

Teaching Aptitude and Emotional Intelligence of trained and untrained University graduates: A Comparative Study

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Abstract

This study was conducted to compare the teaching aptitude and its dimensions namely teaching profession, interest towards students, social contacts, and innovations regarding activities of the school, professional ethics-teaching potentiality and current knowledge of trained and untrained university graduates with emotional Intelligence of trained and untrained university graduates. To find out the relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates The Teaching Aptitude Test by Dr. S.C. Gakhar and Dr. Rajnish and Emotional Intelligence Scale, developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was used. Descriptive survey design and simple random sampling technique was used to collect the sample for this study. This study was conducted on 190 trained and untrained university graduates. Descriptive, differential and correlation analysis was used to analyze the data. The findings indicate both trained and untrained graduates have average levels of teaching aptitude and emotional intelligence. There exists no significant difference in the dimensions of teaching aptitude namely teaching profession, interest towards students, social contacts, professional ethics and teaching potentiality and current knowledge but difference exists in Innovations regarding planning activities among the trained and untrained university graduates.

There is a significant relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates.

Key words: Teaching Aptitude; Emotional Intelligence; trained graduates untrained graduates

Introduction

“Teaching is an emotional practice” - Hargreaves (1998)

Education acts as the base for human growth and development as well as a quality indicator of a country. Teaching is the core profession and teachers are the agent of change. Presently the role of teacher is facilitator and motivator. To do this effectively every teacher has to have aptitude towards teaching. Aptitude is more essential because a teacher who is having a very good aptitude influences more and makes a huge difference in the learner's life and learning process. If an individual has no innate ability or skills to teach, it can be acquired through proper training in teaching. Since the 1950's the professional preparation of teachers with aptitude towards teaching has been recognized to be crucial for the qualitative improvement of education. In the same way emotional Intelligence is the innate ability of an individual to perform, perceive, manage their own and their students emotions, demonstrate empathy and behavioral challenges. Both the abilities are required for an effective teacher.

Importance of Teaching Aptitude in Teaching Learning Process

“The role of the teacher is like the proverbial ladder’, it is used by everyone to climb up in life, but the ladder itself stays in its place.” - A.P.J.

Abdul Kalam

All the education Commissions and Committees highlighted (The Secondary Education Commission, 1952-53; Education Commission, 1964-66; National Policy of Education, 1986 to National education Policy 2020) or strongly argued for the proper teacher training to develop the quality of education in India. The National Council for

Teacher Education argued for the quality development of the teacher education programme in India to produce good and effective teachers with aptitude towards teaching. Indian Education Commission (1964-66) also acknowledged the effectiveness of teachers and their characteristics regarding the learning and achievement of the students. The related characteristics of the effective teachers are undoubtedly the most significant aspects which actually influence the effectiveness and quality of every teacher and thus also have large contributions to the quality development of education and to the national development. But, the key question is, if most trained teachers are effective, does it matter that a small percentage of them are less effective? It really matters a lot because a teacher with less effectiveness can depress the achievement and inhibit the learning of a large number of students over time depending on the school capacity, class size and his service life” (Chait, 2010;Kodero, et al . 2011).

Many studies reported in teaching profession many incompetent teachers who have been found to be not proficient enough in executing various teaching procedures. This poses a major threat in reality, as a teacher's aptitude towards teaching is the force that propels excellence in a learner. A teacher's poor aptitude in teaching can be detrimental for the learners. In order to teach the teacher must possess the aptitude to teach the student. . The NCFTE 2010 visualizes aptitude towards teaching acting as a catalyst to change the profile of teacher education so that the teacher education institutions become active centers not only of training and research but also of enhancing aptitude towards teaching. Dubey (2012) revealed the majority of the teachers are lacking in teaching aptitude, in addition to that he highlighted only 4% of teachers in the district secured more than 30 marks in teaching aptitude. Sharma (2012) highlighted through his research that “general competency and professional interest significantly affect the academic achievement on teaching aptitude of the pupil teacher was positive but not significant at acceptable level of confidence”. In the same way Kaur (2014) highlighted “teaching aptitude as a specific capacity or special ability, distinct from the general intellectual ability of an individual, indicative of his probable success in a particular field after receiving appropriate opportunity for learning or training”.

