CHAPTER-III

CONCEPTUAL FRAME WORK
# CHAPTER III

## CONCEPTUAL FRAMEWORK

<table>
<thead>
<tr>
<th>Title. Number</th>
<th>Title</th>
<th>Page. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.</td>
<td>Emotional Intelligence</td>
<td>95</td>
</tr>
<tr>
<td>3.1.1.</td>
<td>Meaning and Definition of Emotional Intelligence</td>
<td>96</td>
</tr>
<tr>
<td>3.1.2.</td>
<td>Nature and Characteristics of Emotional Intelligence</td>
<td>97</td>
</tr>
<tr>
<td>3.1.3.</td>
<td>Importance of Emotional Intelligence</td>
<td>99</td>
</tr>
<tr>
<td>3.1.4.</td>
<td>Theories of Emotions</td>
<td>101</td>
</tr>
<tr>
<td>3.1.5.</td>
<td>Goleman's Model of Emotional Intelligence</td>
<td>102</td>
</tr>
<tr>
<td>3.1.6.</td>
<td>Emotions and Brain</td>
<td>103</td>
</tr>
<tr>
<td>3.1.7.</td>
<td>Emotional Intelligence Skills</td>
<td>105</td>
</tr>
<tr>
<td>3.1.8.</td>
<td>Teachers' Emotional Intelligence</td>
<td>108</td>
</tr>
<tr>
<td>3.1.9.</td>
<td>Strategies for Enhancing Emotional Intelligence</td>
<td>109</td>
</tr>
<tr>
<td>3.2.</td>
<td>Problem Behaviour</td>
<td>112</td>
</tr>
<tr>
<td>3.2.1.</td>
<td>Meaning of Problem Behaviour</td>
<td>113</td>
</tr>
<tr>
<td>3.2.2.</td>
<td>Nature and Characteristics of Problem Behaviour</td>
<td>113</td>
</tr>
<tr>
<td>3.2.3.</td>
<td>Adolescents and their Behaviour</td>
<td>114</td>
</tr>
<tr>
<td>3.2.4.</td>
<td>Reasons for Problem Behaviour</td>
<td>115</td>
</tr>
<tr>
<td>3.2.5.</td>
<td>Common Problem Behaviour in the Classroom</td>
<td>115</td>
</tr>
<tr>
<td>3.2.6.</td>
<td>Strategies for Overcoming Problem Behaviour among Students</td>
<td>116</td>
</tr>
<tr>
<td>3.3.</td>
<td>Values</td>
<td>121</td>
</tr>
<tr>
<td>3.3.1.</td>
<td>Definition of Values</td>
<td>122</td>
</tr>
<tr>
<td>3.3.2.</td>
<td>Meaning of Values</td>
<td>122</td>
</tr>
<tr>
<td>3.3.3.</td>
<td>Concept of Values</td>
<td>125</td>
</tr>
<tr>
<td>3.3.4.</td>
<td>Nature of Values</td>
<td>125</td>
</tr>
<tr>
<td>3.3.5.</td>
<td>Importance of Values</td>
<td>126</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>3.3.6.</td>
<td>Essential Components of Values</td>
<td>129</td>
</tr>
<tr>
<td>3.3.7.</td>
<td>Value Dimensions</td>
<td>129</td>
</tr>
<tr>
<td>3.3.8.</td>
<td>Classification of Values</td>
<td>130</td>
</tr>
<tr>
<td>3.3.9.</td>
<td>Theories of Value Development</td>
<td>131</td>
</tr>
<tr>
<td>3.3.10.</td>
<td>Theoretical and Philosophical Perspectives of Values</td>
<td>131</td>
</tr>
<tr>
<td>3.3.11.</td>
<td>Sources of Values</td>
<td>132</td>
</tr>
<tr>
<td>3.3.12.</td>
<td>Attitude vs Values</td>
<td>133</td>
</tr>
<tr>
<td>3.3.13.</td>
<td>Types of Values</td>
<td>134</td>
</tr>
<tr>
<td>3.3.14.</td>
<td>Role of Family in Value Inculcation</td>
<td>139</td>
</tr>
<tr>
<td>3.3.15.</td>
<td>The Role of Teacher in Value Education</td>
<td>140</td>
</tr>
<tr>
<td>3.3.16.</td>
<td>Teachers’ Character and Students’ Character</td>
<td>140</td>
</tr>
<tr>
<td>3.3.17.</td>
<td>Character Building or Value Based Education</td>
<td>141</td>
</tr>
<tr>
<td>3.3.18.</td>
<td>Value Inculcation Prgramme</td>
<td>145</td>
</tr>
<tr>
<td>3.3.19.</td>
<td>Strategies for Value Inculcation</td>
<td>146</td>
</tr>
<tr>
<td>3.4.</td>
<td>Conclusion</td>
<td>147</td>
</tr>
<tr>
<td>References</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER -III

CONCEPTUAL FRAME WORK

The review of literature scanning enabled the researcher to trace out the research gap which motivated him to identify relevant variables to be researched. Discussion with supervisor, knowledge and experience gained through literature survey and meeting experts and the faculties of education in schools have helped the researcher to select appropriate variables for the research endeavour. This chapter opens the perspectives of the chosen variables of the study such as Emotional Intelligence, Problem Behaviour and Values. Teachers’ Emotional Intelligence is the independent variable and their Perception on Students’ Problem Behaviour and the Values of Students are dependent variables. The review of related literature has demonstrated through empirical studies about the variables such as the perspectives of the topic by mentioning about the importance of research variables, characteristics features, meaning, definitions, types, theories, success evidence, components, dimensions, nature, promising strategies to enhance emotional intelligence, prevent problem behaviour and inculcate values and various useful approaches to facilitate the improvement of variable under study are discussed in this chapter to give a picture of the chosen variables. The literature sources gave a clear picture of the variables which are described in this chapter in three sections.

3.1. EMOTIONAL INTELLIGENCE

Wayne Payne is the person first coined the term Emotional intelligence in 1985, and it was accomplished by Mayer and Salovey in 1990. Emotional intelligence is a subset of social intelligence that involves the ability to monitor one’s and others’ feelings and use to guide one’s thinking and actions (Adeyemo, 2008). Teachers are the ideal members of the world from whom the art of living is caught by the students. Teachers are the embodiment of all good virtues, whose leadership characteristic features influence the students to reflect through their personality. Students feel warm and comfortable, get inspired, feel sociable, grow into a dutiful, responsible and awakened citizen, get counseling at empathetic
approach when they come across challenges and troubles and all the more to adopt good values to curve out the life so meaningful. According to Swamy Rama the confusion and chaos in today’s world is not because lack of intelligent people but of no emotionally healthy persons (www.swamij.com/Swami).

3.1.1. MEANING AND DEFINITION OF EMOTIONAL INTELLIGENCE

Emotional intelligence is the emotive aspect of the brain which facilitates one to be successful in all spheres of life irrespective of the IQ level of the person. The emotional intelligence in a person works well in reading the emotions of him and others accurately and managing oneself, reading the emotions of others’ and managing good interpersonal relationship. According to John Mayer and Peter Salovey emotional intelligence involves the abilities to read others emotions accurately, to respond to them appropriately, to motivate one, to be aware of one’s own emotions and to regulate and control one’s own emotional responses (Mayer et al., 2004). Emotional intelligence includes the parts of knowing emotions, managing emotions, motivating one, organizing emotions of others and handling relationships (Robert A. Baron, 2006). Emotional intelligence is a form of adaptive ability has within the emotional realm and emotional competence is also a form of it. Emotional skills are helpful in meeting the challenges of daily life (Michale W. Passer & Ronald E. Smith, 2007).

Emotional intelligence is an experience of feeling of love or anger which affects life. Emotional is pertaining to emotions; intelligence is the faculty of understanding intellect and quickness or superiority of understanding. According to Gardener emotional intelligence is a mixture of abilities which facilitates one to know one’s emotions, manage emotions, motivate one, recognize emotions in him, in others and handle good interpersonal relationship. Self awareness can be increased through monitoring one’s feelings from moment to moment and capable of handling one’s feelings builds one’s self awareness. Employing one’s emotions in the service of a goal will facilitate attention, self motivation and mastery. Empathy is recognizing emotion in others which builds emotional self-awareness. The skill in managing emotion in others will facilitate good interpersonal relationship. Assessment of non cognitive skills, capabilities and competencies that
influence person's ability to succeed in coping with environmental demands and pressures is called emotional intelligence (Stephen P. Robbins, 2006).

Hein S. (2007) defines emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify and learn. The mental ability of a person gives one's emotional sensitivity and potential for emotional management skills. They help in maximize one's long term health, happiness and survival. Emotional knowledge is the awareness of strength and weaknesses of oneself and the emotional skill is an important standpoint to make value clarification. Emotional skills support assertiveness, delay gratification, exercise control over temper, promote self acceptance, use sense of responsibility and respect the view of others (John M.C. Guiness, 1998).

3.1.2. NATURE AND CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

Higher emotional intelligence facilitates decorum and higher self image for a person. The self image is a character which involves thinking oneself attractive and happy with their appearance (Qingwen Dong et al., 2008). Emotional intelligence is learnable through life experiences (Lorenzo Fariselli et al., 2009). Managing emotions, identifying emotions, using emotions, understanding emotions, self awareness, self regulation, motivation, empathy and social skill are the characteristic features of emotional intelligence (wik.ed.uiuc.edu/index.php/Emotional_IQ). Emotional skills are both implicit and explicit which facilitate the individual to make self evaluation and self reflection (Gerald Mathews et al., 2004). Emotionally intelligent persons are open minded, agreeable, have high social interaction, develop interest in teaching and counseling, maintain good relationship with all, avoid self destruction, problem behaviour and have sentimental attachments around home, possess positive social interaction and they can easily adapt to motivational goals (John D. Mayer et al., 2004).

Emotionally intelligent people would label their feelings, rather than labeling people or situations, they make distinguish between thoughts and feelings and take responsibility for their feelings. Emotionally intelligent person use his feelings to take decisions, shows respect for other people's feelings, feels energized
Conceptual Frame Work

even under critical situation without getting angry, validates other people's feelings, practices for getting a positive value from negative and never advise any one. He will not command, control, criticize, judge or lecture to others and he will be unmindful to the people who invalidate him and avoids respect to their feelings (Robert B Granacher, 2009). The fundamental skills of emotionally intelligent persons are expression of constructive emotions, co-operation, coping up realistically with new situations, optimism, positivism, self motivation, assertiveness, calmness, be rarely of impatient and working well even under pressure (Geetu Orme, 2002).

Educational Model of Emotional Intelligence

In the words of Nelson and Low (2005) emotional intelligence is a learned trait and it has ability to identify, understand, experience and to express human emotions in healthy and productive ways. Emotional experience and expression are unique characteristics which needed for every teacher and student. Emotional intelligence is a specific skill and competence and can be best understood and learned. When students are emotionally connected to their peers and teachers can value learning and produce high level of academic performance. They can exhibit positive academic orientation also. Hawkins et al., (2001) view that students who enjoy warmth and supportiveness of teachers will have high intrinsic motivation. Teacher will promote positive and respectful social interaction in the classroom. The purpose of teaching and learning will be accomplished. Ryan & Patrisck (2001) recommend that students should be given opportunity to experience a sense of belongingness which will develop social environment and guarantee motivation. Thus the teacher who develops such intelligence will exercise high level of influence on oneself and their students and motivate them to adopt desirable behaviour pattern and character modification. Teacher is a leader who possesses strong cohesive force will guarantee strong guidance which earns respect and enhance interpersonal relationship. Optimism, honesty and consideration are the three main characteristics that every teacher must possess. Optimism increases self esteem and motivation. Honesty is characterized by truthfulness and consistency between words and actions. Consideration is an orientation or a concern for people. These can help in hands to the teacher to exercise basic interpersonal relationships.
Mayer & Salovey (1999) explain that the teacher should not confine with the imparting of knowledge and skill but also cultivate the ability to perceive accurately, appraise and express emotion and generate feelings.

