CHAPTER I

INTRODUCTION

Emotional intelligence is a new concept in the area of Education and Psychology. It consists of two words i.e. emotion and intelligence. Emotion is concerned with the intense feelings of human beings, whereas intelligence is the general mental ability of man to deal effectively with the environment. It is the ability to make adjustment with life, to learn from experiences and also to think at abstract level. Emotional intelligence more or less relates to social intelligence. According to Gardner’s theory of multiple intelligence emotional intelligence includes inter and intrapersonal intelligence.

Emotional intelligence is a measure of degree of interpersonal and intrapersonal intelligence that a person holds. It helps a person to have an exact knowledge of one’s emotions and also to have effective understanding of other people’s emotions. The concept of emotional intelligence shows that to understand and appreciate intelligence in totality, one needs to attend to the domains of personality, emotions and motivation. The merging of emotions and intelligence as a cognitive tool under the caption of EI was proposed by Yale Psychologists, Peter Salovey and John Mayer (1990). They defined EI 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.”

According to Salovey and Mayer (1998), emotional intelligence involves abilities that may be categorized into five domains:

(i) Self-awareness i.e.; observing oneself and recognizing a feeling as it happens.
(ii) Managing emotions i.e., handling feelings so that they are appropriate; realizing what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
(iii) Motivating oneself: channeling emotions in the service of a goal; emotional self-control; delaying gratification and stifling impulses.
(iv) Empathy: sensitivity to others’ feelings and concerns and taking their perspectives; appreciating the differences in how people feel about things.
(v) Handling relationships: managing emotions in others; social competence and
Researchers peeped deep into a various aspects of emotional intelligence and measured it by correlating it to concepts like social skills, interpersonal competence, psychological maturity and emotional awareness. (Goleman, 1995) in his study quoted that the social and emotional competence can be raised by focusing on the “personal intelligence” and “Social and emotional learning”. Social scientists have been making efforts to unravel the link of emotional intelligence with other factors such as leadership, individual and group performance, interpersonal exchange and conducting performance evaluations.

Emotional intelligence is a new concept in these days which needs to be researched in the school settings. It is the ability to understand emotions and their causes as well as the capability of effectively regulating these emotions in one’s self and in others. Most importantly, it is being able to use the emotions as a source of information for problem-solving, being creative and dealing with social situations. It refers to emotional awareness and emotional management skills which enable one to balance emotion and reason so as to maximize your long term happiness. Emotional intelligence includes equalities such as self-awareness, ability to manage moods, motivation, empathy and social skills like co-operation and leadership.

Emotional Intelligence is a new concept in the field of Educational and Psychological researches. It was in 1995 when Daniel Goleman published his most widely popular book “Emotional Intelligence” that research work in this area started in America, but this work was conducted in the field of Organizational Behaviour. Only a few years back, that research work on Emotional Intelligence in the area of Educational Psychology was undertaken in India. Many scholars have started doing their researches taking emotional intelligence as a main variable and studying it by relating with many other independent variables in order to find out the relationship.

1.1 WHAT IS EMOTIONAL INTELLIGENCE?

Emotional intelligence, as a dimension of personality has become popular in the contemporary scenario. It helps to understand the close relation between reason and emotion. The success or failure of a person can be easily predicted by the degree of emotional intelligence that a person possesses. Other factors that play a role in success are knowledge, specific skills, training, physical and mental strength, different levels of aspirations, achievements motivation and also the circumstances that may either promote or hinder the path of success.
The concept of emotional intelligence was introduced by two American professors in 1990, namely Dr. John Mayer and Dr. Peter Salovey. They attempted to develop a technique to know the difference of emotional traits in people. But the concept of emotional intelligence was later popularized by another American psychologist Daniel Goleman (1995) who worked extensively in this area of psychology.

The term ‘emotional intelligence’ has gained popularity and accepted over in the recent years. The ability to appropriately identify, recognize and handle your emotions for one’s own well-being as well as the well-being of people around you is what is described as emotional intelligence.

As per the to the exponents of emotional intelligence, a person’s emotional make-up largely determines his or her professional success. They believe that EQ is one of the most important determinants of the extent of personal and professional success in life. It is interesting to note that lot of people with high IQ fail whereas those with less intellectual endowment are extremely successful in his life. It is increasingly recognized that IQ may account for only about 20% of a person’s success in life. The remaining 80% depends largely on a person’s emotional intelligence.

EQ can be instrumental in achieving success in many areas of professional life and can help in increasing productivity, speeding up adaptation to change, developing leadership skills and stimulating creativity. People with high E.Q. are happier, healthier and more successful in social relationship in their profession. They are aware of their own feelings, show empathy and compassion for others and have high self-esteem.

