



DIMENSIONS OF TEACHER EFFECTIVENESS, PERSONALITY & EMOTIONAL INTELLIGENCE OF SCIENCE & HUMANITY STREAM SECONDARY SCHOOL TEACHERS

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ABSTRACT: The current investigation explored the teacher effectiveness, Personality & emotional intelligence of male & female high school educators. Descriptive survey method was utilized to achieve the purpose of the research. A trial of 400 high school educators employed in government aided and private schools were selected from Mathura district of Uttar Pradesh through random selection method of sampling. Statistical techniques like critical ratio were utilized for examining the gathered data. The outcome of the research exposed that high school educators with reference to subject stream science and commerce vary significantly in their level of the dimensions of teacher effectiveness, Personality & emotional intelligence. The findings indicated that there is sometime significant association in some dimensions and sometimes there is no significant associations in some dimensions among the dimensions of teacher effectiveness, emotional intelligence and personality of science and humanity secondary school teachers.

Keywords: Personality, Teacher Effectiveness, Emotional Intelligence, secondary school teachers.

I. INTRODUCTION

Education aims at rising child's personality in all aspects –spiritual, physical, mental, emotional & social. The all round development of he/she helps him/her become a liable, self-motivated, inventive citizen. The National Policy on Education and the programme of Action (1992) & also Secondary Education Commission (1952-53) have greatly highlighted the significant role of teachers in the enhancement of the educational system & the advancement & growth of children. According to Prime Minister Jawahar Lal Nehru, "Education is the most important part of our plans. Industry and agriculture, which are important for us, will grow adequately only if there is the background of mass education..... I am quite convinced in my mind that the first plan among our plans and development schemes, is Universal Education....wherever you go, at the back of it, at the base of it, must lie education." Professor Drever stated, "Education is a process in which and by which knowledge, character and behaviour of the young are shaped and molded". Education is a social course of action through which facts are exchanged to students by the mediators of teacher [1]. It could be withheld through formal and Non formal system of instruction, besides all formal scheme is grounded on classroom instruction [14]. According to Education Commission (1964-66) which figured out that "The destiny of India is being shaped in her classroom" which may be securely be supplemented that the destiny of these classroom are created by their educators. The National Policy on Education and the Programme of Action (1992) and the Secondary Education Commission (1952-53) have truly emphasized the important task of educators participate in expansion of the educational scheme and the progress and development of pupil. Tagore has rightly said, "A lamp can never light another lamp unless it continues to burn its own flame, a teacher can never truly teach unless he is still learning himself" So this needs effective teachers to teach one for healthy Educational development. In the process of changing the world teacher plays a very important role [2]. The quality teacher makes the education system influential [12]. The value of education lays on the teachers' effectiveness in the classroom which is the adequate actuality that the teacher plays an essential place in education system of the general public. So, the Teachers Effectiveness seeks the attentiveness of scholars with respect to relation with Emotional Intelligence and Personality [13]. According to Gold Haber D et al (2007) also uttered "it is the teacher who matters the most". World is altering so speedily that this alteration hit each and every ground of life like teaching. World of knowledge is also affected by this alteration. Teaching is a key constituent in producing alteration in this world of knowledge as teaching is a chief vocation. Beneath these conditions, teaching is even more difficult job which stress a lot additional professionalism than any other vocation as the expansion of any Nation rely on this. As every person is exclusive in nature similarly every teacher is unique from rest of the others [11]. There are many correlates that distinguish one teacher from others like their personality, attitude, intellect, teaching approach and how feasible their Emotional Intelligence

will be. Upon the position of teachers, the entire configuration of school reputation and student achievement lies. In this situation, personality and emotional mental power of any teacher found chiefly imperative [19]. The previous study shows the relationship of teacher effectiveness, emotional intelligence and personality among science teachers of high school. This study indicates the relationship amongst teacher effectiveness, emotional intelligence and personality of male and female Hindi, English Social Science, Science high school teachers. This study shows that there is no significant difference among teacher effectiveness, emotional intelligence and personality of male and female Hindi, English Social Science, Science high school teachers.