### 3.1.3. IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence is held to advance life goals and predict significant life outcomes. Emotional intelligence facilitates students to secure good academic achievement. It is positively correlated with life satisfaction, controls anxiety, facilitates problem solving ability and prepares one to cope with any challenging situations. Emotionally matured person commands higher tolerance, free from unreasonable fear, aware of ability and achievement, accepts failure gracefully, carries victory and prestige, has ability to delay gratification of impulses and enjoys daily living.

Emotional intelligence is an important source for a happy and productive life of an individual. Emotionally intelligent persons are capable of expressing their feelings appropriately through facial expression, body language and other cues. Knowing one’s emotions, motivating one, recognize the emotions of others and handling relationship are the major concepts.

A leader can influence others through effective emotional appeal with inspiration. The influencing agent must understand the values, motives and goals. A teacher too is a leader and he needs leadership strategies to improve the quality of education, facilitate positive relationship, and encourage students to hold certain beliefs and to follow rules and regulations of the school with commitment and responsibility.

The emotional intelligence competence variables are interpersonal and intrapersonal. Intrapersonal competence accelerates one’s self awareness, help in managing emotions and give self motivation. Self awareness helps in identifying thoughts and instructional self talk, managing emotions gives relaxation even under pressure situations and self motivation generate positive self talk which all contribute to individual success and interpersonal competence supports one to have good relationship with others (Connie Esmond Kiger et al., 2006). Emotional
intelligence is significantly associated with task performance, altruism and compliance (Abraham Carmeli & Zvi E.Jorman, 2006).

Leaders’ positive mood and affective action of emotional intelligence create will power and good character or habits (Valerie Gray Hard castle, 2003). One’s emotional knowledge determines his social behaviour and academic competence and deficit in this aspect leads to behavioural and learning problems (Carrol Izard et al., 2001). Emotional self awareness is enhancing personal effectiveness, positivism, influences the team, aligning the organizational values with behaviour and building leadership (Susan Gerbrandt, 2005). Emotional intelligence facilitates effective interactions, assertiveness and directions and improves interpersonal relationship (Michella M.O Hara, 2005). Emotional intelligence influences consumers’ performance, confidence and maintains relationship (Blair Kidwell, 2004). Emotional intelligence gives ability to deal successfully with other people; it facilitates one to develop mutual understanding, empathy, right behaviour, right actions and behaviour on the part of the individuals and groups to lead a better life in peace and co-operation. Emotional competence enables one to make one’s life healthier, enjoyable and successful. It makes life being productive and happy. It is a learned art which enables one to express his feelings or emotions in a desirable amount and in desirable way. An emotionally intelligent individual may inspire or lead others to become so (Mangal, 2007).

According to Daniel Goleman emotional intelligence is an acquired trait which encourages realizing, that it is not destined by the intellectual capacity one born with. One can develop facets of intelligence and that acts as more conducive to career success. It is useful to consider the varieties of interpersonal and intrapersonal abilities, one need to develop such emotional intelligence in oneself and promote in others. When emotions both negative and positive are managed appropriately will ensure success of dreams. To manage one’s emotions requires self awareness and self control. So that one can rightly assess, understand and make beneficial influence on other people’s emotions. The interpersonal and intrapersonal intelligence are the main traits of emotional intelligence. Interpersonal intelligence encourages one to be empathic and use persuasive communication skills. Intrapersonal intelligence encourages one to be with self
confidence, to exercise personal control, to raise one's self esteem and to have optimistic view, when these two characters are developed one can implement new tools for successful attainment of goals.

**Emotional Quotient Makes a Difference in Life**

Emotional quotient has ramifications for how people operate at the workplace in relation to others. Intelligent quotient accounts for only about 20 percent of persons' successes in life; the balance can be attributed to emotional quotient. Feelings are the output of what one experiences as the result of having emotions. It is a complex state of the human mind involving a wide range of bodily changes, such as breathing, high beating heart, flushed face, sweaty palms, high pulse rate and glandular segregations. Mentally, it is a state of excitement. Emotional intelligence of teachers will have a decisive role in reducing behavioural problems and increasing academic achievement among the students (Pablo Fernandez Barrocal et al., 2008).

**Link between Emotional Intelligence and Competence at Work**

Self awareness facilitates the possessor to be high in self confidence, realistic, emotionally self aware, managing emotions, encourages to control oneself, gain integrity, be adaptive and comfort with ambiguity, self motivation prepares the individual to be initiative, open to change, have strong desire to achieve and work to self drive, recognition of the emotions in oneself and others facilitates one to be empathetic and manage the conflict and handling relationship in a person facilitates trustworthiness, influencing skill, communication, leadership, expertise for building and retaining talent and expert in building and leading team. Emotional intelligence has been linked to competencies that are strong predictor of job performance (Natasha Marinković Grba, 2009).

**3.1.4. THEORIES OF EMOTIONS**

*The Activation Theory* claims that emotions are arousal. *The Attribution Theory* says that emotions are results from combined effects of level of arousal and interpretation one made to gain arousal. *The Opponent Process Theory* means that emotions are entirely learned and it is a conscience experience involving
participative feelings, physiological arousal, expressive reactions and observable activities related to the experience (Roger D. Roy, 2009). Emotions are feelings that everyone has but yet few understand. Understanding of emotions come from memory, motivation and mind processing. Top positive emotions are peace, calm and tranquility. The integral part of life can be acquired through the power of thoughts and emotions. Introspection and proper understanding aspects of life will affect internal states and help one to find solutions for problems in life. Actions are the products of thoughts and the thoughts are controlled by emotions (Jody http://www.order.org/emotions.htm).

3.1.5. GOLEMAN'S MODEL OF EMOTIONAL INTELLIGENCE

According to Danial Goleman, top performance of leaders is due to emotional competence. Emotional intelligence is the compatibility to manage oneself effectively and sustain relationship with others. Developing emotional intelligence will guarantee happiness in all situations and higher levels of fulfillment. There are three basic qualities such as emotional awareness, fluent in discussing emotions and ability to choose actions based on neutral position will give authenticity to one's life and values. All these capabilities can be learned and practiced (Anton & Camarota, 2005).

Self-Awareness

Emotional self awareness, self assessment and self confidence will guide and enrich self awareness. Self awareness is reading one's and others emotions accurately and the ability to know one's strength and weaknesses and possess a sound sense of self-worth.

Self-Management

Self management is putting check on impulse, display honesty and integrity, trustworthiness, flexibility, strive to improve performance, seize opportunities and see the upside in all events.

Social Awareness

The empathy understands the work place and providing needed service which will facilitate one to acquire social awareness and such person is very much interested to attend the needs of the others.
Relationship Management

Relationship management is a special skill involves the capacity to make inspiration, influence, and managing conflict and building bonds with cooperation, ensure team work, good in motivation and resolving disagreements (Ira Blank, 2008).

Building Blocks of Emotional Intelligence

Understanding of emotions and the knowledge that derives from one and the ability to regulate emotions will be helpful to promote emotional and intellectual growth. The ability to accurately perceive, appraise and express emotion, to access or generate feelings on demand can facilitate understanding of oneself and another person are the four building blocks of emotional intelligence (Hendrie Weisinger, 2006). Emotional intelligence typically measures self-awareness, it is how one is experiencing one’s feelings and ability to control them, resilience is how one performs under pressure and the ability to change one’s behaviour, drive is the amount of energy used to achieve goals, sensitivity is the awareness of other people’s needs and the degree that one takes such needs into account, influence is the ability to bring other people around to one’s point of view, decisiveness is the ability to make clear and take unambiguous decisions, integrity is the ability to stick to a course of action to do what is right (Mark Parkinson, 2005).

3.1.6. EMOTIONS AND BRAIN

Nerves system present in central and in peripheral portion. It is also present into somatic and autonomic portions. The somatic nervous system regulates interactions with the environment, sensory inputs and muscle movements. Autonomic nervous system is particularly important for emotions. The right hemisphere dominance for negative emotions and left is dominance for positive emotions. The neural activity in the brain is responsible for producing emotional experiences, damaging in any part of the spinal card amount for loss of emotional experience. Emotions are typically described as brief, stronger and as having some specific object (Robert C. Beck, 2005). Emotions are source for survival, direction
to adopt comfortable behaviour, decision making, boundary setting, communication, happiness and unity (www.utoronto.ca/sousal_moral /).

**Development of Emotions**

Emotion is feeling or affection that involves a mixture of physiological arousal and overt behaviour. Positive affectivity of emotions emits high energy, enthusiasm and excitement, reflects joy, happiness and laughter and the negative affectivity shown in anger, guilt and sadness (Nirupama Bhatt, 2007). Emotional development is one of the major aspects of the human development. Emotionally matured is able to hide his feelings and check emotional tide, guide intellect and able to express emotions in a socially desirable way (Sarangi, 2004).

**Functions of Emotions**

Emotions are responsible for social relationship, socio-moral development and for communication. The ability to correctly interpret the emotions and
feelings of others are important for interpersonal relationships. Emotional regulation is an important aspect for getting along with peers and moody. Emotionally negative are rejected by peers and positive are more popular (Nirupama Bhatt, 2007).

3.1.7. EMOTIONAL INTELLIGENCE SKILLS

Emotional Smartness

Love, happiness, fear, affection, hate, shame, disgust, surprise, sadness, elation and anger are emotions forming a resource for a person. A different kind of resourcefulness which facilitates the success of job performance is emotional smartness. It leads a person to competitive edge. Smart and the most valued teachers are productive and they will have strong fruits of emotional intelligence. The personal qualities such as initiative, empathy, motivation and leadership and expert in reading, writing, Mathematics and other academic skills are the features of emotional smartness (Dalip Singh, 2007).

Emotional Competence

Emotional self awareness, accurate self assessment, self confidence, self management, self control, trustworthiness, conscientiousness, adaptability, achievement orientation, initiation, social awareness, empathy, relationship management, service orientation, leadership, power and influence, communication, catalyzing change, conflict management, and building bonds to collaboration team work are emotional competence which will facilitate the growth of emotional intelligence (Palmer, 2000).

Self Regard

The very important dimension of emotional intelligence is the self regard which is possible only through emotional self awareness. Awareness of one’s emotions facilitate one to be successful in evaluating one’s strength and weaknesses and generate his own motivation to work performance and regard others equally. Self esteem is synonymous with self regard; it is the opinion of an individual has of himself. Physical attractiveness, academic and social success, withstanding
criticism, interested in public affairs and little troubled by anxiety are the qualities of the person with self regard (Stanley Coopersmith, 1968). Self esteem affects one’s creativity, stability and leadership behaviour and enables one to perform at optimum (Walter Staples, 1999). When a teacher spends his time after school to help a student, he may feel that he has sacrificed something his own needs to the needs of the student. At the same time he is likely feel gained something for him and perhaps a heightened sense of self worth or the good feelings that come with the student’s gratitude.

Self esteem is how positively or negatively one feels about oneself is an important aspect of personal well being, happiness and adjustment. High self esteem is related to many positive behaviours and life outcomes. People with high self esteem are happy with their lives, have fewer interpersonal problems, achieve at a higher and are at more consistent level; in contrast people with low self esteem are more prone to psychological problems such as anxiety, depression to physical illness and to poor social relationships and underachievement (Michale W. Passer & Ronald E. smith, 2007).