1.1.1 Nature of Emotional Intelligence

Emotional Intelligence has its roots in the concept of social intelligence first identified by E.L. Thorndike in 1920. Social intelligence is the ability to understand and relate to people. Thorndike defined social intelligence as “the ability to understand and manage men and women, boys and girls—to act wisely in human relations.” Emotional intelligence include the dimensions of interpersonal and intrapersonal intelligence. Interpersonal intelligence helps one to understand what other people feel, how they are motivated, what are their ways of work and how they deal their social relations. People belonging to different professions like politician, teachers, salesman, religious leaders etc. are said to possess more of interpersonal intelligence.
It is well noted fact that both interpersonal and intrapersonal intelligence are important dimensions of social intelligence. But emotional intelligence is a comprehensive term and covers wider aspects than social intelligence. Where social intelligence include the understanding and reasoning of emotions in handling social relationship, Emotional intelligence deals with reasoning along with knowledge of one’s own internal emotions. Emotional intelligence focus more on emotional problems that are related to personal and social problem whereas social intelligence is just limited to understanding of social relations.

EQ stands for emotional quotient and refers to a person’s level of emotional intelligence (EI). Emotional intelligence encompasses social intelligence and emphasizes the effect of emotions on our ability to view situations objectively and thus to understand ourselves and other people. It is the ability to sense, understand and effectively apply the power of emotions, appropriately channeled as a source of energy, creativity and influence. We would like to call it “heart Intelligence” as balancing and integrating the head and heart, channeled through the left and right brain.

Emotional intelligence consists of the following elements:

(i) the ability to perceive accurately, appraise and express emotions,
(ii) the ability to access and/or generate feelings when they facilitate thought,
(iii) the ability to understand emotion and emotional knowledge,
(iv) the ability to regulate emotions to promote emotional and intellectual growth.

Emotional intelligence is the emotional needs, drives and true values of a person and guides all overt behavior. EQ tells what the persons do and will do. It determines your success, in relating to people and your success in any given job and socially tends to build relationships. Emotional intelligence comprises many personality traits such as empathy, motivation, persistence, warmth and social skills.

1.1.2 DEFINITIONS OF EMOTIONAL INTELLIGENCE

There are a lot of arguments about the definitions of EI, arguments that regard both terminology and operationalizations. The first published attempt towards a definition was made by Salovey and Mayer (1990) who defined EI 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.”

The concept of EI, according to cognitive model of EI by Peter Salovey and John Mayer (1993) primarily focuses on the complex, potentially intelligent tapestry of emotional
reasoning in everyday life. It is based on the assumptions that emotions convey knowledge about a person’s relationship with the world. Later on they revised their own definition. Now the most accepted and scientific explanation of the term ‘emotional intelligence’ may be found when they said: “Emotional intelligence may be defined as the capacity to reason with emotion in four areas to perceive emotion, to integrate it in thought, to understand it and to manage it.”

Daniel Goleman (1993) defined E.I. “as the ability to know, manage one’s emotions and recognizes them in others and to handle one’s relationship.” According to him, an emotionally intelligent person is likely to be skilled in two key areas namely ‘personal competence’ i.e; how one manages the self and ‘social competence’ i.e.; how one manages relationships. E.I. is nothing but the ability to understand one’s emotions and those of people around us. It enables us to modify our feelings and influence what happens in the world around us.

Freedman (1998) defined Emotional intelligence “as the way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves.”

Robert Cooper (1997) defines Emotional intelligence “as the ability to sense, understand and effectively apply the power and acumen of emotions as the source of human energy information, connection and influence.”

According to Maurice Elias (1999), “Emotional intelligence is helping to focus on what it means to be complete human beings.”

Saarni (1999) identified emotional competency “as the ability to understand, manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life.” It includes self-awareness, emotional regulation, working cooperatively and caring about oneself and others.

Bar-On (2000) proposed the Relational Model of Emotional intelligence as array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressure.

According to an Indian expert on Emotional Intelligence, Dr. Dalip Singh (2003), Emotional intelligence is “the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and the immediate environment.” It motivate an individual to understand human behaviour in an honest and tactful manner.
According to the above said viewpoints, Emotional intelligence is the ability which is related to, but different from standard intelligence. It helps one to make judgement of what others know and feel. Emotional intelligence works in close cooperation with the intellectual ability, for the realization of true happiness and welfare of the self in tune with others.

1.1.3 CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

Emotional intelligence, as described by Daniel Goleman (1995) involves the following characteristics:

(i) The ability to identify and understand emotions in oneself and others.

(ii) A fair degree of control over the expressions of emotions, so that one’s behavior builds and supports good relationships and does not damage them.

(iii) The ability to be free, frank, honest and assertive while respecting and catering for the emotional needs of those with whom one is communicating.

(iv) The choice of activities that are emotionally fulfilling.

(v) The maintenance of a balance between all areas of one’s life (e.g.; home, work, friends, leisure etc.).

