CHAPTER – I
INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.01. INTRODUCTION

A teacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum.

A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

A teacher who facilitates education for an individual may also be described as a personal tutor, or, largely historically, a governess.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

It is known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National
Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

The Psychological basis helps the student teachers develop insights into students’ psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

1.02. LOCUS OF CONTROL

Locus of control is a psychological term that was developed by Julian B. Rotter in the 1950's. Neill, Locus of control refers to an individual’s beliefs about what determines their rewards or outcomes in life. Individual’s locus of control can be classified along a spectrum from internal to external (Mearns, 2006). Locus of control has generated much research in a variety of areas in psychology. The construct is applicable to fields such as educational psychology, health psychology or clinical psychology.

Locus of control has also been included as one of four dimensions of core self-evaluations – one's fundamental appraisal of oneself – along with neuroticism, self-efficacy, and self-esteem. Judge et al., (2002) argued the concepts of locus of control, neuroticism, self-efficacy and self-esteem measured the same, single factor. The concept of core self-evaluations was first examined by Judge, Locke, and Durham (1997), and
since has proven to have the ability to predict several work outcomes, specifically, job satisfaction and job performance.

According to Van Overwalle (1989:289), locus of control can be seen as either a personality disposition (Rotter, 1966) or a generalised causal expectancy (Brown, 1990). Rotter (1966), who initially proposed the concept, perceived locus of control as a single dimension in which an individual could be located between internal and external poles. Hyrnan et al., (1991) mentions that many researchers have since proposed that the concept should be seen as a multidimensional construct. Levenson argues that the concept of external control defined above is too broad and should be divided into two dimensions of (i) fate, chance or luck and (ii) a dimension referred to as "powerful other". The rationale for his argument is that people who perceive the world as unordered, will behave differently from those who perceive some form of social order thus some powerful other in control.

In terms of locus of control two theoretical approaches can be identified. The first is based mainly on the social learning theory and specifically on Rotter's (1966) ideas. This approach has been primarily concerned with the identification of individual or dispositional tendencies in perceptions of control and also with the studying of the relations between such tendencies and broad outcomes such as school achievement.

The other is based on the attribution theory (Kelley, 1972; Weiner, 1974). This approach focuses on the identification of those situation-specific variables which produce reliable differences in causal perceptions across subjects, and relating these differences to specific outcomes such as expectancy of; or affective responses to, success and failure (Butler & Orion, 1990). Thus social learning theory suggests that locus of control is an
expectancy, whereas attributional theory suggests that locus of control is but one of a more specific set of attributions.

Locus of control has a significant impact on students’ lives, as their decisions/choices related to academic performance, classroom behaviours, career development, interpersonal relationships, health, and sexual behaviours, etc., are affected by it.

Locus of control refers to one’s belief in his or her abilities to control life events (Strauser, 2002). In other words, locus of control is defined as one’s thoughts of his/her belief that his/her own power or forces out of his/her control are influential in any positive or negative situation occurring during his/her life (Sardogan, 2006). The belief of locus of control is related to what reinforcements have happened throughout the individuals’ lives, namely the results, prizes, their success or failures, refer to. These attributions refer not only to chance, fate, and powerful people out of one’s control, but also to the results of his/her own attitudes (Basim and Sesen, 2006). While one’s control on his/her own life dependent on chance, fate and powerful people is explained as external control; maintaining the individual control over one’s life on his/her own is described as the internal control (Rotter, 1966). When environmental conditions are not sufficient to explain individuals’ success or failures, locus of control can facilitate in making these situations clear. For instance, individuals may sometimes perceive good and bad events in different ways. To mention that these different ways are based on external and internal forces (Taylor, 2006).
1.02.01 Definition of Locus of Control

A locus of control is a person's belief about how much power one has over the events in one's life. According to psychologist Julian Rotter, who formulated the concept in the 1950s, the locus of control is a dimension of personality; it helps explain one's traits and behavior. An internal locus of control is the belief that the course of one's life is largely up to oneself. Those with an external locus of control regard the events in their lives as occurring regardless of their own efforts. People who have an internal locus of control tend to be less influenced by others, more politically active, and more motivated to achieve. Many researchers believe an internal locus of control is more healthful than an external one.

1.02.02 Types: Internal and External Locus of Control

The individuals, who have the internal locus of control, think that they have a big role on affecting the events which influence their lives. Furthermore, they assess themselves as possessing the power for the attitude they want to display by having the positive ego concept, and they believe that they can direct their lives whatever way they desire (Gulveren, 2008).

