INTRODUCTION
CHAPTER I
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Glorifying motherhood, W. S. Ross remarks, “The hand that rocks the cradle is the hand that rules the world.” A woman’s role as a mother has a universal image; irrespective of any race or any culture. However, the power of womanhood is not to be confined to motherhood alone, for it has the mighty force that may transform the destiny of a family, a society, a nation or the whole world, and many women have proved it through their compassion, mental strength and fighting spirits over the years. Agnes Bojaxhiu who began her career as a simple school teacher in India could inspire the whole world as Mother Teresa through her selfless service to mankind. On the other hand, powerful women leaders like Indira Gandhi and Margaret Thatcher could rule their respective countries with iron hands. Dr Muthulakshmi Reddy, one of the torch-bearers of feminism in India could enhance the abolishment of Devadasi system, thus eradicating a bane on a particular community of women through her mental courage. Environmental activist, Medha Patkar could influence many people through her fighting spirits to stand up for social and environmental issues that may pose destructive challenges on our nation. As citizens community leaders and mothers, women have emerged as major agents of social progress and their education is critical to sustain this momentum. Various concepts related to women’s education and their competencies are presented.
1.1 Status of Women in India - Then and Now

Since time immemorial, it has been expected of a woman to play a subservient role to man owing to the emphasis and focus given to man as the nucleus of the family or the society. Such patriarchal tradition has considered women to be lesser human beings than men. Great philosopher, Aristotle and the innovative educationist, Rousseau are no exceptions to accepting such a conviction on women. The former felt that women were not whole, but somehow less than men while the latter was of the opinion that women were more in the realm of sex objects than intellectual equals to men. These reformers, who have played a vital role in civilizing humankind, too, failed to recognize women as a part of humankind. Even the term, ‘woman’ being expanded sometimes, as ‘wife of man’ sums up the status of a woman as a mere object born to serve man.

In India, women have been disadvantaged compared to men in terms of social roles, access to education and personal development. Their participation in society has been limited, as they must comply with the rules considered appropriate for their sex. Researches reveal that in India, more girls than boys die at every age level from the time they are born until the age of 14 years. It is estimated that 300,000 girls die every year and that every sixth girl that dies does so because of gender discrimination.

Even in their survival and development, girls face unfair treatment and they get fewer opportunities than their male siblings to grow and develop to their fullest potential. They are denied access to nutritious food, health care and education. In poor families, girls have to look after their younger siblings when their mothers go to work or they themselves have to toil to fend for their family needs, thus being denied educational opportunities. Girls grow up to become part of their husbands’ household and can no longer contribute financially to their parents. Moreover, parents have to
spend a huge sum in the form of cash, jewels and utensils to pay dowry when they get married. Owing to these reasons, girls are regarded as economic burden in many communities.

The reasons for discrimination against girl child are not only related to a family’s poor economic situation but also to social and cultural beliefs. The attitude of son preference leaves the daughter to feel that she is a lesser child and it affects her self-esteem and confidence. Even in the much advanced western countries, where liberalization of woman is on the higher side, such discrimination and harassment of women in various forms can still be found but with varying magnitude. In order to get the status of equality with man, a woman has to cross many a hurdle.

In the Indian context, the perception of womanhood has always been multifarious. When a woman fits in the mother archetype, which is an eternal image common and universal to all cultures and races, she is beheld as the personification of selfless love, protective warmth and caring tenderness. When she suffers patiently the evils meted out to her, she is treated as lowly as a ‘door mat.’ At the same time, if she rises against the discrimination against her womanhood, she is looked upon with awe as an embodiment of power and admired as ‘Shakthi,’ the divine power. Paradoxically, a land, where a woman is venerated for her motherhood, also bears witness to evils such as female feticide, female infanticide and dowry-death.

Economic dependence being the root cause for such evils against women, education that paves way for awareness for the need of employment has been regarded as the effective tool in the empowerment of women in all spheres.

1.2 Role of Education in Women’s Equality

If one looks into the past, lack of education has been the stumbling block keeping women from attaining equal status in society, separating them from their
male counterparts. The pathway to realizing the dream of women’s equality has always been education. Before women gained the right and privilege of higher education, they were considered to be lower class citizens, not worthy of voting or owning property. It was of general opinion then, that women who expressed their wish to gain a sense of self-worth through education were acting against the image of their gender depicted by the society.