Emotional Self Awareness

Self awareness knows one’s thoughts, feelings and actions accurately, it will help one to take decisions and bring capacity to make decisions. The inner thoughts are expressed in self talk. The effective leaders tend to be conscious of their internal thoughts. Positive self talk is the best way to get one’s mind and body ready to perform effectively (Doug Lennick & Fred Kiel, 2006). Self awareness is living a consciousness and integrated life of knowing attitude, model and ideal and discovering the purpose of one’s life. There are three levels of awareness which influence one’s journey of life called personality, individuality and universality. Personality is to know who one really is, individuality is character that speaks one’s thoughts and emotions and the universality is original inspirations and higher sensory perception flow into one’s consciousness (Richard John Hatala & Lillas Marie Hatala, 2005).

Self awareness is thinking about oneself and it is an unavoidable human activity. Each person is self centered. The self is the centre of each person’s social
universe. To become aware about oneself, to find self identity or create self-concept is largely based on what is learned in interactions with other people, beginning with immediate family members and then broadening to interactions with those beyond the family (Lau & Pun, 1999).

Empathy

Empathy is the listening ability, respects the individuals and gets along with others. Showing interest in other people lives, open and approachable and flexible in accommodating others’ preferences will also improve one’s empathy (Doug Lennick & Fred Kiel, 2006). Practice listening to the feelings behind’s a person’s words without attending the verbal message will enhance empathy (Denish Lawrence, 2006). Empathy is the willingness and ability to view the world through the client’s eyes. The person’s observable emotional displays can evoke similar responses from the observant is known as empathy (Michale W. Passer & Ronald E. Smith 2007).

Problem Solving

Problem solving ability in a person will help in many ways to handle any critical situation related to personal and public life. The skill in resolving solutions to problems involve the emotionally intelligent approach. Problem solving ability requires efficiency, resource mobilization, look challenges, willingness and tenacity, and ready to pay attention to details and obtain all information and consult experts (Doughlas A. Gray, 1987).

Impulse Control

Impulse control is the psychological management technique of emotional intelligence. Anger affects human beings in variety of ways: ineffectiveness, loss of self control and peace of mind, disturbance to sense of equilibrium, inability to concentrate, reduction of ability to think and reason, wastage of strength, loss of time, effort and energy and also decrease the output (Sangeeta Trama & Sunil Saini, 2004).
3.1.8. TEACHERS’ EMOTIONAL INTELLIGENCE

Teachers need to construct discipline strategies to influence their students’ behavioural attitudes. Narration of the life history of great personalities, depicting the valuable concepts through plays, encouraging logical steps to problem solving and team oriented activities will promote better values among students (Darlene Haffner Hoffman & Ray C. Spencer, 2003). Academic success is one of the criteria for the professional success but emotional and practical commonsense enable teachers to cultivate friendship and give importance to learners through motivation. Emotional and social abilities are responsible for social and relational management.

The emotional intelligence theories of Salovey & Mayer have noted that the ability to perceive, understand and regulate emotions is useful to have critical analysis of events and facts. Such persons are in general make good adjustment to the environment and contribute substantially to psychological well being and personal growth regardless of cognitive abilities and academic performance (Dalip Singh, 2007). Teacher must appreciate the feeling of his students and know the nature of his own feelings. A teacher needs to be alert to read emotional currents in the class and which is important in connection with the teaching any subject or skill. It is more important in connection with the larger objectives of education. Teachers need emotional competence in order to help each learner, to realize his potentialities as a person, to help him to learn to face reality, accept himself, live comfortably with his own thoughts and feelings and to get along well with others. To achieve the educational goals, it is essential that each learner be helped, through his experiences at school to grow in understanding of his own emotions and those of others. Teacher must keep his ways on anything that pupil does or says that reveals something about his feelings. Teacher must be alert as possible to the play of his own feelings. Teacher’s feelings greatly influence on the students. It is especially difficult to take a rational view of the emotional behaviour of another person. The teacher at the stage as an adult may have deep seated conflicts within himself. They are likely to colour his interpretation of what his pupils say and do. To interpret the emotional significance of the behaviour of his pupils, a teacher must continually seek to understand himself as much as possible (Arthur T. Jerald, 2006).
Emotional Intelligence, an Important Concern for Teachers of Every Student

In the words of Rolland (1992), one should even ready to give service for the sake of others at the cost of his own life. The life is useful when it is doing something good to others, otherwise it is of vain. Success in teaching profession is not the amount of information that it is put into students’ brain and that runs riot there remain undigested all their life. As Swami Vivekananda told, we need life-building, man-making and character building education.

Teacher is the sole person and a role model to the children. When teachers 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. The most direct way to recognize emotional intelligence is the exhibition of a high level of five basic components like self awareness, self regulation, self motivation, empathy and effective relationship. The teacher who is with these skills can exhibit high level of awareness of ones feelings, thoughts and self and can be a better observer. The person who has been armed with such skills can control his actions carefully without reacting to a situation basis on impulse generated by emotions. He can exercise control and resolve to find solution to the problem by analyzing various possible means. He will not find fault on external factors. He can move with students empathetically, understand and translate the feelings of students accurately. The skill of reading others mind will modify the attitude of others 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.

3.1.9. STRATEGIES FOR ENHANCING EMOTIONAL INTELLIGENCE

Emotional intelligence is not purely inherited from birth and it is the learning trait which can bring great changes in life towards the purpose and meaningful life leads to perfection. It gives peacefulness and sense of satisfaction and encourages complete living without leaving any second. The consciousness that one possess guarantees concentration and living with love and kindness. Through practice and training, one can increase the level of emotional intelligence. There are
many promising methods, techniques and strategies to improve one’s strength of emotional quotient. It is empirically confirmed that 80% of the professional success is based on emotional intelligence. One can increase emotional intelligence by watching movie in mute and trying to translate the content, adopting role play, reading book on non verbal communication, sensitizing the communication, and visualizing peaceful setting of beach, garden and woods (David P. Kircb et al., 2001). Diary writing will facilitate one to make reflection of the happenings of the day and make self evaluation of the moments he crossed and understand his part in each situation which facilitates one to understand the emotions behind such actions, effects of both positive and negative will be put into mind screen and weigh results. One can increase his emotional intelligence through using diary, log book or tap recordings which will allow one to reflect current feelings or prior emotions. Regular meditation, deep abdominal breaths, positive utilization of rehearsing mind and empathetic listening are also useful technique (Joan M.Vitello Cicciu, 2003).

Teachers can increase the emotional intelligence in the school environment itself in many ways. They are exposed to the environment where the young and energetic mind with multiple numbers of individually different personalities and who can extent opportunities for learning emotional intelligence. Emotional intelligence in person gives success to him and to the people surrounds him also. Good listening skills, ability to detect social signals, skills to resolve conflicts, positive interaction, team work, concern for others, assessing emotional state, express reflective listening and assertive response to students’ request will enhance emotional intelligence (Steven E. Perkel, 2002).

Change is the order of the day, the success in any person depends upon how a person is flexible to adapt to the new condition, technology, methods and skills. Creative problem solving ability warrants one to look and think differently which facilitate him to arrive at new ideas and view the things in right perspective. The strategies such as willingness to take new perspectives on day-to-day work, doing things differently, focusing on the value of finding new ideas and acting on them, create new ways, listening to others, encouraging, supporting and respecting others new ideas are personal attributes which lead to the improvement of emotional intelligence (Steve Darn, 2006). Improving the personal appearance, identification
One can activate the neurons in brains in varieties of ways like listening to music, physical exercise, singing, recitation, prayer, positive self talk, assertive commands and having healthy, nutritional food in time and having good sleep in the night. There are the possibilities for recharging the emotional batteries through prioritizing activities to carve out time. Physical exercise and aerobic exercise promote emotional health and release brain chemicals. Meditation reduces moderate symptoms of depressions and daily relaxation activities contribute to physical and emotional health (Doug Lennick & Fred Kiel, 2006).

Very many numbers of problems in day to day life are due to lack of cooperation and unhealthy competitions. There are situations for win and defeat, this attitude create enmity, jealous and conflicts. Formation of co-operative group is more useful in integrating the workers than competitive group. Co-operation leads to emotional expansiveness. People work with other persons is continuously interacting with others in a competitive or collaborative frame work. Collaboration releases some motivational forces which build healthy work team and also contribute to the achievement of target more effectively (Udai Pareek, 1982).

Impulse control is the important aspect of emotional intelligence which requires individual’s keen attention and effort to overcome anger. The skill in attacking the problem instead of the person, positive sorting out of the matter, assertiveness, the policy of let cool down, understanding the origin of the problem, developing empathy and going on listening and observing the facts silently, thinking twice before saying anything and recognizing the need of others and management of time enable to resolve problems and help in developing emotional intelligence and to control the actions of emotional outburst (Sangeeta Trama & Sunil Saini, 2004).

Emotional diary writing is an exercise which facilitates one to become aware of and identify emotions, doing over a period of time increases the fluency in
expressing it. Emotional awareness involves deep understanding of what makes one to think, feel and act on certain ways. It also involves understanding the parts that react habitual or unconsciously, and the parts that react consciously. By being honest with oneself will accept one's strength, weaknesses and power. This will facilitate him to choose a free position and the responsibilities of that choice. Emotionally self aware people have a strong sense of self confidence and a strong sense of their self worth. Describing one's present observation about a phenomenon or feelings and pointing out reasons for feelings and suggesting a concrete action to meet the needs in the situation and achieving desired outcome will facilitate emotional awareness (Anton & Camarota, 2005).

As the person grows in age and experience may go on acquiring new skills or strategies of coping that determines the psychological well being. The style of coping one adopts will helpful to recover from critical situation. The technique called proactive refers to confronting trouble directly by gathering information and taking forward preventive action will be useful to resolve tight corners of life (Aspinwall & Tayler, 1997) and people with proactive style do not leave anything to change of itself because they act to change the environment using his emotional skills (Meere Hariharan & Radhanath Rash, 2008). Reinforcing co-operation, connecting oneself to an imagined situation, putting to experience and identify variety of feelings, communicating feelings with bodies alone will be helpful to improve emotional awareness (Robert A. Baron, 2006).

3.2. PROBLEM BEHAVIOUR

Quarrels, physical fighting, disrespect to the chair, and to use of high-lips are common behaviour problems of students. The world is now witnessing the problems associated with teachers' involvement in strike, students on strike, political involvement in the elections of teacher and students, the presence of selfish man on the part of teaching, and disappearance of co-operation, fellow feelings, brotherhood and social services, and the prevalence of corruption, malpractices from the top to the bottom of the educational institution, disappearance of self confidence, hard working tendency, lacking in honesty and sincerity and engage in disobedience to the authority and longing for materialistic pursuit and work for the benefit of money and material gains are some of the problems (Ghose, 2005).
3.2.1. MEANING OF PROBLEM BEHAVIOUR

Behaviour has purpose, aim and motive, failing to adjust to norms will confront with feelings. The common behavioural problems of the children and adolescents are truancy, lying, stealing, temper tantrum and drug addition. Problems are associated with physical defect or ill, mentally ill health, inferior in abilities to perform the expected things. The teachers’ behaviour and personality traits, ineffective teaching method, teachers resort to hard punitive measures for a minor incident of noise or disorder, non doing or incorrect home work or drill work, non compliance with their instructions, lack of students’ participation in extracurricular activities and students’ socio-emotional maladjustment due to superiority complex cause problem behaviour (Mangal, 2007).

