CHAPTER –I
INTRODUCTION

1.1 INTRODUCTION

“Education is the most powerful weapon which you can use to change the world.” - (Nelson Mandela , 1940)

Education is a social process by which knowledge is transferred to students through the intermediaries, the teachers. It can be had from non-formal and formal systems of education. All formal systems of education are based on the classroom teaching. that “The destiny of India is being shaped in her classroom”, has been pointed out by the Indian Education Commission (IEC- 1964-66) and to that, it may safely be added that the destiny of the classrooms is being shaped by the teachers . According to the American Commission, the quality of nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively, but in critical measure upon the quality of their education. The quality of their education depends more upon the quality of teachers.

Humayun kabir has rightly said that, “Without good teachers even the best of the system is bound to fail but with good teachers, even the defects of a system can be largely overcome.” The teacher is the flywheel of the whole educational machine. Elaborate blueprints, modern school plans, the best equipment, the newest of the new media or progressive methods will remain dead fossils unless there is the right use of teachers. The document, challenge of Education – A policy perspective (1985) has highlighted that teacher performance is the most crucial input in education. No development has reached the threshold of development of new technology which is likely to revolutionise the classroom teaching.

Only effective teachers can materialize policies and plans of education in the classroom at the grass-root level. The effectiveness of a teacher is considered to be associated with his personality and mental health. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for the society and the nation. Since a teacher’s personality, behaviour, interest, attitude and emotions affect the children’s behavioural pattern, a teacher should understand his own emotions and other attributes as well as the same of pupils in the teaching learning process.

On the other hand self-concept is one's image in one's eyes. Every person tries to equip one' self in such a manner, so as to be liked by others. Self-Concept helps the
individual in various important moments of life, e.g. in judgment, in decision making and in other various situations. It is an important mental apparatus which influence every function of life. A realistic Self Concept helps an individual to grow professionally and also helps in proper emotional adjustment with the environment. An individual's behaviour and adjustment in one's society are determined by his attitude, perception and feeling about himself as well as the perception of others towards him. Self-Concept plays a very important role in understanding this complex human behaviour.

Self-Concept is the picture of own. Self-Concept is not a substance but a process in which three stages viz., Sanchez (2009) believes that the self is responsible for many successes and failures, as it promotes a positive self-esteem, promoting safety and personal trust to develop skills.

In a society where the emphasis is so much on IQ (intelligence quotient), it is ironic that studies show that IQ accounts for only 10-20% for determining life success. The huge impact on life success is EQ (emotional quotient), may be this is why the Daniel Goleman (1996, Psychologist) refers to EQ as the "master aptitude" because it guidance the use of our intellectual and other abilities. The question then arises can we teach emotional "skill" in the complex atmosphere of school? Who will be the outcomes?

Personality is the sum total of characteristics that differentiates people or the stability in a person's behaviour across different situations. personality is the entitle mental organization of a human being at any stage of his development. Personality is considered to be a systematic, organized, developing and being expressed in a person’s action. It includes the components as motives, emotions, mental models, and the self. It’s also an individual’s pattern of character as seem to be thought, emotions, and behavior, together with the psychological mechanisms that are hidden or not hidden behind those patterns. Personality two attitude types. extroversion and introversion, describe how an individual prefers to engage the environment and use the four basic mental functions. Extroversion defines the actions of individuals, which prefer an orientation to the outer world of people, places and things, whereas introversion describes a preferred orientation towards the inner world of thoughts, concepts and ideas.

Emotional Intelligence (EI) is one of the tools of the teachers for understanding the tempo of learning styles of the students. It enables the teachers to meet the learning needs and environment of the students in different cultures effectively. These aspects have to be
harvested by his or her own experiences to share what he or she has been learning in theory. The teachers have to impart thoughtful and inspiring values to their students in their studies. Teacher effectiveness is the effectiveness of the teachers in their planning and preparation of lessons for teaching, classroom management, knowledge of subject, interpersonal relationship, attitude towards the children, usage of teaching aids and time management during their teaching – learning process.

Effective teachers have the ability of understanding the children’s emotions and their causes, the capability of effectively regulating these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situations.

An effective teacher with his integrated and sound personality plays a significant role in the successful learning among his pupils. It is in this context, the investigator intend to study the teacher effectiveness of women student teachers in relation to their self-concept adjustment, personality and emotional intelligence.

1.2 THE CONCEPT OF TEACHER EDUCATION:

Teacher Education has been defined as, “All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the teaching profession and to discharge his responsibilities more effectively”. The concept of “Teacher Education” is not new. However, scholarliness was considered the sole criterion for becoming a teacher. The concept that teachers are born and not made was also prevalent in olden days.

According to Monroe Encyclopedia of Educational research, “Teacher Education refers to the totality of educational inputs, which contribute to the preparation of a person for a teaching position in schools”. But the term is more commonly employed to designate the programmes of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services.

Teacher Education now includes every aspect of the student teacher's personality. We may define teacher education as such institutionalized educational procedures that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly in educational activity as their life work. This concept of teacher education does not exclude members of other professions who prepare for teaching as secondary or supplementary activity.
History of Teacher Education:

**Ancient Period**

In the ancient period sometimes so many students came to a teacher that he could not fulfill his responsibilities towards them. Hence, he used to seek the assistance of meritorious students of higher classes called “Pattacharya” who assisted their teacher (Guru) in teaching. If the teacher sometimes went away, he used to entrust the whole work of teaching and school to such students.

As in the monitorial system in these system meritorious students of the same class and some students of the higher classes assisted the teacher in the performance of teaching and other allied works. After having been thus trained these students used to become efficient teachers and school organizers.

**Muslim Period**

As the chief aim of Muslim rulers in India was to propagate their religion it was very difficult for them to have any idea of teacher education.

**British Period**

In the beginning the Educational Board of Bombay, Madras and Calcutta for the first time felt the need of teacher education. They established a few training centers where the teachers of primary schools were imparted training. The Native Education Society of Bombay trained 25 teachers and sent them to different parts of the province so that the standard of teaching in the primary school might be raised. In 1812, Calcutta School Society was established at Calcutta which made provision for the Training of the teachers on the basis of monitorial system. East India Company started giving Rs. 500 monthly aid since 1825. Training School for the training of teachers was founded at Madras in 1825, in order to encourage the work of the society, in accordance with the suggestions of Munro, the then Governor of Madras.

The contention that teachers are born, not made, can be true only in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper education of the teacher enables him to have a knowledge of how children grow, develop and learn, how they can be taught effectively and
how their inner potentialities can be brought out and developed. Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the „hit and mess” process to record a professional status to the teaching profession and above all to make the optimum use of the time and energy of the teacher and the taught.

It has been aptly remarked, “If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community”.

The Education Commission (1964-66) said, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions”.

The UNESCO-ILO Document on status of teachers (1967) states, “It should be recognized that the advance in education depends largely on the qualification and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers”.

**Dictionary of Education**

C.V. Good (1973) defines teacher education as “All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively”.

Encyclopedia of Educational Research: (1941) Walter. S. Monroe qualifies, teacher, education as, “The total education experiences which contribute to the preparation of a person. But the term is completely employed to designate the programme for courses and others experiences offered by an educational institute for the announced purposes for preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher colleges, normal schools and colleges and universities”.

The following are the main functions and objectives of teacher education.

1. Better understanding of the student.
2. Building Confidence.
3. Methodology of teaching.
4. Building a favorable attitude.
5. Familiarizing with school organization.
7. Improving Standards.
8. Training of democracy.

Types of Teacher Education and Institutions Pre-service:

1. Pre-primary or Nursery
2. Primary or Elementary
3. Training Colleges for special subjects and special education.
4. B.Ed colleges for Middle, Secondary and senior secondary teachers.
5. Post graduate Training (M. Ed)
6. Training Administrators and Supervisors, etc. DIET & SCERT.
7. Comprehensive colleges and Regional colleges and four year integrated course.
8. Correspondence courses and Open education, Distance education.

