Chapter – I

Introduction
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INTRODUCTION

1.0 OVERVIEW

This chapter deals with the conceptual framework of the study. It starts from nature and definitions of Education. It explains with Teacher Education, Teaching Profession, Importance of Teachers, Teacher Education Patterns and Colleges of Education. It also deals with Educational Psychology, Emotional Intelligence, Components of Emotional Intelligence, and Role of Emotional Intelligence in Teaching, Personality Traits, Academic Achievement, Need and Significance of the Study and Chapterisation.

1.1 EDUCATION

Education is the process of bringing about desirable changes and developments in an individual. It is a life-long process which begins at conception and continues till the end of one’s life. Philosophers and thinkers belonging to different periods and places have defined education in accordance with their lives philosophy. Swami Vivekananda, the great Indian philosopher defines education as the manifestation of divine perfection already existing in man. The Upanishads regards the main purpose of education is for salvation, receiving knowledge, light and wisdom. Socrates, the great ancient Greek philosopher states education is for dispelling error and discovering truth. Thus, the functions of education is moulding, shaping and reforming the behaviour, character and personality of an
individual. It is also conserving and reproducing the best for the individual as well as the society.

The meaning of Education is all round development of the individual, that is, the maximum development of intellectual, emotional and psycho-motor domains. It is developing the various abilities, skills and competencies to meet life’s situations and resolve problems in order to lead happy and healthy life. Education should help a person to face all challenging life’s situations and resolve problems. It is a process of preparing an individual for complete living. The growth and development of a nation is mainly depended upon the quality of education provided to the citizens. It is instrumental in elevating an individual from the lower rungs of life to reach the higher standards of living. It should also help the individuals to remove the evils of ignorance and blind beliefs prevailing in the society.

Through the process of Education, the innate and inherent potentialities of the child should be drawn out completely to lead a happy, healthy and peaceful life. It is a process of facilitating congenial and crucial atmosphere for a child to grow and develop into a perfect human being at the great extend. It is also gaining knowledge and understanding of the world. In the fast changing modern world, an individual has to acquire different kinds of knowledge, skills, values and traits in order to survive and play different kinds of roles successfully based on the psychological conditions of the individual at the different stages of life. The influence of home, school, society and mass media are inevitable in the
educational process of an individual. Thus Education aims at moulding the behaviour of the learners in a desirable way and brings out all round development in their personality. In the present day world, education is narrowly considered as scoring high marks and grades in the course of learning and preparing to get wealthy careers but it must also develop healthy minds, education is meant for empowerment and enlightenment also.

1.2 TEACHER EDUCATION

Teacher Education is a programme designed to equip, enable and empower prospective teachers into the teaching profession. It is the development of teaching proficiency and competence to the prospective teachers to meet the requirements and face the challenges in the classroom, school and society. It is providing the prospective teachers the necessary theoretical knowledge and practical skills essential for teaching in pre-primary, primary, secondary and higher secondary schools. National Council for Teacher Education has defined Teacher Education as –A Programme of education, research and training of persons to teach from pre-primary to higher education level. The teacher education programmes are conducted in teacher training institutes, colleges of education and university departments of education. It is the basic foundation of all systems of education. The quality of teacher education reflects the quality of education in general.
Teacher Education is normally considered into two phases: the pre-service and in-service education. Pre-service Teacher Education is the initial preparation for the teaching profession. It is the preparation of the future teachers before he/she enters into the field. Pre-service Teacher Education comprises of general education and specific mastery of subjects concerned like Philosophy and Sociology of education, Educational Psychology, Innovations and technologies in education, Instructional techniques, Methods and approaches of teaching and Practical training in schools - Practice Teaching. In-service Teacher Education is the continuing education and training provided for teachers to promote personal and professional growth for teachers when they are in the service of teaching after completing the formal pre-service teacher education. It includes all the training and courses that one receives for the betterment of teaching from different stages of professional service. Continuous preparation is a must to keep abreast with the latest developments in teaching and learning. The quality of teacher education programme envisages the quality of teachers and education in general.

