

# **CHAPTER-I**

## **INTRODUCTION OF THE STUDY**

### **1.1 Introduction**

The Indian Education Commission (1964-66) states that “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of missions”.

The idea was suggested by the Indian Education Commission (1964-66) and the objective of a comprehensive college of education is to break the isolation of teacher education. A comprehensive college of education runs as many levels of teacher training as possible, for example elementary teacher training, language teacher training, physical education and secondary teacher training. Efforts of Indian Association of Teacher Educators (IATE) appointed a working group with Panandikar as Convener to design a new B.Ed. programme, which was discussed and approved by their Eighth Conference held at Taradevi (Simla) in 1965. Government of India brought out in March 1988 a detailed report on the implementation of National Policy on Education (1986). It is in keeping with the assurance made by the Minister of Human Resource Development on the floor of the Parliament. It is a new culture developing mechanism for public monitoring of policy implementation by the Government.

“The teacher is a person employed in an official capacity for the purpose of guiding and directing learning experiences of pupils in an educational institution, whether public or private” - Good (1959).

Smith (1969) provides a meaning of Teacher -Education. “One of the chief differences between a teacher who is theoretically trained and one who is not, is that the theoretically trained teacher will perform with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from the pedagogical field itself. The teacher who is not theoretically trained will interpret events and objects in terms of common sense concepts come from the experience of the race permeated with outmoded ideas about human behaviour”.

According to Radhakrishnan “A good teacher must know how to arouse the interest of the pupils in the field of study for which he is responsible. He must himself be a master in the field and be in touch with the latest developments in his subject. He must himself be a fellow traveler in the exciting pursuit of knowledge”. (Singh and Sudharasan, 2006).

According to the National Policy of Education (1986), the educationist, teachers, administrators thought that a teacher should know the objectives before the economic, social political and cultural growth, which should engender in him the ability to train present generation of students into enlightened citizens of India. In order to mould and modify the behaviour of the child the teacher employs various strategies and tactics to achieve the desired behavioural changes in him. Any educational effort loses its vitality, if it does not give adequate attention and importance to the teacher, since they are the most important pillars of education. National Policy of Education (1986) while defining the role of teachers says that their principle role is and will always be teaching and guidance of their pupils, not only through classroom instruction and tutorials but also through numerous other ways.

## **1.2 Teacher Education**

The National Policy on Education (1968) stressed that, “Teacher education is a continuous process, and its pre-service and in-service components are inseparable”. The one year training course is the usual pattern of teacher’s education in our country. The graduate training programme in Arts/Science undergoes the training for one academic year. The course is divided into two broad sections Part-I, the theory and part-II, the practical skill in teaching, which includes sectional practical work also. Requirements for teacher education in our setup rightfully lay emphasis on practice-in teaching and some sectional practical work. The teacher can play many roles such as director of learning, motivator, guide, organizer, etc.

According to Monroe’s Encyclopedia of Educational Research (1981), “Teacher education refers to the totality of educative experiences which contributes to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institution for the announced purposes of preparing persons for teaching and other educational services and for contribution to their growth in competency for such services. Such teacher education programmes are offered in teacher’s colleges and normal schools and colleges and universities”.

According to Good’s Dictionary of Education (1973), Teacher education consists of “All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities more effectively”.

The success of an educational institution depends on the quality of its teachers. In fact, no system of education can rise above the level of the teachers. The teacher, therefore, occupies the central position in any

system of education. He has been regarded as the architect of a Nation. His influence is confined not only to a particular region or state but also extends to the whole nation or even outside it. Great teachers like Plato, Aristotle, Socrates and Radhakrishnan had a world-wide impact.

The purpose of a teacher preparation programme should be to develop in each student the general education and personal culture, and ability to teach and educate others, and awareness of the principles which underlies good human relations and a sense of responsibility to contribute by teaching and example to social, cultural and economic progress. Teaching is a creative process like that of doing the creative arts and fine arts. The teacher should always apply creative process in educating the pupil, which could cultivate the creative spirit in the pupil. Then few of them will be creative thinkers, artists and other professionals. The teacher should always keep in mind great teachers (Guru) of olden times while teaching. A teacher should make references to the great persons. This will help in the character building of the pupils. A teacher should always keep a good rapport with students and parents.