3.2.2. NATURE AND CHARACTERISTICS OF PROBLEM BEHAVIOUR

Disruptive behaviour is divided into two major categories such as oppositional defiant disorder and conduct disorder. Oppositional defiant disorder involves pattern of behaviour in which children have poor control over their emotions or repeated conflicts with parents, teachers and other adults. They show problems of getting along with others. Conduct disorder involves more serious antisocial behaviours that go beyond throwing tantrums or disobeying rules. Children’s conduct disorder has the roots from poverty, large family size and unorganized family structure (Robert A. Baron, 2006).

Disruptive behaviour disorder is the most common psychiatric disorders seen in children and adolescents. They are short tempered, easily angered, argues frequently, provokes peers or authorities, seeks revenge or vindictive and externalize blame and constitute the trouble to the institution and authorities and they fail to adapt to the rules and regulations (William G. Kronenberger & Robert G. Meyer, 1996).

Conduct disorder refers to an enduring, habitual pattern of behaviour involving violating the rights of other people or violating series societal norms. Behaviours such as bullying, stealing, threatening, intimidating, fighting and vandalism are labeled in school setting as social maladjustment and within the legal
system as juvenile delinquency. The act trouble making, engaging in physical violence against themselves, unsociable, suspiciousness, unhappiness, fearlessness, cruelty, bullying are some of the serious behaviour problems prevalence among students. Sexual activity, stealing, obscene notes, untruthfulness, truancy and impatience are also the common problem behaviours (Udai Veer, 2004).

Constantly feeling tired, weak and very depressed and hardly take good sleep at night, hardly taste food eat, weight loss, drag from classes, and grades have began to drop are the indicators of abnormality. Some awful incidents in life, dead of someone who is very dear and near may also cause abnormal condition.

3.2.3. ADOLESCENTS AND THEIR BEHAVIOUR

Adolescence is a time of excitement and of anxiety, of happiness and of troubles. Adolescence challenges decisions involving school, grades, sex and drugs and have more negative consequences of the childhood. Thus adolescence is a good time for interventions involving the family. Home environments that involve rejection, neglect, disinterest, hostile control, parent child conflict, inadequate supervision and lack of family organization are associated with adolescents running away, social relationship issues and actual illegality, unsafe sex and frequency of use of tobacco, alcohol, aids and drug abuse.

Adolescence is a period most commonly exhibit problem behaviour due to low resistance with peers and adults and it is poorly affected by parents and community. A neighbourhood characterized by poverty, urban and high density living is also involved with risk actualization (Torsten Husen & T.Neville Post Lethwaite, 2007).

Adolescence is the transition period, attain physical and sexual maturation, search for emotional, social and economic independence, look to utilize at a more motive and complex level, have ability to give as well to get, communicate with other and trust them and learn what is harmful and what is good for them and other. Adolescence is critically re-examining the personal values blindly accepted in childhood (Chauhan, 2005). Adolescence period is a transition period and it is the passage from childhood to adulthood. This is the period marked with social
Conceptual Frame Work

construction, emotional maturation gained through achievement, discovering of one's identity, freeing from parents clutches, developing a system of values and forming relationship (Diane E. Papalia et al., 2007).

3.2.4. REASONS FOR PROBLEM BEHAVIOUR

The teacher, students, physical condition of the class room, and general school routine may contribute to poor behaviour situations. Personality of the teacher has an influencing role, his threats, emotional outburst, unfriendly and inconsiderate nature and inept social behaviour may persuade behaviour problems. Poor scheduling of the time table and inconsistent rules may also lead to problem behaviour among the students. Teaching technique which fails to gain interest of students and lack of understanding of individual differences may lead to behavioural problems. A pleasing physical condition and comfortable classroom environment with proper ventilation and light, improved décor and pleasing location are helpful to improve the desirable behaviour (Udai Veer, 2004).

3.2.5. COMMON PROBLEM BEHAVIOUR IN THE CLASSROOM

Students care little about their personal health and hygiene which cause them to make poor concentration in teaching in the classroom. They have poor food habits such as taking too much food or skipping their food. Feeling fatigue and drowsy, exhausting energy in unwanted activities and paying poor attention to study are common problems observed among students. A good amount of physical exercise will stimulate brain cells and keep the body strong and fit. Nowadays students are either sitting in the computer or watching TV by avoiding healthy recreation and participation in outdoor activities. There is poor interpersonal relationship which brings complaints on each other, fights, using indecent words on each other and quarrels. Average academic achievement, absent to school frequently without proper intimation, lying, disturbing the class with silly questions and other serious problems of consuming tobacco are prevalence among the students.

Self-starvation is kind of behaviour that often arises in adolescence and is especially prevalent among girls. Anorexia is one of the several eating disorders. This character is binge-purge syndrome called engaging in over eating or extreme
diet. *Bulimia* most often begins as a problem of over eating, usually it occurs in late adolescence. At this point, the bulimic person's life can become almost completely dominated by thoughts of food; worries about weight, the feelings of depression, shame and self contempt. All these can make it hard, discomfort and distress in others and their behaviour cause disturbance to others.

*Binge eating* is motivated by a desire to escape from self-awareness. Binge eater suffers from high standards and expectations, especially an acute sensitivity to the difficult demands of others. When they fall short of these standards, they develop an aversive pattern of high self-awareness, characterized by unflattering views of self and concern over how they are perceived by others. These aversive self perceptions are accompanied by emotional distress, which often includes anxiety and depression. To escape from this unpleasant state, binge eater attempts to cognitive response of narrowing attention to the immediate stimulus environment and avoiding broadly meaningful thoughts (Todd J.A. Hearten & Roy F. Baumeister, 1990).

**Aggression**

*Aggression* is intended to harm another person. Biological, environmental, psychological and media constitute factors are responsible for aggression (Michael W. Passer & Ronald E. Smith, 2007). *Bullying* is caused by interpersonal friction and destructive leadership styles and it is prevalent where supervisor avoids intervening in and managing such stressful situations (Lars Johan Hauge et al., 2007). Safe schools and Violence Prevention Office (2000) reports that *Truancy* causes loss of school progress; 99% of serious juvenile offenders begin as truants.

3.2.6. STRATEGIES FOR OVERCOMING PROBLEM BEHAVIOUR AMONG STUDENTS

Teaching technique adopted by the teacher should be innovative and strategically planned well to facilitate learners' learning with ease and interest. Teacher should accept and appreciate students' individual differences and have strong faith in each student's talents, and teach the students in their language also (Sandeep Anand, 2008). Problem behaviours among students pose challenges to
Conceptual Frame Work

classroom setting, allow the learner to set their goals for achievement, assess their learning style and methods, building self confidence, ensuring mutual respect climate, encouraging positive participation, ignoring antagonistic remarks, and encourage students’ efforts will reduce the problems (Linda M. Ament, 1990).

Multiple Approaches

Avoiding aversive measures, corporal punishments, threats, assigning social responsibility and keeping observation record to record the unusual behaviour will be useful (Philip A. Saigh, 1980). Improved classroom atmosphere, increased positive regard and productivity among and between students and teachers, communicating students’ needs and problems to the school administration and providing opportunities for personal growth will facilitate disciplined and appropriate behaviour (Frank Bickel & Maude O’ Neil 1979). Motivational postures, values of the week, community service, conflict resolution, character counts program, positive emotional atmosphere, teachers’ encouragement will facilitate value enrichment among the students (Mary Lord, 2001). Teachers need to inculcate soft skills, good interpersonal relationship and personal skills such as responsibility, self esteem, and integrity among students (Bronson Edward, 2007).

Teachers’ Involvement

Human beings should consider desirable and worthy thoughts, feelings and actions. Teacher has to create enduring belief and specific mode of conduct from the available modes, means and ends of an action or state of existence in personally or socially. Character assures a distinctive feature for an individual or group which enables to live a better life. The trait which makes students to live harmoniously in a society is considered as values or the guiding principles of life. The character determines ones personality, decision, perception, kinds of relationship and all other human activities. Thus the teacher has to adopt a committed role to fulfill the educational aims and objectives. He has to develop such facts of intelligence conducive to career success. An emotionally intelligent teacher can exhibit high level of awareness of his feelings, thoughts and self and can be better observer; such teacher can move with students empathetically, understand and translate the feeling of students accurately. The skill of reading others mind will modify the attitude of
others in a desirable way. Thus the emotional intelligence of teachers can act well upon the students’ character modification and can sustain the desirable character for ever.

Physical exercise improves mental health well-being, reduces depression, anxiety and improves cognitive functioning (Challaghan, 2004). Parental disciplinary practices have significant role in making good or bad personality of the child (Bijji Mathew, 2006). Teachers need to possess the improved teaching technique and sense of humour. Avoiding severe punishment, accepting the minor disturbance from students and learning the names and background of students will reduce problem behaviour (Sandeep Anand, 2008). Motivation is encouraging the appropriate behaviour and boosts up the morale and constructive behaviour (Nirmal Singh, 2005).

Programme Approach

Teamwork, interaction, mutual confidence and chance for success or accomplishment act as practical demonstration of the value of co-operation (Davies, 2004). Students’ problem behaviour is tackled through behaviour clinic, talk, and guided group of interactions. Arranging for students’ representation of their population to suggest discipline, academic assignment and other rules and regulation with the headship of teachers and principal will be useful. Avoiding corporal punishment and providing sources for obtaining information on each disciplinary technique will reduce truancy (Linda Neilson, 1979).

Resilience Building Strategies among Students

Students’ problem behaviour can be reduced by using resilience building strategies of providing care and support through meaningful relationships, encourage participation in meaningful tasks, high expectations from others as they are being capable of doing wonder, positive connection with peers, set clear boundaries, teaching life skills for decision making, effective communication and stress management training will be useful to acquire desired results (Thomson & Kate, 2002). Discouraging and avoid minding the behaviour of aggression, continuous reinforcement, affectionate praise, providing appropriate social
interaction and discouraging the contingency between aggression and attention called extinction will facilitate behaviour modification to the desired outcome (Miller J.A et al., 1998).

**Soft Skills Training**

Some strategies to overcome problem behaviour are relaxation technique, desensitization, assertive training, adequate interpersonal relationships and adopting reachable goal setting. They facilitate reduced feeling of anxiety, eliminate muscular tension and increase interpersonal relationship among the students (Chauhan, 2005).

**Democratic Classroom Setting**

Minor misconduct, sex misconduct, measure of privilege and cheating in the examination are some of the problem behaviours prevalent in higher education. Encouraging Students' role in national development programmes, creating enthusiasm to adopt secularism, love national integration, respect constitution and understand citizenship will promote appropriate value oriented behaviour (Venkateswara Rao & Digumarthi Bhaskara Rao, 2004).

**Body Language**

Body language determines one's interpersonal communication. Eye contact, facial expression, head movements, open gestures, keeping postures reasonably correct, maintaining proximity without embarrassing others and applying orientisic appearance and physique and maintaining the talking and listening roughly in equal proportions will encourage the good interpersonal relationship (Shalini Verma, 2000).

**Teachers' Technique**

Motivation and rapport solve the problems of students. Even petty and insignificant problem of students need to be addressed by the teacher, he has to move with students in democratic way. Establishing rapport and relationship with students, recognizing the freedom and independence of students, establishing code of rules and regulations in consultation with students' representatives and students,
and encouraging students self discipline will ultimately enhance discipline among
students. Being sincere and impartial in encouraging good manners among students,
being cheerful and using a sense of humour, avoiding vindictive punishment,
ridicule, sarcasm, attempt to challenge minor disturbance from children and angry
emotions, updating new teaching technique and subject knowledge, learning the
names of all students and begin the class immediately will improve students’
discipline (Sandeep Anand, 2008).

