CHAPTER I

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CHAPTER I

INTRODUCTION

1.1: Introduction

Teaching has been one of the oldest and most respected profession in the world and the teachers are the kingpins of educational system. It is the most influential profession in society. It is said that teaching has acquired a status of profession because the need for teacher and his education and teaching have been imperative all these days. It is always a dynamic activity. It unfolds the world of knowledge and information and experience and erudition. The personality of the teacher is a significant variable in the classroom. It is said that teachers affects eternity. Nobody can tell where their influence stops. National policy on Education (NPE 1986-92) says that ‘No nation can rise above the level of its teachers’. Therefore Teacher Education is to produce teachers of high quality is of utmost importance and caliber. Conscious initiatives are necessary to influence the quality of Teacher Education at various levels. Earlier it was believed that teaching is an art and good teacher cannot be made but they are born. But in the modern age of science and technology, a new thinking has emerged that much of teaching is a science and teachers can be made more competent and efficient by imparting training. It is based upon some specialized knowledge skills, techniques, principles of education and child psychology, the laws of learning, history of education and the methods of teaching etc. Teacher should “continue to be a student of subject matter and students of
mind activity. Unless a teacher is such a student...he can not grow as a teacher, inspires and director of soul life”.

Education is often regarded as synonymous with learning as the acquired experience of any sort, intellectual, emotional or sensory motor. Education is a product of experience it is the process by which and through which the experience of the race i.e., knowledge skills and attitudes are transmitted to the members of the community. John Dewey speaks of education as that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experiences. An education proceeds from birth to death, and the school is not only agency that imparts education. The best type of education is that guides the immature child to live his life richly and abundantly at the same time to contribute to social betterment.

The aim of education has varied from race to race and generation to generation but the main point of emphasis has always been on the mental and physical growth of the individual. The methods employed at various ages may also be different but the factor remains the same. The child is subjected to certain experiences that are intended to modify his behavior of proper adjustment to a changing environment. In education we have three major categories. They are primary education, secondary education and university education. Education is the process of human development it is a tremendous source for enlightenment, empowerment and anticipation of the human life, learning the treasure within the report of the international commission on education 1996 published by the UNESCO. The four pillars
of education i.e. learning to know, learning to do, learning to be and learning to live together. The ultimate objective of education is to make sustainable of the human civilization, the system of education promotes the exposition of learners potentialities, competencies interest’s attitudes and values for the greater cause of the social and human satisfaction. Education is one of the processes of modernization which generates new forces in beginning about changes in the value structure of the society. The essential aim of education is to professionalize.

Education is a key that open the eyes of a person towards the brightness of the world. Dr Radha Krishnan says “education is a field where knowledge passes through all walks of life from person to person with varying degrees”. It helps an individual to move towards the goal set and it may be said that people reach their goal by following clear cut paths. It also forms the basis for civilization and cultural behavior of the society in as much as education plays as key role in chalking our ways or methods for realizing objectives, it becomes essential to analyze the meaning and purpose of the same Rayan 1997. Any illustrations have revealed that the educated section of the society is on the higher scale than that of their counterparts on the other side. Therefore the stress on education is on the increase in these modern days. A teacher is not a person who transmits a bunch of information on his pupils but to mould the individual to become a responsible and dutiful citizen. Teacher is a changing agent and not a mere transmitter of knowledge and culture. The importance of the teacher in the educational programme of a country is too great. They are the pivot of the system. The greatness of a country does not depend on lofty buildings, gigantic projects
and large armies. The ultimate test of a nation’s greatness is the quality of its
citizen. If a nation possesses young men of sterling character and
impeachable patriotism, she is found to make rapid progress in all fronds.
Young men are entrusted to the care of the teaching profession and it is
therefore the sacred duty of the teacher to impart the right type of knowledge
and make them as good human beings. It is the teacher, who gives an
impress of his personality to the children. In their day-to-day work, teachers
can and do make huge differences to children’s lives, directly through the
curriculum they teach and indirectly through their behaviour, Emotional
Intelligence, Personality Adjustment, attitudes, values, relationship with and
interest in pupils. So, teacher trainee’s education is an important area of
concern in our educational system. But according to many the present
teacher preparation does not suit to inculcate the required qualities to be
competent and resourceful teachers. That is why all committees and
commissions on education have emphasized the importance of the role of
the teacher in education. Education Commission of 1964-66 stated that “A
sound programme of professional education of teacher is essential
investment in teacher education will result the improvement in the education
of millions. The teacher is not an instructor; he is a helper and a guide. His
business is to suggest and not to impose. He shows him to acquire
knowledge for himself.

In India, we have a very long history of education. But preparation of
teachers has a specific activity, distinct and liberal education is of recent
origin. The teacher training programme is envisaged to bring about certain
changes in the behaviour pattern of the trainees. Although these changes
are not mentioned explicitly, but the cultivation of certain non-academic goals that are more needed in the present day adjustment to the environment are the general expectation. The Secondary Education Commission (1952-53) has emphasized this point when they said, “we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school, as well as in the community”. This idea has also been emphasized by the Education Commission (1964-66) that “Investment in the education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of the millions”.

Experience is the best school, no doubt, but it can be only second to sound training. Learning by mistakes is long and circuitous and involve a difficult trail and error casualties. Bacon said that “study perfects temperament and experience perfects study”. Only sound training is essential and fundamental to the teacher. Development in a country depends greatly on the quality of its teachers. It is rightly said that “no system of education, no syllabus, no methodology, no text book can rise above the level of its teacher. If a country wants to have quality education, it must have quality teachers”. In the wider sense of the term “Education”, we may say that this is actually a process of development from cradle to grave. “Education is a process”, it is a series of acts arranged, planned and ordered to some end. It is closely bound with the intellectual, economic, cultural, emotional and social life of human race. Teacher education contributes
directly and indirectly to the wealth of a nation. Teacher development is a process, not an event. Teacher education has suffered from a widespread perception that no special knowledge base is required for teaching. A crucial component of any training programme is the practicum, variously termed ‘teaching practice’, ‘school experience’, ‘practice teaching’ etc. Teacher education programme must have a strong emphasis on academic rigor and provide challenging intellectual experiences for students teachers.

Traditionally, initial teacher education programmes which are college based have sent student teachers into schools for various length of time, under varying degrees of supervision from visiting tutors and ‘co-operating teachers’ or ‘mentors’. Students commonly report this is to be the most useful part of their training. The recommendations of the Government of India Resolution of 1904 had a far reaching influence on teacher training in India. The major recommendations are “It is this background that teacher training institutions claim, that their training programmes develop their students into personally adjusted individuals, having realistic self-concept, adaptive Emotional Intelligence and suitable attitude towards their profession”.

1.2 Importance of Primary Education.

According to J.P.Naik, “the progress of primary education is an index of the general, social and economic progress of the country as a whole”. According to Indian constitution primary education refers to “free and compulsory education for all children until they complete the age 14 years”. Kothari education commission regarded primary education as comprising of two stages.
Lower Primary education for 4 years, covering the age group 6-10.

Higher Primary education for 3 years covering the age of 10-13.

The framers of India’s five year plans, regarded primary education as comprising two courses.

1. A five year course for the age group 6-11.

2. A three year course for the age group 11-14.

Primary education is often considered to be the first stage of entire super structure of the educational set-up in India. It is the stage when foundation of child’s physical, mental, emotional, intellectual and social development is laid. If a child is properly looked after at the primary education not only lays foundation of the development of child’s various potentialities but also envisages the future development of whole nation. It is on the educational foundations of people that the strength and progress of a country rests. “It is primary education which helps in the formation of national ideologies and character” K.G.Saiyidain has rightly remarked.

Primary education is not concerned with any particular classes or groups but has to deal with the entire population of the country. It touches life at every point and it has to do more work for the formation of national ideology and character, than any other single activity i.e. social, political or educational. Those of us who are concerned with the great work of primary education should, therefore visualize its problems and objectives, not in the content of the dark, dingy buildings, but against the background of its ultimate ends and purpose.
Elementary stage of formal educational set-up is called “primary education”. It is the stage when a child starts learning regularly in some institutions. It is “primary education” which is the first stage of the entire super structure of educational set up in India. Under the directive principles of the constitution of India, the state has to provide free and compulsory education to all children up to the age of 14. In some of the educationally advanced countries, the age of compulsory education has been raised to 15 or 16 years and provision exists for supply of books and stationary as well as mid-day meal or a glass of milk for the younger pupils in addition to free tuition. There are about 8.5 lakh elementary schools and about 50 lakh teachers teaching in these schools.

The primary education is the first level of formal education through which child enters into the school and starts according to the curriculum. For any countries education system, primary education is the firm foundation. It is accepted without any discussion and dis-opinion. Henceforth, all the developing countries are giving importance to primary education. If this education is weak, the whole building of education system will collapse.

“Well begun is half done” is well known maxim. The entire super structure of the educational set up of a nation rests upon primary education. It is on the start that the entire growth, development and enrichment of mental as well as physical potentialities of the child. If the child is well looked after at the primary stage, the secondary education automatically gets a fillip. Success is a natural consequence of the foundation laid. It is rightly said that where there is no vision, the people perish. The strength and progress of a country rests on the education, is the very first front and the most important
one from which our educationists should launch the attack in order to solve the obstinate educational problems of the country.

Primary education basically aims at the following aspects:

To make a child good citizen of the country.

- To find all-round development in the child such as physical, mental, social, emotional and spiritual needs.
- It emphasize on developing scientific attitude.
- It gives elementary ideas such as reading, writing, handling objects and skill of using them.
- Primary education imparts environmental knowledge around the child’s learning nature.
- Primary education develops observation skills.
- Primary education develops, national and international understanding.
- Primary education involves giving work experiences.
- Primary education makes the child to participate in the community lifestyle.
- Primary education develops self-control, co-operation honours of work and sympathy in child.

Primary Education

A To produce enlightened citizens

It is the education which is going to lighten up the future citizens of India. It is through the education we can make them aware of their rights, duties, responsibilities and other privileges. Education will inculcate right civic sense, how to be a good neighbour and good citizens. For all these elementary education is necessary.
B. Elementary Education and Ballot Paper

It is through education that we can make our citizens understand the significance of the ballot paper or vote. To lay mind one who is illiterate should be debarred from casting his vote. Educated citizens know that ballots are more powerful than bullets and as such those be handled and cost with care. Elementary education will go a long way in alerting the citizens in this direction.

C. Bringing the citizens out of the hold of religion and false beliefs

Elementary education is needed, as in India the average Indian citizen is very much under the hold of religion like palm history the pseudoscience. It has unnatural and undesirable bears from certain things. Its ability to act is impaired by faith in certain tabloos and superstition, knowledge means positive living and through education. We can tell the average citizens that all that we have been under is wrong and without any foundations. It can be made more active mentally and thinking can be directed in a right channel. This is good both for average Indian and for the country. It checks wastage of energy and puts the efforts in the right position.

D. Elementary education and progress of country

Through elementary education of the masses, we can take the country forward in all directions. A farmer can read about better farming method by all the little knowledge that we are going to provide him therein. Through this we shall be making a farmer a better farmer, a cobbler, a better cobbler, ultimately a citizen, a better citizen.
E. Elementary education and health

Elementary education will tell children, that it is good to be able minded. It is good to remain neat and clean. Cleanliness is next to godliness, we shall be making them health conscious. The tragedy is that in villages disease looms large. Many of us do not bath for days together although it does not cost much. It is thus imperative, that we teach children about the health and it's important right now in the elementary school. Healthy citizens are an asset of a nation.

F. Elementary education for further education

The primary education may motivate a child for further education. We derive pleasure which knowledge gives and that in itself is a great force to continue education. Achievement in itself thrills. For all these reasons and many more elementary education can further be justified. It is a muse. This is also a directive of the constitution of India and the report of the Indian education commission (1964-66) has rightly stated that the destiny of India is now being shaped in her class rooms. This indirectly stresses the importance of primary education. The basic skills are vitally important to earn bread and live a fuller, richer life, free from exploitation and social evils.

