1.0. Introduction

Sikkim, a small Himalayan State lying within 28° 07’ 48” North latitude and 88° 00’ 58” and 88° 55’ 25” East longitude is the second smallest state in India. It is barely 7096 square kilometers in size yet has an elevation ranging from 300 m to 8585 above sea level. The terrain is hilly and habitable areas are only up to the altitude of 2100 meters constituting only 20% of the total land area. Sikkim derives its name from the word “SUKHIM” which means ‘New House’ in Limboo language. Its Geography is dominated by the most majestic mountain chain in the world which includes the Kanchenjunga, the world's third highest mountain and is worshipped as the guardian deity of the land. The state has twenty-eight mountain peaks, twenty-one glaciers, 227 high altitude lakes, five hot springs, and over 100 rivers and streams, including the famous river Teesta, which is also called "lifeline of Sikkim". Due to great variation in the physical topography throughout the state, there is a large variation in the climate and rainfall in the State. The mean annual rainfall varies from 2000 mm to 4000 mm with intensity of rain from drizzling in lower altitudes to torrential rains in the higher altitudes.
Agriculture and Tourism related activities are the main source of livelihood of the majority of the people in the State. Though the land available for cultivation is not more than 15% of the total geographical area of the State, it produces crops of rice, cardamom, oranges, apples and tea. About one third of the total land area of the state is covered by forests. Sikkim is landlocked by Nepal to the west and Bhutan to the east; by the Tibetan Autonomous Region of China to the north and northeast and by West Bengal to the south. Sikkim is extended 115 km from North to South and 65 km from East to West. It shares 220 km long border with Tibet, 100 km long border with Nepal, 30 km long border with Bhutan and 80 km long border with West Bengal. With its unique culture and natural landscape, Sikkim is not just one of the most beautiful places in the world but also a picture of perfection and pristine purity.

Sikkim, a unique place nestled in the lap of Kanchenjunga, is blessed with rare natural beauty blended with peace and tranquility. Though Sikkim accounts for only 0.2% of National geographical area, it is endowed with exceptional natural resources and has been identified as one of the hot spots of biodiversity in Eastern Himalayas. Its richness in flora and fauna can be estimated from the fact that there
are 500 species of Flowering Plants, 36 species of Rhododendrons, 550 species of Orchids, 16 species of conifers, 362 species of ferns and allies, 9 species of tree ferns, 28 species of bamboos, 11 species of Oaks, 424 species of medicinal plants, 144 species of mammals, 552 species of Birds, 33 species of reptiles, 16 species of Amphibians, 48 species of Fishes and 650 species of butterflies.¹ Nobile Orchid is the State Flower, Rhododendron is the State Tree, Blood Pheasant is the State Bird and Red Panda is the State Animal of Sikkim.

**Administration**

Sikkim became the 22ⁿᵈ state of the Indian Union by the thirty-eighth Constitution Amendment Act, 1975. Sikkim is the eighth member in the family of North Eastern States of India. Gangtok, situated at an altitude of 5500 feet is the capital of Sikkim. The State is divided into four districts, East, West, North and South with headquarters at Gangtok, Geyzing, Mangan and Namchi respectively. Each District is administrated by a District Collector. The districts are further divided into 9 sub divisions viz. Gangtok, Pakyong and Rongli in the East District, Geyzing and Soreng in West District, Mangan and

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¹ Environmental Information System (ENVIS), Edition 1; Panda Vol-III, Issue No-1, Forest, Environment and Wildlife Management Department, Govt. of Sikkim: 2010-11
Chungthang in North District and Namchi and Ravongla in South District. There are 92 Zilla Panchayat wards, 159 unit of Gram Panchayat and 452 villages. Under the unicameral legislature, it has 32 seats of legislative assembly. One member each represents the state in the Lok Sabha and Rajya Sabha.

**Demography**

The population of Sikkim is 6,07,688 comprising of 3,21,661 Males and 2,86,027 Females according to Provisional Census Figure Sikkim 2011\(^2\). The population of State comprises 0.05% of the country’s total population and 1.38% of the population of the North-Eastern region. The State has the density of 86 persons per sq. km. The Population is not uniformly distributed and East District is the most populous followed by South, West and North District respectively. 75% of the population resides in the rural areas. The population of the State has grown by 12.36% over the period 2001-2011. The sex ratio of Sikkim at 889 females to 1000 males is lower than the national average of 940\(^3\).

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\(^2\) Census of India 2011 (provisional), retrieved from www.census.india.gov.in on 27.7.2011

\(^3\) Ibid.
Literacy

Literacy is one of the most important demographic characteristics, which reveal the socio-economic development of a State. The percentage of literates in the State as per 2011 census is 82.20%. The literacy rates among males and females are 87.29% and 76.43% respectively. Urban area has 89.26% literacy while it is only 79.82% in rural areas. Although there is a wide gap between male-female and rural-urban literacy rate, there has been a steady increase in the literacy rate over the years. The overall literacy rate has rose to 82.20% in 2011 from 68.81% in 2001. The literacy rates of males has increased from 76.04% in 2001 to 87.29% in 2011 whereas the literacy rates of females have jumped from 60.40% in 2001 to 76.43% in 2011 census which is a healthy sign for the development of Sikkim. The literacy rate of the State is much above the National average of 74.04%.

The present population of Sikkim comprises mainly of the Lepchas, the Bhutias, the Nepalese and other people who have come over from other states. Three main Languages Nepali, Bhutia and Lepcha are spoken in the State. Nepali being the language of masses is spoken by majority of the Population and hence it is the lingua
franca of Sikkim. English is the medium of instruction in the Educational Institutions.

**Statistics of the State of Sikkim**

Some important statistics about the State in brief are given in the following table:

**Table 1.1. Showing the Statistics of Sikkim**

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Capital</td>
<td>Gangtok</td>
</tr>
<tr>
<td>2.</td>
<td>Number of Towns</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>Inhabited Revenue Blocks</td>
<td>411</td>
</tr>
<tr>
<td>5.</td>
<td>Density of Population</td>
<td>86 per sq.km.</td>
</tr>
<tr>
<td>6.</td>
<td>Sex Ratio (Female per 1000 Males)</td>
<td>889</td>
</tr>
<tr>
<td>7.</td>
<td>Literacy Total</td>
<td>82.20%</td>
</tr>
<tr>
<td>8.</td>
<td>Male</td>
<td>87.29%</td>
</tr>
<tr>
<td>9.</td>
<td>Female</td>
<td>76.43%</td>
</tr>
<tr>
<td>10.</td>
<td>Rural</td>
<td>79.82%</td>
</tr>
<tr>
<td>11.</td>
<td>Urban</td>
<td>89.26%</td>
</tr>
</tbody>
</table>
1.1. **Human Resource Development in the State of Sikkim**

State of Sikkim has implemented free and compulsory system of Education for students up to the age of 14. It provides free textbooks and copies, free uniform including shoes with shocks, school bags and raincoat etc till class V and textbooks at half the cost till class VIII. Midday meal is provided till Class VIII. It follows 10+2 pattern of education and the schools are categorized as Primary, Upper Primary/Junior High School (JHS), Secondary School (SS) Senior Secondary School (SSS). There are no more Lower Primary School (LPS) in the state as all Lower Primary Schools have been recently upgraded to Primary School under RTE 2011-12 to make Elementary school cycle of 5 years and 8 years as per national norms. There are 431 Primary, 197 Upper Primary/Junior High School (JHS), 107 Secondary and 44 Senior Secondary Schools in the state. The teacher student ratio in the state is 1:17. All the Government Schools are affiliated to Central Board of Secondary Education (CBSE) and most of the Private schools are affiliated to Indian Certificate for School Education (ICSE). State does not have a board of its own.

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*Notification No: 310/SPO/SSA/HRDD-PLG/121, Dated 05.02.2011, Human Resource Development Department, Govt. of Sikkim.*
Educational Facilities

The network of schooling facilities have significantly expanded over the years. The position of Government schools as on 31.03.2011 under the general education system is as given below:

Table 1:2 Showing the Number of Schools in Sikkim

<table>
<thead>
<tr>
<th>District</th>
<th>SSS</th>
<th>SS</th>
<th>JHS</th>
<th>PS</th>
<th>Total</th>
<th>JNV/KV</th>
<th>Monastic School</th>
<th>Sanskrit Pathsalas</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>20</td>
<td>32</td>
<td>67</td>
<td>116</td>
<td>235</td>
<td>4</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>West</td>
<td>11</td>
<td>31</td>
<td>49</td>
<td>135</td>
<td>226</td>
<td>1</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>North</td>
<td>3</td>
<td>12</td>
<td>18</td>
<td>50</td>
<td>83</td>
<td>2</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>South</td>
<td>10</td>
<td>32</td>
<td>63</td>
<td>130</td>
<td>235</td>
<td>1</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>State</td>
<td>44</td>
<td>107</td>
<td>197</td>
<td>431</td>
<td>779</td>
<td>8</td>
<td>79</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: State Project Office, Sarva Siksha Abhiyan: HRD Department, Govt of Sikkim. 2011

A large number of private schools have also sprung up during the last 5-10 years. The majority of these schools have classes up to the primary level. A total of 426 private schools have been found to be functioning throughout the State as on 31st March 2011.

Besides these regular schools, there are 79 Monastic schools for the study of Buddhist religion and 12 Sanskrit Pathsalas for the

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5 State Project Office, Sarva Siksha Abhiyan: HRD Department, Govt of Sikkim. 2011
development of Sanskrit language in the State. In addition there are 8 schools run and managed by the Central Government (Jawahar Navodaya Vidyalaya (JNVs) and Kendriya Vidyalaya (KVs). In addition, there are two special schools to cater to the needs of children with special needs. The School for Visually Impaired (VI) is situated at Boom Tar, Namchi South Sikkim and The Special School for the Hearing Impaired is situated at Gangtok. Further, with the aim of creating skilled, competent and self reliant workforce, Government of Sikkim has established 31 Livelihood Schools in different parts of the state under the Capacity Building Programme.

