CHAPTER - I
CHAPTER I

1.1 INTRODUCTION

Education is the dynamic side of philosophy. It is the active aspect and the practical means of realizing the ideas of life. Education is necessity of life, both from biological and sociological point of view. It is undeniably true that education works like a catalyst for a better life, a social desirable life. Education renews and rebuilds the social structure on the pattern of philosophical ideas.

Education according to Indian tradition is not merely a means to earn the livelihood, nor is it only a nursery of thought or a school for citizenship. It is rather the initiation into the life of spirit, a training of human source in pursuit of truth and the practice of virtue.

Education is the process of helping the child to adjust to this changing world. The best type of education is that which guides the immune child to live his life richly and abundantly, at the same time to contribute to the social betterment.

The task of building enlightened, strong and prosperous nation rests on the shoulders of its children who are to be cherished, nurtured and developed with tenderness and care. Education as always played this important role and has there by emerged as a natural characteristic of human societies. It has contributed to the shaping of the destinies of the societies in all phases of their development and it has never ceased to develop. It has been torch bearer of humanity’s most noble ideas.

Education has been recognized as a fundamental right and it is viewed as a process of human resource development where the knowledge, skills and capabilities are sharpened to achieve a wide range of objectives.

Education contributes significantly to national development. It is the main instrument of change, modernization and production.

Education is necessary for the society. Man can’t be conceived merely in terms of his biological existence. Education brings into focus the social aspect of man. Education signifies man’s supreme position in society. An individual is made up of
different entities. Education brings about the integration of these separate entities.

Education is a sign of freedom.

Education is an essential basis of good life. In short “Education is an essential concomitant of all human societies.”

Education is universally considered as a high yielding investment. It is a basis for the development for the future. Education to-day has become a powerful tool for the development of the society. The Indian education commission (1966) has declared “education has always been important but perhaps never more so and in man’s history than to-day.

Words of Bhatruhari highlight the importance of education as could be seen from the English translation given below.

“Education shapes a person. It is secretly hidden wealth. It bestows prestige, happiness and enjoyment. It teaches everything like a teacher. It helps abroad like a relative. Education is “Paramatma” and it brings honour and recognition. No amount of wealth can equal education in this world. A person without education is like an animal.”

The ultimate goal of education is to maintain and improve the quality of life. There are three major prerequisites for education, they are: Opportunity, Motivation and Educability. At the operational level education is an organizing principle providing a total system for all sorts of achievement.

1.2 MEANING OF EDUCATION

The most popular meaning of the term education identifies with the process of instruction and training that takes place in an education institute. Funk and Wagnall’s college standard Dictionary defines education as “the systematic development, cultivation of the natural powers, by inculcation”. The philosophers of our country and other countries have defined the terms education as a process of development. Some important meanings of education have been summarized and stated as follows:
1. Education as a process of development (All round development of a child)
2. Education as teacher training (teacher education)
3. Education as an independent field of study like other subjects of study (as a discipline).
4. Education as an investment (as an economic value).
5. Education as an instrument of social change and social control.
6. Education as a creative and creator of the society (social foundation education)
7. Education as filtering process in democracy (Govt. of the people, for the people, by the people).
8. Education is always for future or futurology (Education prepares child for future life living).

The above meanings of education have been explained in brief to understand the ‘concept of education’.

1.3 DEFINITION OF EDUCATION

“Education is a training which leads you to hate what you ought to hate and love you what you ought to love” – PLATO

“Education is the creation of a sound mind in a sound body” – ARISTOTLE

“By education I mean an all-round drawing out of the best in child and man, body, mind and spirit. Literacy itself is no education” – M.K.GANDHI

“Education is the manifestation of perfection already in man.” – SWAMI VIVEKANANDA

In the report of UNESCO, entitled learning to be the idea as lifelong education has been developed as “Human beings keep on learning and training themselves throughout their lives, and through the experiences which mould their behavior, their concept of life and the concept of their knowledge.”
1.4 TEACHER

“No system of education, no syllabus, no methodology, no text back can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers. -- V. S. Mathews

Any System of education does not rise higher than the level of its teachers. The quality of education is also largely determined by the effectiveness of practicing teachers.

Teacher is an important player in the process of teaching- learning in the field of education, which lead the young to socialization, moralization and enculturation. The teacher, a national integrator is the back bone of the society. He shows the responsibility of reconstructing a social order with all the cherished values and traditional beliefs which are being eroded by the surge of new ideas and practices.