However, social reformers who fought against such gender discrimination anticipated education to play a key role in bringing about women’s equality. This conviction has been proved by the fact that women who established themselves as equals to men-folk were able to do so by the power of their mind developed through education. It is clear that education has a major impact on social transformation.

Education is also regarded as an investment that pays significant dividends in economic growth, improved health and quality of life for women and men alike. As citizens, community leaders and mothers, women have emerged as major agents of social progress and their education is critical to sustain this momentum.

1.3 Women’s Education in Post-Independent India

Immediately after the independence of India, the constitution of India was framed in order to enhance the progress of the nation in every field. Educational development was given one of the top priorities. Article 45 of the Constitution of India, 1949 declares, “The state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free compulsory education for all children until they complete the age of fourteen years.” While article 15 emphasizes on welfare of women and children, the heart of the constitution is formed
by two articles related to the fundamental rights of citizens that prohibit any type of discrimination towards women.

The Commission for Universal Education promotes education for women, claiming that it is impossible to have an educated people if there are no educated women. It states that if education has to be limited to either men or women, it should be offered to women since in this way it will be passed on to the following generations.

The National Committee on women's education set up by the Ministry of Education of India under the chairmanship of Mrs. Durga Bai Deshmukh in 1957 has considered the lack of education of women as a major obstacle standing on the way to national development. It has recommended the constitution of a national council for education of girls and women and to provide training and employment opportunities for women.

The National Policy on Education, revised in 1992, aims at promoting primary education with a focus on disadvantaged groups, including girls. The plan is to remove gender bias from school curricula and text books and to make them more sensitive to the needs of women and girls. It expects teachers, decision- makers and administrators to be more gender sensitive in order to root out the obstacles that prevent girls from going to school and continuing their education at a higher level.

District Primary Education Programme (DPEP), which has been set up in a number of low literacy areas, also aims at creating and sustaining an environment supportive of girls’ education. Some support services have been set up with the aims of relieving girls of their household responsibilities to give them the time and freedom to go to school.
National Perspective Plan for Women Education (1998-2000) has formulated some important specific objectives for women education so that women may also participate in the social, cultural, economic, political and educational fields.

Some of them are:

- Ensuring opportunities to all women for access to appropriate level, nature and quality of education and also the wherewithal for success comparable with men.
- Making education an effective means for women’s equality by-
  a) Addressing ourselves to the constraints that prevent women from participating in the educational process
  b) Eliminating the existing bias in the system
  c) Making necessary intervention in the content and processes of education to inculcate positive and egalitarian attitudes
  d) Ensuring that teachers perceive this as one of their essential roles
  e) Providing non-formal and part-time courses to women to enable them to acquire knowledge and skills for their social cultural, economic advancement.

Some of the recommendations suggested by the plan in order to attain its objectives are as follows:

- Wherever necessary, schools meant exclusively for girls might be set up.
- Condensed courses of education at elementary and middle school levels for girls must be started in all rural area and for weaker sections of the urban community.
• Many girls in the age group of 11-14 years would first have to be brought into the primary stage through non-formal education by devising alternate education approaches.

• Correspondence courses and self-study programs could be provided for girls desirous of continuing education but were unable to do so due to circumstances.

• In order to increase the representation of rural girls in higher education courses, 30 per cent seats might be reserved for girls.

Notwithstanding efforts taken by the government, the gap between female and male literacy is still very wide as for men the rate is 70.5 per cent while for women it is 43.9 per cent. In the three most vulnerable states of India, U.P., Bihar and Rajasthan, with a population of 300 million in total, female literacy rates are lower than the national level. There are more than 100 districts where levels of female literacy are under 10 per cent. However, in Kerala female literacy levels are on par with developed countries.

As far as higher education of girls is concerned, it has been on the rise since the six decades of independence. The increase in the number of women’s colleges from 780 in 1987 to 1195 in 1997 substantiates this fact. Apart from this, the percentage of women enrolling in co-educational institutions is also on the rise.