Higher Education

Institutions of Higher Education play a pivotal role in human resource development and promoting the socio-economic development of a state. There has been a steady rise in the numbers of institutions of higher education in the state during last five years. The State at present has the following institutions for imparting higher education.

Government Institutions

1. Sikkim University, Samdur East Sikkim.
4. Sikkim Government College, Namchi, South Sikkim.
5. Sikkim Government College, Rhenock, East Sikkim
7. Sikkim Government College, Geyzing, West Sikkim
9. SHEDA (Institute of Buddhist Learning), Deorali, East Sikkim.
10. Research Institute of Tibetology, Deorali, East Sikkim.
11. National Institute of Technology (NIT), Ravongla, South Sikkim.
12. Advanced Technical Training Centre, Bardang, East Sikkim
13. Centre for Computers and Communication Technology, Chisopani, South Sikkim.

Private Institutions

1. Sikkim Manipal Institute of Medical Sciences, Tadong, East Sikkim.
2. Sikkim Manipal Institute of Technology (SMIT), Majhitar, East Sikkim.

3. The Institute of Chartered Financial Analysts of India University (ICFAI), Gangtok

4. Vinayaka Mission Sikkim University, Tadong East Sikkim.

5. The Eastern Institute of Integrated Learning and Management University (EIILM), Jorethang, South Sikkim.


**Teachers Training**

Quality of education depends on quality teaching which in turn depends on the quality of teachers. Therefore, Training of teachers is one of the most important components of any education system and Teacher Training Institutions play an important role in preparing quality teachers and ensure their professional development. To cater to the training needs of teachers, the State of Sikkim has one State Council of Educational Research and Training (SCERT) at Gangtok
and three District Institute of Education and Training (DIET) established by the Government, one each at Gangtok, Namchi and Geyzing, and one Carmel Teacher Training Institute (Private) at Pakyong.

**State Council of Educational Research and Training (SCERT)**

The State Council of Educational Research and Training (SCERT) is engaged mainly in conducting Teacher Education Program for the in-service teachers of the state. It organizes workshops, orientation program and various subject specific training programs for in-service teachers teaching different subjects in the schools of the state. SCERT is also engaged in framing Curriculum, designing syllabus and writing text books till elementary level. The Institute is one of the programme centres for in-service B.Ed. Programme for untrained teachers through distance mode in collaboration with Indira Gandhi National Open University (IGNOU). The Institute is striving hard towards bringing about quality education by making teachers competent and more effective in their teaching thereby improving the academic achievement level of students at the school level. It also organizes many programmes for students like
science seminar, science exhibition, science drama, Science quiz, role play etc.

1.2. **Intelligence**

There are many concepts which cannot be defined clearly in spite of having clear understanding about it, intelligence is one among them. Like love, it is easier to recognize but difficult to define. While intelligence is one of the most talked about subjects in psychology, there is no standard definition of what exactly constitutes 'Intelligence.' Psychologist have been trying to define intelligence ever since they started thinking and working on intelligence but because of diversity in the nature of intelligent behavior they have not yet arrived at a consensus over a comprehensive and universally accepted definition. Intelligence has been defined by different psychologists.

According to Stoddard “Intelligence is the ability to undertake activities that are characterized by difficulty, Complexity, Abstractness, economy, adaptiveness to a goal, Social value, emergence of originals, and to maintain such activities under conditions that demand a concentration of energy and a resistance to
emotional forces” (Stoddard, 1943)\(^6\). Wechsler defined Intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment\(^7\). He believes that intelligence is the capacity to understand the world and the resourcefulness to cope with its challenges (Wechsler, 1975)\(^8\). This definition specifically states that an individual’s intelligence is revealed by his behavior as a whole and that intelligence involves behavior towards a goal. Wechsler’s and Stoddard’s definition is considered as the best and most comprehensive definition of intelligence.

Types of Intelligence

Different psychologists have classified intelligence into different categories. Some psychologists have suggested that intelligence is a single, general ability; while others believe that intelligence encompasses a range of aptitudes, skills and talents. They have identified a variety of intelligence over the years and stressed that several kinds of intelligence should be distinguished from one another. American Psychologist E. L. Thorndike divided all intelligent

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\(^6\) G.S. Stoddard. Introduction to Intelligence: Its Nature and Nurture, Macmillan publishers 1943

\(^7\) D. Wechsler. The Measurement and Appraisal of Adult Intelligence. Baltimore: Williams & Wilkins, 1958

\(^8\) D. Wechsler. Intelligence Defined and Undefined, American Psychologist, 30, 135-159, 1975
activities into three broad types i.e. “Social intelligence”, “Concrete Intelligence” and “Abstract Intelligence” (Thorndike, 1920). Social intelligence is the ability to understand and deal with persons. Concrete intelligence is an ability to understand and deal with things and Abstract Intelligence is the ability to understand and deal with verbal and mathematical symbol.

Deviating from other previous approach and classifications, developmental psychologist, Howard Gardner proposed theory of multiple intelligences where he initially formulated a list of seven intelligences (Gardner, 1983). According to this theory individuals possess intelligence in several areas, including Linguistic, Logical-mathematical Intelligence, Musical Intelligence, Bodily-kinesthetic Intelligence, Spatial Intelligence, Interpersonal Intelligence (the ability to read the moods, intentions, and desires of others) and Intrapersonal intelligence (the examination and knowledge of one's own feelings). Subsequent research and reflection by Howard Gardner and his colleagues lead to the discovery of two more Intelligence viz.

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Naturalist and Existential Intelligence (Gardner 1999)\textsuperscript{11} Gardener considers these intelligences equally important as the type of intelligence typically measured by I.Q. tests (Gardner, 1983). Gardner’s stated goal is to democratize the range of the human faculties by stressing the value of other forms of intelligence behavior (Gardner, 1983). Gardner’s theory represents a deviation from the factorial analyses of intelligence which dominated the psychological thinking through most of this century.

Emotional Intelligence which comprises both intrapersonal and interpersonal intelligence of Gardner has attracted the attention of psychologists, researchers and educationists and has become the most popular intelligence in the present context. Emotional Intelligence refers to the ability to assess and manage one’s own emotions as well as that of others. Emotional Intelligence has its roots in social intelligence (Young, 1996)\textsuperscript{12}.

1.3. Emotions

Etymologically, the word emotion is derived from the Latin word ‘Emovere’ which means ‘to stir up’ or ‘to excite’. Therefore,


\textsuperscript{12} P.T. Young. Motivation of Behaviour, New York: John Wiley. 1996
emotion can be understood as an agitated or excited state of mind. It is commonly observed that a person when acts under emotion loses his mental equilibrium. Emotion which can be equated to an overwhelming feeling brings out an excited state of mind which in turn results in an instant and intense response.

It is very difficult to define emotion specifically in clear terms. There is neither any distinction between emotional and non emotional behavior nor are there any demarcation between one emotion and the other. Human emotions blend well into one another and basic emotions like love, fear, jealousy, lust anger and disgust often combined in various extent to produce complex emotional response such as romantic love, patriotism, religious ecstasy etc. Pleasant and unpleasant emotions often combine together and produced a mixed response. A major problem in defining emotion is the generalized nature of an emotional response. It is very difficult to identify, observe and measure all the physiological and psychological changes that comprise an emotional response.
Charles (1979)\textsuperscript{13} defines emotion as “a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behaviour patterns”.

According to Kleinginna and Kleinginna 1981\textsuperscript{14} a comprehensive definition of emotion should (1) describe something about the way we feel when we are emotional: (2) mention the physiological or bodily basis of emotional feelings; (3) include the effects of emotion on perception, thinking and behavior; (4) point out the driving or motivational properties of certain emotions such as fear and anger and (5) refer to the ways in which emotions are expressed in language, expressions and gestures.

McDougall\textsuperscript{15} discovered 14 basic instincts and concluded that each and every emotion whatever it may be is the product of some instinctive behavior. Emotions vary in accordance with the blend, variations and mutation of the mental state. In such emotional repertoire, emotion plays a unique role as prompted by biological tendencies. Emotions are “energy in motion”. As humans, we respond to our thoughts with emotions and feelings, followed by actions.

\textsuperscript{13} Charles G. Morris, Psychology (3\textsuperscript{rd} ed.), Englewood cliffs, New Jersey: Prentice-Hall, 1979, p.386.


\textsuperscript{15} William G. McDougall. An Outline of Psychology (13\textsuperscript{th} ed.), London, Methuen,1949
Actions and responses cause emotions to shift, and so the cycle continues. Sometimes it appears as though we are expressing emotions without any preceding thoughts at all. The subconscious mind is the source of emotional states, even though we experience them consciously. Different types of emotions and feelings provide a great deal of insight into subconscious programming. With that understanding, we are often able to open doors to emotional, mental, and sometimes even physical healing.

Emotions originate in response to exposure to specific situations. The thought process of perception results in the experience and expression of a related feeling. Emotions are our responses to the world around us and are created by the combination of our thoughts. It is important for all of us to realize that we create our own emotions. Our thoughts i.e. what we tell ourselves governs our response. When we are responsible and accountable for our thoughts, feelings and actions, we become emotionally intelligent.

**Nature and Characteristics of Emotions:**

1. Emotional experiences are associated with some Instincts or Biological Drive: Every emotional experience is associated with one or the other innate instinct. An emotion is aroused
under the influence of an instinctive excitement. One can experience emotions of anger only after riding on the instinctive waves of pugnacity or combat.

2. Emotions are the Product of Perception: Perception of a proper stimulus is required to start an emotional Experience. The physiological changes within the body may intensify the emotional Experience.

