CHAPTER 1
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1.1 BACKGROUND OF THE STUDY

“Teaching is more than transmitting skills; it is a living act, and involves preference and value, obligation and choice, trust and care, commitment and justification.”

Ayers, 1993

There are many motives, idealistic and practical, for choosing a career in teaching. It include love of children, desire to impart knowledge, interest and excitement about teaching and desire to perform a valuable service to the society. Other reasons may include job security, relatively short working days, chance to earn a reasonable income etc. For a perspective teacher an awareness of the importance of the decision to enter the field of teaching is essential.

Teaching is considered as an art. It is an inborn and innate ability. Our ancient ‘rishis’ like Yanjavalkya, Pippalada and western philosophers like Socrates, Plato are great teachers who support this fact. Teaching is a highly specialized profession which needs exceptionally high caliber and skills which are inborn and cannot be easily developed. Every teacher has his own way of teaching and accordingly he develops his own art of teaching.

During the course of time, people realized the need for teaching different arts and developed the theories in different arts, which may be termed as the science of arts. Science deals with the generalized principles related with specific skills and activities. Teaching is a highly complex process which includes a number of skills and techniques. Detailed analysis of these skills and techniques and the principles involved therein paved the way for developing a science of teaching known as pedagogy. Thus today teaching is not only considered as an art but also as a science.
Even though one has an inborn ability to teach, it must be cultivated and developed through systematic training. On the other hand the need of teachers is increasing day by day as the number of learners is growing with rise in population. So we cannot rely merely on the persons with inborn talent to meet the demands. It is required to produce persons equipped with certain potentials to highly skilled and trained teachers. Only then a country can fulfill its educational responsibilities.

Here comes the importance of teacher education programmes. Today the science of teaching has considerably advanced with various theories of learning, techniques of instruction, psychological and philosophical principles of learning and teaching, psychology of the learner etc. At present education has to be understood in the context of social and national needs. In this technological world educational technology also have much importance. Every teacher needs to be thoroughly exposed to all these areas, acquire necessary skills, assimilate important techniques and develop a proper and broader understanding of all aspects of teaching for doing justice to the students and profession. For the individuals who are entering in this profession without aptitude or inborn qualities, training is absolutely necessary not only to develop the required skills and competencies, but also to imbibe in them desirable attitude and other qualities required for the profession.

The preparation of teachers usually consists of three major areas such as liberal or general education, specialized subject field education and professional education. The purpose of liberal education is to liberate mind, to provide knowledge of self and produce culture worthy citizens in a free society. A liberal programme combines the arts and sciences and seeks to give a broad cultural background. The specialized subject field comprises a cluster of courses in a specific subject area and
provides the perspective teacher with in-depth preparation of his own field of teaching. Professional education refers to educational courses designed to provide professional orientation and training in the art and science of teaching.

All these discussion leads to the notion that teacher education should focus on the multifaceted development of future teachers. A teacher needs several behavioural qualities to handle his classes properly among which emotional competence has an incredible importance. A person should perceive, use, understand, and manage emotions properly. A person who is unable to regulate the intensity and duration of internal emotional responses is more susceptible to undesirable social interaction and less resilient to stressful events. Emotional competence is one of the core components of resilience. It is most important in the case of teachers.

In 1995 Goleman articulated five competencies of emotional competence that markedly enhance life and learning for a broad spectrum of diverse individuals. Almost immediately educators recognized the broad applicability and tremendous potential in developing these competencies for school community.

Teacher's emotional competence is an important contributor to the development of supportive teacher-student relationships. A teacher, who recognizes a student's emotions, understands the cognitive appraisals that may be associated with these emotions, and how these cognitions and emotions motivate the student's behavior can effectively respond to the student's individual needs. Moreover, teachers higher in emotional competence are likely to demonstrate more effective classroom management. They are likely to be more practical, skillfully using their emotional expressions and verbal support to promote enthusiasm and enjoyment of learning and to guide and manage student behaviors. Their emotional competence also supports
more effective classroom management by understanding the dynamics of classroom conflict situations and will implement social and emotional curriculum more effectively because they are outstanding role models of desired emotional behaviour. Their emotional understanding supports their ability to apply extensive process-based activities in everyday situations as they naturally occur in the classroom. A healthy classroom climate directly contributes to students' social, emotional, and academic outcomes. Improvements in classroom climate may reinforce a teacher's enjoyment of teaching, efficacy, and commitment to the profession. Marlow and Inman (2004) examined the effectiveness of teacher education in preparing emotionally competent teachers and found that emotional competence was not addressed in mission statements and admission policies, nor were there many explicit courses offered to teach emotional competence skills.

