Chapter-I

Introduction
Chapter-I

Introduction

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education result in the enfoldment of learner’s potentialities, enlargement of their competencies and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of education with an explicit aim of providing “Quality education for all.”

“Education is the aggregate of all processes by means of which a person develops abilities, activities and other forms of behaviour of positive value in the society in which he lives.”

Carter V. Good (1973)

“Education may be defined as a systematic process of determining the extent in which instructional objectives are achieved by pupils.”

John W. Best (1977)

Education of an individual human begins at birth and continues throughout life. (Some believe that education begins even before birth, as evidenced by some parents' playing music or reading to the baby in the womb in the hope it will influence the child's development). For some, the struggles and triumphs of daily life provide far more instruction than does formal schooling (thus admonition to "never let school interfere with your education"). Family members may have a profound educational effect—often more profound than they realize—though family teaching may function very informally. The word Education is derived from the Latin word 'Educare' which means 'to nourish' or 'to bring up'.
Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgement and well-developed wisdom. Education has one of its fundamental aspects: the imparting of culture from generation to generation. Education means 'to draw out', facilitating realisation of self-potential and latent talents of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, sociology and anthropology.

Education is growing science and process which socializes the child and causes certain changes in his behaviour. It is a process of enabling people not merely to live but to live better. Education enables an individual to understand his responsibility to society and nation and to become ideal citizen of nation. Education, as a mirror of society, is recognized as social process by means of which a community, society or a nation seeks to transmit their traditional and singular aspect of knowledge and culture to the emerged generation.

Education is a tri polar process of teacher, student/learner and environment, there are the three components or poles of the teaching learning process. Every component has its own importance. They are equally responsible for the success and failure of the Educational programme. Educationists generally agree that the “Goodness” of an educational programme is determined to a large extent by the quality of learning process. When the learner failed to attain the pre specified goals, something was wrong with the teacher either with the plans he made or with the way in which he carried them out. The success of the learner mainly depends on the ability of the teacher. Teacher is the main implementer of all educational policies. A teacher is one who shows or helps to learn how to do something or the one who guides the destiny of the students committed to his care.
Professor Hamayun Kabir states: "Teachers are literally the arbiter reconstructor and essentially a nation builders. A good teacher is made not born, he has to spend a considerable portion of his time studying the mechanism of teaching learning process. In the words of Rabindra Nath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn over its own flame". So we can say that in teaching learning process it is the teacher who plays a vital and important role. The success of a teacher depends on his knowledge, intelligence, personality, skill, emotional maturity and on his attitude towards his profession.

Continued rapid expansion in the field of education throughout the country has resulted; it is felt, in dilution of the quality and standard in education. Moreover, the sociological and technological developments make it imperative that there must be corresponding qualitative improvement along with the quantitative expansion at all levels of education which is not only desirable, but also inevitable. It is very well known that developed nations of the world are conducting experiments and formulating new theories and principles for making education more effective. In the words of Adiseshiah (1965): "Education is a powerful instrument for change in society. The progress of the country can be measured with the quality and quantity of the schools. In India attention has been directed towards quantitative aspect of educational planning and the expansion of educational facilities at all stages".

Thus, it is very clear that education is a process of bringing about a desirable change in child's behaviour, knowledge, skills, attitudes, values and aspiration. As mentioned in the National policy on Education (1986), "The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values".
The National policy on Education (1986) has also described the role of education as:

- In our national perception education is essential for all. This is fundamental to our all round development, material and spiritual.
- Education refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
- Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.
- In sum, education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.
- The educational institutions are a psychological unit where person-to-person interaction between the teachers' and the taught is a major factor in the child education. Basically the education may be regarded as the influence exerted by more mature and more experienced teacher's personality upon the comparatively less mature and less experienced but growing personalities of his students.

Thus we can say that education may work as an agent of social change. These social changes and cultural transmissions are brought by educational institutions e.g. schools, colleges and universities. The objectives of educational institutions are basically to inculcate changes in thoughts and values of their students. The teachers then become agents of change in the system.

1.0 CONCEPT OF TEACHING

Teaching denotes action undertaken with the intention of bringing about learning in another. In this way, teaching is different from mere telling or
showing. Teaching involves face to face encounter and the teacher’s actions are conducive to bring about student’s learning. Normally, teaching acts fall within a range of activities that includes explaining, describing, demonstrating, exemplifying, guiding etc. Teaching aims at learning and hence at knowledge, although, as all know, falsehoods can be taught and learned. But, in a more distinctive sense, “teaching” is used to denote effort directed towards bringing about learning of a certain kind or quality- typically learning which is a part of a programme of education is. By “education” in this context is meant special information of thought, feeling and the action distinct from mere socialization. And the goal of education is the development of critical, reflective agents.

When a person imparts information or skill to another, It is common to describe the action as teaching. Imparting may mean to share experiences or communicating information by lecture. Teaching is considered both as an art and science. As an art, it emphasizes the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it focuses on the logical, mechanical, and procedural steps to be followed to attain an effective accomplishment of goals.

Different educationists have different ideas regarding the concept of teaching.

"Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter".

Morrison (1934)

"Teaching is to learning as selling is to buying".

Dewey (1934)

"Teaching is intended behaviour for which the aim is to induce learning."

Sheffler (1960)
“Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching).”

Smith (1963)

Davis and Glaser (1982) have pointed out that the entire structure of teaching has four steps:

Step-1: Planning of teaching, which includes content analysis, identification and writing of objectives.

Step-2: Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.

Step-3: Identification of suitable teaching – learning strategies.

Step-4: Managing teaching – learning, whereby the focus is on the assessment of the learning objectives in terms of student performance and this forms the feedback to teacher and students.

“Among all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of the teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions at work in which they can be fully effective.”

Education Commission (1964-66)

No system of education can rise higher without its teachers. From the beginning teachers have had the most difficult task to perform. They are the
ultimate arbitrators of the educational process and unless they are contended and sincere no scheme, no programme, whether utopian or concrete can be successful. Regarding the importance of the teacher Mudaliar report (1952-53) says, “the most important factor in the contemplated educational reconstruction is the teacher – his personnel qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community.”

By producing capable teachers, the likelihood of attaining desirable educational outcomes is substantial. Schools may have excellent material resources in the form of equipment, buildings and libraries and curricula may be appropriately adapted to community requirements but if the teachers are misfits or are indifferent to their responsibilities, the whole programme is likely to be ineffective and would be a waste.

A competent and conscious teacher is a vital spark in education, and it is he, who has to impart to the student the creative use of knowledge. He enlarges and enriches the mind of the student and plays an important role in shaping and moulding the personality of a child. A teacher, to be effective must have through preparation. A good teacher must find out the most effective way of transferring bulk of his knowledge to his students.

Availability of competent and capable teachers is of intrinsic interest. The probability of attaining desirable educational results is increased by having qualified and able teaching personnel.

“The goodness of an educational programme is determined to a large extent by the teaching done in the classroom”.

Ryans, D.C. (1960),
In this way, there is no doubt in saying that for the proper planning of the education the first thing which should be given priority is that teachers should be adequately trained and should perform their duties sincerely.