1.3 TEACHING PROFESSION

Teaching is always considered as one of the noblest professions, because every teacher functions as a ladder for one’s pupils to go up in life. It is a skilled occupation, which reflects high degree of academic excellence, special aptitude for teaching, positive attitude towards learners, sound knowledge of students’ psychology, ability to adopt different methods of teaching and sound philosophy
of education. Teachers are the real social engineers, who build the nation through their teaching, because every teacher functions as a ladder for one’s pupils to go up in life. As teaching is a complex and challenging task, it demands a variety of human traits and abilities. Only effective teachers can materialize policies and plans of education in the classrooms. A teacher’s personality, qualification and professional training contribute to the quality of his/her profession. Teachers should have a passion for teaching.

The role of a teacher is to impart knowledge as well as to induce students to think and act in the right direction. Teachers have to impart education to children coming from different social background and culture. They play a vital role in moulding and shaping the intellectual, emotional, social and moral development of the students. They are leaders in their own right to stimulate the students mind, motivate them capable of facing any rapid changes and challenges, inspire them to create a better world and make them to realise their roles and responsibilities. The teacher is a living example for the students and the society. Even today teaching is a demanding, exciting and challenging profession in India.

1.4 IMPORTANCE OF TEACHERS

Teachers play a vital role in the process of teaching and learning at all levels education. Teachers play a crucial role for the development and social change of any country as well as the future progress and prosperity of its next generation. They are considered as the backbone of the whole system of
education. A paramount significance is given to teachers in Indian culture. Their role is significant in transmitting knowledge, skills and values to their pupils. They are the nation builders and facilitate the youth to meet academic and personal challenges of life. The quality of teachers directly associated with the quality of education and the pupils’ learning outcome. Alexander, J.E. (2011) states that the whole society is considered with the future of children, which is in the hands of teachers because the teacher is the one and only person capable of influencing the thoughts and deeds of the future generation. Humayan Kabir, the Educationist and former Chairman of University Grants Commission rightly said once, “Without good teachers even the best system of education is bound to fail, with good teachers, even the defects of a system can be largely overcome”, (cited by Patra 2004).

The Education Commission (1964-66) proclaimed that no system could rise above the level of its teachers. Teaching is not just like other professions, it is dealing with the tender minds of the future generation of our country. Teachers show the light of wisdom to their pupils, thus lead the society towards the search of empowerment and enlightenment. The Mudaliar Commission Report (1952-53) stated that the most important factor in the contemplated educational reconstruction is the teacher – his potential, qualities, educational qualifications, professional training and the place he occupies in the school as well as in the community. The general duty of the teacher in the classroom is creating learning environment for the children, motivating them, inspiring them, facilitating their
learning and moulding their personality. The teacher has to follow various scientific considerations of teaching using essential steps to achieve the required learning objectives and modifying the behaviour of the children. Apart from that, he has to cater the needs of every individual child in the classroom. In the modern educational field, various theoretical and practical activities should be handled effectively by the teacher in order to serve in the teaching learning process.

1.5 TEACHER EDUCATION PATTERNS

The regular pattern of basic teacher education programme at present is in two types in India, especially in Tamil Nadu. Those who aspire to become teachers can choose either the first type or the second type. The first type is the two year duration of Diploma in Teacher Education (DTE) programme to teach the Primary School Classes, which is conducted by District Institute of Education and Training (DIET) and the Teacher Training Institutes (TTI) under the State Council for Educational Research and Training. The basic qualification for studying this programme is 10+2 years of school education. The second type is the one year duration of Bachelor of Education (B.Ed.) degree course to teach the Upper Primary to High School Classes and the Higher Secondary Classes, which is conducted by Institutes of Advanced Study in Education (IASE) and Colleges of Education under the respective Universities. The required qualification to study this programme is a graduate degree or a post graduate degree in any of the school subject in the system of 10+2+3 years of education. Another pattern of teacher
education programme is B.Ed. degree course of two years duration in distance mode, for the regular teachers working in schools having the qualification of graduate or post graduate degree in school subject, which is conducted by University Departments of Education under distance education wing.

The above said teacher education institutions should get proper recognition from the National Council for Teacher Education (NCTE) and follow the norms laid down by it in criteria for admission, selection of candidates, course content and mode of curriculum. The NCTE was set up in 1974 by a resolution of the Government of India and was located in the National Council of Educational Research and Training (NCERT). It brought out its curriculum framework in 1978. The statutory NCTE was established by an act of Parliament in 1993 for achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system.