3. The Core of an Emotion is Feeling: irrespective of the type, every emotional experience involves feelings, a sense of response aroused in the heart. Feelings and emotions both are affective experiences differing only in intensity. Feelings like pleasure or displeasure may be aroused after perceiving a stimulus. When the feelings are strong enough to disturb the mind and excite an individual to respond immediately, they are turned into emotions. Hence, the urge to do or act is the most important emotional experience.

4. Emotions involve Physiological Changes: every emotional experience is associated with some physical and physiological changes in the organism. Some of the changes are easily observable like reddened eyes, flushed cheeks, increased heart
beat, choking of voice etc. In addition to these externally observable changes, there are many internal physiological changes like change in the circulation of blood, functioning of glands and impact on digestive system etc. Effects of these changes become so specific and distinct that one can easily make out a particular emotional experience in an individual.

**Emotions have some more Specific Characteristics such as:**

i) Emotions are prevalent in every living organism in all stages of development and can be aroused in young as well as in old. Emotions differ from person to person; same stimulus may produce different emotions in different people.

ii) A particular emotion may be produced by different stimulus e.g. Emotion of fear may be produced by darkness, loud noise, presence of animals, ghost stories etc.

iii) The nature of our behavior is changed under the influence of emotion. When angry, we utter some words which we never use under normal situations.
iv) Emotions have their influences both on the body and the mind. In emotional states, there are marked changes in our muscles gland, blood circulation etc. In addition to external stimulus emotions may be produced by some internal conditions and circumstances.

v) Emotions rise abruptly but recede slowly. Each emotion has a starting point and a final point between which an individual experiences the emotion. An emotion once aroused, tends to persist and leave behind an emotional mood.

vi) Each emotional stage has certain outward expressions. We cry in pain, laugh in pleasure and fight or use strong language in anger. Emotions become more powerful the more we express it. However, if we do not express an emotion its strength weakens and it fades away if not expressed at all.

vii) Emotions have the quality of displacement. The anger aroused on account of one stimulus gets transferred to another situation e.g. the anger resulting from being
reprimanded by the boss gets transferred to beating or scolding the children at home.

viii) Negative correlation exists between the upsurge of emotions and intelligence. Reasoning and sharp intellect can check sudden outburst of emotions but reasoning and thinking powers also tend to decrease during emotional experience.

**Types of Emotions**

As humans we experience many types of emotions. Since emotions exist in variety of forms, shades and intensities, classifying emotions is a difficult task. There is no single universal agreement among psychologists with regard to classification of emotion. However there are some distinctions commonly used to distinguish between: (i) primary and negative emotions, (ii) primary and mixed emotions, (iii) opposite emotions and (iv) degrees of emotional intensity.

i) **Positive vs. Negative Emotions:** Emotions can be divided into positive emotions and negative emotions. Unpleasant emotions like anger, fear, sadness and jealousy which are detrimental to the development of an individual are termed as negative
emotions. On the contrary pleasant emotions like love, affection, joy, amusement, curiosity and happiness which are helpful and essential for normal development are termed as positive emotions. In general, positive emotions tend to enhance one’s sense of well being and promote constructive relationships with others. Negative emotions tend to decrease one’s sense of well being and create disturbed relationships with others (Izard 1971)\(^\text{16}\). However, the development of both positive as well negative emotions and the learning of their expression in a recognizable way is quite essential for our own and social well being.

It should not be assumed that all positive emotions are always good and the negative emotions bad. Other factors like frequency and intensity, nature of situations and the stimuli aroused should also be considered while assessing their impact. Emotions with too much of intensity and frequency irrespective of whether they are positive or negative bring harmful effects. The negative emotions are also essential for well being of an individual. e.g. Fear prepares a person to face the danger ahead,

whereas the child who has no emotion of failure gets affected as he has not learnt to save himself against a possible danger.

ii) **Primary vs. Mixed Emotions:** Many psychologists liken emotions to colours, dividing them into a limited no of primary emotions and a larger number of mixed emotions constructed from combination of primaries. The primary emotions include at a minimum happiness, disgust, surprise, sadness anger and fear. Disappointment, a complex emotion is often considered as a mixture of sadness and surprise while jealousy is considered a combination of love and anger. (Izard, 1971,1979)\(^\text{17}\) ; (Plutchik,1980b)\(^\text{18}\)

iii) **Opposite Emotions:** Many emotions exist as pairs but opposed to each other. Thus joy is recognized as the opposite of sadness while love as opposite of hatred. Opposite emotions cannot be experienced simultaneously in mixed forms.

iv) **Emotional Intensity:** Emotions vary in terms of their degree of intensity. Sometimes different words and phrases used to describe emotion simply manifest different level of intensities

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of the same or common underlying emotion. For e.g. fear can be described in increasing degrees of intensity such as: uneasy, tense, agitated, panicky and terrified (Buss, 1966)\textsuperscript{19}.

1.4. Emotional Intelligence

We all know people who are academically or artistically talented, but unsuccessful. They have problems in school, in relationships and on the job, but cannot improve the situations. According to some psychologists, the source of the difficulties may be a lack of Emotional Intelligence, which was first defined by Peter Salovey and John Mayer as the ability to process emotional information accurately and efficiently (Mayer & Cobb, 2000\textsuperscript{20}; Mayer & Salovey, 1997\textsuperscript{21}; Roberts, Zeidner & Matthews, 2001)\textsuperscript{22}. Daniel Goleman (1995)\textsuperscript{23} popularized the idea of Emotional Intelligence in his best-selling book based on the work of Salovey and Mayer.

\begin{itemize}
\item \textsuperscript{19} A. H. Buss, Psychopathology, New York: Wiley, 1966.
\item \textsuperscript{20} J.D. Mayer & C. D. Cobb “Educational Policy on Emotional Intelligence: Does it make Sense?” Educational Psychology Review, 12, 163-183, 2000
\item \textsuperscript{21} J.D.Mayer & P.Salovey. “What is Emotional Intelligence?” In P. Salovey & D. Sluyter (Eds.) Emotional Development, Emotional Literacy and Emotional Intelligence, New York: Basic Books, 1997
\item \textsuperscript{22} R. D. Roberts, M. Zeidner & G. Matthews, “Does Emotional Intelligence meets Traditional Standards for Intelligence? Some New Data and Conclusions”, Emotion, 1,196-231, 2001
\item \textsuperscript{23} D. Goleman. Emotional Intelligence, New York: Bantam Books, 1995
\end{itemize}
Goleman’s ideas even made the cover of Time Magazine (Gibbs, 1995)\textsuperscript{24} and were featured in publications for principals and teachers.

Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997)\textsuperscript{25}. At the center of Emotional Intelligence are four broad abilities: perceiving, integrating, understanding and managing emotions (Mayer & Cobb, 2000)\textsuperscript{26}. If a teacher cannot perceive what he/she feels, how can she/he make good choices about jobs, relationships, time management, or even entertainment (Baron, 1998)\textsuperscript{27}? Individuals who can perceive and understand emotions in others (usually by reading and nonverbal cues) and respond appropriate are more successful in working with people and often emerge as leaders (Wood & Wood, 1999)\textsuperscript{28}. If a teacher cannot integrate his/her emotions into his/her thinking about situations and

\textsuperscript{24} N. Gibbs. “The EQ Factor”, Time, 60-68, 1995
\textsuperscript{25} J.D. Mayer & Salovey P. “What is Emotional Intelligence?” In P. Salovey & D. Sluyter (Eds.) Emotional Development, Emotional Literacy and Emotional Intelligence, New York: Basic Books, 1997
\textsuperscript{26} J.D. Mayer & C. D. Cobb “Educational Policy on Emotional Intelligence: Does it make Sense?” Educational Psychology Review, 12, 163-183, 2000
\textsuperscript{27} R.A. Baron. Psychology (4\textsuperscript{th} Edition), Boston: Allyn and Bacon, 1998
\textsuperscript{28} S. E. Wood. & E.G.Wood. The World of Psychology (3\textsuperscript{rd} Edition), Boston: Allyn and Bacon, 1999
understand his/her own emotions, how can he/she communicate his/her feelings to others accurately? Friends keep asking, what is wrong? And he/she keeps on saying “Nothing!”

Finally a teacher should learn how to manage his/her emotions, particularly negative emotions such as anger or depression. The goal is not to suppress feelings, but not to be overwhelmed by them either. Managing emotions includes the ability to focus energy, persist, control impulses, and delay immediate gratification.

Some researchers have criticized the notion of Emotional Intelligence, saying that it is not a cluster of capabilities but rather a set of personality traits or the application of general intelligence to social situations (Izard, 2001). Does intelligence inform emotion so we are “smart” about managing our feelings and impulses or does emotion inform intelligence so we make good decisions and understand other people? Probably both are true. The major point is that success in life requires more than cognitive skills, and teachers are important influences in helping students develop all of these capabilities.

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In less than a decade, the subject of Emotional Intelligence and Competency has become a topic of increasing interest to educators as they interact with students affected by stressed and challenges of a complex world. Some research suggests that programs that help students’ build their emotional competencies have beneficial effects, including an increase in cooperative behaviours and reduction in antisocial activities like the use of slurs and bullying. For example, Norma Feshbach (1989, 1997) developed a 36—hour program for helping Elementary Students become more empathetic. The program included exercises such as deciding what each person in your family would like most as a birthday present or determining how the world would appear to you if you were a cat. Students also retold stories from the perspective of the different characters in a story, and then played the role of each character on videotapes performances of the stories. Students learned to analyze how people looked and sounded as they played each role. Sandra Graham’s (1996) program for helping aggressive boys learn to read the intentions of others also


included role plays and practice in reading the emotions of others. The educational advantages of decreased student aggression and increased empathy are obvious, but these skills also prepare students for life outside the classroom.

**Relation between General Intelligence and Emotional Intelligence**

Intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which grows and develops with maturity and experiences. Similarly, one is also born with some innate Emotional Intelligence in terms of one’s level of emotional competency, emotional sensitivity, emotional maturity, and emotional learning ability. These potentials unlike intelligence are liable to be developed or damaged as a result of one’s Experiences.