Besides the efforts taken by the government in this issue, Non-Governmental organizations too do their part to boost women education. They have taken initiatives to change the way women see themselves and the way society views the traditional roles of women. They have also developed their own programs to help girls and women in their education, health and employment, thus paving the way for their empowerment.
1.4 Empowerment of Women through Education

An old Chinese proverb says, 'If you are to plan for one year, you plant rice. If you are planning for five years, you plant trees. If you are planning for a generation and the future, you educate your children.' The above proverb can be extended by adding another line, 'If you are planning for a prosperous nation, educate girls.' Such a notion is ascertained by the study conducted by the World Bank in 1993 which stated that education of girls is one of the most rewarding investments a nation can make. This global study has proved that the nations that had invested heavily in female primary education benefited through higher economic productivity since educated women are more productive both at home and at workplace.

Over the long term, providing women with more and better education has proved to be the most effective and enduring way of reducing the population growth of a nation as an educated woman is always expected to plan her family as well as to look into the health and educational needs of her children, thus minimizing the burden of a country in controlling population explosion, child mortality rate and promoting 'education for all' policy.

However, it is revealed in the United Nations World Conference on Women convened in Mexico City that women perform an estimated 60 per cent of the world’s work but own only one per cent of the world’s land and earn just 10 per cent of the world’s income. Thus, women, having been denied the fruits of their labour, have to struggle for their economic freedom in order to come out of the fetters that bind them in the name of tradition, religion, community or culture.

When a woman gets economic freedom through employment, it not only empowers herself but also her nation. She is able to raise income, promote health and increase productivity. It is believed that the limitation on women has always been one
of the restrictions on the development of mankind. True to this belief, when a woman is helped to free herself from the fetters of gender discrimination and to arrive at the peak of emancipation by climbing up the stepping stones of education, employment and empowerment one by one, the whole world moves towards the path of progress. In order to provide a wide scope for employment and economic independence of women, National Perspective Plan for Women’s Education (1998-2000) stresses on substantial vocationalization and diversification of secondary education. It is evident that the higher the level of educational development of girls and women, the higher the indices of female empowerment. Women are felt essential in bringing the fundamental institutions - family, society and school - closer together to achieve a relevant and life-long education for all.

1.5 Women as Educators

Owing to the responsibility women take up in educating their children, they play a significant educational role in the community. They also exercise an influence over the rest of the community in order to guarantee their integrity and development. Several studies have indicated the cardinal role played by women not only in the transmission of values and attitudes in the community but also in the transformation of societies. However, it is a paradox that access to education for women, who are capable of transforming a society, is found to be limited in many parts of the world.

In this context, UNESCO commissioned a comparative analysis of women as educators in the family, in the school, in the community and in the public life in the nine high-population countries known as E-9 countries viz. Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. This study reveals that the progress in women’s empowerment is perceptible in all the E-9 countries except in Nigeria. though the commitment to women’s empowerment is at best lukewarm.
Many of these countries still believe that a woman’s place is in the home and tend to restrict their activities to motherhood and household work. They hesitate to send their daughters to schools not only due to the social myths but also due to their concern for the safety of their girl children.

Nevertheless, an interesting finding of the UNESCO study points out the positive effect of the presence of women teachers on the enrolment of girls in schools in all the nine high population countries that include India. Substantiating this finding is a study carried out in three schools in Ningxia in China that demonstrated that the enrolment of girls in primary schools has risen from 71.2 per cent to 97 per cent when the number of the female teachers is increased from 36.1 per cent to 46.5 per cent. In India too it has been observed that parents, when forced to send their daughters to distant schools, prefer schools with women teachers. A study conducted in a primary school in Patini, district of Saharanpur, establishes the above observation that the presence of women teachers reduces the concern of parents regarding the safety and moral values of their daughters and encourages them in their education. The aptitude of women as educators in the family, in the school, in the community and in the society being ascertained, promotion of qualified women teachers becomes the need of the hour.

1.6 Women in Teacher Education

The relevance of women teachers in accelerating female literacy being established, recruitment of female teachers has been stressed in order to encourage women education from lower to higher levels. Moreover, teaching, which is reckoned as the most suitable profession for women, enhances empowerment of women in terms of economic independence, dignity and equality on par with men.
When children of the age group of four or five enters the school after spending their prime years at the loving hands of their mother, school would be a strange place for them. In order to fulfill the objectives of education, it is necessary to eliminate the school-home dichotomy. While mothers play the role of teachers at home, teachers should be second mothers at school so that the school for a child would be a home away from home. Education should be considered as a living process and teachers are engineers designing spaceships strong enough to carry children on their journey through life. Hence, primary level teachers’ attitude towards their profession should be constructive and they should possess exemplary qualities and exceptional skills that are needed to be an efficient teacher.