The individuals with external locus of control relate the events affecting their lives to perceptions such as chance, fate, and fortune which are out of their control. Additionally, they believe that the events affecting their lives cannot be predicted and controlled (Kucukkaragoz, 1998). Individuals with internal locus of control are careful, alert, dominant, focused on success, self-confident, and ingenious. On the other hand, the individuals with external locus of control are less careful, affected by the group members,
easily influenced by external forces, less self-confident, and they display unsteady performances (Rotter, 1975).

Individuals lay out two control attitudes as internal and external by considering that the reinforcements they have from their previous experiences result from their own attitudes or external forces (Cetin, 2008). The differences between internal and external locus of control according to the qualities of an individual are shown in Table 1 below.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Internal Locus of Control</th>
<th>External Locus of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilities</td>
<td>The individuals with internal locus of control have a tendency to choose the activities in which they can display their abilities.</td>
<td>The individuals with external locus of control prefer the activities in which they can show the role of chance on their lives.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>They feel that they are responsible for their own decisions, and they perceive that their fate is not affected by the factors out of their control, but by their own decisions.</td>
<td>They try to increase good conditions in their life; on the other hand they make an effort to reduce the level of bad conditions.</td>
</tr>
<tr>
<td>Change</td>
<td>Their belief that they have the control over their fate prevents them from getting suspicious of the changing period since they feel responsible for their own actions.</td>
<td>They usually view change as a danger as they do not feel the control of the forces affecting their lives. They prefer to be at a status where they can be passive in case of a change.</td>
</tr>
<tr>
<td>Environment</td>
<td>They use more control in their environment and they display a better learning performance. When the information is about their own conditions, they</td>
<td>They display fewer compliance attitudes than individuals with internal locus of control.</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Example</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stress</td>
<td>It can be concluded that possessing internal locus of control can help employees cope with the stress and other difficulties in business.</td>
<td>The employees with external locus of control cannot cope with the stress and difficulties in a proper way.</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>Job satisfaction of individuals with internal locus of control is higher than a person with external locus of control. They can do better business and they benefit or get prizes in return. They tend to improve or progress faster and get more wages.</td>
<td>External locus of control has a negative correlation with job satisfaction; however it is in a positive correlation with mental and physical health.</td>
</tr>
<tr>
<td>Work Motivation</td>
<td>They mostly believe that their efforts will end with a good performance. They are more self confident and they trust their abilities. They have more expectation that their good performances will be awarded and they tend to perceive that their status in business is more proper and fair.</td>
<td>If there is no prize for performance, they do not have a different performance - prize expectation from the individuals with internal locus of control.</td>
</tr>
</tbody>
</table>

Source: Demirkan, Selcan (2006)
Table 1 presents the attitudes displayed by internal and external locus of control according to the behavioural qualities. In addition to Table 1, the external locus of control has two types. The first one is the proper locus of control. The individuals with proper locus of control have a more real rational for assessing their worlds, which are controlled externally. To illustrate, they make a little effort to make socioeconomic conditions better. The second locus of control is the defender locus of control. It has been seen that the individuals with this locus attempt to use external beliefs as a defence for the expected inadequacies. Additionally, one of the differences between the individuals with internal and external locus of control is the issue of looking for information about their environment. The people with internal locus of control have been observed to feel the need to acquire more information about their environment, and be more active to seek and achieve justice in social activities when compared with the ones with external locus of control (Demirkan, 2006).

**Benefits of an Internal Locus of Control**

In general, people with an internal locus of control:

- Engage in activities that will improve their situation.
- Emphasize striving for achievement.
- Work hard to develop their knowledge, skills and abilities.
- Are inquisitive, and try to figure out why things turned out the way they did.
- Take note of information that they can use to create positive outcomes in the future.
- Have a more participative management style.
Cultivating internal locus of control

Teachers can help students develop internal locus of control using some of the following strategies.

**Developing attribution pattern:** Teachers should be careful while evaluating students’ performances. They should attribute students’ achievements/success to their stable factors like intelligence, aptitude, abilities, etc., and the failures to unstable or temporary factors like lack of hard work, negative attitude, lack of confidence, etc. This will help students realize that they possess the necessary abilities to improve their performance and that their failures were because of temporary factors, which they can control.

**Building optimism:** Teachers are a great influence on many students and they can use this influence to negate the pessimistic attitude that a student may develop due to factors like a socially disadvantaged background, lack of a role model, lack of support, etc. Teachers can encourage students in whatever abilities they possess and build in students an optimistic attitude.

**Analyzing the strengths:** Each child has a special ability that may be different from another child. Teachers have to observe and analyze the strengths, which may not necessarily be academic in nature, in each child and help children become aware of their strengths. Knowing their strengths will build their self-image and this confidence will lead to the children performing well in areas that are not their forte.

