INTRODUCTION
# CHAPTER -I

## INTRODUCTION

<table>
<thead>
<tr>
<th>Title No.</th>
<th>Title</th>
<th>Page. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.</td>
<td>Meaning of Education</td>
<td>1</td>
</tr>
<tr>
<td>1.2.</td>
<td>Reports of Education Commissions and Committees</td>
<td>2</td>
</tr>
<tr>
<td>1.3.</td>
<td>Purpose of Education</td>
<td>5</td>
</tr>
<tr>
<td>1.4.</td>
<td>Teacher</td>
<td>7</td>
</tr>
<tr>
<td>1.5.</td>
<td>Importance of Values</td>
<td>11</td>
</tr>
<tr>
<td>1.6.</td>
<td>Importance of Emotional Intelligence</td>
<td>12</td>
</tr>
<tr>
<td>1.7.</td>
<td>Statement of the Problem</td>
<td>13</td>
</tr>
<tr>
<td>1.8.</td>
<td>Need and Importance of the Study</td>
<td>14</td>
</tr>
<tr>
<td>1.9.</td>
<td>Scope of the Research</td>
<td>17</td>
</tr>
<tr>
<td>1.10.</td>
<td>Chapter Scheme</td>
<td>19</td>
</tr>
</tbody>
</table>

References
CHAPTER - I

INTRODUCTION

A good education educates pupils to become humane. The system of education that students pursue decides the success and values in the nation. The whole function of education can be expressed in one word i.e. "Values". Man-making and character building education is the need of the hour. Education is the support system for the smooth functioning, providing a peace and prosperous atmosphere which mould the individual into a complete human being. Human values should become the life and soul of the individual through which he can contribute to the welfare of the society.

Values are principles, standards and very important attribute of human consciousness. They prompt the individual to make unceasing quest of the common thread of goodness in human being, the good society and the good life. Values influence one's ideas, feelings, activities and experiences and support him to acquire and develop affects, attitudes, preferences, goals and aspirations. It sets standards and acts as guidelines to govern one's behavior, the quality of relationship, and response to life situations. Love for nature, beauty, excellence and interest in artistic work encourage one to interact with them and derive immeasurable pleasure, meaning and purpose of life. Creative potentialities will be expressed through aesthetic sense. Our country is the greatest and exemplary role model to the world in democracy. The success of democracy requires the active participation of the citizens in exercising rights and supporting through duties and responsibilities. A dutiful and responsible citizen can generate wealth and cherishing the values system. He will be the real asset to the nation and can contribute to the prosperity of the nation.

1.1. MEANING OF EDUCATION

Education should be comprised of the physical, the vital, the mental, the psychic and the spiritual (The Mother, 1989). Education is not simply for acquiring information, skills, techniques and other reliable strategies which guarantee material benefits and comforts. The aim of all education is to cultivate humane in
human beings and as Swami Vivekananda said that a real education should bring out the divine potentialities and perfection present in man by nature. Allen Tate (1958) definition insists that the purpose of education is to discipline the mind and it is an instrument to train the learner to know himself and understand his relation to the world. According to Aristotle education of the youth is the base for an empire. John Dewey says that education is a social progress, it is not preparation of life but education itself is life. The value of education is understood in respect of physical, mental and moral will of the child.

John Ruskin says: “Education is the leading light of human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means. The training which makes men happiest in them also makes them most serviceable to others.”

1.2. REPORTS OF EDUCATION COMMISSIONS AND COMMITTEES

Education should prepare a person for his work life and unfolding his hidden potentialities. He should be aware of his rights and responsibilities and assume his role in political, economical and religious life of the country. He needs to shoulder responsibility to ensure the world without any social evils and exploitation.

Zakir Hussain Committee (1937) insisted on creating understanding of social and geographical environment, love of mankind, sense of rights and responsibilities of citizenship, social virtues and respect for world religions.