Emotional competence develops the rational ability of the teachers whereas creative thinking enhances the practical skill. Most of the people think that they do not qualify to be someone who could be named a creative person. Again, creative people are normally those who paint, sing, dance or invent new things. This is closely linked to a conception that some have creative talent and most individuals don’t, as Robinson (2009) eloquently describes in his book “The Element”. Without forcefully challenging this conception it is unlikely that there will be more creative teaching and learning in schools. For digging out creative thinking abilities in children the teacher’s themselves should be creative.

Thinking that developing creative thinking and skills is a business of drawing and music in school is a narrow view of creative thinking. If creative thinking means having original ideas that are useful, it can relate to any activity in school and any
subject in curriculum. Students can engage in creative learning in different subjects. All teachers can teach almost anything in a creative way so that students need to do things in new ways and come up with novel ideas. But many teachers find this a real challenge because of different reasons. Many of them think that they are not themselves creative and cannot teach creatively. Even more teachers think that their own teaching in school should be more creative. But they are forced to follow standardized procedures to guarantee that students learn what is included in curricula and textbooks. In order to break this convention teacher education programmes should concentrate on finding out the creative thinking abilities of student teachers.

Prospective teacher’s behaviours depend on many crucial characteristics which could be defined as the individual-difference variables or conceptualized as the sources of personal differences. Some of these relate to the individual directly. Among them locus of control constructs take an important role. Therefore, locus of control constructs received considerable attention in psychological and educational researches.

The concept was first put forward by Rotter (1966). The full name Rotter gave to the construct was locus of control of reinforcement. In giving it this name, Rotter was bridging behavioural and cognitive psychology. Rotter's view was that behaviour was largely guided by "reinforcements" and that through contingencies such as rewards and punishments, individuals come to hold beliefs about what causes their actions. These beliefs, in turn, guide what kinds of attitudes and behaviours people adopt. This understanding of locus of control is consistent. A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do or on events outside our personal control. Rotter’s locus
of control had a bipolar dimension from internal to external control. Later Levenson (1973) offered an alternative model with three independent dimensions such as internality, chance and powerful others. Educational research has identified a number of personal characteristics believed to be instrumental in motivating teacher behavior. A frequently cited personal traits associated with teacher potential is Locus of control.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Teachers are the most critical agents of change, responsible for growth, development and progress of societies and communities as well as nation at large. They prepare the next generations, and the level of their commitment, devotion and dedication determines the future society. The role of teachers is changing in current times, characterised by globalisation, privatisation and liberalisation and vast expansion of new information and communication technologies. It is essential that all issues critical to preparation of competent, committed and willing-to-perform teachers be examined in depth, by all stake-holders in the field of education. Teacher education has to respond to the challenges of expansion and universalisation of overall quality of school education. Changes in policies, practices, curriculum, research areas and priorities in teacher education need to be continuously examined.

Teacher education is not an apprenticeship but a journey of personal development in which one’s skill of classroom management develops alongside with an emerging understanding of the learning and teaching process. It is a journey of discovery which begins on the first day of the course and may stop only at the
end of the course. Teacher education is considered as an organised course, which provides practical experience, structured observation and reflective activities suitably interwoven with theoretical inputs.

A teacher is a mechanism to bring about a positive social and behavioural change in the students by presenting before them a model behavior and competence in emotions in his day to day teaching and dealing with the students. The teacher can be the most powerful force in shaping an emotionally intelligent behavior and teaching how to control anger, resolve conflicts and motivate students. In an era of tremendous work load and cut throat competition, a teacher needs to act in an emotionally competent manner so that the students in turn can imbibe these positive characteristics and can turn out to be productive and dutiful citizens of the nation. Along with the design and execution of an intelligent curriculum, its effective implementation requires an emotionally competent teacher who can sense the slightest changes in the classroom and can maneuver the teaching strategies accordingly. An emotionally competent teacher is the heart and soul of a successful educational programme. Thus the development of emotional competence among student teachers has much importance.

Creative thinking is another quality a teacher should possess. It is said that only a creative teacher can inculcate the ideas and concepts effectively in the students. Teachers themselves need to be creative thinkers in order to design appropriate learning programmes and to nurture creative thinking abilities among learners. Teachers are responsible for designing and constructing relevant, challenging and learner-centred learning environments. They must construct experiences and assessment tools to assist learning in learners with diverse needs
and interests and to adapt existing experiences to suit the needs of their specific learners and situation. They must further mediate, mentor, model, and finally “deliver” creative learners. Through teacher education it is aimed to develop the innate qualities or the spark of talent including creative thinking to its maximum.

