CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

The term education has been defined in various ways by educational thinkers and philosophers. Plato, a Greek philosophers, define it as “The capacity of feel pleasure and pain at the right moment”. Aristotle speaks of education as “The creation of sound mind in a sound body”. Education is the process through which the experiences of generations, comprising knowledge, skills and attitudes are transmitted to individuals, who are members of the community.

“Man as a social animal trying to understand the atmosphere from his birth. He acquires abilities to adjust himself in his society. There is a need guide him, to lead him and to bring him to a better development and adjustment. Education is necessary for imparting experience in the light of social development” (Karpur, 1962). Education is a lifelong process. It is through education that man develops thinking and reasoning, problem solving ability and creativity, intelligence and aptitude, positive sentiments and skills, and good values and attitudes. It is through education, he is transformed into a human, social, moral and spiritual being.

1.2 INTELLIGENCE

The term intelligence is used to denote powers or capacities of individuals. It differs from one individual to another and from one species to another in terms of the range and depth of the operation. Intelligence is a sort of mental energy in the form of mental or cognitive
abilities, available with an individual which enables one to handle his environment in terms of adaptation to face novel situations as effectively as possible.

According to Stern, Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life (Mangal, 2009). It is that most important variable that affects schooling or performance on a job. It consists of interest, aptitude, attitude, knowledge, skills, brightness, sharpness, cleverness aptness, speed quickness, etc. everyone can access a person’s intelligence in proportion to his ability to use his mental energy to handle his problems and lead a happy and well-contended life.

**Types of Intelligence**

1. *Verbal / Linguistic Intelligence*

The capacity to use words effectively whether orally or writing. This intelligence includes the ability to funiculate the syntax or structure of language, phonology or sounds of language, the meanings of language and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric, mnemonics and Meta language.

**The characteristics of a person with Verbal / Linguistic Intelligence are:**

i. Writes better than the average of age

ii. Tells jokes and stories

iii. Enjoys word games

iv. Enjoys reading books

v. Appreciates nonsense rhymes, tongue twisters

vi. Enjoys listening to the spoken word

vii. Has a good vocabulary
2. Logical / Mathematical Intelligence

The capacity to use numbers effectively and to reason well. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions, functions and other related abstractions. The kinds of processes used in the service of logical mathematical intelligence include; categorization, inference, generalization, calculation, and hypothesis.

The characteristics of a person with Logical / Mathematical Intelligence are:

i. Ask a lot of questions about how things work
ii. Computes arithmetic problems in his/her head quickly
iii. Enjoys math class
iv. Enjoys playing chess, checkers, or other strategy games
v. Enjoys working on logic puzzles or brain teasers
vi. Enjoys putting things in categories or hierarchies
vii. Likes to experiment in a way that shows higher order cognitive thinking processes
viii. Thinks on a more abstract or conceptual level than peers
ix. Has a good sense of cause-effect for age.

3. Visual / Spatial Intelligence

The ability to perceive the visual world accurately and to perform transformations on those perceptions. This intelligence involves sensitivity to colour, line, shape, form, space and the relationships that exist between these elements. It includes the capacity to visualize, to
graphically represent visual spatial ideas, and to orient oneself opportunity in a spatial matrix.

**The characteristics of a person with Visual / Spatial Intelligence are:**

i. Reports clear visual images  
ii. Reads maps, charts and diagrams more easily than text  
iii. Daydreams more than peers  
iv. Enjoys art activities  
v. Likes to view movies, slides or other visual presentations  
vi. Enjoys doing puzzles, mazes  
vii. Builds interesting three-dimensional constructions for age.

4. **Musical / Rhythmic Intelligence**

The capacity to perceive, discriminate, transform and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody and timbre or melody and timbre of a musical piece. One can have lingual or “top-down” understanding of music, a formal or “bottom-up” understanding or both.

**The characteristics of a person with Musical / Rhythmic Intelligence are:**

i. Remembers melodies of songs  
ii. Has a good singing voice  
iii. Plays a musical instrument or sings in choir or other group  
iv. Has a rhythmic way of speaking and/or moving  
v. Unconsciously hums to himself/herself  
vi. Taps rhythmically on the table or desks as he/she works  
vii. Sensitive to environmental noise.
5. *Bodily / Kinesthetic Intelligence*

Expertise in using one’s whole body to express ideas and feelings and facility in using one’s hands to produce or transform thing. The intelligence includes specific physical skills such as coordination, balance, strength, flexibility and speed as well as haptic capacities.