**Setting challenging goals:** Teachers should now and then set challenging goals for students to achieve. These goals should neither be too easy or too difficult to
achieve. Such goals will help develop motivation and the skills to achieve even bigger goals in students.

**Building a support system:** Teachers should work persistently toward making the ‘school’ a system/place, which is perceived by every student as approachable, welcoming, and nonthreatening.

**Drawbacks to Internal Locus of Control**

One significant drawback to having an Internal Locus of Control is the ambition itself. These individuals may be seen as arrogant, unreasonable perfectionists who often require the same level of effort and accomplishment from others that they do from themselves. A person with an Internal Locus of Control can also push himself to the point of ill health and psychological instability.

**Drawbacks to External Locus of Control**

Those with an External Locus of Control are many times described as whiny and tend to excuse bad behaviour by pointing to outside influences. A person who is late to a meeting, for example, may blame the weather, traffic, road-construction, or any number of external factors. Individuals with an External Locus of Control also exhibit lower levels of self-motivation and are not as likely to achieve the same levels of success as those with an Internal Locus of Control.

**Benefits of External Locus of Control**

An individual with an External Locus of Control is often seen as humble and agreeable. She may often share praise with those around her who really did very little to help out with a given project. This type of individual, while taking little credit for successes or failures, can be laid-back and enjoy a happy, relaxed life.
Locus of Control Affect Student Achievement

Locus of control is one of the vital concepts in the context of learning difficulty and attitude change. There have been a number of studies that conclude that there is a correlation between locus of control and academic achievement. These studies concluded that students with an internal locus of control had higher academic achievement than students with an external locus of control (Uget, 2007). The reason for the internals performing better academically comes from their belief that if they work hard and study, they will receive good grades. Therefore, they tend to study longer and spend more time on their homework (Grantz, 2006). On the other hand, externals believe they have no control over what grade they get. This belief may have been caused by many attempted school assignments that they failed, leading them to have low expectations of studying and school (Grantz, 2006). Any success that they might experience will be rationalized as luck or that the task was too easy. They have come to expect low success and whatever goals they do set are unrealistic (Uget, 2007).

Thus, Internal or external locus of control plays an important role for students to sustain the efficacy and usefulness of learning performance. The knowledge and experiences gained by the students by means of organizational learning are a vital factor in increasing student performance. In this context, it is necessary for organizations to fulfil learning function in an arrangement and to use this function oriented to the improvement of the students.
1.03. EMOTIONAL INTELLIGENCE

We, human beings all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important. Emotional intelligence is the ability to recognize our emotions, understand what they're telling, and realize how our emotions affect people around us. Emotional intelligence also involves perception of others: when we understand how they feel, this allows us to manage relationships more effectively. People with high emotional intelligence are usually successful in most things they do. Because they're the ones that others want on their team. When people with high Emotional intelligence send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

Emotional intelligence, also referred to as ‘EQ’, is the ability to identify, evaluate and control own emotions and to better understand and manage the emotions (or motivations) of others. The term "emotional intelligence" has been around since the 1980s and came to popular prominence through Daniel Goleman who wrote a best-selling book titled Emotional Intelligence.

According to Talent Smart, 90% of high performers at the work place possess high EQ, while 80% of low performers have low EQ. Emotional Intelligence is absolutely essential in the formation, development, maintenance, and enhancement of close personal relationships. Unlike IQ, which does not change significantly over a lifetime, our EQ can evolve and increase with our desire to learn and grow.

Below are five keys that can enhance one's emotional intelligence:
1. The ability to deal with one's own negative emotions
2. The ability to stay cool under pressure
3. The ability to read social cues
4. The ability to be assertive and express difficult emotions when necessary
5. The ability to express intimate emotions in close, personal relationships.

**Characteristics of Emotional Intelligence**

Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

**Self-Awareness** – People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

**Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

**Motivation** – People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
**Empathy** – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

**Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships. Emotional intelligence can be a key to success in our life – especially in our career. The ability to manage people and relationships is very important in all leaders, so developing and using our emotional intelligence can be a good way to show others the leader inside of us.

**Ways to Improve Emotional Intelligence**

- Observe how we react to people.
- Look at work environment.
- Do a self-evaluation.
- Examine how we react to stressful situations.
- Take responsibility for actions.
- Examine how your actions will affect others.
Emotional intelligence is the use of collections of non-cognitive intelligence especially while making decision in the area of interpersonal & intrapersonal skills, being flexible, anxiety management, and general moods (Bar-On et al., 2000). Salovey & Meyer defined emotional intelligence as one’s capability to examine, discriminate, and utilize own and other’s feelings and emotions as a guide while making decision (1990). Goleman better defined the emotional intelligence as “the ability to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think, to empathize and to hope” (1995).