General intelligence of an individual normally does not decline or damage, rather it always increases with life Experiences. On the contrary the Emotional Intelligence can be either developed or destroyed depending upon the type of environmental experiences that one is subjected to in one’s future life. E.g. if a child starts with a certain level of innate mathematical abilities (intelligence), he generally has no chance of getting his potential lowered through
training or experiences. On the other hand there are enough chances that unhealthy environmental influences or lessons taught by the parents, teachers and other models may lead to decline or damage of one’s innate or previously held level of Emotional Intelligence. Therefore, a person’s level of Emotional Intelligence at a particular time is the result of the ongoing emotional lessons or life experiences.

Intelligence comes as a result of two causes viz. Cognition and emotion. The conventional wisdom among the cognitive scientists held the view that intelligence is a mere processing of fact, and emotions have no role to play in intelligence. However, with subsequent research and reflection in the field of psychology, the theory of conventional wisdom propounded by the cognitive scientists has been found to be a lopsided vision. The researchers have started realizing and recognizing the significance of feeling while thinking. From this shift in the perception emerged the domain of Emotional Intelligence. It is proved that, Emotional Intelligence and cognitive intelligence are not opposing competencies but complement each other and both have equally crucial role to play in human life.
Origin of the Concept

A concept that is gaining greater awareness in recent times is ‘Emotional Intelligence’ or ‘Emotional Intelligence Quotient (EQ)’ - which refers to the ability to access and manage your own emotions as well as that of others or even of entire groups.

It was Plato who wrote some 2000 years ago that “All learning has an emotional base”. Since then Philosophers, Psychologists, Thinkers and Educators have worked to unravel the mystery surrounding the importance of feelings. The common thought prevalent in those two millennia was “Emotions are in the way. They distract us from focusing and making good decisions”. The most distant roots of Emotional Intelligence can be traced back to Charles Darwin in 1872\(^{32}\), whose early work emphasized on the importance of emotional expression in adaptation and survival. However, it was only in the beginning of 20\(^{th}\) century that psychologists started thinking and working on the concept of intelligence and related aspects. Intelligence quotients (IQ’s) were developed and used during the initial part of the 20th century as measures of intelligence. In the early 1900s, French psychologist Alfred Binet pioneered the modern

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\(^{32}\) Charles Darwin. The Expressions of emotions in Man and Animals (reprint), Chicago: Chicago University pres,1965
intelligence testing movement in developing a measure of mental age in children, a chronological age that typically corresponds to a given level of performance (Myers, 1998)^33. Alfred Binet began to administer Tests to French School Children for intelligence^34. Likewise, in the year 1918, IQ tests were administered on large scale to US Army recruits for the first time^35. Even though the traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers working in the field of intelligence had begun to recognize that the non-cognitive aspects was also equally important. For instance, as early as 1920, an influential psychologist in the areas of learning, education, and intelligence, E. L. Thorndike proposed that humans possess several types of intelligence, one form being called social intelligence, or the ability to understand and manage men and women, boys and girls, and to act wisely in human relations (Mayer, Salovey, & Caruso, 2002)^36. Through his concept of social intelligence, he laid down a solid foundation of the essence of Emotional Intelligence. Similarly,

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^34 Ben Dattner. ‘Succeeding with Emotional Intelligence’, retrieved from www.dattnerconsulting.com

^35 Ibid.

in 1940 David Wechsler described the influence of non-intellective factors like affective, personal, and social factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors (Bradberry, Travis and Greaves, Jean. 2005)\(^3^7\). In the 1950s Abraham Maslov\(^3^8\) popularly known as Humanitarian Psychologists explained as to how people could improve their physical, emotional, mental and spiritual strengths. He also described how people can build their emotional strengths. His work gave a fillip to the “Human potential” movement which could be regarded as the greatest celebration of humanism after Renaissance. Similarly, in 1958 David Wechsler developed Wechsler Adult Intelligence Scale (WAIS)\(^3^9\). In 1983, Howard Gardner’s *Frames of Mind: The Theory of Multiple Intelligences*\(^4^0\) introduced the idea of Multiple Intelligences which included both *Interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *Intrapersonal intelligence* (the capacity to understand oneself, to


appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Sternberg referred to the concept of social intelligence in the name of contextual intelligence through his triarchic theory of intelligence (Sternberg1985)\textsuperscript{41}. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

In 1985 Wayne Leon Payne, then a graduate student at an alternative liberal arts college in the USA, wrote a doctoral thesis, "A Study of Emotion: Developing Emotional Intelligence"\textsuperscript{42}. This seems to be the first academic use of the term "Emotional Intelligence." Payne however did not publish his thesis and in next five years, no one else seems to have used the term "Emotional Intelligence" in any academic papers. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966)\textsuperscript{43}. In 1987 in an article


\textsuperscript{42} W.L. Payne. "A Study of Emotion: Developing Emotional Intelligence; Self Integration; Relating To Fear, Pain and Desire". Dissertation Abstracts International 47, p. 203A. (University microfilms No. AAC 8605928), 1983/1986

published in Mensa Magazine, Keith Beasley\(^{44}\) uses the term "emotional quotient." It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis. Greenspan (1989)\(^{45}\) also put forward an EI model, followed by Salovey and Mayer (1990), and Goleman (1995).

Then in the year 1990 the work of two American university professors, John Mayer and Peter Salovey, was published in the journal *Imagination, Cognition and Personality*\(^{46}\). Mayer, (University of New Hampshire), and Salovey (Yale university), were trying to develop a way of scientifically measuring the difference between people's ability in the area of emotions. They found that some people were better than others at things like identifying their own feelings, identifying the feelings of others, and solving problems involving emotional issues. The title of one of these papers was ‘Emotional Intelligence’ so this article is generally regarded as the

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first systematic theoretical account of the construct\textsuperscript{47}. Therefore the credit of having formally coined the phrase ‘Emotional Intelligence’ is attributed to the Psychologists duo of Salovey and Mayer.

Since 1990 these professors have developed two tests to attempt to measure what they are calling our "Emotional Intelligence." Because nearly all of their writing has been done in the academic community, their names and their actual research findings are not widely known. Instead, the person most commonly associated with the term Emotional Intelligence is actually a New York writer and consultant named Daniel Goleman. In the early 1990's Goleman had been writing articles for the magazine Popular Psychology and then later for the New York Times newspaper. In 1992 he was doing research for a book about emotions and emotional literacy when he discovered the 1990 article by Salovey and Mayer. According to the article by Annie Paul, Goleman asked them permission to use the term "Emotional Intelligence" in his book and that permission was granted

\textsuperscript{47} Askanasy and Daus. “The Case for the Ability-Based Model of Emotional Intelligence in Organizational Behaviour”, Journal of Organizational Behaviour, 26,453–466, 2005
providing he told people where he heard the term. Before then it seems his book was planning to focus on "emotional literacy".48

In 1995 Goleman's book came out under the title "Emotional Intelligence: Why It Can Matter More Than IQ"49 and then the term Emotional Intelligence became widely popularized and entered mainstream interest. The book made it to the cover of Time Magazine in the USA and Goleman began appearing on American television shows such as Oprah Winfrey and Phil Donahue. He also began a speaking tour to promote the book and the book became an international best seller. It remained on the New York Times best-seller list for approximately one year. In the book he collected, and often dramatized, a lot of information on the brain, emotions, and behavior.

In 1998 Goleman published a book called "Working with Emotional Intelligence"50 where he widened the definition of Emotional Intelligence even farther, saying that it consists of 25 "skills, abilities and competencies". Since then there have been many definitions about Emotional Intelligence and many claims made about

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\text{References:} \\
48 \text{Steve Hein. 'Introduction to Emotional Intelligence', http://www.fastcompany.com/online/35/emotion.html retrieved from www.google.com} \\
50 \text{D. Goleman. 'Working With Emotional Intelligence', New York: Bantam Books 1998}
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it. According to the most current definition of Emotional Intelligence as proposed by Mayer, Salovey and their recent colleague David Caruso (Referred as MSC.) EI is a true form of intelligence which has not been scientifically measured until they began their research work. One definition they propose is "the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion." (Mayer and Cobb, 2000)\(^{51}\)

Since the publication of the bestselling book *Emotional Intelligence* by Daniel Goleman (1995)\(^ {52}\), the topic of Emotional Intelligence has witnessed unparalleled interest. Programs seeking to increase Emotional Intelligence have been implemented in numerous settings, and courses on developing one’s Emotional Intelligence have been introduced in corporate sectors, universities and even in elementary schools throughout the United States and other countries of the world.

But what exactly is Emotional Intelligence? As is the case with all constructs (i.e. intelligence or personality), several schools of

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thought exist which aim to most accurately describe and measure the notion of Emotional Intelligence. At the most general level, Emotional Intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001)\textsuperscript{53}. Peter Salovey and John Mayer, who originally used the term "Emotional Intelligence" in published writing, initially defined Emotional Intelligence as: “A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey & Mayer, 1990)\textsuperscript{54}.

Later, these authors revised their definition of Emotional Intelligence, the current characterization now being the most widely accepted. Emotional Intelligence is thus defined as: “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth” (Mayer & Salovey, 1997)\textsuperscript{55}.

**Characteristics of Emotional Intelligence**


\textsuperscript{54} P. Salovey & J.D.Mayer. "Emotional Intelligence" Imagination, Cognition, and Personality, 9, 185-211, 1990

According to Salovey and Mayer, Emotional Intelligence subsumes Gardner’s inter and intra personal intelligences and involves abilities that may be categorized into five domains:

1. **Self – Awareness**: Observing yourself and recognizing a feeling as it happens.

2. **Managing Emotions**: Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness.

3. **Motivating oneself**: Channeling emotions in the service of a goal; emotional self control; delaying gratification and controlling impulses.

4. **Empathy**: sensitivity to other’s feeling, and concerns and seeing from their perspective; appreciating the differences in people’s feelings about things.