In recent years there have been clear indications of a deterioration of school quality in developing countries. Among these developing countries India is one deteriorating country. Experience has shown that no concurrent measures relating to one or another of the quality inputs will be able to remedy the situation. What is needed is a global plan of action for giving a new impulse to the primary school system as a whole.
The objectives of teaching should comprise three R’s i.e. reading, writing, arithmetic including good manners, healthy habits etc. General knowledge includes familiarity with the physical and social environment of India, the land and people and the building up of some essential qualities like sense of responsibility, cooperativeness, discipline and patriotism.

Another approach to state the objectives of primary education has been highlighted in an “Educational objectives at the primary stage: A Development Approach” published by N.C.E.R.T (1979) New Delhi. Educational objectives have been stated time and again by different writers in different ways. A primary school teacher will better understand them if these objectives are stated in development terms and so arranged and categorized as to be of real. Keep to the teacher in seeing through his major task of helping the child to develop as a good ‘learner’, a good ‘person’, a good ‘citizen’ and a good ‘worker’ perhaps things would be more within his grasp and the teaching learning process would become more meaningful, both for the teacher and the people. In terms of development the objectives of primary education are to make a child.

Good learner, Good person, Good citizen, Good worker

A. A good learner means

- Ability to comprehend written and spoken word.
- Ability to express effectively.
- Ability to acquire, organize and use information.
- Ability to acquire, use and produce knowledge.
- Ability to learn independently, scientifically and economically.
- Eagerness and will to acquire knowledge.
- Attitude of respect for knowledge
- Attitude of respect for originality and
- Attitude of tolerance.

All the above qualities and some more are the hallmark of a good learner. These are to be developed through primary education.

**B. Child as a person**

Appropriate development of the child as a person implies inculcation of certain qualities and behaviours in the child that will enable him to adjust well to himself to the society and to his work. In other words these qualities and characteristics are likely to make positive contribution to the individual’s integrated personality characterized by happiness, effectiveness and social usefulness.

**C. Development of child as a citizen means**

- Beliefs in secularism, socialism and democracy.
- Duty consciousness
- Spirit of co-operation
- Courtesy and politeness.

The above mentioned qualities, if developed in the child at the impressionable age, will help him to grow into a useful citizen. This is the task of primary education and the schools must try to accomplish these.

**D. AS A good worker, it means**

- Knowledge about the work
- Understanding of the work
• Skill required

• Attitude towards the work

If we want him to be a good worker, the teacher must have faith in work and its educational potentialities. According to the Kothari Commission (1964-1966). The objectives of primary education are

• Developing reading, writing and arithmetic

• Understanding themselves and also the surrounding environment

• Achieving independentness

• Increasing morality and physique

The basic objectives of district primary education programme are

• To provide all children with access to primary education either in the formal system or through the Non-formal Education (NEP) Programme.

• To reduce differences in enrolment dropout and leaving achievements among gender and social groups to less than 5%.

• To reduce overall primary dropout rates for all students to less than 10%.

• To raise average achievements level by at least 25% over measured base line levels and ensuring achievements of basic literacy and numeracy competencies and a minimum of 40%

Achievement levels in other competencies by all primary school children.
RECOMMENDATIONS OF COMMISSIONS OF PRIMARY EDUCATION

a. according to constitution

The Article 45 of the constitution states that “the state shall endeavor to provide within a period of 10 years from the commencement of the constitution for free and compulsory education for children until they complete the age of 14 years.

b. according to university education commission 1948

Emphasis was placed upon primary teacher education and training. The curriculum was made comprehensive and diverse to accommodate the interests, abilities and talents of students importance was given to the three language formula for solving the language problem.

c. according to Indian education/Kothari commission 1964-66

Common school system: A common school system of public education should be introduced.

Social and National service: Social and national service should be made an integral part of education at all stages.

- Ten years of schooling of general education
- State level centers for pri-primary education.

According to NPE-1986

- Provision of education of a minimum quality for all children.
- Inculcation of values indispensable for development of enlightened human society.
• Important role of education.
• Removal of illiteracy.
• National system of education.
• Stress on elementary education.
• Universalisation of elementary education.

1.3 Primary and Teacher Education

Responsibility of primary school teacher

The primary school teachers have some of the responsibilities, they are

a. Responsibilities of maintaining relation

• The teacher should have the responsibility of a good citizen and maintain relationship with community.
• The second phase of his being a liason officer lies in maintaining sound relationship between him and pupils and parents.

b. Responsibility of planning

• planning curriculum
• planning use of audio-visual aids
• planning the co-curriculum

c. Responsibility of being as an educator/director of the activity

The teacher has the responsibility to guide and direct the learning of his pupils and that is his first and foremost job. He is expected to lead this with continuously and with utmost dedication.
d. Responsibility of supervision

Every teacher has the responsibility to supervise provide, he has a will to take it. Here he has the responsibility of liking. After the general conduct of the students supervise the house examinations, supervise the games and even the handwriting of the students and so on.

e. Responsibility of being an evaluator

The teacher has the responsibility of being an evaluator of pupil’s school records. About their progress and reporting it to the parents, not only measuring scholastic achievements of the pupils but also has the responsibility of measuring /evaluating pupil traits, intelligence aptitude etc., as a result of this he can plan the areas in which he has to stress and also plan these activities and aids to sort out the problematic areas.

f. Responsibility of being a case worker

In addition to traditional responsibilities, this is another area where a teacher is expected to take the responsibility. Society is looking towards the teacher to come to the rescue and to take this responsibility.

- The teacher in this capacity is a social case worker helping in the positive adjustment of the pupils; he should take the responsibility of observing, measuring and guiding this behavior.

Some of the other responsibilityes of a teacher

- Being a role model in his character.
- Creating a sound mind in a sound body.
• Restoration of satisfaction in what teacher is doing and helping students to build the habit of restoring satisfaction in this job.

• Making he students cultivate the habit of thinking.

• Taking away pupil’s ignorance as it means passively, intellectual, bankruptcy and degeneration.

• Being a man who is neat and clean in personal habits, he has the responsibility of being poised and refined with whom children identify themselves.

• Teacher has the responsibility of being a leader not only to the pupils but also for the village/his living area so that they are not cheated by outsiders.ere he has the responsibility of lihehehhhh

To provide academic and resource support at the grass roots level for the success of the various strategies and programmes being undertaken in the area of elementary education.

The role of DIET in the different fields of education were

• pre-service teacher education (PSTE)

• work experience (WE)

• district resource unit (DRU)

• in-service programme fields interaction, innovation ,coordination (IFIC)

• curriculum material development and evaluation (CMDE)

• education technology (ET)

• planning and management (P&M)
a. **Pre service teacher education (PSTE)**

Pre-service training for D Ed students.

- to assist in the establishment of child centred education and personality development education.
- to frame/design teaching strategies and methods.
- giving psychological advice and guidance for schools, non formal educational centres and adult education.
- execution of learning activities for educationally deprived people.
- maintenance of equipments related with science lab, psychology lab, learning material and sports materials etc.
- encouraging co-curricular activities.
- field study and action researches.

b) **Work experience (WE)**

- utilizing local resources
- training about work experience activities
- developing habits related to work
- preparing low cost teaching materials
- guidance about facilities of training for resource persons under integrated education
- action research related to work experience field

c) **District resource unit (DRU)**

- giving trainings to adult and non-formal education
- giving trainings to resource persons
- develop resource materials
• supervision and evaluation of adult and non-formal educational programmes
• organizing literary symposium
• taking action research regarding non-formal adult education

d) In service programme, fields interaction, innovation, coordination (IFRC)
• training in-service primary school teacher
• function as a model centre for action research and field interactions
• assisting and advising teachers who wants to continue their education
• functioning as a resource centre for primary school teachers
• field study and extension works
• encouraging innovations and new ideas in the field of education

e) Curriculum material development and evaluation (CMDE)
• framing curriculum according to local situations
• analysis of new syllabus
• constructing work books
• constructing evaluation tools

f) Educational technology (ET)
• preparing effective and low cost teaching materials in relation to primary education
• assist district resource unit to prepare teaching materials
• proper use and maintenance of audio-visual aids
• maintaining computer lab
• providing technical assistance and resource centres
• training about use of technology in education
• preparing and using of audio/video cassettes and slides
• preparing radio lessons

g) Planning and management (P & M)
• structuring district education programme
• collecting and managing information
• preparing institutional project
• preparing school plan
• managing school complexes
• giving administrative training to head masters

1.3.1: Attitude towards teaching profession

Attitude is a familiar word and is used freely to express one’s way of thinking, feeling or behaving. In the course of his living individual makes numerous specific responses of a similar type. These are integrated into a general neural set; his past experiences are systematized and crystallized to give him a disposition or frame of reference. Thereafter he looks at new object and events in the light of this disposition so that his behaviour is more a function of this disposition than of the activating stimulus. This disposition for attention or action of a definite sort is called an attitude. Attitudes are literally mental postures guides for conduct to which each new experience is referred before a response are made. Attitudes may therefore be called the dispositional units of personality percent and it is because of the attitudes that may stimuli and many responses are equivalent attitudes give meaning
fullness constancy and stability to the individual’s behaviour. An individual makes almost infinitely varied responses, but really speaking they are not as diverse as varied responses, as they appear at first sight. Our every day behaviour is directed by attitudes. Once attitudes have been learned they determine to a large extent what an individual perceives and how he behaves.

The attitude of teachers towards teaching profession is as important as teaching knowledge. It is estimated that teachers who have positive attitudes towards teaching profession may show humanistic attitudes and behaviours to students. Therefore, this study examines correlation between attitudes towards teaching profession and pupil control ideology of teacher candidates. The participant's of the study comprise 281 teacher candidates at Ondokuz Mayis University's faculty of Education. In this study, two instruments were used for date gathering. ‘Teaching profession attitude scale’ was used to evaluate the attitudes towards teaching profession of the teacher candidates. ‘Pupil control ideology inventory’ was used for determining the level of pupil control ideology of teacher candidates on a humanistic custodial dimension. The results of Pearson moment correlation analysis indicated that the pupil control ideology was negatively correlated with the Attitude Towards Teaching Profession of teacher candidates. According to simple regression analysis, the Attitude Towards Teaching Profession is a significant predictor for pupil control ideology on teacher candidates T-test analysis indicated that there was no significant difference according to gender in terms of pupil control ideology and the Attitude Towards Teaching Profession of teacher candidates.
The teacher is the most important element of an education system (Kavcar, 2005). The teacher’s personal characteristics, his/her proficiency as the manager of learning activities, skills in monitoring the learning process and in teaching, background, and relations with students and other individuals influence his/her study and success within the classroom (Aydin, 1993). Another important factor that affects a teacher’s success and efficiency is his/her attitude towards the profession. In literature, attitude is defined as “the core of human individuality”, “the permanent organization of an individual’s motivational, emotional, perceptual and mental processes towards an event or a psychological object”, “positive or negative sensual intensity”, and “learned tendency” (Fishbein and Ajzen, 1975; Muller, 1986; Tezbaúaran, 1997; Bohner and Wanke, 2002). That an individual’s attitude towards his/her occupation may affect the end-product and that someone who does not enjoy his/her occupation will not be able to succeed in that occupation is quite a common opinion in the society (Güven, 1988). By taking this point into consideration, prospective teachers’ gaining profession related values and attitudes, in other words, their way of perceiving the profession is required at least as much as knowledge.

The teacher’s attitude towards the profession is “the concepts that are not explicitly expressed and that are formed about teaching, students, classroom atmosphere and the topic to be taught, usually without being aware”. These concepts significantly influence teachers' thinking processes, classroom activities, professional changes, improvements and teaching skills (Pajares, 1992; Williams and Burden, 1997; Atay, 2003). The results of the study show teachers’ attitudes and behaviors influence the students the most.
The teacher's intellectual attitude, emotional reactions, various habits and personality that include all these affect the student (in terms of academic success, personality, interests etc.) (Bloom, 1976; Jeans, 1995; Brooks and Sikes, 1997; Çapa and Çil, 2000). Teachers' attitudes towards their profession are usually related with their enjoyment with profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important, and believing that they need to improve their profession, and so, themselves, continuously. Learning experiences of prospective teachers should be organized in a way that they will establish positive attitudes towards the profession of teaching (Temizkan, 2008). The teachers that are educated according to this understanding accomplish their duties precisely, exhibit more positive behaviors towards their students, are inquisitive, think creatively and convey changes to the learning environment easily. Their positive attitudes can be seen in their gestures and mimics and they motivate students more easily, their behaviors towards the students are sincere, they do not have strict rules, they use their time efficiently; in short, they enjoy their profession and thus, they may assume the duties, responsibilities and roles of a teacher in a better manner (Çeliköz and Çetin, 2004).

