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CHAPTER I
INTRODUCTION

In 1920, E.L. Thorndike, Columbia University, used the term social intelligence to describe the skill of getting along with other people. In 1975, Howard Gardner’s ‘Shattered Mind’ began the formulation of the idea for Multiple Intelligence (he identifies eight intelligences, later two more were added), including both interpersonal intelligence and intrapersonal intelligence. The term ‘Emotional Intelligence’ was popularized by Wayne Payne, Mayer Salovey and Danial Goleman (1995). The leading research on the concept originated with Peter Salovey and John Jack Mayer.

Emotional Intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns the brain. The twin qualities are inseparable and they exercise tremendous influence in the lives of individuals. According to Bar-On (1997), Emotional Intelligence is defined as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Emotional Intelligence can make a unique contribution to a “better understanding of people and also use their potentials to succeed in various aspects of life”.

Emotional Intelligence (EI) often measured as Emotional Quotient (EQ), describes an ability, capacity, or skill to perceive, and manage the emotions of one’s self, of others, and of groups. It is increasingly recognized that Intelligence (IQ) accounts for only about 20% of person’s success in life. The balance 80% is
attributed to emotional intelligence. According to Briggs, the intellect is but a speck floating in a sea of feeling. Mayer and Salovey have defined emotional intelligence as “the ability to perceive accurately, appraise and express emotions, general feelings that facilitate thoughts and an ability to regulate emotions to promote growth”.

Emotional Intelligence reflects one’s ability to deal with daily environment challenges and helps to predict one’s success in life, including professional and personal pursuits. The Mayer–Salovey model defines emotional intelligence as the capacity to understand emotional information and to reason with emotions. More specifically, they divide emotional intelligence abilities into 4 areas—in the four-branch model

1. The capacity to accurately perceive emotions.
2. The capacity to use emotions to facilitate thinking.
3. The capacity to understand emotional meanings.
4. The capacity to manage emotions.

The period of developing Emotional development is from birth, climaxing at adolescence and lasting till death. This means that both parents and teachers from daycare through high school control the time period in which the most can be done to help a young person grow strong in emotional intelligence. Parents who deal constructively with their own emotions, who show respect for their child’s feelings, but who deliberately encourage their child to perceive how his or her behaviour is affecting others are encouraging development of strong E.I. Schools that train staff members to continue this growth process and build E.I. development exercises throughout existing courses make a major contribution to the career success
potential of students. Excellent curriculum resource materials are readily available to help teachers in this area.

   Education is a process through which human personality is developed and it is promoted by almost every experience. Educational thinkers are of the view that education is the development of all the abilities in individual. John Dewey defines education as the “development of all those capacities in the individual which enable him to control his environment and fulfill his possibilities”. Adam says that “Education is a conscious and deliberate process in which one personality acts upon the other, in order to modify the developments of the other by communication and manipulation of knowledge”.

   Emotions play a vital role in directing and shaping of behavior and personality. Contemporary psychologists define emotion as a complex pattern of bodily and mental changes that include physiological arousal, feelings, cognitive processes and specific behavioral relations made in response to a situation perceived as personally significant. Emotions are often broadly defined as “systems of interacting processes including emotional feelings, cognitive appraisals, physiological processes, expressive behavior and motivational tendencies in an organism” (Kleinginna and Kleinginna, 1981). The way we think causes our behavior. Our behavior causes responses or reactions from others that either build up or tear down relationships. We then build successful or unsuccessful outcomes. The resulting cycle is the way we think, becomes our habits of thought and these habits of thought become our attitude.
1:1. BACKGROUND OF THE STUDY

Over the past century, intelligence has played central role in illuminating our understanding of human performance. Moreover, educational institutions have focused primarily on two types of intelligence; logical and linguistic. Sternberg distinguishes between intelligence and intelligent behavior. Intelligence is thought to be a set of mental processes that are stable and are used to produce intelligent behavior.

Several studies have found that Emotional Intelligence can have a significant impact on various elements of everyday living. Pelliteri (2002) reported that people higher in Emotional Intelligence were likely to use an adaptive defense style and thus exhibit healthier psychological adaptation currently. Emotional Intelligence is characterized by some researchers as an ability which involves the cognitive processing of emotional information, which can be measured by performance tests. Mayer and Salovey (2002) found that low Emotional Intelligence was associated with lower self respect of violent and troublesome behavior of college students and increased participation in deviant behavior. Thus Emotional Intelligence is something that needs to be explored more. A theoretical overview of emotional intelligence is presented in chapter II.