The other characteristics of emotional intelligence are:

1. E.Q. is the single most important factor for personal adjustment, success in relationship and in job performance.

2. IQ test usually measures cognitive functions such as vocabulary, information for facts, short-term memory, verbal reasoning, and the ability to learn new relationships.

3. E.Q. helps to predict academic performance, to predict job performance and general adjustment in life.

4. It measures thirteen major facets of character which relate to success in life.

5. It refers to the areas of emotional health, relational success and job performance.

A person will be termed emotionally intelligent in proportion if he is able to:

(i) Identify and perceive various types of emotions in others (through face reading, body language and voice tone etc.),

(ii) Sense his own feelings and emotions,

(iii) Incorporate the perceived emotions in his thought (such as using his emotion, feelings in analyzing, problem solving, decision making etc.),

(iv) Have proper understanding of the nature, intensity and outcomes of his
emotions.

(v) Exercise proper control and regulation over the expression and use of emotions in dealing with self and others so as to promote harmony, prosperity and peace

Emotional Intelligence is one’s ability to acquire and apply knowledge from one’s emotions and the emotions of others in order to be more successful and lead a more fulfilling life. It acts, as a guiding tool for interpersonal effectiveness in one’s social environment. It is the power not only to perceive emotions but also control them. EI is, thus, sum total of the mental capabilities which empowers a person in understanding his or her emotions and the emotions of people in his/her immediate environment correctly and in using these emotions intelligently to get personally and socially desirable outcomes.

McClelland (1973) contended that conventional concept of I.Q. simply could not predict how well people would perform in the whole work place. Later on, Gardner (1983) talked about multiple intelligence theory including intrapersonal intelligence and interpersonal intelligence. He conceptualized intrapersonal intelligence as the ability to understand one’s own emotions and intentions. It correlates with E.I.

E.Q. is largely learned and continues to develop throughout life and is conditioned by life’s experiences. Unlike I.Q., emotional intelligence can be improved throughout life. In the 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 and to listen and empathize. As you become more matured, you can acquire certain emotional competencies that lead to outstanding performance at work. It also focuses on personal qualities such as initiative, empathy, motivation and awareness. It can also create an enthusiastic work environment, reduce stress levels and resolve emotional issues, improve the well-being of the persons and improve their relationship all-round.

1.2 LOCUS OF CONTROL

The Locus of control is one of the important dimensions of personality which involves a person’s control over his/her life events. People may be internally or externally controlled by the events. Locus of control is the extent to which people believe that they are responsible for their behavioral outcomes. It has often been cited as an important factor in achievement oriented behavior. Some people feel personally responsible for the things that happen to them. Those people are labeled internals. People having internal locus of control
feel that the change in their life are controlled by their side people who have external locus of
control generally attribute outcomes on various factors like destiny, luck, chance etc.

Obviously, most people fall between the two extremes forming a continuous
distribution of locus of control beliefs. Locus of control is thought to be relatively enduring
dispositional characteristics, although certainly modifiable through experience. People need
to believe in their own abilities to achieve and be happy. They need to develop a sense of
control. People’s locus of control influences how they view the world and how they identify
the causes of success or failure in their lives. Internal factors mean personal whereas external
are situational ones.

The variable of locus of control is of major significance in understanding the nature of
learning processes in different kinds of learning situations. This concept grew out of Rotter’s
Social learning theory (1954) which provides the general theoretical background for his
conception of the nature and effects of reinforcement and his work on levels of expectancies.

According to this theory, the unit of investigation for the study of personality is the
interaction of the individual and his meaningful environment and it is the study of learned
behavior. Behavior as described by personality theorists has a directional aspect and this
aspect is inferred from the effect of reinforcing conditions. The occurrence of a behavior of a
person is determined not only by the nature or importance of goals or reinforcements but also
by the person’s anticipation or expectancy that their goals will occur. Thus the three basic
constructs in Rotter’s social learning theory are behavioral potential, expectancy and
reinforcement value.

In a layman language LOC refers the belief of the individual that he handle and control
the events happening around him. The concept was developed by Julian B. Rotter in 1954. It
has now become an important part of personality studies. The locus of control can be two
types (i) Internal locus of control (ii) External locus of control
Internal locus of control that the person believes that he/she can control their life events.
External locus of control means that the individual feel helpless to control the events
happening around him. He believes that there is some other authority or people who control
the decision of their life.

People who are high on internal locus of control strongly believe that their own
behaviour is the cause of various events happening around them, whereas on the flip side, the
other group believes that their life decision are influenced and controlled by some other outer
forces. These people are generally termed as ‘Externals’. People with high external locus of
control put blame on factors like fate, destiny, luck or chance.
Rotter while advocating his theory of social learning has given the concept of ‘Locus of Control’. People are having internal or external locus of control. It refers to a person's beliefs about control over life events. Rotter terms persons who strongly believe that they can shape their own destinies are called as internals. Those who believe that their outcomes are largely the result of forces outside their control are called as externals. Internals are often happier and better adjusted than externals. Internal locus of control individual believes that he is guided by his/her personal decisions and efforts. External locus of control individual believes that his/her behaviour is guided by fate, luck, or other external circumstances. These people are labeled as externals.