NEED AND SIGNIFICANCE OF TEACHER EDUCATION:

The 21st century has been acknowledged as the century of learners and teachers, and we have to demonstrate that every teacher every day is performing the miracle of teaching. The learning society offers many and varied opportunities for learning at school and in economic, social and cultural life. The teacher will have to be essentially an update their knowledge. The teacher will have to be essentially a learner and the learner in his turn will also act as a teacher.

Kothari Education Commission (1964-66) observed “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in Teacher Education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions”.

National Education Commission popularly known as Kothari Education Commission (1964-66) stated: “The destiny of the nation is being shaped in our class-rooms”. It is obvious that the class-room teacher who directs, controls and guides classroom operations is in-charge of building the nation’s destiny by gradually transforming the children under his charge into enlightened citizens, who later through their vision and selfless work contribute to the all-round benevolent progress of the nation which not only should hold its head high in
the comity of nations of the world but also become the harbinger of a healthy, vibrating and dynamic New World Order guaranteeing peace, progress and prosperity for all.

National Policy on Education (NPE), 1986 calls for the overhaul of Teacher Education as the first step towards educational reorganization. In this context effective Teacher Education becomes a core condition to ensure high proficiency and quality school education. In other words effective education anticipates effective Teacher Education.

OBJECTIVE OF B.ED PROGRAMME:

The curriculum is prepared keeping in view the secondary student teacher (B.Ed student). The objectives of B.Ed programmes are as follows. The B.Ed student should:

1. Possess competence to teach subjects of his specialization on the basis of accepted principle of learning and teaching in the context of the new school curriculum.
2. Develop skills, understandings, interests and attitudes which would enable him to foster all-round growth and development of the children under his care.
3. Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work experience.
4. Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the above mentioned general and special subjects.
5. Develop understanding of psychological principles of growth and development, individual differences and similarities and cognitive, affective, affective, psychomotor and attitudinal learning.
5. Develop understanding of psychological principles of growth and development, individual differences and similarities and cognitive, affective, affective, psychomotor and attitudinal learning.
6. Develop skills in guiding and counseling the children in solving their personal as well as academic problems.
7. Understand the role of home, the peer group and the community in shaping the personality of the child and help to develop an amicable home-school relationship for mutual benefit.
8. Understand the role of the school in changing the society.
9. Be enabled to foster creative thinking among pupils for the reconstruction of knowledge.
10. Acquaint himself with the factors and forces, within the school and outside, affecting educational system and classroom situation.

11. Acquaint him with the educational needs of special groups of pupils.

12. Develop communication skills and to use the modern information technology.

13. Learn to communicate to his pupils the importance and the feeling of national integrity and unity.

14. Imbibe the right attitudes and values, besides being proficient with the skills relating to teaching and

15. Foster a desire for life-long learning.

1.3 THE HISTORY OF WOMEN AS TEACHERS

Thinking back on your elementary, middle and high school days, you may find that the beloved teachers you learned from over the years were overwhelmingly female. Whether you realized it or not, women make up the majority of primary school teachers, a phenomenon that is only growing with time.

According to data from the U.S. Department of Education, over three-quarters of teachers in primary schools are women. Women particularly dominate elementary and middle schools, and according to a 2014 study from the National Education Association (NEA), there are only 785,151 male teachers across the nation, compared to 2.4 million females.

It didn’t always used to be this way, though. Prior to 1850, teaching was a career held in the majority by men. Boys received an education, while girls were taught how to perform household duties; this left a nearly impossible gap for women to jump if they wanted a career in education.

According to Nancy Hoffman, author of “Woman’s ‘True’ Profession”, America’s massive social changes in the 19th century turned the education system upside down and shaped the feminization of teaching.

The Feminization of Teaching

Industrialization changed America’s economy by leading men in new directions that involved business and more money – trading in the stock market, planning railroads and managing factories. According to Hoffman, the sudden change in economic opportunity left thousands of vacant teaching positions available.
A rise in immigration simply meant there were more children in the cities, which also furthered the demand for teachers.

Educators of the 19th century took this opportunity to declare that women were the “natural” teachers, and that they should take the place of men in grade schools. Catharine Beecher, a passionate spokesperson for women in education, said women were more suited to be teachers than men. She argued that they were more qualified to work with human development, and that they tended to be more benevolent and willing to make sacrifice.

Not only was she concerned with child development, but Beecher had other motives, too. Promoting women as teachers meant that females could hold a “high and honorable profession”. Women of the 1800s were economically vulnerable due to limited choices of work, and teaching meant that they could be independent. In addition, Beecher said the lack of serious work made women’s minds idle, and that teaching helped fight the “consequent diseases of the mind and body that afflict females.”

According to Hoffman, Beecher also argued that teaching was an “extension of mothering”, and could be a respectable alternative to marriage for single educated women.

As more and more young girls took seats in lecture halls to be educated as teachers, less and less men were thought appropriate for the job. According to Hoffman, the late 19th century ideology was, “If the common schools were to form character… the male teacher was inadequate.”
According to WCU history professor and education scholar, Gael Graham, the growing feminization of teaching throughout the 19th century can also be attributed to a new view of children.

“New views of children as sweet little innocent creatures – not imps of Satan, as in Puritan culture – meshed well with the idea that nurturing women would be best suited to teach children, as well as the fact that women could be paid less,” she said.

Women teachers themselves were being educated differently. They were no longer being taught to teach only in girls’ seminaries, but they were finally being taught to instruct in a public school system funded by the state.

By 1860, young female teachers had claim to a fairly decent income and freedom. According to Hoffman, one huge bonus was that independent women teachers could finally marry for affection instead of marrying purely for status.

**Controversy and Rebellion**

While women had a place in the work force at last, struggle ensued. Into the late 1800s, teachers were stretched thin, so many of them had to instruct over 60 children at a time in a one-room schoolhouse.

In a special series on teacher history, the Public Broadcasting Service (PBS) says the difficulty of the job was not unappealing, despite the vast responsibilities. Young women still flocked to the teaching profession, clinging to the independence and purpose it gave them.

By the 20th century, nearly 75 percent of America’s teachers were female, but according to PBS, males dominated in administrative positions. The 1890s through the 1910s was a period of teacher rebellion; women teachers were closely watched, and their work in
the classroom was strictly monitored. Moreover, pay was meager and luxuries like benefits and job security were nearly nonexistent.

According to PBS, teachers began to rebel and unions started to emerge. It took a while, but by 1930, female teachers were largely successful. Their annual pay grew and some women began to rise to principal and superintendent rankings.

With the Civil Rights Movement underway in the ‘50s and 60s’ controversy stirred in schools once more. There was constant disagreement among educators on the issue of civil rights, and unions became prevalent again. Iconic cases rose in this time period, like Brown v. Board of Education, concerning the segregation of public schools and the “equal protection clause” of the Fourteenth Amendment.

The storm didn’t end there; as the ‘80s emerged, teachers were catching heat over increasingly poor student performance. The nation began blaming teachers, saying they were under-qualified. According to PBS, in 1986 the Carnegie Corporation of New York released a report titled “A Nation Prepared: Teachers for the 21st Century,” that aimed to restructure teaching as it had been, giving teachers more say in how they worked with students in their classrooms. In addition, The National Board for Professional Teaching Standards was founded in 87%.
It is no surprise that women have many more options for career paths today, and teaching is not getting the attention it used to. According to the NEA, an estimated 40 to 50 percent of teachers leave the job within their first five years.

For those who do stay in the profession, conditions have improved slightly. According to Teach for America, an organization dedicated to producing leaders in the field of education, pay for teachers has increased and exceptional health and retirement benefits are common today. Today’s teaching salaries range from $24,000 to $55,000.

Even though the profession has improved over time, teaching is still widely considered “women’s work”, and it is also considered to be underpaid and belittled. Many think teaching being referred to as a female’s job correlates directly its poor salary and lack of respect, according to an opinion article from The Toast.

According to a study by The World Bank, today 87 percent of American teachers are female and those numbers continue to increase annually. Other developed countries show similar trends; in France, 83 percent of teachers are women, 86 percent in Germany, 87 percent in Portugal and 87 percent in the United Kingdom. Worldwide, an average 62 percent of all primary school teachers are female.