TEACHER EFFECTIVENESS

Worth of teaching lies ahead as one of the main correlates explicitly, educator related correlates [21]. Therefore, it is a main subject matter below exploration ever from the time of century. In context of Educational Research, recognition of Teacher effectiveness identified by additional provisions such as teaching accomplishment, teaching competence, successful instruction, teaching capability, teaching performance, due to its complication [3]. Teacher Effectiveness implies to "the dependency of the classroom correlates, such as teaching methods, teacher expectations, classroom Organization and the use of classroom resources have on students' performance [10]. It is the power to realize socially valued objectives agreed for teachers work, especially, but not exclusively, the work concerned with enabling students to learn". According to Elliott (2000) stated that "effective teachers need to know their students well and be able to adapt their teaching styles to particular classroom and to individual students." Gaubatz (2000) stated that "there is high correlation between students' rating of the amount learned in the course and their overall ratings of the teacher and course."

Dimensions of Teacher Effectiveness: The major dimensions of teacher effectiveness specified in TEACHER EFFECTIVENESS SCALE organized by **Dr. Umme Kulsum** are preparation for teaching and planning, classroom management, knowledge of subject matter etc, teacher characteristics and teacher characteristics amongst organizational and individual values which are described in Table 1.0

Sr.no.	Dimensions of teacher effectiveness	Description
1.	PREPARATION FOR TEACHING AND PLANNING	Ability of the teacher in preparing, planning and organising for teaching in accordance with the course objectives by using different source material
2.	CLASSROOM MANAGEMENT	Ability of the teacher to communicate, motivate the students, evaluate the teaching learning process and maintain discipline in the class room
3.	KNOWLEDGE OF SUBJECT MATTER ETC.	Ability of the teacher acquiring retaining interpreting and making use of the contents of the subject he/she is dealing with.
4.	TEACHER CHARACTERISTICS	Ability to arouse 'a perceptive mass' and seeking active participation of pupils constitute essential demand characteristics of effective teacher.
5.	INTER PERSONAL RELATIONS	Ability of a teacher to maintain cordial relation with colleagues, pupils, their parents and other persons with whom teacher is to interact. This is the part and parcel of his/her profession.

PERSONALITY

Personality implies to the psychological categorization of various factors of persons. Personalities are at times differentiate from persona qualities by means of the later occupying a less significant alignment of behavioral trends. Correlates are at times supposed in the direction of engage qualitative differences among individuals, while traits might be identified as qualitative dissimilarities. In context of type theories there are instances such as introverts and extraverts were both primarily dissimilar classification of individuals [6]. On contrary, to theories of trait, introversion and extraversion were element of

a enduring aspect, by way of many persons in the middle. There are numerous factors that distinguish one teacher from others like their personality, attitude, intellect, teaching approach and how healthy their emotional intelligence is. Upon the position of teacher the entire construction of school reputation and student achievement lies [7]. In this circumstances personality and emotional intelligence of any teacher establish chiefly vital. Personality is known as a prepared set of distinctive attributes that an person preoccupied which made him exclusive within his opinion, motivation and trial at different situation[20]. Personality' implies scheme of considerate individual behavior[8]. It moreover implies to 'the psychosomatic classification with dissimilar traits of persons'. Dictionary coined by Collin described Personality by "a cluster of personality traits commonly occurring together" [15]. Dictionary of Oxford perceived it by "A collection of personality traits which are thought to occur together consistently, especially as determined by a certain pattern of response to a personality inventory." Consequently, persons in the investigation were usually creating sequenced responses which were credited to specific Personality [16]

Dimensions of Personality : The major dimensions of Personality given in **Maudsley personality inventory** are Neuroticism and Extraversion amongst organizational and individual values which are described in Table 2.0

Sr.no.	Dimensions of Personality	Description
1.	Neuroticism	Refers to the general emotional stability of a person ,his/her emotional over responsiveness, and his stability to neurotic breakdown under stress.
2.	Extraversion	As opposed to introversion refers to the outgoing , uninhibited , sociable proclivities of a person.

EMOTIONAL INTELLIGENCE

Emotional intelligence refer topotential in persons for identifying and possess their emotions and of others discriminate amongst dissimilar feelings as well as tag them accurately, utilize emotional in sequence to direct thoughts as well as conduct, plus handle or else regulate sentiments to become accustomed to surroundings or accomplish one's vision. Even though the word first came into picture in 1964 coined through Michael Beldoch. It achieved recognition in the 1995 manuscript by with the aim of heading, wrote through journalist of science Daniel Goleman[4]. From this point of time, Emotional Intelligence and Goleman's 1995 examination has been alleged enclosed by the scientific commune in spite of inspired reports of its utility in the famous press. The word "Emotional Intelligence" implies primary to encompass and introduced in a 1964 writing by Michael Beldoch, and in the 1966 writing by B. Leuner regarded as entitled 'Emotional Intelligence and emancipation' which came into picture in the Journal of psychotherapeutic: exercise of psychology and analysis of child [5]. During the verbal skill of Salovey and Mayer. The Emotional intelligence has been expressed by "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour".