People need to believe in their own abilities to achieve and be happy. They need to develop a sense of control. People’s locus of control influences now they view the world and how they identify the causes of successes or failures in their lives. Internal factors mean personal whereas external are situational ones.

1.2.1  INTERNAL AND EXTERNAL LOCUS OF CONTROL

Rotter (1966) proposed a concept of ‘locus of control’ - a variable representing a personality that relates to how an individual recognizes the relationship between results which is controlled by the behaviour and reinforcement. The concept is divided: one is an internal locus of control, the idea being that results are controllable by the behaviour of an individual, and the other is an external locus of control in which the environment and other people are there regardless of one’s own behavior.

Those with a high internal locus of control have better control of their behavior, tend to exhibit more political behaviors, and are more likely to attempt to influence other people than those with a high external (or low internal respectively) locus of control. Those with a high internal locus of control are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation. External locus of control individual believes that his/her behaviour is guided by fate, luck, or other external circumstances. On the other hand, internal locus of control individual believes that he is guided by his/her personal decisions and efforts.

Hence, it can be said that locus of control is a personality variable which classifies individuals as internals or externals depending on the extent that they feel exercise control over reinforcement (Phrase, 1968). Some people feel that the outcomes of their efforts are controlled by forces or events external to them while others feel that the outcomes of their efforts are internally controlled. Their outcomes are due to their own efforts or attributes.
These individual differences are in the degree to which a person perceives the locus of events as determined by his own behaviors or attribution to fate, luck or external forces. It indicates that locus of control may also influence the behaviour of superiors involved in the participating budgeting process. Thus, locus of control is an expectancy variable of personality that describes the perception of personal control that one has over the reinforcement that follows his behaviour.

Researches prove the points that the people who have internal locus of control are found to be more active in various intellectual pursuits. Whereas these is another group of researchers who found that the connection between the IQ and locus of control is insignificant. (Franklin, 1963; Crandal et.al. 1965; Chance, 1965) whereas others found relationship between IQ and locus of control to be non-significant (Cardi, 1962; Ladwing 1963). But some of the studies, however, have found a positive relationship between internality and IQ (Finchman & Barling 1978; Lynne, 1980; Brown 1980; Hung 1982; Douglas and Powers 1982; Brody and Benhaw 1986). However, Fazel (1995) found that gifted children in Iran and India are not significantly different from average on I.E. total and three sub scales i.e. Luck-Fate, Academics and Leadership success but significant differences emerged between gifted and average on personal respect and politics, where gifted are more external.

In general, it seems to be psychologically healthy to perceive that one has over those things which one is capable of influencing. In simplistic terms, a more internal locus of control is generally seen as desirable. Having an internal locus of control can also be referred to as "self-agency," "personal Control", self-determination", etc.

1.2.2 ORIGIN OF THE CONCEPT

Locus of control refers the belief of the individual that he handle and control the events happening around him. The concept was developed by Julian B.Rotter in 1954. It has now become an important part of personality studies. The locus of control can be two types (i) Internal locus of control) (ii) External locus of control Internal locus of control that the person believes that he/she can control their life events. External locus of control means that the individual feel helpless to control the events happening around him. He believes that there is some other authority or people who control the decision of their life.

Locus of control is the framework of Rotter's (1954) social learning theory of...
personality. Lefcourt (1976) defined perceived locus of control as follows: "Perceived control is defined as a generalized expectancy for internal as opposed to external control of reinforcements". Early work on the topic of expectancies about control of reinforcement had, as Lefcourt explains, been performed in the 1950s by James and Phares. William H. James (1957) studied two types of expectancy shifts:

- **typical expectancy shifts**, believing that a success or failure would be followed by a similar outcome; and
- **atypical expectancy shifts**, believing that a success or failure would be followed by a dissimilar outcome.

Research in the area of locus of control had led the psychologists to conclude that people having typical expectancy attribute their outcomes to their capacities, whereas on the other side, the people showing atypical expectancy attribute their outcomes to luck, fate or chance. It is assumed that people are divided into two groups—one who attribute to internal causes such as ability and the other group who depends on external causes like luck or chance.

In the field of sports, athletes differ in the responsibility they perceive for the rewards and punishments they receive, which is called locus of control. They are inclined to explain the events in their lives as resulting from external forces, such as luck, chance and powerful to other people who are called external controls. Athletes who are internal controls are more likely to perceive the events in their lives as being dependent upon their own behaviour. They believe that in most cases, if they perform well or poorly, appropriate consequences will follow. They don’t consider their success in competition to be purely a matter of luck or chance.