5. **Handling Relationship**: Managing emotions in others; social competence and social skills.

Goleman (1995)\(^{56}\) subsumed this definition with a lot of characteristics of personality which he believed would contribute positively to success in any domain of life. He then defined Emotional Intelligence as a set of skills that includes the ability to perceive, understand, and manage one’s own emotions, and the ability to recognize and respond to the emotions of others. Goleman believed that these skills are essential for success in a wide range of tasks and situations. He identified five domains of emotional intelligence:

1. **Self-Awareness**: This domain involves the ability to recognize and understand one’s own emotions. It includes the ability to identify and label one’s feelings accurately, to understand the function of emotions, and to pay attention to emotional processes.

2. **Self-Management**: This domain involves the ability to adapt one’s behavior to achieve goals in a way that is consistent with one’s values and priorities. It includes the ability to regulate one’s emotions and behaviors in response to emotions.

3. **Motivation**: This domain involves the ability to use one’s emotions to activate a goal-directed state. It includes the ability to focus on tasks and persist in the face of obstacles.

4. **Empathy**: This domain involves the ability to recognize and respond to the emotions of others. It includes the ability to understand and share the feelings of others.

5. **Social Skills**: This domain involves the ability to use emotional information to facilitate social interactions. It includes the ability to understand and use nonverbal signals, to communicate effectively, and to manage relationships.

Goleman argued that emotional intelligence is a critical component of many aspects of life, including personal relationships, work performance, and leadership. He believed that individuals with high emotional intelligence are better able to understand and manage their emotions, which leads to more effective communication, better decision-making, and greater overall success.

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\(^{56}\) D. Goleman. Emotional Intelligence, New York: Bantam books, 1995
Intelligence as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships'. Irrespective of the differences in definition, it is clear that EI describes abilities distinct from but complimentary to academic intelligence or the purely cognitive capacities measured by IQ.

Goleman suggests that EI consists of five dimensions: Self Awareness (knowing our own emotions) (ii) Self Regulation (managing our emotions) (iii) Self Motivation (motivating ourselves) (iv) Empathy (recognizing others emotions) (v) Social skills (Handling relationships). According to Goleman, each of these five elements contributes to overall EI and plays an important role in the success equation in our life.

(i) **Self-Awareness** (Knowing our own emotions) – People with high Emotional Intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control.

They're also willing to take an honest look at themselves. They

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know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of Emotional Intelligence.

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

(iii) **Self Motivation** (Motivating ourselves) – People with a high degree of Emotional Intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.

(iv) **Empathy** (Recognizing and influencing others’ emotions) – This is perhaps the second-most important element of Emotional Intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those
around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

Social Skills (Handling Relationships) – It's usually easy to talk to and like people with good social skills, another sign of high Emotional Intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Emotional Intelligence Models

Early theorists such as Thorndike and Gardner paved the way for the current experts in the field of Emotional Intelligence. Each theoretical paradigm conceptualizes Emotional Intelligence from one of two perspectives: ability or mixed model. Ability models regard Emotional Intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of Emotional Intelligence
combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999)\textsuperscript{58}. Currently, the only ability model of Emotional Intelligence is that proposed by John Mayer and Peter Salovey. Two mixed models of Emotional Intelligence have been proposed, each within a somewhat different conception. Reuven Bar-On has put forth a model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of Emotional Intelligence with personality traits and their application to personal well-being (Bar-On)\textsuperscript{59}. In contrast, Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001)\textsuperscript{60}.

(i) **Salovey and Mayer: An Ability Model of Emotional Intelligence**

Peter Salovey and John Mayer first coined the term "Emotional Intelligence" in 1990 (Salovey & Mayer, 1990)\textsuperscript{61} and have since continued to conduct research on the significance of the construct.


\textsuperscript{61} P.Salovey & J.D.Mayer. “Emotional Intelligence”, Imagination, Cognition, and Personality, 9, 185-211.1990
Their pure theory of Emotional Intelligence integrates key ideas from the fields of intelligence and emotion. From intelligence theory comes the idea that intelligence involves the capacity to carry out abstract reasoning. Research on emotion lead to the notion that emotions are signals that convey regular and discernable meanings about relationships and that at a number of basic emotions are universal (Mayer, Salovey, & Caruso, 2002)\textsuperscript{62}. They propose that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviours (Mayer, Salovey, & Caruso, 2000)\textsuperscript{63}. Mayer and Salovey’s conception of Emotional Intelligence is based within a model of intelligence, that is, it strives to define Emotional Intelligence within the confines of the standard criteria for a new intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003)\textsuperscript{64}. It proposes that Emotional Intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional


\textsuperscript{64} J. D. Mayer, P. Salovey & D. Caruso & G. Sitarenios. “Measuring Emotional Intelligence with the MSCEIT V2.0”, Emotion, 3, 97-105. 2003
information without necessarily understanding it) and strategic (ability
to understand and manage emotions without necessarily perceiving
feelings well or fully experiencing them). Each area is further divided
into two branches that range from basic psychological processes to
more complex processes integrating emotion and cognition. The first
branch, *emotional perception*, is the ability to be self-aware of
eotions and to express emotions and emotional needs accurately to
others. Emotional perception also includes the ability to distinguish
between honest and dishonest expressions of emotion. The second
branch, *emotional assimilation*, is the ability to distinguish among the
different emotions one is feeling and to identify those that are
influencing their thought processes.

The third branch, *emotional understanding*, is the ability to
understand complex emotions (such as feeling two emotions at once)
and the ability to recognize transitions from one to the other. Lastly,
the fourth branch, *emotion management*, is the ability to connect or
disconnect from an emotion depending on its usefulness in a given
situation (Mayer & Salovey, 1997).65

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65 J.D. Mayer & P. Salovey. “What is Emotional Intelligence?” In P. Salovey & D.J. Sluyter (Eds.), Emotional
(ii) **Bar-On: A Mixed Model of Emotional Intelligence**

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On developed one of the first measures of Emotional Intelligence that used the term "Emotion Quotient" (Bar-On, 1997)\(^{66}\). Bar-On's model of Emotional Intelligence relates to the *potential* for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002)\(^{67}\). It focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997)\(^{68}\). In his model, Bar-On outlines 5 components of Emotional Intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood and there are sub-components within these components. Bar-On posits


that Emotional Intelligence develops over time and that it can be improved through training, programming, and therapy (Bar-On, 2002).69

Bar-On hypothesizes that those individuals with higher than average E.Q.’s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in Emotional Intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one’s environment is thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers Emotional Intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002).70

(iii) Goleman: A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York

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70 Ibid.
Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote *Emotional Intelligence* (1995)\(^{71}\), the landmark book which familiarized both the public and private sectors with the idea of Emotional Intelligence. Goleman's model outlines four main Emotional Intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998)\(^{72}\).

Goleman includes a set of emotional competencies within each construct of Emotional Intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on

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and developed to achieve outstanding performance. Goleman posits that individuals are born with a general Emotional Intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999)\(^73\). The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

**Comparing Models of Emotional Intelligence**

Despite the existence of three distinct models of Emotional Intelligence, there are theoretical and statistical similarities between the various conceptions. On a global level, all of the models aim to understand and measure the elements involved in the recognition and regulation of one’s own emotions and the emotions of others (Goleman, 2001)\(^74\). All models agree that there are certain key components to Emotional Intelligence, and there is even some

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consensus on what those components are. For example, all three models of Emotional Intelligence implicate the awareness (or perception) of emotions and the management of emotions as being key elements in being an emotionally intelligent individual. A relationship between elements of the models has been established through statistical analyses. As outlined in the descriptions of the measures of Emotional Intelligence, there is evidence that different measures of Emotional Intelligence are related and may be measuring similar components. Brackett and Mayer (2002) found significant similarities between the regulation of emotion subscale of the Mayer-Salovey-Caruso Emotional Intelligence Test and the interpersonal EQ scale of the Bar-On Emotion Quotient Inventory. Considerable similarities have been found between self-report measures of Emotional Intelligence. They found that two self-report measures, the Emotion Quotient Inventory and the Self Report Emotional Intelligence Test, were highly correlated (r = 0.43). However, no relation between the two measures could be found when personality and positive well-being were controlled for, suggesting that while the

two measures share variance, this variance may be attributable not to
the measurement of Emotional Intelligence but to the measurement of
other factors.

1.5. Teaching

“There is nothing more inspiring than having a mind unfolds
before you. Let people teach who have a calling. It is never just a job”
(Abraham Kaplan)  

Teaching is one of those many arts which man has created with
a view to realize truth, goodness and beauty. There is great
importance of teaching as it is the mother of many other arts and
develops them. It is because of art of teaching that our civilization and
culture grows from generation to generation and man has been able to
call himself civilized and cultured.

Teaching is more than standing before a class and applying a
few specific techniques. It is not merely presenting textbook
information and then testing the students’ ability to repeat it. There is
no magic formula for transforming knowledge from teacher’s mind to
align the pupil’s. Teaching is not a mechanical process. It is an

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76 Abraham Kaplan. Cited in “Teaching Aptitude of Primary School Teachers”, by Kuchipudi Bujji Babu and Digumarti
Bhaskara Rao, Sonali Publications New Delhi, 2007
intricate exciting, challenging job. Teaching is not a monologue but a dialogue; a dialogue in which one partner is vocal but the other partner may, by simple expressions on the face, by some gesture or exclamation or by brief participation in the form of a query and partakes in the dialogue.

According to Smith (1963)\textsuperscript{77} “Teaching is a system of action involving an agent, an end in view and a situation including two sets of factors – those over which the agent has no control (class-size, size of classroom, physical characteristics of pupils, etc.) and those which he can modify (ways of asking questions about instruction an ways of structuring information or ideas gleaned).” John Brubacher (1939)\textsuperscript{78} defines teaching as “an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual seeks to overcome from which he will learn in the course of doing so.”