Thus teacher rightly attracts everybody’s attention and it is an agency to bring qualitative improvement. The new educational trends have focused attention upon the teacher. He has become an important tool in the process of helping children to grow. He is one who leads, directs and guides the children through all the experiences.

At all times, the teacher has been the pivot in the system of education. It is the teacher who directs and executes the whole process of education which ultimately affects greatly the all round growth and development of the country. The teacher is essentially a nation builder. He is the torch bearer of the race.

A teacher has also to be a student throughout his life to keep pace with the exponentially growing developments in science and technology and inspire generations of students.

As the famous Japanese saying goes:

“A good teacher informs
A better teacher explains
A competent teacher demonstrates
A great teacher inspires”

By all this we mean teaching profession is very complex, a teacher has to face so many situations during teaching that demand expertise on the part of the teacher. Competency over this task of teaching is the essence of a successful education system.

Obviously schools and teachers are the crucial agents for bringing out the desirable changes in the system. For this teachers have to attain the attitude, aptitude, interest, values, IQ and EQ, subject knowledge and certain
competencies of the teaching profession to ensure the fulfillment of the expected assignments. Keeping in view this objective, teacher-training institutions are providing training to pupil teachers.

1.1. TEACHER: AN AGENT OF CHANGE

However, in India there has been a greater emphasis on quantitative expansion than on quality of education.

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He/she not only imparts knowledge to his/her students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The place of the teacher in the society is of vital importance. He acts as the pivot for the transmission of intellectual and technical skills from generation to generation. He/She is the destiny of the nation. This place a special responsibility on teachers at all levels of education. In fact, on him/her depends the future of mankind? The teacher plays an important role in shaping and molding the character of students. The personality of the teacher is a significant variable in the classroom. The impact of a teacher is surely not due to what he/she knows or even what he/she does, but in a very real sense to what he/she is. That is why the question that would teacher has always been a matter of major concern. Thus the role of schools and teachers in shaping the future of nation is very important.

Morrison and McIntyre (1972) have expressed that; "we are all teachers and a considerable part of our lives is spent in influencing the thoughts, feelings and behaviour of other, in raising our children, in our work and in our social activities. Professional teaching then is not clearly distinguished from a number of other activities in many of its objectives and techniques but does have particular priorities among its purposes and distinctive problems arising from the contexts in which it is done. However, for all our general or
professional involvement as teachers we still have difficulty in describing and analyzing what it is we are doing and influences we are having.

All committees and commissions on education have emphasized the importance of the role of the teacher in education. According to the Commonwealth Report (1974) says: "The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand; he can participate actively as an initiator himself or an interpreter of the plans devised by others". Similarly, the research done by Harris (1960) supports that learning is related to the kind of human relationship found in the classroom.

1.3 CONCEPT OF TEACHING COMPETENCY

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful education system. The development of teaching competency among teachers necessitates a clear understanding of the term as well as the method in this area, there has been no consensus regarding the meaning of terms “teaching”, “competency” and home “teaching competency” itself. There has been a controversy among the researchers about the concept, definition and scope of teaching competency. The reason for this controversy is that so many terms like teaching competency, teacher effectiveness, teacher efficiency, teaching success, characteristics of a teacher, criteria of competency, ability to teach etc. have been used to mean the same concept. Different criteria of teaching competency have also created confusion when we think about teacher education it is important to distinguish clearly between a numbers of closely related concepts.

What we are all trying to help teachers develop is the ability somehow to influence the pupils in their classes so that they progress towards the goals of
education more rapidly than they would without the aid of teacher. This contribution of teacher to pupil learning will be referred to as teacher effectiveness. Note that teacher effectiveness is not really a characteristic of the individual teacher, but something shared by the teacher and the pupil. Those of us who train teachers, who attempt to help them develop into more effective teachers, cannot act directly on teacher effectiveness because we do not have access to pupil indeed.

The effects that a teacher has on pupils must be mediated by overt behaviour of the teacher in interaction with those pupils. These behaviours of the teachers, while teaching will be referred to as teacher performance. Teacher performance like teacher effectiveness is not a characteristics of the teacher, it is rather a consequence of a teacher characteristic that is manifested in interaction with pupils. Improving teacher performance is the key to improve teacher effectiveness.

The disagreement between educationists is also due to the confusion between the concept of teacher competency and teaching competency. Teaching competency is said to be the knowledge, attitude, skills and self-perception or the products that derive from the mixtures of these behaviours resulting in consistent patterns of behaviour leading to the attainment of predicted outcomes. Teacher competency is the average success of all of teachers’ behaviours in achieving his intended efforts. Teacher competency is wider term including teachers’ personality, presage, process and product variable while teaching competency is required to the teaching behaviours presented during classroom teaching and effective use of various teaching skills is called teaching competency. In order to make the use of skills effective, training is needed. Teaching is a profession which needs training. Besides mastery of subject many other things are developed through training. Training astonishes several things for effective teaching.
Commonwealth Report (1974) states that to be a competent teacher the teacher must have knowledge of child development, of the material to be taught, and suitable method of teaching it, of culture of his pupil, his skills must enable him to teach, advise, and guides his pupil, community and culture with which he is involved, his attitude should be positive without being aggressive so that his examples are likely to be followed as he transmit explicitly and implicitly the rational aims and ideals and moral and social values.

The effective teaching of a teacher plays an important role in making him a competent teacher. The schools having good and effective teacher can succeed in reshaping the country. Good teacher are responsible for improving the quality of nation’s citizens because the quality of nation is judged by quality of the citizens. The latter is mostly determined by the educational system of the nation, which in term is decided by what type of teacher it has.

In past few years, it has become necessary that all the teachers should be trained. But there should not be and also can not be a specific training of teachers. This conviction is born out by observations that even the born teachers have to study the techniques of teaching craft. There are teachers who through training and experiences have acquired enormous success in teaching. There is, however, no denying the fact that much wastage in teaching efforts.

“Teacher competency is the ability of a teacher manifested through a set of overt teacher’s classroom behaviour which is resultant of the interaction between the presage and product variables of teaching with in a social setting.”

Rama (1979)

Thus, it can be assumed that teacher competencies are various attitudes needed by the teacher for the act of instruction in an educational institution. Alternatively, competent teaching is assumed to be made up of a correction of
modular skills and a chain of performances on such modules constitutes effective teaching performance.

“The possession of the teacher his knowledge, skills, attitude, personality, configuration and the like are referred it as dimensions to leading.”

Haskew (1956)

“The competency of a teacher is defined as the average success of all his behaviours in achieving their intended effects.”

Medly and Mitzel (1963)

“Teaching competency is one or more abilities of teacher to produce agreed upon educational effects.

Biddle (1964)

A competent teacher is one who –

a) who has the skill of accurate perceptions of the classroom situation and the change that occur with in the classroom.

b) Is aware of the teacher’s role which are appropriate to different situations.

c) Possesses personality skills which allow him to adapt to changing situations.

Hoyle (1969)

“Teaching competencies are various attitudes, understanding skills and behaviours that facilitate, intellectual, social, emotional and physical growth in children.”