The Sergeant Report (1943-44) recommended certain elements of cultural subjects correlated with the basic craft. The University Education Commission of 1948-49 recommended the provision for advanced study in Indian culture, history, languages, philosophy and fine arts. Education should train students to uphold democratic ideals and for self development. Education is the initiation into the life of spirit, a training of human souls into the pursuit of truth and practice of virtue.

Dr.Lakshmanswami Mudhaliar Commission (1952) stressed that educational system must make its contribution to the development of habits, attitudes and qualities of character. Education is worth the name when it inculcates
the qualities among the students for living gracious, harmonious and efficient with one's fellow men and encourages creativity and train them for good leaders.

The aim of Secondary Education Commission is to improve the students' professional and productive powers, develop democratic values, personality and leadership qualities. School is the community whose values, attitudes and modes of behaviour are reflected in the nation (Udai Veer, 2004).

Kothari Commission (1964-66) has laid stress on moral and spiritual values. The expansion of knowledge and power should be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values.

Education in the Fifth Five Year Plan (1974-79) emphasized the most significant need of cultivating basic human values of humanism, democracy, socialism and secularism to transform the society.

The National Policy on Education (1986) reports that teachers are honourable persons, the purpose of education is to promote social cohesion and National Integration. The National Policy on Education (1986) notes that it is important to promote unique socio-cultural identity and prepare students to meet any challenges. A prominent place for the inculcation of moral values and integrating education into the life of the people are felt important. The system of education should be concerned for the development of both material and spiritual. To underline the principles of socialism, secularism and democracy it is understood that students should be prepared to be self reliant (Chitrangada Singh, 2005).

Rama Murthi Committee (1990) reported that the education must further provide a climate for the nurture of values, both as personalized set of values so as to have a context and meaning for actions and decisions and in order to enable the persons to act with conviction and commitment.

Revised National Policy on Education (1992) reported that promotion of value education is considered important. The New Millennium 2000 Programme has stressed the all round development of child. Moral and patriotic education,
positive and purposeful principles of all religions should be inculcated among the students (Abdul Mannan Bagulia, 2004).

*Learning to know, Learning to do, Learning to live together and Learning to be* are the ideals of UNESCO to the world countries. Education is the only key to future survival of mankind and the art of living together should get high priority among educational goals. Education needs to emphasize the need of interdependence and appreciating values of pluralism (Sebastian, 2002).

Students should be provided with a comprehensive citizenship education with a wide range of skills and abilities. They need to acquire knowledge of the history and workings of government, the constitution, and the rights and responsibilities of citizens to grow as productive persons. They should have faith in liberty, equality, personal responsibility, honesty and a sense that one’s actions can make a difference in society (Education Commission of the States, 2004).

The National Council of Educational Research and Training (2005) reports that the aim of education is preparing students committed to democratic values. It should enable them to identify their innate potentialities, competencies and values. NCERT condemn the information loaded texts books which prepare students to become examination oriented by forgetting values. Appreciation of beauty and art form should need to be the integral part of human life. Attitudes and skills are necessary for living in harmony with oneself and others including nature should be inculcated. The joy of living and personality development will ensure love, hope and courage among the students. Higher secondary students can be encouraged to choose their choices based on their interests, aptitude and needs regarding their future life. Teacher should understand the rationale that underlies the rules and convention that govern school. Values of equality and equal opportunity need to be practiced in all spheres of teaching and learning.

Education Commission of the States (2006) emphasize that education should inculcate civic related knowledge such as understanding the structure and mechanics of constitutional government, democratic institutions and functions which are important for inculcating core civic dispositions, values and social involvement among students.
1.3. PURPOSE OF EDUCATION

The purpose of education is better achieved only when the teachers are ideal and adopt the standard life style for others to follow him. Teachers are considered as noble persons, they are worthier than thousand priests, demonstrator of truths, and have desire to observe natural phenomena. He must be active, influencing the natural phenomena and anxious to scientific curiosity (George Seldes, 1968).