**The characteristics of a person with Bodily / Kinesthetic Intelligence are:**

i. Excels in one or more sports

ii. Moves, twitches, taps or fidgets while seated for a long time in one spot

iii. Clearly mimics other people’s gestures or mannerisms

iv. Enjoys running, jumping, wrestling or similar activities or good fine-motor coordination in other ways

v. Has a dramatic way of expressing himself/herself

vi. Reports different physical sensations while thinking or working

vii. Enjoys working with clay or other tactile experiences.

6. *Interpersonal Intelligence*

The ability to perceive and make distinctions in the moods, intentions, motivations and feelings of other people. This can include sensitivity to facial expressions, voice and gestures: the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way.

**The characteristics of a person with Interpersonal Intelligence are:**

i. Enjoys socializing with peers

ii. Seems to be a natural leader
iii. Gives advice to friends who have problems
iv. Belongs to clubs, committees, or other groups’ organizations
v. Has two or more close friends
vi. Has a good sense of empathy or concern for others
vii. Others seek out his/her empathy or concern for others.

7. *Intrapersonal Intelligence*

Self-knowledge and ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strength and limitation); awareness of inner moods, intentions, temperaments, desires and the capacity for self-discipline, self-understanding and self-esteem.

**The characteristics of a person with Intrapersonal Intelligence are:**

i. Displays a sense of independence or a strong will
ii. Has a realistic sense of his/her strengths and weakness
iii. Has an interest or hobby that he/she doesn’t talk much about
iv. Has a good sense of self direction
v. Prefers working along to working with others
vi. Accurately expresses how he/she is feeling.

8. *Naturalistic Intelligence*

Expertise in the organization and classification of the numerous species—the flora and fauna of an individual’s environment. This also includes sensitivity to other natural phenomena and in the case of those growing up in an urban environment.
The characteristics of a person with Naturalistic Intelligence are:

i. Enjoys nature
ii. Cares for pets
iii. Likes to be outdoors rather than indoors
iv. Is able to recognize flora and fauna
v. Collects rocks, shells, and insects and knows the differences
vi. Likes boating, rock climbing, hiking
vii. Understands different weather patterns.

9. Existentialistic Intelligence

They are concerned with cosmic or existential issues. They seek experiences in religious mythology, inclination towards life and death. They are able to relate themselves with cosmos or the infinite. They are interested in ultimate realities. Aristotle, Einstein, Plato, Socrates, all Indian yogis and saints like Rishi Aurobindo, Vivekananda, Yogananda and Ramathirtha are having this kind of intelligence. In this way, Gardener’s theory of multiple intelligence provides a broad and comprehensive view of human abilities. All these intelligence are to be developed independently.

The characteristics of a person with Existentialistic Intelligence are:

i. People are highly introspective and attuned to their inner selves.
ii. They have a firm understanding of their own personal beliefs, preferences and convictions.
iii. They enjoy school activities that allow them a choice of activities.
iv. They prefer to express themselves and their opinions as opposed to memorizing facts and information.
MULTIPLE INTELLIGENCES

Figure 1.1
(Source: http://www.springhurst.org/articles/mitheory.htm)
1.3 SOCIAL INTELLIGENCE

Social intelligence defined as “The ability to understand others” and “act wisely in human relations” (Thorndike, 1930). Human relations as commonly visualized in day to day dealings with other people at house and work, the success or failure of a task depends upon our handling the situation and the people involved with the situation. Social intelligence is different form of academic ability and a key element in what makes people succeed in life. According to Zirkel (2000), social intelligence is closely related to one’s own, personality and individual behavior those with social intelligence are fully aware of them and understand their environment. This enables them to control their emotions, make decisions about their goals in life. The qualities of personality and characters temperament, mood, honesty, decisiveness, humors and nature, these indicate individual’s social intelligence. Many people find themselves failure in life because they do not possess this social intelligence.

1.3.1 Characteristics of Social Intelligence

The characteristics of Social Intelligence are as follows,

i. Judgment in social situations.

ii. Memory for names and faces.

iii. Observation of human behaviors.

iv. Recognition of the mental states behind words.

v. Recognition of the mental states from facial expressions.

vi. Social information and states facial expression.
1.3.2 Qualities of Social Intelligence

i. Seeing through the current myths and diversions

ii. Understanding the necessity of lifelong self-education.

iii. Recognizing the necessity of social action, including discerning what the social situation requires and creating a program to realize social reform.

iv. Developing genuine feelings of compassion and regard for one's fellow human beings.

1.3.3 Dimensions of Social Intelligence

According to psychologist Thorndike (1920), who founded the study of social intelligence, the term should be defined as “The ability to act wisely in human relations.” Thorndike felt it was impossible to this type of intelligence as opposed to abstract intelligence or mechanical intelligence.