Technique to Overcome Procrastination

Poor academic performance among the students is common due to lack of
interest, inconsistent work habit and due to proper time management. Students are
postponing their immediate work even. Procrastination refers to a tendency to put
off work without any continuing reason. Procrastination is closely associated with
the academic achievement, higher the level of it lowers the academic performance.
This problem can be removed easily through guiding students to make
identification of the problem and advice them to just browsing through ‘or’ seeing,
that will increase their curiosity. The mind incidentally perceives and registers the
extent of work involved. It starts organizing the work internally. As a result, the
unrest is building internally would drive to begin the work. Casually scanning
through any page, which opens randomly, wherever attention falls reading the side
headings, figures, tables, contents and illustrations, feeling the texture, weight of the
bulk, perceiving the font size, type and colour of the books will encourage the
students to read (Meere Hariharan & Radhanath Rash, 2008).

Students Aggression and Coping Strategies

Aggressive behaviour is showing no concern for the welfare of others,
intends to harm or destroy another person and the damage he causes may be verbal
or physical or both in order to achieve a particular end including self-defiance.
Students are expected to come to class in time bringing required materials for
reading, writing and practical work related records and instruments and complete
homework. Some code of behaviour which differentiate them are speak well of
others, showing respect to all school staff. Behaving respectfully to all regardless of
age, gender, race or religion, resolving conflict by peaceful means, using school
property appropriately and work to keep the property clean, striving for academic excellence through classroom participation and careful evaluation of his own behaviour and seek to change when necessary will be useful to students shine in their life and such students will become the torch bearers of respect, civility and citizenship. Schools are the representation of the community and which need to encourage positive interpersonal communication, social and emotional skills. A teacher can contribute greatly for the prevention of undesirable situations by establishing clear basic rules with students in class and reinforcing of appropriate behaviour. Positive expression of rules, cooperative work in learning, relationship building components, meaningful relationships, role play and non-aversive crisis intervention will facilitate good behaviour development among the students. Whole school preventive action involves establishing a set of rules of social behaviour between students and clarifying the consequences for those who break rules. The rules are need to be formulated by incorporating the suggestions from teachers and students and that should be made known to the entire school community will facilitate the prevention of aggression among students (Silambu Selvi et al., 2009).

3.3. VALUES

Today, the education imparted to our children is almost solely limited to what Sri Ramakrishna characterized as ‘education for bread and butter.’ Students are led to believe that by developing the ability to gather, store, and retrieve vast information, they stand educated. Mere academic knowledge without deep rooting in moral and spiritual values will only fashion lop-sided personalities who may become rich in material possessions, but will remain poor in self-understanding, peace and social concern. Emphasizing this fact, Swami Vivekananda said, “Excess of knowledge and power, without holiness, makes human beings devils.”

The real guru will have some essential characteristics which enable the purpose and values of education. The teacher should care about students and listen to their voice as friend is being liked by them. He must exemplify of his teaching and try to make whole person and also for himself a self teacher. He is expected to
develop morality and be a moral person. Only the lamp which burns can light the other lamp and so the teacher who can motivate others who can intrinsically motivate and always lend hands to develop students. He should cater the needs of students individually to grow and realize the infinite power of them. He should be coherent with the others to accomplish the goals.

Values are adding worth and meaning to one’s life, prepare the holder be viewing the world joyful, for him the life will be pleasant, live by every second with consciousness and lift him to the highest purpose of the creation of the omnipotent called self realization. Such person with high standards and morals will be an ideal person to follow. He will think all beings and non beings valuable and potentially powerful. To ensure a happy life one need to adopt some principles which are beneficial to oneself and conducive to the world.

3.3.1. DEFINITION OF VALUES

Rokeach (1973) defines values as “an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. A value system is an enduring organization of beliefs concerning preferable mode of conduct or end state of existence along a continuum of relative importance”.

According to Clyde “value is a conception, explicit or implicit, distinctive of an individual or characteristics of group of the desirable which influences the selection from available means and ends of action”.

Allport observes “The term value means the relative prominence of the subject’s interest or the dominant interest in personality”

3.3.2. MEANING OF VALUES

Value is borrowed word from Latin VALERE via old French. The meaning as per the Oxford dictionary ranges from a sense of estimation, comparison with something, consideration of the worth and merit (Jayalakshmi, 2008).

Values are intrinsically worthwhile and worthy of esteem, reflects the holder’s principles, standards, manners, culture and his understanding of the world.
Values arise out of individuals experience and interactions with their culture, the world and the people around them, such as their parents, friends, religious leaders, and neighbours. A value system is a hierarchical ranking of the degree of preference of the values expressed by a particular person or social entity (Rocco Coffone & Vilia M. Tarvydas, 1998). D.H. Parker has opinioned that values are wholly related to the inner world of mind. The satisfaction of desire has value and the thing that serves is only an instrument. A real value is an experience and never a thing or an object (Bhatia, 2006).

Values may be considered as the imputed worth that can motivate any action. It is a behavioural concept which influences the choice of available means and ends. Human values pertain to interaction between human beings and non-human entity is responsible for shaping behavioural patterns. Value can be classified as moral values and competence values. Moral values concerned mostly with behaviour modes. Competency values concerned with self actualization (Arthur, T. Jerald, 2006).

One’s value system can be resolved by environment. Values set basis of normative standards to make choices of alternatives courses of actions. Values and organization are influencing each others. An individual value system influences individual’s perceptions, attitudes, behaviours and judgements. The sum total of behaviour and judgements of all employees in the organization is building organizational climate and culture and makes organization effective. A thing which has power to satisfy one’s needs and wants related to perfection of life is value. Anything which has utility value is helpful in organising society and its existence. Values can be experimented, felt part as well as whole, judged by individuals and circumstances, expressed by one’s nature and the virtue of emotions (Sarangi, 2004).

The Value of Consciousness

Mind is the product of thoughts. Postponing wrong motives, selfish desires and immoral activities will enable one to escape from the worry. A pure consciousness will rise oneself with great force to lift up from fear. Fear is the root cause for all sins and the real religion is helpful one to attain spiritual immortality.
Service, devotion and meditation facilitate consciousness (Swami Sri Kantananda, 2008). According to Swami Vivekananda, the ideal man is freed himself from the prejudices on his time and place and engaged in doing well to purify the mind. Man must grow physically, mentally and spiritually. The higher divine potentialities hidden within one and whose heart that weeps at the sorrow of other is true love which will lead him to ultimate reality (Santhikumar Ghosh, 2004).

Millennium Man

Swami Vivekananda called for man-making education. He emphasized the need for building up of a great nation out of the diverse elements of the present society. The millennium of history calls for a new type of manhood and womanhood who need to possess cumulative self-production and self verification of mental activities and their production. New dominant patterns of mental organization of knowledge, ideas and beliefs based on ideological instead of physiological or biological organization will facilitate such type of person (Santhikumar Ghosh, 2004).

Skin Deep Values

People are often contradicting with what they preach and teach due to fluctuation in their ideals due to poor determination. The big talk, media popularity and attractive external appearance of some people show that they are doing everything in line with values, but such people try little to develop their inner value, personal growth and possess skin deep values (Denis Waitley, 2004). According Rajaji the great statesman hope, conduct, character and good relationship constitute one’s personal values and deep hope determines success (Ramanujam, 2008).

Values and Virtues

Virtue is a character trait or quality. Values are being always good in and of it. Value is of those basic qualities commonly accepted among civilized people as constituting an irreducible minimum by which folks ought to live. Virtues and values are of great importance to everybody. Virtues give blue print for being a man
and act as building blocks of character and without them one’s moral lives will eventually collapse. A value is what one seeks and a virtue is what one has inside. Virtue is a character trait which shows excellence and has value. Virtue teach people value, values are given by virtue (Sindhulatha, 2010).

3.3.3. CONCEPT OF VALUES

Values have worth and importance, are growing out of personal and interpersonal interaction, give direction to human action and it is personal, community and national oriented (Ghose, 2005). Value is born out of minds’ power of imagination and it provides usefulness to human beings. Utility is the major criterion for values. External and objective values refer the social environment that influences the quality or value of an object and social environment assigns any value to an object (Shashi Prabha Sharma, 2005). Values have four supreme end of life called “Purusharthas” which includes economic well being (Artha), physical well being (Kama), righteous action (Dharma), and spiritual freedom (Moksha). It promotes individual to be a rationally autonomous individual (Seetha Ram, 2005).

3.3.4. NATURE OF VALUES

Values are perennial source of illumination of various walks of life, values are useful for human welfare and regulation of one’s intelligence, inclination and imagination in consonance with values will be useful in value inculcation. It is the potent determinants of human behaviour (Prabha Dixit, 2005). Values are taught, learned and practiced and a better leadership will enhance values among subordinates (David T. Kearns, 1994). They are ideals that qualify one’s personal conduct, interaction with others and involvement in character (Sebastian, 2002). Values are standards or guidelines for an individual’s life, influenced by individual’s experiences, desires and specific situations, act as steers for life, energies individual to action (Aggarwal, 2005). Values are developed from childhood to manhood. They influence human behaviour and can be transmitted from person to person, and can be developed through reinforcement and rewards, modeling and imitation and they have cognitive, affective and psychomotor nature (Shukla, 2004). The ultimate aim of human beings is experiencing joy in living, attaining the Godliness and absolving into divinity (Vedhathri Maharishi, 2004).
Value formation is facilitated by the environmental source like parents, teachers, and great personalities, the system of education, mass Medias such as newspaper magazines, films and television (Sarangi, 2004). The quality of the society depends upon the quality of the individuals and values are the indicator of thoughts, perception, and qualities of behaviour. They develop noble sentiments like patriotism, self respect and altruism or values of truth. Values help in self evaluation, social integration and harmony and they can purify thoughts, words, and deeds and bring about harmony among them (Sharma, 2006).

Values are born out of individual’s goal attainment through the conscious efforts. Kilpatrick views that out of man’s capacity, the goal seeking behaviour arises and efforts are taken and out of his persistence, he comes in consciously chosen ends called goals. Man’s leading to win with his goal will encourage making critical analysis and deciding enough which will lead to the emergence values (Sarangi, 2004). Values are permanent and universal, they are associated with emotions and lay foundation for social life and bring meaning and quality to life. Values act guidelines to one’s do’s and don’ts.

Value Crisis in Contemporary Society

The wave of violence is occurring everyday. There is the collapse of social and legal structures of the society. Religious and communities exist superficially with principles that create hatred and communal prejudices. People are indulging in a large scale of tax evasion, smuggling, custom duty evasion, hoardings and adulteration. People tend to be profit mongers, selfish and unmindful of environmental degradation. Materialistic values gained paramount importance in life. The consciousness of duties and responsibilities towards one’s profession is at decreasing. The elected members of assemblies and parliament hardly look after the welfare of the people (Sarangi, 2004).

3.3.5. IMPORTANCE OF VALUES

Instrument of Spiritual Growth

The essential of divinity is the faith in God, which enables one to gain peace because the internal peace is important to solve problems of life. One needs to be
prepared for obliging to duties rather than fight for rights. The life is not for fulfilling one’s personal desires alone but also to the service of the needy. Humanity is the essential of divinity (Swami Vireswarananada, 1999). Love and service are the fruit of the spiritual growth. The expanded man’s interest, sympathy and empathy embrace increasing number of fellow human beings. Man is essentially divine; he is not mere body, mind but the Atma. It is infinite and universal. One’s body and mind are the instruments of spiritual growth. Spirituality is the man’s birthright and it is the only way to change man into better and elevated human beings which can be better attained through education. Spirituality is not finding any difference in relation to one’s religion, culture and customs of beings (Swami Ranganathanananda, 2003).