Copper et al. (1973)
"Teaching competency is those skills, concepts and attitude needs by teachers for the act of instruction in an educational institution."

Good (1973)

It is not essential that a popular teacher among his or her students is also good or competent teacher but a competent teacher is one whose students have better knowledge about the subject matter.

"Competent teacher is assumed to be made up of a collection of modular skills in a chain of performances and such modules constitute effective teaching performances."

Trowers (1975)

Our educational system needs to be more effective in preparing competent and efficient teachers or the quality teachers. The quality of teacher depends to a large extent, on the quality of teacher education received by him or her. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate numbers of well qualified teachers who can and willingly implement the educational process so that it brings, about the desired educational development of the student.

Although, the search for teaching competencies has not been as fervent as the quest for Holy Grail, there is a long history of educators who sought a clear definition of teaching competence. The earlier emphasis on teacher attributes and teacher characteristics, to determinates of teacher efficiency and effectiveness, yielded to later theories advocating the ways and means adopted by him in an interactive situation with his pupils as a sole criterion of teacher-performance. The consensus, however, had been that teaching effectiveness must be considered in relation to a particular instructor, dealing with particular learners in a particular environment as he attempts to achieve a particular institutional goal. A blending of the means-referenced instructional model and
a goal referenced instructional model, each bringing merit of its own, may help evolve teaching competence so fervently sought by all teacher educators. Teacher behaviour must be significantly related to pupil achievement. As such, the system should not only assess what goes into a "teaching act but also determine what it ends up in. If objectives are not achieved, revise.

If objectives are not achieved, revise

1 Specification
2 Pre-assessment
3 Instruction
4 Evaluation

If objectives are achieved, argument
Feedback

Course of Action—Post-operative Stage of Teaching

The terms teacher behaviour, teacher variables and teacher competence describe increasingly complex steps in the assessment of teachers. The term behaviour, for example, involves the most general level of description, whereas, the term observed and recorded. A variable specifies a behaviour by stating explicitly terms of operations that are integral to this observation and measurement. Behaviours can thus be converted into variables by use of different operations.

Coming over the competence, it may be observed that while much of the literature deals with the nature of teacher competencies rarely if ever, a discussion focuses on the procedures needed to translate behavioural concepts and variable into competencies.
1.3.1 Efficiency Cult and Search of Competencies

In all societies, from least to most civilized, the teacher plays a critical role. The teacher, with a few exceptions, is one of the chief molders (reformer) of the future citizens. Whatever his status in the social hierarchy, there is no doubt about the profundity of his responsibility in this regard. Yet, this widespread awareness of the magnitude of the teacher’s responsibility has not been translated into this efforts to make careful instructional decisions. It is not surprising that most of the teachers are relatively unsophisticated regarding the instructional process and the act of teaching as the majority of them have been trained through the use of approaches that border on mystical.

Most of the training approaches consist of traditional and hackneyed programmes aimed, at best, to foster a form of imitative behaviour in prospective teachers, offer a series of abstruse principles or a number of commonsense and obtuse suggestion for classroom practice, and load them with philosophical, sociological and psychological foundations spread over the entire expanse of recorded human history, without establishing any functional or operational relationships with their classroom activity, obligations, performance. There has been no consistent approach aiming at developing requisite skills to enable them perform more successfully and efficiency in actual classroom situations. The theory and practice of teaching have never been more distant.

Happily, the situation is fast changing. We are becoming increasingly aware of the intricacies of instructional process and it is not considered desirable as well as possible to transmit to prospective teachers a set of tangible competencies that shall help them in their professional endeavors. Management technology proclaims teacher development and suggests a host of innovative practices as a pointer in this direction.
1.3.2 **Model:** The theoretical model of teacher education programme is given below.

It is the basis of this research problem.

![Diagram of the model]

**Teaching Competency**

<table>
<thead>
<tr>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aptitude</td>
</tr>
<tr>
<td>Attitude for Teaching</td>
</tr>
</tbody>
</table>

1) **Presage**

This area covers variables related to teacher educator's characteristics, such as formative experience of the teacher educator, his education, professional experience, training, personality factors, intelligence, attitude and his training skills.

a) **Teacher Educator's Characteristics:** Age, sex, social status, qualification, professional training, experience, attitude, aptitude and values.

b) **Students Teachers' Characteristics:** Previous knowledge, social background, interest, values, aptitude, attitude towards teaching, subject, sex,

2. **Context:** Physical Facilities – Library, workshop laboratory, setting in which training is organized, faculty strength.

3. **Process:** Process studies consists of classroom transaction and mediating processes that lead to learning such as attending, practicing, task
persistence, active learning time, student-teacher’s engagement with learning task, teacher educator’s supervisory behaviour.

Objectives – Knowledge, understanding, skill, competency in teaching.

4. Product: Outcome of teacher education programmes. It can be categorised in two types:

- Immediate outcome of teacher education programme.
- Long term outcome of teacher education programme.

Immediate outcome - Achievement, attitude, teaching skills.

Long term outcome – Professional skills, teaching success or teaching effectiveness.


1.3.3 Methods of Assessing Teaching Competencies

The single greatest obstacle to use of consequence competencies in teacher appraisal is paucity of research evidence linking specific knowledge and performance competencies to pupil outcomes. In the absence of such evidence, appraisers, have, during the last two decades, relied primarily on four methods to assess knowledge a performance competencies:

(a) Judgment
(b) Observation of classroom.
(c) Theoretical framework of teacher behaviour; and
(d) Experimental studies.

(a) Judgment: The performance of teachers has been appraised never the test, though often with non-empirical methods and criteria. Typically, the praises has used his or her own personal judgment to determine the competence
of a teacher. As might be expected his practice is considered the least valid out of the four approaches presented here.

(b) **Observation:** Among the alternatives to assess teacher competencies from personal judgment is classroom observation. The classroom observation involves systematically recording a variety of specific, discrete teacher behaviour that are assumed, according to a theoretical framework, to be related to pupil growth. After these behaviours are observed and recorded, they are correlated with indices of pupil change to validate their importance.

(c) **Theory:** A third procedure for assessing teacher competencies used existing theory regarding the teaching learning process to predict effective teacher behaviours. Since the researcher uses theory to plan his or her study the development of a logical theory should precede the actual research. In the field of teacher behaviour, however, perspective theories providing a logical and coherent relational for encouraging certain behaviours have not been forth coming. The death of theory in the field of teacher behaviour is particularly disappointing teacher competencies.

(d) **Experimental Method:** Experimental research is the most sophisticated method of deriving teacher competencies. While the co relational research associated with classroom typically related teacher-behaviour to pupil and out coming experimental research assign teacher with observable different styles to separate categories, observation and analysis.

The most valuable characteristics of the experimental approach in driving teacher competencies its capacity to give the opportunity made cause and effect inference using the experimental approach, and the teacher competencies being studied actually cause the pupil outcomes measured. Certification of a teacher is based on attainment of a specific competency which clearly implies that the competency cause desirable pupil outcomes.
1.4 CONCEPT OF EMOTIONAL INTELLIGENCE:

We are at the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the centre of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory by Mayer and Salovey (1990) then Goleman (1995). IQ alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995).