It is a matter of conviction that if teacher education institutions could be organized on right lines and become dynamic centers of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated. B. Ed course has its own importance. It is the pillar that helps an individual to impart quality education and practice innovative teaching techniques. So every individual who wishes to undertake a teaching job has to enroll in B.Ed which has been made compulsory all over India. With the ever changing societal needs, teaching now-a-days requires various skills like good communication, classroom management, time management, the ability to question the students, the ability to introduce a lesson, lesson planning, reinforcement etc. Thus for selecting student teachers for teacher education institutions it is essential to have an aptitude test. It is fortunate that many universities now started using the aptitude component in their B.Ed. entrance examinations. Therefore, teaching aptitude and effective teachers remain critical to make this world full of enlightened brains and rich thought (Shaheen and Padmavathy,2017).

Importance of Emotional Intelligence in Teaching Learning Process

“Teaching is an emotional practice (Hargreaves, 1998) and teachers invest their emotions in varying degrees every day. Effective teachers care about their students and ensure that students feel the caring and support (Strong, 2002, Noddings, 1992)”
-Drew (2006)

As beautifully explained by Samanta(2019) in his work “Skills of emotional intelligence are greatly required to make the teacher professionally skillful. This skill enables the teachers to deal with their students and with their colleagues as well. Nowadays it has been seen that Intelligent Quotient accounts for only 20% of a person's success in life. The remaining 80% can be attributed to emotional intelligence .Anyone can become angry, but to be angry with the right person, to the right degree, at the right time, for the right purpose and the right way is called emotional intelligence”.

Mangla(2020) in his study highlighted the importance of emotional intelligence as follows “ The attitude of a person very much depends upon his emotions and feelings. To acquire a favorable attitude, a person should be emotionally intelligent.

Emotional intelligence is an ability to use your emotions to help you to solve problems and live a more effective life. Emotional intelligence without intelligence is only part of a situation. It is the head working with the heart. Emotional intelligence is, "the ability to perceive accurately, appraise, and express emotions, generated feelings that facilitate thoughts and ability to regulate emotions to promote growth." (Mayer & Salovey, 1997) . Emotional intelligence is not innate. It can be enhanced with proper guidance and training. Golman has stated that 80% success is attributed to emotional intelligence " . From that it is clear both the teaching aptitude and emotional intelligence can be enhanced with proper training and guidance if an individual has no innate ability.

On the other hand, state provincialised colleges in India are recruiting the assistant professors based on only the academic qualification / academic records, eligibility test etc. Now the question arises whether graduates trained only can be effective teachers or untrained graduates can make the teaching effective. Do they really have an innate ability?

Hence, in view of the above issues and a genuine concern in this regard necessitates the investigator to conduct a study on the dimensions and directions of the teaching aptitude and emotional intelligence of trained and untrained university students. Also the work carried out by Panda(2015) creates interest in the mind of the researcher to carry a study of this nature in a local environment.

Review of related Studies

The past researches revealed a truth teaching aptitude act as a significant predictor of teaching effectiveness (Beena 1995; Kumar, 2014) but that do not differ significantly based on the gender (Ranaganathan,2008; Usha, 2010;Sharma,2012; Singh,2017) and few studies come out in contradictory to that result (Chandal & Dhiman 2014;Kandarpathy &Rani,2018) Locality , type of management and academic stream of prospective teachers do not make a significant difference in their teaching aptitude (Kandarpathy &Rani,2018) discipline (Sharma,2012). Boli(2017) in his study found there was a very low as well as negative correlation between aptitude and interest of female teachers in teaching. Studies also conducted to know the relationship with teaching aptitude and other variables like Self esteem (Ranaganathan,2008), low

correlation with teaching interest(Sharma,2012; Boli,2017), general teaching competency (Sharma,2012). Asthana and Rao (2018) showed that the mean aptitude rating is higher among male teachers than female teachers. Besides, male teachers in Government aided colleges have better aptitude than those in Self-Financed colleges and Vice Versa in the case of female teachers. It was also found that scores in individual Aptitude Components are also different for male and female teachers. Drew (2006) study revealed emotional intelligence and supervisor's assessment of student teachers are correlated. In consonance with these findings Singh(2014) study resulted in a positive relationship between teaching aptitude and emotional intelligence of government school teachers. Aung (2019) found teaching aptitude is positively correlated with interest in profession, attitude towards children/students, adaptability and moral character. But, there is no relationship between mental ability and emotional intelligence. Chaudhuri & Debnath(2019) moderate positive correlation between the two variables emotional intelligence and teacher effectiveness.