1.6 COLLEGES OF EDUCATION

The Colleges of Education have a significant role in the preparation of teachers. All Colleges of Education are providing one year duration of Bachelor of Education degree programme and some of them are in addition to that Master and Research degree programmes in Education. The primary role played by the Colleges of Education are to provide proper training in pedagogy and behavioural attributes like attitude, motivation, perception, value orientation and appropriate
knowledge and skills to the new entrants into the teaching profession. In Tamil Nadu, the regular mode of Bachelor of Education (B.Ed.) degree programme is conducted in Government, Government aided and self-financing Colleges of Education. In the Government and Government aided Colleges of Education, the admission is conducted through counselling process to help the entrants choosing Colleges of Education of their choice. The admission is based on the highest percentage of marks they obtained in their basic subject degree programmes with due weightage to higher qualifications in their respective subjects and on the policies of reservation for various subjects in B.Ed. degree programme. In the self-financing colleges, no strict criteria are followed during the admission process except minimum marks and matter of money. The colleges of education should enable the prospective teachers to identify their potentials of teaching and also inculcate the essential qualities and specific skills necessary for the teaching profession. The colleges of education are supposed to produce professional and humane teachers reflective of philosophical, sociological and psychological thoughts and principles of education.

1.7 EDUCATIONAL PSYCHOLOGY

Educational Psychology is a branch of Applied Psychology that applies the psychological principles, theories and techniques to human behaviour in the educational context. This branch covers psychological ways and means of improving all aspects of the process of teaching and learning including the learner,
learning process, learning material, learning environment and the teacher. It is applied in the field of education for improving methods of teaching, selection of content and the ways of evaluation. Since, Education seeks to mould and modify human behaviour to give a new pattern of personality to the learner, topics like growth and development of the intellectual, emotional and social influences that bear on it are of important topics in the study of educational psychology. Skinner (1958) defines Educational Psychology is the branch of Psychology which deals with teaching and learning. In the words of Crow and Crow Educational Psychology describes and explains the learning experience of an individual from birth to through old age. Educational Psychology helps to carry out the process and product of education. It supplies essential knowledge and skills for the teacher to realise the objectives of Education. The knowledge of Educational Psychology helps the prospective teachers to understand their self, their learners and provide meaningful and relevant learning situations to their learners for effective teaching and learning process.

1.8 EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) is the ability to identify, assess and control the emotions of one’s own and of others. Peter Salovey and John Mayer (1995) defined Emotional Intelligence as the capacity to reason with emotion to perceive emotion, to integrate it in thought, to understand it and to manage it. Daniel Goleman (1998) defined Emotional Intelligence as the capacity to recognize one’s
own feelings and those of others, for motivating oneself and for managing emotions well in oneself and in one’s relationships. Depending upon the nature of abilities and capacities everyone is possessed with Emotional Intelligence higher or lesser in degree, in comparison to others in the group. It is considered a form of social intelligence, relating to the ability to manage, motivate and restrain impulses and to handle interpersonal relationships effectively. It is considered as the new yardstick to judge a person’s success in life.

EI is increasingly applied to judge a person, to find out how far one excels in one’s life. According to Goleman, an individual’s success at work is 80 percent dependent on EI and only 20 percent dependent on the Intelligence Quotient (IQ) (cited by Lather, M. 2009). Bar-On (1980) stated that EI is an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures. Salovey and Mayer (1993) described EI as the ability to perceive emotions, to access and generate emotions, so as to assist and generate thought, to understand emotions and emotional meanings, and to effectively regulate emotions in ways that promote emotional and intellectual growth. In the words of Daniel Goleman (1996) EI is the capacity for recognizing own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Stein and Book (2000) added that EI has to do with the ability to the political and social environment, and landscape them, to intuitively grasp what others want and need, what their strengths and weakness are, to remain unruffled
by stress, and to engage the kind of person that others want to be around. In short EI is an ability to identify, assess and control the emotions of one’s own and of others. It is the harmonization of heart (feeling and emotion), head (knowledge), and hand (skill).