Dimensions of Emotional Intelligence : The major dimensions of Emotional intelligence specified in sevenfold Emotional Intelligence scale organized by **Dr. Sarabjit Kaur** are Self –awareness and appraisal, self- regulation and responsibility ,self motivation ,self-esteem and confidence, empathy and acceptance of other, Interpersonal relation and social skills amongst organizational and individual values which are described in Table 3.0

Sr.no.	Dimensions of Emotional Intelligence	Description
1.	Self –awareness and appraisal,	Observing one self and recognising ones feeling, knowing the relationship between thoughts, feeling and reactions.
2.	self- regulation and responsibility	Handling our emotions ,taking responsibility, recognizing the consequences of one's decisions and actions ,accepting one's feeling

		and moods following through on commitments.
3.	self motivation	Using our deepest preferences to move and guide us towards our goals.
4.	self-esteem and confidence	Confidence in one's own worth ,respect for one's own self.
5.	empathy and acceptance of other	Sensing what people are feeling, accepting their point of view and cultivate rapport with a broad diversity of people.
6.	Interpersonal relation	Talking about feeling ,handling emotions in relationships well .
7.	Social skills	Reading social situations and networks , using these skills to persuade and lead.

II. REVIEW OF RELATED LITERATURE

The review of related literature enables the researcher to have proper perspective in the topic of research. That is why Borg (1965) pointed out its significance as "Literature forms the foundation upon which all the future work is built." The investigator has reviewed untested reports of previous researches, dissertations, articles, surveys, books and internet sources.

DrMohanta Biswas (2017) in his studies "A study of teacher Effectiveness of secondary school teachers in relation to gender ,location and academic stream" The purpose of the study is to assess the teacher effectiveness of secondary and higher secondary school teachers. For collecting the data "Teacher Effectiveness Scale (2000)" developed by Dr.UmmeKulsum was used. A sample of 130 secondary and higher secondary school teachers were randomly selected in and around Nadia and Murshidabad districts of West Bengal by the investigator for this research study. Statical techniques like mean, standard deviation and 't'- test were used for this study. Male and female secondary school teachers do not differ significantly in their teacher effectiveness. The study shows that there is a important difference in teacher effectiveness with respect to locality, class handled (secondary and higher secondary) and academic streams (arts and science). among secondary school teachers

Kaur &Dr.Manral(2018) "An Analytical Study of Emotional Intelligence of B. Ed Students" The aim of the study was to evaluate the emotional intelligence of B.Ed students in relation to their gender and subject stream. In this study descriptive survey method was used. For sample B.Ed from the S.S.J. Campus Almora of Kumaun University was taken. Mean, SD, and t-test were statistically used for analyzing the data. In the conclusion it was found that on the basis of gender emotional intelligence on two dimensions of Sevenfold Emotional Intelligence Scale was significantly vary and on the basis of subject stream emotional intelligence on three dimensions of Sevenfold Emotional Intelligence Scale was significantly differ.

Suvarna, V. D. (2015)"A study of teacher effectiveness in relation to emotional intelligence and personality type of secondary school science teachers" There was a significant difference between Physical and Biological Science Teachers of Secondary School with respect to Personality Type.

Naik (2006) tried to find out the effect of Teacher Personality, Attitude and Teaching Effectiveness on students achievements. The study revealed that there existed significant difference between the interaction effects of teachers Personality Type and attitude towards profession on effectiveness in teaching.

To conclude, the review of related literature reflected the existence of some gaps on the relationship of Emotional Intelligence and Personality Type with Teacher Effectiveness of secondary school Hindi, English, Social Science, Science secondary school teachers. It is indicated that there is a needof "Acomparative Study Of the dimensions of the Teacher Effectiveness, Personality, and Emotional IntelligenceAmongst science and humanity secondary School teachers.

