CHAPTER III
THEORETICAL FRAMEWORK

3.1. THEORETICAL BASES OF EMOTIONAL INTELLIGENCE

3.1.1. Theories of Emotional Intelligence

The concept of Emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions usually referred to as soft skills or inter or intrapersonal skills that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. In order to be well adjusted, as a fully functioning member of the society one must possess both traditional intelligence and emotional intelligence (EI). EI involves being aware of emotions that affect and interact with traditional intelligence.

Salovey and Mayer (1990) in their initial theoretical paper have defined emotional intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” This definition talks about perceiving and regulating emotions and omit thinking about feelings.

Taking a clue from the above quoted definition, Daniel (1995) defines emotional intelligence as “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.”

Again in 1997, Mayer and Salovey introduced a revised and more complex definition of emotional intelligence. Accordingly “EI involves the ability to perceive
accurately, appraise and express emotion, the ability to access and or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth.”

3.1.2. Dimensions of Emotional Intelligence

SELF-AWARENESS

Emotional awareness: Recognizing one’s emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals.

Accurate self-assessment: Knowing one’s strength and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continues learning and self-development
- Able to show a sense of humour and perspective about themselves.
**Self-confidence:** Sureness about one’s self-worth and capabilities. People with this competence:

- Present themselves with self-assurance
- Can voice views that are unpopular
- Are decisive, able and make sound decisions despite uncertainties and pressures.

**Self-control:** Managing disruptive emotions and impulses. People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive and unflappable even in trying moments
- Think clearly and stay focused under pressure.

**Trustworthiness:** Maintaining standards of honesty and integrity. People with this competence:

- Act ethical, and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular.

**Conscientiousness:** taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
• Are organized and careful in their work.

**Adaptability:** Flexibility in handling change. People with this competence:

• Smoothly handle multiple demands, shifting priorities and rapid changes
• Adapt their responses and tactics to fit fluid circumstances
• Are flexible in how they see events.

**Innovativeness:** Being comfortable with and open to novel ideas and new information. People with this competence:

• Seek out fresh ideas from a wide variety of sources
• Entertain original solutions to problems
• Generate new ideas
• Take fresh perspectives and risks in their thinking.

**Achievement drive:** Striving to improve or meet a standard of excellence. People with this competence:

• Are result-oriented, with a high drive to meet their objectives and standards
• Set challenging goals and take calculated risks
• Pursue information to reduce uncertainty and find ways to do better
• Learn how to improve their performance.

**Commitment:** Aligning with the goals of the group or organization. People with this competence:

• Readily make personal or group sacrifices to meet a larger organizational goal
• Find a sense of purpose in the larger mission
• Use the group’s core values in making decisions and clarifying choices
• Actively seek out opportunities to fulfil the group’s mission.

Initiative: Readiness to act on opportunities. People with this competence:
• Are ready to seize opportunities
• Pursue goals beyond what’s required or expected of them
• Cut through red tape and bend the rules when necessary to get the job done
• Mobilize others through unusual, enterprising efforts.

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:
• Persist in seeking goals despite obstacles and setbacks
• Operate from hope of success rather than fear of failure
• See setbacks as due to manageable circumstance rather than a personal flaw.

SOCIAL AWARENESS

Empathy: Sensing other’s feelings and perspective, and taking an active interest in their concerns. People with this competence:
• Are attentive to emotional cues and listen well
• Show sensitivity and understand others’ perspectives
• Help out bases on understating other people’s need and feelings.
**Service orientation:** Anticipating, recognizing and meeting other people’s needs.

People with this competence:

- Understand people’s needs and match them to services
- Gladly offer appropriate assistance
- Grasp an individual perspective, acting as a trusted advisor.

**Developing others:** Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people’s strengths, accomplishments, and development
- Offer useful feedback and identify people’s needs for development
- Mentor, give timely coaching, and offer assignment that challenges and develops a person’s skills.

**Leveraging diversity:** Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied background
- Understand diverse worldviews and are sensitive to group difference
- See diversity as opportunity, creating an environment where diverse people can achieve
- Challenge bias and intolerance.
**Political awareness**: Reading a group’s emotional currents and power relationship.

People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities.