Social intelligence includes the whole range of mankind’s relationships with other humans and with the world in general. Social intelligence in other words, is much broadest than political awareness or psychological or enlightened activism. Social Intelligence has three components, i) Social Information Processing (SIP), ii) Social Skills (SS) and iii) Social Awareness (SA).

1. Social Information Processing

It is an activity through which collective human action organize knowledge. It is the creation and processing of information by a group of people. Social media facilitate new ways of interacting with information that is called social information processing. Social
information processing allows users to collaborate implicitly to solve problems by influencing the opinions and expertise of others. In addition to collaborative problem solving, social information processing may lead to wholly new kinds of knowledge that emerge from the distributed activities of many uses.

2. Social Skills

Social skills are the most important set of abilities a person can have. Human beings are social animals and a lack of good social skills can lead a lonely life, contributing to anxiety and depression. Social skills help the individual to meet interesting people, get that job he wants, progress further in his career and relationships. The main social skills are: the ability to remain relaxed or at a tolerable level of anxiety while in social situations and the ability to build rapport, whether natural or learned rapport is a state of understanding or connection that occurs in a good social interaction.

3. Social Awareness

Social awareness is consciousness shared within a society to be aware of the problems that different societies and communities face on a day-to-day basis to be conscious of the difficulties and hardships of society. Many studies have been done to examine the roots of social consciousness. It is believed to arise as a response to social injustice experienced by the individual or in the lives of others around the individual. There are three levels of social consciousness namely acquired, awakened, expanded.

Some people define social consciousness of itself, others argue against this definition. Saying the society does not have a mind of its own, and therefore is not
conscious rather the people that make up society are individually conscious. Social consciousness is similar to collective consciousness (Gini, 2002).

1.4 PROBLEM SOLVING STYLES

Problem-solving styles are consistent individual differences in the ways people prefer to deal with new ideas, manage change, and respond effectively to complex, open-ended opportunities and challenges. Knowledge of style is important in education in a number of ways. It contributes to adults’ ability to work together effectively in teams and in large groups. It provides information that helps educators understand their own personal strengths and how to put them to work as effectively as possible across many tasks and challenges. It helps educators communicate more effectively with each other, but also with parents, community members, and, of course, with students. In addition to its importance for adults, style can also be important in designing and differentiating instruction (Treffinger, Selby & Isaksen, 2008). An individual’s natural disposition towards change management and problem solving is influenced in part by mind set, willingness to engage in and respond to a situation as presented, and the attitudinal dimensions of one’s personality.

Types of Problem Solving Styles

1. Sensing Style

People who have a preference for sensing are immersed in the on-going richness of sensory experience and thus seem more grounded in every day physical reality. They tend to be concerned with what is actual, present, current and real. As they their preference for sensing, they approach situations with an eye to the facts. Thus they often develop a good
memory for detail, become accurate in working with data and remember facts or aspects of events that did not even seem relevant at the time they accrued.

2. Intuitive Style

Intuitive decision making is far more than using common sense because it involves additional sensors to perceive and get aware of the information from outside. Sometimes it is referred to as gut feeling, sixth sense, instinct, inner voice, spiritual guide etc.

3. Feeling Style

The sense by which the mind, through certain nerves of the body perceives external objects, or certain states of the body itself; that on the five senses which resides in the general nerves of sensation distributed over the body, especially in its surface; the sense of touch and nervous sensibility to external object (Josephine, 2015).

4. Thinking Style

The purpose of thinking, paradoxically, is to arrive at a state where thinking is to more necessary at all, in other words, thinking starts with a problem and ends in a solution. Thus, thinking is a tool for adapting ourselves to the physical and social environment in which we are in.

1.5 TEACHING

Teaching is the means where by the experienced members of the group guide the immature and infant members in their - adjustment of life. There are two types of teaching namely, formal and informal teaching. At home, formal teaching takes place. Parents teach their children everyday skills as well as values and habits. Here in this research, teaching means formal teaching, which is provided in schools and colleges by a professional teacher.
Hence, teaching becomes a universal activity. It is found in all societies and during all periods. Teaching meant nothing more than mere giving information and imparting knowledge.

**Characteristics of Good Teaching**

The following are the important characteristics of good teaching.

1. **Good teaching is stimulating:** Stimulation and inspiration are of fundamental importance in teaching. A good teacher will try to stimulate his pupils for work, for otherwise; they become passive and disinterested in studies. Without adequate stimulation of pupil activity, no worthwhile learning takes place.