OBJECTIVES:

1. To study & compare the dimensions of Teacher Effectiveness of secondary school teachers with reference to subject stream humanity and science.
2. To study & compare the dimensions Emotional Intelligence of secondary school teachers with reference to subject stream humanity and science.
3. To study & compare the dimensions Personality of secondary school teachers with reference to subject stream humanity and science.

HYPOTHESES:

Ho1: There exists no significant difference in the dimensions of Teacher Effectiveness of secondary school teachers with reference to subject stream humanity and science.

Ho2: There exists no significant difference in the dimensions of Emotional Intelligence secondary school teachers with reference to subject stream humanity and science.

Ho3: There exists no significant difference in the dimensions of Personality secondary school teachers with reference to subject stream humanity and science.

VARIABLES

Variables of the investigation are:

- a) Teacher Effectiveness
- b) Personality
- c) Emotional Intelligence

Demographic Variables:

- a) Subject stream: science and humanity subject secondary school teachers.

DELIMITATION OF STUDY

The research study will be delimited to the followed attributes:

- The study was delimited to Teachers of English, Hindi, Science, & Social Science subjects amongst Secondary Schools of Mathura District (U.P.)

METHOD OF STUDY

Methodology which is a way of executing a research design and is familiar with the temperament of the problem. Knowing the nature of the problem in mind, the researcher will follow Descriptive Survey Method. Under this method the researcher will use comparative as well as correlation method.

SAMPLE SELECTION

The selection of the sample of investigation was 400 Teachers of English, Hindi, science & social science subject of high Schools of Mathura District (U.P.). For the present investigation, schools will be selected by using convenience sample selection method and the units of teachers of Science and Humanity subject will be selected by random sampling. As a whole, mix sampling method of sample selection will be used.

TOOLS

The subsequent research tools were utilized together the essential data and information:

- For measuring the the Teacher Effectiveness, the researcher has used "Kulsum Teacher Effectiveness Scale (KTS)". It is made by Umme Kulsum in the year 2011.
- For measuring the Emotional Intelligence, Sevenfold Emotional Intelligence Scale (SFEIS) validated and framed by Khera, Ahuja & Sarbjit Kaur (2016)
- For measuring the Personality, Eysenck Personality Inventory (EPI) is developed on the basis of Maudsely Personality Inventory (MPI). It is somewhat alike to Maudsely personality research tool. It is made by Hans Eysenck.

III. STATISTICAL TECHNIQUES:

To analyze the data of present investigation, descriptive as well as inferential statistics are used. Correlation Analysis technique and Critical Ratio ($N > 30$) are used as per the nature of data obtained.

To study and compare the dimensions of teacher effectiveness of Science and Humanity secondary school teachers:

Table 1.0: Showing statistical measures of the dimension of teacher effectiveness scores with reference to science and humanity subjects:

S.N	Dimensions	Science Teachers		Humanity Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	Preparation and for teaching	96.32	13.84	97.63	13.31	2.169	significant (2.169<0.01)
2.	Classroom management	121	18.59	123.33	18.76	3.106	significant (3.106<0.01)
3.	Knowledge of subject matter	62.78	7.47	63.2	7.94	2.29	significant (2.29<0.01)
4.	Teacher characteristics	147.3	22.49	150.07	22.19	2.103	significant (2.103<0.01)
5.	Inter-personal relations	94.67	13.46	96.84	12.60	0.0500	Insignificant (0.0500<0.01)