1.9 EVOLUTION OF EMOTIONAL INTELLIGENCE

The roots of EI can be traced from the writings of the Greek Philosopher Aristotle, in 350 BC. The ancient Tamil Poet Thiruvalluvar, wrote his classic “Thirukural” some 2000 years ago, in the chapter 60 ‘Ookkamutaimai’ the couplet number 595 describes that the stalks of water-flowers are proportionate to the depth of water; so is men’s greatness proportionate to their minds. Charles Darwin wrote about the importance of emotional expression for survival and second adaptation. EI gained practical perspective in the 20th century, when Edward Thorndike (1920), talked about ‘Social Intelligence’ as the ability to get along with other people. In 1940, David Wechsler, one of the fathers of Intelligence Quotient (IQ) testing urged that affective components of intelligence may be essential to succeed in life. Abraham Maslow (1950) provided hierarchical structure of human needs and classified as biological and socio-psychological needs. These needs give birth to related drives which work as an energetic force (learned or innate) working within the individual to persuade, compel or inspire the individual to act for the satisfaction of needs and described how people can build emotional thought to satisfy their needs. Howard Gardner (1983) introduced
the concept of Multiple Intelligence, which consisted of seven different intellectual components such as linguistic, musical, and logical mathematical, spatial, bodily-kinaesthetic and interpersonal. Wayne Payne (1985) introduced the term Emotional Intelligence in his doctoral dissertation. In 1990, psychologists Peter Salovey and John Mayer published their landmark article, “Emotional Intelligence”, in the journal of “Imagination, Cognition and Personality”. In 1995, the concept of emotional intelligence is popularized after the publication of Daniel Goleman’s book ‘Emotional Intelligence: why it can matter more than IQ’. At present various Models of EI has also evolved. Some of the important Models of EI are Salovey and Mayer’s Ability Model, Daniel Goleman’s Competency Model, Bar – On’s Model of Emotional –Social Intelligence (ESI) and Soviet-born British psychologist Konstantin Vasily Petrides (K.V. Petrides) proposed Trait EI Model.

1.10 COMPONENTS OF EMOTIONAL INTELLIGENCE

The major components of Emotional Intelligence as identified by Daniel Goleman are

i. Self –awareness

It means knowing one’s internal states, preferences, emotions, resources, drives, strengths and shortcomings. The inner elements of Self-awareness are emotional awareness, accurate self-assessment and self-confidence.
ii. Self-regulation

It is managing and handling impulses, distress feelings and upsets. Because of this ability one can stay calm, positive and unflappable even under pressures. The major elements of Self-regulation are self-control, trust-worthiness, conscientiousness, adaptability and innovation.

iii. Motivation

It is an emotional tendency that guides or facilitates reaching goals. Motivational competencies are achievement drive, commitment and initiative & optimism.

iv. Empathy

It means understanding the issue or pain that lies behind another’s feelings. It is an ability to look things from others point of view. Empathy includes understanding others, service orientation, leveraging diversity and political awareness.

v. Social skills

It is an ability to build rapport with various sections of society and create a net work of people. It includes the following elements like influence, communication, conflict management, leadership, and change catalyst.
1.11 WAYS OF DEVELOPING AND PROMOTING EMOTIONAL INTELLIGENCE

Psychologists and Educationists suggested many ways to develop EI. The following are some of the ways to develop and promote EI.

- Good role models like parents, teachers, elders, and life of great leaders can help to identify high ideals and values of life.
- School and College Curriculum and Syllabus should be constructed and framed in such way to promote EI.
- In schools and colleges, Non-scholastic areas like sports and games, cultural activities, craft works and socially useful productive works also should be given equal importance like the Scholastic subjects.
- Creating positive learning environment helps students to resolve their own conflicts
- Implementing deliberate Social skill activities like Leadership quality, Communication skill, Problem Solving, Character building activities and Negotiation skill in the practical aspects of Teacher Education Programme.
- Periodical trainings and workshops to improve mental health and hygiene.
- Yoga and Meditation are another means of achieving emotional stability.
- Introspection and looking at things from others’ point of view can help to analyse, learn and understand lot of success formulae from their own life experience.
- Sowing the seeds of motivational competencies like Achievement drive and Commitment can facilitate persons to reach their goals.
- The positive aspect of religious doctrines and belief in God can offer a lot of solace and guidance.
- Books, films, articles related to multiple topics and media programmes can be very informative and educative to the emotions.

The good news about EI is that it can be learned, developed and increased throughout life. The age, experience and learning outcome enhance the level of EI of persons.