Athletes may believe that their chances of success are dependent mostly upon internal or external factors. Athletes possessing an internal locus of control feel that their accomplishments are influenced through personal efforts i.e. that one is master of one’s fate. Athletes with an external locus of control perceive the situation as having chance outcomes. Their performance would be influenced by luck, environmental factors and other variables external to personal effort and abilities. It would appear that the degree of motivation associated with overcoming fate or energizing perceived capabilities might differ among them with an internal locus of control which is the more desirable of the two.

Many athletes have qualities of both internal and external controls. External controls are those who tend to perceive that the rewards they receive are not the consequences of their
own actions. Good athletes tend to be more internal because they have learned that their abilities and efforts bring them the rewards of their athletic success.

Internal control athletes are skill oriented and more motivated to achieve while external control athletes are chance oriented and have more fear of failure. Internals tend to achieve more than externals, because their reactions to failures are less negative. They are more persistent and they can delay gratification of rewards. They are more likely to raise their goals after success and lower their goals slightly after failure.

Athletes with external control attribute their success to outside forces and they do not derive personal satisfaction from success. They are more inclined to set unrealistically high or low goals and take unnecessary risks. On the other hand, internal control athletes are more influenced by the internalization process of motivation whereas externals are influenced more by identification methods. Internals are especially motivated when they are given the opportunity to put greater control over their own lives. They are more desirable and coaches should try to keep them to develop this characteristics e.g. i) the coach should help athletes to experience situations in which their personal actions produce desired consequences, ii) he should teach athletes to get realistic goals and he should take personal responsibility for their actions. Sports provide a good opportunity for teaching responsibilities if coaches will make the efforts to do so. High internal control athletes may perceive and have greater control over the outcome of a contest than actually exists, while externals deny responsibility which they should accept.

There are many people who feel that they are not in control of themselves and their destiny. They resign themselves to being victims of their situations. Dependence on others for direction is one of the ways of their life style. They have the feelings that what happens to them is external and beyond personal control and whatever they achieve is the influence of fate, luck and others.

Personal causation is thereby defined in terms of perceived locus of causality. There are two extreme types of individuals which can be classified as: i) origins and ii) pawns

(i) Those who experience being an origin perceive themselves as originating their own behaviour. Origins seem to have it all together wanting something of personal meaning e.g.: (a) learning the characteristics of the relevant situation (b) knowing what to do, (c) engaging in appropriate activities, (d) being successful often and (e) feeling personal causation, that they have originated their own action.

(ii) Pawns believe themselves to be pushed around – that they are doomed for
failure. But they are not as inadequate to the extent that they can’t be worked with to change their attitudes; perception and subsequent productivity. Self-perceived pawns can become origin with some effective training.

1.3 PERCEIVED SELF-EFFICACY

Self-efficacy means the ability of a person to carry out action according to his own ways. If a person’s self-efficacy is high, he/she seems to perform better on various tasks. It is someone’s belief in oneself. It is one such variable that needs to be worked out among the school teachers both under training and in service. Self-efficacy is also a means to set one’s expectations according to one’s ability to perform various tasks.

Self-efficacy is a positive feeling one has about his/her ability to perform at various levels of the tasks. If a person shows more self-confidence and self-belief, it proves that the person possesses more self-efficacy. If people conclude negatively about their efforts to reach their goals, they lack self-efficacy. On the other hand, if they feel positive about the outcomes and efforts to reach their goals, their performance will be increased and higher self-efficacy is exhibited.

Perceived self-efficacy can influence thought patterns, persistence and performance. Performance potential is more nearly realized when there is a personal belief of capability. If an individual believes in himself, then effort will be increased and achievement will follow. Most people willingly undertake those activities in which they judge themselves capable of managing. The degree of self-efficacy influences the desire to initiate an activity and how often.

Self-Efficacy

Bandura (1977) coined the word” self-efficacy” to represent the individual’s belief as to how successfully he or she can perform a course of behaviour needed to produce certain results. He also named the level at which an individual becomes aware the level at which an individual becomes aware of their acquired self-efficacy as “perceived self-efficacy” In short, perceived self-efficacy means the sense of possible accomplishment perceived by an individual before he or she initiates a certain behaviour. It is a sense of expectation felt by an individual about attaining certain results. It is also a kind of confidence, which develops when an individual becomes aware of such an expectation. It is said that high self-efficacy promotes appropriate behaviour for maintaining and improving an individual’s health. There are also reports that in the stress management process, high self-efficacy promotes active
coping behaviour and eases the responses to stress.’