Teacher-trainees will be teachers of future generation and progress and prosperity of the country depends upon the future generation. Teacher-trainees should be equipped to recognize that children possess special resources of interest and talent professionally; this would require acquisition and application of knowledge, skill and attitudes conducive to fostering creative behaviour in children and seeing creativity used as a central force to improve learning and teaching.

### **Importance and Need of Professional Education of Teachers**

Teaching is an art. This art has to be learnt by undergoing a specific training. In the beginning of the present century, the general belief was that “teachers are born not made”. Mastery of the subject was

all that was required of a would-be teacher. Professional training was not considered necessary. But with the increasing knowledge about child psychology and advancement in the science of pedagogy, the old belief has changed now. Teaching is beginning to be recognized as an expert's job. The whole concept about teacher and teacher education has undergone a tremendous change.

### **Importance of Qualitative Improvement of Education**

Teaching is a highly skilled job and cannot be done satisfactorily without a sound preparation for it. The progress of a nation depends upon the quality of its people, and the quality of their education depends upon the quality of its teacher, which is further determined by the quality of teacher education. Indian Education Commission (1964-66) has rightly observed that a sound programme of professional education of teachers is essential for the qualitative improvement of education.

### **Importance for Achieving the Desired Goals of Education**

Teacher training programme is essential for achieving the desired goals of education. Teachers are to be continuously oriented to the changes in the educational system necessitated by the changing social order. Teachers are to be fully prepared to relate education to the changing patterns of life, needs and aspirations of the people. Only then can education be an ideal powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals.

### **Need for Professional Education of Teachers**

A sound programme of the professional education of teachers is needed for the preparation of effectiveness of a teacher and it is directly related to the following competencies:

1. A thorough knowledge of the theoretical and practical aspects of the subject contents which he has to teach.

2. Knowledge of the psychology of child, principles of pedagogy and class management.
3. Ability to contrive and use a number of teaching devices.
4. Ability to plan and organize the contents of a lesson.
5. Ability to assess and evaluate the attainments of the students by various methods.
6. Ability to organize, supervise and participate in extracurricular activities of the school.
7. Ability to help effectively in the guidance programme of the school.

### **Objectives of Teacher Education**

The following are the main objectives of teacher education:

1. Knowledge of the subject: To impart thorough knowledge of the theoretical and practical aspects of the subject which the teacher has to teach.
2. Knowledge of child psychology: To impart knowledge of child psychology to understand the process of child's growth and development.
3. Knowledge of principles of pedagogy: To impart knowledge of principles of pedagogy to understand the principles, processes and techniques of teaching and learning.
4. Knowledge of aims of education: To equip the teachers with the aims and purposes of education.
5. Knowledge of adjustment processes: To impart the knowledge of adjustment processes to understand the problems of pupils and help them in making better adjustment.
6. Development of ability to use instructional material: Teacher's ability is to be developed to contrive and use a number of teaching devices, instructional material and audio-visual aids.
7. Organization of extra-curricular activities: Teacher's ability is to be developed to organize and supervise extra-curricular activities in the school.

8. Planning of lesson: The teachers are to be taught how to plan lessons effectively and to communicate knowledge at the class level of intelligence. They are to be trained to find out individual need of the students and to adjust teaching accordingly.
9. Knowledge of evaluation methods: To impart knowledge of evaluation methods to enable the teachers to assess and evaluate the attainments of the students.
10. Assistance in guidance programme: Guidance is to be made an integral part of education and it is during teacher-education that teachers are trained to help effectively in the guidance programme of the school.

### **Functions of Teacher Education**

1. Better understanding of the student: Teacher training is a must; it enables the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem for children in the school.
2. Building confidence: Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence. He is not timid or shy. He can tackle many odd situations and he does not run away from problem situations.
3. Methodology of teaching: Through training, the future teacher becomes familiar with the methodology of teaching. He also gets essential knowledge of methods required for a particular subject. He teaches with flair and not in a routine way.
4. Building a favourable attitude: A sort of brain wash is also done through training. It helps in building favourable attitudes towards the teaching profession. During the course of training, many doubts of the teacher trainees' stand removed. It results in creation of love and respect for the teaching profession.
5. Familiarizing with the latest in education: Teacher training programmes familiarize the future teachers with latest in education. An attitude of research and experimentation is attempted to be created in them.