**WOMEN STUDENT TEACHERS MEAN?**

Definition of Women teachers. Women teachers are women whose professional activity is student instruction, involving the delivery of lessons to students.

**WHAT DOES STUDENT TEACHER MEAN?**

Student teaching is a college-supervised instructional experience; usually the culminating course in a university or college undergraduate education or graduate school program leading to teacher education and certification. The student teacher is usually placed in a neighboring or participating school.

**THE IMPORTANCE OF WOMEN TEACHERS**

Women as teachers can raise gender awareness and the sensitivity of male teachers. They can help promote important behavioral patterns in students. Female empowerment in the education sector can create a school environment that can make girls feel comfortable to learn and grow.

Education systems highly emphasize the responsibility of teachers both males and females to educate and mild the students and guarantee their attendance in schools. Analyzing
the importance of women as teachers can reveal a lot of facts and help determine their influence on education, especially girls’ education. Irrespective of the percentage of women teachers in the primary education system, we must necessarily value their role as educators. When we succeed in providing women teachers an excellent working condition, they can contribute to the development of girl education and the community as a whole.

- **Women as educators in schools**

  Teachers are the central part of a school system along with students. For the educational programs to be efficient, the quality of teachers is highly essential. More than delivering the lessons, every teacher has a crucial role in front of them in treating the boys and girls with patience, giving them care and affection they duly deserve, prepare them for a useful vocation in life to earn their daily bread and reinforce some social role models for promoting gender equality. The traditional family responsibilities that women hold in families and their motherhood makes it easy for them to relate to students in school. This is undoubtedly a significant advantage that facilitates teaching. More than this, professional training is highly essential for women so that they are made capable to perform well as successful teachers.

- **What studies show us?**

  The success of students and the effectiveness of education largely depend on the job satisfaction of the teachers. When the women teachers are encouraged, given ideal working conditions and recognized morally and economically, they can give their best. In regions where there are a higher proportion of rural populations, the rate of boys and girls accessing and then continuing their education is found to be lower. Studies show us that a higher percentage of women participation in classroom teaching is leading to higher rates of schooling and more number of students continuing their education after the fifth class. Mainly this is found to be right in the case of girls. Hence in traditional societies, the presence of female teachers encourages some parents to send their children to schools.

- **Women teachers as advisors and role models**

  In most cases, students see their women teachers as their advisors and role models. Especially in primary schools, having women teachers is very important for children as female teachers can give the students motherly care. Studies show that girls feel very comfortable to express their problems and concerns to women teachers than male teachers.
Despite the number of female teachers being found inadequate in primary and secondary schools, their presence makes students feel delighted, especially girl students.

❖ **Women teachers inspire children**

The role of women teachers as role models to students cannot be underestimated. An interesting study centered on remote villages has observed the following in rural schools. Women teachers are vital to communities as well as girls. Their presence makes parents send their girl children to school confidently. Women teachers are also found to involve in the development of the area.

In most cases where the girl children would not feel open to parents, the parents send their children to women teachers for counselling. Girl children emulate the examples set by their teachers in terms of their dressing habits, mannerisms, presence among men and how they teach and interact with the students. Parents encourage their children to work hard and become like their teachers one day in the future.

❖ **The career of women as educators**

Teaching career programs provide a kind of horizontal promotion system for teachers giving them the possibility of raising their wages. This is done after enrolling them in a training program and then evaluating their performance. This system will make sure that teachers need do not need to aspire for entering the administration hierarchy or take up positions with higher education in order to advance professionally. This can make it possible for them to make a decent income to support their families. Especially this kind of system can be beneficial to women teachers as a majority of women teacher population is found in the primary education and their numbers drop progressively at higher levels.

❖ **Women in teaching – some challenges**

In the rural environment, the teachers face a lot of challenges and obstacles to reach levels of professionalism and be recognized. In some rural settings, there are fewer women teachers and most women teachers are not willing to go to work in remote areas. Also, in many rural societies, women going to jobs are still not accepted. This keeps female unemployment very high in these regions. In some societies, parents are willing to send their girls for studies only with women teachers. In some remote areas where there are not that many women teachers, the literacy rates of girl children are highly affected. This can lead to high rates of illiteracy among women in such societies.
THE IMPORTANCE OF WOMEN TEACHERS

When we celebrate the achievements of women in some industry sectors, it is important to reflect on their participation and contribution to the education sector. From the other side, it is very important to expose students especially girls to accomplished female role models as much as possible. Women as teachers can raise gender awareness and the sensitivity of male teachers. They can help promote important behavioural patterns in students. Female empowerment in the education sector can create a school environment that makes girls feel comfortable to learn and grow. When increasing numbers of teachers are encouraged, facilitated and supported to work as teachers, these objectives can be realized in a greater measure.

1.4 TEACHER EFFECTIVENESS

Teacher:

Teacher is a national builder; whatever effort is made to improve his teaching skills will definitely improve the quality of life of the society indirectly, like the technical and technological changes and developments as global challenges. For that purpose the teacher has to develop his teaching to prepare the students to tackle the challenges and move forward to the future.

The teachers and teacher educators expect new ideas and alternative practices for improvement in their teaching by futuristic vision in the whole teachers education.

WHO IS A TEACHER?

The Rushis, Philosophers and Educationists consider a teacher as Guru or Acharya and Co-Worker with God.

They feel, the teachers are a Guide, Philosopher and friend. The teacher has been enjoying a high status and esteem in the society. He has been termed “torch bearer” of the race, one who by the right of his knowledge, can remove the darkness and ignorance of mind and soul.

THE CONCEPT OF TEACHER

“The only proper teacher is he who can right away come downhill to the level of students and transfer his soul to the student’s soul and see through the student’s eyes and hear through his ears and understand through his mind.”
TEACHING

"Teaching is a system of actions intended to induce learning through interpersonal relationship" - B.O. Smith

“Teaching is an interactive 'process' primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”- Amidon.

The modern concept of the nature of teaching is that it is a triangular or tri-polar process. The three focal points of this process are the teachers, the child and the subject matter. There is a close relationship among teacher, pupil and content.

EFFECTIVE TEACHING

It is very difficult to define good teaching. This term is so value-laden that what appears to be good teaching by one person may be considered poor teaching by another, because each one values differently on the process of teaching - its techniques, outcomes or methods. One teacher may run the classroom in an organized, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structured environment, allowing the students much more freedom to choose subject matter and activities that interested them personally. One observer, because of one’s personal values in favour of more intellectual attainment as the end of teaching, may identify the first teacher as a good’ teacher, while criticizing the second teacher for running “too loose a ship” sheerly to cater for individual interests in the name of education Another observer may come to the opposite conclusion with respect of which teacher is better again, because of a different set of values that govern one’s choice.

WHAT IS EFFECTIVENESS TEACHING?

It is difficult to define and also much more difficult to assess effective teaching voluminous literature is brought out on this subject. It has become the subject of enquiry by many of the people.

In a classroom, a teacher performs a number of activities like asking questions, explaining and demonstrating, illustrating, guiding, motivating student, encouraging them to participate and respond. He also observes and diagnoses the feelings and attitudes expressed by the students and evaluate their performance in all these functions where the verbal and nonverbal behaviour patterns of teachers are involved. Most of the time is used for verbal
behaviours but the role of nonverbal behaviours like quested, pauses, smiles and stares cannot be overlooked.

Whereas Krishnan (1994) is of the views that teaching may be called the organization of learning and the successful teaching is to organize learning effectively. Teaching is an activity, a unique, creative rational and human activity. It is not merely an art, but the most difficult of all arts and profound of all sciences. Teaching is therefore an intricate, complex and conscious activity.

According to Mohanty (2003) Good teaching recognizes individual difference among students; it should be interesting and need-based. It should be challenging as well as sympathetic to the learner. It ought to promote productivity and self-study.

Teachers should take the social and psychological background of pupils into account. Good teaching should be dynamic and well planned. Teachers in order to teach effectively need acquaint themselves with curriculum, school routine, standard of the class and if possible, brief bio-data of the students. Successful teachers should project themselves as sympathetic and sincere, warm and friendly persons to their pupils. Effectiveness or adequate preparation of teachers depends upon number of factors. Unless and until a teacher does not teach a class effectively he cannot in desirable outcomes to cater to need of the society as well as to live up to the social expectations.