**SOCIAL SKILLS**

**Influence**: Effective tactics for persuasion. People with this competence

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point.

**Communication**: Sending clear and convincing messages. People with this competence

- Are effective in give and take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek natural understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good.
Leadership: Inspiring and guiding groups and people. People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of persons
- Guide the performance of others while holding them accountable
- Lead by example.

Change catalyst: Initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status and to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others.

Conflict management: Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open.
- Encourage debate and open discussion
- Orchestrate win-win solutions.

Building bonds: Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendship among work associates.
3.1.3. The Four-Branch Model of Emotional Intelligence

The Four Branch Model of EI is an integrative approach (Mayer & Salovey 1997, Salovey & Mayer 1990). The model views overall EI as joining abilities from four areas: (a) accurately perceiving emotion, (b) using emotions to facilitate thought (c) understanding emotion and (d) managing emotion (Mayer and Salovey 1997). Each of these areas is viewed as developing from early childhood onward. For example, in perceiving emotion, a person’s ability to recognize basic emotions in faces is likely to precede the ability to detect the faking of emotional expressions (Mayer and Salovey 1997). As skills grow in one area (e.g., perceiving emotions), so will skills in other areas, such as understanding emotions and being able to regulate them.

The Four-Branch Model has been measured by a series of instruments, the most recent of which is the Mayer-Solvey Caruso Emotional Intelligence Test, or MSCEIT (Mayer et al. 2002b). This test is composed of eight individual tasks. Two tasks are used to measure each branch of the model. For example, emotional perception is measured by asking participants to identify emotions on faces and landscapes. Emotional facilitation is assessed, in one subscale, by asking participants to identity which emotions promote which kinds of thoughts and activities. Emotional understanding is measured understanding how emotions blend [e.g., “which two emotions together are closest to contempt: (a) sadness and fear or (b) anger and disgust?”] Emotional management of oneself and others is measured by presenting test takers with vignettes describing a social situation and asking them how emotions might be managed in the situation (Mayer et al. 2002 a). The MSCEIT replaced the earlier, lengthier Multifactor Emotional Intelligence Scale (MEIS, Mayer et al. 1999).
3.1.4. Mixed Model Approaches to Emotional Intelligence

These approaches use very broad definitions of EI that include “non-cognitive capability, competency or skill” (Bar-On 1997) and or “emotionally and socially intelligent bahaviour” (Bar-On 2004), and “dispositions from the personality domain” (Petrides & Furnham 2003, pp. 278-280). Tett et al. (2005) drew on Salovey and Mayer’s (1990) original EI model, which they interpreted in a broader, more mixed-model fashion than the authors had intended.

More concretely, most measures in this category assess one or more EI attributes, such as accurate emotional perception, but then to varying degrees mix in other scales of happiness, stress, tolerance and self-regard (Bar-on 1997), adaptability low impulsiveness and social competence (Petrides & Furnham(2001); and creative thinking, flexibility, and intuition versus reason (Tett et al. 2005).

3.1.5. Emotional Intelligence and Academic Performance

A lot of studies had been conducted to find out the relationship between emotional intelligence and academic performance. Boone and DiGiuseppe (2002) studied 90 graduate students training in school and clinical psychology programmes. These students scored above average in EI compared to the standardization sample. After controlling for demographic and academic variables, higher area scores in experiencing emotion remained positively related to both GPA and year in the programme.
Emotional Intelligence and Performance in Leadership and organizational Behaviour

1. The US Air Force used the EQ-I to select recruiters (the Air Force’s front-line HR personnel) and found that the most successful recruiters scored significantly higher in the emotional intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self-Awareness. The Air Force also found that by using emotional intelligence to select recruiters, they increased their ability to predict successful recruiters by nearly three-fold. The immediate gain was a saving of $3 million annually. These gains resulted in the Government Accounting Office submitting a report to Congress, which led to a request that the Secretary of Defence order all branches of the armed forces to adopt this procedure in recruitment and selection.

2. Research by the Center for Creative Leadership has found that the primary causes of derailment in executives involve deficits in emotional competence. The three primary ones are difficulty in handling change, not being able to work well in a team, and poor interpersonal relations.

3. One of the foundations of emotional competence-accurate self-assessment-was associated with superior performance among several hundred managers from 12 different organizations.