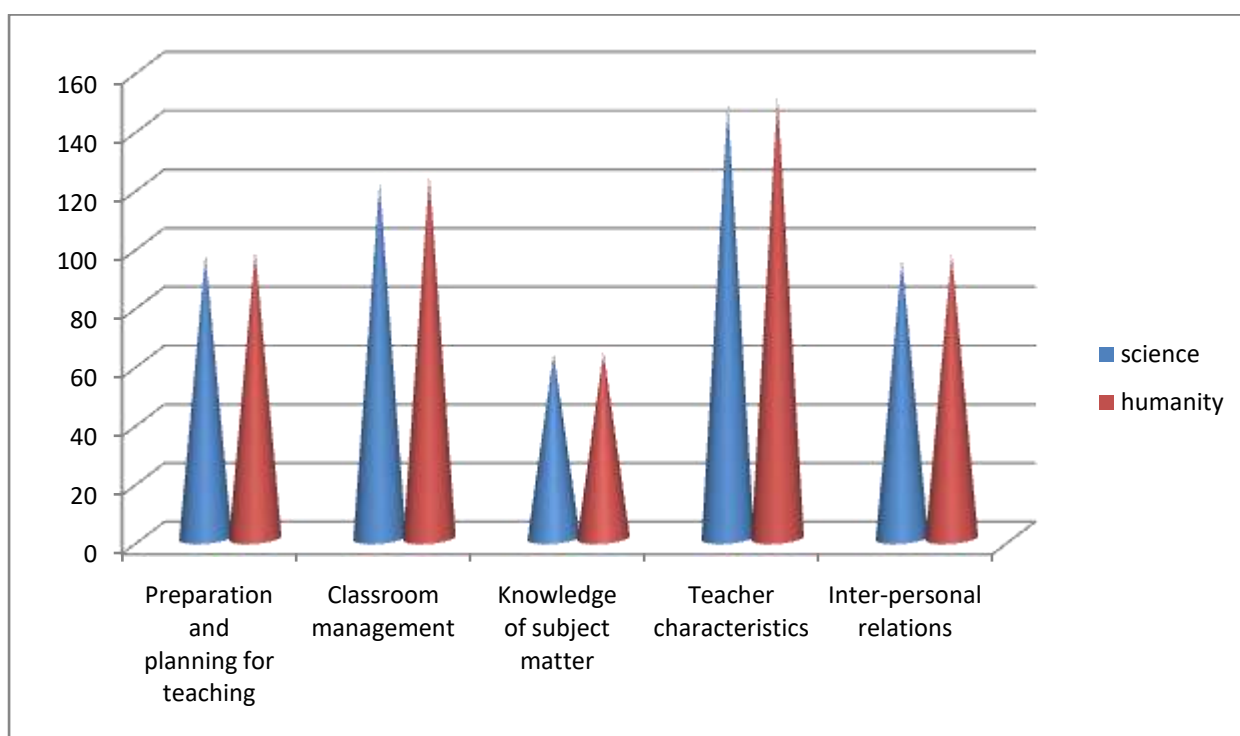


Figure 1.0 Difference between Mean Scores of Science and Humanity Secondary School Teachers with Regard to Teacher Effectiveness along with its Various Dimensions

1.1 To study and compare the preparation and planning for teaching of Science and Humanity secondary school teachers

Table 1.0 explains the estimated mean scores of the Science and Humanity secondary school teachers are 96.32, 97.63 respectively. The estimated S.D. of Science and Humanity teachers are 13.84 and 13.31 respectively. To evaluate the preparation and planning for teaching t test was assumed. The estimated t value was 2.169 which is higher than the table value at 0.01 level of significance which means there is significant difference found between Science and Humanity teachers of secondary schools. So the null hypothesis there exists no significant difference between the preparation and planning for teaching of Science and Humanity secondary school teachers is not accepted.

1.2 To study and compare the classroom management of Science and Humanity secondary school teachers

Table 1.0 explains the gained mean scores of the Science and Humanity secondary school teachers are 121, 123.33 respectively. The S.D. score of Science teachers is 18.59, Humanity teachers is 18.76 on the dimension classroom management. To contrast dimension the class room management t test was accepted. The computed t value was 3.106 which is more than the table value at 0.01 level of significance which means significant difference is found between teachers of Science and Humanity secondary schools. So the null hypothesis there exists no significant difference between classroom management of Science and Humanity secondary school teachers is not accepted.

1.3 To study and compare the knowledge of the subject matter of Science and Humanity secondary school teachers

Table 1.0 explains the gained mean scores of the Science and Humanity secondary school teachers are 62.78, 63.2 respectively. The S.D. score of Science teachers is 7.47 and Humanity teachers is 7.94 on the dimension knowledge of the subject matter. To evaluate dimension the knowledge of the subject matter t test was used. The calculated t value was 2.29 which is more than the table value at 0.01 level of significance which means there is significant difference found between teachers of Science and Humanity secondary schools. So the null hypothesis there exists no significant difference between knowledge of the subject matter of Science and Humanity secondary school teachers is not accepted.

1.4 To study and compare the teacher characteristics of Science and Humanity secondary school teachers

Table 1.0 illustrates the estimated mean score of the Science and Humanity secondary school teachers are 147.3, 150.07 respectively and the S.D. of Science teachers is 22.49, Humanity teachers is 22.197 on the teacher characteristics, dimension of teacher effectiveness. To evaluate the teacher characteristics t test was accepted. The calculated t value was 2.103 which is more than the table value at 0.01 level of significance which means significant there is difference found between Science and Humanity teachers of secondary schools. So the null hypothesis there is no significant difference between teacher characteristics of Science and Humanity secondary schools is not accepted.