Teachers are the key factors in education system. It is a well-known fact that; their subject knowledge has an influence on students' learning in the classroom settings. In addition to the subject knowledge of the teachers, the issues belonging to the teachers' personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact, many researchers have been paying attention to determine
teachers’ attitudes, burnouts, and self-efficacy towards subject and to find a relationship between those psychological concepts and certain variables (Duatepe, & Akkuş-Çıkla, 2004a; 2004b; Fleener, 1995; Schoon & Boone, 1998; Pierce & Molloy, 1990; Umay, 2001). In this study the relationship between two psychological traits called burnout and attitude belonging to teachers was tried to be investigated.

Burnout is defined as a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding (Pines & Aronson, 1988). The concept of teacher burnout was identified as a syndrome of physical and emotional exhaustion containing the development of negative job attitudes, and loss of empathic concern for clients (Maslach & Pines, 1984). This syndrome involves three different dimensions, called; depersonalization which indicates the development of negative attitudes and impersonal responses towards the people with whom one works. Emotional exhaustion refers to the feelings of over extension and exhaustion caused by daily work pressures, and conflicts with the colleagues, and lastly personal accomplishment means the sense of personal achievement, accompanied by self-esteem (Maslach & Pines, 1984). This dimension is inversely related with burnout.

According to the related research studies, burnout influences most of the teachers at some point of their teaching profession (Cheek, Bradley, Parr & Lan, 2003; Dorman, 2003; Schwab & Iwanicki, 1982). As Wood and McCarthy (2002) indicated when teachers have burnout, it can have consequences for their professions. Besides increasing burnout in teachers’
professions makes teachers hate their career and it affects their students’ achievement (Dworkin, 1985).

1.3.2: Self-concept

The term Self Concept stood for the luster of the most personal meanings, a person attributes to him. It included only those perceptions about self, which seemed most vital or important to the individual himself.

Ever since decades, traditions concerned with the development and functions of the way people view themselves has been prevalent within the literature of education, philosophy and the social sciences. However this tradition has been less than clear in its support of the utility of various Self Concept notions. Zirkel 1971, counted fifteen definitions, were implicit cited among the studies reviewed by him several other definitions were implicit in the various instruments and designs of the studies, several overlapping terms e.g. Self Concept of ability, self esteem, self image, sense of personal worth, self perception, self report were used to differentiate among definitions.

Many psychologists have attempted to explain the achievement behaviour in terms of the concept which the individual develops about himself and the world around. According to Lecky’s theory, perception of ones self in fact is the prime motive in all behaviour. The idea was adopted by Rogers as the key stone of his system of non-directive counseling; this concept is of major importance in education, particularly in more personal aspects of motivation, attitudes, character formation and adjustment which in the final analysis are the foundations upon which the performance in a job ultimately rests.
The dictionary of education has defined Self Concept, as those parts of phenomenal field which the individual has differentiated as relatively stable and definite parts of characteristics of himself. The term Self Concept has been defined in the dictionary of sociology in the following words, an intervening variable which serves to describe and integrate the psychological characteristics of an individual. These characteristics are inferred on the basis of the individual’s statement describing his own personality as he perceives himself.

Encyclopedia of psychology defined Self Concept as totality of attitudes judgment and values of an individual relating to his behaviour abilities and qualities. Self Concept embraces the awareness of these variables and their evaluations.

According to Pathak (1966) Self Concept is the organizations consistent conceptual gestalt composed of perceptions of the characteristics of the I or Me, and the perceptions of the relationships of the I or Me, to others and to various aspects of the life, together with the values attached to these perceptions. It is partially definable in operational terms by means of a Q-sort. Guller (1967) gives an operational definition as subjects responses to questionnaires composed of self referent statements relating to interpersonal relationship and social desirability. Mehta reveals Self Conceptualization and organized configuration of perception of the Self Concept which are admissible to awareness. It is composed of such elements as the perceptions of ones characteristics and abilities, the percepts and concept of the self in relation to others and to the environment, the value qualities
which are perceived as associated with experiences and objects and goals and ideas which are perceived as having positive or negative balance.

According to Pandit (1969) Self Concept is the nucleus around which the entire personality structure revolves in its homeostatic process of maintaining consistency and ability with in the individual personality. David and Harari 1968 have defined the Self Concept as a particular kind of attitudinal structure. Vasantha Ram Kumar (1971) has defined Self Concept as the cluster of the most personal meaning, a person contributes to the self. Desai 1979 has defined Self Concept as to include perceptions of self perceptions of college and perception of the social milieu. In a critical survey of pertinent research literature of Self Concept Ruth C Wylie has defined Self Concept as the self structure may be thought of as an organized configurations of perception of self, which are admissible to awareness. It is composed of such elements as the perception of ones characteristics and abilities. The percepts and concepts of the self in relation to others and the environment, the qualities which are perceived as having positive and negative valance. According to Jershild (1960), it is a composite of a persons thought and feeling, his views of what he is, what he has been and what he might become and his attitude pertaining to his worth. Thus Self Concept represents and individualistic inner world. Ghorpade (1979) observed that Self Concept originated from persons social and interpersonal relation with others.

The impression or image of a person as perceived by others as well as by oneself constitutes his Self Concept. The Self Concept includes all the
ideas and feelings of a person corresponding the properties of the body, the qualities of his mind and his personal characteristics. It included his beliefs, values and convictions. The Self Concept that the student teachers holds is influenced to a large extent scientifically by others in the school institution and peers. He feels that he is appreciated, valued and wanted by the significant others around him, will tend to regard him with realistic esteem. On the other hand, if he is devalued by the peers and teachers, will tend to regard him incapable of achievement of little worth to the group.

Ones Self Concept is ones own personal subjective evaluation of oneself. His idea of who and what he is. Self Concept frequently refers to a person’s attitudes and feelings about himself and is regarded as a group of psychological process which governs behaviour and adjustment. Success and happiness of the life are determinant to a large extent by the individual’s way of seeing, feeling, perceiving, and thinking about him. According to Rogers(1969) the major proponent of Self Concept, the best vantage point for understanding behaviour is from the internal frame of reference of individual himself. To Rogers the individual is the centre of experience. His Self Concept constitutes the persons picture of who he is, in the process of becoming.

Thus it can be concluded that Self Concept refers to cognitive and affective, evaluative experience and that, it develops as a learned product of social interaction. Self-concept has been considered as a key point in understanding human behaviour. Madison (1969) pointed out that the self is defined as those aspects of individual which he defined as “me” or “mine”.

Self Concept is the individual conception and evaluation of himself including his values, abilities, goals and person’s worth. The self-concept is operationally defined as the organization of that individual refers to as “I” or “me”. It includes what people come to know about themselves through experience, reflection and feedback from others.

Roger defines the Self Concept as the original, consistent, conceptual gestalt composed of perception characteristic of the “I” or “me” to others and the various aspects of life together with the values attached to these perceptions.

Walt Whitman wrote “we contain multitudes”, referring not only to highly contested diagnosis of dissociative identity disorder but also to the fact that we see ourselves radically different in different contexts. Every one struggles with that existential plum, “who am I”. For people who are overly concerned with other peoples impressions or who feel a core aspect of themselves, such as gender or sexuality, is not being expressed, this struggle is acute.

Lewis (1990) suggested that the development of a concept of self has two aspects

(a) The Existential Self

This is the most basic part of the self-scheme or Self Concept, the sense of being separate and distinct from others and the awareness of the consistency of the self. The child realizes that, they exist as a separate entity from others and that they continue to exist over time and space. According
to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

(b) The Categorical Self

Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced like big, small, red, smooth, etc., so the child is becoming aware of him or her self as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill.

In early childhood, the categories children apply to themselves are very concrete like hair colour, height and favourite things. Later self description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them. Self-concept also called as self-construction, self-identity or self-perspective is a multi-dimensional construct that refers to an individuals perception of “self” in relation to any number of characteristics such as academics, gender roles and sexuality, racial identity and many others. Each of these characteristics is a research domain within the larger spectrum of self-concept although no characteristics exist in isolation as ones self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity refering to self-knowledge is clearly and confidently defined, it presupposes but is
distinguishable from self-awareness, which is simply an individual’s awareness of their self. It is also more general than self-esteem, which is a function of the purely evaluative element of the self-concept. The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to personality, skills and abilities, occupation and hobbies, physical characteristics, etc. For example, the statement “I am lazy” is a self-assessment that contributes to the self-concept. However, the statement “I am tired” would not be part of someone’s self-concept, since being tired is a temporary state and a more objective judgment. A personal self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Self-concept also contains three parts; they are self-esteem, stability and self-efficacy. Self-esteem is the evaluative component; it is where one makes judgments about his or her self-worth. Stability refers to the organization and continuity of one’s self-concept. The third element self-efficacy is the best explained as self-confidence. It is specifically connected with one’s abilities, unlike self-esteem. Researchers debate when self-concept development begins but agree on the importance of person’s life. Tiedemann (2000) indicates that parents gender stereotypes and expectations for their children, impact children’s understandings of themselves by approximately age 3, others suggest that Self Concept develops later, around age 7 or 8, as children are developmentally prepared to begin interpreting their own feelings, abilities and interpretations of feedback they receive from parents, teachers and peers about themselves. Despite differing opinions about the onset of self-concept development,
researchers agree on the importance of ones self-concept, influencing people’s behaviours and cognitive and emotional outcomes including academic achievement, levels of happiness, anxiety, social integration, self-esteem and life-satisfaction.

Self-concept is not restricted to the present. It includes past selves and future selves. Future or possible selves represent individual’s ideas of what they might become, what they would like to become or what they are afraid of becoming. They correspond to hopes, fears, standards, goals and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

The perception that people have about their past or future selves is related to the perception of their current self. Temporal self-appraisal theory argues that people have a tendency to maintain a positive evaluation of the current self by distancing negative selves and bringing close positive selves. In addition people have a tendency to perceive the past self less favorably like “I am better than I am used to be” and the future self more positively like “I will be better than I am now“.

The psychologists who paved the way for this concept were Carl Rogers and Abraham Maslow. According to Rogers, everyone strives to become more like an “Ideal self “. The closer one is to their ideal self, the happier one will be. Rogers also claimed that one factor in a persons happiness is unconditional positive regard from others. Unconditional positive regard often occurs in close or familiar relationships, and involves a
consistent level of affection regardless of the recipient’s actions. Rogers explained unconditional positive regard as neither approving nor disapproving of someone based on their behaviours or characteristics but rather accepting them without judgment.

An important theory relating to Self Concept is the self categorization theory, which states that the Self Concept consists of at least two “levels”, a personal identity and a social identity. In other words, peoples self evaluation rely on both ones self perceptions and how one fits in socially. The Self Concept can alternate rapidly between the personal and social identity, some researchers indicate that children and adolescents begin integrating social comparison information into their own Self Concept in elementary school by assessing their position among their peers. Gest (2008) research findings reveal that peer acceptance has a significant impact on ones Self Concept by age 5, affecting children’s behavior and academic success. Both of these research examples capsulate the social influences on a persons Self Concept.

Academic Self Concept refers to the personal beliefs some one develops about their academic abilities or skills. A person’s academic Self Concept develops and evolves as they age. Research by Tiedemann (2000) suggests that academic Self Concept begins developing in early childhood, from age 3 to 5, due to parental or family and early educator’s influences. Other research contends that academic Self Concept does not develop until age 7 or 8 when children begin evaluating their own academic abilities based on the feed back they receive from parents, teachers and their peers.
According to Rubie Davis 2006 by age 10 or 11 children view their academic abilities by comparing themselves to their peers.

