) ☐ Female (स्त्री) ☐

Organisation (संगठन)

Designation (पद)

Experience (अनुभव)

INSTRUCTIONS (निर्देश)

Read the statements given on the next pages and respond by ticking ☒ on any one of the five cells against each statement to indicate how you generally feel. There is no right or wrong answer. Do not spend too much time on any one statement, but give the response which describes your feeling/opinion. Please do not leave any statement unanswered.

1. Strongly Agree 2. Agree 3. Neutral 4. Disagree 5. Strongly Disagree.

अगले पृष्ठ पर दिये गये कथनों के सम्बन्ध में आप अपने विचार पूरी ईमानदारी से व्यक्त करें और प्रत्येक कथन के प्रत्युत्तर के लिये मात्रा के आधार पर पाँच विकल्प दिये जा रहे हैं। आपको जो भी अपने ऊपर उपयुक्त लगे, उसके सामने सही का चिन्ह ☒ अंकित करें। सभी कथनों के उत्तर दें तथा कोई भी कथन बिना उत्तर के नहीं छोड़ना है।

1. पूर्णतया सहमत 2. सहमत 3. तटस्थ 4. असहमत 5. पूर्णतया असहमत

SCORING TABLE (फलांकन तालिका)

Factors	I	II	Total Score
Raw Score			
Interpretation			

Estd. 1971	www.npcindia.com	☎:(0562) 2464926
NATIONAL PSYCHOLOGICAL CORPORATION		
4/230, KACHERI GHAT, AGRA-282 004 (INDIA)		

2 | Consumable Booklet of OCS-DMS

Sr. No. क्र. सं.	STATEMENTS कथन	Strongly Agree पूर्णतया सहमत	Agree सहमत	Neutral तटस्थ	Disagree असहमत	Strongly Disagree पूर्णतया असहमत	Score प्राप्तांक
1.	I feel bad if this organisation is making loss. मेरा संगठन हानि में चल रहा है, तो मैं बुरा महसूस करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.	I am contributing to the achievement of goals of this organisation. अपने संगठन के लक्ष्य प्राप्ति में मैं भी योगदान दे रहा हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.	I do not like somebody tarnishing the image of this organisation. कोई मेरे संगठन की छवि धूमिल करे, तो मुझे पसन्द नहीं है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.	I have been working even on holidays in this organisation. मैं अपने संगठन में अवकाश दिवसों में भी काम करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.	An employee should be concerned about the image of his/her organisation. एक कर्मचारी को अपने संगठन की छवि का खयाल रखना चाहिए।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.	I do not stay back in the organisation after office hours even if required. मैं कार्यालय कार्यकाल के पश्चात् आवश्यक होने पर भी संगठन में नहीं रुकता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.	I am commitment to the welfare of my organisation. मैं अपने संगठन के कल्याण के लिये प्रतिबद्ध हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
8.	I do not like the goals of this organisation. मैं अपने संगठन के लक्ष्यों से सहमत नहीं हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

© 2011. All rights reserved. Reproduction in any form is a violation of Copyright Act.
Consumable Booklet of Organisational Commitment Scale OCS-DMS. (English/Hindi Version).

APPENDIX -III

EMOTIONAL INTELLIGENCE SCALE

Hyde, Pethe & Dhar (2002)

Name:

Age:

Class:

Gender:

S.A. - Strongly Agree, A – Agree, N- Neutral, D-Disagree, S.D- Strongly Disagree

S.no.	Statement	S.A	A	N	D	S.D
1. A	I can encourage other to work even when things are not favorable.					
2. C	People tell me that I am an inspiration for them.					
3. J	I am able to encourage people to take initiative.					
4. C	I am able to make intelligent decision using a healthy balance of the emotions and reason.					
5. E	I do not depend on others' encouragement to do my work well.					
6. A	I can continue to do what I believe in even under severe criticism.					
7. C	I am able to assess the situation and then behave.					
8. C	I can concentrate on the task at hand in spite of Disturbances.					
9. B	I pay attention to the worries and concerns of others.					
10. B	I can listen to someone without the urge to say something.					
11. E	I am perceived as friendly and outgoing.					
12. A	I have my priorities clear.					
13. J	I can handle conflicts around me					
14. D	I do not mix unnecessary emotions with issues at hand.					

S.no.	Statement	S.A	A	N	D	S.D
15. B	I try to see the other person's point of View.					
16. F	I can stand up for my beliefs.					
17. E	I can see the brighter side of any situation					
18. A	I believe in myself.					
19. D	I am able to stay composed in both good and bad situations.					
20. B	I can stay focused under pressure.					
21. H	I am able to maintain the standards of honesty and integrity.					
22. H	I am able to confront unethical actions in others.					
23. I	I am able to meet commitments and keep promises.					
24. I	I am organized and careful in my work.					
25. B	I am able to handle multiple demands.					
26. D	I am comfortable and open to novel ideas and new information.					
27. F	I pursue goals beyond what is required of me.					
28. D	I am persistent in pursuing goals despite obstacles and setbacks.					
29. A	I have built rapport and made and maintained personal friendships with work associates.					
30. G	I am able to identify and separate my emotions.					
31. C	I think feelings should be managed					
32. F	I am aware of my weaknesses.					
33. G	I feel that I must develop myself even when my job does not demand it.					
34. C	I believe that happiness is an Attitude.					

S.no.	Statement	S.A	A	N	D	S.D
15. B	I try to see the other person's point of View.					
16. F	I can stand up for my beliefs.					
17. E	I can see the brighter side of any situation					
18. A	I believe in myself.					
19. D	I am able to stay composed in both good and bad situations.					
20. B	I can stay focused under pressure.					
21. H	I am able to maintain the standards of honesty and integrity.					
22. H	I am able to confront unethical actions in others.					
23. I	I am able to meet commitments and keep promises.					
24. I	I am organized and careful in my work.					
25. B	I am able to handle multiple demands.					
26. D	I am comfortable and open to novel ideas and new information.					
27. F	I pursue goals beyond what is required of me.					
28. D	I am persistent in pursuing goals despite obstacles and setbacks.					
29. A	I have built rapport and made and maintained personal friendships with work associates.					
30. G	I am able to identify and separate my emotions.					
31. C	I think feelings should be managed					
32. F	I am aware of my weaknesses.					
33. G	I feel that I must develop myself even when my job does not demand it.					
34. C	I believe that happiness is an Attitude.					

APPENDIX – IV

LIST OF AIDED AND SELF FINANCE COLLEGES SELECTED FOR THE STUDY

Sr.No	Aided Colleges	Self-finance Colleges
1.	Jai Narayan Mishra Postgraduate Degree College, Station Road, Charbagh, Lucknow	Rama Degree College
2.	Shia Degree College, Sitapur Road, Lucknow	Eram Girl's Degree College
3.	B S N V Degree College, Lucknow	G S R M Memorial Degree College, Sarojani Nagar, Kanpur Road, Lucknow
4.	National PG College, Hazratganj, Lucknow	Rajat Womens College Of Education And Management, Faizabad Road, Chinhath Lucknow.
5.	IT Degree College, Faizabad Road, Lucknow	Techno Institute Of Higher Studies, Lucknow