Mayer (2000) described Emotional intelligence as a component of emotional perception, emotional facilitation of thought, emotional understanding and emotional management. Their concept has gained popularity, as they are performance oriented and empirically based. They have alternative scoring procedures in order to discriminate right from wrong answers on performance-based measures of Emotional intelligence.

**Evaluation of ability model of Emotional intelligence**

The most commonly agreed-upon definition of emotional intelligence comes from a Performance-based model of Emotional intelligence: the four-branch hierarchical model (Mayer and Salovey, 1997). Under this conceptualization, Emotional intelligence consists of four branches of abilities that increase in complexity from the first to fourth branch. The component abilities in the higher branches depend or build on abilities in the lower branches.

- At the simplest level (Branch 1), Emotional intelligence is the perception and expression of emotions (Perception).
Branch 2 consists of the integration of emotions in thought processes (Facilitation).

Branch 3 includes the understanding of emotion labels, relations between emotions, between emotions and circumstances and transitions among emotions (Understanding).

Finally, the highest branch involves managing emotions in order to moderate negative, and enhance positive, emotions (Management).

The first two branches are collectively defined as Experiential Emotional intelligence (expression, perception, and generation of emotions) and the last two as Strategic Emotional intelligence (the understanding and management of emotions; Mayer, Salovey, and Caruso, 2002). This division is supported empirically by factor analyses of instruments based on this model.

According to ability models, Emotional intelligence is a form of intelligence involving cognitive processing of emotional information and is defined as a set of cognitive abilities in emotional functioning. Ability models conceptualize intelligence that involves emotion (Goldenberg et.al 2006). Such models define Emotional intelligence in a traditional sense (Mayer and Salovey 1997). They are a conceptually related set of mental abilities with emotions and processing of emotional information. Emotional perception and expression, emotional facilitation of thinking, emotional understanding and emotional regulation are the essential elements of the ability model. They contribute to logical thought and intelligence in general. Ability model proposes that emotions can make thinking more intelligent and can intelligently handle emotions. Emotional intelligence has a number of similarities to other types of intelligences and
abilities and develop with age and experience. In comparison, mixed models have Emotional intelligence as partly or wholly a personality-like trait, or behavioral disposition. They define Emotional intelligence as a mixture of emotion related competencies and personality traits. Mixed models also make references to abilities in the processing and use of emotional information but combine these abilities with other traits and characteristics such as optimism, motivation and social relationships (Bar-On, 2000, 2001; Goleman 1995, 1998). Mixed models are important as they acknowledge the importance of multiple aspects of personality that may pertain to emotion. They do not relate to the concept of emotion specifically (Matthews et. al., 2003).

Factors affecting Emotional intelligence

Goleman (1995) identified that they are: self-awareness, self-regulation, motivation, empathy and social skills. Similarly, Bar-On (2000) has identified 5 factors, such as intrapersonal ability, interpersonal ability, stress management, adaptability and general mood. Here we are using factors outlined by Bar-On to find out the relationship of emotional intelligence with interpersonal ability, intrapersonal ability, stress management, adaptability and general mood with Indian students.

• **Intrapersonal ability:** It consists of related abilities like recognizing and labeling one's feelings. Intrapersonal ability includes emotional awareness and the ability to identify them correctly. Individuals scoring high on intrapersonal ability tend to understand their emotions and are able to express and communicate their feeling and needs.

• **Interpersonal ability:** It consists of related abilities like identifying emotions in others and having empathy towards others. Interpersonal ability deals with the
relationship with peers, subordinates and superiors. High on the interpersonal ability are likely to have satisfying interpersonal relationships, are good listeners and are able to understand and appreciate the feelings of others.

• **Stress Management:** It consists of abilities like resisting or delaying an impulse. Those with high stress management are generally calm and work well under pressure; they are rarely impulsive and can usually respond to a stressful event without an emotional outburst.

• **Adaptability:** It consists of abilities like being to adjust one's emotions and behavior to changing situations or conditions. Adaptability involves skills related to management of change. Managing change involves the ability to manage stressful situations in a relatively calm and proactive manner. Individuals who score high on this dimension are impulsive rarely and work well under pressure (Bar–On, 1997, 2000, 2002). Individuals with high adaptability scores are flexible, realistic and effective in managing change; good at finding positive ways of dealing with everyday problems.

• **General mood:** It is be defined as the ability to feel and express positive emotions and remain optimistic (Bar–On, 1997). It represents the ability to enjoy life and maintain a positive disposition. Higher levels on general mood feel satisfied with their lives and maintain a positive outlook.