Apart from having content knowledge in school subjects, a teacher should be skilled in communication and interaction with the students, questioning and eliciting answers from the pupils, voice modulation, classroom management, etc. to keep the children compatible to the school environment. In producing such qualified teachers, the contribution of teacher training institutes is called for. Keeping in view of the national progress through women education, establishing teacher training institutes has been one of the agendas in the national educational policies since independence.

However, even after the realization of the significance of women education, there were not much scope for girls to pursue their higher education or professional education due to the inadequacy of girls’ schools and women’s colleges. During the pre and post independent era, the Arya Samaj, the Brahma Samaj and Christian missionaries gave a strong impetus to girls’ education, thus ultimately increasing the number of women teachers through the teacher training services they have initiated. The government also showed interest in producing more women teachers. More girls’ schools and colleges were established, thus providing employment for women
teachers. Bethune College was the first women’s college in India to employ women teachers and Miss Kumodini Das was its first Indian woman principal.

Owing to the need for getting more women into the teaching profession, National Perspective Plan For Women Education (1998-2000) recommended special scholarships to be offered to rural women, who opt for teachers’ training especially those who complete the condensed courses at the secondary stage. It also suggested that at least 50 per cent seats in pre-service courses in all teachers’ training institutions should be reserved for women and provision of composite teacher training courses for women who have insufficient education to improve their educational qualification along with their training, should be made.

According to India Education Report, a survey conducted to find out the number of women teachers in the country reveals that at primary stage it has increased from 538,000 in 1950-51 to 1.9 million in 1997-98 and that of women secondary and higher secondary school teachers has increased from 127,000 to 1.5 million. However, with the policy of universalisation of primary education taking momentum, more and more number of primary schools has been started in the urban as well as rural areas all over India, thus increasing the demand for more number of primary teachers. In order to overcome the shortage of primary teachers, the scheme Operation Blackboard has been introduced which attempts at phasing out single teacher school in rural areas and it has made mandatory that a second teacher should be appointed and it should be a female teacher. In spite of the presence of regional disparities, many states take efforts to appoint women teachers in rural schools and also to increase their quota in the admission to teacher training institutes. A survey on the gender wise enrolment of teacher training institutions in all the states shows that in Tamilnadu women teacher trainees have been outnumbering their male counterparts.
over a decade of 1970-71 to 1980-81. That is, the number of women teacher trainees enrolled in TTIs has increased from 1,187 to 1,597, whereas that of men has decreased from 1,722 to 1,434. Hence, it is obvious that there is an upsurge of women in teacher education over the years and it is significant that teacher education should focus on ways and means to promote teaching competence of teacher trainees.

1.7 Significance of Teaching Competence

David G. Rayns, in ‘Characteristics of Teacher’ (1969) describes teaching competence as a ‘complex and many-sided, demanding a variety of human traits and abilities. These may be grouped in two major categories – first those involving the teacher’s mental abilities and skills, his understandings of psychological and educational principles and his knowledge of general and specific subject-matter to be taught and second those qualities stemming from the teacher’s personality, his interests, attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like.’

While discussing the significance of teaching competence, The Education Commission, 1964-1966 observes that of all the different factors which influence its quality of education and its contribution to national development, the quality, competence and character of teachers undoubtedly the most significant.

In order to facilitate the achievement of the desired learning outcomes, technical skills of teaching are required on the part of the teacher. The seven fold classification of technical skills developed by an Australian team of authors, Turney et.al, (1973) is as follows;

1. Motivational skills - including reinforcing student behavior, varying the stimulus, set induction, encouraging student involvement, accepting, and
supporting student feelings, displaying warmth and enthusiasm and recognizing and meeting students’ needs.

2. Presentation and communication skills - explaining, dramatizing, reading, using audio-visual aids, closure, using silence, encouraging student feedback, clarity, expressiveness, pacing and planned repetition.

3. Questioning skills - refocusing and redirecting, probing high level questions, convergent and divergent questions, stimulating student initiative.

4. Skills of small group and individual instruction - organizing small group work, developing independent learning, counseling, encouraging cooperative activity and student to student interaction.

5. Developing student thinking - fostering inquiry learning, guiding discovery, developing concepts, using stimulation, role playing to stimulate thought, developing students’ problem solving skills, encouraging students to evaluate and make judgments and developing critical thinking.