EFFECTIVE TEACHING BEHAVIOURS.

The five key behaviours - lesson clarity, instructional variety, teacher task orientation, student engagement, and success rate - are essential for effective teaching. Without the knowledge and skill to present lessons that are clear, that incorporate variety, that are task oriented, and that actually engage students in the learning process at moderate to high rates of success, a teacher cannot be effective in producing desirable patterns of student achievement and attitude.

Another five had some support and appear reasonably related to effective teaching. These five helping behaviours can be used in combinations to implement the key behaviours. The five helping behaviours are use of students' ideas and contributions, structuring, and questioning, probing and teacher affect. Effective teaching involves the orchestration and integration of key and helping behaviours into meaningful patterns to achieve specified goals.
TEACHER EFFECTIVENESS

An act of a teacher is teaching. It can be taken as science as well as an art. The teaching effectiveness of a teacher mostly depends upon to a great extent on qualities as aptitude, interest, practice, adaptability, initiative and above all creativity. In order to possess all these qualities a teacher has to strive hard. They cannot be achieved by mere reading or writing.

Effectiveness is an elusive concept when we consider the complex task of teaching. Some researchers define teacher effectiveness in terms of student achievement, others focus on high performance rating from supervisors and still others rely on comments from students, administrators and other interested stakeholders.

CONCEPT OF TEACHER EFFECTIVENESS

The term “teacher effectiveness” will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. One implication of this definition is that teacher effectiveness must be defined, not behaviours of teachers. For this reason, and because the amount that pupils learning is strongly affected by factors not under the teacher’s control, teacher effectiveness will be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which the teacher works.

TEACHER-EFFECTIVENESS -DEFINITION

Teacher-effectiveness must be defined and can only be assessed in terms of behaviours of pupils not behaviours of teachers. Teacher effectiveness will be regarded not as stable characteristics of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which the teacher works.

Medley and Shannon (1994) described Teacher effectiveness as Teacher competence and Teacher performance. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon student. Teacher performance is the way in which a teacher behaves in the process of teaching, while teacher competence is the extent to which the
teacher possesses the knowledge and skills (competencies) defined as necessary or desirable qualification to teach.

Whereas Dunkin (1997) considers that teacher effectiveness is a matter of the degree to which a teacher achieves to have desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching.

Theall and Franklin (2001) defines Teacher effectiveness as an act of faith. There is constantly a high correlation between student ratings of the amount learned in the course and their overall ratings of the teacher and the course those who learned more gave their teachers high rating.

CRITERIA FOR TEACHER EFFECTIVENESS.

The process determining the qualities of a successful teacher is still in its preliminary stage, and more scientific investigation, under rigorous conditions is needed to bring out concrete results. Whatever has been done is important by way of initial exploration, but the right approach may still be far away.

- **Teacher Effectiveness as a Process**

This refers to the assessment of the teacher behaviour in a classroom situation in maintaining effective classroom discipline and report with students. The assessment is made through observation of teacher and student behaviours, their interactions among each other. They remain indices of social, emotional climate of the classroom.

- **Teacher Effectiveness as a Product**

This refers to the summative evaluations of the teaching measured in terms of relating outcomes of students. The effectiveness of the teacher is judged from the quality of performance of the students at the examinations. Based on this deals one educational authorities stress on the examination result of the students as an Indicator of the sincerity of the teacher and standard of a school. Results of school achievement tests, intelligence tests and other tests of cognitive, affective and cognitive access are used to measure the effectiveness of teacher.

AsFullan (1991) has put it, school improvement and therefore pupil improvement, 'depends on what teachers do and think. It's as simple and as complex as that’. Positive interactions between teacher and pupils are important in facilitating learning. Teachers' self-
efficacy as teachers is also an important predictor of pupil learning outcomes (Tschannen, Hoy, and Hoy, 1996).

Teacher Effectiveness as a Presage

This refers to the teachers' personality attributes, characteristics of teachers in training, their knowledge and achievement and in-service.

The effectiveness of the teacher is judged by considering his qualifications, articles written, paper presented at seminars in relation with his colleagues and other members of the community, etc. The criterion does not take into consideration the classroom situations as an indirect determinant of the teacher effectiveness.

FACTORS INFLUENCING TEACHER'S EFFECTIVENESS

Researchers in India and abroad have tried to find out the correlates of teachers' effectiveness. All educationists agree that teacher effectiveness is the most important determinant of what constitutes effective teaching. Some of the factors reported to be influencing the teachers' effectiveness has been given below:

Teacher Education and Teachers' Effectiveness.

The ultimate aim of teacher education is to prepare effective teachers who are capable of bringing behavioural changes in pupils under their charge to an optimum level in relation to the input in terms of human energy and material resources expended in the process.

Teacher preparation ought to begin with a sound pre service teacher education programme that may transform an individual into a competent and committed professional functionary, fully equipped with an equally comprehensive professional readiness to perform these tasks with perfection and satisfaction.

It provides some pedagogical concepts and principles to the prospective teachers, develop in them certain desirable attitudes, and provide for training in teaching skills. As a matter of fact, the pedagogical concepts and principles of teaching are provided to the prospective teachers in the hope that these will affect their classroom behaviours, rather in the hope that these concepts will be translated into actual teaching behaviours. The prospective teachers teach under the supervision of teachers and teacher educators presumed to be equipped with better teaching skill than themselves. They plan lesson, prepare teaching aids,
give lesson, handle classes for various activities, get guidance and supervision from the supervisors and try to improve their skills of teaching (Dave, 1998).

It is being increasingly appreciated that before a teacher is assigned the responsibility of teaching in schools, familiarity with basic understanding of sociological, philosophical and psychological principles is a basic prerequisite. No teacher can be successful in school without a thorough and practical understanding of the specific community, the learner's needs, societal expectations and basic objectives of the particular stage of education.

**Personality Factors and Teachers' Effectiveness.**

In identifying the personality traits of an effective teacher, we have to realize that there are certain characteristics of a general nature, which may be common to all professionals. These qualities are essential for a normal, healthy and balanced individual. Yet, they are helpful in making him effective in a vocation of his choice.

And then, there are qualities specifically required for success in teaching. These may not be necessary for an engineer or a medical practitioner, but are essential in the case of a teacher (Nelson, 1998).

Many investigators have brought out clearly that personality is closely related with teaching effectiveness. Linda (1990) says that teaching is a very human activity; mental balance, personal and social adjustment, teacher-pupil relationship and personality. They seem to be important factors in teaching efficiency.

**Academic Achievement and Teachers' Effectiveness.**

Academic achievement reveals scholastic performance of the individual in the curricular subjects and shows learning outcomes (Debnath, 1971).

Generally it indicates proficiency in school subjects. Academic achievement of a teacher is a weighted aggregate of division obtained at high school, higher secondary, graduate, postgraduate and other examinations.

**Subject Matter Knowledge and Teachers' Effectiveness.**

Subject matter knowledge is another variable that one might think could be related to teacher effectiveness (Collinson, 1996). Studies of teachers' scores on the subject matter tests of the National Teacher Examination have found no consistent relationship between the measure of subject matter knowledge and teacher performance as measured by student outcomes or supervisor of ratings.
It is necessary for a teacher to be an effective one to have a deep and thorough knowledge of his subject. He must be familiar with the different methods, techniques, strategies and tactics of teaching and must possess art of using these methods at appropriate time in the classroom. A teacher gets depth in knowledge of the subject matter in his academic degree courses while the knowledge of teaching skills and other qualities of teachers and teaching profession, are attained later during teacher training course. Thus it may be said that higher the academic career of a teacher greater are the chances of utilizing his efficiency in teaching.

- **Intelligence and Teachers' Effectiveness.**

  Intelligence also known as the general mental ability helps an individual to adjust to the environment and learn from the past experiences. Operationally speaking, intelligence is the ability which helps an individual to succeed in school or in some job (Linda, 1990). A more comprehensive and perhaps appropriate description is that intelligence include at least the abilities demanded in the solution of problems which require comprehension and use of symbols.