Due to the variety of social factors that influence ones academic Self Concept, developing a positive academic Self Concept has been related to peoples behaviours and emotions in other domains of their life, influencing ones happiness, self esteem and anxiety levels to name a few. Due to the significant impact academic Self Concept has a persons life, fostering positive Self Concept development in children should be an important goal of any educational system. These research findings are important because they have practical implications for parents and teacher.

Worldviews about the self in relation to others differs across and within cultures. In western cultures the normative imperative is to become independent from others and to discover and express ones attributes. Relationships, memberships groups and their needs and goals, tend to be secondary to the self. When assessing Self Concept, ones positioning among peers is important because of the competitive nature of society, where people view themselves as better as or worse than peers. Asian culture is an interdependent view of the self is more prevalent. Interpersonal relationships are more central than ones individual accomplishments. Great emphasis is placed on these relationships, and the self is seen primarily as an integral part of society. Members of non western cultures tend to describe themselves in more interdependent terms than members of western cultures did, whereas members of western cultures describe themselves as more independent. A study published in the international Journal of intercultural
relations gives another division of the independent and interdependent selves based on subcultures.

A small study done in Israel shows the different characteristics most prevalent of midlevel merchants in an urban community versus those in a communal settlement, called the kibbutz. Similar to the western and non western perspectives, the collectivist members valued the interdependent self more than that of the urban members. Likewise the urban samples held more value to independent traits than the kibbutz. Both answered with more independent traits than interdependent. The study divided the independent and interdependent traits into subcategories to further define what are the most valued by the two subcultures. On the independent scale, personal traits showed the greatest prevalence for the individualists, while hobbies and preferences were greater for the collectivists.

Overall the study intensifies the knowledge that Self Concept depends on inner attributes, abilities and opinions from the community based on collective ideology. Further studies on other subcultures would be needed to create a generalization on a wider scale.

Gender has also been shown to be an important factor in the formation of Self Concept. Early research inspired by the differences in Self Concept across culture suggested that men tend to be more independent while women tend to be more interdependent. However, more recent research has shown that, while men and women do not differ between independence and interdependence generally, they do differ in the distinction between relation and collective interdependence. Men tend to
conceive of themselves in terms of collective interdependence while women conceive of themselves in terms of relational interdependence. In other words, women identify more with dyadic i.e., one-on-one relationships or small whereas men define themselves more often within the context of larger groups.

The Relationship between Academic Self-Concept and Achievement.

The study by Marsh and Martin (2011) begins by describing what they see as a revolution in psychological research in that there has been a markedly increasing focus of late upon positive achievements (personal, emotional, tangible, etc) and the means by which desirable goals are reached. Among the variables seen as significant across a range of domains (including Education) is Self Concept which has been linked to behaviour and to cognitive and emotional outcomes which, at one extreme, may include personal happiness and high levels of achievement, and, at the other, anxiety, low self-esteem and even suicidal ideation.

The fostering of a positive Self Concept has become a central theme in schools, and perceived as one mechanism for reducing social inequalities and disadvantages. Self Concept, as defined by Shavelson et al (1976), is an individual’s self-perception formed through his or her experience (and interpretation) of the environment. Self Concept is seen as multi-facetted and hierarchical so that the most fundamental tier is concerned with perceptions of behaviour in specific situations, the next tier contains inferences about the self in broader terms (one’s social or physical or academic capacities, for example), and the top tier relates to global Self Concept (which may also be described as self esteem).
These authors emphasized the significance of social influences and self-attributions; and argued that Self Concept may both explain and predict behaviour (and that there is a reciprocal relationship between behaviour and self perceptions). Marsh and Martin pose the question whether Self Concept and self esteem can and should be differentiated. They recognize that, to many people, the two terms are synonymous.

However, research has followed the lead of Shavelson et al (op.cit ) with their hierarchical model so that self esteem is seen as the global construct at the top of the hierarchy, while Self Concept can be split into specific components (academic, social, physical, etc). In other words, only global Self Concept would be regarded as a term synonymous with self esteem … (somewhat analogous to the use of IQ to describe overall ability when that ability may comprise a whole range of specific capacities).

The importance of academic Self Concept has been highlighted by a previous study involving the current lead author (Marsh et al 2006) where a measure designed to evaluate students’ approaches to learning (including factors such as self-regulation, self beliefs, motivation, etc) was used among representative samples of 15 year-old students drawn from 25 different countries (total N = approximately 108,000).

In their evaluation of the responses, the researchers found that the greatest correlations with mathematical and verbal achievement were found for the three Self Concept measures (maths, verbal, and academic Self Concepts).
In other words, the significance of academic Self Concept was shown to cross national and cultural boundaries. However, it was recognized that the data were correlation, and that there was no basis for drawing conclusions about causality.

In respect of the order of possible causality, the “self-enhancement” model has it that Self Concept is a major determinant of achievement (and it is upon this basis that many Self Concept fostering programmes are undertaken with children and young people).

Meanwhile, the “skill-development” model suggests that academic Self Concept arises largely as a result of good achievement so that it is fostered by the strategies designed to increase the rate or quality of academic progress. The current view suggests that the relationship between academic Self Concept and academic outcomes is more complex than what is implied in either of these models, and that academic Self Concept both influences, and is influenced by, the level of achievement. In other words, the appropriate model would be one which encompasses reciprocal effects.

As proposed by Eccles and Wingfield (2002), academic self belief is not only a function of past academic successes, but also impacts upon subsequent progress either directly or indirectly by its effect upon other mediating variables. A series of analyses by Valentine and colleagues (e.g. Valentine and Dubois 2005), involving a total of 55 published studies, indicated that the effect of existing self beliefs upon subsequent progress was highly significant even after controlling for the effect of existing achievement, thus further supporting the reciprocal effects model.
What has also been found is that the effect of prior self beliefs is stronger when the measure of self belief is largely concerned with academic self belief rather than with more global measures (such as self esteem) and when the task demands and the domain of self belief are matched .... i.e. Higher achievement in mathematics is associated with a higher Self Concept in respect of mathematics.

Valentine and colleagues found little evidence for the significance of global or generalized self beliefs.

Further, the analysis indicated that the strength of the reciprocal effects is likely to be diminished after children or adolescents move from one school setting to another. Additional research on this theme completed by the current lead author and colleagues has shown that the reciprocal effects model of academic Self Concept and achievement generalizes across samples of junior and senior school students across a range of countries.

Marsh et al then describes how it is implicit in hypotheses concerning reciprocal effects that the impact of prior achievement is mediated through particular personality characteristics such as consistent and conscientious effort, persistence in the face of difficulties, etc. Evidence is also cited to support the specificity hypothesis in that the choice of subjects to pursue in the latter stages of schooling appears to be strongly influenced by the nature of academic Self Concept. For example, individuals with a high Self Concept in respect of mathematics were more likely to opt for advanced courses in that subject. Academic Self Concept was a stronger predictor than existing achievement of later coursework choices.
The authors suggest that intrinsic motivation is involved in these processes, and their prior research in this domain indicated that the effects of academic interest on achievement were mediated to a considerable degree by academic Self Concept. While the focus of research has been upon the more formal and academic aspects of the curriculum, the (limited) research in other domains has indicated that there are little or no reciprocal effects of academic and non-academic elements of Self Concept.

However, within other domains (sport, for example), reciprocity is still evident. It has been noted that physical Self Concept is both an effect and cause of exercise-related behaviours; or that a gymnastics Self Concept and actual performance in gymnastics are both determinants and consequences of each other. This kind of research has confirmed the generalisability of the reciprocal effects model across gender, the domain of Self Concept, and stage of schooling.

Marsh et al then turn to the challenge posed by Baumeister et al (e.g. 2005) who argued that the impact of positive self beliefs has been overestimated and that efforts to boost self esteem are of little significance in fostering academic achievement or in reducing the probability of behavioral difficulty.

The current authors argue that the discrepancy between the above-cited view and the research highlighting the significance of academic Self Concept may be explained in terms of a focus upon global perceptions and measures compared to a focus upon specific domains and measures.
The Baumeister et al work has been concerned largely with global concepts (such as self esteem) and it is increasingly acknowledged that these general variables are not readily and significantly influential upon performance. In contrast, progress in a given domain is likely to be significantly and bi-directionally associated with self beliefs specifically related to that domain.

In terms of practical implications, the authors argue that academic Self Concept is not only an important outcome of (educational) experience but also has an important role in mediating other effects. In the classroom, it should not be a matter either of seeking to boost the academic Self Concept or of seeking to boost achievement, but of recognizing the reciprocal relationship between academic Self Concept and achievement and their mutual reinforcement. The teacher’s role is to work towards both positive progress and students’ confidence in their own ability … it is the combination that will achieve long-lasting benefits. Caprara et al (2011) share the general theme of the previous study in that the context of their work was the ongoing quest for identifying the most accurate and reliable predictors of performance at school or college.

Their initial review of relevant research has indicated that personality traits and self-efficacy beliefs are important predictors; but their own study set out to explore the combined effects in contrast to existing work which has largely examined traits and self-efficacy beliefs as separate and independent entities. While these two sets of factors may operate via different processes and levels, they both appear to be very important for accounting for variance in scholastic performance.
Traits may be largely unconditional behavioral "styles" which will influence responses to task demands, while self-efficacy beliefs are a reflection of the individual’s ability to learn from experience. It may be argued that the self-efficacy beliefs mediate, to at least some extent, the influence of the basic personality traits upon observed abilities and levels of achievement by sustaining the motivation, and the associated cognitive and emotional processes, required for positive outcomes.

The authors continue by describing how existing findings have highlighted the trait of conscientiousness as a very strong predictor of academic performance in both school and college. This trait is linked to the maintenance of efforts and to goal-setting which are likely underpinnings of good achievement, compliance with demands, and efficient time management and self-organization.

Openness is another trait (of the “Big 5”) which appears to be correlated with positive aspirations, efficient learning, and academic achievement. It has been described as akin to intellectual curiosity and motivation to learn. However, the other major traits … extraversion, neuroticism, and agreeableness … have shown less pronounced or consistent relationships with achievement.

In respect of self-efficacy beliefs (both the perceived capacity to master specific subjects and aspects of the curriculum, and the perceived capacity to apply appropriate self-organisation to learning activities), it has been found that they have a considerable influence upon learning, ratings of achievement, and career opportunities. The influence is thought to be
brought about via the sustaining of positive aspirations and efforts, and willingness to persevere in the face of problems.

Self-efficacy beliefs have been found to predict performance at high school even after controlling for global personality dispositions.

The study by Caprara et al themselves explored the particular contribution of basic personality traits and of self-efficacy beliefs upon performance at the end of both junior and senior high school.

Their specific hypotheses were that the contribution of personality traits would be more important in the earlier stage than at the later stage (at which time the influence of longer experience would be more evident); that the contribution of self-efficacy beliefs would be most relevant in the senior rather than junior stage of education on the grounds that a sense of efficacy is a function of past experience; that openness and conscientiousness would contribute to academic self-image; that the socio-economic status of the children’s families would influence learning more in the earlier stages than in the later stages of education; and that there would be no gender differences in any observed patterns of associations between personality traits/perceived self-efficacy and academic achievement.

The results were interpreted by the authors as showing that the personality traits and the self-efficacy beliefs were both critical when seeking to account for variance in academic achievement. Conscientiousness was not found to contribute directly to achievement at either time point. Instead, it appeared to be significant in influencing later self-efficacy beliefs. As suggested by Gerhardt et al (2007), this basic trait may be important for
achievement by fostering self-regulation and organization over the whole course of education.

This pattern was held to be in line with social-cognitive theory which holds that the capacity to learn from experience is what underpins self-efficacy beliefs which, in turn, underpin motivation and eventual achievement. Caprara et al argue that, if academic self-sufficiency is developed in response to the nature of educational experience, the role of the teacher is crucial in respect of individualizing and modifying classroom teaching style and learning demands in order to match students’ mastery levels with a view to fostering a sense of competence (but not an unhealthy matching of self against some external and arbitrary standard or directly against the performance of peers). Parents, too, will have an important role here in helping to ensure that expectations upon the children are reasonable and that the goals set (including those which are self-set) are appropriate, thus to create a sense of self-efficacy.