Personality Development

If behaviour is better aligned with values, develops moral and emotional competencies and can realize the importance of self, accustoms to universal principles, declares values in his outward behaviour, exercises decision making based on win-win situation and acts as the reportaire of values in line with principles. Such a man can be called as a man of perfection (Doug Lennick & Fred Kiel, 2006). Personality characteristics demand the person to adjust with environment and he should take care of his thoughts, emotions, intelligence, appearance, physiological posture, attitude, skills, ideals and values development (Sundara Seenivasan, 2008).

Source of Happiness

Right values steps up one’s efficiency and managing one’s own life. The hidden mental energy is traced out and utilized for the purpose of planning the future and reviving man’s exhausted energy (Swami Puranda, 2002). Narada Bhakti Sutra says that the self development is a kind of technique achieved through selfless service with dedication and contemplation, devotion to Lord is superior and noble and the devotion is the final outcome of self development (Sinha, 2001). Happiness is something one chooses. Clarity of goals, direction and purpose, healthy living, optimism, relationship, strengthening the inherent qualities and attributes, enjoying every moment by fun and being grateful and appreciative lead to one to gain
happiness. The goal attainment is much contributing to happiness. SMART is having specific, measurable, achievable and relevant and timed goals which are necessary ingredients for success (Timothy Sharp, 2007). According to Buddha, body is the form of feelings or sensations, perceptions of activities and consciousness which constitute a human personality (Chandra, 2005).

Guiding Principles

Values are acting as guiding principles of life conditioned to physical, mental and social welfare one’s and his culture. Values are described as a system of personality traits. Personal values not only promote one’s personal traits but also promote better social and national values. Values are aspects of life and considered as beneficial to one and to the society. Personal values stand for the convictions regarding what is believed to be important and desirable. Personal values evolve out of the expressions from external world and change over time. Personal values are principles that define one as an individual. Belief in hard work, punctuality, self-reliance, concern for others and harmony of purpose are personal values. Honesty, reliability and trust determine how one to face the world. (Anshu Narad, 2009).

Survive and Succeed in Life

The fast pace of economic development has given rise to erosion of values and ethics and corruption prevailed in all walks of life. Ethical values control behaviour in business and in other walks of life. The principal of reciprocity towards fellow human beings is found in all great religions are ignored, personal and group morale are lacking and the relationship with others are not in line with goodwill among them. Values and ethical code in a person stand in good steed for the future positions to introduce fair practices and ethical codes in professional value systems and in all walks of their careers. Ethics alone help one to survive and succeed in their ventures. It creates awareness of social and moral values through education. It includes high level of integrity, helps to realize social responsibility and to resolve ethical dilemma and to set a favorable ethical working climate (Sarangi, 2004).
Life- Preservation and Life- Termination

Jain tradition affirms that the root cause of all evil is violence to life. Jainism shows ways for preservation and promotion of life. The realization of the True self is the goal of life, abstinence from all passions and forms of violence gives the realization. Non injury to life is the best of all virtues, setting up hospitals for the blind, deaf, crippled or sick, setting up animal sheds and hospitals will facilitate the advancement of self. Postponement of the gratification of desire, abstaining from unprofitable conversation and avoid engaging in sensual pleasure will give the person right knowledge which facilitate preservation of life and attaining the termination of the purpose of life (Vincent Sekhar, 2008).

3.3.6. ESSENTIAL COMPONENTS OF VALUES

A value is three pronged structure, which covers all the possible aspects of human personality. Cognitive aspect (thought) of value is related to mental activity and cognitive development is about an idea, thought or an object. Affective aspect (emotion / feeling) of values are cherished goals, preferences or desired things aligning with involvements of emotions and feelings acting as the secret for one's action. Conative / Psychomotor aspect (action / behaviour) of value is the result of values into an action or behaviour and it is the final stage or culmination of a value. Thus the values have three components such as thoughts, emotions and behaviour.

3.3.7. VALUE DIMENSIONS

Rokeach and Regan (1980) noted that there are two dimensions in values which are relevant for counseling. Standards of competency and standards of moral are two basic criteria that divided the value into two such as Terminal Values and Instrumental Values, the terminal values are end state of desirable and the instrumental are useful to reach the end state of values. Instrumental values concern those idealized or desirable types of behaviour useful to attaining the end state. Some terminal values are wisdom, truthfulness and freedom which are more convenient and place no harm to the individual and the society (Rocco Coffone & Vilia M.Tarvydas, 1998).
3.3.8. CLASSIFICATION OF VALUES

Walter G. Everelt’s Classification

Walter G. Everelt had made classification of values into eight types such as Economic, Bodily, Recreational, Association, Character, Aesthetic, Intellectual, and Religious values. Economic values are instrumental to realize, bodily values which speak the health efficiency and beauty of the body. Recreational speaks play, leisure and creative activities to enrich life, association values emphasize the relationship with family, friendship and community, character notes that personal values, social virtues including justice, truthful, self control and benevolence, the intellectual knowledge means that quest for attainment of truth, aesthetic values speak the beauty of nature, works of art, manners and etiquettes, and the religious values relate to the God, self and purpose of life including faith in God, devotion to higher reality, compassion, love for all type of life (Mangal, 2007).

Parker’s Classification

Parker has classified values based on interest as Biological, Economic, Affective, Social, Intellectual, Moral, Aesthetic and Religious values. Plato Classified values according to ultimate realities as Goodness, Beauty and Truth. Based on other criterion values are classified as instrumental, immediate or terminal values and competent values. Competent values relate to one’s ability, capacity and competency. National Council of Education, Research and Training (NCERT) has worked out 84 values related to all categories of human experience at three planes such as body, mind and spirit (Ghose, 2005).

Rokeach (1973) noted that values are reflecting desirable end-states, and Allport Vernon and Lindsey (1960) demonstrated six basic values or evaluative attitudes reflected in personality types such as theoretical, economic, aesthetic, social, political and religious.

Frankena (1963) had identified eight distinctive realness of values such as ethics, moral, art, science, religion, economics, politics, law, and manner or custom. Values are classified based on one’s philosophy of life, environmental situations and circumstances called materialistic, social, moral or spiritual (Mangal, 2007).
3.3.9. THEORIES OF VALUE DEVELOPMENT

Philosophical theories deal with fundamental question of life of reality, truth and values, Axiological question of value is practical significance of right way of living, the western philosophy questions the mind and matter, Naturalism questions on cause and effect, Pragmatism emphasizes on the habit of mind, Realism demands man to adjust to the reality to modify him, Existentialism says that man is free to choose and his choices should be undermined by external conditions and all philosophical theories in general declare that values are in evolution.

Psycho analysis theory means that behaviour is totally governed by urges which satisfy needs is called “pleasure principle” of Sigmund Freud develops conscience towards values. Cognitive theories accept that moral development is gradual and it involves the process of maturation, Safety needs accepts that values are related to respect from others, Self Actualization motivates towards higher needs, Learning theories accept values are done through observation and participation in the home, society and other institutions, Socio-Cultural theories assume values are the products of religion, caste, marriage, family, education, economy, law and order, art and amusement, and traditions in modern context view that values are in the process of evolution (Shukla, 2004).

3.3.10. THEORETICAL AND PHILOSOPHICAL PERSPECTIVES OF VALUES

Subjective Theory assumes that values as personal, biological and psychological, which function for one’s needs and desires. Objective Theory speaks that value is objective attribute and universally recognized. Idealism advocates truth beauty and goodness which are corresponding to intellectual, aesthetic and moral activities. Pragmatism believes in efficacy in gaining ends. Naturalism assumes inner worth ends in itself. Existentialism declares that values emerge from the personal thought and not from social situation. Realism emphasized that there is only one world where we live (Ghose, 2005). Hedonistic theory of values assume pleasure as the main principle, Intuitional Theory accepts that action should be judged by intuition, Rigourist claims that neither pleasure nor intuition but duty is the standard, Legalististic considers the supremacy of law, Idealistic assumes
perfection as the only standard and the religious theory claims that religion is the standard which includes various supreme personalities (Dhananjay Joshi, 2006).

**3.3.11. SOURCES OF VALUES**

**Culture and Religion**

Culture influences the method of living, work of art, music, words and history and moral sentiment of the society. Religious scriptures are the repertoire of human values. Humanity, frankness, broadmindedness, friendliness, truth and cooperation are religious values. The *Manu Smiruti* the ancient scripture of justice upholds human welfare, the Christianity insists on honouring parents, the Islam refers honest and charitable, the Sikhism upholds truthfulness and service, the Buddhism on legacy of righteousness, the Jainism is for right in faith, knowledge and conduct and the Zoroastrianism preaches on control of anger (Aggarwal, 2005).

**Indian Constitution and Democracy**

Constitution emphasizes the values of humane outlook, respect for personality of the individual, freedom, justice, non-violence, social service, and secular outlook to view all citizens with equal rights, develop moral fervor and liberal attitudes. Democracy requires the citizen to have mental alertness, to accept dignity and worth of the individual, to live with duty consciousness and to practice the appreciation of all culture and beliefs, care and concern for others, co-operative, be constructive and creative to ensure peace and prosperity (Aggarwal, 2005).

Democracy, secularism, rule of law and justice of equality are supporting the growth of the societal values. Democracy is the form of government for the people, of the people and by the people. Democracy guarantees right to all citizens irrespective of any difference with respect to constitution, law and justice. The sovereign, socialistic, secular, democratic republic resolves to secure for all its citizens and their rights in justice, social, economical and political. Liberty of thoughts, expressions, beliefs, facets and worship of its citizens are ensured. Giving equal treatment to all citizens, assuring right to read and write, speak and form any association or union and guaranteeing right to fight against exploitation are the basic underlined principles of the Democracy. The constitution in democracy
cherishes and follows noble ideals, upholds and protects sovereignty, unity and integrity, and works to defend the courtesy in order to promote harmony and the spirit of common brotherhood among its citizens (Sarangi, 2004).

3.3.12. ATTITUDE vs. VALUES

Attitude is defined as a learned predisposition to respond in a consistently favourable or unfavourable with respect to a given object. An attitude relates only to behaviour directed towards specific objectives, person or situation but values represent global beliefs that influence behaviour in all situations (Sarangi, 2004). Allport has defined attitude as a “Mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals response to all objects with which is related”.

Attitudes are associated with emotional content, sentiment to important beliefs, prejudices, biases, predispositions and appreciations and they are in state of readiness or set with reference to individual. An attitude has intellectual, biological, social and emotional components that are derived from experiences and which exercises a determining influence upon behaviour. It is developed through psycho-biological processes and exerting a motivational influence upon the individuals. Attitudes are more personal and the benefits availed out of these will be useful to the individual, whereas the values make contribution to the world. Attitudes are feelings towards given aspects of the world of family, peer and educational set up and can be learned. Values are general belief about life and they influence attitudes. Values confirm social norms and standards but attitudes are personal experiences (Aswathappa, 2007).

Values Development

The development of values is acquired through the observation of environment. Experiencing things that have done in such way and adopting such way will form one’s habit, mechanical conditioning to the habits facilitates feelings, when feelings become attached to one’s way of thinking facilitates formation of interest, when interest so gets fixed to one’s way of life forms attitude, when strong feelings get attached to one’s attitude forms one’s sentiment and the condition in which one’s sentiment fixed permanently facilitates values (Anand, 2005).
3.3.13. TYPES OF VALUES

Instrumental values relate to means for achieving of results. Assertiveness, dependability, hard work, obedience, open mindedness, truthfulness and good manners enable one to achieve good results. Terminal values are which an individual strives for his own sake. Satisfaction, peace, harmony, pride in accomplishment, prosperity, recognition, security and safety are strived by the individual throughout life which lead to the ultimate destination (Sarangi, 2004).