### 1.04. TEACHING COMPETENCE

The teacher is one of the most important elements of educational process as he is the commander of the process which led it in right direction and educational outputs depends upon him, thus increase teacher importance nowadays as there are many
obstacles in education field (Atta, I.M., 1992). Therefore, teaching is one of important foundations in preparing educational policy which prepare learner for life in community according to its social philosophy (El-Lakany, A.H., 1992). Teacher get more care and attention in this age, as a result of scientific progress which he is obliged teacher to follow up all new in education contents and teaching methods and absorb and apply it he need renewed skills at all stages of career growth [Zaghloul, et al., (2004) and Shoof, M.A. et al., (2001)].

Effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching, there are many other components to the teacher’s role. According to UNESCO (1987) the teacher’s role requires the teacher to:

- ensure students’ physical well-being;
- promote skills and competency in literacy and numeracy, sensitivity to the environment between the school and community;
- help growth of basic skills and attitudes for proper and continued development of cognitive, social, moral and emotional growth;
- transmit the culture of knowledge, and help students become aware of the world community;
- help each individual achieve full self-actualization and become a fully functional member of society;
- provide the students and the community with an admirable role model of the professional teacher; and be accountable to the community and to parents.

Bransford, Brown and Cocking (1999) also described the nature of an effective and high-quality teacher when they noted the following: “Outstanding teaching requires
teachers to have a deep understanding of the subject matter and its structure, as well as an equally thorough understanding of the kinds of teaching activities that help students understand the subject matter. Expert teachers have a firm understanding of their respective disciplines, knowledge of the conceptual barriers that students face in learning about the discipline, and knowledge of effective strategies for working with students”.

Competency approach is one of the modern approaches which could be used in preparing teachers, in-service teachers training and rehabilitation is one of serious attempts to improve education quality on new educational and psychological basis collected by teachers preparation based on competency (Meshreqy, I.I., 1996). Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher’s professional competence and pupil performance. Competencies being concerned with three domains of learner’s behaviour are imperative for teacher to bear prime responsibilities. Besides disseminating knowledge, teacher helps students:

a) To develop rationale and scientific temperament.

b) To foresee advancements in all spheres of life and its impact on the society.

c) To help students in conserving and transmitting values nurtured by the society.

There are two distinct meanings of “competence” in education. From a theoretical point of view, competence is understood as a cognitive structure that facilitates specified behaviours. From an operational point of view, competence seems to cover a broad range of higher-order skills and behaviours that represent the ability to deal with complex, unpredictable situations. This operational definition includes knowledge, skills, attitudes, metacognition and strategic thinking, and presupposes conscious and intentional decision
making (Westera, 2001). In Figure 1, Westera (2001) offers a schematic view of the common operational definition of competence.

Source: Westera, 2001

Evaluating teaching competency of the student/teacher receiving increasing attention in the educational community and this much attention is primarily due to the importance of teachers preparation and the role they play in society. Evaluating teachers’ competency periodically according to a scientific study is one of the important elements that determine the main reasons lead to deficiencies in teachers’ adequacy, which helps to retrain them to develop teaching competency weak side [Heuston, M., (1992) and Roth, R., (1992)].

Sandberg (1994) offers the following types of factors and competencies that may be acknowledged as worker-oriented approaches to defining individuals’ competence: 1) Psychomotor factors- perpetual skills, motor skills; 2) Cognitive factors- Knowledge, intellectual skills; 3) Affective factors- motivational and emotional conditions for action; 4) Personal factors- conditions for action related to personality traits; 5) Social factors-
social skills. He also clarifies the concept of competent performance with the following categories:

- Theoretical knowledge of an intellectual and descriptive nature;
- Practical knowledge involving skills and tacit knowledge;
- Capacity to carry out work where work is expected to be completed in a specific time by workers who feel competent to achieve the desired results;
- Networks of professional contacts including personal contacts at work and non-personal contacts such as books and manuals;
- Conception of the work that explains the workers way of making sense of their work.

This last category relates to the manner in which the work is carried out and includes elements such as frames of reference, attitudes and values. This infers integrated competence. Shulman’s work received attention in late 1986 when he argued that, to be effective, teachers must possess and exhibit competency in:

a) Content knowledge (understanding of the concepts and underlying structure of the concepts being taught).

b) Pedagogical knowledge (skills necessary for guiding, managing, assessing, and communicating with students).

c) Pedagogical content knowledge (ability to convey content knowledge through multiple models of teaching to enhance student understanding, comprehension, and achievement.)
1.05. TEACHING PROFESSION

Teaching jobs are regarded as the noblest of all the professions in the world. The quality of education in any educational institute hinges on the availability of good teachers. A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the nation. Therefore, teaching jobs not only offer an opportunity to earn one's living but also to engage in one of the oldest and noblest professions. Some people find teaching jobs appealing also because it entails engagement in various extracurricular and other activities of the institute. The teaching profession has attracted quite a good numbers of young people in the recent years as the number of private and government educational institutes are increasing at a very high pace in India and the world.