Hence it is very important to plan for preparation of teachers in such a way according to such standards that they are properly equipped to plough this important role. The teacher is no longer subject teacher only. By implication he is a practical psychologist, a guidance expert, counselor, educator, encourager, coach, listener, friend, critic interpreter, helper and judge among other.

1.5 TEACHER TRAINING (B.Ed.)

A Bachelor of Education (B.Ed.) is an undergraduate academic degree which qualifies the graduate as a teacher in schools. To gain the qualification the student is required to have a previous or substantial progress towards a bachelor’s degree, usually in the field that the student wishes to teach in, as well as a good rapport with young children or teens.

Teacher education has to do a whole range of different jobs to enable teachers to develop the potential of their pupils to serve as role models to help transform education and through it society to encourage self-confidence and creativity. At
The same time many educators often hope that student teachers develop appropriate, and where necessary changes, attitudes to their job. In order to meet these hopes, teacher education is likely to include four elements.

- Improving the general educational background of the trainee teachers
- Increasing their knowledge and understanding of the subjects they are to teach
- Pedagogy and understanding of children and learning and
- The development of practical skills and competences.

The balance between these four elements varies in relation to the background education of student teachers, to the level at which they teach, and to the stage they have reached in their career.

CORE PAPERS: Bachelor of Education course consists of two aspects—one is theory which consists of three core papers which are common for all B.Ed. students and another is practice aspect of teaching. These three core papers marks alone are taken by the investigator for research purpose.

1.6 OBJECTIVES OF THE STUDY

Primary Objective:

The foremost objective of the study is to explore the correlates of academic achievement of the B.Ed. students.

Secondary Objectives:

The secondary objectives are the following:-

1. To find out the Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement of male and female B.Ed. students.

2. To explore Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement of Graduate and Post Graduate B.Ed. students.
3. To fathom Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement with regards to community and religion of B.Ed. students.

4. To examine Self-confidence, Attitude towards teaching profession, Creativity and Emotional intelligence in relation to Academic achievement with regards to subjects and types of management of colleges.

1.7 STATEMENT OF THE PROBLEM

The investigator selects five variables i.e. self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement, as correlates responsible for successful teaching profession. Hence, the investigator demarcated the problem of study to fathom the correlates of academic achievement.

The present study titles as follows.

“CORRELATES OF ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS”

1.8 OPERATIONAL TERMS OF THE STUDY

The important operational terms of the study were explained in detail in order to understand the theoretical concept of the study.

1.8.1 SELF CONFIDENCE:

Confidence is our ability to think and to cope with the challenges of daily life. Confidence is our right to be happy; the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy the fruits of our efforts.

Meaning of Self-Confidence:

The self is a composite of a person’s thoughts and feels, strivings and hopes, fears and fantasies, his views of what he is, what he has been, what he might become and his attitudes pertaining to his worth. Self-confidence is a positive
attitude of oneself towards one’s self concept. It is an attribute of perceived self. Self-confidence refers to a person’s perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation.

**Definition of Self-Confidence:**
In the words of Basavanna (1975) Self-confidence refers to an individual’s perceived ability, to act effective in a situation to overcome obstacles and to get things go all right.

Self Confidence is an essential factor for achieving the goals. It acts as a foundation for the development of human being. Success in any field largely depends on degree of Self Confidence, face the difficulties firmly and perform their work in positive manner.

The investigator considers that the self-confidence is one of the factors which can influence the academic achievement of B.Ed. Students. Generally if a person possesses self-confidence he can achieve many things in his life. Therefore, the present investigation is to undertake a study on influence of Self Confidence in academic achievement of B.Ed. Students.

**1.8.2 ATTITUDE TOWARDS TEACHING PROFESSION:**
An attitude is an expression by word or deed of an individual’s reaction towards or feeling about a person, a thing or a situation. It represents the subjective sum of his fears, inclinations, wishes, prejudices, preconceived notions, ideas and convictions.

Students “attitude” means “A more or less stable set or disposition of opinion interest or purpose, involving expectative of a certain kind of experience and readiness with an appropriate response.”