Self-Efficacy is the self-belief and anxiety about one’s ability to perform well in competition occurs in almost every athlete. When this state occurs too frequently or when it is not overcome at the right time, problems arise in performance. Obviously, a low self-esteem, lack of self-confidence and performance expectation in sports are the factors that are not desirable to bring achievement. Here the sports psychologists stress the importance of self-efficacy which is the person’s conviction that he can produce a successful outcome. The degree of self-efficacy influences the desire to initiate an activity and how often. Researchers have suggested four major positive approaches to improve the self-efficacy of the athletes e.g.:

(i) mastery experiences
(ii) verbal persuasion
(iii) induced arousal states
(iv) vicarious experiences

(i) **Mastery experiences:** Previous successes in an activity are mastery experiences. They are related to the level of challenge in relation to one’s abilities, in that an athlete is more likely to perceive accomplishments when engaged at a level of challenge that he has a reasonable chance of doing well. Challenges are increased as skill improves. Confidence is built up with achievements.

(ii) **Verbal persuasion:** It is a common technique used by coaches to instill confidence in an athlete. It is a positive approach, if the comments have to be believed in case good performance is possible. But it may work well if the athlete perceives a justification for this support.

(iii) **Induced arousal states:** Many athletes report states of competitive anxiety such as fear of losing or letting down the team before the competition which in turn lowers their self-efficacy. They need to learn how to deal with such potential debilitating conditions. They should be taught the techniques to reduce them or induce heightened arousal such as having him imagine that the athletic event is about to begin and also to have him to apply any one of the psycho-regulative technique to have mental relaxation and also to reduce these feelings.

(iv) **Vicarious experiences:** They can affect the learner’s perceptions of being
able to perform well at the activity. Much research on modeling, the influence on the learner of the person demonstrating the skills to be acquired by the learner reveals that the age, skill level and other personal characteristics of the ‘model’ have impact upon feelings of self-efficacy.

Perceived self-efficacy can influence thought patterns, persistence and performance. Performance potential is more nearly realized when there is a personal belief of capability. If an athlete believes in himself, then effort will be increased and achievements will follow. Most people willingly undertake those activities in which they judge themselves capable of managing. The personal motivational attributes has been depicted in the following model.

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Personal Motivation Abilities

Personal causation  Coping style  Locus of control  Self-efficacy
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The most important aspect of Bandura’s theory that has received most attention in recent research is his concept of self-efficacy. This theory emphasizes that an individual’s belief that he or she can perform some behavior or task successfully. If a person can expect to do well in some task, his self-efficacy is high, but if he has some doubts about his performance, then his self-efficacy is lower. Self-efficacy has been found to play a role in success on many tasks and in personal happiness and life satisfaction.

Although self-efficacy as described by Bandura was related to performance of specific tasks and is not an aspect of personality, recent findings indicate that people form general expectations about their abilities to succeed at many tasks or to exert control over the events in their lives. Such generalized beliefs about their task-related capabilities are stable over time, and these can be viewed as an important aspect of personality.

Self-efficacy is a term used corresponding to a person's belief in their own competence. It has been defined as the belief that one is capable of performing in a certain manner to attain certain goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life.

The concept of self-efficacy lies at the center of psychologist Albert Bandura’s social
cognitive theory. Bandura’s theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. According to Bandura, a person’s attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self-efficacy plays an essential part in this self-system.

Self-efficacy is a concept, introduced by Albert Bandura. Although someone may believe that how some future event turns out is under their control, they may or may not believe that they are capable of behaving in a way that will produce the desired result. For example, an athlete may believe that training eight hours a day would result in a marked improvement in ability (an internal locus of control orientation) but not believe that he or she is capable of training that hard (a low sense of self-efficacy). Self-efficacy has been measured by means of a psychometric scale and it differs from locus of control in that whereas locus of control is generally a measure of cross-situational beliefs about control, self-efficacy is used as a concept to relate to more circumscribed situations and activities. Bandura has emphasized how the concept differs from self-esteem—using the example that a person may have low self-efficacy for ballroom dancing, but that if ballroom dancing is not very important to that person, this is unlikely to result in low self-esteem.

It is important to appreciate that differences do exist between internal locus of control and self-efficacy. Smith (1989) has argued that the Rotter scale to assess locus of control cannot be taken as a measure of self-efficacy, because "only a subset of items refer directly to the subject's capabilities". Smith noted, in his empirical study, that coping skills training led to increases in self-efficacy, but did not affect locus of control as measured by Rotter's (1966) scale.

1.3.1 SELF-EFFICACY THEORY OF BANDURA

In 1963 Bandura published a book on "Social Learning and Personality Development." In 1974 Stanford University awarded him an endowed chair and he became David Starr Jordan Professor of Social Science in Psychology. In 1977, Bandura published the ambitious Social Learning Theory; that altered the direction psychology took in the 1980s. In this book, he offered a social human functioning that accords a central role to cognitive, vicarious, self-regulatory and self-reflective processes in human adaptation and change. This theory has its roots in an agentic perspective that views people as self-organizing, proactive, self-reflecting and self-regulating, not just as reactive organisms shaped by environmental forces or driven by inner impulses. Self-efficacy: The exercise of
control was published in 1997.