Objectives of the Study

The objectives of the present study are

- To study the level of teaching aptitude and emotional Intelligence of trained and untrained university graduates
- To compare the teaching aptitude and emotional Intelligence of trained and untrained university graduates
- To compare the teaching aptitude and its dimensions namely (i)Teaching profession, (i)Interest towards students,(i)Social contacts, (i)Innovations regarding activities of the school, (i)Professional ethics and (i)Teaching potentiality and current knowledge of trained and untrained university graduates.
- To study the relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates

Hypotheses of the Study

The following hypotheses have been framed based on the objectives of the study

- The teaching aptitude and emotional Intelligence will not be higher for trained

university graduates than untrained university graduates.

- There will be no significant difference in teaching aptitude and emotional Intelligence of trained and untrained university graduates
- There will be no significant difference in the dimensions of teaching aptitude namely (i)Teaching profession, (ii)interest towards students, (iii) social contacts, (iv)innovations regarding activities of the school (v) professional ethics and (vi)teaching potentiality and current knowledge of trained and untrained university graduates
- There will be no significant relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates

Methodology of the study

In the present study a normative survey method and simple random sampling method is adopted to collect a sample of 190 students pursuing higher education in Tezpur University.

Tools

The tools used in the study are

- The Teaching Aptitude Test by Dr. S.C. Gakhar and Dr. Rajnish (2004)
- Emotional Intelligence Scale, developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

Analysis and Interpretation of the data

The data were analyzed and interpreted using appropriate statistical techniques. To analyze the data research adopts SPSS 25. The mean scores, standard deviation and t-test were calculated. The analysis, interpretation of results and discussion are presented as below:

Demographic profile of the respondents

Sample represents equal percentage (50%) i.e. 95 trained B.Ed. prospective teachers (undergraduate programme) and 95 untrained M.A in Education (post graduate programme) students pursuing are participating in the study. In those respondents 49% belong to urban areas and 51% from rural areas, in specific 15.8% undergraduates are from urban areas and 34% undergraduates are from rural areas; 40% postgraduates are from urban areas and 10% postgraduates are from rural areas. All the

respondents fall in the age group of more than 22 and less than 26.

The result are presented based on the hypotheses framed

H1: The teaching aptitude and emotional Intelligence will not be higher among the trained than untrained university graduates.

Table 1: Showing the levels of teaching aptitude and emotional intelligence of trained and untrained university graduates

| Variables | | Percentage(Mean Score) | | | | |
|------------------------|-----------|------------------------|------------------|-----------------|---------------|----------------|
| | | High | Average | Low | Total | Overall |
| Teaching Aptitude | Trained | 9.47 (36.67) | 34.73 (27.82) | 5.78 (24.36) | 50 (27.59) | 100 (27.41) |
| | Untrained | 7.89 (30.07) | 35.78 (27.63) | 6.31 (23) | 50 (27.23) | |
| Emotional Intelligence | Trained | 42.1 (93.84) | 7.89 (74.40) | Nil | 50 (90.77) | 100 (85.80) |
| | Untrained | 10 (96.16) | 40 (77) | Nil | 50 (80.83) | |

Analysis of the data as shown in Table 1, reveal that both trained and untrained graduates have average levels of teaching aptitude (Mean score 27.82 & 27.63 slightly greater than overall mean score 27.41). Further comparing the mean scores shows trained graduates in all levels show more favor towards teaching aptitude than the untrained graduates.

Both trained and untrained graduates show high levels of emotional Intelligence (Mean score 93.84 & 96.16 > overall mean score 27.41). Further comparing the mean scores shows untrained graduates in all levels shows more emotional intelligence than the trained graduates. Hence the hypothesis is not partially accepted.

From the above findings it can conclude that both trained and untrained graduates show average levels of teaching aptitude and high levels of emotional intelligence. Comparison shows trained graduates in all levels show more favor towards teaching aptitude than the untrained graduates and untrained graduates in all levels shows more emotional intelligence than the trained graduates.