1.5 To study and compare inter - personal relations of Science and Humanity secondary school teachers

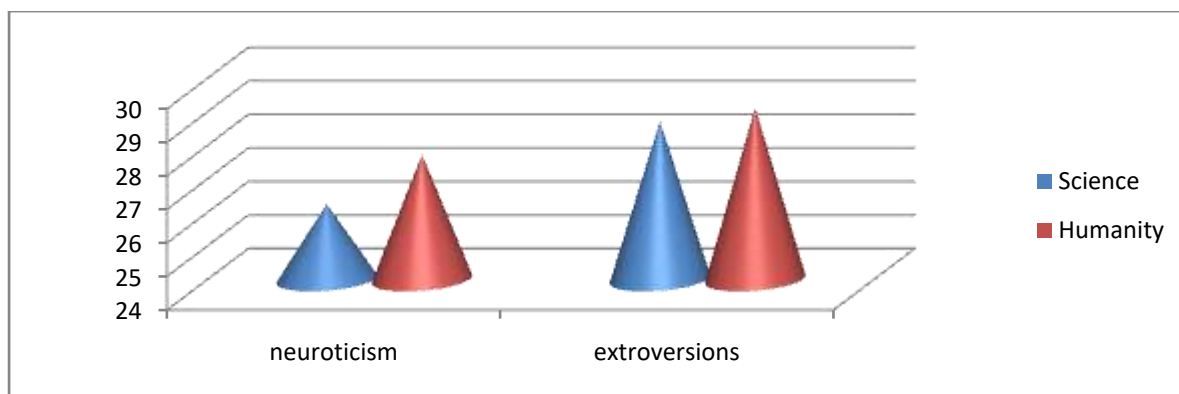
Table 1.0 explains the gained Mean scores of the Science and Humanity secondary school teachers are 94.67, 96.84 respectively. The calculated S.D. of Science teachers is 13.46, Humanity teachers is 12.6 on inter - personal relations, dimension of teacher effectiveness. To contrast inter - personal relations t test was accepted. The calculated t value was 0.050 which is less than the table value at 0.01 level of significance which means there is no significant difference found between urban and rural teachers of secondary schools. So the null hypothesis there finds no significant difference between inter - personal relations of Science and Humanity secondary school teachers, is accepted.

Table 2.0: Showing statistical measures of the dimensions of Personality scores with reference to Science and Humanity subjects:

To study & compare the dimensions of personality of Science and Humanity secondary school teachers.

For analyzing the above objective the researcher has estimated mean, standard deviation and has used critical ratio which are revealed in Table 2.0

S.N	Dimensions	Science Teachers		Humanity Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	Neuroticism (emotionality)	26.24	7.69	27.72	8.71	0.036	Insignificant (0.036<0.01)
2.	Extroversions	28.7	5.72	29.12	5.22	0.225	Insignificant (0.225<0.01)



2.1 To study and compare Neuroticism (emotionality) of Science and Humanity secondary school teachers.

Table 2.0 proved the estimated mean scores of the **Science and Humanity** secondary school teachers are 26.24, 27.72 respectively. The calculated S.D. of **Science and Humanity** teachers are 7.69 and 8.71 respectively. To evaluate the dimension of Neuroticism (emotionality) t- test was adopted. The calculated t value was 0.036 which is less than the table value at 0.01 level of significance which means there is no significant difference found between **Science and Humanity** teachers of secondary schools. So the null hypothesis there is no significant difference between Neuroticism (emotionality) of **Science and Humanity** secondary school teachers is accepted.

2.2 To study and compare the Extroversions of Science and Humanity secondary school teachers

Table 2.0 exhibits the gained mean scores of the **Science and Humanity** secondary school teachers are 28.70, 29.12 respectively. The S.D. score of **Science** teachers is 5.72, **Humanity** teachers is 5.22 on the dimension Extroversions. To evaluate the dimension of Extroversions t- test was adopted. The calculated t value was 0.225 which is less than the table value at 0.01 level of significance which means there is no significant difference found between teachers of **Science and Humanity** secondary schools. So the null hypothesis there is no significant difference between classroom management of **Science and Humanity** secondary school teachers is accepted.