However, they repeated the point that both traits and self-efficacy beliefs play a significant part in the fostering of academic achievement. As children grow older and move up the stages of education, the significance of self-regulation and self belief becomes greater while the impact of personality traits is more salient in the earlier stages of education.

**Self-Concept Terms**

- **Real self-concept:**
  
  A person’s idea of who and what s/he is and what he can and cannot do.

- **Ideal self-concept:**
A person’s desires concerning what s/he’d like to do and be.

**Self-Concept Theory**

The theory is that people constantly work to reduce the gap between Real and their Ideal self-concepts.

Therefore, they will do those things they think will get them closer to their Ideal self-concepts & will not do those things they think will take them further away.

**1.3.3: Emotional Intelligence**

Emotional Intelligence or emotional quotient is simply defined as

- knowing what feels good, what feels bad, and how to get from bad to good.
- knowing your emotions and knowing emotion of others.
- it refers to emotional management skills which provide competency to balance emotions and reason so as to maximise long term happiness.

According to Daniel Goleman 1998, Emotional Intelligence is ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in our selves and in our relationships. Emotional Intelligence describes abilities distinct from, but complementary to academic intelligence’.

According to Dalip Singh(2003) ‘Emotional Intelligence is the ability of an individual to appropriately and successfully respond to the vast variety of emotional inputs being elicited from inner self and immediate environment.'
Emotional Intelligence constitutes three psychological dimensions such as emotional competency, emotional sensitivity and emotional maturity, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.’

Emotional Intelligence is not taught in schools and colleges, only intelligence quotient is stressed in education. Subjects like History, Hindi, English, Geography, Mathematics, Physics, Chemistry, Botany, Computers, Medicine, Engineering etc are taught, it is never taught how to handle frustration, anxieties, stress, failure, depression, burnout, inferiority complex, ego problems etc.,. It is not being told how to manage emotions i.e., interaction, coordination, adjustment, communication etc, All these are learnt from our parents, teachers, peer group and other role models. In the later stages we are told to master competencies to be successful.

According to the research, intelligent quotient can help to be successful to the extent of 20 percent only in life. The rest of 80 percent success depends on Emotional Intelligence. Psychologists, Psychiatrists, Management Consultants and Medical Doctors have been proving that there are personal characteristics called Emotional Intelligence which are responsible for the ways how we behave, how we feel, how we relate to others, how well we do at our jobs, and how healthy we are.

Emotional Intelligence tendencies can result in being uncomfortable with other people, not being happy with your job, not succeeding at your job and even being physically and psychologically unhealthy with stress related problems or not having satisfactory interpersonal relations.
Applying Emotional Intelligence makes you feel comfortable within your own skin and with people around you. You can also understand what makes you incompatible with certain people or jobs and learn ways to deal with the emotional difficulties ease. You can also understand the specific feelings that cause you stress and learn ways to become more at peace. As it is rightly said that ‘anyone can be angry- that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way – that is not easy’. A person’s maximum capacity for clear thinking varies with health and his surroundings. Emotional Intelligence is 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. Emotional Intelligence describes abilities distinct from but complimentary to academic intelligence. It was believed earlier that intelligence quotient plays the most important role in predicting success. But, research has shown that intelligence quotient alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational content.

Mayer and Salovey (1997) says “Emotional Intelligence is the ability to perceive emotions to access and generate emotion so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Damasio (2000) and Bechara (2004) suggested that people who have suffered damage to the ventromedial prefrontal cortex of the brain tend to have cognitive capacities which are measured by intelligence quotient that fall into the normal or even above average range but have problems
experiencing, understanding, expressing and effectively using emotions. These individuals have normal intelligence quotient but low Emotional Intelligence, which tends to influence their decision making skills negatively. In the studies, low Emotional Intelligence individuals consistently made poor decisions and contrary to normal participants, showed an inability to learn from their previous mistakes. Most importantly these behaviours were especially strong when exact calculations of a future outcome were not possible and choices had to be based on approximations, which is usually the case with financial decision making.

Emotional Intelligence is a type of social intelligence which refers to the ability to set a goal in life, work towards achieving it negotiates it and empathetic towards others, Emotional Intelligence is defined as the ability to know, manage ones own emotions, recognize them in others and to handle relationships. Goleman 1995 Peter Salovey and Mayer (1997) defined Emotional Intelligence as ability to monitor ones own and others feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions. Our Emotional Intelligence determines our potential for learning the practical skills that area based on its five elements. Self awareness, motivations, self regulation, empathy and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on the job capabilities; the emotional competence framework includes personal and social competence.
I. Personal competence determines how we manage ourselves

**SELF AWARENESS** - knowing ones internal states preferences resources and intuitions.

**SELF REGULATION** - managing ones internal states impulses and resources.

**MOTIVATION** - emotional tendencies that guide or facilitate teaching goals.

II. Social competence determines how we handle relationship

- **EMPATHY**: awareness of others feelings needs and concerns.

- **SOCIAL SKILLS**: adeptness at including desirable responses in others.

Emotional Intelligence has been conceptualized in a very comprehensive and lucid manner by two British Psychologists Cooper and Sawaf (1997), who defined "Emotional Intelligence as the ability to sense, understand value and effectively apply the power and acumen of emotions as a source of human energy information trust creativity and influence".

On the other hand Baron (1996) says “Emotional Intelligence as an array of non-cognitive capabilities, competencies and skills that influence ones ability to succeed in coping with environmental demands and pressures. He proposed the following major areas of skills to evaluate Emotional Intelligence”.

- Intra personal skills
- Inter personal skills
- Adaptability skills
- Stress management skills
- General mood
Historical emotions have been largely viewed as disorganizing forces that disrupt one's ability to reason and think. Emotions are held as interfering with attempts to function rationally in the world.

Yale university psychologists Peter Salovey and John Mayer coined the very term Emotional Intelligence in (1990), in the Journal Imagination, Cognition and Personality. However, the concept gained popularity through Goleman's 1995, bestseller book titled 'Emotional Intelligence'.

Another popular approach to measure Emotional Intelligence is Bar-On (1997), EQ-IQ which it is easier to focus attention on human talent. Even though it is a simple phrase, it incorporates the complexity of a person's capacity.

Based on extensive research Goleman (1995, 1998), has proposed five dimensions of Emotional Intelligence consisting of 4 competencies namely:

- SELF AWARENESS: emotional self awareness, accurate self assessment and self confidence
- SELF REGULATION: self control, trustworthiness, conscientiousness, adaptability and innovation
- SELF MOTIVATION: achievement drive, commitment, initiative and optimism
- SOCIAL AWARENESS: understanding others, developing others, service orientation, language, diversity and political awareness

Social skills are the ability to handle the emotions of other people, it is an essential aspect of Emotional Intelligence. Each of the art of relationship
is emotional interactivity. The skill to interact with other people effectively, people who excel in such type of skills do well in anything that depends on interaction with others. Emotional Intelligence yields potential for learning practical skills.

Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationships and to reason and problem solved on the basis of them. Emotional Intelligence is involved in the capacity to perceive emotions, assimilate related feelings, understand the information of those emotions and manage them (Salvoey and Mayer 1990, Mayer and Salvoey 1997) The influence of Emotional Intelligence on popular culture and the academic has been rapid and widespread. Emotional Intelligence is a better predictor of any work performance than the traditional measures of intelligence. Interest in Emotional Intelligence has enjoyed a robust resurgence across a wide range of such disciplines with in psychology neuroscience and organizational theories and now the emphasis is in the educational scenario.

Emotional Intelligence enables a teacher to tune the students to communicate clearly with them to inspire and motivate them. In fact Emotional Intelligence is a valuable tool for various activities in the classroom. Emotional Intelligence helps reverse a tide of educational ineffectiveness and thus strengthen the whole process. Nurturance of Emotional Intelligence among the teachers therefore becomes a prime concern. An emotionally intelligent teacher is multi talented. Emotional Intelligence led to outstanding performance in classroom activities. The
emotionally intelligent person is skilled in four areas i.e. identifying, using, understanding and regulating emotions (Salvoey and Mayor 1993)

Teaching emotional and social skills are very important at school. It can effect academic achievement positively not only during the year they are taught but during the years that follow, as well teaching these skills has a long term effect on achievement Elias et al (1991)

Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other in order to assist them in developing interpersonal, intrapersonal and Emotional Intelligence arguing that these intelligences are essential for personal accomplishment.

Finnegan (1998) argues that schools should help students learn the abilities underlying Emotional Intelligence, possessing those abilities or even some of them can lead to achievement from the formal education years of the child and adolescent to the adult's competency in being effective in the workplace and in society.

COMPONENTS OF EMOTIONAL INTELLIGENCE

The emotional competence frame work Goleman (1999)

I PERSONAL COMPETENCES

These competencies determine how we manage ourselves components of Emotional Intelligence are as follows:

(i) SELF AWARENESS: It is known as ones internal state preferences resources and intuitions. Some of the sub skills are:
- **EMOTIONAL SELF AWARENESS**: recognizing one's emotions and their effects
- **ACCURATE SELF ASSESSMENT**: knowing one's strengths and limits
- **SELF CONFIDENCE**: a strong sense of one's self-worth and capabilities.
- **SELF REGULATION**: it is known as managing one's internal states, impulses, and resources.
- **SELF CONTROL**: keeping disrupting emotions and impulses in check.
- **TRUST WORTHINESS**: maintaining standards of honesty and integrity.
- **CONSCIOUSNESS**: taking responsibility for one's preferences.
- **ADAPTABILITY**: flexibility in handling change.
- **INNOVATION**: being comfortable, novel idea approaches, and new information.

(ii) **MOTIVATION**: emotional tendencies that guide or facilitate reaching goals.

- **ACHIEVEMENT DRIVE**: striving to improve or meet a standard of excellence.
- **COMMITMENT**: aligning with the goals of the group or organization.
- **INITIATIVE**: readiness to act on opportunities.
- **OPTIMISM**: persistence in pursuing goals despite obstacles and setbacks.
II Social competence

These competencies determine how we handle relationships

(iii) EMPATHY: empathy is awareness of others feeling, needs and concerns.

- UNDERSTANDING OTHERS: sensing others feelings and perspectives and faking an active interest in their concerns.
- SERVICE ORIENTATIONS: anticipating, recognizing and meeting customer's needs.
- LANGUAGE DIVERSITY: cultivating opportunities through different kinds of people.
- POLITICAL AWARENESS: reading groups emotional currents and power relationships.

(iv) SOCIAL SKILLS: it is the adeptness at inducing desirable responses in others.

- INFLUENCE: wielding effective tactics for persuasion.
- COMMUNICATION: listening openly and sending convincing message.
- CONFLICT MANAGEMENT: negotiating and reasoning disarrangement.
- LEADERSHIP: inspiring and guiding individual and groups.
- BUILDING BONDS: nurturing instrumental relationships.
- CO-OPERATION: working with others towards shared goals.
- TEAM CAPABILITIES: creative group synergy in pursuing collective goals.
CHARACTERISTICS OR PEOPLE WITH HIGH EMOTIONAL INTELLIGENCE

Peter Salvoey (1990) has identified five characteristics of people with high Emotional Intelligence they are:

a) Knowing ones emotions
b) Managing emotions
c) Motivating oneself
d) Recognizing emotions in others
e) Holding relationships

According to many psychologists following characteristics are related with high Emotional Intelligence people:

a) Emotional self -Awareness which included
   • Improved recognition and naming ones own emotions
   • Better able to understand the cause of feeling
   • Recognizing the difference between feelings and actions

b) Managing emotions which includes
   • Better frustration tolerance and anger management
   • Better ability to express anger appropriately without fighting
   • Less aggressive or self destructive behavior
   • More positive feelings about self school and family
   • Better at handling stress
   • Less loneliness and social anxiety
c) Harnessing emotions productively which includes

- More responsible
- Better able to focus on the task at hand and pay attention
- Less impulsive more self control
- improved score on achievement tests

d) Empathy reading emotions which includes

- Better able to see another persons perspective
- Improved empathy and sensitivity to others feelings
- Better at listening to others

f) Handling relationships which includes

- Increased ability to analyze and understand relationship
- Better at solving problems in relationships
- More assertive and skilled at communicating
- More popular and outgoing friendly and involved with peers
- More pro-social and harmonious in groups
- More sharing co-operative and helpful
- More democratic in dealing with others

Emotional Intelligence and intelligence

In 1985 Bar-on invented the term EQ to describe his approach to evaluating general intelligence. He explained Emotional Intelligence saying that it reflects our ability to deal successfully with other people and with our feelings. He developed the Bar-on EQ-1 after 17 years of research and this inventory is the first scientifically developed and validated measure of Emotional Intelligence that reflects ones ability to deal with daily
environmental challenges and helps to predict ones success in life including professional and personal pursuits.