- **Adjustment and Teachers' Effectiveness.**

  Every individual attempts to maintain balance with his circumstances and tries to meet the demands of the situation. He utilized his previous experiences in the process of maintaining equilibrium. Teachers who are adjusted to their circumstances, domestic or departmental, seldom feel difficulty in coping with the situation. They easily get along with their students and colleagues (Wangoo, 1984).

- **Job Satisfaction and Teachers' Effectiveness.**

  Job satisfaction refers to the satisfaction of a worker in his work. The job satisfaction variable is found as very important predictor of teacher effectiveness (Novack, 1999). A teacher who is satisfied with his students, colleagues and working conditions will be successful in developing good relationship with the pupils, colleagues and administrators. Thus it may be said evidently that satisfaction in the profession of a teacher influences his effectiveness in teaching.

- **Interests and Teachers' Effectiveness.**

  Interests profoundly influence and mould individual's beliefs, attitudes, values and overt behaviour. They serve as powerful means for the improvement of teaching work.
Unless a teacher is interested in his job, subject and his pupils, we can never be able to do justice to his pupils. A teacher having no interest in his job will never try to improve his mode of teaching. If the teacher is not interested in a particular subject, he cannot arouse curiosity of his pupils and help them properly. Taking into consideration these facts, it is very necessary that teacher's actual interests should be known for determining his effectiveness in teaching (Birney. 1999).

❖ **Attitude towards Teaching profession and Teachers' Effectiveness.**

An attitude may be defined as the degree of positive and negative effect associated with some psychological object. It means any symbol, person, slogan, constitution, ideal or ideas towards which people can differ with respect to positive or negative effect. An individual who has positive effect or feeling associated with some psychological object is said to have a favourable attitude and who has associated negative effect or feeling should be said to have an un-favourable attitude. Obviously, efficiency is affected by the attitude. Teachers having positive attitude towards their profession will be more devoted to their job (Mahadevappa, 1980). They would have sense of responsibility.

❖ **Teacher-Pupil Relationship and Teachers' Effectiveness.**

A teacher, who has a good relationship with his students, should perform his duties with interest and with satisfaction. He will enjoy his job and would be capable to do his work with his best possible competence. His behaviour in the classroom would be friendly, so his students would freely approach the teacher. That again influences his effective teaching. Thus good teacher-pupil relationship should be considered as a significant determinant of effective teaching (Taylor, Fraser, and Fisher, 1997).

❖ **Socio-Economic Status and Teachers' Effectiveness.**

Individuals are affected by their socio-economic environment, and their status is determined by the accepted socio-economic norms. Individuals get position on the basis of social prestige, education, occupation and the salary etc. Many sociologists determine social status on the basis of the account of income, social background, education, occupation etc. Obviously teachers' effectiveness is influenced by socio-economic status of the teachers (Linda, 1990).

A synoptic overview of the nature of these review would helps the investigator to take stock of the researches completed in the area. A teacher can be an effective teacher if only he has obtained the following objectives:
(i) **Knowledge and Understanding:** The teacher should have a good understanding and knowledge not only of the subject matter but also of the students with whom he or she should develop a rapport.

(ii) **Application:** Knowing the subject matter is not alone but the principles of teaching and learning to various situations in the school is to be applied.

(iii) **Skill:** The teacher must be equipped with various teaching skills in order to communicate his knowledge to the students.

(iv) **Interest:** It is the duty of the teacher to enkindle in the students a keen interest in the subject that he teaches. Along with the teaching of the subject he should have interest in the subject matter as well as the students.

(v) **Attitude:** The teacher should develop a positive attitude towards the students as well as in his teaching profession.

**DIMENSIONS OF TEACHER EFFECTIVENESS**

Teacher effectiveness consists of many dimensions which is expected of a teacher to possess like his personality, attitudes, the process of teaching and the production variables i.e. outcome to teaching and pupil achievement. However, all these aspects could be narrowed down to the following desirable five important dimensions:

(i) **Preparation and Planning:** This indicates about the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives using different source materials.

(ii) **Classroom Management:** This dimension refers to the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching-learning process and also to maintain discipline in the classroom within the

(iii) **Knowledge of Subject:** This dimension refers to the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject being dealt with in the classroom situation. Delivery of contents and its presentation including summary essential aspects of the teaching-learning.

(iv) **Teacher Characteristics:** This dimension refers to the personality make up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse interest in the students and seeking active participation of pupils constitute essential characteristics of an effective teacher.
(v) **Interpersonal Relationship:** The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession from the basis of this dimension.

**1.5 SELF-CONCEPT**

The commonality which exists in an individual's various role performances is related to his self-concept. Self-concept is an individual's evaluation of his or her own abilities and attributes. It includes all aspects of an individual's personality of which she/he is aware. Although some authors have drawn distinctions between self-concept and self-esteem (Damon and Hart, 1982), the terms are frequently used interchangeably. Several theoretical models of self-concept exist in the literature e.g. Harter (1982) found that self-concept can be broken down into three specific components i.e. cognitive, social and physical competence, and a general self-worth factor.

Children with a positive self-concept are described as imaginative, confident in their own judgments and abilities, assertive, able to assume leadership roles, less preoccupied with themselves and able to devote more time to others and to external activities. On the other hand, children with a negative self-concept are described as quiet unobtrusive, unoriginal, lacking initiative, withdrawn and doubtful about themselves (Coppersmith, 1967), school progress and academic achievement are influenced by self-concept.

**THE SELF**

One characteristic that distinguishes human beings from other animals is our capacity for reflexive thought, the ability to reflect on the way in which we think. Reflexive thought allows us to think about whom we are and how we are perceived by others. Accordingly, we are constantly defining ourselves. Ask any person who they are, and they will provide an extensive list of characteristics and identities that represent how they perceive themselves.

**THE CONCEPT**

A concept is basic unit of all types of learning. Human beings from infancy to old ages, learn new concepts and use of old concept in new situation of their life. Individuals differ in their level of concept formation on the basis of their age, intelligence and
experience. A child of four years may have a different concept of plant than a teacher of biology.

The word concept is used to designate both mental constructs of individuals and also identifiable public entities that comprise part of the substance of the various disciplines. In simple terms we may define that a concept is an idea or understanding of what a thing is. We can also define a concept as ordered information about the properties of one or more things or class of things to be differentiated from and also related to other things or classes of things. Logically, a concept refers to a phenomenon in a given field that are grouped together because of their common characteristics, for example, the word square refers to a unique class of objects which are manifestly distinct from triangles and circles.

**MEANING OF SELF-CONCEPT**

The term self-concept is part of our everyday conversation. We talk about people who have lows elf-concept or individuals whose self-concept is not strong, as if self-concept were fluid levels in a car or a muscle to be developed. These actually are misuse of the term. In psychology, self-concept generally refers to „the composite of ideas, feelings and attitudes people have about themselves”. We could consider self-concept to be our attempt to explain ourselves to ourselves, to build a scheme that organizes our impressions, feelings and attitudes about ourselves. But this model or scheme is not permanent, unified, or unchanging. Our self-perceptions vary from situation to situation and from one phase of our lives to another.

Self-Concept is the central theme around which a large number of the major aspects of personality are organized. Cattle referred self-concept as the key-stone of personality. Lewis (1951) has pointed out that self-concept gives the consistency to the personality. Self-concept is the bases from one's program in one's life of it are necessary to develop self-confidence. In the process of learning from others experiences one must have self-concept. It helps a person to compete with others. It makes him accept the failure and success in the same manner because he knows himself well. To build a general conception about others, self-concept is very much needed. Strengthening one’s self concept may lead to perform well in his examination. A sense of personal worth should be cultivated through good education.

**DEFINITION OF SELF- CONCEPT**

- Self-concept is the image a person has of himself or herself. (Jing, 2007).
Self-concept is defined as a person's perception of himself formed through his experience with his environment (Shavelson, et al., 1976).

Self-concept is a multidimensional construct and they used various ways to describe the complex phenomena (Huang, et al. 2001).