6. Evaluative skills - recognizing and assessing students’ progress, diagnosing learning difficulties, providing remedial techniques, encouraging self-evaluation and handling evaluative discussions.

7. Classroom management and discipline – recognizing attending and non-attending behaviour, supervising class group work, encouraging task-oriented behavior, giving directions and coping with multiple issues.

The Commonwealth Report (1974) suggests that in order to be competent, the teacher must have knowledge of child development, the material to be taught and suitable methods. His skills must enable him to teach, advice and guide his pupils, community and culture with which he is involved; his attitude should be positive.
without being aggressive so that his example is likely to be followed as he transmits explicitly and implicitly the national aims as well as moral and social values.

Moreover, teaching is not to be looked upon as the transfer of information from the teacher to the learner. Teachers can be deemed as adept only when they are effective enough to develop the personality of the children in every dimension. The expertise of the teachers should not be judged by their wards’ academic intelligence alone but also by the desirable attitudes, emotional adjustment and social efficacy evolved by them in their pupils’ personalities.

The teachers should weigh their strengths and weaknesses and try to be role models for their students. They should understand the abilities, aptitudes, attitudes, manners and temperaments of the children to whom they are going to teach and should be able to cater to the individual differences of the students. The teachers’ mastery over the subject to be taught should be at a higher level and they must never stop learning since teachers should learn from their day-to-day experience in order to develop their teaching skills. New teaching-learning technology should be adapted by the teachers effectively. Teachers who are competent in organizing group activities promote democratic values as well as leadership qualities contribute to the social development of their pupils. Through making the pupils aware of their emotional tendencies and guiding them towards favourable attitudes in realizing the goals of education, a teacher excels as a mentor as well as a facilitator.

The quote, ‘An average teacher tells; a good teacher explains; the best teacher demonstrates; and the great teacher inspires’ sums up what is expected of a teacher. Thus, teacher aspirants, even when they are under the pre-service training, should be motivated to become inspiring teachers in future. School should be
visualized as a place where future citizens of the earth are trained to take their revered place in the society and contribute to a harmonious living.

In this view, the famous philosophical statement of Rene Descartes, ‘I think, therefore I am,’ is replaced by Stephen Neale, Lisa Spencer-Arnell and Liz Wilson (2009) as ‘I feel, therefore I am’ in their book, ‘Emotional Intelligence Coaching.’ What they intend to say is that feeling is more important than thinking. Emotional brain is found to be superior to thinking brain. Hence, teachers and teacher aspirants should be emotionally well-balanced in order to strive for teaching excellence so as to develop culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient and spiritually enlightened personalities.

1.8 Emotional Development

   Emotions play a dynamic role in the life of every human being. Emotions such as love and compassion may bring people close to each other while anger and hostility may set one against the other. Thouless remarks, “Emotions are driving force serving intelligence and variable behaviour just as the automatic instinctive responses serve the need of stereotype behavior.”

   Some emotions are spontaneous while some are caused as a reaction to a certain action. Emotions influence a person internally as well as externally. Physical and psychological changes are brought about by emotional influences. Sometimes, strong emotions affect the power of reasoning, determination and decision. When a person is angry, he or she loses his or her temper and tends to take wrong decisions due to lack of reasoning power.

   However, in some cases expressing strong emotions becomes necessary. Hadn’t the oppressed class of people in every part of the world showed their
indignation towards the injustice meted out to them, the history of mankind would not
have witnessed many a social reform. Hence, a balanced emotional development is
essential for the development of integrated, harmonious, personality of any individual.

1.9 Role of Teachers in the Development of Emotional Development of Children

During infancy, a baby is given full freedom to express its emotions. However, it should be trained to control its emotions during its growing stages. According to McDougall, all human emotions are derived from instincts. Without proper training, emotions would run riot and misbalance the entire personality of the individual. Children are taught to exhibit restrained emotional behaviour by their parents and teachers. Educational institutions, apart from giving academic training, aim to train children in sublimating their violent and negative emotions in order to direct them towards good qualities.

Teachers should be able to help their wards to concentrate and direct their emotions towards some good object or healthy idea. Such a direction and concentration may cultivate the sentiments like justice, equality, patriotism and other moral qualities. Since it is one of the duties of the teachers to develop their students’ emotions in a positive way, they are expected to exhibit a restrained and balanced expression of their own emotions. If teachers are not able to regulate their emotions, it would lead to serious consequences and pose a challenge to their reputation. So, it calls for emotional intelligence on the part of an ideal teacher.