6. Familiarizing with school organization: During the course of teaching, teacher trainees are familiarized with organization and administration of the school. It is of immense use to them in later life.
7. Creating social insight: Teacher training is a must. It is required to teach the teachers to live a community life. Training is essential to create a social insight in them.
8. Improving standards: We are interested in raising the standards or the quality of education. A trained teacher can be a great help in improving the quality of education and also in checking wastage.
9. Training for democracy: Lastly, training is a must to produce teachers who can teach with zeal and zest and can strengthen the democratic set up in the country. Training is required not only with the sole aim of making one a good teacher but also making him a good citizen.

### **The Teacher Education Scenario**

Education is important in bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. That is why among all the dimensions of education, teacher education is considered to be more crucial.

Traditionally the concept of Teacher Education programme is identified with the training of teachers for classroom teaching in a face-to-face situation. This programme mainly involves Practice Teaching, that is, techniques of imparting knowledge, skills, attitude and also deals with the underlying principles of education and a set of ideas or values which are implicit in the purpose for which knowledge, skills and attitudes are imparted. After a year or two of the course, a teacher trainee becomes eligible to handle classroom on a regular teaching.

Teacher Education Programme is intimately related to the society and is conditioned by ethos, culture and character of the nation. Recent changes in the society and in education raise numerous implications for education of teachers. There is a need to identify emerging areas where

teacher's knowledge and skills may need development. Teacher Education Programme must keep pace with changes in education and in society, generally. It is, therefore, necessary that they should feel committed, contented and devoted to their noble profession.

### **1.3 Emotional Intelligence**

Emotions are feelings that have both physiological and cognitive elements which influence behaviour. It is a general term that refers to a person's subjective reaction to the environment. Emotions involve neural and hormonal responses. When activated, they elicit an adaptive reaction that is experienced by one individual as pleasant or unpleasant.

You are afraid, you are angry, you are happy. You are sad. What do these words mean? What are you experiencing when you are in an emotional state? Are you interpreting the physical sensations caused by the release of some chemical in your body or the activation of some region of your brain? Or is the strong feeling you are aware of a subjective thing that owes its existence to the thought processor in your brain that created it and labeled it? Much of the research in emotion has focused on answering these questions.

#### **What is Emotional Intelligence?**

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Goleman (1996) defines Emotional Intelligence as knowing what feels good, what feels bad and how to go from bad to good. It includes components such as self-awareness, self-management, self-motivation, social awareness and social management.

Emotional Intelligence refers to an ability to recognise the meanings of emotions and their relationships to reason and problem solving on the basis of them. The concept of this is popularised after

publication of Goleman's book (1995) on Emotional Intelligence: "Why It Can Matter Than I.Q?" He introduced the importance of emotional quotient in workplace, noting that intelligence quotient is a less powerful predictor of outstanding leadership than emotional quotient.

Mayer and Salovey (1997) and their colleagues defined emotional intelligence as 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.

Researchers have found that our emotional awareness and ability to handle feelings rather than our I.Q will determine our success and happiness in all walks of life. An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behavior of his co-workers. These abilities greatly enhance job satisfaction, lead to high job performance, long term mental health, better outcomes in work groups and leadership qualities, and organizational success [Mount, 2006], protect people from stress and lead to better adaptation, moderates depression, hopelessness and suicidal ideation.

Emotional intelligence is seen as an individual's capacity to appropriately regulate his/her emotions, and to use the information to guide one's thinking and action. Most managers would rather steer away from dealing with emotional issues, whereas emotions that are properly managed can have successful outcomes. Carefully managed emotions can drive trust, loyalty and commitment as well as increase productivity, efficiency, and effectiveness in the individual, team and organizations. The concept of emotional intelligence has been conceptualized as an important predictor for success at work (Goleman, 1995). Recently, considerable research attention has been dedicated in search of traits of effective teacher and identifying teaching potential. Successful teaching

is largely underpinned by the need of teachers to possess emotional intelligence (Goleman, 1998) irrespective of the model of teaching that is being examined. Emotional intelligence may underlie various aspects of workplace performance that could not be accounted for by IQ or personality (Goleman, 1998). Goleman (1998) claimed that well developed training programmes could enhance emotional abilities (contained in emotional intelligence) within, and amongst teachers, and thus positively influence overall organisational performance and success.