According to Albert Bandura, self-efficacy is “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (1995). In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1995).

Psychologist Albert Bandura has defined self-efficacy as our belief in our ability to succeed in specific situations. Your sense of self-efficacy can play a major role in how you approach goals, tasks, and challenges. According to Bandura's theory, people with high self-efficacy - that is, those who believe they can perform better - are more likely to view tasks as something to be mastered rather than something to be avoided.

Self-efficacy theory is a social cognitive approach to behavioral causation in which behavioural, physiological, and cognitive factors and environmental influences all operate as interacting determinants of each other (Bandura, 1982,1997). This interactive process, referred to as reciprocal determinism, posits that behavior and human functioning are determined by the interrelated influences of individuals’ physiological states, behavior, cognition, and the environment.

Self-efficacy theory focuses on the role of self-referent thought and provides a common mechanism through which people demonstrate control over their own motivation and behavior. Self-efficacy cognitions have been consistently shown to be important determinants of sports and exercise behavior as well as social, clinical and health-related behaviors (Bandura, 1997). It is important to realize that self-efficacy is not concerned with the skills an individual has but rather with judgments of what an individual can do with the skills he or she possesses (Bandura, 1982, 1997).

Efficacy expectations are the individual’s beliefs in his or her capabilities to execute necessary courses of action to satisfy situational demands and are theorized to influence the activities that individuals choose to approach, the effort expended on such activities, and the degree of persistence demonstrated in the face of failure or aversive stimuli (Bandura, 1982). Bandura (1995,1997) refined the definition of self-efficacy to encompass those beliefs regarding individuals' capabilities to produce performances that will lead to anticipated outcomes. The term self-regulatory efficacy is now used, and both the term and definition encompass a social cognitive stance that represents the role that cognitive skills play in behavioral performance above and beyond simply behavioral or skill beliefs.

Maddux (1995) suggested that this definitional development has led to the distinction
between task self-efficacy, where simple motor skills or capabilities are assessed (e.g., walking a certain distance), and self-regulatory or coping efficacy, where efficacy is assessed relative to impediments or challenges to successful behavioral performance.

These judgments of personal efficacy are by definition situation-specific, and efficacy measures are therefore specific to domains of functioning rather than generalized in nature. Efficacy expectations influence human behavior through a variety of processes. Individuals with a strong sense of personal efficacy approach more challenging tasks, expend greater efforts in these tasks, and persist longer in the face of aversive stimuli. Efficacy beliefs also act as motivational regulators in that they contribute to the formulation of desires and aspirations as well as to one’s degree of commitment to these aspirations (Bandura, 1995). In short, self-efficacy beliefs are theorized to influence motivation, affect, and behavior.

1.4 NEED OF THE STUDY

Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental and emotional health of the children. Teachers are made and not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Whereas the teachers should know their subject, their students; they should also know themselves. They should know their strengths and weaknesses. They can overcome their shortcomings if they are given positive feedback at the proper time. Teachers need to improve the cognitive, affective and conative aspects of their personality. In these days; it is not only the cognitive functioning which is needed; but more important is whether the teachers are emotionally matured and balanced; so that they may be able to develop the well-integrated personalities of the children; as the main objective of the modern education is the overall development of the child. So it is not the I.Q of the teachers, which matters, but the E.Q, which is more important. Hence it is very important that teachers should have high emotional intelligence along with the academic and social intelligence. It is the need of the hour to study emotional intelligence of the teachers as they are the pillars of the nation and architect of the future generations.

Every teacher holds a different personality. Those who are internally oriented attribute their success to their own hard work, abilities and talent. Whereas there are many other teachers, who blame chance or luck for the events happening in their lives. Such teachers are externally oriented. The external and internal dimension falls on the two
extremes of the continuum of locus of control. So it becomes most necessary to measure the locus of control of in service teachers as well as of prospective teachers.

Self-Efficacy is also an important characteristic of personality of a teacher. It is the function of the school to help him to develop this trait. A self-confident personality of the teacher is the need of the hour. Hence it is also necessary to assess self-efficacy among teachers and if they are lacking in this quality, educators should devise some programmes in the schools, where the teachers are exposed to that environment where they get opportunity to develop this trait of personality. Moreover it is also related with emotional intelligence. Hence there is a need to find out the relationship between emotional intelligence, locus of control and self-efficacy of the teachers.

On the basis of the above contention, the present study has been undertaken to investigate the emotional intelligence of the prospective teachers who are getting training in the different training institutions and also to find out the relationship with teachers in service on psychological variables like emotional intelligence, locus of control and perceived self-efficacy.