“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” (Yoakan Simpson)\textsuperscript{79}


\textsuperscript{78} John Brubacher. In “Technology of Teaching (Teaching Behaviour)” by Sharma, R.A., Intentional Publishing House, Meerut India,1983

Teaching is more than the sum total of observable teachers’ behaviors. Teaching is also seen as a way of making a significant contribution to the world and experiencing the joy of helping others grow and develop. Teaching involves the teacher’s inner dialogue about how to respond appropriately to the complex and constantly changing conditions of the classroom. Life as a teacher is attractive because it is exciting, varied and stimulating. Diligently pursued, such reflections lead the teacher towards greater understanding of the factors that promote and hinder learning (Sungho, 2006).

“Teaching is considered as an art as well as science” (Silverman, 1966)\textsuperscript{80} because teaching can be studied objectively as well as scientifically. Teaching has a scientific foundation which has lead to the concept of teaching technology. Teaching is a sublime art. Children are the raw material with which the teacher has to deal. Addison pointed out that as sculptor is to a block of marble, education is to the human soul. The teacher mirrors himself into the child and puts an indelible stamp on the young, growing plastic minds of the child. Teaching is an art as it calls for exercise of talent and creativity.

However, teaching is also a science as it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A great teacher is one who adds creativity and inspiration to the basic repertoire.

Teaching is a highly noble profession and teachers are always boon to the society. Through their intelligence, patience and wisdom they attempt to not only hone the learner’s intellect and aptitude but also create a well rounded personality. Teaching has an influence in developing one’s mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance. Good teachers can bring out the best in every student and make a difference in the lives of their students. Rousing students from their apathy and watching their curiosity grow is one of the biggest rewards of teaching.

Teachers are the real architects and determine the destiny of a nation to a large extent. Teachers can either make or mar the society. Teachers’ own personality, behaviour interest and attitudes affect the students’ behaviour patterns and thus ultimately shape their personality. Therefore it is very important to know the effectiveness
of teachers in order to enhance the quality of education as well as to improve the standard of the students.

It is generally agreed that the “Goodness” of an Educational Programme to a large extent is dependent on the quality of teachers available to implement it. A School may have excellent material resources—equipment, building, library and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole program is likely to be ineffective and wasted. While a good teacher can communicate the divine spark of learning in a barn, a shallow one will achieve little even with the latest and sophisticated scientific aids. It is a fact that one good teacher can achieve more than a hundred ineffective or indifferent ones. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students (Ryan, 1969).\(^\text{81}\)

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Teaching is a tricky blend of action, a way of contextualizing knowledge. Good teaching is, in fact, complex and challenging, and even the best teachers face difficulties translating formal knowledge into effective practice (Blase, 2006). Teaching is a dynamic process which brings desirable changes in learners according to the need of the society and environment in which he is living. It is also not a fundamental concept as it is greatly influenced by social and human factors. Teaching is a professional activity and can be analyzed and assessed. The analysis and assessment should provide feedback for further improvement in methods of teaching.

Teaching – learning process has occupied an important place in the field of education. Teaching and learning are two fundamental aspects of educational process. Both are closely related and cannot be divorced from each other. The most important objective of teaching is to facilitate learning. Thus the concept of teaching is incomplete without learning. For understanding the teaching-learning process it is essential to study the nature of teaching.

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Nature of Teaching

(i) **Traditional Concept:** Teaching is the act of imparting instructions to the learners in the class-room teaching. In traditional class-room teaching the teacher just gives information about the concept, but this traditional concept of teaching is not acceptable to the modern educators. Now teaching is not merely imparting of knowledge or imparting of information to the students. While imparting knowledge teacher should keep in mind the child as well as the orderly presentation of subject-matter.

(ii) **Modern Concept:** Teaching is to cause the child to learn and acquire the desired knowledge, skills also desirable ways of living in the society. It is process in which the learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals.

**Principles of Teaching**

1. **Principle of Definite Aim:** Teaching should start with a definite aim. In the absence of the definite aim the teacher might go astray and at the same time his teaching might lack coherence and definiteness. The students do not gain much if
the lesson is planned haphazardly and aimlessly. Without
definite aim, even the best lesson would fail to achieve its
objective. Definite aim is of great help to both the teacher and
the taught. It makes the teaching and learning interesting,
effective, precise and definite.

2. **Principle of Activity:** Teaching is ineffective if the students do
not actively participate in the lesson. Learning becomes active
and quicker if the student is made active physically as well as
mentally. Teaching can be facilitated if the students actively
participate in the learning process and learn while actually
manipulating the things to be learnt. Children learn their best
through self-activity but that activity must be psychologically
sound. Learning by doing removes the dullness of the lessons
and puts the children in life situations. The child engages
himself fully in the activity and learns qualitatively as well as
quantitatively. Only that knowledge becomes a part of the life,
which he gains through self – activity. Hence teaching should
be organized as to provide the maximum opportunities to the
child to learn by doing.
3. **Principle of Motivation or Interest:** Principle of motivation is considered very important to carry out successful teaching – learning process. It is said that half the battle is won if the students are truly motivated for the lesson. Motivation is the petrol that drives the mental engine. Motivation not only promotes but also facilitates learning. It arouses the interest of child and once he is genuinely interested, he becomes attentive, and consequently learning becomes effective. Hence teacher should properly motivate the students by creating interesting learning situations.

4. **Principle of Co-operation:** Successful teaching is a co-operative affair between the teacher and the students. If there is no co-operation, there may not be good teaching. Hence a teacher should plan his teaching to give the pupils abundant opportunity for co-operation in organization, management, participation in discussion, and other class-room activities.

5. **Principle of Creativity and Recreation:** Successful teaching is a source of happiness to the teacher and the taught as well. Work becomes its own reward for the teacher, and the students enjoy it to the maximum. Teaching is not to be continued as a
routine affair. It should arouse the creativeness in the children. Successful teaching proves to be a source of creativeness and recreation. It awakens in the learners the desire to be creative and engages them in activity which is a source of pleasure to them.

6. **Principle of Suggestiveness:** Good teaching proceeds on the basis of suggestion rather than dictation. The military spirit is not advantageous for well conducted class-room. The teacher suggests activities, materials and modes of responses. Suggestion helps in securing co-operation of pupils. Good teachers do not give order, they give suggestions, and the students obey it. Hence in good teaching a teacher gives his suggestions to the students for doing a thing or not doing a thing.

7. **Principle of Progressiveness:** Teaching should be progressive. A good teacher is concerned with the progress of the children in the development of attitudes and interests, ideas and information, skills and abilities and development of habits of thoughts and action. Good teacher looks for the improvement. Progress in method and technique should find place in good
teaching. Good teaching looks forward for improvement in the light of new experiments in the field of teaching. When teaching improves steadily, it is progressive.

**Objectives of Teaching**

As any other planned and carefully designed activity, teaching is also carried out with a definite purpose. It aims at achieving some specific objectives which are as follows:

i) To facilitate the learners’ transformation of egocentric assimilation into true deduction.

ii) To help learner, adjust his perceptions to reality, attaining harmony between internal organization and external experiences (Piaget).

iii) To help students to become better thinkers and doers.

iv) To help someone, some day, somehow and somewhere that he is able to see beyond and feel a new creativity to think and do.

v) To bring about socially desirable behavioral changes in the students.
Importance of Emotional Intelligence for Teachers and Teaching Profession

Teaching is one of the most challenging professions and the role of a teacher is all the more daunting as they have to continuously interact with different types of people including students, parents, guardians, and other members of civil society. As a popular saying goes “parents are first teachers and teachers are second parents”, teacher has multifaceted roles to play. He is not only a friend, philosopher and guide but also a classroom manager, a counselor, a disciplinarian, a facilitator, information provider, decision maker, leader and above all a role model. To live up to the expectations of various roles, and handle multiple demands a teacher has to be emotionally intelligent.

Students at secondary levels are mostly adolescents and passing through an elastic period of life with a very high degree of emotional instability characterized by stress, strains and frequent mood swings. Further, influence of western culture through various media exposure is pushing these immature, sensitive and vulnerable adolescents towards violence, drug abuse, crime (murder, suicide etc) etc. Situation becomes all the more difficult when these children are
deprived of security and warmth of the family as a result of consumerist and commercial society. Therefore, the role of teacher becomes very important in the light of the emotional needs of children in the classroom.

A Teacher not only needs to maintain a healthy balance between his personal, professional and social life but also continuously deliver at a high level of performance. They also need to manage themselves and others well at work place to be effective in creating an enthusiastic and healthy environment. Expertise in subject matter and other knowledge of work alone is not enough unless there is co-ordination and cordial relations between teachers, students and other supporting staff. In this context, Emotional Intelligence is becoming increasingly popular as new ‘mantra’ for success in life and profession. Emotional Intelligence assists teachers in better planning and helps in making good decision. It grooms the personality of a teacher making them good leaders. It motivates them to continuously work hard and encourages on being committed and optimistic towards the final outcome.

According to Goleman “IQ contributes only 20% to person’s success and rest is contributed by Emotional Intelligence” (Goleman,
It is a proven fact that happiness and success go hand in hand and individual with high level of Emotional Intelligence are happy as well as successful in their personal and professional life. Anyone can pass the school or college exams with good grades and get a good job but only a few are successful in the examination of life. Emotional Intelligence helps an individual to pass the exam of life by assisting to solve the challenges of life and make successful adjustment.