The term profession is described as a set of activities which are performed to produce goods or services for the public interest and to earn money in turn, based on some systematic knowledge and skills acquired through some certain training, and whose rules are established by the society (Kuzgun, 2000). In this sense, when regarded as a social institution and a system, education has some major components including students, teachers, curriculum, administrators, educational experts, educational technology, and both physical and financial sources. Among them the teacher is the most critical component (Şışman, 2004). The profession of teaching is dealt with and defined from different aspects (i.e. role expectations, how and where they should be trained, qualifications they should have, the characteristics of a good teacher etc.). The Article 43 of Basic Act on National Education No. 1739 defines teaching as a specialty profession in charge of state’s duties with regard to education, instruction and relevant management
This definition in the Basic Act on National Education also specifies the general boundaries of the profession of teaching. Teaching is the name of the profession which comprises activities towards starting, directing, facilitating, and realizing the learning process in individuals in line with a certain objective. The person executing these activities is the teacher.

Teaching is a term which represents a position in educational organizations coupled with a set of behaviors necessitated by this very position and expresses the status, duties, and relationships of that position. When a study about teacher and teaching within the context of organizational behavior is conducted, the organizational behavior of an employee actually taking place in that educational organization is analyzed. An analysis of the variables determining the behaviors of a teacher in the class setting in terms of organizational behavior obviously reveals that one of the major factors determining the teacher’s behaviors is the nature of the teacher’s attitudes towards the profession of teaching.

**Professionalism in teaching**

Factor analysis of their responses revealed five dimensions of teacher professionalism which include:

- teaching as constructive learning
- teaching as a trusted profession
- teaching as collaborating with parents and community
- teaching as an autonomous profession
- teaching as delivering standards.
1.06. ATTITUDE TOWARDS TEACHING PROFESSION

The teacher is the indispensable component of the education system. No matter how well educational or instructional objectives are established, no matter how functional the content of the subject is selected and organized, it is impossible to achieve the desired results from education unless they are performed by teachers with those objectives and insights (Sunbul, 2001). For an educational system to achieve its objectives, it is necessary achieve the specified objectives in classrooms, which are the sub-systems of that educational system. The possibility of achieving the specified objectives in the classrooms depends on the activities to take places there. At this point, the major actor is the teacher. Previous studies have revealed that teacher’s behaviors in a class setting are closely related with the students’ in a variety of aspects. For instance, according to some quotations by Basar (2001) from findings of some research (Thompson, 1993), the personal inclination of the teacher is one of the most important variables of students’ inclination. There is a positive correlation between teachers’ professional concentration and students’ modeling that feature of him/her. A positive correlation was observed between teacher’s attachment to the subject and that of the students. The fact that the teachers have positive expectations from the students affects students’ behaviors. In short, the quality of the teacher’s behavior is one important variable which means a lot for the educational system to achieve its objectives.

Teaching is a term which represents a position in educational organizations coupled with a set of behaviors necessitated by this very position and expresses the status, duties, and relationships of that position. When a study about teacher and teaching within the context of organizational behavior is conducted, the organizational behavior of
an employee actually taking place in that educational organization is analyzed. An analysis of the variables determining the behaviors of a teacher in the class setting in terms of organizational behavior obviously reveals that one of the major factors determining the teacher’s behaviors is the nature of the teacher’s attitudes towards the profession of teaching.

Attitudes are considered to be worth studying and analyzing as one of the indicators of behavior while examining the individual’s behaviors. Attitudes affect both our social perception and behaviors. Attitude is a tendency which is attributed to the individual and which forms his thoughts, feelings, and behaviors about a psychological object (Kagitcibasi, 1999). Attitudes are evaluation statements, either positive or negative, about objects, people or events.