2. **Not a matter of pouring in, but of drawing out:** Good teaching is not a pouring in process. It is in fact a drawing out process. An act of good teaching provides proper situations. For the child to bring out what is hidden inside him. The pouring-in of knowledge but the pupils own contribution to the learning process and it seeks, to obtain his cooperation and active participation in the work in hand.

3. **Not a passive act, but an active process:** Good teaching is not a passive act; it is an active process. It is dynamic, although the learners are at the receiving end; they are active participants as well.

4. **Mature skills:** Good teaching is a mature skill. One acquires this skill with the passage of time. Experience also counts in maturing the skill of teaching.

5. **Good teaching involves skill in guiding learning:** The pupils need guidance to do the right things, in the right manner and at the right time. But guidance is not to be imposed on
the child. It should be give skilfully through suggestions, examples and appropriate environmental situations.

vi. Good teaching is well-panned: A good teacher organises and plans the subject matter in advance. Without proper planning, effective delivery of the lesson is not possible. However, planning must provide scope for necessary changes due to unexpected situations that may arise in the class-room.

vii. A means of adjustment: Good teaching takes both the child and his environment into consideration. This means teaching is the means where by society trains the young in a selected environment as quickly as possible to adjust themselves to the world in which they live.

viii. Organisation of learning: Teaching is an organisation of learning. The organisation of learning means giving appropriate learning experience for which selection of proper methods and desirable content is necessary.

ix. Good teaching is suggestive and co-operative: A good teacher will not impose anything on the child rather he will seek his co-operation and suggest activities, ideas, materials, etc. It is a psychological fact that suggestions take deeper root in the minds of children, whereas direct advice is generally repulsive to the child.

x. Good teaching is kindly and sympathetic: A good teacher is always kind and attends to his pupil’s difficulties and doubts sympathetically. They feel that the teacher is their well-wisher and thus, whole-heartedly co-operate with him. On the other hand, a harsh teacher can never elicit warm response from his pupils.
xi. Good teaching is democratic: Good teaching should be based on democratic principles. The teacher should have due regard for the right and individuality of the child. Methods of teaching the subject matter should be selected from this viewpoint.

xii. Equipping the child for future: Good teaching is a kind of human relationship. The purpose of this relationship is the development of the child from all angels in all phases. In this way, the child is enabled not only to acquire knowledge but also to use is judiciously. Thus good teaching enables the child to become self-reliant in his future life. In other words, good teaching enables the child to become fit to live, and fit to live with.

xiii. Good teaching is both diagnostic and remedial: The teachers must study and assess the inborn qualities of the children individually. Their limitations, handicaps and difficulties are to be discovered and remedial measures suggested. Like a doctor, the teacher’s job is to diagnose the maladies first and then prescribe treatment for it.

xiv. Good teaching is correlative: A good teacher does not put various items of knowledge in water tight compartments. He tries to link the new knowledge and experiences of pupils. He is also to correlate his subject with craft, his physical and social environment.

xv. Good teaching liberates the learner: Good teaching develops in the child habits of initiative, independent thinking, self-reliance and self-confidence. It enables him to learn for himself and reduces his depend once upon the teacher. That is to say, the child is liberated from teaching (Asha, 2010).

1.6 TEACHING COMPETENCY

“Competent” is defined as “adequate for the purpose; suitable, sufficient”, or as “legally qualified, admissible”, or as capable”. In a sense it refers to adequate preparation to begin a
professional career. It advocates the consequences competencies as the most important measures of teacher effectiveness. Competency will refer to appropriate prior knowledge, skills, attitudes, and abilities in a given context that adjust and develop with time and needs in order to accomplish a task effectively.

Teaching competencies are functional abilities which teachers show in their teaching activities. A teacher who has flared for teaching is intelligent and is enthusiastic can evolve any number of strategies to make his/her teaching effective. It is rightly said that teaching competency is an ability to apply to practical situations, the essential principles and techniques of teaching (Talawar & Kumar, 2011).

1.6.1 Five Classes of Competencies

i. Cognitive-based Competencies: Cognitive-based competencies define knowledge and intellectual skills and abilities that are expected of the learner.

ii. Performance-based Competencies: Performance-based competencies define skills and overt actions. The learner demonstrates that he or she can do something rather than simply know something.

iii. Consequence-based Competencies: The person is required to bring about change in others. Thus, the criterion of success is not what one knows or does but what one can accomplish.

iv. Affective-based Competencies: Affective-based competencies define excepted attitudes and values, and are more difficult to assess than the first three types.
v. Exploratory-based Competencies or Experience/Expressive objectives: Activities that promise significant learning are specified. They provide opportunities for students to learn about teaching, but the specific nature of such learning is not defined. Experiences of the learner and the particular set of experiences in the activity largely influence the outcomes (Talawar & Kumar, 2011).