**Positive attitude for profession:**
The favourable attitude is very necessary in order to succeed in the job. Favourable attitudes enhance performance.
The destiny of India lies in its classroom. This has been rightly said by the Education Commission Report 1964-66, this implies that teacher, who is organizer and controller of the classroom is mostly responsible for the future of India. He is building future citizens of the country. As he moulds the children so the country can be moulded. From this point of view, a lot of responsibilities lie with the teacher to execute in his day to day activities. But the teachers must be properly equipped to deal with the children. They should develop necessary knowledge, skill, abilities, attitude to perform their duties effectively. It is in this context that training of teacher becomes most important in any country. This environment can be made favourable by persons having favourable attitude towards teaching. In fact there are a handful of teachers who teach well and love the profession. There are many strategies which work well to develop positive attitude for teaching.

**Teacher Attitude Scale (TAS):**
The role of the teacher in the education system is recognized by everyone. Among other factors which influence the quality of a teacher is his education in the teacher training institution.

Realizing the importance of teacher education in the country, Govt. of India set up in 1973, the National Council for Teacher Education, it has since then published a document entitled teacher education curriculum- A frame work (1978) which has suggested certain fundamental changes in the structure of teacher education.

A teacher not only has to be competent in his subject, methods of teaching and in understanding his students but also should have interest in the profession and have a favourable attitude towards teaching.

It is important for the teacher how he thinks or feels about his profession, it is desirable to study the teacher attitude because it not only affects his own behaviour in the classroom but also of the students. It was, therefore, considered appropriate to develop a suitable and dependable scale to measure attitude of
teachers towards teaching. It is hoped that this scale can be used profitably for measuring attitude of practicing as well as prospective teachers. It not only helps in selection of suitable candidates for the profession but also to identify teacher with unfavorable attitude towards teaching and take steps to change their attitude in a positive direction.

**Definition of Attitude towards teaching profession:**
The attitude depends upon how the teacher and the pupil perceive each other. Study by Ujjwalarani M.V and Suwanadeva Kumari B. (1994) on the teachers revealed that even from a very early age both boys and girls have clear ideas regarding a teacher who is to be liked or disliked and these ideas gives a portrait of an ideal teacher. Further, irrespective of sex differences pupils of all age groups longed for a teacher who is good in teaching, sincere in his teaching and cares for them. In other words favourable attitude towards teaching profession is a must and the researchers have indicated the urgent need to renovate the procedures in selecting teachers to our schools.

Hence, the present study has taken the B.Ed. trainees as sample and studied the influence of self-confidence, attitude towards teaching profession, creativity, emotional intelligence and academic achievement.

**1.8.3 CREATIVITY:**
Creativity is the capacity of the individual to discover and produce new ideas. It also includes restructuring or rearranging the old ideas. The only precaution for renaming an expression as creative is that it should not be a mere repetition or reproduction what has already been experienced or learned. Creativity is a general ability possessed by all essentially healthy individuals to some degree. All people think in terms of different levels of creativity. A great deal of mist surrounds the word creativity. Vedic sciences say that human potential is capable of creating from un-manifest field of consciousness that entire one is capable of desiring.
Meaning of Creativity:

Creativity is visualized as multivariate phenomenon. The different perspectives that have been adopted to study creativity functions indicate that we are confronted with a highly complex phenomenon. This is well reflected in the great diversity of the ‘creativity’ and variety of meanings attached to it. The global view of creativity literature reveals that the creativity studies are centered around four major orientations.

(a) The nature and quality of creative product (production approach)
(b) An actual expression of creative act and the underlying process (process approach)
(c) The nature of creative person (personality profile approach)
(d) The environmental factors that initiate and foster Creativity (environmental process approach).

Since a person can behave in many ways, it is not strange that there are many definitions of creativity, but there is no universally accepted definition of creativity.

Definition of Creativity:

The definitions of creativity are broadly divided into five groups. They are as follows:-

I. Creativity as a talent:
RHODES (1961) defined creativity as a process and as a talent found in some individuals.

II. Creativity as a process:
TAYLOR CHAMBER (1973) described creative thinking as a process which has been considered as bipolar in which the interaction between the person and the environment will be studied.

III. Creativity as a novel idea:
THURSTON (1952), STEIN (1953) and RAINA (1989) described creativity as a novel idea. Creativity involved responses to that of novelty, statistically frequent to
some extent of adoption. It is concerned with something which is new rather than unexpected or non-traceable area.