Education is the representation of all good virtues and ideals of human personality to promote social and moral values for the smooth functioning of the society. The unity and integrity of the world community can be better sustained by inculcating universal and eternal values through the educational process. The students of today are the builders of the nation to uphold the duties and responsibilities and ensure everyone with equal right and opportunities. Nowadays there is a widespread fight in the name of religion, culture, and for other immaterial reasons. The system of education should need to take immediate steps to prepare the student to fight against such social evils and exploitation. (Sandeep Anand, 2008). J.Krishna Moorthy is one of the great Indian philosopher emphasized that education should help the individual to discover lasting values and awaken him to unfold the capacity and to be self worth through unbiased investigation and self awareness.

Personality Development

Gandhiji emphasises that faith in God is an indispensable condition for the development of the individual and the true education is not in material power but in spiritual force. Personality development is more important than intellectual tools and academic knowledge, and the education should stimulate the spiritual, intellectual and physical faculties of children (Dash, 2005).

Citizenship Training

The aim of education is to raise children to become morally responsible and self disciplined citizens. Teaching certain basic human values like honesty, kindness, generosity, freedom, equality and respect is very important (Mridula
Introduction

Pandey, 2005). A good education should attempt to 'educate man as man'. The sort of education one produce is determined by the sort of teacher. A teacher must kindle the child's mind with a height, to excite his imagination and to provide his thinking. Training of citizenship is considered as the important function and the system of education should give cultural training, social training, economic training and political training for the students to grow as powerful and efficient citizens (Torsten Husen et al., 2007).

Spiritual Aim of Education

Education should assume the responsibilities of enhancing spiritual values among students by developing the body and mind which facilitate spiritual training to the heart. High ideals of national life must be held up before boys and girls. The education should inspire higher and nobler qualities in addition to being a means to livelihood. It needs moulding character and spiritual qualities also (Subrate Mukherjee & Sushila Ramasamy, 1998; Avinashilingam, 1997).

Moral Aim of Education

According to Herbert Spencer, Morality is the whole and only aim of education and the moral man obeys his internal commands. Bergson views that social morality is a set of habits, pattern of behaviour, is instilled by a process of training and it is for the benefit of the existing structure of society. But human morality is a sense of obligation with an emotional gesture, embracing the whole of humanity and is itself is the highest manifestation in the individual (Rahman, 2005). As John Childs remarked, the organization of school system is in itself a moral enterprise, for it represents the deliberate attempt of a human society to control the pattern of its own evolutions (John L. Childs, 1950).

Preparing for Peaceful and Happy Life

The ultimate aim of all in this world is to live in peace of mind and enjoy every fraction of second with happy, joyful and pleasure. The sort of education one receives should provide adequate techniques and show means to achieve these. The atmosphere of peace, praise, encouragement, acceptance, recognition, sharing, honesty and friendliness will support the growth of individuals' confident. The
power of concentration, courage, and self awareness in any individual will be helpful to perceive the world as happy place. The ups and down in the life are not the outcome of fate or other person’s action but it is the product of one’s own thoughts and actions. Self analysis and introspection need to be practiced by the person everyday will promote the character development and whose character will be conducive to the individual development and helpful for the smooth functioning of the society.

1.4. TEACHER

“Good teachers radiate knowledge everywhere. They are unique, divine looking personalities. They inspire the young students and prepare them to face challenges in life. They instill in them courage, hope, confidence and sense of victory, values, so that they march on the path of brilliance to achieve their rightful destiny”.