1.6.2 Dimensions of Teaching Competency

The dimensions of teaching competency are,

i. Use of Appropriate Techniques: The ability to use appropriate techniques in teaching learning process is one of the most important aspects of teaching competency. Teacher should follow different procedures or methods or techniques of instruction to suit the requirements of varying ability groups of his pupils.

ii. Efficacy of Teaching: Efficacy is an interesting word that certainly has implications for education. It has different meanings in different fields. Efficacy of teaching means the personal conviction of teachers and administrators that their actions are the primary influences on the academic success of students. Thus efficacy of teaching is within our power to influence student achievement.

iii. Effective Use of Aids: The effective use of aids is essential to all presentations especially in teaching. Without them, the impact of teaching may be very poor. By preparing a presentation with effective use of aids that reinforce the main ideas, teacher will reach the students far more effectively, and touch them long after the presentation ends. The effective use of aids includes a wide variety of communication products, including flip charts, overhead transparencies, slides, audio-slide shows, and video tapes.
iv. Rapport with Students and Colleagues: Most of us try building harmonious relationships with others, recognizing the importance for our well-being as well as our communities and families, but professions like teaching require relationship building with students, colleagues, management and parents as crucial for success. Rapport with students and colleagues is an important aspect of teaching competency.

v. Catering to Individual Differences: Each student is a unique individual, different in cognitive and affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potential. Apart from this, there are other factors underlying student differences. These include innate differences in intelligence, differences in social and economic background, variations in past learning experiences, and perhaps variations in the level of congruence between the learner and the curriculum. Catering to individual differences is intended neither to narrow the gap between individuals nor to even out their abilities and performance.

1.6.3 Teaching Competency of Secondary Teacher Education Students

The three areas of competency are as follows;

1. Competence Areas

With a view to improving competencies of a teacher NCTE has identified six competency areas such as, (i) contextual competencies including development of education in society and teachers’ role in it; (ii) conceptual competencies comprising various concepts of education and learning and psychological, sociological and physiological aspects of education; (iii) transitional competencies as regards general, subject-wise and stage-wise dimensions; (iv) competencies in other educational activities such as planning and
organizing morning assembly; (v) competencies relating to teaching-learning materials like preparation, selection and use of materials, educational technology and local resources; (vi) evaluation competencies including preparation, selection and use of evaluation tools and justice; All these competencies need to be developed through pre-service teacher education and then refreshed and strengthened during in-service teacher education.

2. Commitment Areas

Dave (1998) has identified five commitment areas to form an integral and essential part of curriculum for teacher education. These are: (i) commitment to the learner, (ii) commitment to the society, (iii) commitment to profession, (iv) commitment to achieve excellence and (v) commitment to basic human values. In short, a competency based and commitment-associated circular framework includes three interrelated and interactive dimensions as follows:

![Circular Framework Diagram]

The most crucial teacher commitment areas have been identified to be fivefold as follows:
i. Commitment to the Learner: By taking up the profession of teaching, the teacher is pledged to the progress and development of the learners. This can happen only when the teacher evinces sincere concern and affection for the learners and is tolerant towards mistakes and mischief’s committed by them. He/she, therefore, must be so oriented as well motivated as to fulfil this pledge. The ten competencies and five performance areas are also expected to mutually reflect the teacher’s commitment to the learners as these, by and large, aim at contributing to optimal learning.

ii. Commitment to the Society: Essentially, the school and the community have a symbiotic relationship between them. Being knowledgeable persons, teachers can orient the community towards importance of education as a life-long process and also motivate them to take it in that perspective. The teachers have a very special role to play in motivating the deprived sections of the community to learn. This can only be done if teachers understand the community thoroughly and use various ways to mobilize it. Mobilized community can provide various resources to school personnel as well as material to help the system. Therefore, as a pre-requisite, the teachers need to have deep concern and commitment towards the community which demands teachers’ specific orientation.

iii. Commitment to the Profession: Teachers are entrusted by the community to shoulder the crucial responsibility of shaping the present generation for the future through the process of teaching and learning. The major implication of this should be to make learning a joyful experience. Taking cognizance of this, only committed professionals will adopt various innovative methods of teaching, taking into consideration how best to learn and
bring about effective learning. This can happen only when teachers themselves evince commitment to the profession to improve both guided as well as self-directed learning.

iv. Commitment to Attaining Excellence for Professional Actions: A teacher who is committed to the profession should simultaneously be committed to excellence. Only knowledge of innovations and developments in one’s subject is not enough; one must integrate it in the structure of the curriculum and communicate it to the students through suitable methods of teaching. To excel in one’s own profession, it is very essential to be open to accept an innovation, after studying its pros and cons.

v. Commitment to the Basic Values: Human beings are what they are because basic values developed over generations guide their course of life. These values are inculcated in children by parents and elders at home and by teachers in schools. This inculcation becomes possible through guidance whenever necessary and more so by practicing them in day-to-day life. Teacher’s own observance of basic values such as truth, beauty, goodness, honesty, love, punctuality, regularity and impartiality will automatically help children accept and internalize them.