Attitudes express how an individual feels about something (Robbins, 1994). Attitudes are different from opinions, values, and beliefs. While attitudes and opinions look similar, opinions differ from attitudes in terms of the degree of generalization and the measurement technique. Opinions are personal reactions against certain events and situations. Attitudes are more general in terms of their effects in an individual’s reactions against a group of events at a larger-scale or human communities. People are aware of their opinions, while they may not be aware of their attitudes (Tezbasaran, 1997). Attitudes are different from values, too. The concept of value is more comprehensive. Values have implications about honesty, desirableness or a moral dimension. Values represent the beliefs about whether situations involving contrary behaviors are preferred either individually or socially (Robbins, 1994). Beliefs constitute a network of constant feelings which is made up of individuals’ perceptions and definitions about a certain
aspect of their world. Beliefs are, in most cases, the source of individual principles. When a person wants to disclose his knowledge, opinion and beliefs, he reveals them through his behaviors and attitudes (Eren, 2000). In line with the attitude definitions and comparisons above, it is stressed that attitudes have these characteristics (Kagitcibasi, 1999; Sakalli, 2001): a) Attitude is about a psychological object, b) Attitudes involve readiness to react, c) Attitudes have the power to motivate, d) Attitudes can be stable, e) Attitudes involve evaluation, f) Attitudes cannot be observed directly but represent a tendency which can be implied from the observable behaviors of the individual and is attributed to the individual. For a tendency to be regarded as attitude requires a mental evaluation at minimal grounds. The concept of attitude is one of the major subjects of consideration while analyzing the organizational behavior. The reason for this is the relationship between attitude and behavior.

The factors affecting the relationship between attitude and behavior include

1. **Time factor**: whether the length of the time past between attitude and measurement of behavior is long or short;

2. **Strength of attitude**: the total strength of all three cognitive, affective and behavioral components of the attitude;

3. **Accessibility of the attitude**: the speed at which any information about the attitude reaches the brain;

4. **Awareness**: the extent to which an individual is aware of his own attitude and behaviors (Kagitcibasi, 1999). To know about an individual’s attitudes towards an object or stimulus is to allow us to estimate the potential behaviors towards the relevant stimulus. This is of great importance in practice. Vocational training programs given in
order to prepare the individuals for different subjects intend to provide those individuals who have chosen the profession and are receiving some training about relevant profession with knowledge, feelings and skills required to present behaviors specific for the relevant profession. Vocational training, in a sense, tries to offer some instruction to determine individuals’ future behaviors. Teacher training programs, too, try to ensure that students’ behaviors in their professional lives are more effective thanks to the knowledge, feelings and skills to be provided to the students. Another condition for those who will perform the profession of teaching to fulfill the requirements of this profession much more efficiently is to have positive attitudes towards this profession. To determine the attitudes of the students studying at the teaching programs is to reveal valuable information about what kind of attitudes the students should be made to acquire during the course of schooling.

1.07. NEED AND IMPORTANCE OF THE STUDY

Research must be a major priority in teacher education and preparation in the 21st century. Professional teachers naturally seek answers to questions and solutions to problems that enable them to help their students to learn. They are decision makers; make thousands of choices on hourly basis regarding the choice of texts, literature, appropriate and relevant technology integration, curriculum pedagogy, assessment and measurement. They are highly reflective and sensitive to the needs of their students. They encounter failures and successes. However, much of what teachers have to offer remains a secret. Their key to success is a mystery. Teachers seek multiple means of looking at their world
of teaching and learning and that of their students by unlocking the secrets within the classrooms. Research is one of such potent keys to help unlock these secrets.

It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. Hence the investigator decided to take up this study.

1.08. STATEMENT OF THE PROBLEM

The study taken by the investigator can be stated as “A Study on Emotional Intelligence, Teaching Competence and Attitude towards Teaching Profession of B.Ed Students in terms of their Locus of Control”.
1.09. DEFINITION OF TERMS

B.Ed Students

Students who are undergoing the B.Ed., degree course in the colleges of education or education departments of universities.

Locus of control

Locus of control can be defined as the manner in which a person feels that he himself or factors in the situation determine his behaviour, or as an individual's expectancy that individual actions are instrumental in producing results or that events are determined by fate, chance, luck, the external context or a dimension referred to as "powerful other".

Emotional intelligence

Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotional intelligence is a confluence of developed skills and abilities to: (1) accurately know oneself, feel valuable, and behave responsible as a person of worth and dignity, (2) establish and maintain a variety of effective strong and healthy relationships (3) get along and work well with others and (4) deal effectively with the demands and pressures of daily life and work (Nelson and Low, 1998).

Teaching Competence

Competencies are general descriptions of the behavior or actions needed to successfully perform within a particular {work} context (e.g. job, group of jobs, function, etc). Teaching competencies are defined as an integrated set of personal characteristics, knowledge, skills and attitude that are needed for effective performance in various teaching contexts.
Attitude towards Teaching Profession

An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Attitudes are evaluation statements, either positive or negative, about objects, people or events. Attitudes express how an individual feels about something (Robbins, 1994).

In the present study, it means the B.Ed. students’ favourable or unfavourable attitude towards their future profession, i.e., teaching.