A growing body of research attests to the importance of studying the role of emotional intelligence in successful teaching. The central notion underlying this research is the view that people with high emotional intelligence competencies are more likely than less emotionally intelligent people to display teaching success in the workplace. According to Stuart and Paquet (2001) emotional intelligence is a vital factor in determining one's ability to succeed in life and directly influences one's psychological wellbeing or overall degree of emotional health, leading them to propose that emotional health should also have some impact on the presence or absence of teaching-learning ability (Stuart and Paquet, 2001).

Gardner and Stough (2003) also acknowledged the fact that much of the popular management literature on emotional intelligence has described the construct as an underlying attribute of teaching-learning success, and that it has been proposed that screening for emotional intelligence in the recruitment process may aid in the identification of potentially more successful teachers.

#### **1.4 Self-Esteem**

Self-esteem is defined as an individuals' degree of liking or disliking themselves and the degree to which they think they are worthy or unworthy as a person (Robbins *et al.*, 2007). People's self-esteem has to do with their self perceived competence and self-image. There is considerable research on the role that self-esteem may play in organizational behaviour and its outcomes. As with other constructs in the field, there are both mixed and even inconclusive results on the impact of self-esteem, but both early and the most recent studies indicate that self-esteem plays at least an important moderating role in areas such as emotional and behavioural responses and stress of organizational members (Luthans, 1995).

It is reported that employees with high self-esteem feel unique, competent, secure, empowered and connected to the people around them (Blitzer *et al.*, 1993). Self-esteem is a powerful thought process influencing the direction of our lives. This process can set the limits of our accomplishments, defining what we can and cannot do. According to Manning and Reece (2001) a positive self-image (high self-esteem) is an important prerequisite to success in selling. According to a study conducted by Sentry Insurance, high self-esteem mixed with candor is the vital ingredient in the makeup of top salespeople (cited in Manning and Reece, 2001). Low self-esteem, according to Branden (1998), correlates with resistance to change and with clinging to the known and familiar. He notes that low self-esteem is economically disadvantageous in an information economy where knowledge and new ideas count for almost everything. In a study conducted among 104 job placement service recipients by Strauser (2002) and his colleagues, it was found that higher levels of work personality predicted an internal Locus of Control (LOC) and higher job-related self efficacy. It is obvious from the studies reported above that both locus of control internal and self-

esteem are positively influencing the ability to adjust with stressful situations and occupational performance as in the case of emotional intelligence. At the same time, there was only a little effort to relate self-esteem and LOC-internal with sales performance. Self-awareness, self-regulation and self-motivation are the typical characteristics of the individuals with LOC- internal orientation. The individuals with high emotional intelligence also possess the same characteristics. The term locus of control is often used interchangeably with self efficacy. However, the terms are not equivalent. While self-efficacy focuses on the perception of ability to act competently and effectively, locus of control focuses on the perception of control.

### **1.5 Concept of Self-Esteem**

“Sooner or later, those who win are those who think they can”- Bach (1989). This is exclusively relevant while we say something on self-esteem. Self-esteem is highly relevant in the field of teacher education; without which teachers cannot build the same among their students, which works as a leading component in the success and progress. Someone’s opinion of us doesn’t have to become our reality and our viewpoints; we must build our self-image ourselves.

Self-esteem is an emotional response; a generalized feeling about the self that is more or less positive. “Self-esteem is a general personality characteristic; not a momentary attitude or an attitude specific to individual situations. Self-esteem is a personal judgment of worthiness” (Pervin, 1985). “Self-esteem is appreciating one’s own worth and importance and having the character to be accountable for oneself and to act responsibly towards others” (Podesta, 2001).it does not mean seeing oneself as the greatest person in the world, it is not the same as being conceited; but it is liking one self, for the most part, as he is. It is

an affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves.