3. Performance Areas

Preparation of theoretical background through ten competency categories along with five commitments will facilitate the process of performance by teachers inside as well as outside the classroom. For the parents, community and society, it is the performance of teachers which generates a sense of close relationship with the school and schooling. It also enhances the credibility of the education system and establishes synchronization with
the aspirations of the people. For professional excellence of teachers five major performance areas have been identified.

i. Classroom Performance: Performance in the classroom comprises instructional or transactional activities, evaluation of classroom activities and classroom management. Teachers in service have been performing these tasks in their respective traditional ways at individual levels. However, in the changed context of competency based teacher education, they are expected to reorient themselves to perform along competency parameters. For this, they will have to undertake competency-based teaching, develop remedial and enrichment programmes for respective groups follow appropriate management techniques and set personal examples of values based behaviour.

ii. School level Performance: Teachers are expected to organize various types of activities and events in the school such as morning assembly, games, national events and annual programmes. The major objective of these activities is to develop right attitudes and values through organizing them in a constructive way. Transmission of social, cultural, national and basic values would be greatly facilitated by appropriate teacher performance.

iii. Performance in the out-of-school educational activities: Teachers are not only required to organize educational activities but also provide ideas and evolve strategies for effective utilization of these activities as a major component of the learning process in the school. Towards their own professional development teachers should participate in seminars, workshops, discussions, and other academic activities. Every teacher needs to acquire excellence in performance outside the school in order to contribute effectively to this
sphere of activities through their vision, acumen expertise in the changing times. This would require continuous and regular re-orientation and enrichment through in-service teacher education programmes in the light of competency based approach.

iv. Parents-related performance: A competence and committed teacher who understands the family background of the child in the different contexts attempts regular and intensive interaction with parents. Only those teachers who understand the context and are capable of maintaining dynamic relationship and rapport with parents can perform their roles comprehensively. Such teachers would also receive due respect and regard from the parents and the community.

v. Community-related performance: Involvement of the community is essential for effective functioning of the school. Community can provide various resources, personnel as well as material, to school as and when required and once these are mobilized: they can contribute continuously and significantly to the cause of quality schooling. Teachers can contribute in constructive work undertaken by the community. Good teaching is kindly and sympathetic. True understanding of and love for teaching and students are essential. Successful teacher must create confidence in the pupils. The good teacher must be neither too firm nor too soft. Justice and impartiality are virtues which must be cultivated for successful teaching. Thus successful teaching requires meta-cognitive strategies, emotional intelligence and sound competency (Mohanty, 2007).

1.7 NEED AND SIGNIFICANCE OF THE STUDY

Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behaviour of people in group.
Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioural clues in other people that can indicate their emotions and intentions. It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. It relatively helps the students to be endowed with certain cognitive understanding and adjustment faces the new situations. Social intelligence is the ability and to understand and manage wisely in human relations. It purely deals with a person’s knowledge of social situations.

Problem solving as an activity that involves the student engagement in variety of cognitive action including, accessing, using previous knowledge and experience. Successful problem solving involves coordinating previous experience of inference, institution in and an effort to generate new representation and related patterns of inference that resolve the tension or ambiguity that prompts the original problem solving activity.

Today all teachers are facing the ongoing challenges of making their teaching more effective. Teachers must develop their skills to meet students’ educational needs during the training period itself. The teacher trainee has to put his heart and soul on the course. All the B.Ed. students may not develop the desired level of teaching competence within the short duration of time. Unless and until they are tuned with strategies like planning, monitoring and self-evaluation, they may experience a lot of problems that results in calmness and low performance in academics as well as in teaching competence. This study is an attempt in this direction. The teaching competency for secondary teacher education students is a
complex one. It demands a variety of human traits and abilities. It is based on the teachers’
personality, interests, attitudes, likes, dislikes and beliefs. So the teacher must be
competent enough to develop all the teaching skills within themselves.