A growing body of interdisciplinary research has clearly connected the relationship of emotional intelligence to achievement, productivity, leadership, and personal health (Goleman, 1995, 1998; Epstein, 1998; Sternberg, 1996; Gardner, 1993; Weisenger, 1998; Low, 2000; Nelson and Low, 1999, 2003, 2005). Recent doctoral research has linked emotional intelligence with academic achievement and college success (Stottlemyre, 2002; Vela, 2003; Smith, 2004; Williams, 2004; and Potter, 2005). These research studies have identified the need to provide emotional intelligence instruction into the curricula to improve academic and career success.

New research (Goad, 2005; Justice, 2005) has indicated the importance and value of emotional intelligence in teacher preparation programs. According to their research, Goad and Justice indicate that pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for new and novice teachers. With the established relationship of emotional intelligence skills and
academic achievement, students would benefit from learning and applying emotional intelligence skills to improve academic performance in school and college settings. With new research evidence linking emotional intelligence to instructional performance and as a factor in teacher retention, pre-service, new, and novice teachers could benefit from learning and using emotional intelligence skills for personal and professional development.

A good number of factors such as personality characteristics of the learner, creativity, intelligence, emotional intelligence rustics organizational climate of the school, teacher pupil interaction etc. influence the achievement of the learner. Our emotions play quite significant role in guiding and directing our behaviour. If a person has no emotion in him, then he becomes crippled in terms of living his life in a normal day in this way. Emotions play a key role in providing a particular direction to our behaviour. There always have been numerous examples of people with high intelligence who failed in achieving in life what they wanted to achieve, and of course there are numerous examples of people whom we thought as dumb but they work very well. How it is possible? The answer is now considered to be emotional intelligence. The term emotional intelligence (EI) was popularized by Goleman (1995) who claimed that emotional intelligence "can be as powerful, and at times more powerful, than I.Q." Emotional intelligence was first referred to in academic literature in 1990 and defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990). That year an empirical study demonstrated that "aspects of emotional intelligence appear to be abilities, in the traditional sense, that can be measured" (Mayer, DiPaolo & Salovey, 1990).

Mayer, Salovey, Caruso and Sitarenios (2001) later refined their definition to state that emotional intelligence is "an ability to recognize the
meanings of emotions and their relationships, and to reason and problem-solving on the basis of them. This definition of the concept differs from that used by some others (e.g., Bar-On, 1997; Goleman, 1995, 1998; Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998). Fortunately, while definitions vary, "they nevertheless tend to be complementary rather than contradictory" (Ciarrochi, Chan & Caputi, 2000).

1.4.1 Measures of emotional intelligence

Many of the current measures of emotional intelligence, both ability (e.g., Mayer Salovey Caruso Emotional Intelligence Test [MSCEIT]) and self-report (e.g., Schutte Self-Report Inventory [SSRI]), owe their development to the theoretical framework proposed by Salovey & Mayer (1990). Mayer and Salovey revised their model in 1997, detailing a four-branch model of emotional intelligence: 'managing', 'understanding', 'using' and 'identifying' emotions (Brackett & Mayer, 2003). It is based on the authors' deepening commitment to understanding emotional intelligence as an ability (Austin, Saklofske, Huang & McKenney, 2004) and is described as being both hierarchical and developmental (Mayer & Salovey, 1997). Each of the four branches is conceived as representing related emotional intelligence abilities, that is, the ability to a) identify emotions, b) use emotions to facilitate thought, c) understand emotions, and d) manage emotions to promote personal growth (Mayer & Salovey, 1997).

An ability model of emotional intelligence suggests emotional intelligence skills can be taught and that individuals can learn and improve their competence in each of the four branches of emotional intelligence. For example, a teacher who is low on the second branch of emotional intelligence, 'using emotions', may be assisted to learn the skills required for "harnessing different emotions to encourage different approaches to problem solving" (Perry, Ball & Stacey, 2004, p.33).
The four-branch model of emotional intelligence is the basis for the development of the Reactions to Teaching Situations measure (RTS) (Perry et al, 2004; Perry & Ball, 2005). The RTS, was developed by Perry et al, (2004) for use with teachers. The RTS provides ten vignettes of typical teaching situations and asks a respondent how likely they are to respond in one of four ways, each corresponding to one of the four branches of emotional intelligence identified by Mayer and colleagues (Mayer & Salovey, 1997; Mayer et al, 2001).

“Emotional Quotient” (EQ) is used interchangeably with “emotional intelligence”. In simple terms, this can be defined as knowing what feels good, what feels bad and how to get from bad to good. A more formal academic definition refers to emotional awareness and emotional management skills, which provide the ability to balance emotion and reason so as to maximize long-term happiness.

In general, emotional intelligence is the accumulation of all non-cognitive and non-physical capabilities, competencies, and skills a person has, that help him/her to deal with the environmental demands and pressures of everyday life.

1.4.2 Importance of EQ Development

Why is it necessary to develop EQ? The reason is that people with high EQ are happier, healthier, and more successful in their relationships. These people strike a balance between emotion and reason, are more aware of their own feelings, show empathy and compassion for others and have high self-esteem. Emotional intelligence can be instrumental in many situations in the workplace and can help to achieve organisational effectiveness. One also needs high EQ for making the right decisions and solving problems. Some of the immediate benefits of high EQ are that it can lead to increased productivity, enhanced leadership skills, improved responsiveness and greater creativity. It
can also create an enthusiastic work environment, reduce stress levels and resolve emotional issues, improve the well-being of employees and improve relationships all round. Emotional traits are factors that are most likely to ensure success in life.

The Individual

The more complex the job, the more important is emotional intelligence. Emotional intelligence has ramifications for how people operate at the work place in relation to others. In the late 1980s, two American psychologists, Peter Salovey of Yale and John Mayer of the University of New Hampshire summed up human qualities such as empathy, self awareness and emotional control. For a while, the phrase they coined -- ‘emotional intelligence’ -- languished in academic obscurity. Then Daniel Goleman (1996) of the New York Times, adopted it and introduced it in his best seller. Emotional Intelligence: why it can matter more than IQ. He gave the world a new meaning of emotional intelligence. According to Goleman, IQ accounts for only about 20% of a person’s success in life. The balance can be attributed to ‘emotional intelligence’ or EQ. Indicator of a person’s success in life.

Human functioning is determined by emotions and emotion themselves are considered as higher order intelligence (Mowrer, 1960). In Latin, the term ‘emotion’ is described as the ‘spirit that moves us’. Further maladjustment or
poor performance at the workplace has been found to be due to the poor
development of one’s emotional awareness (Singh, 2001). Needless to say, it is
one’s emotional response to a particular situation that makes the difference.

- “Education is the ability to meet life’s situations.”

... Dr. Johan G. Hibbe
(Former President of Princeton University)

Though the concept of Emotional Intelligence (EI) gained popularity at
the end of twentieth century, its origin is traced to the traditional philosophical
discourses. Thorndike, the famous psychologist laid down a solid foundation of
the essence of emotional intelligence in 1920 through his concept of social
intelligence. Thorndike defined social intelligence as “the ability to understand
men and women, boys and girls-to act wisely in human relations.”