-Dr. A.P.J Abdul Kalam

Social Engineer

According to The Kothari Commission Report, teachers are the social engineers. They need to teach the students the realities of life, and the knowledge they give to students should be life oriented and match to their daily life situations. Students are the shapers of the destiny of the nation and they need to be inspired by the teacher to adopt values of life and show interest in the welfare of the society. An excellent teacher will be capable of creating inspiration and provide the model for better life values to students (Sandeep Anand, 2008). According to Francis E.Mernil & H. Wentworth Eldredge, Teachers are the agents of socialization through them individual acquire attitudes, values and norms of society. Values are incorporated into the personality and become an integral part of it. Teachers are the most believable and authoritative of virtues whose personality goes in way into the individual directly and indirectly to shape the value system. His depth knowledge in the subject, understanding the psychology of students, adopt to the innovations in education, arriving at new strategies of teaching and learning, and being the personification of the democratic values will influence students attitudes (Charles E.Skinner, 2006; Banerjee, 1998).
A Leader

Teachers are charismatic leader under him the followers feel more comfortable and experience the joy of victory. Teachers' truth, selfless service, cooperation, compassion and conscious about emotional disposition will be encouraging students’ values. A leader in any organization commands the qualities of setting goals, developing positive attitude, thinking imaginatively, knowing that the customer is the boss, believing in discipline and putting principles into practice till they become habit. A good teacher is remembered by students throughout his life not because of the knowledge he gained from his teacher but because of good life style he learned from. Teachers are the highly responsible personal for the contribution to society. Teachers need to possess leadership traits which facilitate one to be successful in the profession and life because teachers need to remain more in the heart of the students than in their minds (Rao, 2008).

Teachers are worthier than thousand priests, demonstrator of truths, and have desire to observe natural phenomena. He must be active, influencing the natural phenomena and anxious to scientific curiosity and take every step to improve the qualities of the life of students by inculcating spiritual ideals, aesthetic sense of love for nature, beauty and sense of tranquility which are necessary for developing affection and attraction to live life. His position in the world not only to prepare the individual to be better democratic leader by observing the principles of democracy, socialism and secularism of the constitution but also as a spiritual guru shows the path of salvation (George Seldes, 1968).

A True Representative of the Teachings

Nowadays every one can witness that people are contradict to what they preach, even a person who is revered as holy man acts differently to the principle of his teaching, their value systems are only skin deep. They have poor determination of living unto the teaching but the teachers need to build values permanent whose thoughts, words and actions are to be aligned. He needs to know his students personal, academic and family background and find all possible ways to encourage students to live values. No subject is free from values and the whole system of curriculum is imbibed with values in hidden manner, teacher should use and be the real representation of what he ought to teach (Vadhei et al., 2009).
A Balanced Personality

A person need to be integrated and well balanced to become a quality teacher who needs to recognize the truth, work with spirit of inspiration, steady and blissful, non egoistic, unaffected by success or failure, assertive to do and not to do, control over mind, command faithful, concentration and single minded attention by controlling over the mind, have the nature of serenity and uprightness. These qualities constitute the mind to set on essential truth and help the individual to seek the spiritual benefits for himself and his disciples and conquer over the five senses. The possessor of such qualities is termed as the real guru and who can bring desirable changes in the behavior of students (Satish Modh, 2005; Hermen Jensen, 2005).

A Role Model

Teacher is pivot in the society and he influences the younger generation. Values are formed due to observation from the environment. The person who is characterized with self acceptance and emotional temperament will have the personality, capable of influencing the observer and his performance in world setting. The teacher with these qualities will predominantly influence students in school setting (Peter Baskaran & Porgio, 2008).

A Facilitator of Right Learning

Learning is a lifelong process; it comes from every aspect of life and from everyone in the society. The world of knowledge has opened the ways and means easy to acquire, now the teacher has assumed the role of facilitator of learning. Knowledge is power and it moves one towards victory. Quest for knowledge and working to gain knowledge for knowledge sake will prepare the students to meet any challenges in their life. Knowledge is adding to the principles of values. The teacher is in a position to encourage students and show them the right way of acquisition of it. Teaching profession is not merely confined with what the teacher teaches in the class and should facilitate the inquiry mind to work for the explosion of knowledge. He is in position to meet the individual differences with respect to physical, mental, and emotional characteristics and hence he need to establish better environment with improved teaching technique and help the learners to adopt appropriate strategies.
towards right learning and right behavior. Understanding of one’s emotions and others can only acts as a model for others to follow (Bob Algozzine & Jim Ysseldyke, 2006). According to Marva Collins teachers need to fix herself to the needs of students. Acknowledge the students’ feelings will enable him to make the poor student good and the good student superior, emotional negligence of teachers leads students’ aggression (Meera Ravi, 2005).