1.10. OBJECTIVES OF THE STUDY

General Objectives

1. To find the level of emotional intelligence of B.Ed. students.
2. To find the level of teaching competence of B.Ed. students.
3. To find the level of attitude towards teaching profession of B.Ed. students.
4. To find the level of level of locus of control of B.Ed. students.
5. To find out if there is any significant difference in Emotional intelligence of Internal, Intermediate and External Locus controlled B.Ed Students.
6. To find out if there is any significant difference in Teaching Competency of Internal, Intermediate and External Locus controlled B.Ed Students.
7. To find out if there is any significant difference in Attitude towards Teaching Profession of Internal, Intermediate and External Locus controlled B.Ed Students.
8. To find out if there is any significant relationship between Emotional intelligence of Internal, Intermediate and External Locus controlled B.Ed Students.
9. To find out if there is any significant relationship between Teaching Competency of Internal, Intermediate and External Locus controlled B.Ed Students.

10. To find out if there is any significant relationship between Attitude towards Teaching Profession of Internal, Intermediate and External Locus controlled B.Ed Students.

**Specific Objectives**

1. To find out if there is any significant difference in Emotional intelligence of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

2. To find out if there is any significant difference in Teaching Competency of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

3. To find out if there is any significant difference in Attitude towards Teaching Profession of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

4. To find out if there is any significant relationship between Emotional intelligence of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

5. To find out if there is any significant relationship between Teaching Competency of Internal, Intermediate and External Locus controlled B.Ed Students with regard to
gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

6. To find out if there is any significant relationship between Attitude towards Teaching Profession of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

7. To find the correlation between the emotional intelligence and teaching competence of B.Ed. students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

8. To find the correlation between the emotional intelligence and attitude of B.Ed. students towards teaching profession with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

9. To find the correlation between the teaching competence and attitude of B.Ed. students towards teaching profession with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

1.11. HYPOTHESES OF THE STUDY

1. There is no significant difference in Emotional intelligence of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

2. There is no significant difference in Teaching Competency of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.
3. There is no significant difference in Attitude towards Teaching Profession of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

4. There is no significant relationship between Emotional intelligence of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

5. There is no significant relationship between Teaching Competency of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

6. There is no significant relationship between Attitude towards Teaching Profession of Internal, Intermediate and External Locus controlled B.Ed Students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

7. There is no significant correlation between the emotional intelligence and teaching competence of B.Ed. students with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

8. There is no significant correlation between the emotional intelligence and attitude of B.Ed. students towards teaching profession with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.
9. There is no significant correlation between the teaching competence and attitude of B.Ed. students towards teaching profession with regard to gender, age, optional subject, locality of the student, birth order, type of institution and marital status.

1.12. METHODOLOGY IN BRIEF

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time. It is interested in knowing something about the whole population.

1.13. SAMPLE OF THE STUDY

The present study consists of 1000 B.Ed College Students studying at 15 B.Ed., colleges located in Salem district of Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

1.14. STATISTICAL TECHNIQUES USED

In this present investigation the following Statistical techniques were used.

a) Descriptive Analysis
   i) Measures of central tendency (mean)
   ii) Measures of variability (standard deviation)

b) Differential Analysis
   iii) Independent sample ‘t’ test
   iv) One way ANOVA ‘F’ test

c) Correlation analysis
1.15. TOOLS USED

1. Emotional Intelligence Scale standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001),

2. Attitude towards teaching profession scale developed and standardized by Dr. Mrs. Umme Kulsum (2001).


4. The Teaching Competence scores achieved during teaching practice have been taken to measure the Teaching Competence of B.Ed students.

1.16. DELIMITATIONS OF THE STUDY

➢ This study is confined to the Salem District of Tamil Nadu State.

➢ It is confined itself to the 1000 B.Ed students studying in 15 B.Ed Colleges.

➢ It is restricted to the study of Gender, Locality of College, Type of College Management, Optional Subjects, Educational Qualification of the Teacher Trainee, Religion, Community, Parents’ Education, Family Income and Family type.

1.17. BRIEF RESUME OF THE SUCCEEDING CHAPTERS

Chapter I bring out the need for the study of the present problem and also deals with its significance. Further, it gives the definitions of the key terms used in the study. The objectives as well as the hypotheses developed are also given along with limitations of the study.

Chapter II gives a brief review of related studies carried out.
Chapter III describes the design to the study under three heads – namely, method, tools and sample, the construction and administration of the tool used in the study are also discussed.

Chapter IV gives the analysis and interpretation of the data obtained by administering the tools.

Chapter V the major findings of the present investigation are reported with recommendations for further research.