Many studies had proven that self-esteem is a clear indicator to develop proper emotional intelligence among students. Chester (2005) conducted a study on emotional intelligence and self-esteem and revealed that there is a good relationship between the students' self-esteem, emotional intelligence, academic success, and ultimate success in life. Teachers must learn specific strategies to build their students' self-image and emotional intelligence in an attempt to promote their achievement in and outside the class room.

### **1.6 Concept of Personal Effectiveness**

One precondition for personal effectiveness is better self-awareness. But only understanding one's self does not make a person effective. One simple model for self-awareness, which is widely used, is the Johari Window, developed by Luft and Ingham (1955). In this model, there are two main dimensions for understanding the self; those aspects of a person's behaviour and style that are known to him (self) and those aspects of his behaviour that are known to those with whom he interacts (others). A combination of these two dimensions reveals four areas of knowledge about the self.

Personal effectiveness must be viewed across three dimensions- openness, perceptiveness, and communication-all significant to interpersonal relationships. By becoming more open, a person reduces his or her closed area; the blind area is reduced by increasing perceptiveness. Communication can be improved in various ways. These three dimensions, however, do not function in isolation, but interact with each other. In order to increase effectiveness, it is necessary to work on a combination of all three.

Personal effectiveness can be increased by moving towards appropriate perceptiveness and openness. Organizational consultants and trainers, while working on the process leading to increased effectiveness, will find it useful to emphasize the role of both openness and perceptiveness as contributing factors to effectiveness. Movement in these directions is possible, however, only through a greater emphasis in communication. People must learn to take risks in giving openness to others and to use in an appropriate manner the openness they receive. Only in this way can personal effectiveness be truly increased.

Personal effectiveness means optimizing the use of our personal resources – talents, energy and time to achieve what is most important. Often the concern is about money management or investment to get rich fast. In the bargain personal improvement gets a bitter deal when ad-hoc discussions are made.

Negative attitudes are shared to avoid commitments to the loved ones. Like often it is said “I want to remain spontaneous and opportunistic, I do what to be super organizer”. Wealth comes with so much problems, success is temporary etc.

Being successful is in the eyes of the beholder- for more it means having a satisfying personal life, for others it is some form of career success that drives them. The only right answer is the one that makes you happy and feel good about yourself.

### **Factors of Personal Effectiveness**

Whatever it means for you....feeling good about yourself will invariably involve the factors.

- ❖ Goals and values
- ❖ Making the most of your family and work time
- ❖ Delegation and Letting go
- ❖ Managing meetings

- ❖ Managing your communications and relationships
- ❖ Developing effective habits

### **Resolutions of Personal Effectiveness**

Some resolutions for personal effectiveness...

- ❖ Reprogramme your ineffective thinking and behaviour
- ❖ Recreate yourself for success and limitless growth
- ❖ Revitalize your personal and professional life
- ❖ Present yourself effectively at work and play
- ❖ Create a favourable image that commands respect
- ❖ Communicate persuasively in any situation
- ❖ Stop the negative thinking and anger that are sabotaging your success
- ❖ Master criticism, rejection, and conflicts to improve relationships
- ❖ Deep-fix fear and effectively manage stress
- ❖ Harness anxiety in social situations and positively redirect its energy
- ❖ Refocus and commit yourself to success-oriented goals
- ❖ Recharge your motivation for focused action
- ❖ Generate and act on personal and professional opportunities.

### **1.7 Concept of Academic Achievement**

Achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. A good number of variables such as personality characteristics of the learners, the SES, the organizational climate of the school, curriculum planning, etc., influence achievement in different degrees. These variables are generally referred to as correlates of achievement.

The factors, which influence on academic achievement of student are many. Students' IQ, health, peer group, past experience, attitude towards the school subjects and teachers emotional intelligence,

parents' love and affection, family environment, SES, self-esteem and personal effectiveness etc., are some of the factors which affect the academic achievement of students. In the present study, students emotional intelligence, their self-esteem and personal effectiveness are the factors which are conceived to influence on academic achievement.