The teachers should possess a high level of Emotional Intelligence and should know when to apply and how apply it in a particular situation. Unless they have the high level of Emotional Intelligence and manage their emotions well they cannot mould their students in the desired manner and achieve educational goals. Emer and Hickman (1991) concluded from their findings that emotionally intelligent teachers are more effective in classroom management techniques and are thus fully equipped to deal with difficult situations. An Emotionally intelligent teacher can only produce emotionally intelligent students who are future citizens. An emotionally intelligent teacher is the heart and soul of any educational system. Unlike IQ,

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Emotional Intelligence continues to develop as we pass through our life and learn from our Experience. It is never too late to foster Emotional Intelligence as findings of research studies suggest that level of Emotional Intelligence can be raised at any age through Emotional Intelligence learning activities. Promoting Emotional Intelligence in teachers therefore is very important and can be considered as investment for future. Therefore, it is highly desirable to inculcate and develop Emotional Intelligence in teachers who are not only the edifice of our education system but also the effective role models of our students and society as a whole.

1.6. Aptitude

It is commonly observed that people differ from one another in terms of their performance in different fields of human activity such as teaching, sports, music, art, mechanical work etc. we come across individuals who under similar conditions utilizing similar resources and in same period of time excel over others in acquiring certain knowledge, competencies or specific skills and therefore prove more desirable, efficient and effective than their counterparts in certain specific fields. In addition to intellectual ability or intelligence, they
possess certain specific abilities or aptitude which helps them to achieve success in some specific profession or fields.

Aptitude refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand (Webster's Medical Dictionary, 2002). It refers to the set of abilities essential for acquiring knowledge and skills specific to an area of performance. Precisely, it denotes the set of abilities required to perform a specialized activity. Therefore, aptitude may be defined as a special ability or capacity distinct from general intellectual ability which helps an individual to acquire the required degree of proficiency or achievement in a specific field. For instance, when we say aptitude for engineering and aptitude for art, the set of abilities required and involved in learning in engineering is different from that of art. It holds equally true for medicine, mathematics, science, music, teaching or athletics.

Aptitudes stabilize in the early years of life, but there is no time of demarcation after which there is no effect on the formation of aptitudes. Aptitude is a present condition with a future reference but we can't be very sure that a person possessing a particular aptitude is going to succeed later in a job or occupation calling for the use of
aptitude, because, aptitude is a present condition and it may be influenced by other factors. Therefore, we can say that a person possessing aptitude for a particular profession has more chances of being successful in that field.

“Aptitude is defined as a pronounced innate capacity for or ability in a given line of endeavor such as a particular art, school subject or vocation” Good (1959)\textsuperscript{85}. According to Bingham (1937)\textsuperscript{86} aptitude refers to those qualities characterizing a person’s way of behavior which serve to indicate how well he can learn to meet and solve certain specified kind of problem.

Traxler (1957)\textsuperscript{87} defines aptitude as a condition or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language. Freeman (1971)\textsuperscript{88} opines that an aptitude is a combination of

\textsuperscript{86} W.V. Bingham. Aptitudes and Aptitude Testing, p.21, Harper and Brothers.1937
\textsuperscript{87} A.E.Traxler. Techniques of Guidance (Rev.Edn), p.49, Harper and Brothers.1957
\textsuperscript{88} F.S. Freeman. Theory and Practice of Psychological Testing, pp.431, 444, Oxford and IBH.1971
characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill or set of organized responses such as the ability to speak a language to become a musician to do mechanical work.

Aptitude is capacity to acquire proficiency, with specifying its composition. The term aptitude is used in several ways. First, it is used to denote a combination of traits and abilities, which result in a person’s being qualified for some type of occupation or activities. Second, it is intended to convey the idea of a discrete unitary characteristic, which is important in varying degrees in a variety of occupations and activities. Aptitude for teaching is a condition or set of characteristics including knowledge, understanding and attitude regarded as symptomatic or indicative of individual’s ability to acquire with training abilities for teaching work.

**Characteristics of Aptitude**

Babu and Rao (2007)\(^9\) have stated the following characteristics of aptitude:

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i) It is symptomatic or indicative of one’s ability for a particular work or job.

ii) It connotes more than potential ability in performance and implies fitness and suitability for the activities in question. A person, who cannot develop a liking for an occupation along with proficiency in it, cannot properly be said to have an aptitude for it because he lacks the necessary drive.

iii) It is a present condition but with a forward reference. It is not a developed competence such as skill in solving mathematical problem or operating a tractor; rather it is a potential ability to do something.

iv) Aptitude is the result of the interaction of heredity and environment. An individual is born with certain potentialities and begin to learn immediately. Thereafter, everything that he learns enables him to learn still more.

v) Aptitude embraces any characteristic which predisposes learning including intelligence, achievement, personality, interest and special skills.
Teaching Aptitude is the aptitude concerned to teaching having all the above explained characteristics of aptitude.

Nature of Aptitude

i) Are aptitudes inherited or acquired?

Majority of Psychologists initially believed that aptitudes were innate i.e inborn and environment had no significant role in their development. However, research studies in the past two decades have revealed that aptitudes are influenced by the environment in which the individual lives. Though aptitudes are innate and mostly governed by hereditary factors, environmental factors also play an important role in developing and improving aptitudes. Further, recent research studies also supports that both inborn and acquired factors interact and contribute to the development of aptitude Therefore we may conclude that the aptitude of an individual at a particular point of time is in all probability dependent upon both heredity and environment.

ii) Are aptitudes constant or variable?

The basic question seems to be whether one’s academic aptitude can be raised as a result of education or environmental stimulation and is it possible for aptitude to change? Like intelligence, aptitudes are also generally believed to be more or less constant.
While the evidence is conflicting, the trend seems to be in the direction of assuming that aptitudes are somewhat variable and are affected within limits by educational influence. However, an in-depth research study is required to reveal the truth and clarify the prevailing doubts.

**iii) Are Aptitudes Unitary or Pluralistic?**

Initially, educators used to consider an aptitude as unitary which means that it is a function of a single general trait or characteristics. This belief was manifested in the practice of using the Intelligence Test score as indication of the total academic ability of a person. Recent researches using the application of factor analysis enabled researchers to identify the special, independent basic aptitudes and abilities that may be the component parts of a more comprehensive activity, task, occupation, or psychological function. Modern research supports the thesis that aptitudes are pluralistic rather than unitary.

**Relationships**

(i) **Aptitude and Intelligence:** Aptitude differ from Intelligence in the sense that while intelligence refers to a set of general mental abilities and skills, the aptitude refers to the set of those specific
abilities which directs individual performance in certain specific areas such as Teaching Aptitude, mechanical aptitude etc. Therefore, the knowledge about intelligence of an individual helps us to predict his success in a number of situations involving mental function or activity. On the contrary, aptitudes tell us about the specific abilities of an individual to succeed in a particular field of activity. Hence in order to predict a person’s achievement in some specific job, training, course or specialized instructions, it is important to know about his /her aptitudes or specific abilities more than his intelligence or general ability.

(ii) **Aptitude and Achievement:** Achievement may be considered as current knowledge as a result of previous learning. Aptitude and academic achievement are equally important for future learning. However, unlike academic achievement which reflects the effects of learning of a specific subject or set of subjects during a given period of time, Aptitude reflects the cumulative influence of a combination of a set of abilities and a multiplicity of experience including learning subjects in daily life. Aptitude
is predictive in nature whereas achievement is past oriented and indicate what an individual has learned in a particular field.

(iii) **Aptitude and Ability:** While aptitude has a future reference and tries to predict the degree of attainment or success of an individual in an area or activity after adequate training, Ability relates itself with the present condition—the capability which one possesses at the present moment regardless of the past and does not try to make any assessment of one’s future success or failure. Individuals differ in Aptitude. An individual may have an aptitude for music, another may have mathematical aptitude or yet another may have an aptitude for language, athletics, dance or drama. Such differences are due to the differences in the combination of abilities related to the cognitive processes and the sensory and psychomotor components. The differences in aptitude can be identified using aptitude tests. Aptitude tests for areas such as mathematics, science, language, music and graphic arts can be used to identify the aptitude of students in each area of performance. Aptitude test are most frequently used in medicine, engineering, business management, law or teacher training for selection of students for studies in the
respective fields. The aptitude test provides a measure of the candidates teaching ability in a field of study. The test would tell whether the candidate possesses the required aptitude or readiness to profit from studies in the concerned field.

(iv) **Aptitude and Interest:** Aptitude as well as Interest is required in order to be successful in a particular activity. A person may be interested in a particular activity or job but may not have the aptitude required for it or vice versa. Therefore, Measure of Aptitude as well as interest should be made part of guidance and selection programme.

**Distribution of Aptitude**

It is commonly observed and accepted fact that intelligence and other aptitudes follow “Normal Distribution” which means that very few people have extremes of goodness or poorness and that most people cluster around the average. Hull (1928)\(^90\) in his book on aptitude testing explained that because the bell shaped distribution is so characteristics of all forms of human behavior, it should be considered at least approximately true in the case of any aptitude unless there is definite evidence to the contrary. This point of view is

\(^90\) Clarke L. Hull. Aptitude Testing, Yonkers, World Book Company 1928
accepted by most of the psychologists, educationists and social scientist working in the field.

**Measuring Aptitude**

In most walks of life, it is generally said that past performance is the best predictor of future performance in the same realm of activity. However, Aptitude Tests are used to measure the ability of an individual to succeed in a particular field. Aptitude Tests measure and describe special abilities, capacities or talents which are supposed to determine the level of achievement that can be expected from individuals in specific fields of study and activity. Aptitude, like intelligence fall under the domain of mental measurement, but it is less confused and more specific in nature. The most common forms of aptitude tests are those used to judge scholastic promise and these are used in employment and educational counseling. Scholastic aptitude tests measure ability to succeed in college or school. Vocational aptitude tests measure the likelihood of success in vocational training or in an occupation. Likewise, Teaching Aptitude Test measures the ability of an individual to succeed in teaching.
Importance of Teaching Aptitude for Teachers and Teaching

Education is the foundation stone of nation’s intellectual power which shapes the power profile of a nation in the community of world nations. Quality of life depends on quality of education which in turn depends on the quality of teaching learning. Students of today are the citizens of tomorrow and future of a nation depends on the type of students trained and educated today in the temples of learning. Therefore, utmost care should be taken in preparing and grooming these future citizens whose educational achievement largely depends on the quality of teachers. Thus, it is rightly said that progress of a country depends on the quality of its teachers.