Emotional intelligence includes components like self awareness ability
to manage moods, motivation, empathy and social skills such as cooperation
and leadership. It is believed that learning difficulties as well as various
problems of maladjustment at the workplace have their origin in poorly
developed emotional awareness in early childhood. Emotions enable human
beings to respond appropriately to a variety of environmental situations.
Emotional intelligence gives the ability to regulate the emotional responses.

Through conscious effort, emotional responses can be regulated and
used appropriately; it is when such awareness is lacking that emotional
reactions override rational thought.

1.4.3 How to improve EQ:

The good news about emotional intelligence is that, unlike IQ it can be
improved throughout life. In a normal course of a life time, emotional
intelligence tends to increase as you learn to be more aware of your moods, to
effectively handle distressing emotions, to listen and empathize, in short, as you become more mature. To a large extent, maturity itself describes this process of becoming more intelligent about your emotions and your relationships. It was confirmed with various studies that emotional intelligence developed with increasing age are equal in their ability to increase emotional intelligence.

EQ can be developed by upgrading your emotional skills. However, it has hereditary basis also. EQ is not fixed at birth. It is something that is learnt. Emotional development is closely related to child development. Healthy emotional development of a child is vital to both his ability to learn when young and to his success and happiness as adult.

Americans are becoming increasingly aware that the ability to feel is as vital to their well being as the ability to think. This feeling is now gaining ground worldwide. Human beings are not all created emotionally equal, they all have widely differing natural temperaments. The way you act out, express yourself and utilize your emotions can be changed significantly.

1.4.4 Education Model of Emotional Intelligence

In our education model (Nelson and Low, 1977-2005), a defining feature is that emotional intelligence is best understood and learned when framed around specific emotional skills and competencies. Simply stated, emotional intelligence is a learned ability to identify, understand, experience, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each teacher and student. No one else thinks, expresses feelings, chooses behaviours, and acts in the same way. Our research-based approach to emotional intelligence addresses this unique human condition.
We define emotional intelligence as a confluence of developed abilities to: (1) know and value self; (2) build and maintain a variety of strong, productive, and healthy relationships; (3) get along and work well with others in achieving positive results; and (4) effectively deal with the pressures and demands of daily life and work. The development of emotional intelligence is an intentional, active, and engaging process. Affective learning requires a person-centred process for teacher and student growth and development. When emotional intelligence skills are a focus of learning, teachers and students are building human development behaviours that are intricately related to the positive outcomes of achievement, goal achievement, and personal well-being. In this model, the key emotional intelligence competencies and skills are conceptualized below.

**Emotional Skills Assessment Process**

Competencies Skills

**I Interpersonal and Healthy Relationships**

1 Assertion
2 Anger Management
3 Anxiety Management

**II Personal Leadership**

4 Comfort
5 Empathy
6 Decision Making
7 Leadership

**III Self Management**

8 Drive Strength
9 Time Management
10 Commitment Ethic
11 Positive Personal Change
IV Intrapersonal

12 Self Esteem
13 Stress Management

The Emotional Skills Assessment Process (ESAP) provides an assessment of EI skills and a foundation for the Emotional Learning System. This learning system involves the person in a discovery process of emotional intelligence skills and then guides the person through a sequential, step-by-step, skills development process. The sequential learning process is illustrated step-by-step.

Emotional Learning System

Step 1 Explore Self Assessment with ESAP

Step 2 Identify Self Awareness with ESAP Profile

Step 3 Understand Self Knowledge (teaching/learning)

Step 4 Learn Self Development (mentoring/coaching/imagery)

Step 5 Apply Self Improvement (intentionally using/modeling)

Transformative Learning

Transformative learning changes or transforms the person into a more effective teacher and student. Transformative learning is an empowering educational process that helps teachers and students to: (1) develop positive, healthy, productive relationships; (2) solve problems and make good choices/decisions; (3) stay attuned to healthy and successful outcomes; (4) manage self in achieving goals; (5) plan and make changes when needed; (6) behave wisely and responsibly (Low and Nelson, 2005). In a transformative learning environment, teachers and students are actively involved in positive and engaging interactions. Instruction is student-centred, focused on dialogue, and relevant to the student’s frame of reference. Transformative learning
provides a focus on the development of knowledge, behaviours, and skills that students can use to improve themselves academically and career-wise throughout their life. A major factor in transformative learning is an effective relationship between the student and teacher.

Healthy Learning Environments

A simple and major problem for schools and colleges is to provide a safe environment that is emotionally healthy and academically challenging. Healthy learning environments are critical to the development of constructive thinking as well as problem solving, goal setting, achievement, and leadership behaviours. A healthy learning environment is characterized by trust, respect, and engaging dialogue in the classroom. The creation of a healthy learning environment focused on personal, academic, and career excellence requires an understanding and emphasis on affective as well as cognitive skills. The emotional intelligence skills of assertion, time management, goal achievement (drive strength), commitment ethic, stress management, and positive change are particularly important to academic achievement and success. With a focus on emotional intelligence skills, learning becomes an active, engaging, and student-centred process.

In a time of increased accountability for achievement and personal responsibility, teachers must learn and apply new skills to reduce the effects of negative stress, to establish and build positive and supportive relationships, and develop emotional intelligence. Healthy classroom environments minimize negative stress and contribute to more effective student learning.

Teacher Stress and Attrition

Educators live in a time of rapid change and increased demands. Physical and psychological problems occur when constant alarm reactions exhaust our response capacities. Our body’s alarm responses are set off by
stressors. Stress is related to both positive and negative change, and stress is not the problem. Stress negatively impacts health and productivity when our responses to stressors are too intense and too long in duration. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily.

Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burn-out and/or negative outcomes. Research findings suggest that unrealistic expectations between teacher training and reality of teaching, a lack of clear performance standards with constructive feedback, increasing physical demands and added responsibilities, inadequate pay and resources, and physically and psychologically dangerous work environments lead to teacher dissatisfaction and attrition. While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behaviour, or support from administrators, they can learn and choose to develop skilled behaviours to deal with stressors. Emotional intelligence skills are key to managing stress and the daily pressures of life and work.

**The Emotionally Intelligent Teacher**

Emotionally healthy behaviour is reflected in characteristic ways of (1) thinking, (2) identifying, managing, and expressing feelings, and (3) choosing effective behaviours. Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve:
Physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management);

Productivity and personal satisfaction by helping to harmonize their thinking and feeling minds (Self Esteem and Confidence);

Self esteem and confidence by learning specific emotional intelligence skills (Positive Personal Change);

Communication in personal and work relationships (Assertion);

Ability to manage anxiety and improve performance under pressure (Anxiety Management);

Ability to quickly establish and maintain effective interpersonal relationships (Comfort);

Ability to understand and accept differences in others and diversity issues (Empathy);

Ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making);

Ability to positively impact, persuade, and influence others (Leadership);

Ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength);

Ability to manage time to meet goals and assignments (Time Management);

Ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic); and

Ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management).
The Emotional Skills Assessment Process and Emotional Learning System provide an assessment and learning process to help teachers develop a plan of action to learn and apply emotional intelligence skills. Teachers who intentionally develop emotional skills and emotionally intelligent behaviour on a daily basis experience more success and satisfaction in their professional career and life.

Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. A emotionally intelligent teacher is characterize by: intentional reflective (not reactive) behaviour, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not reactive habits).

**Emotional Intelligence and Transformative Learning**

Extensive research and a growing ‘culture of evidence’ support the inclusion of emotional intelligence into the curriculum to develop teachers and students. The role and importance of emotional intelligence to personal, academic, and career success are established. Transformative learning models are needed in schools, colleges, and universities. Everyone benefits when teachers and students learn and practice emotionally intelligent behaviour. A research-based, educational model of emotional intelligence provides a positive and practical approach to help teachers and students stay healthy, reduce negative stress, increase goal achievement, act responsibly, and effectively deal with change.

What determines professional success? Is it primarily your intelligence level or intelligence quotient (IQ) or is it your personality characteristics or is it a combination of several things?

According to the proponents of Emotional Intelligence (EQ), a person’s emotional makeup largely determines his or her professional success. They
believe that EQ is the most important determinant of the extent of professional and personal success in life. It is interesting to note that so many people with high IQ fail whereas those with less intellectual endowment are extremely successful. Such examples abound in business, politics, academia and administration. It is increasingly recognized that IQ may accounts for only about 20% of a person’s success in life. The remaining 80% depends largely on a person’s emotional intelligence i.e. EQ.

It is said that in the corporate world a person is recruited on the basis of his or her IQ. But is promoted on the grounds of his or her EQ. These new rules predict who is most likely to become successful and who is most prone to failures.

Research on EQ has revealed that people high on EQ are happier, healthier and more successful in their relationships. They strike a balance between emotion and reason, are aware of their own feelings, are empathic and compassionate towards others and also show sign of high self esteem.

1.4.5 Areas or Aspects of Emotional Intelligence

In the present study, we have taken four areas or aspects of emotional intelligence.

a) Intra-personal Awareness

This area covers all the aspects which consider knowing about his or her own emotions.

b) Interpersonal Awareness:

This area covers all the aspects which consider knowing about other’s emotions.

c) Intrapersonal Management:

Managing one’s own emotions is under this area of emotional intelligence.
d) **Interpersonal Management**: Managing others' emotions is under this area of emotional intelligence.

1.4.6 **The four branch model of emotional intelligence (Peter Salovey)**

(1) **Emotional Perceptions and Expression**:
   a) Ability to identify emotion in one’s physical and psychological states.
   b) Ability to identify emotion in other people.
   c) Ability to express emotions accurately and to express needs related to them.
   d) Ability to discriminate between accurate/longest and inaccurate/dishonest feelings.

(2) **Emotional Facilitation of Thought (Use Emotional Intelligence)**
   a) Ability to redirect and priorities thinking on the basis of associated feeling.
   b) Ability to generate emotions to facilitate judgement and memory.
   c) Ability to capitalize on mood changes to appreciate multiple points of view.
   d) Ability to use emotional states to facilitate problem solving and creativity.

(3) **Emotion Understanding**
   a) Ability to understand relationship among various emotions.
   b) Ability to perceive the causes and consequence of emotions.
   c) Ability to understand complex feelings, emotional blends and contradictory states.
   d) Ability to understand transitions among emotions.
(4) Emotional Management

a) Ability to be open to feelings, both pleasant and unpleasant.

EQ is not the opposite of IQ. Some people are high on both, others are low on either. Researchers have been making efforts to understand how they complement one another how a person’s ability to handle stress, for instance, affects his / her intelligence to use. It is now widely believed that emotions rather than IQ may be the true measure of human intelligence. Scientists are shifting their focus from hardware of the brain to the software of mind.

On the basis of recent researches, it may be concluded that emotional intelligence is a far more reliable indicator of success than intellectual intelligence.

All emotions are essentially impulses to act, the instant plans for handling life that evolution has instilled in us. These biological propensities to act are shaped further by our life experiences and our culture. For instance, universally, the loss of a loved one elicits sadness and grief. But how we express our grief is molded by culture.

“If IQ tells you what you can do EQ tells you what you will do.”

Michael Rock

“Anyone can become angry, that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-that is not easy.”

Nicomachean Ethics

“It is with the heart that one sees rightly; what is essential is invisible to the eye.”

Antoine De Saint-Exupery,
The Little Prince
“Life is a comedy for those who think and a tragedy for those who feel.”
Horace Walpole

1.4.7 Importance of EQ over IQ:

Research has proved that IQ could not predict academic and professional performance as once had been thought. There was another element involved: emotional intelligence, also. Emotional intelligence measures one’s understanding of emotions, the ability to empathize and work with others, and manage under stress. IQ seldom changes, while EQ can change through self-discipline or a profound experience. Nevertheless, both are important to personal development and success.

If IQ defines how smart you are EQ determines how you use that blessing. Individuals with high EQ are better equipped to make use of their cognitive abilities. They are chosen for advancement in their professions or volunteer experiences because they possess the ability to inspire people to action and to make others feel more confident. People with high IQ’s but low EQ’s sometimes depress themselves because they are unable to relate to their peer, cannot handle stress constructively, and find emotional connections difficult to maintain. Developing your EQ can help you access your innate intelligence and amplify your empathy, which can lead to career advancement and better relationships. Practice embracing your uniqueness and the uniqueness of others, expressing your feelings and interpreting those of our friends and family, and being decisive – all of which can help boost your EQ.

Experts say that heightened EQ bring happiness because it lets you focus on feelings as well as facts, whereas the IQ is concerned with logic. A strong EQ also makes you more able to access the benefits of your IQ because it takes both to build a successful career, strong relationships, and a fulfilling life.

The concept of emotional intelligence have brought a revolution in the field of child care, home, school and work place management, it has also
provided sufficient support to guidance and counseling services including physical and mental health programmes. In all, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and these qualities count significantly towards achievement. Emotional intelligence is a mixture of 'The Head' and 'The Heart'.

Emotional Intelligence, has been defined in a variety of ways essentially, it is "the competence to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others" (Mathews, Zeidner and Roberts, 2002).

1.4.8 Significance of EI at workplace:

The above predictions of authors created a big impact, especially in industrial/organizational psychology where there is always a need to strike a strategy to manage the ever-changing size of the organizations. As the workplace becomes more specialized, from offices to medical centres to factories, teams of people are expected to accomplish their work by collaborating with each other. The growing focus on research investigating psychological and emotional skills, adds support to the value of EI in work setting for example, Rosenthal found that “people who could better identify the emotions of others were also more successful at work and in social settings". Bachman's study on leadership in the U.S. Navy found warmth, emotional expression and sociability to be key factors of effectiveness. A study of retail chain managers revealed that ability to handle stress predicted net profits and sales per square foot and per employee.