**IV. Creativity as a new thinking:**

GETZEL (1972) held the view that creativity consisted of two important components, convergent thinking and divergent thinking. Convergent thinking referred to intellectual ability, whereas divergent thinking referred to the method adopted by the individuals to attain goals and objectives.

**V. Creativity as a problem solving capacity:**

GUILFORD (1952) according to him creativity is essentially problem solving method. It is this aspect that is gaining utmost attention. Creativity is an essential factor for teaching community which is ever green. Imparting education to students demands the teachers to be Creative. Hence, investigator has taken Creativity as one of the variables and its influence on Academic achievement for the present research.

**1.8.4 EMOTIONAL INTELLIGENCE:**

A relatively new concept “Emotional Intelligence” with its significance being more than one’s general intelligence has emerged on the educational and social scenario. Although the roots of emotional intelligence can be traced back to over 2000 years, the famous psychologist E.L.Thorndike through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920.

Emotional Intelligence is a fascinating concept in recent years because now intelligence quotient alone is not sufficient for success in life. Emotional intelligence has raised a very great deal of interest in the field of psychology, management and education. It is believed that through education all round development of individual takes place and academic intelligence does not prepare students to face problems. While stating that an emotionally competent teacher is the heart and soul of any educational program and venture, the
success of an educational program and the development of emotional intelligence among our children depend a lot on the level of emotional intelligence and competencies of a teacher.

**Meaning of Emotional Intelligence:**
Emotion has traditionally have been identified as a category different from cognition or reasoning. The word ‘emotion’ derived from the Latin word ‘emover’ which means the spirit that moves us.

Emotional intelligence is a mental ability / skill which has to be acquired by an individual throughout his life. It helps us to protect our mental health. “Emotional Intelligence” refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships.

Emotional Intelligence is a type of ability to monitor one’s own and others emotions, to discriminate among them and to use the information to guide one’s thinking and actions.

**Definition of Emotional intelligence:**
In 1993 Mayer and Salovey defined emotional intelligence as a type of social intelligence that involves the ability to monitor one’s own and others emotions feelings to discriminate among them, and to use the information to guide one’s thinking and actions.

The Emotional Intelligence refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well (Goleman, 1995)

“Emotional Intelligence, the skills that help people harmonize, should become increasingly valued as a work place asset in the years to come”

A more comprehensive definition was given by Baron (1997) where he defined Emotional Intelligence as an array of non-cognitive capabilities, competencies
and skills that influence one’s ability to succeed in coping with environmental demands and pressures.

These environmental demands and pressures are faced by each one of us irrespective of our nature of the job or duties that we perform. Be it a doctor, businessman, a bureaucrat, an engineer, a teacher and a student, pressures of job vary in nature but are omnipresent. Now the difference lies in how each one of them performs his/ her duties.

Emotional Intelligence is an essential factor for teaching profession. Imparting education to students demands the teachers to be emotionally intelligent. Hence, investigator has taken Emotional intelligence as one of the variables and its influence on Academic achievement for the present research.

1.8.5 ACADEMIC ACHIEVEMENT:

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill body of knowledge. Academic achievement means ‘knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both. Academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of Academic achievement can’t be ignored.

**Definition of Academic Achievement:**

The primary function of the school is the imparting of academic skills. Every research on the predictors of academic achievement focused primarily on intellectual and ability factors. There is a considerable evidence that intelligence alone does not account for all the variance in academic achievement Lavin 1967, Cattel Butcher 1968, Vernon 1950.

Aiming to achieve high in any field, especially in the field of education is characteristics of partakers or those involved in that field. A person strains to
achieve to his maximum, either to derive that inner most satisfaction which results from feeling his own pulse or to be offered a place of pride by significant others. The days when achievement was confined to certain restricted areas alone or over and according to Paul Bruce, the quest for the correlates of achievement is not a closed chapter altogether.

Academic achievement is more important for learning and personality development of a student assessing his progress by means of identifying what he has achieved. Acquiring skills in academic matters is important as a means of attaining complete realization and it is unique responsibility of college.

**Hindrance of academic achievements:**

Indian education needs a drastic reconstruction. The education system in our country is too much subject centered and not sufficiently pupil centered as pointed out by Liney (1970) and no deliberate attempt is made to change the situation.

The Kothari commission (1966) has pointed out the following reasons in this connection.

1. Lack of research in developing teaching
2. Rigidity of educational system
3. Failure in administration in applying new teaching methods and techniques
4. Disability of average teachers.