Emotional Intelligence or competence is a crucial dimension of human personality which gives a person a competitive edge over others to be successful. Any organizations it is not enough if a person has technical or knowledge skills, but to be a top person, one must be emotionally smart. The later is the new yardstick to judge the likely candidate to be selected, recruited, promoted and identified for organizational effectiveness.

Emotional management or awareness is the key factor in Emotional Intelligence but it doesn’t mean emotional suppression or sensitivity, how a person accepts criticisms, feed back, jurts, failures or success - are all important aspects which determine the competence. It is not merely criticism of cautiousness. A truly competent person expresses feelings appropriately and adequately. Adaptabilities, empathy skills in solving disagreements ability to take initiative sustain interest and enthusiasms are all sought after skills by the co-operate while firing people. Effective performance in ones career is directly linked to the emotional competence. Emotional Intelligence is a type of social intelligence between emotions and use information effectively to guide ones thinking and actions.

Emotional Intelligence allows us to think more creatively and use our emotions to solve problems. Daniel Goleman believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will control our success in life and personal relationship.
Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas i.e. identifying emotions, using emotions, understanding emotions and regulating emotions.

The present education system does not give any guarantee for the successful life. Many people try to fill up the gap between the success and failure caused by mind and heart. Recent findings have identified Emotional Intelligence as the single most important factor predicting success and happiness in life.

To active and maintain a feeling of adequacy the individual has to acquire a few workable assumptions about the world. The need for competence emerges as most of the fundamental motives of life, because we survive through competence, grow through competence and actualize through competence.

Emotional Intelligence has the ability to accurately appraise and express emotions, generate feelings that facilitates thoughts and an ability to regulate emotions to promote growth.

Emotional competence is an efficient to deal effectively with several dissociable but released purposes is a blending of five competencies. These are adequate depth of feeling adequate expression and control of emotions ability of functions with emotions ability to cope with problem emotions, encouragement of positive emotions.
1.3.4: Personality Adjustment

It is a sort of physical or affective experiences which are characterized by some psychological changes that generally lead them to perform some type of behavioral acts. Personality Adjustment has a great impact on others when we express them in ways that can be perceived by others.

Personality Adjustment is the tendency to be calm, not depressed and exhibit adaptive reactions to identifiable life events or circumstances.

An individual’s failure to adapt to identifiable stresses in the environment results in personality disorders characterized by an impaired ability to function socially or occupationally.

Tonelson (1981) also proposed that teacher’s mental construct and behaviour are the vital factors in determining the students learning in the classroom.

While there is little doubt that “personality” exists and influences human behavior, its definition and measurement need much greater clarification.

Lifestyle and possibly self-concept are easier to work with and have been more successfully applied up to now

Social Psychological Theory

In this theory, the environment & social variables shape one’s personality.
The child is viewed as developing a personality by trying to deal with social anxiety (insecurity) and other people in society.

People are classified based on social characteristics, e.g., extroverted vs. introverted, outer-directed vs. inner directed, loners vs. a people-person.

**Psychoanalytic Theory**

- According to this theory, popularly linked with Freud, behavior is the result of subconscious motives.
- Motives are heavily linked with sex and death, starting life and ending life.
- Personality is shaped by the id, ego, and superego.

Psychoanalytic Theory

- If one’s personality is controlled by subconscious forces then it can only be studied indirectly.
- Great use is made of projective techniques: ink blots, dreams, ambiguous picture.

Personality theories have chiefly been concerned with the factors that determine and explain different individual’s personalities as they are, and the factors which have brought about the given personality. What is called personality maintains its character despite circumstances. Aspects of an individual fail to puzzle us if his current situation explains them. We do not even attribute it to his personality when an individual shows all sorts of undesirable behavior under overwhelmingly bad circumstances, or when he becomes likable and secure under the influence of events which would make
almost anybody likable and secure. What we do attribute to personality is the reverse, when an individual remains likable and secure under overwhelmingly bad circumstances and when an individual remains afraid and in pain despite apparent opportunities and good luck. Thus, it could be said that, far from explaining personality change, our theories have been endeavoring to explain and define personality as that which tends not to change when one would expect change.

To some extent this view of personality as factors which resist change is justified. We usually think of a person as involving identity and continuity through time. However, the contents and patterns in the theories are a type of explanatory concept which renders change impossible by definition. The structure of personality is formulated in such a way that it is said to maintain itself against all new experience which might alter it. The individual is viewed as a structured entity with defined contents. These explanatory concepts can explain only why an individual cannot change.

Personality theory, then has concentrated upon the factors which explain why an individual is as he is, how he has become so, and how these factors maintain him so, despite circumstances, fortunes, and opportunities. Such explanatory concepts of content and structure tell us what prevents an individual from being changes by experience, what factors will force him unless his personality changes first.

Since structure and content do tend to maintain themselves and distort present experience, we can account for personality change only if we can show exactly how this change resistance yields to change. Theories in
the past have not wanted to portray personality change as impossible. On the contrary, the theories assert that change does actually occur. The chief personality theories have sprung from psychotherapy—that is to say when psychotherapy is successful, from ongoing personality change. Quite paradoxically, as personality change occurs before their eyes and with their participation, therapists find their minds formulating what has been wrong. Even the individual himself as he searches into his feelings and expresses these, speaks as if the whole endeavor were to investigate what has been wrong, what has constituted the aspects of his personality which have prevented ordinary adaption and change. And usually such an individual becomes aware of much, which he then says has been true all along but of which he has not been aware.

Thus psychologists give us their observation regarding Personality Adjustment of an individual ‘uncovering’ or ‘becoming aware’ of these stubborn contents and his previous inability to be aware of them. So well have the various personality theories formulated these contents and this self maintaining and censoring structure makes an individual as he is, we cannot formulate how he can change. Yet all the time the individual has been changing just these ‘uncovered’ factors which we formulate in terms of static explanatory contents.

Two main ways in which much current formulation of personality makes change appear theoretically impossible are ‘the repression paradigm’ and ‘the content paradigm’. Since these theories nevertheless also assert that change does occur, will be taken up in two main ways in which theories
attempt to account for change- which has a feeling process and a certain personal relationship.

Most personality theories which in different words and somewhat different meanings share what is called ‘repression paradigm’. Which states that an individual’s family relations interjects certain values, according to which he was loved only if he felt and behaved in certain ways. Experiences which contradicted these demands on him came to be ‘repressed’ or ‘denied to awareness’ or ‘not me’. Later when the individual encounters experiences of this contradicting sort, he must either distort them or remain totally unaware of them. For were he to notice the contradictory experiences, he would become intolerably anxious. The ego or Self Concept or self dynamism thus basically awareness and perception. This influence is termed ‘resistance ‘or ‘defensiveness’ or ‘security operation’, and a great deal of behaviour is thereby explainable. A personality is as it is, and remains as it is because it cannot take account of these experiences. If somehow repression is forcefully lifted and the individual is made to become aware of these experiences, the ego will ‘lose control’, the self will ‘disintegrate’ and intolerable ‘uncanny emotions’ will occur. In psychosis, it is said, the individual is aware of such experiences and the ego or self organization has indeed broken down.

If the individual needed merely to be reminded or to have the ‘repressed’ factors called to his notice, he would soon be straightened out. There are always helpful or angry people who attempt this and many situations grossly demand attention to these factors. The individual however
represses not only the given factors within him but also anything outside him which would relate to these factors and remind him of them.

He misunderstands or reinterprets so as to prevent himself from noticing the aspects of events’ and persons which would bring these factors to his awareness. Thus the specific personality structure maintains itself and change is theoretically impossible. Whatever would change the individual in the necessary respects is distorted or goes unnoticed just to that extent and in those respects in which it could lift the repression and change him.

Repression paradigm formulated would not blithely turn around and explain Personality Adjustment as a becoming aware of the previously repressed. These changes as shown distorted tends to bring these experiences to awareness, we cannot then consider it an explanation to simply assert that Personality Adjustment is a becoming aware. Change happens, but to say that is not to offer an explanation, it is only to state problem. We may take the repression paradigm to be one basic aspect of Personality Adjustment.

Another way of Personality Adjustment concerns the view of personality as made up of various contents. By contents, it means they are the experiences, factors needs, drives, motives, appraisals, traits, Self Concepts, anxieties, motivational systems, developmental failures etc., Personality Adjustment depends upon the personality constituents that change in nature. We require some kind of more basic personality variable to formulate an account of how, under what conditions and through what process change in nature of contents can occur. Thus for example chemistry
defines the elements in terms of more basic activities of electrons and protons and thereby we can account for the subatomic processes by which engage in chemical change reactions, and through which an element can be bombarded with subatomic particles and turned into a different element. Without these concepts, which view elements as motions of something more basic, we could not explain the chemical and atomic change we observe, nor operationally study and define the conditions under which it occurs. And so it is with Personality Adjustment. If our ultimate explanatory constructs are contents, we cannot explain the change in the nature of just these contents.

Yet another example, during psychotherapy the patient finally comes to realize these essential contents, then realizes that he has been full of hostility or that he is passive dependent or now what?. How to change these contents? These contents do adjust is our good fortune, these experiences or needs lacks explanation the personality in these contents.

Content paradigm is another problem in Personality Adjustment, the nature of Personality Adjustment arrives at a means of defining that will fit the process of personality contents.

Major Personality Adjustment involves some sort of intense affective or feeling process occurring in the individual, it also occurs nearly in the context of an ongoing personal relationship. When major Personality Adjustment occurs intense, emotional, inwardly felt events are usually observed. Which is a feeling process in this affective dimension of Personality Adjustment. Feeling something refers to something concretely sensed by an individual, the individual directly feels an inward reworking. His
own concepts and constructs become partly unstructured and his felt experiencing at times exceeds his intellectual grasp.

In various contexts major Personality Adjustment requires not only intellectual or factional operations, but also this felt process. Direct reference is one mode of experiencing, the feeling process we term experiencing also occurs in an individual’s awareness without reference to it as a felt datum. In these other modes also experiencing has important functions in Personality Adjustment. We sometimes feel more intensely and freely whatever we feel, we think of more things we have the patience and the ability to go more deeply into the details we bear better our own inward strain when we are speaking to this person. If we are sad and dry eyed alone, then with this person we come to life again, inwardly as being more than these emotions if we have showered disgust and annoyance on ourselves to the point of becoming silent and deadened inside, then with this person we come alive again. As we tell this person some old familiar stories repeat many times, we find it richer and freshly meaningful and we may not get all the way through it for the many facts of personal meaning which now unfold. Whatever the content which we are said to experience there is also the manners in which we experience few terms in our formal psychological language demote differences in manner of experiencing. Immedediacy can be contrasted with disassociation or postponement of affect. Descriptive and poetic terms are usually invented by individuals to describe immediacy and its opposites like I do everything right, but I am not in it or I am a spectator of my own behavior or what it means to me so occupies me that it don’t feel what is going on at all etc.
Even during the presentness what I am reacting to the present situation or I am feeling now or is the present situation merely an occasion for a familiar repetitious structured pattern of feeling.