H2: There will be no significant difference in teaching aptitude and emotional intelligence of trained and untrained university graduates.

Table 2: Showing the statistical analysis for teaching aptitude and emotional intelligence of trained and untrained university graduates

| Variables | | N | Mean | S. D | t-value (df=188) | LS* |
|------------------------|-----------|----|-------|-------|------------------|-------|
| Teaching Aptitude | Trained | 95 | 27.59 | 2.57 | 1.012 | 0.313 |
| | Untrained | 95 | 27.53 | 2.29 | | |
| Emotional Intelligence | Trained | 95 | 90.77 | 9.458 | 7.011 | 0.001 |
| | Untrained | 95 | 80.83 | 10.06 | | |

Analysis of the data shown in Table 2 reveal that the t-value obtained for the Teaching aptitude for trained and untrained is 1.012 and significance level is 0.313 which is greater than that 0.05 levels of significance .Hence the null hypothesis is accepted. It is concluded that there exists no significant difference in teaching aptitude of trained university graduates than untrained university graduates.

For emotional intelligence the t-value obtained for trained and untrained is 7.011 and significance level is 0.001 which is less than 0.05 levels of significance. Hence the null hypothesis is rejected and this is concluded that there exists a significant difference in emotional intelligence of trained university graduates than untrained university graduates.

H3: There will be no significant difference in the dimensions of teaching aptitude namely (i)Teaching profession, (ii) Interest towards students, (iii)Social contacts, (iv)Innovations regarding activities of the school (v)Professional ethics and (vi)Teaching potentiality and current knowledge of trained and untrained university graduates

Table 3: Showing the statistical analysis for the dimensions of teaching aptitude of trained and untrained university graduates

| Dimensions of teaching aptitude | Trained / Untrained | N | Mean | S. D | t-value | LS* |
|---|---------------------|----|------|------|---------|-------|
| Teaching profession | Trained | 95 | 4.66 | 1.06 | 1.777 | 0.775 |
| | Untrained | 95 | 4.39 | 1.05 | | |
| Interest towards students | Trained | 95 | 4.33 | 0.76 | 0.272 | 0.786 |
| | Untrained | 95 | 4.29 | 0.83 | | |
| Social contacts | Trained | 95 | 4.62 | 0.73 | 0.441 | 0.660 |
| | Untrained | 95 | 4.66 | 0.57 | | |
| Innovations regarding activities | Trained | 95 | 3.43 | 0.63 | 0.055 | 0.001 |
| | Untrained | 95 | 3.43 | 0.69 | | |
| Professional Ethics | Trained | 95 | 4.85 | 0.95 | 0.158 | 0.975 |
| | Untrained | 95 | 4.83 | 0.88 | | |
| Teaching potentiality and current knowledge | Trained | 95 | 4.62 | 0.65 | 0.616 | 0.539 |
| | Untrained | 95 | 4.67 | 0.51 | | |

Analysis of the data as shown in Table 3 reveal that the t-value obtained for the teaching profession of

trained and untrained is 1.777 with significance level 0.775; interest towards students is 0.272 with significance level 0.786; social contacts is 0.441 with significance level 0.660; professional ethics is 0.158 with significance level 0.975; and teaching potentiality and current knowledge is 0.616 with significance level is 0.539 which is greater than that 0.05 levels of significance. Hence the null hypothesis is accepted. It is concluded that there exists no significant difference in the dimensions of teaching aptitude namely teaching profession, interest towards students, social contacts, professional ethics and teaching potentiality and current knowledge of trained and untrained university graduates. But for Innovations regarding activities the t-value obtained for trained and untrained is 0.055 with significance level 0.001 which is less than 0.05 levels of significance. Hence the null hypothesis is rejected and this is concluded that there exists a significant difference in Innovations regarding activities planning among the trained and untrained university graduates.

H4: There will be no significant relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates.