1.8 STATEMENT OF THE PROBLEM

Social intelligence is closely related to one’s own personality and individual behavior
those with social intelligence are fully aware of them and understand their environment.
Every individual has required attaining a better life. Teachers were change agents. They
always seek a positive change in the learners. This change can only be brought through
competent teaching. A competent teacher one who is able to employ all possible methods
to make a child understand. There was still a huge gap between teacher training and actual
teaching. At present, the student-teachers are facing many problems in their walks of life
and they need to be bold enough to manage their social skills, problem solving styles and
to develop the teaching competency skills which show the symbol of good teachers. Today
teachers are tomorrow nation builders. They need to possess the social intelligence and
problem solving style on teaching competency. Therefore, the investigator has coined the
problem as, “Influence of Social Intelligence and Problem Solving Style on Teaching
Competency of Secondary Teacher Education Students”.

1.9 TITLE OF THE STUDY

The title of the present investigation is stated as,

Influence of Social Intelligence and Problem Solving Style on Teaching Competency of
Secondary Teacher Education Students.
1.10 OPERATIONAL DEFINITION OF KEY TERMS

i. Influence

Influence refers to the impact of independent variables (Social Intelligence and Problem Solving Style) on dependent variable (Teaching Competency).

ii. Social Intelligence

It means the ability to understand others and act wisely in human relations.

iii. Problem Solving Style

It refers to the ability to solve problems accurately in one’s own style.

iv. Teaching Competency

It means enrichment of the teacher potentialities, skills, talents and transformation of information to the learners which are based on learner’s interest, attitudes and values.

v. Secondary Teacher Education Students

It refers to the learners who are pertaining bachelor degrees in Colleges of Education affiliated to Tamil Nadu Teachers Education University (TNTEU) in the academic year 2013 – 2014.

1.11 OBJECTIVES

The following objectives are evolved for this study.

1. To find out the level of social intelligence of secondary teacher education students

2. To find out the level of problem solving style of secondary teacher education students

3. To find out the level of teaching competency of secondary teacher education students
4. To find out the significant difference, if any, in the social intelligence of secondary teacher education students in terms of selected background variables

5. To find out the significant difference, if any, in the problem solving style of secondary teacher education students in terms of selected background variables

6. To find out the significant difference, if any, in the teaching competency of secondary teacher education students in terms of selected background variables

7. To find out the significant difference among, if any, in the social intelligence of secondary teacher education students in terms of religion and nature of the institution

8. To find out the significant difference among, if any, in the problem solving style of secondary teacher education students in terms of religion and nature of the institution

9. To find out the significant difference among, if any, in the teaching competency of secondary teacher education students in terms of religion and nature of the institution

10. To find out the significant association, if any, in the social intelligence of secondary teacher education students in terms of father’s education, mother’s education, father’s occupation and mother’s occupation

11. To find out the significant association, if any, in the problem solving style of secondary teacher education students in terms of father’s education, mother’s education, father’s occupation and mother’s occupation

12. To find out the significant association, if any, in the teaching competency of secondary teacher education students in terms of father’s education, mother’s education, father’s occupation and mother’s occupation
13. To find out whether there is any significant relationship between social intelligence and problem solving style of secondary teacher education students

14. To find out whether there is any significant relationship between problem solving style and teaching competency of secondary teacher education students

15. To find out whether there is any significant relationship between teaching competency and social intelligence of secondary teacher education students

16. To find out whether there is any significant influence of social intelligence and problem solving style on teaching competency of secondary teacher education students

17. To find out whether there is any significant factor with positive loading of the variables namely social intelligence, problem solving style and teaching competency of secondary teacher education students.

*The background variables selected for this study were:* gender, group of study, educational qualification, locality of the school, marital status, nature of accommodation, type of family, locality of the institution, type of the institution, religion, nature of the institution, father’s education, mother’s education, father’s occupation and mother’s occupation.

**1.12 HYPOTHESES**

The following null hypotheses are formulated regarding social intelligence, problem solving style and teaching competency of secondary teacher education students.

**H₀₁:** There is no significant difference in the social intelligence of secondary teacher education students in terms of gender.
**H₀ 2:** There is no significant difference in the social intelligence of secondary teacher education students in terms of group of study.

**H₀ 3:** There is no significant difference in the social intelligence of secondary teacher education students in terms of educational qualification.

**H₀ 4:** There is no significant difference in the social intelligence of secondary teacher education students in terms of marital status.

**H₀ 5:** There is no significant difference in the social intelligence of secondary teacher education students in terms of nature of accommodation.

**H₀ 6:** There is no significant difference in the social intelligence of secondary teacher education students in terms of type of family.

**H₀ 7:** There is no significant difference in the social intelligence of secondary teacher education students in terms of locality of the institution.

**H₀ 8:** There is no significant difference in the social intelligence of secondary teacher education students in terms of type of the institution.