1.5 STATEMENT OF THE PROBLEM

The present research problem has been stated as below:

A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, LOCUS OF CONTROL AND PERCEIVED SELF-EFFICACY OF TEACHERS UNDER TRAINING AND TEACHERS-IN-SERVICE

1.6 DELIMITATIONS OF THE STUDY

1. The present study was conducted on a small sample of teachers under training i.e. B.Ed. teachers and teachers in service i.e. the teachers working in the government schools of distt. Bathinda and Mansa of Punjab state.

2. Only three psychological variables i.e. emotional intelligence, locus of control and self-efficacy were studied.

1.7 OBJECTIVES OF THE STUDY

The present study focused on the following objectives:
1. To study the emotional intelligence, locus of control, and self-efficacy of the teachers under training and teachers in service.

2. To find out the significant differences on emotional intelligence, locus of control, and self-efficacy on the basis of sex (male and female) of the teachers whether under training or in service as well as differences between student teachers and teachers in service.

3. To find out the significant differences between emotional intelligence of the teachers with high, average and low self-efficacy of both types of teachers.

4. To find out the relationship between five components of emotional intelligence with internal and external locus of control of the teachers, both under training and in service.

5. To study the relationship between emotional intelligence and locus of control, emotional intelligence and self-efficacy, as well as locus of control and self-efficacy of teachers under training as well as teachers in service.

1.8 HYPOTHESES

On the basis of the objectives, the following hypotheses have been framed:

1. There is no significant differences between male and female teachers of under training and in service on emotional intelligence.

2. There is no significant differences between male and female teachers of under training and in service on locus of control.

3. There is no significant differences between male and female teachers of under training and in service on self-efficacy.

4. There is no significant differences between teachers under training and teachers in service on emotional intelligence.

5. There is no significant differences between teachers under training and teachers in service on locus of control.

6. There is no significant differences between teachers under training and teachers in service on perceived self-efficacy.
7. There is no significant differences on emotional intelligence between teachers with internal and external locus of control

8. There is no significant differences on emotional intelligence among teachers with high, average and low self-efficacy.

9. There is no significant relationship between emotional intelligence and self-efficacy of teachers both under training and in service.

10. There is a significant relationship between locus of control and self-efficacy of teachers both under training and in service.

1.9 SIGNIFICANCE OF THE STUDY

The present study is expected to enlighten the path of educational administrator and educationists to know whether would be teachers have sufficient E.Q to become the effective teachers as only the emotionally matured teachers would be able to handle the young mind and mould them into socialized human beings. Secondly, the study will be beneficial not only for teachers under training or teachers in service but would being many positive outcomes. It would play a remarkable role in the field of guidance and counselling where it would help the psychologists and counselors to identify those teachers under training who have not required degree of E.Q and they can be helped to improve their E.Q by organizing short term courses and workshop. I.Q cannot be increased but E.Q can be enhanced by training. Thirdly, the study would also be a path breaking to know if some psychological aspects like locus of control and perceived self-efficacy are related with this new concept of emotional intelligence. Besides this it would be contributing new knowledge in the literature of educational psychology, it would help the educational planners and administrators to chalk out the well thought out educational programme and also to devise new curriculum to cater to the needs and requirements of teachers under training in the educational institutions and teachers training colleges of the country.

1.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

1. Emotional Intelligence: Emotional Intelligence is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions and to discriminate among them and to use this intelligence in give one’s thinking and actions. The emotional
intelligence comprises of various domains which includes: self-awareness, managing emotions, motivating oneself, empathy and handling relationships, Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management.

2. **Locus of Control**: The construct of locus of control is a personality dimension involving an individual’s perceived control over events occurring in his life. People are having internal or external locus of control. People with an internal locus of control tend to believe that their behavior or abilities influence outcomes and performances in their lives, whereas those with an external locus of control tend to attribute outcomes to outside forces such as fate, chance, luck and other people.

3. **Perceived Self-Efficacy**: Self-efficacy is sometimes seen to have an overlapping traits with self confidence. Although both the concepts are different, but a person showing higher self confidence is also observed to be higher on self-efficacy. So there is a relation between both the concepts. Self-efficacy is the individuals’ expectation concerning their ability to perform different tasks. It is a positive feeling about oneself. Self-efficacy is the individuals’ beliefs about their ability to perform various tasks at given levels. The more a person has self-confidence and self-believe, the more self-efficacy he possesses.

4. **Teachers under Training**: They are those B.Ed. students who are getting one year teachers training programme in the colleges of Education after their graduation or post-graduation.

5. **Teachers In-service**: They are those individuals who are trained as teachers and who have obtained bachelor or master’s degree in Education from any recognized teachers training college. Only those teachers have been included in the present study who had been working in senior secondary schools and teaching to the high classes.