An individual's sense of self, including self-definition in the various social roles one enacts, including assessment of one's own status with respect to a single trait or too many human dimensions, using societal or personal norms as criteria.

There are several different components of self-concept: physical, educational, social, and transpersonal. The physical aspect of self-concept relates to that what we look like? Educational self-concept relates to how well we learn? There are two levels: a general educational self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate to other people? And the transpersonal self-concept describes how we relate to the supernatural or unknown. self-concept is the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his/her personal existence.

**NATURE OF SELF-CONCEPT**

The self-concept is a very interesting aspect of human psychology. It shapes how the individual views his relations with the world and reflects his overall quality of being. The self-concept is basically a set of ideas about oneself: who you are as a person, and your place in the world, society and the lives of people around you. One's self-concept can be a positive force that leads the individual to activities that he is likely to be successful in. But it can also be a restraining force that guides him to repeated failures. The self-concept is a conglomeration that forms and evolves without people's conscious involvement. It is a combination of the positive and the negative. You cannot willfully add to or modify your self-concept through mental effort. The self-concept consists of self-descriptions that are the result of deeply felt experiences repeated over an extended period of time. Hence, the only way to change self-concept seems to be to experience new life circumstances that produce a qualitatively different set of deeply felt experiences. In youth and early adulthood, qualitative changes in life circumstances occur frequently as one move out of the home go to college, live with many different people, tries new jobs, etc. Late is always better than never, but obviously the best time to iron out a healthy and positive self-concept is in one's youth, so
that the "big decisions" that determine so much of the rest of adult life are made under the influence of that self-concept. Serious changes in one's life circumstances and self-concept can occur at any age; the probability of them just goes down year by year.

To know what is self-concept and how it evolves? We need to introduce a sense of the time scale of the experiences that shape it. Short-range experiences describe the individual's relationships with the world over the past few days or weeks as he satisfies his immediate needs, completes work or study assignments, and participates in one-time activities. Medium-range experiences describe graph relationships with the world over the individual's current stage of life - usually defined by one's work situation, living situation, and intimate relationships. Long-range experiences form over the span of years and describe the ways things "always seem to happen" - in other words, one's attitudes to work, relationships, love, and life in general.

It is long-range experiences that shape self-concept. People can have very good or very bad short-range experiences that do not influence their self-concept at all, and even medium-range experiences do not create a lasting effect. Only when the individual senses deep down that his relationships with the world have changed permanently does his self-concept shift.

In the formation of self-concept, extra weight is attached to long-range experiences from one's childhood and one's relationships with one's parents. It takes a great deal of qualitatively different life experience to override that baggage (whether it is positive or negative). Unfortunately, the quality of one's long-range childhood experiences is, in essence, a matter of luck, which means that a good part of one's self-concept is the result of chance. Not all of self-concept, of course, since it is the result of the interaction between the person and his environment, and many of the person's traits are inborn and tend to produce similar interaction with different environments.

Kagan (1966) emphasizing the importance of concepts in life, writes that concepts are fundamental agents to intellectual work. The theoretical significance of cognitive concepts in psychological theory parallels the seminal role of valence in chemistry, gene in biology or energy in physics.

Formal definitions of the word concept vary so widely that communication is impeded across and even within disciplines. Flevell (1970) has indicated that a formal definition of concept in terms of its defining attributes is useful in specifying what concepts are and not
and also understands the great variability among concepts of a variety of objects. Concepts have attributes or we may say that every concept has some attribute which refer to the set of values and properties that each member of the concept class has in common.

ROLE OF SELF-CONCEPT IN ORGANIZATION

Self-concept is a source of motivated behavior. Our work and organizational experience constitutes an important domain of our lives. It partially answers the question of who we are and thus constitutes an indispensable part of our overall self-concept, depending on the meaning of work to our whole self. We define this sub-domain self-concept developed around people’s work and organizational experiences as workplace self-concept.

Self-concept is a person’s way of perceiving himself and may be either positive or negative. Part of self-concept is how a person thinks others see him. Whether a person develops a positive or negative self-concept depends on how he is treated and how he perceives such treatment. As a person interacts with others, he evaluates his behavior on the basis of the environment, for example religious leaders, parents, colleagues and other members of the community if the reactions of such others are positive he is likely to accept. Negative self-concept can limit what one is willing to try and can forestall opportunities for a growth and enjoyment. It can lead to anxiety, hopelessness, frustration, depression, suicide etc. Self-concept represents knowledge structures that consist of beliefs about the self, including one’s attributes, social roles, and goals. The individual, relational, and collective self-concept refer to whether the self is viewed as separate from others, linked to others through relationships, or included in large groups, respectively. Individuals have all three self-concepts individual, relational, and collective.

THE DIMENSIONS OF SELF-CONCEPT

1. Individual self-concept: This kind of self-concept relates to an individual’s abilities and weaknesses. This level could be strengthened or weakened by comparing it to others.

2. Relational self-concept: People usually judge themselves in regard to the relationships. If one assumes a proper picture of relations, his/her self-esteem will reinforce.

3. Collective self-concept: It refers to membership in workplace or out of it. In this level, individuals describe themselves in terms of their conditions with a group.

THE SELF-CONCEPT INCLUDES THREE COMPONENTS
**Self worth (or self-esteem):** What we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

**Self-image:** How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image has an effect on how a person thinks feels and behaves in the world.

**Ideal self:** This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc

**TYPES OF SELF-CONCEPT**

Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

There are 6 major subtypes, namely *physical* i.e. an individual's view of their body, health, physical appearance and strength, *social* i.e. an individual's sense of worth in social interactions, *temperamental* i.e. an individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction, *educational* i.e. an individual's view of themselves in relation to school, teachers and extracurricular activities, *moral* i.e. an individual's estimation of their moral worth; right or wrong activities and *intellectual* i.e. an individual's awareness of their intelligence and capacity of problem solving and his judgment.

So, far we have been discussing the nature of self and the different viewpoints of the psychologists but in order to have a clear understanding of the self, it is essential to go through the three aspects of self.

❖ **The Physical Self:**

The physical self refers to “the physical person that is part of the individual, physical features such of height, weight, and complexion and so on” (Spencer and Jaffrey, 1980) play a positive and significant role in the development of self-concept. We look at others while
others may look at us and simile or pretend that they have not seen us. The book entitled Our Bodies, We written by the Boston Women’s Health Book Collective (1976) also emphasized that physical features and structures are intertwined with the identity of an individual in males as well as females and contribute in the development of their self-concept. As for example when our physical self is healthy and attractive or our physical self is not good due to illness or accident, we develop negative self-appraisal. While some of our physical self aspects such as weight, performance, hair style etc. may change from time to time but our sex and race are determined at birth and are considered permanent aspects of our physical identity though there are only some rare instances of exception in these.

- **The Social Self:**

  The social-self refers to “the various masks or social roles refers we play in various situations-suitors, student, worker, husband, wife, mother, father, citizen, leader, follower” (Spencer and Jeffry, 1980). Since we are all social being as such playing social roles and wearing masks is quite natural and as well an adaptive response to the social world we live in social self-concept depends on the way the individual feels others perceive him. The foundation of early social self concepts are laid first in the home and is based on the relationship with the mother and then after with other family members. Gradually as the child grows up, he comes in contact with the peers.

- **The Personal Self:**

  The personal self refers to the information one has about one’s self or as one perceives oneself. It is one’s day to day experience, of experiencing a changing display of sights and sound and feelings i.e. the inner experience of being oneself.

  It includes the individuals attitudes toward his abilities and disabilities, his special aptitudes, his roles in life, responsibilities, hopes, aspiration etc. This self is developed later than the physical self-concept and has the image of one’s physical characteristics, wants and needs etc. The personal self in also known as psychological self and is the inner identity of an individual and displays one’s own value system, one’s personal sense of priorities of what is important.
So far we have been discussing on the idea of “self” or “self-concept” which included self-knowledge, self-worth and an understanding, of one’s place in the social world.