In colleges, students suffer from frustration and they are unable to involve themselves in education programmes. Kolesnik (1970) has expressed that existence of emotional problem can severely inhibit academic achievement.

**Sex and Academic Achievement:**

Sex is a strong predictor of human conduct and many differences have been documented between the attitude, behaviour and achievement of boys and girls. Jame and Lynm (1959) observed that achievement level of girls was higher than
that of boys. Kolesnik (1970) has reported that the girls regularly surpass boys in scholastic achievement at both elementary and high school level.

In the past two decades dramatic changes have taken place regarding the roles of sex. This fact obviously necessitates systematic research to find out if there is any influence of sex on academic achievement.

**Teacher and schools with Academic Achievement:**

Teachers play a vital role in the improvement of academic achievements. Trainee teachers know the importance and significance of academic achievements in the overall development of school children. It is the responsibility of the teacher to make a school child grow to his full status through a development of an academic achievement. Teachers should have the responsibility of making the people become academically and socially useful citizens.

**1.9 ASSUMPTIONS OF THE STUDY**

- If the teacher trainees are more aware of self-confidence, attitude towards teaching profession, creativity and emotional intelligence, they can score more in the examination.
- To make the teacher trainees aware of the above four concepts, the support of faculty, better environmental conditions are necessary.
- Before writing the examinations the teacher trainees are expected to know previous years question papers to familiar with the pattern of question papers and marks allotted to each question.
- Each teacher trainee strives to achieve at higher levels in their academic achievement.
- It is assumed that teacher trainee has self-confidence, attitude towards teaching profession, creativity and emotional intelligence but levels vary.
Being highly motivated can lead to a more rewarding life. It can improve upon existing aspects of life (such as better relationships with friends and family) and can change or introduce other aspects (such as personal achievements or career opportunities).

1.10 NEED FOR THE STUDY

Self-confidence is the most important concept in present competitive world to compete with others. In the education field, a teacher must have self-confidence to meet the goals of students, management, and parents. The teacher who possesses high self-confidence can attain and achieve educational goals. Such a confident teacher only can become an efficient and successful teacher. Hence there is a need to study the self-confidence by the investigator.

Attitude towards teaching profession is a rudimentary factor which influences the teaching behavior considerably. For successful teaching and learning process, attitude towards teaching is indispensable. Hence there is a need to study the attitude towards teaching profession.

Creativity always moves towards perfection. It makes our life more comfortable, richer, and beautiful. It has been argued that by fostering pupil’s creativity in the classroom, they can be helped to identify and establish a framework for their lives. The main goal of education is to create men who are capable of doing new things and not just repeating what other generations have done—men who are creators, inventors, and discoverers. Hence there is a need to study the necessity of creativity in teachers by the investigator.

Emotional Intelligence includes all the personality dimensions of a teacher i.e. span of knowledge, teaching skills, and teacher behavior comprising his/her Emotional Intelligence. However, a teacher with innumerable degrees and a high profile personality cannot necessarily be termed a good teacher. It is the primary quality that makes a whole lot of difference in the classroom interaction and his teacher-like behavior. His behavior not only as a person but also as a teacher is
predominantly controlled by his emotional behavior, which in turn depends upon the degree of emotional intelligence possessed by him. In this way what made him popular among students is nothing but his emotional intelligence or emotional competency skills. Hence there is a need to study the emotional intelligence by the investigator.

Academic Achievement is the foremost weapon for social change. Newly formed branches of knowledge and the techniques of education facilitate the physical, mental, emotional development of learners. Schools have a role in acquainting the students with the nature of changing field of education and in making necessary changes in the instructional techniques. In the modern world of technological innovations, all educational institutions are trying to improve their quality in terms of facilities and academic outputs.

As the institutions are on the way to improving their quality, naturally more emphasis concern is given to the quality of performance or in other terms, academic excellence is a major determining factor of students future life. At the same time, students are conscious about drastic changes occurring in the field of education and are aware of the numerous courses, avenues of employment. They are motivated to try hard to achieve the present goals. Hence there is a need to study about academic achievement to excel in academics.