3.0 To study and compare the dimensions of Emotional Intelligence of Science and Humanity secondary school teachers:

Table 3.0: Showing statistical measures of the dimensions of Emotional Intelligence scores with reference to Science and humanity subjects:

S.N	Dimensions	Science Teachers		Humanity Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	self awareness	25.06	3.77	22.26	3.51	2.27	significant (2.27<0.01)
2.	Self regulation	35.29	5.12	33.8	4.86	.001577	Insignificant (0.0015<0.01)
3.	self motivation	26.96	4.20	27.05	4.43	0.420	Insignificant (0.420<0.01)
4.	Self Esteem	22.70	3.78	21.45	4.079	0.00078	Insignificant (0.00078<0.01)
5.	Empathy	28.03	4.81	27.64	5.012	0.213	Insignificant 0.334<0.01)
6.	Interpersonal relation	23.77	4.65	22.78	3.92	0.011	Insignificant 0.011<0.01)
7.	Social skills	63.64	8.25	59.82	7.39	1.014	Insignificant 1.014<0.01)

Table 3.0 Showing Difference between Mean Scores of Science and Humanity Stream Secondary School Teachers with Regard to Emotional Intelligence along with its Various Dimensions

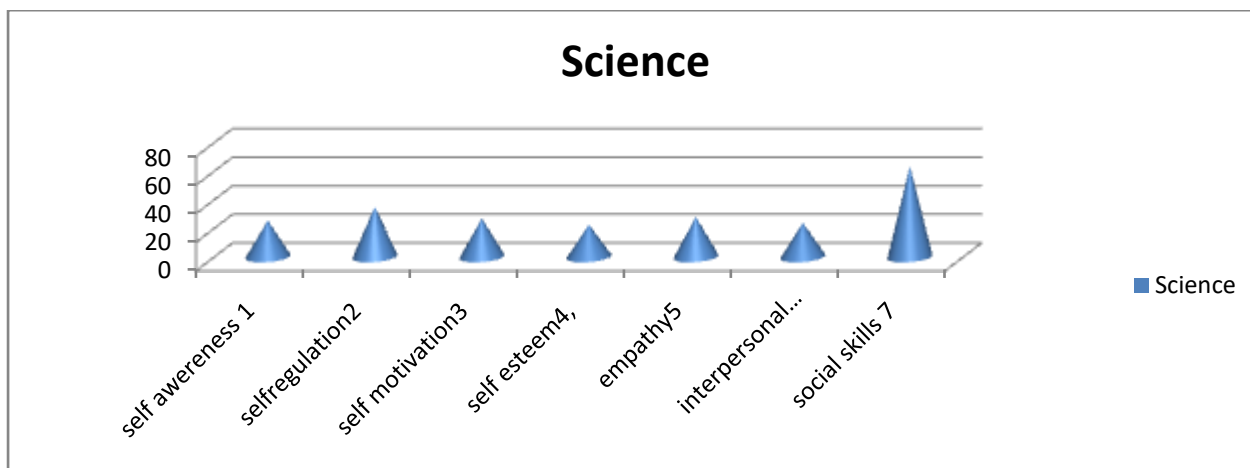


Figure 3.0 Difference between Mean Scores of Science and Humanity Secondary School Teachers with Regard to Emotional Intelligence along with its Various Dimensions

3.1 To study and compare the Self awareness of Science and Humanitysecondary school teachers

Table 3.0 proves the estimated mean scores of the of Science and Humanity secondary school teachers are 25.06, 22.26 respectively. The calculated S.D. of Science and Humanity teachers are 3.77 and 3.51 respectively. To evaluate the dimension Self awareness t test was accepted. The calculated t value was 2.27 which is more than the table value at 0.01 level of significance which means there is significant difference found between Science and Humanity teachers of secondary schools. So the null hypothesis there finds no significant difference between the Self awareness of Science and Humanity secondary school teachers is not accepted.

3.2 To study and compare the Self regulation of Science and Humanitysecondary school teachers

Table 3.0 exhibits the gained mean scores of the Science and Humanity secondary school teachers are 35.29, 33.8 respectively. The S.D. score of Science teachers is 5.12, Humanity teachers is 4.86 on the dimension Self regulation. To evaluate dimension of Self regulation t -test was accepted. The analyzed t value was 0.0015 which is less than the table value at 0.01 level of significance which means there is nosignificant difference found between teachers of Science and Humanity secondary schools. So the null hypothesis there is no significant difference between Self regulation of Science and Humanity secondary school teachers is accepted.