THE DEVELOPMENT OF THE SELF-CONCEPT:

Self is a process, not a structure. "The idea of self can only develop if the individual can get outside himself in such a way as to become an object to himself." (Mead, 1934 in Gross: 1992:610); using the mirror of God's grace. Developing a self-concept is an important task in early childhood the baby has to recognize and realize that he is a separate being. This can best be shown by looking at a baby's perception of himself in a mirror. Initially they give no sign that they perceive themselves as independent or as causal agents, but gradually they understand how their actions affect their reflected images, and that their own and other people's actions are separate. Gradually they are able to distinguish between themselves and others. An internal and an external image of self develop. By age two they know they are distinct from other people but they still do not see themselves as others see them, because the self-concept is based on fleeting, sometimes inaccurate perceptions.

Lewis (1990) suggests that development of a concept of self has two aspects:

❖ **The Existential Self**- This is the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self (Bee, 1992). The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

❖ **The Categorical Self**- Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or herself as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age ("I am 3") and gender ("I am a girl").

FACTORS AFFECTING SELF-CONCEPT

Following are the factors that affect self-concept:
a. Age

Mature with experience (or so they say) and some people have an actual problem with the number. How young or old you view yourself in your head also matters. Some people think they are 18 forever (sadly).

b. Appearance

Isn’t this an obvious one? How pretty, ugly, thin, fat or however you perceive yourself or how others perceive you has a huge impact on our self-concept.

c. Gender

You can either conform to how society says a man or woman has to be or you don’t. You get criticized for both anyway. Some people can just be born in the wrong body and hate themselves (or love) depending on how society view them. Equality comes into this big time. I personally think there isn’t a definite line between masculine and feminine they blend together. Plus there’s an „issue“ with your sexuality and where you fit into it on the scale of „screw everything that doesn’t comply with traditional views of the world“.

d. Culture

You can either go against everything your culture ever taught you or spend your life agreeing with it. Personally I don’t take culture as a part of my identity; it’s so full of crap. Sure there is something that is nice about culture but in my opinion the bad outweighs the good.

e. Income
About this one, maybe a case of being able to buy clothes and material possessions you want to own. The financial background you come from also has an effect on your personality and how you treat other people.

f. Environment

Your family can screw you up even if they are the nicest people in the world. It's inevitable. You really start looking at yourself from a young age since you are either being a goodchild or a badchild.

g. Education

This depends on whether you want to be there, how teachers treat you and how involved your parents are. But the theory goes if you go to college you ‘re intelligent but I have met many educated people who don't seem all that bright.

The brief overview of self-concept theory has focused on describing the ways people organize and interpret their inner world of personal existence. Three major qualities of self-concept – that it is (1) Learned, (2) Organized and (3) Dynamic – have been presented. Individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept. This potential can be realized by people, places, programs and processes that are intentionally designed to invite the realization of this potential.

1.6 ADJUSTMENT

The concept of adjustment is very old as human race. It is psychological as well as biological concept. The biologists use the term adaptability is for the physical demand of the environment; by psychologist employ the term adjustment for varying situation, social, economic or inter-personal relations in the society. Life presents the continuous chain of struggle for existence and survival. (Darwin).

The observation is very correct as we find in our day-to-day life. Every one of us strives hard for the satisfaction of his needs. There has been continuous struggle, which means the need of the individual and the external forces since time immemorial. Those of us who can adapt or adjust to the needs of changing conditions can live happily and
successfully, while others either vanishes, lead miserable lives or prove a nuisance to the society. However, the concept of adjustment is not as simple as adaptation.

Adjustment is the process of finding and adopting modes of behaviour suitable to environment or change in the environment. The favourable, neutral and unfavourable adaptation of an organ to external and internal stimulation and the process by which individual or group accept, compromise the social forces and one another (Good 1959).

Adjustment is an important trait for a happy living in a society. It helps one to keep out basic impulses at tolerable levels, to believe in one’s own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. It is the process of establishing a satisfactory psychological relationship as well as constant interaction between the individual and his environment. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life.

An individual has usually two types of demands- external and internal (biological and psychological) demands. There has been a continuous struggle between the needs of individual and the external forces since time immemorial. Conflicts among the various demands or needs of a person present special problems of adjustment. These may cause frustrations and leads to abnormal behaviour. A person who can adjust with the changing conditions can live happily and successfully. While others vanish, lead miserable lives or prove a nuisance to the society.

Psychologists have stated adjustment in two ways. First adjustment is an achievement or learning and second it is a process. It means adjustment is both process and product.

Adjustment has two meaning in one sense it is continuous process of life that affects an individual, changes his behaviour and prepares him to keep proper relationship with his environment. In second sense, adjustment is that conducive situation in which individual keep himself happy and free from mental ailment.

**MEANING OF ADJUSTMENT**

The word "adjust" is rooted in the Latin word "ad" and "Justus" meaning roughly "towards the just or right".

**In English**
The meaning of adjustment is different or course, but still covers the idea of moving into correct as proper relations with the environment.

**According to Psychology**

Adjustment is the process whereby an individual enters into harmonious or healthy relationship with his environment, physical and social-**Duncar**

We can think of adjustment as psychological survival in the same way as biologist use the term adaptation to describe physiological survival-**Haller**

**NATURE OF ADJUSTMENT**

Need for adjustment: Life is an on-going process. The developmental stages in it begin with infancy, and end with death. At every stage of this process, the individual has certain needs. Since life is ever changing, the needs too keep changing.

The needs of an individual cannot be satisfied in a vacuum. They are satisfied within the condition that involves his physical and social environment. Also, his capabilities will determine whether, and to what extent, his needs are satisfied. This shows that the satisfaction of a person’s needs is subject to certain barriers.

The barriers may be internal or external. Internal barriers are the conditions within the person. Two examples of threes are the lack of requisite capabilities and the lack of self-confidence. The external barriers are produced by physical and social environment but the environment does not erect barriers alone. It also provides opportunities for effective living. To live effectively, a person must be able to live securely with others, form meaningful interpersonal relationships and emotionally satisfying attachments, and become a productive member of society.

**CHARACTERISTICS OF ADJUSTMENT**

There are four characteristics of adjustment. These are

1. Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
2. Adjustment implies changes in our thinking and way of life to the demands of the situation.
3. Adjustment gives us the ability and strength to bring desirable changes in our environment.
4. Adjustment is physiological and psychological (physiological aspects of adjustment are revealed by physical wellness of an individual)

AREAS OF ADJUSTMENT

There are five areas of adjustment viz.

- Personal Adjustment
- Home Adjustment
- Social Adjustment
- Health and Emotional Adjustment
- Professional Adjustment

Here, main emphasis has been given on these three:

A. Personal Adjustment

Personal adjustment is the development and interactions of the individual to his own feelings, family life health emotion etc.

B. Social Adjustment

Human being is social animals. One cannot live without society. Social adjustment includes the effective relationship of recognition, understanding and approval among the friends and other associates.

C. Professional Adjustment

Where, as in the adjustment of teachers their profession plays a great role. Degree of the satisfaction with the choice of profession working conditions, relationship with colleagues and principle, financial satisfaction and chances for promotion decide one's adjustment to profession and contributes significantly towards once or all adjustment.

CHARACTERISTICS OF WELL-ADJUSTED PERSON

Maslow focused his research on extremely well-adjusted persons. He called such persons as self-actualizing individuals. In fact, such persons are very rare. However, these
unusual men and women can serve as models for us. A well-adjusted person is fairly successful in dealing with frustrations.

The following are the characteristics of well-adjusted people

1. **Practical and realistic attitude towards self, others and the world:**

   Well-adjusted persons have a practical and realistic attitude towards themselves most of the time. They have fairly clear idea of their capacities and weaknesses. They accept themselves with all their limitations. Due to this, they have a positive self-concept. That is, they think of themselves as good and capable.

2. **Ability to accept people and the world:**

   Well-adjusted persons feel good about themselves. So, they can accept other people even if they are different from them. This ability is seen in children who experience life as it is. The comparison to children is merely meant to indicate that well-adjusted people do not approach others with a prejudiced mind. They have basic trust in them.

3. **Feeling of psychological security:**

   Due to their positive self-concept, well-adjusted persons feel psychologically secure. They are not over-anxious. So they can accept unpleasant emotions, such as anger and fear, in themselves. War-time studies showed that when a person is in danger and admits that he is afraid, fear does not become intolerable to him.