1.12 IMPORTANCE OF EMOTIONAL INTELLIGENCE IN TEACHING

Mariadoss (2000) claims that teachers with high EI are hard workers, act with conscience, humane, morally good and ready to sacrifice themselves for others. EI becomes an important tool and criterion in the teaching learning process of a teacher and of the learners. According to Daniel Goleman, an individual’s success at work is 80 percent depend on EI and only 20 percent depend on the Intelligence Quotient. EI describes the qualities and skills in a person. Intelligence is basically determined by birth but EI is learned, cultivated and increased as children grow and live out their lives. EI can help in creating enthusiastic work environment and maximum achievement.

Teachers with high EI competencies can perform their task very effectively and efficiently. Teachers with high EI can know their strength and weakness; they
can guide and facilitate the students better in their institutions. They can regulate themselves very efficiently and a source of inspiration to their students. They can show integrity and honesty in their dealings and easily build rapport with students. They can manage any challenging situations and improve the emotional well being of their students. High motivation can change teachers as achievement oriented people. Their deep commitment and optimistic outlook can produce tremendous and fruitful results. Empathetic attitude of teachers can easily grasp the problems and difficulties of their students very quickly. Teachers having high social skills are multi-talented in their dealing with students. They can positively manage any difficult situation or conflict in the day to day affairs of life. The speciality of EI is that it can be developed and increased throughout the life. EI increases with age but the right place to learn it is in schools. Emotions are the powerful movers of behaviour and regulating force in life but teachers and educational institutions are giving prime importance to academic activities of teaching and learning and neglecting the feeling and emotions of learners.

Success in life depends more on the balanced emotional attitudes than the knowledge and skill. Teachers and educationists should realise that emotions play greater part in life of people than the mere acquisition of knowledge or the possession of skill. At present EI of students is left to chance, but the natural abilities of children should be utilized properly to perceive and understand inherent emotional situation. Teachers should help their students to identify about their limitations and strengths. The students should be taught to learn various
skills of EI, like self-awareness, self-confidence, self-control, self-regulation, self-motivation, empathy, social skills and develop coping mechanisms during periods of intense emotional upsurge. In order to imbibe the above skills in their children, the teachers should possess high degree of EI. Unless the teachers have considerable level of EI, they cannot teach the EI skills to their children. The present day system of education provides more attention on intellectual domain of students and little importance on emotional aspects of them. The meaning of education is all round development of the individual. It is a process of preparing an individual for complete living. EI helps to develop essential skills and competencies in order to lead healthy and happy life. It generates the ability to meet life’s situations and enhances a person to lead a successful life.

1.13 PERSONALITY

Personality is a broad and comprehensive concept covering the organization of an individual’s predisposition to behaviour and his unique adjustment to environment. Every person has personality but it varies from person to person, it is the uniqueness of an individual, some may have poor personality. Guildford (1959) states Personality is an individual’s unique pattern of traits - a trait is any distinguishable, relatively enduring way in which one individual differs from another. Gorden Allport (1961) states that Personality as the dynamic organization within the individual, of those psychophysical systems that determine his unique adjustment to the environment. Cattell (1970) defines Personality that
which permits a prediction of what a person will do in a given situation. Eysenck (1971) defines personality as the more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determine his unique adjustment to the environment. S. R. Maddi (1976), an American Psychologist defines that Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings, attitudes, habits, interests, values, principles and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone.

In this way, the term personality signifies something more than mere appearance or conduct. It includes intelligence, motivation, emotion, learning, abnormality, cognition and even social interaction. It is the consistency in a person’s behaviour under varying conditions. Many factors like heredity, environment, family background, education and circumstances contribute to an individual’s personality. So, Personality is a structured set of distinctive features or qualities that an individual possessed which made him unique within his thoughts and actions at different conditions of life. It describes the different aspects of a person, behaviour styles and enduring qualities that make up a person’s individuality.
1.14 PERSONALITY TRAITS

There are many theories and approaches of Personality. Personality Traits (PT) are one such theory, which describes distinguishing qualities or attributes of a person that are consistently displayed. Personality Traits are considered as the basic units of personality. Traits are important underlying and enduring qualities of a person. Allport (cited by Dworetzky, 1997), states that a trait is a predisposition to respond to environment stimuli in certain ways. What might make one person sad might make another person joy because of the way the two people are predisposed to respond or because of their personalities. Allport considered traits to be enduring and also general – that is likely to occur under many different circumstances. He recognized that some traits were more enduring and general than others, and he drew distinctions among cardinal traits, central traits and secondary traits. Cardinal traits are the most general and enduring. Central traits are far more common. They are less enduring and less general than cardinal traits that are the basic units that make up personality. Secondary traits are far less enduring and less general than central traits.