1:2. NEED AND SIGNIFICANCE OF THE STUDY

It is a well accepted fact that the quality of a nation depends upon the quality of education imparted to its citizens which in turn depends upon the quality of the teachers. The term quality of teachers includes all the personality dimensions of a teacher. At present teacher abilities are measured giving more accents to intelligence and multiple intelligence generally neglecting the role of emotional intelligence.
A teacher with innumerable Degrees cannot necessarily be termed good teacher. Similarly attempts at promoting teacher behaviors in the mechanistic model cannot ensure quality.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. It has been accepted by all that education should help the individual to solve the challenges of life and make successful adjustment in life. The purpose of education should not be to simply provide food for the brain but it should replenish the heart as well. Swami Vivekananda has rightly pointed out, “It’s the heart which takes one to the highest plane which intellect can never reach”.

An emotionally competent teacher is likely to emphasize on responsible behavior on the part of his students by placing himself as a role model and through facilitating classroom activities in a proper way. He/she can foster creativity in students and these activities can be used later on in times of emotional stress or when the child is angry or frustrated.

A teacher who is skilled in terms of emotional competencies will naturally try to build a sense of mutual understanding; schools always had a mission of socializing our children or preparing them for life on a very broad spectrum starting from the Gurukula era till the varieties of progressive education promoted today in the pre-schools (starting from Froebel and Montessori) and carried up to integrated education officially accepted the present policy in schools. School not only makes children competent in mathematics, languages, etc. but also teaches kids how to manage themselves better how to handle their rocky emotions, how to handle other people, how to co-operate, how to get along with others and so on.
An emotionally competent teacher is the heart and soul of any educational programme and venture. Teaching becomes a pleasure, students dropout decreases and children work from setbacks through hope to success only in the presence and able guidance of the emotionally intelligent teacher.

In India, and particularly in Kerala learner centered education programme is recently transacted through Sarva Shikshya Abhyan. Some states take the responsibility for S.S.A more seriously than others. In Kerala it was effectively transacted in the D.P.E.P in the late 1990’s. In the beginning of the millennium signals were sent out officially from that the department was against such progressive approaches. But later holistic and activity oriented education was declared as policy, only a minority seem to understand its implications especially in the higher classes. Emotional set up and adjustments of students were thoroughly considered by the teachers in an integrated manner. Now in secondary schools the curriculum is constructed on the psychological basis of the learning theories especially in the behaviorist mode. For that the aspects of multiple intelligence and emotional intelligence are very pivotal. In the new assessment system teachers give much priority to emotional intelligence. It is in this context the investigator intended to study the various dimensions of emotional intelligence and its application in the field of teaching–learning process. So emotional competence and classroom interaction of secondary school teachers should be studied and it can contribute fruitful findings and suggestions for the development of the educational system and progress of our nation itself.

Now a days, man is facing many types of failures, frustrations, struggles and conflicts. These all will lead to emotional disturbances. This situation however, has
created only discontent and uncertainty and a sense of doubt. Thus the scientific advancement as well as economic progress has failed to provide him adequate peace. Everyone needs to be loved, wanted, recognized and appreciated. If one is not getting it, and it may result in tension. These tensions can disturb psychological comfort and affect one’s harmonious relationship with his environment. It may be remembered in this context, that education is meant for the development of favourable behaviors of the students in suitable atmosphere. In other words, education should transform the emotional disturbance, maladjustments and frustrations of students in to desirable directions.

The intelligence quotient (IQ) and achievement of students is positively related. But studies show that IQ accounts for only 10% to 20% for determining life success (Goleman, 1995) because most of the persons having high IQ could not compete with difficulties of life. It is seen that Emotional Intelligence or emotional quotient is a greater predictor of social adjustment at work than intelligence quotient. Emotional Intelligence is a form of social intelligence which involves the ability to monitor one’s own and others feelings and emotions to discriminate among them and utilize this information to guide one’s thinking and action (Salovey & Mayer, 1990).

Ever since the importance of EI was recognized attempts were made to measure it in the form of EQ, but most of the tools were developed in foreign countries and are not culture-fair. It is high time that the investigators take initiative in the matter of developing culture-fair emotional intelligence inventories.

When attempts are made to construct a Culture-Fair Emotional Intelligence Quotient so many questions automatically emerge in the minds of any investigator.
How do our secondary school teachers and students stand in the different components of Emotional Intelligence? How do teachers and students be their Emotional intelligence? The self awareness, managing emotions, motivating oneself, handling relationship and empathy are the components of Emotional Intelligence. Is there any difference in age, religion, gender, locale, socio economical status etc with regard to emotional intelligence? These and many such questions will find reliable answer only through systematic, serious, sincere and scientific studies. The present investigation is a humble attempt in this direction.

1:3. STATEMENT OF THE FORMULATED PROBLEM

Preparation and Validation of Culture-Fair Emotional Intelligence Tools Relevant for Educative Use in the Schools of Kerala.

1:4. OPERATIONAL DEFINITION OF KEY TERMS.

- **Emotional intelligence**: Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotion well in ourselves and in our relationships. In the present investigation the researcher used mainly five important components of emotional intelligence like self awareness, managing emotions, motivating oneself, handling relationship and empathy.