**Shapers of the Destiny of the Nation**

The sort of education that the individual learn will influence all spheres of his life. The personal life of teacher should be simple and expected to adopt disciplined life. There should be good relationship between teacher and students. The growth and development of the nation and the world depend upon talent, skills, hard work and commitment, fore sight, patriotism, missionary zeal and quest for knowledge of the teachers. Teachers should be convinced intensively within them that teaching is not a profession or occupation rather a distinctive mission to develop values and to give vision and direction to the society (Agarwal, 2005; Valan Arasu, 2006).

**A Consciously Committed Individual**

Confucious is the ancient Chinese Philosopher who made remarks of a good teacher, as passionate and conscientiously committed to his work. In order to elicit good results a teacher must love his pupils, know them well, understand their psychological particularities, give ways and means of facilitating their access to knowledge. He should express himself elegantly and in kindly fashion, and strive build his personal morality to match his deeds and words (Rama Sankar Yadav & Mandal, 2007).

**The Best Mind of the World**

The sole aim of all education is the development of the country, teacher by virtue of his intellect and moral leadership attach students for research and impart good qualities (Jagadish Gandhi, 2006). The spiritual Guru Srimad Sankaracharya views that an ideal teacher should have physical fitness, presentable personality, versatile in subject, recognized and renowned, kind heartedness, magnanimous giver and dedicator to the noble cause and path towards excellence.
Introduction

Teachers are influencing the life of students; it is evident that teaching from the affective domain influences values, beliefs and attitudes (Vadhei et al., 2009).

1.5. IMPORTANCE OF VALUES

Guidance to Meaningful Life

Values act as the guiding principles and giving direction for the meaningful life, it indirectly benefits individual in terms of balanced personality and integrity of character (Valan Arasu, 2006).

Prepare the Mind for Knowledge

The state of ignorance is the root cause for all sins; the acquisition of right knowledge enables the person to free from all ills and challenges of life. Dharma is the mandate or standard norm of conduct and the ethical values are confirmed as dharma. One’s behavior and attitudes should be based on ethical standards which are natural and universal. A true knowledge will dispel oneself from darkness. The adoption of values in life will facilitate the mind to be prepared well to acquire the true knowledge (Shukla, 2004).

Rational Thinking and Social Outlook

Students need to be taught to live simple, decent and civilized life. Values will teach one to be rational and safe self respect. The person with values will have a social outlook and think and work for the benefit of the downtrodden. They are courageous and respect the dignity and equality of all individuals. Value education prepares the individual towards perfection (Veeramani, 2005; Kirkire & Vivek Bhargava, 2007).

Acting as Filter for Selecting Input

Values show the appropriate behavioural selecting and teach what ought to be done and what not. It puts check on unwanted and undesirable thoughts, words and actions. Values are the part of affective system; they provide an important filter for selecting input and connecting thoughts and feelings to action. Values are criteria for determining levels of goodness, worth or beauty and eternal ideas to behavioural action (Huitt, 2004).
Personality Development

Values lay foundation for meaningful life. A constant interaction between self and environment leads to the development of human personality. The citadel of the life style is built of values, and helps in self evaluation and impart significance to life and death (Dutt, 1990).