Cattell (1950) began his work by examining the visible or apparent portions of a personality. He developed the 16 personality factor questionnaire. He referred to the obvious traits that can visible as surface traits. His subsequent analysis turned up certain surface traits that seemed to come in clusters. To him, such groupings indicated a single underlying trait. He referred to these more basic traits as source traits having similar or different personality profiles. The trait
approach to study personality helps to identify and measure personality of individuals. This personality traits or profile can play an important role in understanding of personality and help to predict behaviour of individuals.

1.15 TEACHER PERSONALITY

Education aims at the development of the students’ personality. Teachers mould and shape the behaviour of the students in accordance with the national goals of education. They take lot of efforts to bring out desirable changes in their students for the overall development of well balanced personality of the students. As every individual is unique, the personality of every teacher is distinctive from rest of others. The personality of the teachers is widely acknowledged has a lasting impact in the development of student’s personality. There are different kinds of personality traits in human beings but teachers demands specific qualities of personality activities in education to develop the students’ intellectual, moral, emotional, social, aesthetic, academic and latent capabilities. Teachers must develop various Personality Traits to understand, encourage, motivate, appreciate, respect, and allow the individuality of the students. The different features of teachers’ personality will influence the personality of the students’ altogether.

1.16 ACADEMIC ACHIEVEMENT

Academic Achievement (AA) means successful accomplishment or performance in a particular course of study. It is the result of education – the extent to which a student, teacher and institution has achieved in their educational
goals. An individual’s level of attainment in scholastic subjects prescribed for a particular course of study is exhibited through academic achievement. It is designed to measure knowledge, application, skills and proficiencies in a specified subject or course of study as the end product of all educational endeavours. Generally, it refers to the scores obtained in tests or examinations conducted at the end of the course of study or continuous assessment. These scores are taken as the primary outcome of all kinds of learning. It is looked as the yard stick for quality education. Students, teachers, parents and institutions are taking lot of efforts to get high scores in their courses of study because it is considered as a determining factor of student’s future life especially for their further studies and getting employment opportunities. In the present day world, the whole system of education is narrowly revolves around academic achievement that is scoring high marks and grades in the course of learning to reach wealthy careers, though education is meant for many other outcomes like empowerment and enlightenment. The high level of academic expectations put a lot of pressure on students, parents and teachers. So, teachers, parents, schools, colleges and government are spending lot of time money and for helping students to achieve better in their academic endeavours.

At present, the Academic Achievement scores in the Teacher Education courses is also given very high importance because of the weightage given to it for the selection of teachers to the teaching profession after the succession completion of their Diploma in Teacher Education or Bachelor of Education Degree and also
for pursuing higher education in the field of Teacher Education. In spite of having similar educational facilities and environment, Academic Achievement of students differs from one another. Several factors may be responsible for this difference in Academic Achievement, including Emotional Intelligence and Personality traits.

1.17 STATEMENT OF THE PROBLEM

The destiny of a nation lies in the hands of the teachers teaching in classrooms. Teacher Education is meant for professional preparations of quality teachers, who are responsible for the all round development of their students, that is, bring out the inborn potentials of the younger generation and ultimately helping the national development as well as the higher developments of human beings in the next level. The psychological concept Emotional Intelligence is considered very important for personal and professional success and well being of individuals. It is widely applied in various fields of management, psychology and education. It is a very essential requirement for teachers to perform their roles in the teaching profession. The personality traits of the teachers also play very important role in moulding and shaping the behaviour of their students. Academic achievement is an important criterion for of the prospective teachers to get selected into the teaching profession and also for pursuing further higher studies in the field of Teacher Education. Now, the tremendous increase in the number of private Colleges of Education and Teacher Education Institutes in all over India has paved the way for the rampant commercialization of Teacher Education and deterioration
of the quality of Teacher Education. These essential qualities for like aptitude, attitude, interest and competence for teaching profession are never considered while choosing the prospective teachers into the Teacher Education programme. There is a tendency that any graduates having minimum marks can enter into the Teacher Education programme because of the availability of number of Colleges of Education. So, the investigator gets interested to study the level of emotional intelligence, personality traits and academic achievement of the prospective teachers studying in colleges of education. Hence, the problem of the present study is selected and entitled as “Emotional Intelligence and Personality Traits in Relation to Academic Achievement among the Prospective Teachers”. This study attempts to assess the Emotional Intelligence and Personality Traits of the Prospective Teachers studying in Colleges of Education in relation to their Academic Achievement with the following demographic variables - Type of Management, Gender, Marital Status, Basic Degree Subject and Parental Educational Qualification of the Prospective Teachers.