1.10 Emotional Intelligence

The concept of emotional intelligence is no longer an enigma as it is much sought after, nowadays, for superior job performance in any career, besides academic intelligence. Emotional intelligence refers to the capacity for recognizing one’s own
feelings and those of others, for motivating others and for managing emotions well in oneself and in one's relationships. Some abilities described under emotional intelligence are distinct but, complementary to academic intelligence. The term emotional intelligence was introduced in 1990 by two American University professors, Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the difference in people's ability in the areas of emotion. However, the credit of popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995). He defines emotional intelligence in a number of ways comprising many personality traits such as empathy, motivation, persistence, warmth and social skills. Daniel Goleman has adapted Salovey and Mayer's model into a version which includes the five basic emotional and social competencies as follows;

1. **Self-awareness**: Knowing what we are feeling in the moment and using those preferences to guide our decision making, and having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

2. **Self-regulation**: Handling our emotions so that they facilitate rather than interfere with the task at hand, being conscientious and delaying gratification to pursue goals, and recovering well from emotional distress.

3. **Motivation**: Using our deepest preferences to move and guide us towards our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.
4. **Empathy**: Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.

5. **Social Skills**: Handling emotions in relationships well and accurately reading social situations and networks, interacting smoothly, using these skills to persuade, lead, negotiate and settle disputes, for cooperation and teamwork.

1.11 **Emotional Competence vs. Teaching Competence**

Emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work. If emotional intelligence determines an individual’s potential for learning the practical skills based on the five elements namely self awareness, self-regulations, motivation, empathy and adeptness in relationships, emotional competence shows how much of that potential is translated into on-the-job capabilities. Possessing emotional intelligence alone is not enough for anyone to present better performance whereas applying it in a productive manner only ensures superior career performance. This is what is meant by emotional competence. However, emotional competencies cluster into groups, each based on a common underlying emotional intelligence capacity.

The emotional competence framework includes self-awareness, self-regulation and motivation under personal competence; and empathy and social skills under social competence.

a) **Personal Competence**:

It determines how one manages oneself. It is built up of the following skills;

(i) **Self-Awareness**

Being aware of one’s own internal states, preferences, resources and intuitions is termed as self-awareness. It is based on emotional awareness -
recognizing one’s own emotions and their effects; accurate self-assessment - knowing one’s strengths and limits; and self-confidence - a strong sense of one’s self-worth and capabilities.

(ii) Self-Regulation

It is managing one’s internal states, impulses and resources. It comprises of self-control - keeping disruptive emotions and impulses in check; trust-worthiness - maintaining standards of honesty and integrity; conscientiousness - taking responsibility for personal performance; adaptability - flexibility in handling change; and innovation - being comfortable with novel ideas, approaches and new information.

(iii) Motivation

Emotional tendencies that guide or facilitate reaching goals can be called motivation. The elements of motivation are achievement drive - striving to improve or meet a standard of excellence; commitment - aligning with the goals of the group or organization; initiative - readiness to act on opportunities; and optimism - persistence in pursuing goals despite obstacles and setbacks.

b) Social Competence

It deals with how one handles relationships. It is made up of the following;

i) Empathy

Awareness of others’ feelings, needs and concerns is termed empathy which includes understanding others - sensing others’ feelings and perspectives and taking up an active interest in their concerns; developing
others - sensing others’ developmental needs and bolstering their abilities; 
service orientation - anticipating, recognizing and meeting customers’ needs; 
leveraging diversity - cultivating opportunities through different kinds of 
people; political awareness - reading a group’s emotional currents and power 
relationships.

ii) Social Skills

Adeptness at inducing desirable responses in others is called social 
skills that constitute influences - wielding effective tactics for persuasion; 
communication - listening openly and sending convincing messages; conflict 
management - negotiating and resolving disagreements; leadership - 
inspiring and guiding individuals and group; change catalyst - initiating or 
managing change; building bonds - nurturing instrumental relationships; 
collaboration and cooperation - working with others toward shared goals; 
team capabilities - creating group synergy in pursuing collective goals.