One of the psychological variables of interest that might contribute to performance among teachers and has not been adequately examined is locus of control. Individuals with internal locus of control seem to better adapt to varying situations in a more functional way than do people who have an external locus of control (Judge, Locke, Durham, and Klugar, 1998). Locke (1983) and Spector (1982) found that individuals with an internal locus of control orientation appear more motivated, perform better on the job, and express higher levels than individuals with an external locus of control. The main purpose in education of teachers is to guide internal locus of controlled teachers. Internal locus of control is a very essential structure for sense of responsibility. If chance control is dominant the aim of education will not become satisfied. A person with chance control will not give importance to learning and hardworking. The powerful other’s influence is also important. A teacher should give importance to advice of expert and experienced teachers and at the same time he should have his own stand at critical points.

Our teacher education programmes include a lot of activities meant for the overall development of each and every student teacher which makes it unique from other courses. It is aimed to produce competent and qualified teachers from the community of student teachers considering whether they are inborn or not. The effective implementation of such activities in our teacher education institutions is to
be considered as a topic of debate. At this point the investigator conducted a study to find out the influence of teacher education programme on some of the relevant aspects such as emotional competence, creative thinking and locus of control among the secondary level student teachers in Kerala.

1.3 STATEMENT OF THE PROBLEM

The course structure and functioning of teacher education programmes are entirely different from other courses. It aims at the inculcation of several characteristics a teacher should possess, in a short span of time. The implementation and effect of the strategies taken in such programmes should be monitored periodically for the maintenance of its quality. The present study is intended to find out the influence of teacher education programme on some of the important qualities a teacher should hold such as, emotional competence, creative thinking and locus of control among student teachers at secondary level in Kerala. Hence the study is entitled as:

“INFLUENCE OF TEACHER EDUCATION PROGRAMME ON EMOTIONAL COMPETENCE, CREATIVE THINKING AND LOCUS OF CONTROL OF STUDENT TEACHERS AT SECONDARY LEVEL”.

1.4 OPERATIONAL DEFINITION OF KEY TERMS.

Influence

Influence is defined as the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.
In the present study influence means the difference in scores of the selected variables obtained by student teachers at the beginning and end phase of B.Ed. course.

Teacher Education Programme

The organised professional training programmes controlled by government of Kerala and conducted by different universities of Kerala intended to produce competent and quality teachers suitable for teaching the school children at different levels.

Emotional Competence

Ellis (1987) defines “emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development”. Emotional competence refers to a person's ability in expressing or releasing their inner feelings or emotions. It implies an ease around others and determines one’s ability to lead and express effectively and successfully.

In the present investigation emotional competence means the total score obtained by student teachers in the emotional competence scale.

Creative Thinking

Creative thinking is the process of looking at problems or situations from a fresh perspective that suggests unorthodox solutions which may look unsettling first. It can be stimulated both by a freewheeling or unstructured process and by a step by step structured process.
In the present study creative thinking means the total score obtained by student teachers in the creative thinking test.

**Locus of control**

Locus of control is a general term in social psychology used to refer to the perceived source of control over one’s behaviour. It is an individual's perception about the underlying main causes of events in his or her life.

In the present investigation locus of control means the total score obtained by student teachers in the different dimensions of locus of control scale.

**Secondary Level Student Teachers**

Students who are undergoing professional training to became secondary school teachers.

For the present study it refers to the students of B.Ed. course.

**1.5 VARIABLES OF THE STUDY**

The variables selected for the study include Teacher Education Programme, Emotional Competence, Creative Thinking and Locus of Control. Among these Teacher Education Programme is taken as the independent variable whereas the dependent variables are Emotional Competence, Creative Thinking and Locus of Control.

**1.6 OBJECTIVES OF THE STUDY**

1. To find out the emotional competence of student teachers at secondary level for the total sample and relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management.
2. To find out the creative thinking of student teachers at secondary level for the total sample and relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management

3. To find out the locus of control of student teachers at secondary level for the total sample and relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management

4. To find out the influence of teacher education programme on emotional competence of student teachers at secondary level for the total sample and relevant demographic variables

5. To find out the influence of teacher education programme on creative thinking of student teachers at secondary level for the total sample and relevant demographic variables

6. To find out the influence of teacher education programme on locus of control of student teachers at secondary level for the total sample and relevant demographic variables.

7. To find out the relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.

8. To find out the influence of teacher education programme on the relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.
1.7 HYPOTHESES OF THE STUDY

1. There is no significant difference in the emotional competence of student teachers at secondary level based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management.

2. There is no significant difference in the creative thinking of student teachers at secondary level based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management.

3. There is no significant difference in the locus of control of student teachers at secondary level based on relevant demographic variables such as educational qualification, marks obtained in qualifying examination, optional subject, locale of institution and type of management.

4. Teacher education programme has a significant influence on the emotional competence of student teachers at secondary level.