Teaching Aptitude is the aptitude concerned to teaching having all the characteristics of aptitude. Aptitude for teaching is a condition or set of characteristics including knowledge, understanding and attitude regarded as symptomatic or indicative of individual’s ability to acquire with training abilities for teaching work.

An excellent teacher is the heart and soul of an educational system. In this context the words of Kothari commission (1964-66) are worth quoting which begins its report with the remark “The destiny of India is being shaped in its classroom” (Kothari
Commission, 1964-66). It further opines that “of all different factors which influence the quality of education and its contribution to material development the quality, competence and character of teacher are undoubtedly the most significant.” Humayun Kabir states that “without good teachers, even the best of system is bound to fail; with good teachers; even the worst of system can be largely overcome”. Effective teacher makes teaching look effortless.

Education as the process of drawing out the best in an individual and helping individuals develop their potentials to the maximum possible extent is possible only through effective teaching which mostly depends on efficient teachers. Compared to yesterday, there is lot more expected from teachers today. A teacher has to face wide range of problems. Therefore, he has to possess several qualities in order to be effective and efficient in delivering a high standard of performance at several fronts. A teacher not only has to make his students well versed in his subject area but also has to make them competent and strong enough to emerge victorious in various struggles of life and also to become a contributing member of society.

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A teacher has to be an ideal and idol of his students. His efficiency and enthusiasm is very important as he is the pivot of educational system. He must be competent and provide intellectual and social leadership. Teacher must create situation and provide opportunities to increase the thinking capacity of students. Apart from content mastery, good communication skills and confidence, regarded as important attributes for a quality teacher, aptitude for teaching is one important factor that determines teacher effectiveness and effective teaching. Teaching Aptitude is a vitally important aspect of teaching profession which plays significant role in affecting the work performance of the teachers. Therefore, realizing the importance of aptitude in teaching, our teachers must possess high level of teaching aptitude in order to be a successful teacher. While recruiting, enough care should be taken to select only those candidates with high level of Teaching Aptitude who adopt this profession as their best choice, taking it as a challenge and not as their last resort after failing in other fields. Therefore, teaching profession ought to attract candidates who are professionally sound, have keen interest, capability and commitment to the profession. For those teachers, who are already in the profession, there is also a need to plan and organize orientation
and refresher courses to update their knowledge at regular intervals. Aptitude can be nurtured and developed through various methods including training and research there by making a good teacher better and a better teacher best.

1.7. Rationale of the Study

Although a person’s feelings cannot be observed directly by others but they can be inferred from his overt behaviour and verbal report of his introspection, as no one can doubt the reality of emotions as conscious Experience.. To produce an emotion, a stimulus situation must be related to past experience and seen as having implications in the future. In an organization when an employee feels the presence of a threatening situation, he may handle it in either of the two ways. He may be confident of his ability to handle the situation and may see it as a challenging opportunity to prove himself or experience fear or dread. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities.

Buck (1985)\(^\text{92}\) has defined emotion as the process by which motivational potential is realized or “read out” when activated by challenging stimuli. In other words, emotion is seen as a “read out”

\(^{92}\) R. Buck. Cited in Emotional Quotient: The Emerging HR Planning Benchmark Indian Management, 76-80.1985
mechanism carrying information about motivational systems. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as “motus anima” meaning literally the spirit that moves us. Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather, they serve as the single most powerful source of human energy. In fact, each feeling provides us with vital and potentially profitable information every minute of the day. This feedback ignites creative genius, improves and shapes trusting relationships amongst teachers, provides an inner compass for one’s life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term, “Emotional Intelligence”.

Teachers particularly need to develop emotional skills because teachers are the people who handle human beings with emotions. Therefore, a teacher should be emotionally intelligent amidst hectic life prevailing in the modern world. Sikkim has a heterogeneous, multicultural and multilingual society which is reflected and
manifested in the diverse groups of students in the classroom. Further, students at secondary and higher secondary levels are mostly adolescents and passing through a stage of mood swings, Stress and strains. In order to be able to work with these students coming from entirely different background with a very high degree of emotional instability and individual difference, a teacher should understand them well and communicate with them. In the light of the above circumstances, a teacher needs to be equipped with Emotional Intelligence to do justice with his students and the profession.

After reviewing the related literature, it was revealed that while a considerable attention has been given towards this area of research abroad, in India very few studies have been conducted on Emotional Intelligence and related variables. Though Emotional Intelligence and Teaching Aptitude are two key attributes for effective and successful teachers, study on Emotional Intelligence in relation to Teaching Aptitude has not received any kind of attention in India in general and North East and Sikkim in particular. Hence the need of the study.

1.8. Statement of the Problem

Teaching is the only profession where one human mind operates on other human minds with a human face. In order to survive
in a competitive and fast changing world everybody needs to develop and nurture Emotional Intelligence. The teacher should be equipped with the Emotional Intelligence and should know how to control and apply it in a particular situation. Unless they have the Emotional Intelligence and manage their emotions well they cannot mould their students in the desired manner and achieve educational goals. In the present context, due to the lack of emotional management skills both in teacher as well as in the taught the scholastic and co scholastic achievement of students is not in proportion with the amount of inputs made during the process of teaching learning. As a result, large amount of energy, efforts and other inputs of students go waste without achieving the desired result.

The study will focus on finding out the Emotional Intelligence of the Secondary School Teachers of Sikkim in various abilities such as self-awareness, mood management, self-motivation, empathy, and managing relationships. The other objective of the study will also attempt to find out the aptitude of teachers for teaching and an analysis will be done to find out the relationship between them. A study will also be conducted to find out whether there are any
differences, on the basis of sex, qualification, years of experience, 
stream, training, community, and type of management of the school.

1.9. Title of the Study

A Study of Emotional Intelligence among Secondary School 
Teachers of Sikkim in Relation to Their Teaching Aptitude

1.10. Operational Definition of the Terms

1. Emotional Intelligence: Emotional Intelligence refers to a set 
of abilities including self-awareness, mood management, self- 
motivation, empathy, and managing relationships.

2. Teaching Aptitude: Teaching Aptitude is a condition or set of 
characteristics including knowledge, understanding and attitude 
regarded as symptomatic or indicative of individual’s ability to 
acquire through training, abilities for teaching work.

3. Secondary School Teachers: Secondary School Teachers in 
the present study will refer to teachers teaching Classes IX and 
X.

1.11. Objectives

The following are the objectives of the study

1. To study the Emotional Intelligence Level of Secondary School 
Teachers of Sikkim.
2. To study the Teaching Aptitude Level of Secondary School Teachers.

3. To study the differences between the Emotional Intelligence of Male and Female Secondary School Teachers
   (i) Under Graduate, Graduate and Post-graduate Secondary School Teachers
   (ii) Trained and Untrained Secondary School Teachers
   (iv) Secondary School Teachers belonging to different Age Groups.
   (v) Secondary School Teachers having different years of Experience.
   (vi) SC/ST/OBC and General Secondary School Teachers.

4. To study the difference between the Teaching Aptitude of:
   (i) Secondary School Male and Female Teachers
(ii) Under Graduate, Graduate and Post-graduate Secondary School Teachers

(iii) Trained and Untrained Secondary School Teachers


(v) Secondary School Teachers belonging to different Age Groups.

(vi) Secondary School Teachers having different years of Experience.

(vii) SC/ST/OBC and General Secondary School Teachers.


5. To study relationship between Emotional Intelligence and Teaching Aptitude of

(i) The Overall Sample of Secondary School Teachers

(ii) Secondary School Male and Female Teachers

(iii) Under Graduate, Graduate and Post-graduate Secondary School Teachers.

(iv) Trained and Untrained Secondary School Teachers
(v) Humanities, Computer/Science, Commerce and Language Secondary School Teachers
(vi) Secondary School Teachers belonging to different Age Groups.
(vii) Secondary School Teachers having different years of Experience.
(viii) SC/ST/OBC and General Secondary School Teachers.
(x) School Teachers.

1.12 Null Hypotheses

The following null hypotheses are formulated for the purpose.

1. There is no significant difference between the Emotional Intelligence of

(ii) Male and Female Secondary School Teachers
(iii) Under Graduate, Graduate and Post-graduate Secondary School Teachers
(iv) Trained and Untrained Secondary School Teachers

(vi) Secondary School Teachers belonging to different Age Groups.

(vii) Secondary School Teachers having different years of Experience.

(viii) SC/ST/OBC and General Secondary School Teachers.


2. There is no significant difference between the Teaching Aptitude of

(i) Male and Female Secondary School Teachers

(ii) Under Graduate, Graduate and Post-graduate Secondary School Teachers

(iii) Trained and Untrained Secondary School Teachers


(v) Secondary School Teachers belonging to different Age Groups.
(vi) Secondary School Teachers having different years of Experience.

(vii) SC /ST/OBC and General Secondary School Teachers.


3. There is no significant relationship between Emotional Intelligence and Teaching Aptitude of

(i) Male and Female Secondary School Teachers

(ii) Under Graduate, Graduate and Post-graduate Secondary School Teachers

(iii) Trained and Untrained Secondary School Teachers


(v) Secondary School Teachers belonging to different Age Groups.

(vi) Secondary School Teachers having different years of Experience.

(vii) SC /ST/OBC and General Secondary School Teachers.

1.13. Delimitation of the Study

The study delimited its scope to Teachers teaching at the Secondary School Level (Classes IX and X) in the State of Sikkim.

1.14. Conclusion

In this chapter an attempt has been made to provide the conceptual background of the study. Further, the concept of emotions, intelligence, Emotional Intelligence, teaching, aptitude and Teaching Aptitude has been discussed. A brief profile of the state of Sikkim has also been included. In other words, this chapter provides an overview of the study. The next chapter presents the review of related literature along with their major findings.