Aesthetic Values

Aesthetic values appreciate artistic and aesthetic aspects of life. An aesthetic person enjoys the beauty in art, music and the full blossom shower. Cultivation of aesthetic values is essential for enjoying a good life (Sarangi, 2004).

Democratic Values

The principles of liberty, equality, fraternity, justice, tolerance and empathy will guide one’s behaviour and exercise clear thinking, speech and writing, community living, passion for social justice and understand the importance of interdependence. Freedom, equality and tolerance encourage one’s willingness to give and take, readiness to see the others point of view, ability to adjust in and work with groups. Justice encourages one be equal in social, economical and political spheres, respects the equality of status and opportunity and co-operates in the promotion of equality among all the people. Liberty of thoughts, expression, belief, faith and worship will be helpful to maintain one’s identity. Fraternity is assuring the dignity of the individual and the unity of the nation. In general democratic values facilitate each individual citizen to extend his unique and personal contribution to the world (Zohar & Marshall, 2000).

Nationalistic values require doing well for the mankind with patriotic conviction. Reinforcement of the modes of life from the past, preservation of tradition, culture and power of the country, and working for the improvement of rural societies and communities will speak one’s nationalistic values (Naunihal Singh, 2006). Successfulness of democracy depends upon awareness of the citizen. Adopting scientific temper, objectivity, nationalism, fact bound and investigation
Conceptual Frame Work

approach to learn to understand how and whys of the problems are useful step into nationalistic ideals of life. Economic values prepare the person to adjust in the society in using limited resources and material to solve problems of life and fulfill the needs. Aesthetics refers to the study and justification of what human beings consider beautiful, ethics refers to the justification of conduct (Gupta, 2004).

Economic Values

Economic values is interested in seeking money and material gains, seeking job based on prospects of money, showing desire to accumulate and save it for future through being honest in profession (Shukla, 2004; Ruhela, 2006). Earning through hard work, diligence and setting certain restrains on one’s consumption, practicing right occupation, sharing and honesty, attached with family, friends and charity are of economic values. Environmental awareness and preservation of resources for future are examples (http://www.mongabay.com/contribute.htm).

Hedonistic Values

Hedonistic values mean that seeking pleasure and avoiding pains by giving importance to present than to the past or future. It shows much interest in entertainment, gossip and luxury (Shukla, 2004). Ethical hedonism covers the doctrines that pleasure is the only ultimate good, and thus ‘ethical egoism’ reconciles pleasure seeking with altruism through self indulgence (www.answers.com/topic/hedonism).

Knowledge Values

Knowledge value facilitates one to develop competence to acquire knowledge, knowledge value is better developed through asking essential questions such as what, where, when, why, who and how and they are the six helpers to increase one’s knowledge horizon (Asha Kaul, 2008). Putting endless questions on things and events enable one to improve knowledge (Geoffrey Moss, 2000). Knowledge values love for discovery of truth, theoretical principles, relationships, independent thinking, reading books, free discussions, and search knowledge for the knowledge sake (http://www.thefreedictionary.com.knowledge). Students should be prepared to shoulder the responsibility of generating their employment and
working for high production in order to enhance rural prosperity. Knowledge is responsible for driving societal transformation. Knowledge is the primary production resource instead of capital and labours. Human resource is the master of all products and it is the master mind acts behind all products and services in both explicitly and tacitly for creating more valuable products (Abdul Kalam, 2005).

**Sense vs. Intellectual Knowledge**

Knowledge value is the truth seeking aspect and there are of two types called sense knowledge and intellectual knowledge. Sense experience is the beginning for all man's natural knowledge and acts as the gateway to gain awareness of an object through various perceptions, and the intellectual knowledge is abstract and general that is attributed to intelligence or reason (Shuba Tiwari, 2005).

**Knowledge Management**

Knowledge management is a dynamic process involves the tapping of human capabilities which is essential for economic, technical and social change. Students need to be encouraged for knowledge acquisition which will facilitate wisdom. Wisdom is the information and knowledge added with values. It provides meaningful life with positive attitude, the arrival of prosperous economy, build communities and bring international interaction (Bhatia, 2005).

**Moral Values**

The great virtues of truth, purity, love and renunciation are moral virtues emphasized in all religions. In Hindu religion it is told as Dharma or Righteousness. Virtues are spoken in two types called individual and social virtue. Individual virtue is being good to one self and social virtues are obligatory or duties to the society and the highest of individual virtue is the realization of the self (Balvinder Kaur, 2006). Values make actions, character, trait and objective of any one to be good or bad (Govindan, & Senthilkumar, 2006). Value is a social act present within the relationship between man and environment, and man and historical process. Moral behaviour is governed by beliefs or feelings of what is right or wrong regardless of self interest or immediate consequences of a decision. (Aruna Goel & Goel, 2005).
Ethical Behaviour

Ethical Behaviour is adopting moral concepts, principles, thoughts and ideals in one's life, which is developed through one's interaction with social environment and it is considered as the greatest of all virtues. Ethics is looked upon as a certain form of social behaviour and the principle of obedience is considered as the real ideal for the student. Moral behaviour is a form of behaviour is amenable to education through the social environment; it is accepting persons and things exactly the same as they are. Social environment is the only educational factor that can establish new reactions in the child (Shanjay Prakash Sharma, 2006). Ethics are codes of behaviour governing dos and don'ts which involve moral issues and choices. Ethical and unethical conduct are influenced by family, education, religions, media, entertainment, organizational ethical code, culture, role models, perceived pressure, reward or punishment system, political, legal and economic system. It is confirmed that society plays a vital role in formation of individual's social values. Students' exposure to the favourable environment in school, democratic code of principles, healthy peer relationship and ideal family environment can shape the character of students (Sarangi, 2004).

Moral Instinct

Moral instinct is a tendency and an intrinsic component decides the relationship with others, it emphasizes the concept of the good for good sake not good for one or us and just be good (Drew V. Mcdermott, 2001).

Neighbourly Values

Neighbourly values concern for the welfare of others and the character will be guided with the principles of love, brotherhood, forgiveness, sharing, service, team spirit, sympathy, hospitality and non-violence. Neighbourly values in person demonstrate his dutifulness, patience, courtesy, thriftiness, magnanimity, sportsmanship, loyalty, gratitude, tolerance, freedom and determination in all his life endeavours and human relationship and necessitate calmness and tranquility.
Personal Values

Personal values are practiced by the individual alone without any assistance from other persons. Individual’s joy, ambitions, personal possession and pursuits are personal values (www.gurusoftware.com/GuruNet/personal/Topics/values.htm).

Religious Values

For religious values faith is prerequisite. Feeding animals and birds, reading religious holy books, living in non-violence, believing in nature, praying God every day, respecting all religions and work for the salvation of the soul, giving respect to mother and prepare to sacrifice for the sake of spiritual attainments are all spiritual values (Ruhela, S.P., 2006). Spiritual values are relating to people’s religious thoughts and moral principles or pertaining to higher endowments of the mind (www.dictionary.reference.com/browse/spiritual).

Arnold Toyanbee notes that the practicing spirituality leads the world to widespread psychological security (ardictionary.com/spiritual/12772). Faith in God, worship, prayers, religious leaders and going pilgrimage, being charity, love to speak truth and act on ethical codes in scriptures are all religious values. Bhakthi or devotion is the powerful emotion of the mind which should be shown to oneself and to an external entity such as God or teacher, parent or some loved (www.hinduwebsite.com/Hinduism/concept/bhakti).

Spiritual Maturity

Spiritual maturity requires love, compassion and service. Physical clarity meets body’s health and its real needs, emotional clarity is observed through one’s awareness, discernment and lucidity and the spiritual clarity is expressed in love and sensitivity. The physical, emotional and spiritual clarity support one’s spiritual life and grow in spiritual maturity. A state of equanimity, inner tranquility and peacefulness are needed to be sustained by an individual and his spirituality will recognize the sacredness of daily activities (Zohar & Marshall, 2000).
Social Values

Social values are the ideas of the good life which enable one to secure an easy and early sense of victory. Values and beliefs of an individual determine his view to the world. Knowing the purpose behind every action is one of the most powerful sources of energy and the commitment to the purpose is also needs to be developed (Laura Nash & Howard Stevenson, 2006). Social skills are the ability to read others accurately and make favourable attempt to mark first impressions. Social skills influence success and can be improved through appropriate training (Robert A. Baron & Gideon D. Markman, 2000). Social concern blends with humanism will guarantee equal benefits to all people (Abdul Kalam & Sivathunu Pillai, 2004).

Social Health

Health is not merely meant that absence of diseases but it is recognized through one's sound body, mind, and soul and his physical and mental adjustment to the environment. It is the quality of life which enables the individual to live most and serve best. According to the WHO, health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. Mental health facilitates the understanding of emotions, instincts and tendencies in order to grow as a responsible member of the society. Social health is observed through one's good conduct like optimism, confidence and adventure. Spiritual health is gained through cheers and hope of the spirit. Spiritual health facilitates one to gain emotional stability (Dheer S. Mitra Basu & Radhika Kamal, 1989).

3.3.14. ROLE OF FAMILY IN VALUE INCULCATION

Family is a basic social unit, comprises more or less durable association and unity of kinship. It works for the development of moral character. It acts a cradle of social virtues like the feelings of calmness, confidence, self respect, self worth, tolerance and self control. As emotions are caught, the parents' emotional equilibrium impacts on students. One's family system plays a decisive role in the inculcation of critic virtues like discipline, tolerance and cooperation and supports the overall value development. The total personality development of an individual is also shaped in the healthy family atmosphere. Family helps in the
Conceptual Frame Work

religious and spiritual development of a man through arousing the sense of sacrifice, pity, love and sympathy. The principle of co-operation and coexistence atmosphere in one's family assumes a remarkable role in the development of desirable behaviour pattern among its members in general and children in particular (Dheer, S. Mitra Basu & Radhika Kamal, 1989).

3.3.15. THE ROLE OF TEACHER IN VALUE EDUCATION

Attitudes and personality dynamics speak that, the process of personality development is taken place due to adjustment, role assumption and the kind of learning taken place in the listener. The learning of attitudes and values, give shape and expression to individual's character. Attitudes give standards or frames of reference to people for producing outstanding performance in their world. Social and political attitudes and values germane into the aspect of personality which is commonly called as character (Gilbert & Gardener Murphy, 1970). The Bhagavat Gita emphasises the importance of Guru "The Acharya" as the authentic personality to lead Jivatma to Paramatma and says that, he is the person is capable of removing the disciple's ignorance and showing him the way to the God (Ananta Padmanabha Chariar, 2009). A healthy relationship between the teacher and the taught will facilitate healthy thoughts, feelings and aspirations (Sharma, 2001).

3.3.16. TEACHERS' CHARACTER AND STUDENTS' CHARACTER

Character

Character means that an aggregate of virtues in the individual which is developed through his interaction with the society. The way in which teacher works, his love for the subject, punctuality and his regular motivation to students will facilitate students values (Jafar Mahmud, 2004). Teacher's traits are affecting pupils' achievement. Teacher's behaviour and his interaction with pupils will support either pupil's achievement or facilitates pupils' attitudes. Teacher characteristics are more strongly associated to students' achievement. The atmosphere in school effects and adds significance to the life of the students. It is also considered as a motivational set and whose responsibility in ensuring socially and culturally approved performance and judgement from the learners is recognized. The system of school and education determines the intensity and
continuity of a particular human behaviour. Encouraging verbal competence and effective communication in the classroom facilitate students' aesthetic value. The personality factor of students is highly correlated with value patterns of teachers. Students' morality is influenced by teacher's involvement in decision making, his planning technique and their opportunities for school achievement (Panda & Mohanty, 2003).