1.11 SIGNIFICANCE OF THE STUDY

1.11.1 SELF CONFIDENCE:
Self-confidence is a key to success in any walk of life. Interest in the research on the subject of self-confidence has recently been increasing among psychologists and educators. Self-confidence is dependent not only on originality of the individuals but also the society’s reactions to his originality.
People usually evaluate a person on the basis of his learning and achievement in diplomas and degrees. Self-confidence is necessary for achieving these goals. It acts as a foundation for the development of human being. The success in any field largely depends on degree of self-confidence, to face the difficulties to perform their work in positive manner.

For all these self-confidence is essential. This sort of research is to make the students to think whether the self confidence is related with other variables like attitude towards teaching profession, creativity and emotional intelligence. If students realize that their high achievement is only due to their self-confidence, it gives them more satisfaction. Therefore by raising the self-confidence the students can score more in any subject.

When the student reaches the desired goal he gets immediate reinforcement encouragement. The significance of this study is to make the pupil understand that self-confidence is the real key to prosperity and success.

In this respect the present study has great significance and therefore it is carried out by the investigator.

1.11.2 ATTITUDE TOWARDS TEACHING PROFESSION:

The Secondary Education Commission (1952-53), The Education Commission (1964-65), The National Commission on Teachers (1983-85), and The National Policy on Education have rightly stressed on the significant role teachers play in the improvement of educational systems and in the development and growth of the education. The teachers role is viewed in terms of a mediator, facilitator and director of learning, a helper and controller of learning behaviour of the teacher, a dispenser of knowledge, a counsellor, an evaluator of the learner’s performance in the academic field, an expert in class management activities, and a link between school, parents, community and society. In order to have a turnout of complete teachers, it is essential to attract a sufficient supply of competent, talented and high quality candidates to the teacher education course through effective, uniform and rigorous criteria. Research in the area of inputs is
important as it provides the programme planners and educational administrators with information useful in effective identification and selective prospective teacher education students. Induction into teaching is a challenging and often traumatic experience. It involves not only the acquisition of professional knowledge, but also having favourable attitude towards teaching profession. A teacher with favourable attitude can influence his students to learn more. Teacher must have positive, healthy and favourable attitude towards his job, his students, society and other related components of job, only then he can succeed in his job.

“Of all the different factors which influence the quality competence, favourable attitude and character of teacher are undoubtedly the most significant”- Indian Education commission 1966 page 46

A quality teacher is effective in raising the goals of education. In this respect the present study has greater significance and therefore it is carried out by the investigator.

1.11.3 CREATIVITY:

Creativity acts as a determinant for a Nation’s progress. Creativity is an asset to any Nation which needs scientists, engineers, doctors, economists etc. Development and progress in different areas of national life depends on creative children. Today the focus of the entire world is on this specialized area-creativity. Creativity is the main source of emergence and development of human culture. The present scientific and technological progress has been made possible through creativity. Likewise there is a close relationship between creativity and education field. A systematic educational research in creativity is as new as it is a fruitful field of endeavor.

The worth of the study is dependent on the significance of the problem. The importance or significance of the problem should have the necessity, urgency and utility value. In this respect, the present study has greater significance and therefore it is carried out by the investigator.
1.11.4 EMOTIONAL INTELLIGENCE:

Emotional intelligence is totally dependent on the environment. It is related neither to the development of some organization nor to psychological process. There is ample scope for its development at any age. Emotional intelligence gives a new approach to the student teachers, who in future become teachers. This approach embraces the learner and learning in a more complete way than traditional schooling. Education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom and therefore, developing emotional intelligence becomes a prime concern of the Colleges of Education and curriculum of the B.Ed. course.

It is a well-accepted fact that the quality of the Nation depends upon the quality of the education, imparted to its citizens, which in turn depends upon the quality of its teachers. The term quality of teachers includes all the personality dimensions of a teacher i.e. span of knowledge, teaching skills and teacher behaviour comprising his/ her Emotional Intelligence. However a teacher with innumerable degrees and high profile personality cannot necessarily be termed a good teacher.

We visualize the significance of the emotional competency of a teacher from a different angle related to a paradigm (faced by the children of the present generation), briefly summarized as below

- Emphasis on rote learning
- Less consideration to logic and rationality
- Neglecting emotions and relationships
- Too much stress on individual competition rather than group collaboration and solidarity.

Parents are not always in a position to cope with or dispense with the necessary emotional skills. This makes the role of schools particularly of the teachers in nurturing emotional skills in children even more crucial.
In order to increase the efficiency of schools as places of learning we can put the onus on the shoulders of our educators or teachers. An emotionally competent teacher is likely to emphasize on responsible behaviour on the part of his students by placing himself as a role model and through formalizing classroom activities in a proper way. She can foster creativity in the students and these activities can be used later on all times of emotional hardships or when the child is angry or frustrated. Thus this study has its own significance.