Any moment of experience or Personality Adjustment has a host of fresh details the experience implicitly some of which I could symbolize and differentiate; the structured feeling pattern consists of only a few emotions and meanings. Sometimes however none of the richness of the present would show the stale feeling pattern. This is a protesting reaction against authority or this is a need to dominate or a partial. This is only a bear outline lacking fresh details of the present.

People’s personalities can adjust considerably overtime says scientists and these alterations can lead to major improvements in life satisfaction. Psychologists, from the University of Manchester and London School of Economics and Political Science in the U.K. found that small positive Personality Adjustment may lead to greater increases in happiness than earning more money, marrying, or gaining employment. The researchers said the study should be of interest who has suggested that a measure of the nation’s “happiness” would be a better guide to its overall performance than the more usual indicator. “We found that our personalities can and do adjust over time – something that was considered impossible,” said psychologist Chris Boyce of the University of Manchester. “These Personality Adjustments are strongly related to changes in our wellbeing,” he added. “Compared with external factors, such as a pay rise, getting married or finding employment, Personality Adjustment is just as likely and contributes much more to improvements in our personal wellbeing.”
Previous studies have found that personality accounts for up to 35 percent of individual differences in life satisfaction, compared to just 4 percent for income, 4 percent for employment status and between 1 percent and 4 percent for marital status. But because it was thought our personalities were fixed, policies to improve wellbeing have focused on these external factors.

“Our research suggests that governments could measure ‘national personality’—for example, whether the population is becoming more extroverted, conscientious, open to experience, and agreeable, and how this links to national events,” Boyce said. “Fostering the conditions where personality growth occurs – such as through positive schooling, communities, and parenting—may be a more effective way of improving national wellbeing.” Personality was measured using an established personality questionnaire assessing five broad areas: openness to experiences, conscientiousness, extroversion, agreeableness and neuroticism. The researchers then assessed how much Personality Adjustment and how these adjustments related to life satisfaction in comparison to external factors, such as changes to income, changes to employment and changes to marital status. They found that Personality Adjustments at least as much as these external factors and predicted about twice as much of changes to life satisfaction over the study period. “The focus of many wellbeing studies in economics is on how changes to our circumstances, such as a higher income, getting married or a different job might influence our wellbeing. The influence of our personality is often ignored in these types of studies in the belief that our personality can’t or doesn’t change. We show that personality can and does change and, not
only is it more likely to change than an income increase, it contributes much more to changes in our wellbeing,” Boyce said. “Our research suggests that by focusing on who we are and how we relate to the world around us has the potential to unlock vast improvements in our wellbeing.”

Can we adjust our personality? Basically, yes we can adjust with particular aspects of our personality. Of course, all of us are significantly influenced by our biology and our environment; however, there are elements of our personality which we can change. We can change our belief systems which have a negative impact on our lives for new, more constructive belief systems. We all have automatic thoughts. These can be identified and challenged. An example is that a person’s automatic thought (the first thing that enters one’s mind) may be “I won’t get the job” after receiving an invitation for the interview. This can be challenged. We all have emotions. Undesirable emotions relating to automatic thoughts can be reduced. Through principles of Cognitive Therapy, we can redirect our automatic thoughts and dispute out belief systems. Through developing new beliefs we can actually alter undesirable behaviour and assumptions.

We can develop new alternative beliefs or alternative automatic thoughts which can have a positive influence on the choice we have in regards to believing automatic thoughts which can influence emotions, behaviours, and assumptions resulting in positive changes to how we may react to negative events or situations in life. By all means, completely changing every aspect of our personality may go against what we are biologically programmed to do (or to behave), however, people who are experiencing deep distress because of beliefs that negatively impact them,
beliefs and behaviours can be changed with proper techniques, commitment and work.

Using recent research, beliefs lie at the heart of personality and adaptive functioning and that they give us unique insight into how personality and functioning can be adjusted. Focusing on two classes of beliefs, beliefs about the malleability of self-attributes and expectations of social acceptance versus rejection, and show how modest interventions have brought about important real world changes. Beliefs are central to the way in which people package their experiences and carry them forward, and that beliefs should play a more central role in the study of personality.

People’s beliefs include their mental representations of the nature and workings of the self, of their relationships, and of their world. From infancy, humans develop these beliefs and representations, and many prominent personality theorists of different persuasions acknowledge that they are a fundamental part of personality. For example, Mary Rothbart, the eminent temperament researcher, argues that personality contains much more than temperament and patterns of habitual behavior; importantly, it also includes the way one perceives self, others, and events. Jack Block, often seen as a trait theorist, proposes that models of the self and the self’s relationship to the world create the “organizing, motivating, and life-defining contexts within which the individual acts,” and suggests that a central part of personality development is the encoding of internal models, schemas, and premise systems from socialization experiences. Focusing on people’s beliefs, as opposed to their simple preferences and habits or broad personality traits,
helps us answer in more precise ways questions like: What personality factors allow people to function well in their lives—that is, to grow and learn, sustain satisfying relationships, achieve well in school and careers, be caring toward others, or recover from setbacks? This is because beliefs can typically be defined very precisely, measured very simply, and altered through interventions to reveal their direct impact. In contrast, broad personality traits can be assessed, but they contain no implications for how you might change them. Beliefs are not necessarily easy to change, but they tell you where to begin. This school of thought attributes human behavior to environmental factors, relegating individual differences to situational artifacts and contesting the existence of individual predispositions. It was led by situations like Walter Michel 1968. Their contention held that personality was a fictitious concept. For them, the discrepancies observed across one’s behaviors were evidence that inter individual differences did not exist some aspects of the situations perspective even suggest that all human beings are the same and that the differences we observe are simply illusory byproducts of the environment.

However, personologists soon integrated these inconsistencies into their conceptualization of personality. They modified the old, more monolithic construct by measuring how people differ across situations. Their new methods of personality assessment describe fluctuations in personality characteristics as consistent and predictable for each person based on the environment he is in and his predispositions. Some work suggests that people can espouse different levels of a personality dimension as the social situations and time of day change. Therefore, someone is not conscientious
all the time, but can be conscientious at work and a lot less so when she is home. This work also suggests that intrapersonal variations on a trait can be even larger than interpersonal variations. Extraversion varies more within a person than across individuals, for example. This work was based on individual self-ratings during the day across a long period of time. This allowed for researchers to assess moment-to-moment and day to day variations on personality attributes. Personologists now tend to agree that people’s personalities are variegated and are not be conceptualized through bipolar characterizations (e.g. extraversion vs. introversion). Rather people oscillate between the two extremes of a trait. The pattern of this oscillation then constitutes personality

In addition, social roles (e.g. employee) have been identified as a potential source of Personality Adjustment. Researchers have found strong correspondences between the demands of a social role and one’s personality profile. If the role requires that the person enacting it be conscientious her standing on this trait is more likely to be high. Conversely, once he leaves that role and or takes on another which entails less conscientiousness, he will manifest a lower level standing on that trait. Longitudinal research demonstrates that people’s personality trajectories can often be explained by the social roles they espoused and relinquished throughout their life stages. Thus social roles are often studied as fundamental predictors of personality. The goals associated with them elicit the appropriation of certain personality profiles by the people enacting them. For example employees judged effective by their peers and superiors are often described as conscientious as well.
Personality also changes through life stages. This may be due to physiological changes associated with development but also experiences that impact behavior. Adolescence and young adulthood have been found to be prime periods of personality changes, especially in the domains of extraversion and agreeableness. Subsequent research endeavors have integrated these findings in their methods of investigation. Researchers distinguish between mean level and rank order changes in trait standing during old age. Their study of personality trajectories is thus contingent on time and on age considerations. Mottus, Johnson and Geary (2012) found that instability engendered by aging does not necessarily affect one’s standing within an age cohort. Hence, fluctuations and stability coexist so that one change is relative to one’s former self but not relative to one’s peers. Similarly, other psychologists found that neuroticism, extraversion and openness decreased with age after 70, but conscientiousness and agreeableness increased with age (the latter only in men). Moreover, they suggest that there is a decline on each trait after the age of 81. Personality inconsistency has become such a prevalent consideration for personologists that some even conceptualize it as a predisposition in itself. Fleisher and Woehr (2008) suggest that consistency across the Big Five is a construct that is fairly stable and contributes to the predictive validity of personality measures. Hence inconsistency is quantifiable much like a trait and constitutes an index and enhances the fit of psychological models.

To accommodate the inconsistency demonstrated on personality tests, researchers developed the ‘Frame Of Reference principle’ (FOR). According to this theory, people tend to think of their personality in terms of a
specific social context when they are asked to rate them. Whichever environment is cognitively salient at the time of the personality measurement will influence the respondent’s ratings on a trait measure. If, for example, the person is thinking in terms of their student identity, then the personality ratings he reports will most likely reflect the profile he espouses in the context of student life. Accounting for the FOR principle aims at increasing the validity of personality measures. This demonstrates that the predictive validity of personality measures which specify a social context is a lot higher than those measures which take a more generic approach.

This point is substantiated by yet another body of work suggesting that For instructions moderated the link between extraversion and openness scores on manager ratings of employee performance. This research thus recognizes the importance of intrapersonal fluctuations contingent on personality is context specific and is not necessarily generalizable across social domains and time.

Previous studies have shown that personality accounts for up to 35% of individual differences in life satisfaction, compared to just 4% for income, 4% for employment status and between 1% and 4% for marital status. However, because it was believed our personalities were fixed, policies to improve wellbeing have focused on these lower-impacting external factors.

Dr Boyce said: “Our research suggests that governments could measure ‘national personality’; for example, whether the population is becoming more extroverted, conscientious, open to experience, and agreeable, and how this links to national events.”
“Fostering the conditions where personality growth occurs—such as through positive schooling, communities, and parenting—may be a more effective way of improving national wellbeing than GDP growth.”

Dr Boyce, with Dr Nick Powdthavee, used a large data set of 7,500 individuals from Australia who had answered questions on their life satisfaction and personality at two time points four years apart. Personality Adjustment was measured using a well-validated personality questionnaire assessing five broad dimensions which cover the breadth of a person’s personality: openness-to-experiences, conscientiousness, extroversion, agreeableness and neuroticism. The researchers then looked at the extent to which personality changed and how these changes related to life satisfaction in comparison to external factors, such as changes to income, changes to employment and changes to marital status. They found that Personality Adjustment at least as much as these external factors and predicted about twice as much of changes to life satisfaction over the study period.

Dr Boyce added: “The focus of many wellbeing studies in economics is on how adjustments to our circumstances, such as a higher income, getting married or a different job might influence our wellbeing. The influence of our personality is often ignored in these types of studies in the belief that our personality can’t or doesn’t adjust. We show that personality can and does adjust and, not only is it more likely to adjust than an income increase; it contributes much more to adjustments in our wellbeing. “Our research suggests that by focusing on who we are and how we relate to the world
around us has the potential to unlock vast improvements in our wellbeing. The findings have implications for wellbeing policy—something the Prime Minister has talked about in the past—and how best to help individuals and nations improve their outlook on life.”

They found that the personalities of the people in the study adjusted just as much as the other outside factors over the four years, and the adjustments in personality were able to predict whether the study participants’ life satisfaction also adjusted. Past research has shown that personality is responsible for up to 35 percent of life satisfaction differences, the researchers said. For comparison, employment status and income each make up 4 percent, and marital status makes up 1 to 4 percent of life satisfaction differences.

Personality Adjustment is a summary of the theories, methods, and research of psychologists, organized on the basis of personality as a science. The goals, theories, and methods of the science first are introduced and then are applied in turn to the understanding of personality traits, to the dynamic structure of personality as a whole, and to the interaction of structure and environment. Because the goals of the science include the control of personality as well as an understanding of its mechanisms, applications to personal and social problems are considered within this framework. For example, the uses of stimulants and tranquilizers are discussed in connection with the personality trait of activity, and the value of psychotherapy is discussed in connection with minor personality disorders.
In addition to Emotional Intelligence, Personality Adjustment influences investment decision making. Many theories describe Personality Adjustment.