Mayer and Salovey (1997) feel that "more emotionally intelligent individuals might succeed at making their workers feel better, at communicating in interesting ways and at designing projects that involve infusing products with feelings and aesthetics." Thus creating a conducive and
healthy working environment in an organizational concept. A survey of American employers reveals that more than half people who work for them lack the motivation to keep learning and improving in their job. Four in ten are not able to work cooperatively with fellow employees and just 19 percent of those applying for entry-levels jobs have enough self-discipline in the work habits.

1.4.8.1 A Emotionally Intelligent Teacher who is high on EQ has the following characteristics

1) **Ability to regulate emotions:** This refers to the ability to be open to feelings, both pleasant and unpleasant, to engage or detect from an emotion, depending upon its judged utility, to monitor emotion in relation to himself or herself and others, such as recognizing how clear, typical, influential or reasonable they are: to manage his or her own emotions as well as those of others by moderating and controlling negative emotions and enhancing the positive emotions. It helps in building the positive rapport with society and students and create a healthy relationship.

2) **Ability to analyse emotions:** This refers to the ability to label emotions and recognize the relations between emotions. The teacher who is high on EQ has the ability to distinguish between liking and loving, the ability to interpret the meaning of relationships expressed through emotions, such as that sadness is a concomitant of loss; the ability to understand complex feelings such as simultaneous feelings of love and hate or blends like awe which comprises both fear and surprise; the ability to recognize likely transitions among emotions such as from anger to satisfaction or from anger to shame. This is the ability to recognize and understand his or her own moods, emotions and drives, as well as their effect on others. A teacher having high EQ can analyse his or her emotions and moods very effectively. He is able to distinguish between various types of emotions of other also.
3) **Emotional Facilitation of Thinking:**

Emotions prioritise thinking by directing attention to important information. Emotional swings can change one's perspective from pessimism to optimism or vice-versa. Emotional states differentially encourage specific problem solving approaches, such as happiness facilitates creativity, trust leads to the consideration of multiple points of view. A teacher high on EQ can think in a more creative way.

4) **Ability to Express Emotions:**

The ability to identify emotions in one's physical stages, feelings and thought; the ability to identify emotions of others, in designs and works of art etc. through language, sound appearance and behaviour; the ability to express emotions and needs related to these feelings; the ability to discriminate between accurate and inaccurate or honest and dishonest expression of feelings.

![Diagram showing IQ and EQ leading to professional success](image_url)

It was observed that EQ was significantly and highly correlated with job performance while cognitive intelligence (IQ) had a very low and insignificant
Many interpersonal problems arise from a lack of basic trust at the workplace. Such basic mistrust mitigates the effectiveness of social support and prevent the desired sort of mutual interpersonal interaction in the work environment. EQ competencies call for higher levels of trust, confidence and reliance in organisations. EQ offers guidance on how to deal with interpersonal trust. Interpersonal trust is one way to healthy interpersonal communication and cooperation.

**1.4.8.2 Emotional Skills that Teachers should Learn:**

EQ calls for the acquisition of certain emotional skills to be effective and competent:

1. **Self-Awareness:** One of the basic emotional skills involves being able to recognize different feelings and giving a name to them. Equally important is the ability to be aware of the relationship between thoughts, feelings and actions.

2. **Managing Emotions:** It is equally important to realize what lies behind feelings. Finding ways to deal with anger, fear, anxiety and sadness are essential qualities. Becoming able to channelise emotions to a positive end is another key skill to raise EQ.

3. **Empathy:** Getting the measure of a situation and being able to act appropriately requires an understanding of the feelings of others. It is important to be able to listen to others without getting carried away by your own personal emotions. It is necessary to be able to distinguish between what others do or say, and your own personal reactions and judgments.

4. **Communicating:** Ability to express personal concerns without anger or passivity leads to healthy communication.
(5) **Co-operation:**

Knowing how and when to take the lead and when to follow are both essential for effective cooperation. Effective leadership is not based on domination but on the art of helping people work together to achieve common goals. Recognizing the value of the contribution of others and encouraging their participation can often do more good than just giving orders and complaining.

(6) **Resolving Conflicts:**

In resolving conflicts it is important to understand the conflicts at work. People in conflict are generally locked into a self-perpetuating emotional spiral in which the genesis of the conflict is usually not clear.

By having these skills of self-awareness, managing emotions, empathy, communication, cooperation and resolving conflicts, a teacher will be able to manage the situations properly inside the classroom and outside also. These above mentioned skills may be absent in an intellectually superior person. A person high on IQ may lack or possess these skills.

**1.4.8.3 Emotional Literacy helps a Teacher in the Following ways:**

Emotional literacy can help in learning to consolidate a teacher’s emotional, cognitive and behavioural skills to manage the difficult situations in life. These skills are as follows:

1) **Emotional Skills**

- Expressing feelings
- Identifying and differentiating feelings
- Assessing the intensity of feelings and managing them.
- Delaying gratification
- Controlling impulses
• Reducing stress

2) **Cognitive skills**
   
   (1) Self-task such as to reinforce your own behaviour.
   
   (2) Recognizing social influence on behaviour.
   
   (3) Adopting measures for problem solving
   
   (4) Understanding the perspective of others.
   
   (5) Understanding behavioural norms.
   
   (6) Having positive attitude.

3) **Behavioural Skills**

a) Non-verbal skills such as eye contact, facial expressions and gestures.

b) Verbal skills such as making clear requests, responding effectively to criticism, resisting negative influences.

By having high level of emotional intelligence, a teacher can effectively use above-mentioned emotional, cognitive and behavioural skills. So, we can say that emotions are the base of efficiency and performance of a teacher. By having emotional intelligence, a teacher can do well in classroom by improving his emotional, cognitive and behavioural skills.

1.5 **ACADEMIC QUALIFICATION**

According to NPE, 1986, “The factors which determine the quality of education and its contribution to national standards, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend. The status of teacher reflects the sociocultural ethos of a society, it is said that no people can rise above the level of its teachers. The government and community should endeavour conditions, which will help motivate and inspire teachers on constructive and creative
lines. Qualification encompass students ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development, it reflects the whole personality, it is not related to a single instance, but occurs across time and levels, through a student’s life in public school and on into post secondary years and working life” (Steinberger, 1993). Improvement in the quality, efficiency and equity of education, to a considerable extent, depends on the nexus of teaching and learning, which in turn influenced by the quality of teachers. The teacher has been identified as the quality teacher on account of his subject matter knowledge, his personality characteristics, teaching aptitude, his educational qualifications and many more attributes. Academic qualifications of teacher cannot be ignored when measuring his teaching competency. There are certain norms of educational qualifications for becoming a teacher. Graduation in a particular stream is eligible for doing a teacher training programme (B.Ed.)

The January 9, 2003 Quality counts 2003 published by education week added a new first section entitled, “The Teacher Gap.” Quality counts 2003 focuses on states efforts to end the achievement gap” between minority and non minority students and those from rich and poor families. Quality counts writers claims that the states must first end the “teacher gap”: the dearth of well qualified teachers for high poverty, high minority and low achieving schools that need them most. The Teacher Gap is a big nothing collection of anecdotal stories and phony academic research that is highlighted by Education week to cover for the useless and spurious quality counts rating of the states report it has been publishing for seven years. It is claimed by quality counts that subject matter knowledge or academic qualification is the most important criteria in determining whether a teacher is a high quality or low quality teacher.