1.6. IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) matters more than IQ in any job and it is closely associated with self confidence and it is essential for outstanding job performance, EI is an effective predictor of successful job performance, minimize risk and adds values (Ira Blank, 2008). EI enhances the feelings of trust, group identity and group efficiency which are necessary for promotion of cooperation and effectiveness (Druskat, & Wolf, 2001). EI extends motivation and enhances the audience’s sensitivity (Mccrimmon & Mitch, 2009). Teachers’ emotional intelligence will encourage students’ social relations, personality development, and remove the problem behaviours (Vidhu Mohan, 2007). EI exerts a more powerful influence in job control and ensure happy and commitment to the profession (Rebecca Abraham, 2000). Empathy is an important component of EI which in the hands of teachers reduce levels of aggression and violence among school children (Gordon Mary; Green & Joan 2008). Leaders with high EI will stimulate the creativity of their teams (Arménio Rego et al., 2007). EI in a person influences his ability to cope with daily demands and become successful in various areas of life (www.humandimensions.org/ emotion). EI personalizes the learners’ learning experiences, creates enthusiasm and inspire them (www.atl.org.uk/images/ emotional%20intelligence). Teachers’ EI facilitates demonstrative skills and positive attitudes towards others (wik.ed.uiuc.edu/index.php/Emotional_IQ). EI contributes to the paramount place in excellence of the job (John D.Tomer, 2003). EI in a person facilitates good interpersonal relationship and avoid problem behaviours (John D. Mayer et al., 2004). EI enables the person to evolve strategic decision in chaotic times of modern times (Wallace, & Rajamampianina, 2005). EI in person facilitates him to achieve spiritual quotient level and such educator command high value idealism (Mujde Ker.Dincer http:www.insan Billimleri.com/en).
1.7. STATEMENT OF THE PROBLEM

Education is the prominent social agency whose responsibility in developing all good virtues among the individuals who pursue education is immeasurable. Teaching is the noblest of all professions and the teachers are revered from time immemorial. He is accountable to the society. His character, emotional disposition, feelings, thoughts, life style, relationship management, interpersonal relationship, intrapersonal or self talk, self regard, assertiveness, empathy, problem solving ability, and adopt anything put into test of reality influence the tender heart of the students. Teachers' life style is directly observed by the students whose ability to perceive the emotions, managing the emotions, reading the emotions of the members of the society and managing relationship with others motivate the students to seek advice and guidance from the teacher. These abilities are termed as Emotional Intelligence, and it guarantees success in all endeavours. The success and purpose of education is to bring all round development such as physical, mental and emotional.

Values are indispensable asset to the individual which gives meaning and guidance to lead the life most fulfilling, satisfying and reaching perfection and to become one with nature or divinity. The purpose of real education can only be achieved through the commitment and social responsibility of the teachers. Teachers are emotional labours who need to maintain emotional equilibrium and put himself into test to evaluate the personality. He has to update his subject knowledge and innovative teaching technique to facilitate the easy learning of students, and at the same time he needs to care about the development of internal qualities which form the route for success called EQ to encourage students' values and address their behavior problems and adopt promising preventive strategies. This study has aim to investigate into Teachers' Emotional Intelligence, Their Perception on Students Problem Behavior and the Values of Higher Secondary Students. Teachers' emotional intelligence is very important as it facilitates the success of education in general, development of values among students in particular. Nowadays the society witnesses, that there are many incidence of students' misbehaviour such as poor self management, interpersonal relationship and academic performance, high level of truancy, indifferent attitude, lying
reasons, indiscipline, and some violence related problem behaviours. These are needed to be very seriously concerned and remedial measures to be identified to promote desirable qualities and virtues among them.

Students at higher secondary level are in very crucial and at transition stage of building their own beliefs, ideas and values. Teachers’ emotional intelligence ensure parental affection, good interpersonal relationship and encourage students to be aesthetic, democratic, economic, knowledgeable, relaxed, moral, spiritual, and grow social and develop all good virtues for personal and neighbours’ welfare.