- **Culture Fair**: It refers to test of emotional intelligence, as independent as possible from culture. Although no test can be considered culture free, some can be thought of as culture-reduced instruments.

- **Educative Use**: To be used for the purpose of education only.

- **The schools of Kerala**: It refers to the schools in the state system.
1:5. **HYPOTHESES**

The following hypotheses were formulated for the present study.

1. There is no significant gender difference in the emotional quotient of secondary school students.
2. The emotional quotient of students will not differ on the basis of the educational status of parents.
3. The emotional quotient of students will not differ on the basis of age.
4. There is no significant difference in the Emotional Quotient of secondary school students based on types of the school.
5. There is no significant difference in the Emotional Quotient of secondary school students based on monthly income of parents.
6. There is significant difference in the emotional quotient of secondary school teachers based on gender.
7. The emotional intelligence of teachers is not independent of their marital status.
8. The emotional intelligence of teachers is not independent of their educational status.
9. There is no significant difference in the Emotional Intelligence of secondary school teachers based on types of the school in which they work.
10. There is no significance in the emotional intelligence of secondary school teachers on the basis of the management of schools in which they work.
11. There is no significant difference in the emotional quotient of secondary school teachers based on teaching experience.
1:6. **OBJECTIVES**

The study was confined to the following objectives

- To standardize a culture-fair Emotional Intelligence inventory to find out the emotional intelligence of secondary school teachers.
- To standardize a culture-fair Emotional Intelligence inventory to find out the emotional Intelligence of secondary school students.
- To study the Emotional Intelligence of students with regard to their gender, age, educational status of parents, monthly income of parents, types of school and management of schools.
- To study the emotional intelligence of teachers with regard to gender, marital status, educational status, type of school in which they work, management of school and teaching experience.

1:7. **DELIMITATION AND LIMITATION OF THE STUDY**

The present investigation was delimited to secondary schools following Kerala State syllabus. Though English and Malayalam media were covered, C.B.S.C and I.C.S.C schools were not included in the study. Further the study is confined only to formal system of education alone, the informal and non-formal were deliberately avoided.

The study was conducted on a representative sample. 14 Districts of Kerala are scattered in the North, Middle and Southern regions. With in the short span of time to cover the entire 14 District was difficult. Hence nine representative districts from the regions alone could be selected for the study. Again the schools of selected
Districts could not be covered but a good number of students (1500) and 500 teachers formed the sample.

The investigator was quite aware about the delimitations and limitations of the study and took all precautionary measures to ensure their unwelcome interference in the procedure, analysis and conclusions of the investigation.

1:8. METHODOLOGY IN BRIEF

The present study was on the “Preparation and validation of Culture-Fair Emotional Intelligence Tools Relevant for the Educative use in the schools of Kerala”. Normative survey method was confined to a sample of 1500 students and 500 teachers of Secondary Schools in Kerala. Simple representative sampling technique was adopted in selecting the sample for the study. The data collected were systematically analyzed and statistical methods utilized for getting reliable findings. Tools were prepared and standardized by the investigator. “t” tests and ANOVA were used in this connection.

1:9. SCOPE OF THE STUDY

The present study has many implications in the field of education. In teacher selection culture fair emotional intelligence inventory when applied may help in the identification of real teacher potential. In the case of students along with the establishment of good rapport with peers it may help them to establish and maintain good social and sociable relationship within the community. Awareness about one’s own EQ may help them to work hard and reach high in their life.

As Emotional Intelligence is the matter of teaching-learning process, it can be improved and learned through out life of an individual through the intelligent
effort of the teacher. The objectives and hypotheses in a sense, define the scope of
the study.

1:10. ORGANISATION OF THE REPORT

The present study is organized as follows.

Chapter I: Introduction

This chapter specifies the topic and tells why it merits attention, Statement of
the problem, Need and significance, Definition of key terms, Objectives,
Hypotheses, Delimitations, Limitations and Scope of the study are included in this
chapter.

Chapter II: Theoretical Overview of the study.

This chapter presents the theoretical underpinnings of the study at hand.

Chapter III: Review of Related Literature.

This chapter outlines the pertinent literature reviews that serve as a platform
upon which the new research is built.

Chapter IV: Methodology.

The two tools prepared are,

a) Emotional intelligence inventory (culture-fair) for secondary school students
and

b) Emotional intelligence inventory (culture-fair) for secondary school
teachers along with the manual are appended.

This chapter specifies the procedures adopted for executing the investigative
process in a comprehensive manner.
Chapter V: Analysis and Interpretation.

This is a major section where the results are reported verbally, supported with tables and figures and interpreted and discussed at length.

Chapter VI: Summary and Conclusion

The summary of the findings and the conclusions arrived at along with the recommendations of the study are presented in this chapter.

At the end of the report Bibliography is presented.