1.11.5 ACADEMIC ACHIEVEMENT:
School education is an important segment of the total educational system contributing significantly to the individual as well as to the national development. A good school provides environment conducive for development of cognitive, affective and psycho motor domains for all-round development of individuals.

In the present education system more and more importance is given to the performance of students in their academic and related activities. Knowledge of factors affecting their performance will help the teacher to create a favourable environment for improved performance. Thus this study has its own significance.

1.12 SCOPE OF THE STUDY

1.12.1 SELF CONFIDENCE

There is a wide scope for self confidence in this study. Unless having self-confidence any person cannot prosper in his profession. In education field self-confidence is essential for teacher to expose her talents skills to teach subject. In the present scenario such a self-confident teacher is only needed by the educational institutions to achieve their highest targets. This proves that there is a wide scope for self-confidence.
1.12.2. ATTITUDE TOWARDS TEACHING PROFESSION
A teacher should dedicate towards his profession. For this he has to develop positive attitude towards teaching profession. A teacher possessing positive attitude can contribute to services in an excellent way. The ambitions of parents, educational institutions and goals of a country lie on the shoulders of the teacher. Hence there is a wide scope for attitude towards teaching profession.

1.12.3. CREATIVITY
We are observing fast changes in every field. In the same way we should expect the changes in the education field also. This is possible only through innovative ideas in teaching and teachers’ learning process. Teacher with creativity can make learning concept easy, lively and interestingly. Hence there is wide scope for creativity.

1.12.4 EMOTIONAL INTELLIGENCE
The present generation of children is more emotionally troubled than the last decades. On an average, children are growing more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. There is a vast role of the teacher to control and balance the emotional health of the children and adolescents. People with well-developed emotional skills are effective in their lives, mastering the habits of the mind, faster in their productivities. In this scenario there a wide scope for study of emotional intelligence.

1.12.5 ACADEMIC ACHIEVEMENT
Academic achievement is a weapon for social change, improvement in quality of life and enhancement in the quality and quantity of human resources of a country. It is bench mark for global leveler cognition of a country. An individual’s importance is also measured in one’s academic achievement.
Without academic achievement no can flourish in their life. Hence there is a wide scope for study of academic achievement

1.13 LIMITATIONS OF THE STUDY

1. Students of B.Ed. only are taken as a sample.

2. The study is done only on four independent variables namely Self Confidence, Attitude towards teaching profession, Creativity and Emotional Intelligence and one dependent variable namely Academic achievement.

3. Self-confidence inventory developed by Basavanna, Attitude towards teaching profession tool was constructed by V.V.Katti and C.S.Bannur, Creativity based on the standardized tool of Wallach and Kogan test, 1972 and Scale of Emotional Intelligence test by Dr. K. Mohana Sundaram & Dr. S. Balasubramaniam.

4. For the Academic achievement of the students the marks awarded in this final examination are alone taken in to account. The core subjects of three papers considered as Academic achievement.

5. Sample of 627 students comprising of 185 males and 442 females studying B.Ed. Degree were only used for the administration of the data collection from six B.Ed. colleges only.

6. These six B.Ed. colleges are located in and around of Chennai city.

7. The statistical calculation analysis is done using Karl Pearson coefficient of Correlation and ‘t’ test are alone used in this study.

8. The Demographic variables such as Sex, Community, Religion, Qualification of the students, subjects (methodology), and types of management of the study are alone studied in this research.
1.14 CHAPTERIZATION

The present study is organized into five chapters.

- The first chapter details about introduction, meaning of education, operational terms used in the study, objectives of the present study, operational terms used in the study, scope of the study, need of the study and limitations of the study.
- The second chapter deals with the related literature of the study.
- The third chapter gives the methodology of the study. The hypotheses are framed in this chapter and the various description of tools used and their reliability and validity are discussed in detail in this chapter.
- It is in the fourth chapter that the framed hypotheses are tested and analyzed using the methods discussed in the fourth chapter and conclusions are drawn.
- In fifth chapter, the major findings from the hypotheses tested in the previous chapter are discussed here and the conclusions are drawn.

The review of literature is given in the second chapter.