**H₀ 9:** There is no significant difference in the problem solving style of secondary teacher education students in terms of gender.

**H₀ 10:** There is no significant difference in the problem solving style of secondary teacher education students in terms of group of study.

**H₀ 11:** There is no significant difference in the problem solving style of secondary teacher education students in terms of educational qualification.
**H₀ 12:** There is no significant difference in the problem solving style of secondary teacher education students in terms of marital status.

**H₀ 13:** There is no significant difference in the problem solving style of secondary teacher education students in terms of nature of accommodation.

**H₀ 14:** There is no significant difference in the problem solving style of secondary teacher education students in terms of type of family.

**H₀ 15:** There is no significant difference in the problem solving style of secondary teacher education students in terms of locality of the institution.

**H₀ 16:** There is no significant difference in the problem solving style of secondary teacher education students in terms of type of the institution.

**H₀ 17:** There is no significant difference in the teaching competency of secondary teacher education students in terms of gender.

**H₀ 18:** There is no significant difference in the teaching competency of secondary teacher education students in terms of group of study.

**H₀ 19:** There is no significant difference in the teaching competency of secondary teacher education students in terms of educational qualification.

**H₀ 20:** There is no significant difference in the teaching competency of secondary teacher education students in terms of marital status.

**H₀ 21:** There is no significant difference in the teaching competency of secondary teacher education students in terms of nature of accommodation.
$H_o\, 22$: There is no significant difference in the teaching competency of secondary teacher education students in terms of type of family.

$H_o\, 23$: There is no significant difference in the teaching competency of secondary teacher education students in terms of locality of the institution.

$H_o\, 24$: There is no significant difference in the teaching competency of secondary teacher education students in terms of type of the institution.

$H_o\, 25$: There is no significant difference among the social intelligence of secondary teacher education students in terms of religion.

$H_o\, 26$: There is no significant difference among the social intelligence of secondary teacher education students in terms of nature of the institution.

$H_o\, 27$: There is no significant difference among the problem solving style of secondary teacher education students in terms of religion.

$H_o\, 28$: There is no significant difference among the problem solving style of secondary teacher education students in terms of nature of the institution.

$H_o\, 29$: There is no significant difference among the teaching competency of secondary teacher education students in terms of religion.

$H_o\, 30$: There is no significant difference among the teaching competency of secondary teacher education students in terms of nature of the institution.

$H_o\, 31$: There is no significant association in the social intelligence of secondary teacher education students in terms of father’s education.
$H_o_{32}$: There is no significant association in the social intelligence of secondary teacher education students in terms of mother’s education.

$H_o_{33}$: There is no significant association in the social intelligence of secondary teacher education students in terms of father’s occupation.

$H_o_{34}$: There is no significant association in the social intelligence of secondary teacher education students in terms of mother’s occupation.

$H_o_{35}$: There is no significant association in the problem solving style of secondary teacher education students in terms of father’s education.

$H_o_{36}$: There is no significant association in the problem solving style of secondary teacher education students in terms of mother’s education.

$H_o_{37}$: There is no significant association in the problem solving style of secondary teacher education students in terms of father’s occupation.

$H_o_{38}$: There is no significant association in the problem solving style of secondary teacher education students in terms of mother’s occupation.

$H_o_{39}$: There is no significant association in the teaching competency of secondary teacher education students in terms of father’s education.

$H_o_{40}$: There is no significant association in the teaching competency of secondary teacher education students in terms of mother’s education.

$H_o_{41}$: There is no significant association in the teaching competency of secondary teacher education students in terms of father’s occupation.
H₀ 42: There is no significant association in the teaching competency of secondary teacher education students in terms of mother’s occupation.

H₀ 43: There is no significant relationship between social intelligence and problem solving style of secondary teacher education students.

H₀ 44: There is no significant relationship between problem solving style and teaching competency of secondary teacher education students.

H₀ 45: There is no significant relationship between teaching competency and social intelligence of secondary teacher education students.

H₀ 46: There is no significant influence of social intelligence and problem solving style on teaching competency of secondary teacher education students.

H₀ 47: There is no significant factor with positive loading of the variables namely social intelligence, problem solving style and teaching competency of secondary teacher education students.

1.13 DELIMITATIONS

The present study is made keeping in mind with the following delimitations:

1. This study was limited to the secondary teacher education students only.

2. Only 20 Colleges of Education selected from Tirunelveli, Thoothukudi and Kanyakumari districts of Tamil Nadu.

3. The sample size was delimited to 1133 secondary teacher education students only.

4. The investigator used questionnaires for collecting data.

The following chapter is on the review of related studies.