### **1.8 Scope and Significance of the Study**

This phenomenological study investigated the ways in which student-teachers at undergraduate level find meaning in what they are doing and come to understand their own strengths in intellectual, emotional, and spiritual areas within the education of teaching during their teaching internships. It holistically explores the personal and professional development of student-teachers, and throws light into the live experience of becoming a teacher and relates teacher education with adult learning. From this study, the theme related to the emotional intelligence, self-esteem and personal effectiveness in relation to academic achievement for better experience of becoming a teacher got evolved; becoming acquainted with the work and education of teaching, transitioning of the role from university students to school classroom teacher, exploring the leadership role of a teacher, facing and accepting the reality of the vulnerability in teaching profession, developing a sense of self-efficacy, and finding personal meaning in becoming a teacher. This study suggests to the members of the teaching education to reassess the essence and personal value found in the experience of becoming a teacher and validate the knowledge, meaning, and understanding of teacher education and teacher internships offered to prospective teachers. The study also provides scope for teacher educators and educational policy makers to re-evaluate their perceptions and beliefs about ways in which certification programs can best prepare our country's teachers for the challenges of the classroom.

The present study is highly significant from both the application and theoretical perspectives. If the hypotheses stated related to emotional intelligence, personal effectiveness and self-esteem are proved, it would be of great educative value to the field of teacher education programme. As mentioned during the problem formulation, all these factors are developable qualities of an individual. Once the influence of these factors on academic achievement of student teachers is proved, appropriate training programmes can be developed for enhancing their emotional intelligence, improving self-esteem and developing personal effectiveness. Such training intervention would not only enhance the academic achievement of the student-teachers but also reduce the fear to become a teacher-educator.

The study is important from the academic or theoretical perspectives in the sense that it gives results which are empirically valid with respect to the relationship between the academic achievement and the aforementioned variables. If the present study establishes a positive relationship among the three major independent variables chosen- emotional intelligence, self-esteem and personal effectiveness and also relate them positively with the academic achievement, that would lead to development of their emotional intelligence and other variables with new performance in the area of teacher education scenario.

The study investigates the phenomena related to emotional intelligence, self-esteem and personal effectiveness among student-teachers of Colleges of Education from an academic point of view. It identifies the level of emotional intelligence based on gender, age, educational qualification, discipline, location, type of management and parents income. The study provided a foundation in exploring the impact of emotional intelligence, self-esteem and personal effectiveness of student-teachers in relation to their academic achievement which will

further help the institutions to create best ideas and draw suitable plans to increase the level of emotional intelligence, self-effectiveness and personal effectiveness of their student-teachers.

### **1.9 Statement of the Study**

The present investigation is titled as: ***“A Study of Emotional Intelligence, Self-Esteem and Personal Effectiveness in Relation to Academic Achievement of Student-Teachers of Colleges of Education”***

### **1.10 Variables of the Study**

In the present study the following variables were considered:

#### ***Independent Variables***

- Emotional Intelligence
- Self-esteem
- Personal Effectiveness

#### ***Dependent Variable***

- Academic Achievement

#### ***Moderator Variables***

- Age (below 25 years, 26-30 years and above 30 years)
- Gender (Male and Female)
- Educational qualification (Undergraduate and Postgraduate)
- Discipline (Arts and Science)
- Location (Rural and Urban)
- Type of Management (Government, Aided and Unaided)
- Parents Income (Below ₹.2000, ₹.2001-5000, ₹.5001-10000 and Above ₹.10000)

### **1.11 Objectives of the Study**

1. To study the significant difference between Emotional intelligence and its dimensions that is (i) Self Awareness (ii) Empathy (iii) Self Motivation (iv) Emotional Stability (v) Managing Relations (vi) Integrity (vii) Self Development (viii) Value Orientation (ix) Commitment and (x) Altruistic Behaviour in total of student-teachers of colleges of education with respect to background variables age, gender, qualification, discipline, location of the college, type of management and parents income.
2. To study the significant difference between self-esteem of student-teachers of colleges of education with respect to background variables age, gender, qualification, discipline, location of the college, type of management and parents income.
3. To study the significant difference between personal effectiveness and its dimensions that is (i) Self-awareness (ii) Openness (iii) Communication (iv) Time Orientation and (v) Perceptiveness in total of student-teachers of colleges of education with respect to background variables age, gender, qualification, discipline, location of the college, type of management and parents income.
4. To study the significant difference between academic achievements of student-teachers of colleges of education with respect to background variables age, gender, qualification, discipline, location of the college, type of management and parents income.
5. To study the significant relationship between emotional intelligence and academic achievement of student-teachers of colleges of education.