Contemplating the characteristics of emotional competence, it is 
imperative that, as any other professionals, teachers too must be emotionally 
competent in order to perform their duties effectively since their profession 
aims at training the minds of the younger generation. The ultimate goal of 
education being the development of all round of personality, education should 
enable students to be socially efficient and emotionally well-balanced apart 
from enhancing their academic achievement. Hence, teachers, as educators, 
are expected to be equipped with teaching as well as emotional competencies 
so as to be productive in their field.
1.12 Need for the Study

Emotion and intellect are believed to be the two halves of a whole. If a person is emotionally disturbed, his intellectual abilities suffer. Studies earlier done reveal that emotionally competent professionals, even if they lack cognitive skills are found to be successful in their chosen field. However, in this contemporary age, people have to race against time competing with their fellow beings in order to be on the top of the ladder of success and, eventually, they feel the stress of aspirations and ambitions weigh upon them heavily.

Young students too feel the heavy burden of their parents’ aspirations on them. In the hot pursuit of academic intelligence, they lose their emotional intelligence. They are emotionally incompetent to regulate or control their emotions. The increasing number of suicides of students on and off the school and college campuses is a vital proof for the lack of emotional competence on the part of today’s students. Hence it has become the prime duty of a teacher to be aware of and develop her students’ emotional competence.

If teachers are not emotionally competent, they will not be able to develop their wards’ emotional competence. Hence, it is necessary for the teachers to be emotionally competent so that they could affect positive influence on their wards. Moreover, emotional competence may also have an impact on the teaching competencies of the teachers and it is necessary that they should develop their emotional competence even when they are under pre-service training. As the previous statistical surveys indicate, the number of women trainees, at elementary level, is found to have outnumbered that of men trainees in Tamilnadu. Since the focus of the present study is on women education, especially on women in teacher education, the investigator feels the necessity for studying the two major aspects needed for better
teaching viz. emotional competence and teaching competence in women teacher trainees.

1.13 Statement of the Problem

Since the study focuses on women empowerment and the need for developing emotional competence of teacher trainees so that they could excel in their teaching competence, the problem of the study is identified as, **A STUDY ON EMOTIONAL COMPETENCE AND TEACHING COMPETENCE OF WOMEN TEACHER TRAINEES IN COIMBATORE DISTRICT.**

1.14 Operational Definitions of Variables in the Study

The following operational terms used in the study are defined as follows;

**Emotional Competence:**

Crow and Crow define, “An emotion is an effective experience that accompanies generalized inner adjustment and mental and psychological stirred-up states in the individual, and that shows itself in his overt behavior”.

Salovey and Mayer identify emotional intelligence as that which “involves the ability to perceive accurately, the appraisal and expression of emotions the ability to access and /or generate when they facilitate the ability to regulate emotions to promote emotional and intellectual growth.”

Daniel Goleman 1995, defines, emotional intelligence as, “abilities to know, manage one’s own emotions, recognize them in others and handle relationship.”

Saarani (1997) identifies emotional competence as, “the ability to manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life.”
Emotional Competence is a learned capability based on emotional intelligence that results in outstanding performance at work. If emotional intelligence determines individual's potential for learning the practical skills based on the five elements namely self awareness, self-regulations, motivation, empathy and adeptness in relationships, emotional competence shows how much of that potential is translated into on-the-job capabilities.

Teaching Competence is complex and many-sided, demanding a variety of human traits and abilities. These may be grouped in two major categories – first those involving the teacher's mental abilities and skills, his understandings of psychological and educational principles and his knowledge of general and specific subject-matter to be taught and second those qualities stemming from the teacher's personality, his interests, attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like.

Women teacher trainees

In Tamilnadu there exist teacher training courses at various level viz. pre primary, primary and secondary level among these teacher training course at primary level is a diploma course in teacher education in the vernacular which offer training to students to teach up to class V. Women are prefered to teach at primary level, owing to the motherly instinct. In the present study the term women teacher trainees refers to women students who take up teacher training course at primary level.

1.15 Objectives of the Study

The investigator identifies the following as the objectives of the study;

To study the impact of emotional competence on teaching competence of women teacher trainees studying in teacher training institutes in Coimbatore district.
To study the emotional competence of women teacher trainees with respect to their age, marital status, major subject in higher secondary course, locality of residence, their food preference, hobbies, physical activity, general health condition, educational status of parents and the nature of their family system.

To study the teaching competence of women teacher trainees with respect to their age, marital status, subject group in higher secondary course, locality of residence, their food preference, hobbies, physical activity, general health condition, educational status of parents and the nature of their family system.