1.8. NEED AND IMPORTANCE OF THE STUDY

There are the expectations that the educational institution and administrative management and teachers are need to shape the internal structure of the students imbibed with Values. Teachers are considered as missions to carry ideals and expectations of the society and whose standard norms to the younger generation are useful to bring social revolution towards the civilized life.

Fostering of universal and eternal values is considered important to sustain the unity and integrity of people which prepare students to fight against religious fanaticism, superstition and violence. Values in students determine their success in life and they will grow in love of humanity and its welfare. A good value instills a sense of integrity, honesty and diligence in people. Without good values the world will be full of corruption, dishonest and violence.

Teachers’ emotional intelligence plays a vital role in personal and professional fields. Most of the problems arise due to lack of understanding between persons and they need to interact with multiple and unique behavioural characters. They are the exemplary role model to the students, whose aims, aspirations and dispositions will influence students to adopt better life styles.

The real ‘guru’ will have some essential characteristics which enable the purpose and values of education. The teacher who should care about students and listen to their voice as friend is being liked by them. The teacher with the skill of reading others mind will modify the attitude of students in desirable way. He will exercise and communicate to students with constructive goal in mind. He can be more
sensitive to the feelings and capable of creating well teaming among students with familial bond and emotional touch. Such teachers would earn the goodwill of them.

Emotional intelligence is acting well on forming such character at very ease and shortly. These developments can happen with support and guidance from adults especially from teachers. They can turn them to positive in direction into the mature virtues that constitute character. Our education should promote core ethical values and the teacher should understand and act upon the values. Teacher can support academic achievement by developing intrinsic motivation to work with enthusiasm and connection will bring forth the overall development of the students.

Dr. Abdul Kalam a great scientist and former president of India requests the younger generation to uphold the ideals of democracy and for the individual, social and national progress. Students are citizens they need to cultivate love, strive for professional excellence, work for the human welfare including removal of illiteracy, planting trees to protect the environment for the future generation, care to remove the worries of ailing person, participate in stronger economic development and cooperate to fight against exploitation and narrow-mindedness.

He prefers the type of education supportive for values system and brings transformational spirituality which prepares the individual to respect humanity and find divinity through service to them. Patriotism, national integration and international understanding are the universal expectations for the peaceful world and the younger should grow the global virtues in their character. They need to respect the liberty, equality, fraternity and justice without differentiating any one in the name of culture, religion, sex or any. Man is the greatest creation of the God whose life should well protected from evil habits such as gambling, addiction and other misleading behaviours.

A complete and satisfying education should bring all round development of the individual through the nourishment of virtues which facilitates holistic personality and impart true intelligence. Student should develop zeal and positive approach to life and make them understand innate potentialities and interact with people with brotherhood and fraternal feeling. They should possess the awareness
of peaceful life, harnessing the potential force towards human resource development. A sense of better value system makes the life meaningful and ensures great success in all aspects of life. Nowadays individuals are blaming each other for the crisis of the present world.

Today's students are the tomorrow's administrators and they bear light to the world. In order to set right the world free from evils, the education should need building from the tender heart that pursues their education for making him the upholder of human values. There is common saying that only the educated or learned with high technical skill are displaying the evil practices which are harmful to the global community. Narrow mindedness brings loyalty to particular group by omitting the large mass and indulges in anti social activities.

The growth and development of the nation depends greatly on the application of human resource to generate wealth, energy and power. Preservation of power, energy and wealth is equivalent to the production of them. A dutiful citizen will make use of the resource very consciously and take effort to harnessing and preservation of natural resources. Adoption of proper recreational and relaxation will encourage having better life style. Healthy recreational habits and pastime activities are invigorating one to make active participation and help him to identify one with the society also. Knowledge is power and it acts as the gear to move the society victorious. Giving due importance to encourage the students to acquire knowledge about new concepts, theories and principles will facilitate one to empower himself and bring development to the society.