6. To study the significant relationship between self-esteem and academic achievement of student-teachers of colleges of education.
7. To study the significant relationship between personal effectiveness and academic achievement of student-teachers of colleges of education.

### **1.12 Operational Definitions**

#### ***Emotional Intelligence***

According to Mayer and Salovey (1997) "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".

Goleman (1997) provides a useful definition of the construct of emotional intelligence, which is about:

- Knowing what you are feeling and being able to handle those feelings without having them swamp you;
- Being able to motivate yourself to get jobs done, be creative and perform at your peak; and
- Sensing what others are feeling, and handling relationship effectively.

Emotional intelligence is a performance characteristic or ability of the executives that enables them to understand, regulate and harness emotions in the self and others to enhance their personal effectiveness (performance).

#### ***Self-Esteem***

Self-esteem reflects a person's overall self-appraisal of his own worth.

Many theorists defined self-esteem in terms of a stable sense of personal worth or worthiness, measurable by self-report. Branden (1992) defined self-esteem as follows:

Self-esteem is the experience that we are appropriate to life and to the requirements of life. More specifically, self-esteem is:

1. Confidence in our ability to think and to cope with the basic challenges of life.
2. Confidence is our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy the fruits of our efforts".

Self-Esteem is defined as the overall feeling of self-worth of the individuals based on the evaluation of their strengths and confidence and that helps them to cope up with challenging and stressful situations.

### ***Personal Effectiveness***

Personal effectiveness means optimizing the use of one's personal resources –talents, energy and time to achieve what is most important. It can be conceived as a general indicator, as an overall measure of the success of a person to achieve desired outcomes.

It can also be conceived as a situation specific indicator, as a measure of how well one produces outcomes in specific situations.

### ***Academic Achievement***

A measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the student is judged by the marks that the

students have scored in the achievement test developed by the researcher.

### **1.13 Limitations of the Study**

1. The study is confined to the entire population of student-teachers of colleges of education.
2. Variables other than the selected variables for the study are controlled.
3. The influence of selected variables on achievement of student-teachers beyond the stipulated B.Ed. course is considered.
4. Cent percent validity and reliability of the tools used in the present study is assumed.

### **1.14 Delimitations of the Study**

1. The present study has been confined to the Colleges of Education affiliated to Rani Channamma University, Belagavi, Karnataka, India.
2. The present study covers ten dimensions of Emotional intelligence (self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour) self-esteem and five dimensions of personal effectiveness (self-awareness, openness, communication, time orientation and perceptiveness).
3. The background variables are confined to age, gender, qualification, discipline, location of the college, type of management and parents' income.

### **1.15 Organization of the Report**

The report of the study has been structured into six chapters based on the materials presented in each of them.

In the introduction chapter, the need and significance of the study, statement of problem, operational definitions of key terms, objectives of the study, scope and limitations of the study and organization of the report are stated.

The second chapter deals with the theoretical background. In this chapter emotional intelligence, taxonomy of emotional intelligence, emotional intelligence and performance, concept of emotional intelligence, historical roots of the concept, model of emotional Intelligence, definitions of emotional intelligence, self-esteem, definitions of self-esteem, why self-Esteem is Important?, organisation-based self-esteem, measuring self-esteem, personal effectiveness, concept of personal effectiveness, models of personal effectiveness, etiology of personal effectiveness, aspects of personal effectiveness, developing personal effectiveness, academic achievement, concept of academic achievement and importance of academic achievement are mentioned.

The third chapter deals with literature and studies related to the areas of emotional intelligence, self-esteem, personal effectiveness and academic achievement of student-teachers.

The fourth chapter explains the methodology adopted in the study, method adopted, sample, and development of academic achievement test, description of the materials and tools used and administration of the tools, the procedure followed and the description of the statistical techniques adopted.

Chapter five has information regarding organisation, compiling, and analyses of data and the interpretation.

The summary and conclusions based on the findings of the study, educational implications of the study, suggestions for improving educational practices and suggestions for further studies are grouped in the chapter six.