1.18 RATIONALE FOR THE STUDY

In the ancient gurukula system of education, teachers were revered as gurus and placed next to parents and even more prominent position than God. The ancient Sanskrit poet Kalidas, stated the pivotal position of the teacher as, ‘He converts darkness into light and makes the invisible God visible’. Today the position of teachers has a big question mark in the society. Likewise, in the
ancient days teacher is expected to possess the highest moral, spiritual and intellectual qualities. Today there is a possibility that any graduates having minimum marks can enter into the colleges of because of the tremendous growth in quantity but not in quality of private Colleges of Education and the commercialisation of Teacher Education Institutes in all over India. It has paved the way for the rampant commercialization of Education and deterioration of the quality of Teacher Education and Education. The cordial relationship and rapport between the teacher and the students are gradually decreasing. The holiness of the schools and colleges are slowly and steadily disappearing. Consequently, the essential qualities of teaching like aptitude, competence, attitude, emotional intelligence, personality traits, interest for teaching on the part of the prospective teachers is highly questionable. All are worrying and talking about percentage of marks, grades and pass percentage. Everybody’s aim of education is scoring high percentage, getting wealthy careers and making money. Thus the people are ready to indulge in all sorts of illegal and corrupt practices in order to reach better score, grades, money, wealth and worldly powers. Hence, the investigator is interested to study the level of emotional intelligence, personality traits of the prospective teachers studying in colleges of education in relation to their academic achievement.
1.19 SIGNIFICANCE OF THE STUDY

The concept of Emotional Intelligence has created a very great deal of interest and expectation in the 21st century in the fields of psychology, management and education. Teaching is a highly demanding profession in India, which needs specialized training, knowledge, traits and skills. Teachers should be capable enough to use their professional knowledge, training and skills to teach, guide, facilitate and mould the behaviour of the students for their all round development. Teaching demands interaction with students and other teachers, working with community or empathizing with and understanding others. Apart from the mastery of content and pedagogy, Teachers should know how to integrate Emotional Intelligence competencies such as self-awareness, self-regulation, motivation, empathy, and social skills along with teaching. These Emotional Intelligence competencies are important psychological abilities related to personal and professional success in life, which are highly beneficial for teachers to balance mental health at home and work environment. These skills are termed as the indicators of a person’s upward growth and development in life and profession. Emotional intelligent teachers are more likely to succeed in everything they undertake. Similarly, they should cultivate essential Personality Traits for the holistic development and welfare of them as well as for the students to strengthen necessary personal, social and emotional skills, essential to meet rapid academic challenges successfully. Emotional Intelligence, Personality Traits and Academic Achievement of Prospective Teachers are the very essential factors for their
personal and professional adjustment, life activities and success. Teachers should be emotionally intelligent to follow the humanistic approach in the class-room teaching, help to solve problems of students’, develop a variety of personality traits and interest in students and create conducive school climate. As the investigator has been working in a College of Education for the past seven years, he is interested to study **Emotional Intelligence and Personality Traits in Relation to Academic Achievement among the Prospective Teachers.** This study might provide appropriate information regarding emotional, intellectual and academic level and relationship of the prospective teachers studying in colleges of education. So the present study has significance in the present educational context.

1.20 **CHAPTERISATION**

The thesis contains Five Chapters as follows

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<tr>
<td>Chapter V</td>
<td>Findings and Conclusions deal with Findings of the Present Study, Discussion, Educational Implications and Suggestion for further Study</td>
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<tr>
<td>Bibliography</td>
<td>Bibliography provides list of Books, Dissertations, Journals and Articles on Educational Researches which helped the investigator in the process of the study.</td>
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The next chapter deals with the Review of Related Literature.