4. For 515 senior executives analyzed by the search firm Egon Zehnder International, those who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in either relevant previous experience or IQ. In other words, emotional intelligence was a
better predictor of success than either relevant previous experience or high IQ. More specifically the executive was high in emotional intelligence in 74 percent of the successes and only in 24 percent of the failures. The study included executives in Latin America, Germany, and Japan, and the results were almost identical in all three cultures.

5. Financial advisors at American Express whose managers completed the Emotional Competence training Programme were compared to an equal number whose managers had not. During the year following training, the advisors of trained managers grew their businesses by 18.1% compared to 16.2% for those whose managers were untrained.

6. The most successful debt collectors in a large collection agency had an average goal attainment of 163 percent over a three-month period. They were compared with a group of collectors who achieved an average of only 80 percent over the same time period. The most successful collectors scored significantly higher in the emotional intelligence competencies of self-actualization, independence, and optimism.

3.1.6. Skills for Improving EI

i. Develop optimism and ability to persist in the face of frustration

ii. Internalize success and externalize failure

iii. Have faith in oneself

iv. Take responsibility for one’s emotions and happiness

v. Develop constructive coping skills for specific moods

vi. Look for the humour or life lesson in a negative situation
vii. Be honest with oneself
viii. Show respect by treating other people courteously
ix. Pay attention to nonverbal communication.

3.2. THEORETICAL BASES OF SELF-EFFICACY

3.2.1. Theories on Self-Efficacy

Self-efficacy refers to beliefs about one’s capabilities to learn or perform behaviours at designated levels (Bandura, 1986, 1997). Much research shows that self-efficacy influences academic motivation, learning and achievement.

Self-efficacy is grounded in larger theoretical framework known as social cognitive theory, which postulates that human achievement depends on interactions between one’s behaviour personal factors (e.g. thoughts, beliefs) and environmental conditions (Bandura, 1986, 1997). Learners obtain information to appraise their self-efficacy from their actual performances, their vicarious experiences, the persuasions they receive from others, and their physiological reactions. Self-efficacy beliefs influence task choice, effort persistence resilience, and achievement (Bandura, 1997, Schunk, 1995).

3.2.2. Development of Self-Efficacy- Familial Influence on Self-Efficacy

Home influences that help children interact effectively with the environment positively affect self-efficacy (Bandura, 1997, Meece, 1997). Initial sources of self-efficacy are centred in family but the influence is bidirectional. Parents who provide an environment that stimulates youngsters’ curiosity and allows for mastery experiences help to build children’s self-efficacy.
When environments are rich in interesting activities that arouse children’s curiosity and offer challenges that can be met, children are motivated to work on the activities and thereby learn new information and skills (Meece, 1997). Parents who provide a warm, responsive and supportive home environment, who encourage exploration and stimulate curiosity, and who provide play and learning materials accelerate their children’s intellectual development (Meece, 1997). Homes are also prime sources of persuasive information. Parents who encourage their youngsters to try different activities and support their efforts help to develop children who feel more capable of meting challenges (Bandura, 1997).

3.2.3. Peers’ Influence on Self-Efficacy

One means of influence is through model similarity. Observing similar other succeed can raise observers’ self-efficacy and motivate them to perform the task if they believe that they, too, will be successful (Suchunk, 1987). Model similarity is most influential for students who are uncertain about their performance capabilities, such as those lacking task familiarity and information to use in judging self-efficacy or those who have experienced difficulties and hold doubts (Bandura, 1986, Suchunk 1987). Students in networks tend to be similar to one another, which enhances the likelihood of influence by modelling. Networks help define students’ opportunities for interactions and observations for others’ interactions, as well as their access to activities. Discussions between friends influence their choices of activities and friends often make similar choices. Changes in children’s motivational engagement across the school year are predicted accurately by their peer group membership at the start of the year (kindermann, Mccollam, and Gibson, 1996).
3.2.4. The Influence of School on Self-Efficacy

The finding that, self-efficacy beliefs tend to decline as students advance through schools has been attributed to various factors, including greater competition, more norm-referenced grading, less teacher attention to individual students progress, and stress associated with school transition. Instruction and opportunities to practice self-evaluation enhance accuracy of self perception (Schunk, 1995). Instructional interventions that convey clear information about children’s skills or progress raise efficacy-performance correspondence (Schunk, 1981, 1995).