Teachers' Moral Leadership

Teachers are the best minds in the country. By the virtue of their intellect and moral leadership they can attract students for research and can impart good qualities to them and encourage them to grow as useful citizens. Moral Leadership is the ability which has compelling and powerful dreams or vision for human betterment. Teachers' moral leadership supports their disposition to do the right thing and influence others also (Abdul Kalam & Sivathanupillai, 2004).

Professional Code for Teachers

Teachers are highly and duly licensed professional who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession. They are expected to strictly adhere, observe and practice ethics. A set of ethical and moral principles, standards and values should act as the guidelines to practice the teaching profession. Teachers' commitment and devotion to duty, facilitation for learning, providing environment conducive for learning and growth imbibed with spirit of professional loyalty, spirituality, mutual confidence, and faith in one another, self-sacrifice for the common good and full co-operation with the colleagues and keep the best interest of the learners and the school are the general code of ethics for the teacher (www.scribd.com/dco/7544377/professional_code_f_ ethics_for).

3.3.17. CHARACTER BUILDING OR VALUE BASED EDUCATION

Character Building

Character building requires core values in all phases of school life. The children are born with tremendous potentials, when teachers communicate high
expectations and standards to them, can maximize their potentials. Teacher can encourage students to develop strong moral identities, inspire them to acquire noble purposes of life. Having confident of high standards of students' abilities teacher can encourage them to hold responsibility which builds their self esteem. Teacher needs to give reasonable and attainable goal to students in order to increase their self confidence. The teacher who dedicates himself for higher purposes of life can ensure positive inspiration that sustains good character. Teacher who views and follows the work as a sense of calling, a means of contributing to the betterment of the world by using one's personal skills and talents is character inducing source of purpose for students.

Faith and spirituality offer positive experiences which transcend the individual from narrow-mindedness and encourage him to understand purposes to love country, which stands as a beacon light of democracy and freedom for the world and this is the noble sentiment that an emotionally intelligent teacher can develop as well. Students can acquire good character through the promotion of it by the teacher especially the building blocks of character which already present in them is in rudimentary forms. The basic moral sense does not need to be forced, as it is the part of the human system. To be sustained and expanded the students' moral sense, requires lots of nurturing by parents, schools and communities.

The identified building blocks of character are empathy, fairness, self control and self awareness. Scientific studies affirmed obviously that 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. 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. Teachers' positive interaction will bring forth the holistic development among students. Hence the character building among students involves spontaneous and persistent efforts from the school administration and teacher as well.
Communication of Values and Character Building

Dewey (1933) notes that the teacher should not fix his attention exclusively on imparting knowledge and skills alone, but to hold the responsibility of forming permanent habits, attitudes and interest. Values can be better communicated by the teacher through his doings, writing and speech. Teacher with empathy can establish rapport and friendly atmosphere among the learners. Then he will automatically promote aims and objectives of teaching and learning. As his role as a facilitator of learning he can promote student's self development through showing strategies and self regulatory skills for learning. Zimmerman (1998) views that teacher is having a chance to help students to develop the attitude and skills necessary for the journey towards expertise. This is true for moral character as well.

Objectives of Education

Education should not be rigid and it should be flexible enough to incorporate the responsibilities of building sensitivity among the students towards nature, the flora and fauna, the other gender, the other communities, the other religions, the other countries, the other languages and different marginalized section of the society also (Shuba Tiwari, 2005).

Education for Self-Realization

The self realization is the ultimate aim of human soul. Education for self-realization should prepare the students to be developed in physical, mental, intellectual and spiritual spheres. Students need to be grow in scientific temper, adhering to democratic, moral and spiritual ideals, self confidence to take innovative steps to face challenges, taught the value of dignity of labour and hard work, committed to principles of secularism and social justice, inspired to uphold integrity and honour to foster the national development and international understanding, trained to adopt suitable habits for health care, mental application, and management of time conservation of physical, mental and emotional energy and encouraged to use all available opportunities to develop the potential to the fullest extent and encouraged to understand the importance for tolerance (Chandra, 2005).
Education as a Social Agency

Education is the prominent social agency need to work for the development of social virtues and creative personalities. Values are pursued social skills, enable one to establish decent relationship with people in the world, and better able to shift and control information from natural world to make wise choices and be creative in mental process (Bhandari, 2003). Students are need to be encouraged to make self questioning which will facilitate humility, improved personality, self management and coming forward to take responsibility for their actions without fear of punishment. Education should enhance students’ consciousness which enable them to understand their inner resources and potentialities and which can be facilitated providing training in yoga and meditation. Education needs to instill honesty, truthfulness and transparent functioning in students which facilitate them to be honest in their thoughts, words and actions (Shuba Tiwari, 2005).

Men and Material for Value Education

Hidden curriculum conveys that the moral atmosphere is created by the school and classroom rules, the moral orientation of teachers, administrators and text materials, teacher being the role model, peer relations at schools, having an explicit moral code that is clearly communicated to the students will transmit attitudes to students (Nirupama Bhatt, 2007).

Activities for Value Education

Value education is preparing the students to be worthy citizens. It fosters through the development of holistic personality including physical, mental, emotional and moral spheres. Attaining perfection is the purpose of life. To prepare in this aspect education should take all possible ways to enhance the potential is already in man. Value education includes yoga, meditation, prayer, self study, study of scriptures, reading classical stories, self reflection exercises, group projects, group discussion on moral and ethical issues, workshops, community services, hospital services, blood donation, literacy activities, gardening and visit to places of worship of different faiths. Personality development, community living, sharing and caring, respect for others faiths, co-operation, tolerance and sacrifice attitude
development will guarantee social values. Providing opportunities for visiting missionary organization and interaction with eminent personalities will also promote values among students (Sahoo, 2005). A value in education works to find the potential of each individual to ensure healthy order in the family and socio economic system. Teachers need to conduct themselves within and outside the school as exemplary model and maintain cordial relationship with the students and parents in order to inculcate ideal values among students (www.iitk.ac.in/infocell/announce/ncveiv/information%20about%20Efforts.pdf).

3.3.18. VALUE INCULCATION PROGRAMME

Spiritual education alone can set up high needs which can be inculcated through encouraging students' nobility and virtue. Education can guarantee the superior life to students through inculcating human virtues such as kindness, charity, sacrifice and service to other. Community prayer with the inclusion of all religious scriptures facilitates spiritual humanity. Motivating students to understand the importance of reverence and tolerance, inviting suitable person to deliver the life style of great teachers, the personality and behaviour of teachers and the study of scriptures and the life of spiritual leaders will inculcate values in general and spiritual values in particular among students (Bhandari, 2003). Spiritual approach of life, comprehensive view of life, cultivation of tolerance and generosity, receptivity to learn, keeping a balance in thought, word and action by exercising self discipline will speak one's spiritual path (Ruhela, 1986).

Presenting situation to make decision and discussion will foster moral awareness (Mary Susan Miller & Edward Miller, 2001). Value clarification is useful to discover thoughts, concepts, change, trends and patterns and value classification approach is using strategies, resource thoughts and leading ideas for cultivating values (Joel Goodman, 1980).

Group discussion on social problems, field research, modeling, games, simulations, and role playing will instill or internalize certain values. Moral development approach, analysis approach and in depth self analysis exercise facilitate to find moral and logical reasoning and make scientific investigation to decide value issues and adopt values in life (Huitt, 2004). Interactive lessons on
current issues, community services, participation in school governance, extracurricular activities, and simulation show will encourage civic and citizenship values among students (Education Commission of the States, 2004).

Encouraging students' participation in sports and games, excursions, physical exercises, social activities, and teachers' well manners, and giving opportunities to students to work for the welfare of man and society and efforts make to inculcate ethical virtues will enhance their values (Udai Veer, 2004). Adoption of concepts deemed worthwhile and the teachers' contribution to students' values are the favourable activities (Charles E. Skinner, 2006).

Emotional education can be done through training for emotional life skills. Students' participation in co-curricular activities, emotional management of school and teacher student relationship, decoration of classroom which encourages students' interest in fine arts, taking them to art galleries, tours to mountains and other tourist spots will assure the aesthetic value development among students (Anand, 2005).

3.3.19. STRATEGIES FOR VALUE INCULCATION

Textbook, encouragement through certificates and prizes, popularization of National Service Schemes, giving projects doing under the guidance of teacher, extension lectures, teaching personal being the model, book exhibitions, inviting journals related to values, art and painting exhibitions, conducting skit and drama competitions, and having value education a compulsory paper will contribute to value enrichment among students (Ghose, 2005). Inculcation of values is possible when teachers are committed to the development of emotional and intellectual aspects of students (Gupta, 2004,). The approaches like classroom learning activities methods, practical activities method, socialized techniques and activities and incidental learning method will promote values and inculcate ethical, social and spiritual values among students (Prameela, 2007).

Education should produce artists and musicians for creating master pieces than to produce students to appreciate the good in books. The beauty in fine arts and the joy in music stimulate the vital, prevent decaying and facilitates worth in living (Chandra,
Conceptual Frame Work

P., 2005). Students need to be provided opportunities for co-operation, practice values, encouraged to examine the consequences, build their awareness, personal values and analyse the consequences of their value choices (Robert A. Baron., 2006).

The development of healthy and balanced personality can be achieved through working for preparing individual to earn livelihood and material prosperity, development of professional efficiency, creation of good citizenship, adjustment with environment, need fulfillment, character development, national integration and national development, and for the utilization of leisure time profitably. The education and the teacher should take necessary strategies to inculcate good citizenship virtues to work for the preservation of environment and national and international solidarity (Sarangi, 2004).

According to Swami Vivekananda, a person is an atheist if he does not believe in himself, so man needs to stand on his own, the secret of success lies in self-confidence and self reliance. Teachers and parents can only help him to manifest strength, power and perfections are already within. One need to spare the difficulties in life with lion heart, dedicate for the welfare of others and develop concentration of mind. Sri Lord Krishna says in The Bhavat Gita (10/32) as studying the self is the master of all sciences and it is the one and most empirical science (Swami Srikantananda 2007).

3.4. CONCLUSION

The researcher’s intensive literature survey pertaining to variables of the study called Emotional intelligence, Problem Behaviour and the Values of Students throw light on their theoretical background of the knowledge. This enabled him to construct ideas into conceptual framework for research variables. Literature scanning has motivated to put the variables into the field of study. These variables are taken to study has been aligned appropriately with research methodology in order to fulfill the objectives and test the hypotheses formulated to add the knowledge and make generalisation. The succeeding chapter four deals with the methodology of research activity which discusses the research design, sampling technique, tools, method of data collection and statistical tools identified for analysis of the data.
REFERENCES


Bronson Edward. (2010). *Helping CTE students to learn to their potential*, EJ.779355.


Jody (http://www.order.org /emotions/ htm.


Steve Darn. (2006). *Thinking outside the Teacher's Box*. www.google.com May/June, 3-12


Thomson., & Kate. (2002). *Building resilient students: integrating resilience into what you already know and do*, ED 469401.


www.swamij.com/Swami

workhttp://wik.ed.uiuc.edu/index.php/Emotional_IQ.

www.mongabay.com/contribute.htm

www.answers.com/topic/hedonism

ardictionary.com/spiritual/12772

www. hinduwebsite.com/ Hinduism/concept/bhakti

www.iitk.ac.in/infocell/announce/ncvejv/Information%20about%20Efforts.

www.scribd.com/dco/7544377/professional_code_f_ethics_

www.thefreedictionary.com.knowledge

www.utoronto.ca/sousal_moral/

www.unh.edu/emotional_intelligence=/E1%20Assets/Reprints...E1%20proper/E12007%C2%81vcevic%C2%81Creativity.pdf