3.3 To study and compare the Self motivation of Science and Humanitysecondary school teachers

Table 3.0 exposes the gained mean scores of the Science and Humanity secondary school teachers are 26.96 , 27.05 respectively. The S.D. score of Science teachers is 4.20 Humanity teachers is 4.43 on the dimension Self motivation. To evaluate dimension the Self motivation t - test was adopted. The computed t value was 0.420 which is less than the table value at 0.01 level of significance which means there is no significant difference found between teachers of Science and Humanity secondary schools. So the null hypothesis there finds no significant difference between Self motivation of Science and Humanity secondary school teachers is accepted.

3.4 To study and compare the Self esteem ofScience and Humanitysecondary school teachers

Table 3.0 demonstrates the estimated mean score of the Science and Humanity secondary school teachers are 22.70, 21.45 respectively and the S.D. of Science teachers is 3.78, Humanity teachers is 4.079 on the Self esteem, dimension of Emotional Intelligence. To evaluate the Self esteem t test was accepted. The estimated t value was 0.00078 which is less than the table value at 0.01 level of significance which means there is no significant difference between Science and Humanity teachers of secondary schools. So the null hypothesis there finds no significant difference between Self esteem of Science and Humanity secondary schools is accepted.

3.5 To study and compare Empathy of Science and Humanity secondary school teachers

Table 3.0 exposes the achieved Mean scores of the Science and Humanity secondary school teachers are 28.03, 27.64 respectively. The computed S.D. of Science teachers is 4.81, Humanity teachers is 5.012 on Empathy, dimension of Emotional Intelligence. To compare dimension of Empathy t test was adopted. The computed t value was 0.213 which is less than the table value at 0.01 level of significance which means there is no significant difference between Science and Humanity teachers of secondary schools. So the null hypothesis there finds no significant difference between Empathy relations of Science and Humanity secondary school teachers, is accepted.

3.6 To study and compare the Interpersonal relation of Science and Humanity secondary school teachers

Table 3.0 exhibits the estimated mean score of the Science and Humanity secondary school teachers are 23.77, 22.78 respectively and the S.D. of Science teachers is 4.65, Humanity teachers is 3.92 on the Interpersonal relation, dimension of Emotional Intelligence. To evaluate the Interpersonal relation dimension t test was taken. The computed t value was 0.011 which is less than the table value at 0.01 level of significance which means there is no significant difference between Science and Humanity teachers of secondary schools. So the null hypothesis there is no significant difference between Interpersonal relation of Science and Humanity secondary schools is accepted.

3.7 To study and compare Social Skills of Science and Humanity secondary school teachers.

Table 3.0 exhibits the gained Mean scores of the Science and Humanity secondary school teachers are 63.64, 59.82 respectively. The analyzed S.D. of Science teachers is 8.25, Humanity teachers is 7.39 on Social Skills, dimension of Emotional Intelligence. To contrast the dimension Social Skills t test was used. The estimated t value was 0.0085 which is less than the table value at 0.01 level of significance which means there is no significant difference found between Science and Humanity teachers of secondary schools. So the null hypothesis there finds no significant difference between Social Skills of Science and Humanity secondary school teachers, is accepted.

IV. CONCLUSION

In current study, researcher studied and compared the dimensions of teacher effectiveness, Personality and emotional intelligence amongst secondary school teachers in reference to science and humanity subjects. Hypothesis wise conclusions shown that there exist sometimes significant difference in some dimensions in the dimensions of teacher Effectiveness, Personality and Emotional Intelligence amongst science and humanity secondary school teachers and sometimes there exists no significant difference in some dimensions in the dimensions of teacher Effectiveness, Personality and Emotional Intelligence amongst science and humanity secondary school teachers. It means dimension wise subject stream sometime do not play a significant role in some dimensions in determining Teacher Effectiveness, Personality and emotional intelligence amongst science and humanity secondary school teachers and sometime dimension wise subject stream play a significant role in some dimensions in determining Teacher Effectiveness, Personality and emotional intelligence amongst science and humanity secondary school teachers.

Conflict of Interest. Nil

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