The following five categories are also applicable—extraversion—the tendency to be talkative, energetic, and assertive;

- agreeableness—the tendency to be kind, warm, and sympathetic;
- conscientiousness—the tendency to be efficient, organized, “painful,” and thorough;
- neuroticism/negative affectivity—the tendency to be moody, tense, and anxious; and
- intellect/openness to experience—the dimension of having wide interests and being imaginative, complex, and insightful.

Although personality and investment decisions probably have no direct or simple relationship, just as corporate earnings and stock prices have no perfect relationship, the data may contain trends or patterns. For example, past research has found that introversion, lack of neuroticism, and lack of agreeableness determine higher levels of household savings in the real population (Nyhus and Webley 2001) and that conscientiousness and lack of neuroticism predict preretirement planning. Other research has shown that extraversion and lack of conscientiousness are related to impulse buying (Verplanken and Herabadi 2001).

Impulsiveness. Impulsiveness is the immediate response to thoughts or deeds without any consideration of the appropriateness or consequences.
Studies have linked impulsiveness to higher risks of smoking, drinking, and drug abuse and to aggression, compulsive gambling, severe personality disorders, and attention deficit problems. For our purpose, we were interested in the tendency of individuals who are impulsive to make decisions faster than no impulsive individuals and often to take higher risks (Zuckerman and Kuhlman 2000). One of the most comprehensive and reliable tests has 240 items and breaks the Big Five dimensions into six subscales. This instrument is generally too long, however, for applied research.

1.4: Need and significance of the study

Teaching is a profession, which lays the foundation for preparing the individuals for all other profession. It is well established dictum that no nation can rise above the level of its teachers. Most teachers are made. Hence during the course of his day to day practice in teaching in order to develop the trainee into an intelligent, resourceful and effective teaching, personal, he is gradually carved out and chiseled with the aid of constant goading, criticisms and suggestions by the college and or cooperating teachers, colleagues in cooperating schools and his class mates. He has a great experience in the practice teaching schools. Most of the students have their first time experience in appearing before a group or audience.

It aims at placing the trainees in a position where in they learn to use their theoretical knowledge and in a confident manner for communicating the contents of his subject in class room situations as well as in the extra and co-curricular activities in and outside classroom situations. As such it is
during this period that student teachers are expected to be actively engaged in extensive direct experience in a school under the guidance of the teachers college and co-operating school to learn the dimensions of the profession. It has been rightly designated as the ‘key Phase’ of the total teacher education programme where attempts are made to prepare the student teacher for his multifarious responsibilities as a teacher.

At present general performance of teacher trainees is measured in teacher education programme. However psychological development of teacher trainees is not much emphasized in this programme. To develop a teacher trainee into a full-fledged teacher, his or her mental development rather academic achievement is to be given due to weightage. Mental factor like interest towards teaching, attitude towards teaching, Self Concept as a teacher, Emotional Intelligence Personality Adjustment or ability to adjust to the new situations, self-confidence, anxiety etc are prominent factors that determines the teaching ability of a teacher. Therefore these factors should be developed in a positive and favourable direction through teacher education programme.

Self-concept refers to a set of beliefs about one’s own characteristics or attributes. Self-concept plays an important role in an individual’s life. Self-concept is learned. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others. Self-concept development is a continuous process. Tonelson (1981) observes that in every classroom, students were subject to the influence of the teacher’s personal biases. The teacher should have a healthy self-concept in order to create a positive classroom learning
environment to facilitate healthy emotional growth and maximum intellectual development. Bussis, Chittenden and Amarel (1977), Darling-Hammond and Hudson (1988) as well as Rosoff, Woolfolk and Hoy (1991) also proposed similar views that teachers mental construct is a vital factor in determining their own behaviours and students learning in the classroom.

Attitudes are positive or negative views of an “attitude object”; i.e. a person behaviour or event. An attitude is a mental state of readiness exerting directive or dynamic influence upon individual’s response to all objects and situations with which it is related. Attitude towards teaching refers to an implicit response towards teaching. Teaching attitude refers too how a teacher thinks or feels about the ways in which he intends to act as a teacher (Goyal, 1984).

For the professional preparation of teachers the attitude held by them is very important. How a person performs his duties depend to a great extend on his attitudes, values and beliefs. A positively favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the task harder, more tedious and unpleasant. In addition a teacher’s attitudes not only affect his behaviour in the classroom, but also influence the behaviour of his students.

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A teacher not only be competent in his subject, teaching methods and understanding the learners but also have a favourable Attitude Towards Teaching Profession and have a keen interest in teaching.

Self-concept of teachers was taken to be one of the important mental constructs related to high teacher efficiency (Handley and Thomson, 1990). Mudel-Atherestone (1981) also reported that less successful teachers were rated lower in self-concept. Thus, if teachers possessed strong self-concepts, they were psychologically safe and benefited their interaction with students in the classroom. Teachers mental constructs are vital in determining their behaviours and students learning (Erosoff et al., 1991) and self-concept of an individual is one of these constructs that greatly determines his/her environment. Based on this, it seems logical to suggest that teacher’s self-concepts influence their behaviours and attitudes in the classroom when interacting with students.

Emotions have a great impact on others when we express them in ways that can be perceived by others. Emotional Intelligence is the tendency to be calm, not depressed and not moody. Emotionally adjusted persons exhibit adaptive reactions to identifiable life events or circumstances. An individual’s failure to adapt to identifiable stresses in the environment results in emotional disorders characterized by an impaired ability to function socially or occupationally. The teachers have to face a lot of stressful
situations. The ability of the teachers to cope with stressors is very important, as it will influence the performance.

In addition to the study of theory of education, the practical of the D.Ed programme should prepare the new entrance to the teaching profession for shouldering his responsibilities adequately. The new teacher no doubt, would gain confidence only after one year’s experience, but the practical part of the D.Ed programme should initiate him into the profession and give him a fore-taste of the work of a teacher in the school to-day.

Studies show that self-concept, Emotional Intelligence, Personality Adjustment and attitude of teachers towards teaching profession have a positive impact on the performance. So the training provided to the student teachers during the teacher education programme must contribute positively to these elements in order to develop the student teachers in to better teacher. Therefore every teacher education programme should enhance the self-concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession of the student teachers. During the period of teacher education programme there are many activities like Micro teaching, discussion, demonstration and criticism classes, study tour, social work etc., which may affect the psychological factors of the student teachers. Many studies have been done in the teacher education programme in these areas.
Operational Definitions of the Key Terms used in the study:

Attitude:

Attitude is a familiar word and is used freely to express one’s way of thinking, feeling or behaving.

It is the mental posture guides for conduct to which each new experience is referred before a response is made, the past experience is crystallized to give a disposition or frame of reference.

The attitude of teachers towards teaching profession is as important as teaching knowledge. It is estimated that teachers who have positive attitudes towards teaching profession may show humanistic attitudes and behaviours to students. An adopted scale of Likerts Summated Ratings, developed by P.R.Nair has been used for the present study, which is modified and translated to kannada by the Investigator.

The adopted tool for the present study envisages the teachers’ attitudes towards their profession which are usually related with their enjoyment with profession, dedicating themselves to their profession, being aware that their profession is socially necessary and important, and believing that they need to improve their profession, themselves and continuously. Giving an exposure for learning experiences of prospective teachers which need to be organized in a way that they will establish positive attitudes towards the profession of teaching.
Self Concept:

Self Concept has been considered as a key point in understanding human behavior, it refers to a person’s feelings about himself and is regarded as a group of psychological process which governs behaviour and adjustment. Self Concept is the individual conception and evaluation of himself including his values, abilities, goals and person’s worth. The Self Concept is operationally defined as the organization of that individual refers to as “I” or “me”. It includes what people come to know about themselves through experiences, reflection, and feedback from others.

Self Concept scale designed by Piers and Harris has been administered in the present study which is modified and translated to kannada by the investigator. The present scale describes Self –concept as not restricted to the present. It includes past selves and future selves. Future or possible selves represent individual’s ideas of what they might become, what they would like to become or what they are afraid of becoming. They correspond to hopes, fears, standards, goals and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

Emotional Intelligence:

Emotional Intelligence is 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. Emotional Intelligence describes abilities distinct from but complimentary to academic intelligence.
Emotional Intelligence refers to the emotional management of skills which provide competency to balance emotions and reason so as to maximize long term happiness.

Dalip singh’s ‘Emotional Intelligence Test’ tool has been administered for the present study, which is further modified and translated to kannada by the investigator according to the requirement. According to Dalip Singh (2003) ‘Emotional Intelligence is the ability of an individual to appropriately and successfully respond to the vast variety of emotional inputs being elicited from inner self and immediate environment. Emotional Intelligence constitutes three psychological dimensions such as emotional competency, emotional sensitivity and emotional maturity, which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior.’

Emotional Intelligence allows us to think more creatively and use our emotions to solve problems. Daniel Goleman believes that Emotional Intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will control our success in life and personal relationship.

**Personality Adjustment:**

Personality Adjustment is the tendency to be calm, not depressed and exhibit adaptive reactions to identifiable life events or circumstances. It is a sort of physical or affective experiences which are characterized by some psychological changes that generally lead them to perform some type of
behavioural acts. Personality Adjustment has a great impact on others when we express them in ways that can be perceived by others.

Personality Adjustment may be due to physiological changes associated with development and also experiences that impact behavior. Personality Adjustment depends upon the personality constituents that change in nature. An individual’s failure to adapt to identifiable stresses in the environment results in personality disorders characterized by an impaired ability to function socially or occupationally.

Personality Adjustment inventory which is constructed by H.M.Bell, has been administered for this study which is modified and translated to kannada by the investigator, which emphasis on some personality factors which resist change and are justified. It is a person’s involving identity and continuity through time. However, the contents and patterns in the theories are a type of explanatory concept. The structure of personality is formulated in such a way that, it is said to maintain itself against all new experience which might alter it. The individual is viewed as a structured entity with defined contents

1.6: Statement of the problem

The purpose of the present study is to establish the present status of the phenomenon under investigation. In the present study the investigation has been done for certain teaching characteristics viz., Self Concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession of D.Ed teacher trainees of Mysore district. The study is entitled
1.7: Scope and delimitations of the study

The present is intended to find out whether there is any influence of practice teaching on Self-concept, Emotional Intelligence, Personality Adjustment and Attitude Towards Teaching Profession of secondary school teacher trainees of Mysore District. The study was conducted on a representative sample of 900 teacher trainees drawn from 16 teacher training colleges from the Mysore District. The sample was selected by stratified random sampling techniques. The strata’s like universities, type of institutions (Government, Government-aided and Private), locality of institutions (urban and rural) gender, age, educational qualification, residential area, family literacy index, occupational status of father and mother, family annual income were taken into consideration in the selection of sample.

All the tools used for measuring variables are standardized one with satisfactory reliability and validity. The selection of the variables was on the basis of the possible relation of these independent variables with practice teaching, the dependent variable. Even though every attempt was made to make the study as precise and general as able as possible, there are certain delimitations to the study. The study was conducted on students belonging to one educational level that of D.Ed. trainees only. In the present situation
number of female trainees is much more than the number of male trainees. So the number of male trainees and female trainees may not be equal.

1.8: ORGANISATION OF THE THESIS

Chapter I of the Report contains introduction, Attitude Towards Teaching Profession, Self Concept, Emotional Intelligence and Personality Adjustment, need and significance of the study, statement of the problem, Operational definition of key terms, Scope and Delimitations of the study and Organization of the Thesis.

Chapter II Analysis the related literature, which contains studies conducted abroad and in India related to Attitude Towards Teaching Profession, Self Concept, Emotional Intelligence and Personality Adjustment, Conclusion.

In Chapter III Methodology of the study is described in details consisting of Objectives, Hypotheses, Variables of the study, Tools employed for data collection, Data collection, scoring and procedures, Statistical techniques used for analysis and Delimitations.

In Chapter IV Descriptive analysis of - Attitude Towards Teaching Profession, Self Concept, Emotional Intelligence, Personality Adjustment, Gender, Type of Institutions and Socio economic status, Summary of the analysis.

Chapter V presents Introduction, Need for the study, Statement of the problem, Objectives, Hypotheses, Variables, Design of the study, Statistical techniques, Major findings, Educational implications and Conclusion.