5. Teacher education programme has a significant influence on the creative thinking of student teachers at secondary level.

6. Teacher education programme has a significant influence on the locus of control of student teachers at secondary level.

7. There are significant relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.

8. Teacher education programme has a significant influence on relationships among emotional competence, creative thinking and locus of control of student teachers at secondary level.
1.8 METHODOLOGY IN BRIEF

The investigator adopted normative survey method for the present study. Considering the different aspect of the study stratified random sampling method was used. Student teachers at the secondary level were taken as the population. The sample consists of 800 student teachers from Mahatma Gandhi University, University of Kerala and University of Calicut. Due representation was given to the demographic variables selected for the study. Various tools were used to collect the required data from student teachers. The tools used for the study include the emotional competence scale, creative thinking test and locus of control scale. All the tools used for the study were constructed and standardized by the investigator with the support of supervising teacher. The data collected is consolidated and tabulated using appropriate statistical techniques and subjected to analysis. The statistical techniques used include computation of percentage, significance of difference between means, Analysis of variance, Paired t-test, Karl Pearson’s product moment coefficient of correlation and significance of difference between two r’s.

1.9 SCOPE, LIMITATIONS AND DELIMITATIONS OF THE STUDY

The present study was intended to find out the influence of teacher education programme on emotional competence, creative thinking and locus of control among student teachers at secondary level. An attempt was made to find out the extent of emotional competence, creative thinking and locus of control among student teachers at secondary level. The Influence of teacher education programme on the selected variables was studied. The relationships among the dependent variables were also investigated. All these aspects were explored with respect to the demographic variables.
The tools constructed for the present study will be a valid and reliable tool for assessing emotional competence, creative thinking and locus of control among similar populations.

It is expected that the findings of this study will help to understand the level of emotional competence, creative thinking and locus of control of student teachers who are expected to be have a sound emotional competence, high creative thinking and proper locus of control. The results related to influence of teacher education programme on emotional competence, creative thinking and locus of control of student teachers may help to make necessary reforms in the field of teacher education.

The study will help the teacher educators to focus their attention to these behavioural qualities and to take necessary steps to foster proper behavioural characteristics in student teachers which are important for the proper development of upcoming generation. The investigator hopes that the findings of the study would be helpful for the stakeholders for making refinements in the present system of teacher education especially at secondary level.

Even though all possible precautions were taken to get valuable and reliable results, the study has some limitations and delimitations.

Limitations are those elements over which the researcher has no control. The investigator could not fully rely upon the information given by the sample. The responses may change according to the changing situations and there by the moods of the subjects. The investigator was unable to control the intervening factors that may influence the dependent variables during the period of study.

Delimitations are those characteristics selected by the researcher to define the boundaries of the study. Only the teacher education programme at secondary level
was considered for the present study. The number of dependent variables was delimited to three such as emotional competence, creative thinking and locus of control. The sample number was confined to 800. Only the institutions under Mahatma Gandhi University, University of Kerala and University of Calicut were considered for the present study.

1.10 ORGANISATION OF THE REPORT

Every research report must be clearly organized so as to help the users for further reference. Normally a research report comprises three main sections: 1. Preliminaries 2. Main body and 3. Reference section.

The present report is organized in the following way.

1.10.1 Preliminaries

This section includes the title page, acknowledgement, table of contents, list of tables, list of figures, list of appendices etc.

1.10.2 Main Body

The main body of the thesis is organized in six chapters as follows.

Chapter 1

The first chapter named as introduction deals with background of the study, need and significance of the study, statement of the problem, definition of key terms, variables, objectives of the study, hypotheses of the study, methodology in brief, scope of the study, limitations of the study and organization of the report.
Chapter 2

The second chapter, theoretical overview, deals with the theoretical background of the study. It helps to get an idea about the psychological variables selected for the present study.

Chapter 3

The third chapter, Review of related literature is the third chapter deals with a wide variety of different studies directly or indirectly related with the present study.

Chapter 4

This chapter contains the methodology adopted for the study in detail. That is, method of study, selected variables, tools and techniques used, sample selected, procedures adopted for the study along with statistical techniques employed for the analysis of data.

Chapter 5

The fifth chapter describes the analysis of data based on the objectives of the study and its interpretations based on the result.

Chapter 6

Sixth chapter deals with the summary of the study, conclusions based on the findings of the study, tenability of hypothesis and suggestions for further research.

1.10.3 Reference Section

This section includes bibliography, appendices etc. It will be helpful for the future researchers.
Bibliography

Referred books, articles, websites and studies are enlisted under this page according to the standard format.

Appendices

It comprises the details of the tools used such as the personal data sheet, emotional competence scale, creative thinking test and the locus of control scale both in English and Malayalam versions.