NCLB : Highly qualified does not ensure high quality : under NCLB teachers are considered highly qualified if they meet specific requirements.
These requirements, however, focus primarily on what teacher know, not on what they are able to do. We learned from our case studies that successful teachers have both content knowledge and teaching skills, such as knowing how to address different students’ learning needs, especially those whose primary language is not English.

The issue is exacerbated by guidance from the U.S. Department of Education that defines teachers who have enrolled in alternative certification programs with not prior preparation – and often without having passed the state’s content assessment – as highly qualified. Content knowledge alone is insufficient for a teacher to merit the label of “highly qualified.” Main emphasis should be on skills such as understanding the developmental stages of student learning, using multiple types of student assessment data, and revising instruction on a daily basis.

SIGNIFICANCE OF THE PROBLEM

The focus of teacher education programme to develop high level competencies in teaching is somewhat missing its centralities in these days. The goal of education cannot be achieved unless teachers have necessary competency in skills, as pupil achievement is directly related to the teachers’ competency so student teachers programme has to be vitalized so as to equip prospective teachers with requisite competencies and skills. Here arises the need of innovation and research support to modernize the teacher education programme.

The present study shows the relationships between one dependent variable and two independent variables by correlation method. In this study, teaching competency as a dependent variable was correlated with academic qualifications and emotional intelligence. The sample comprised of 1000 pre-service teachers from 17 college of Education of Haryana state. These two
variables are quite important in determining teaching competency. Teaching competency is the practical approach of the knowledge of a teacher in his/her class. If a teacher is highly qualified and knowledgeable and is not able to teach with competency, it means he is not able for practical application of his knowledge. Emotional intelligence is also a new concept in educational psychology. It has also a very clear relation with teaching competency. But studies related to its relation with teaching competency are very few. Teaching competency is the professional competency of a teacher. Professional competency of a teacher is not only dependent on one’s intelligence level but is largely determined by its emotional intelligence. Not only a good scholar is competent teacher, many other factors counts for competency of a teacher like his attitude, aptitude towards teaching, his intelligence level, personality characteristics, subject mastery and last but not least is emotional intelligence. The present study correlated teaching competency with two variables one is academic qualification of teachers and the other is emotional intelligence of pre-service teachers. These two variables affect the teaching competency of pre-service teachers remarkably. If a teacher is high on emotional intelligence level. He can understand his own emotions and students well and can act accordingly in a better way. Emotional intelligence is a helping hand of the teacher to manage classroom situations and effectively handle various classroom problems like indiscipline and mismanagement in a very effective way. These two variables contribute largely to teaching competency of pre-service teachers. This research will contribute a lot in the field of educational psychology by giving the significance of the relationship between these variables. Teaching competency is not only related to the teacher itself, but also to the all round development of the student. An effective and competent teacher can only serve as a good nation builder.
1.6 STATEMENT OF THE PROBLEM

Teaching Competency of Pre-Service Teachers of Haryana State in Relation to their Academic Qualifications and Emotional Intelligence.

1.7 OPERATIONAL DEFINITIONS OF TERM USED

Pre-service Teacher:

Pre-service teachers are those who are doing B.Ed (One year teacher education programme after graduation).

Teaching Competency:

Teaching is of multidimensional nature. It can be defined as a set of observable teaching behaviour that intended to facilitate learning in pupils. Teaching is composed of teaching skills which have specific instructional objectives to be achieved. Therefore, for the purpose of present study, the definition by Passi (1976) has been adopted as an operational definition which defines teaching competency as the effective use of various teaching skills intended to facilitate learning in the class room teaching.

Emotional Intelligence

In the present study we have taken emotional intelligence as the intelligence governed in four aspects namely, Intra-Personal Awareness (Knowing about one’s own emotions) Interpersonal Awareness (knowing about others emotions) Intra-personal Management (Managing one’s own Emotions) and Inter-Personal Management (Managing others emotions) respectively.

Academic Qualification:

In the present study, academic qualification means the qualification of B.Ed. students. The pre service teachers in the present study are postgraduate and some pre-service teachers are graduate in their respected streams.
1.8 OBJECTIVES OF THE STUDY:

On the basis of the study, the available literature on teaching competency the investigator drew certain objectives which lead to the present investigation.

(1) To find out the relationships between teaching competency and academic qualifications of pre-service teachers.

(2) To find out the relationships between teaching competency and emotional intelligence of pre-service teachers.

(3) To find the relation between teaching competency of pre-service teachers and their academic qualification by partialling out the effect of emotional intelligence.

(4) To find the relation between teaching competency of pre-service teachers and their emotional intelligence by partialling out the effect of academic qualification.

(5) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers.

(6) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to arts stream.

(7) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to science stream.

(8) To compare the teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to Commerce stream.
To compare the teaching competency between graduate pre-service teachers belonging to arts, science and commerce streams.

To compare the teaching competency between post-graduate pre-service teachers belonging to arts, science and commerce streams.

To compare the teaching competency between high emotionally intelligent and low emotionally intelligent pre-service teachers.

1.9 HYPOTHESES OF THE STUDY

1. There is no significant relationships between teaching competency and academic qualifications of pre-service teachers.

2. There is no significant relationship between teaching competency and emotional intelligence of pre-service teachers.

3. There is no significant relation between teaching competency of pre-service teachers and their academic qualification by partialling out the effect of emotional intelligence.

4. There is no significant relation between teaching competency of pre-service teachers and their emotional intelligence by partialling out the effect of academic qualification.

5. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers.

6. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to arts stream.
7. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to science stream.

8. There is no significant difference in teaching competency between graduate pre-service teachers and post-graduate pre-service teachers belonging to commerce stream.

9. There is no significant difference in teaching competency between graduate pre-service teachers belonging to art, science and commerce streams.

10. There is no significant difference in teaching competency between post-graduate pre-service teachers belonging to art, science and commerce streams.

11. There is no significant difference in teaching competency between high emotionally intelligent and low emotionally intelligent pre-service teachers.

1.10 DELIMITATIONS:

It is not humanly possible, nor desirable for any researcher to study a set of phenomenon at all levels and from all possible angles in a time-bound research like the present one. Various constraints related to the constant of research and limited resources like time and finance compel every researcher to delimit his research endeavor in respect to scope and level at which the study is ultimately conducted. The present study is not exception and it has been delimited on following aspects.

1. The study can be conducted to all prospective teachers of different educational programmes (e.g. N.T.T., B.Ed., and B.El.Ed., DIET, J.B.T.) but it is delimited to B.Ed. prospective teachers only.
2. The study can be conducted to all B.Ed. prospective teachers but it is delimited to B.Ed. prospective teachers of Haryana state only.

3. Teaching competency can be measured for all the teachers, but this study delimited only to the prospective teachers of B.Ed. colleges.

4. Relationship between variables can be further analysed by regression and prediction analysis in order to see which aspect of one variable is affected by which aspect of another variable, but this study is delimited to only computation of coefficient of correlation between variables.