Table 4: Showing the correlation analysis for emotional intelligence and the teaching aptitude dimensions of trained and untrained university graduates

| Variables | N | Mean | SD | Pearson product Correlation | LS* |
|---|-----|-------|-------|-----------------------------|-------|
| Emotional Intelligence | 190 | 85.80 | 9.94 | | |
| Teaching Aptitude | 190 | 27.41 | 2.43 | 0.131 | 0.017 |
| Teaching profession | 190 | 4.53 | 0.067 | 0.113 | 0.121 |
| Interest towards students | 190 | 4.31 | 0.799 | 0.010 | 0.887 |
| Social contacts | 190 | 4.67 | 0.657 | 0.063 | 0.388 |
| Innovations regarding planning activities | 190 | 3.43 | 0.661 | 0.094 | 0.017 |
| Professional Ethics | 190 | 4.84 | 0.918 | 0.014 | 0.846 |
| Teaching potentiality and current knowledge | 190 | 4.65 | 0.588 | 0.077 | 0.292 |

Analysis of the data as shown in Table 4 reveal that the r-value obtained for the emotional intelligence and teaching aptitude of trained and untrained is 0.131 with significance level 0.071. Hence the significance value is less than the 0.05; so the null hypothesis is rejected. It is concluded from the result that there is a significant positive relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates. Regards the dimensions of the teaching

aptitude except in “Innovations regarding planning activities” all the other dimensions shows a there is no significant relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates

Major findings and Discussion of the Study

Teaching aptitude and emotional intelligence are generally not seen or been neglected by the researchers but they proved to be the important indicators for success. Thereof, the study conducted to reveal the relationship between the variables teaching aptitude and emotional intelligence and the major result are present below:

- Both trained and untrained graduates show average levels of teaching aptitude and high levels of emotional intelligence. This finding is in line with the findings of Panda (2015) “The relationship between teaching aptitude and emotional intelligence shows that the increase of emotional intelligence had a positive effect on teaching aptitude of pupil teachers.”
- Comparison shows trained graduates in all levels show more favor towards teaching aptitude than the untrained graduates and untrained graduates in all levels shows more emotional intelligence than the trained graduates.
- There exists no significant difference in teaching aptitude of trained university graduates than untrained university graduates
- But there exists a significant difference in emotional intelligence of trained university graduates than untrained university graduates.
- There exists no significant difference in the dimensions of teaching aptitude namely teaching profession, interest towards students, social contacts, professional ethics and teaching potentiality and current knowledge of trained and untrained university graduates.
- But there exists a significant difference in Innovations regarding planning activities among the trained and untrained university graduates.
- There is a significant relationship between teaching aptitude and emotional Intelligence of trained and untrained university graduates.
- There is no significant relationship between teaching aptitude dimensions namely teaching

profession, interest towards students, social contacts, professional ethics and teaching potentiality, current knowledge of trained and untrained university graduates and emotional Intelligence of trained and untrained university graduates. The findings line with the findings of Panda (2015).

- There is a correlation between the dimension of teaching aptitude namely “Innovations regarding planning activities” and emotional Intelligence of trained and untrained university graduates. The findings contradict the findings of Panda (2015).

Conclusion

Teachers are the largest professional group engaged in human development activities. The objective of the study was to compare the teaching aptitude and its dimensions namely teaching profession, interest towards students, social contacts, and innovations regarding activities of the school, professional ethics-teaching potentiality and current knowledge of trained and untrained university graduates with emotional Intelligence of trained and untrained university graduates. The findings of the study revealed both trained and untrained graduates show average levels of teaching aptitude and high levels of emotional intelligence. But trained graduates in all levels show more favor towards teaching aptitude than the untrained graduates and untrained graduates in all levels show more emotional intelligence than the trained graduates. But there exists a significant difference in “Innovations regarding planning activities” among the trained and untrained university graduates. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all. Thus, the role of teachers is vital to any educational institution and their competencies greatly influence the entire system of education. The teachers have the great responsibility of making the students competent enough to stand with their counterparts in the developed countries and to make the country economically independent. To retain the enrolled masses in the classroom, to make real education possible, to increase the level of achievement, to tap the potentialities of the students and to improve educational standards remarkably, the teacher should not only be committed and devoted but also be competent and effective. To be competent teachers every individual entering in the profession of teaching needs to be professionally

trained and emotionally intelligent to handle the situation properly. This study may be replicated on a large sample in order to ensure superior validity for findings and an in-depth study can be made to identify the factors on the intra-variable effect of personality traits, teacher effectiveness and attitudes towards teaching aptitude to enhance and improve the effective learning environment.

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Conflict of interests

The author declares no conflict of interest

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