3.2.5. The Influence of Instructional Practices on Self-Efficacy

Goal setting and self-efficacy are powerful influences on academic attainments (Zimmerman, Bandura and Martinez-Pons 1992). Learning goals that are specific, short-term, and viewed as challenging but attainable enhance students’ self-efficacy better than do goals that are general, long-term, or not viewed as attainable. As students work on tasks, they compare their progress against their goals. The perception of progress strengthens self-efficacy and motivates students to continue to improve (Schunk 1995). Providing students with a strategy that helps them succeed can also raise self-efficacy. Having students verbalize the strategy as they apply it especially in the early stages of learning—also raises self-efficacy because the verbalization directs students’ attention to important task features, assists strategy encoding and retention, and helps them work systematically (Schunk, 1995).
3.2.6. Self-Efficacy for Learning and Achievement

Self-efficacy, self-regulation, and cognitive strategy use are positively intercorrelated and predict achievement (Pintrich and De Groot, 1990). Students with high self-efficacy for successful problem solving display greater performance monitoring and persist longer than do students with lower self-efficacy (Bouffard-Bouchard, T. Parent, S., & Parivee, S. (1991). Writing self-efficacy, correlates positively with students’ goals for course achievement, satisfaction with potential grades, and actual achievement (Zimmerman and Bandura, 1994). Lack of success or slow progress will not necessarily lower self-efficacy if learners believe they can perform better by expending more effort or using more effective strategies (Schunk, 1995). Parents’ academic aspirations for their children influence their children’s academic achievement both directly and indirectly by influencing children’s self-efficacy.

3.3. THEORETICAL BASES OF ACADEMIC ACHIEVEMENT

Academic achievement is “the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both.” (Good 1945). Academic achievement can be defined as excellence in all academic disciplines and co-curricular activities.

In the present study academic achievement is indicated by the marks scored by the teacher trainees at their B.Ed. Degree Examination.

3.3.1. Academic Achievement of B.Ed. trainees

The B.Ed. curriculum of the University of Kerala has 10 written papers in two semesters, each carrying 50 marks making a total of 500 for the theory part. 500
marks are set apart for practical part including the practice teaching sessions and other practical works.

Out of ten papers six are common to all students irrespective of their optional subjects. Four papers are related to the optional subjects. Of the six core papers, two are related to the Philosophical and Sociological Bases of Education, two are related to the Psychological aspects and two are related to other areas like Educational Technology, Measurement and Evaluation, Environmental Education and School Management. The optional subjects include two papers on the methodological bases of teaching and two on the pedagogical aspects of the subject area concerned.

The academic achievement of the B.Ed. trainees is the sum total of the scores that they attain for their theory and practical examinations conducted by the University.

3.3.2. CONCLUSION

From the overview of different concepts of the variables under investigation in this study, it is emerged that emotional intelligence and self-efficacy are effective factors that produce the right kind of results according to the predetermined aims and objectives.

The theoretical overview on emotional intelligence and self-efficacy emphasizes on the need of examining the effect of emotional intelligence and self-efficacy on teacher education programmes and on the academic achievement of the teacher trainees.

Thus from the theoretical overview, it can be concluded that emotional intelligence and self-efficacy of the teacher trainees have got a telling effect on their
academic achievement. The theoretical overview highlights the significance of emotional intelligence and self-efficacy beliefs that are to be possessed by the teacher trainees to become successful in their academic pursuits.

Teachers’ belief in their personal efficacy to motivate and promote learning affects the types of learning environment they create and the level of academic progress their students achieve. There are several studies to prove that the teacher trainees’ academic achievement is positively correlated to their emotional intelligence. A lot of research had been done to prove the relationship between self-efficacy and academic achievement of college students. Though studies have been made separately on emotional intelligence and academic achievement, and self-efficacy and academic achievement, the investigator feels that an attempt to study the effect of emotional intelligence and self-efficacy of B.Ed. trainees on their academic achievement has not been taken up so far.

On the basis of the related researches and the theoretical overview, the investigator formulated the methodology for the present study which is described in the next chapter.