1.16 Hypotheses of the study

The following null hypotheses are formulated for the present study;

$H_0_1$-There is no significant effect of emotional competence on teaching competence of the female teacher trainees.

$H_0_2$-Adolescent and adult teacher trainees do not differ significantly in their emotional competence.

$H_0_3$-There is no significant difference in the emotional competence of the women teacher trainees based on their major subject in higher secondary course.

$H_0_4$-There is no significant difference between the emotional competence of married women teacher trainees and that of unmarried women teacher trainees.

$H_0_5$-There is no significant difference between the emotional competence of vegetarian women teacher trainees and that of non-vegetarian women teacher trainees.

$H_0_6$-There is no significant difference between the emotional competence of women teacher trainees with hobbies and that of those without hobbies.

$H_0_7$-There is no significant difference in the emotional competence of women teacher trainees based on their extra physical activity.
There is no significant difference in the emotional competence of women teacher trainees based on their general health condition.

There is no significant difference in the emotional competence of women teacher trainees from joint family and that of those from nuclear family.

There is no significant difference in the emotional competence of urban women teacher trainees and rural women teacher trainees.

There is no significant difference in the emotional competence of women teacher trainees based on their fathers' educational status.

There is no significant difference in the emotional competence of women teacher trainees based on their mothers' educational status.

There is no significant difference in the teaching competence between the women teacher trainees who belong to the age category of late adolescence and that of those who belong to the early adulthood.

There is no significant difference in the teaching competence in the women teacher trainees based on their subject group in higher secondary course.

There is no significant difference between the teaching competence of married women teacher trainees and that of unmarried women teacher trainees.

There is no significant difference between the teaching competence of vegetarian women teacher trainees and that of non-vegetarian women teacher trainees.

There is no significant difference between the teaching competence of women teacher trainees with hobbies and those without hobbies.

There is no significant difference in the teaching competence of women teacher trainees based on their extra physical activity.

There is no significant difference in the teaching competence of women teacher trainees based on their general health condition.
Ho20-There is no significant difference in the teaching competence of women teacher trainees from joint family and that of women teacher trainees from nuclear family.

Ho21-There is no significant difference in the teaching competence of urban women teacher trainees and rural women teacher trainees.

Ho22-There is no significant difference in the teaching competence of women teacher trainees based on their fathers’ educational status.

Ho23-There is no significant difference in the teaching competence of women teacher trainees based on their mothers’ educational status.

1.17 Scope for the study

Productivity in teaching means not just the amount of transfer of learning that takes place from teacher to students in the class. It may also imply the efficiency with which a teacher teaches a concept to attain the objective of that particular lesson to effectuate hundred per cent learning in the classroom.

Student teachers who undergo pre-service training at teacher training institutes have to undergo practice teaching at schools and their teaching competencies are evaluated by the teacher educators. Productivity of student teachers in terms of efficiency in teaching may be affected due to various factors. Such factors can be grouped under two main heads namely emotional competencies and teaching competencies. In its attempt to correlate emotional competence and teaching competence, the study provides a scope for widening the realms of education at grass root level by developing the emotional competence of teachers.

1.18 Limitations of the study

The present study is limited to the teacher trainees studying Diploma in Teacher Education (D.T.Ed.) course in Teacher Training Institutes in Coimbatore District.
1. Since the number of self-financed TTIs offering (D.T.Ed.) course is on the higher side in the district compared to Government and Government aided institutes, only TTIs run by private management are considered for the present study.

2. Since the study has its main focus on women education and empowerment, only women students are considered as the sample population.

1.19 Chapterization of the study

The present study on emotional competence and teaching competence is organized in five chapters as follows;

- The first chapter presents an insight into the status of women in today’s world and women education, discusses the significance of emotional competence and teaching competence, defines the need for the study and identifies the research problem. It also presents the objectives and hypotheses formulated for the study.

- The second chapter reviews studies related to emotional and teaching competencies.

- The third chapter outlines the research method, the tools and procedure used for collecting data and techniques used for the analysis of the data.

- The fourth chapter analyses and interprets the data collected for eliciting the results of the study.

- The fifth and final chapter summarizes the results obtained and presents the conclusions arrived at the end of the research. It also recommends educational implications based on the results of the study and also suggests topics for further researches relevant to the problem taken for the present study.