Morality is the whole function of education; Truth, Non-Violence and Satyagraha are the noble virtues which transform human life into divine one. Living in love and affection, caring to the family, friends, relatives and neighbors enable one to establish good interpersonal relationship, which in turn increase self-esteem, self-confidence and self assertion among the holders.

Adherence to personal discipline consistently will encourage the students to adopt a principled life and act as the role model to the human community. Nowadays students have no faith or inconsistent faith in God, and even they lack in self-confidence. They possess selfish attitude and try preserving theirs for their
own benefit. Hence values are considered as indispensable and inevitable source to mould the individual behavior in general and students in particular.

Teacher is the sole person and a role model to the children. When teachers needs to encourage young people to develop strong moral identities, he should set himself as good example in his behaviour so that students can be acquainted with admirable example of their teacher. Teacher need to sensitize the students through motivation to adhere values to mould their character. Teacher should be convinced within himself, that the teaching is not a profession or occupation rather than a distinctive mission to develop values and to give vision and direction to the society. Teachers are the best minds in the country whose virtue of intellect and moral leadership can attach students for the following good qualities.

The success of any profession is not only decided by the intelligence, skill and technical expertise but also emotional intelligence. Mahatma Gandhi said that the education of the heart could only be done through the living touch of the teacher. Teacher occupies predominant place in any system of education. A dynamic, directional and moral leadership to education can bring harmonious development of body, mind and the heart, and make a positive impact on students’ mental health. Self awareness, managing emotions, reading emotion and handling relationship constitute the major components of emotional intelligence. Hence this research is focused to study, Teachers Emotional Intelligence, their Perception on Students’ Problem Behaviour and the Values of Higher Secondary Students.

1.9. SCOPE OF THE RESEARCH

Scope of the research is the description of justification for choosing the subject, objectives framed, facts sought and the significant contributions expected of adding the existing fund of scientific knowledge (Gopalan, R., 2005). A research is directed towards the solution of a problem, the present day there is general expectations from the global community are peace, prosperity and the meaningful life. Education is a powerful tool to guarantee all good principles in the minds of the students and prepare them to be worthy individuals and teachers are considered as ideal personalities to implement the missions and visions of the purpose of education. Only the elite and enlightened individual can provide such
opportunities to the persons under him to grow like him. Mind is the supreme mechanism where the thoughts originate and when thoughts are watched, there will be the refined action.

This research is attempted to study the teachers’ emotional intelligence due to their unbound moral responsibilities that need to shape the mind of the students. Emotional intelligence is an affective aspect and it assures success in one’s personal and professional field and it matters more than IQ of the individual. Teachers need to teach discipline, character and values among students in order to build the universal brotherhood and peaceful world.

Teachers and students are the participants of the study, whose mental disposition with regard to emotional intelligence and values are considered to measure and find the degree of presence of such attributes, association between these two variables will be helpful in evolving a theory or principle to add in the existing fund of scientific knowledge. Students have various problems such as poor food habits, unhealthy recreational habits, strained interpersonal relationship, average academic achievement, indifferent to the others’ needs and expectations, frequent lying, absent to school, behave indiscipline and even resort to violence.

This study aims to address the prevalence of these problems and the magnitude of its presence through teacher respondents. Students are in adolescence stage and the teachers who teach them are needed to be emotionally intelligent to facilitate the students to uphold values in life. Attempt to find if the teachers’ emotional intelligence influence students’ values will be useful to find strategies to enhance such qualities among teachers so that to shape the character of students will be done.
1.10. CHAPTER SCHEME

CHAPTER-I : INTRODUCTION

CHAPTER- II : REVIEW OF RELATED LITERATURE

CHAPTER-III : CONCEPTUAL FRAMEWORK

CHAPTER-IV : METHODOLOGY

CHAPTER-V : ANALYSIS AND INTERPRETATION

CHAPTER-VI : SUMMARY AND CONCLUSION
REFERENCES


Introduction


wik.ed.uiuc.edu/index.php/Emotional_IQ
www.humandimensions.org/emotion.htm