

# CONTENTS

* <b>CERTIFICATE</b>	ii
* <b>ACKNOWLEDGEMENTS</b>	iii
* <b>LIST OF CONTENTS</b>	v
* <b>LIST OF TABLES</b>	x
* <b>LIST OF FIGURES</b>	xix

	Title of Content	Page No
<b>CHAPTER-I: INTRODUCTION OF THE STUDY</b>		<b>1-25</b>
1.1	Introduction	1
1.2	Teacher Education	3
1.3	Emotional Intelligence	9
1.4	Self-Esteem	12
1.5	Concept of Self-Esteem	13
1.6	Concept of Personal Effectiveness	14
1.7	Concept of Academic Achievement	17
1.8	Scope and Significance of the Study	17
1.9	Statement of the Study	19
1.10	Variables of the Study	20
1.11	Objectives of the Study	20
1.12	Operational Definitions	22
1.13	Limitations of the Study	23
1.14	Delimitations of the Study	24
1.15	Organization of the Report	24

	<b>CHAPTER-II: THEORETICAL BACKGROUND</b>	<b>26-100</b>
2.1	Emotional Intelligence	26
2.1.1	Taxonomy of Emotional Intelligence	29
2.1.2	Emotional Intelligence and Performance	30
2.1.3	Historical Roots of the Concept 'Emotional Intelligence'	31
2.2	Current Theoretical Models of Emotional Intelligence	41
2.3	Future considerations	48
2.4	Definitions of Emotional Intelligence	52
2.5	The Major Emotional Intelligence Models	55
2.5.1	The Mayer-Salovey Model of Emotional Intelligence (Ability Model)	56
2.5.2	The Bar-On Model of Emotional Intelligence	60
2.5.3	The Goleman Model (The Emotional Competencies Model)	64
2.6	Can Emotional Intelligence be Learned?	70
2.7	Self-Esteem	75
2.7.1	Definitions of Self-Esteem	77
2.7.2	Why Self-Esteem is Important?	79
2.7.3	High and Low Self-esteem - A Comparison	80
2.7.4	Organisation-Based Self-Esteem	81
2.7.5	Measuring Self-Esteem	82
2.7.6	How to build Self-Esteem	83
2.8	Personal Effectiveness	85
2.9	Concept of Personal Effectiveness	87
2.9.1	Models of Personal Effectiveness	89
2.9.2	Etiology of Personal Effectiveness	90
2.9.3	Aspects of Personal Effectiveness	92

2.9.4	Developing Personal Effectiveness	93
2.10	Academic Achievement	95
2.11	Concept of Academic Achievement	96
2.12	Importance of Academic Achievement	97
<b>CHAPTER-III: REVIEW OF RELATED STUDIES</b>		<b>101-182</b>
3.1	Introduction	101
3.2	Importance of Related Literature	101
3.3	Previous Studies	102
3.4	Conclusion	182
<b>CHAPTER-IV: RESEARCH METHODOLOGY</b>		<b>183-219</b>
4.1	Introduction	183
4.2	Research Design	184
4.3	Variables of the Study	185
4.4	Hypotheses of the Study	185
4.5	Tools Used	192
4.5.1	Emotional Intelligence Scale	193
4.5.2	Self-Esteem Scale	195
4.5.3	Personal Effectiveness Scale	196
4.5.4	Achievement Test to Measure Academic Achievement	201
4.6	Area of the Study	210
4.7	Population of the Study	211
4.8	Sample of the Study	212
4.9	Data Collection	218
4.10	Statistical Techniques Used for Analysis of the Data	218
4.11	Conclusion	219

<b>CHAPTER-V: DATA ANALYSES AND RESULTS</b>		<b>220-423</b>
5.1	Introduction	220
5.2	Descriptive Analysis	221
5.3	Differential Analysis	240
5.4	Correlation Analysis	332
5.5	Regression Analysis	372
5.6	Path Analysis	418
<b>CHAPTER-VI: RETROSPECTS AND PROSPECTS</b>		<b>424-462</b>
6.1	Introduction	424
6.2	The Problem	424
6.3	Objectives of the Study	425
6.4	Hypotheses	426
6.5	Methodology	433
6.5.1	Sample	433
6.5.2	Research Tools	433
6.5.3	Data Collection	434
6.6	Statistical Techniques Used for Analyses of the Data	434
6.7	Major Findings	435
6.7.1	Findings of Differential Analysis	435
6.7.2	Findings of Correlation Analysis	442
6.7.3	Findings of Regression Analysis	452
6.7.4	Findings of Path Analysis	454
6.8	Conclusions of the Study	455

6.9	Implications of the Study	457
6.10	Suggestions for Further Research	461
<b>BIBLIOGRAPHY</b>		<b>463-492</b>
<b>APPENDICES</b>		<b>493-517</b>
<b>DRAFT TOOLS</b>		
Appendix-I	Personal Effectiveness Scale	493
Appendix-II	Achievement Test	498
<b>FINAL TOOLS</b>		
Appendix-III	Personal Data Form	504
Appendix-IV	Emotional Intelligence Scale	505
Appendix-V	Self-Esteem Scale	506
Appendix-VI	Personal Effectiveness Scale	510
Appendix-VII	Achievement Test	514