4. **More efficient perception of reality:**

   Well-adjusted persons perceive people and situations in a realistic way. They see things as they are, and not as they wish them to be. So, when a problem arises, they can solve it more efficiently.

5. **Able to give and receive affection:**

   Well-adjusted people are able to develop intimate relationships with others. Because of their self-confidence, they express their feelings freely.

6. **Empathy:**
Well-adjusted persons can understand others, because they have a capacity for empathy. Due to empathy, a well-adjusted person’s relationships with others are fairly harmonious. Their dealings with other people so not generate unnecessary tension.

7. Ability to be productive:

Well-adjusted persons are aware of their capacities. They use these capacities to a fuller extent. They attempt to solve problems, and not avoid them. Further, they are success-oriented. That is, they approach work in a much more optimistic manner. So, they can attempt new jobs or take additional responsibilities without being afraid of failure.

8. Creative:

Mentally healthy persons are creative. This creativeness need not be in the usual forms of writing books, composing music, or producing artistic works. It can be more humble. The creativeness of mentally healthy persons means that they tend to approach their work in their own special way. For example, while doing a job, they explore new ideas or new approaches to it. As a result, the job generates excitement and appreciation for life. So, in this special sense of creativeness, there can be creative shoemakers, carpenters, or clerks.

9. Ability to control one’s environment:

Well-adjusted people try to change the circumstances in their favors. They have the courage to face the consequences of their actions and decisions.

10. Flexibility:

Mentally healthy persons have the ability to change themselves when the situation so demands. They can modify their behavior in line with the circumstances.

11. Independence from culture and environment:

Mentally healthy people rely on their own judgments about what should be done in a given situation. They are able to be independent of group pressures, including the climate of opinion generated by the mass media such as newspapers and television.

12. Democratic character:

Maslow maintained that mentally healthy persons are democratic. They practice democracy by recognizing the rights of others and by willingly listening to their viewpoints. Often mentally healthy people are people who speak out when they see inequalities. That is
why such men as Mahatma Gandhi are always included in the list of mentally healthy persons.

13. Knowing when to worry and when not to worry:

A mentally healthy person is realistic. He judges the situation to determine whether he has something to worry about. However, if he worries, it is effective worrying. For him, worrying is a means of finding a solution to the problem. The above characteristics of well-adjusted personality are based on the Human potential movement. The main psychologists who are leaders of this movement are Abraham Maslow and Karl Rogers.

1.7 PERSONALITY

The literal meaning of personality is derived from the Latin word persona. Themask used by actor in roman theatre for changing their facial make-up. After putting on the mask, audience expected the person to perform a role in a particular manner. Establishing a definition for something as complex as human personality is difficult.

The authors of the first textbooks on personality, Gordon Allport (1937) and Henry Murray (1938)—struggled with the definition. The problem is how to establish a definition that is sufficiently comprehensive to include all of the aspects mentioned in the introduction to this chapter, including inner features, social effects, qualities of the mind, qualities of the body, relations to others, and inner goals. Because of these complexities, some texts on personality omit a formal definition entirely. Nonetheless, the following definition captures the essential elements of personality: Personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to the intrapsychic, physical and social environments. Let's examine the elements of this definition more closely.

DEFINITIONS

1. Personality is the dynamic organization within the individual of those psychophysical systems that determine his type behavior and thought.
2. Personality is a dynamic organization, inside the person of psychophysical systems that create the person's type patterns of behavior, thoughts and feelings. (Allport 1961)

CHARACTERISTICS OF PERSONALITY

The term "personality" has got certain important characteristics; they are:

(i) Personality is dynamic and ever changing. It is continuous and developing.

(ii) Personality determines our thinking, reasoning and actions.

(iii) Personality includes both physical and psychological systems.

(iv) Personality has organized and integrated system.

(v) Personality develops through social interaction.

(vi) Personality refers to the process of adjustment to our environment.

(vii) Personality is a product of both heredity and environment.

(viii) Personality is composed of traits and it is self conscious.

NATURE OF PERSONALITY

I) The personality of an individual is the product of a process of development. The child is not born with a 'personality' but develops one as a result of continuous interaction with different aspects of this environment.

II) The formation of an individual's personality is influenced by a number of factors like heredity, constitutional factors, social and cultural factors and specific experiential factors.

III) The personality of an 'individual' is a totality and not divisible into units.

IV) Childhood experiences play an important and determining role in the formation of personality.

V) The personality of an individual has certain characteristics which he shares with others and at the same time certain other characteristics which are unique to him.

VI) The personality of an individual, to a large extent, remains stable. But this does not mean that it is unchanging. While stable, it is always possible that 'personality' can
change and grow. However, under certain conditions, the personality of an individual may stop growing.

VII) Personality is dynamic. It influences the behaviour of an individual,

VIII) Personality has a structural and a functional component.

IX) The personality of an individual can be described and measured.

X) Certain factors and conditions like severe anxiety, stress, traumatize experiences, etc., may lead to the disorganisation and disintegration of personality.

XI) Severe injuries to the brain, prolonged illnesses, infections, etc. can affect the integration and stability of the personality, resulting in personality disorders.

XII) Damages to personality are often cured by proper treatments

The above characteristics, to a large extent, describe the essential nature of 'personality'. There is a good deal of agreement among most psychologists on these points. But, nevertheless, it cannot be said that the present psychologists have been able to either discover or improve all the facts and mysteries of personality. A large part of it is an enigma. But certainly the present population is in a much better position today than where the past population were a few decades ago.

FACTORS INFLUENCING PERSONALITY

The process of development of personality is influenced by a number of factors.

(i) Personality integrates the different elements of behaviour like perception, learning and the affective and cognitive responses. It gives meaning and totality to behaviour.

(ii) The personality of an individual is a stabilizing factor and gives consistency to behaviour. It is this consistency which makes behaviour predictable.

(iii) Personality is the factor responsible for enabling a psychological order in behaviour and gives direction to behaviour. It, thus, influences and determines the other behavioural processes.

(iv) The personality of an individual provides a frame of reference for the psychological events occurring in the individual.

(v) While lending consistency and organisation to behaviour, personality also lends a sense of uniqueness or 'individuality' to behaviour. In fact, this is the most characteristic function of personality.

(vi) At the same time, it is the personality which also enables commonness, of behaviour, sharing of perceptions, values, goals, etc.
Thus, it may be seen that one's personality directs various functions which, in turn, enable one to adapt, maintain, express and expand oneself in an orderly and smooth manner.

FUNCTIONS OF PERSONALITY

Physique

Physique is a combination of many components, e.g. appearance, height, weight, health, strength, size and proportion etc. People admire (or) criticise the shape and size of child's body. The appreciation (or) criticism affects his behavior. Thus one's body indirectly affects the development of his personality.

Health

Health has a great impact on the personality of the child. The child who is weak in health, expects concession from others both in sole and outside the family. In the house he gets this concession somehow, but this is not possible outside. Good health produces a very congenial effect on personality.

Endocrine Glands

Endocrine glands affect the development of personality e.g.: Pituitary gland. Adrenal gland. Thyroid gland. Parathyroid gland. Islets of Land germane, Thymus and Pineal gland. Every gland discharges some secretions (or) hormones directly into the blood system. Too much secretion from endocrine glands brings nervous weakness in the child. Sometimes such a child seems impatient and more active than needed. On the contrary, if the secretion from the gland is inadequate, the child looks lethargic. The child is in a way suppressed and often disbelieves others.

Dresses

Dresses directly affect the personality development of the child because he is always eager to know how people feel about his dress (or) what they are saying about him. The child always tries to wear dress like other children. He wants that his dress is similar (or) may be better but not worse when other children praise his dresses, he feels delighted.

The Child's Name

The name with which a child is called also affected his personality. When the child begins to play with his companions, he realizes the importance of his name. The names of children which cannot be pronounced easily are pronounced in a spoiled way, and the
children feel bad at this feature. The child, whose name is praised, considers himself important.

**Culture**

Culture and customs have enormous impact on the development of personality. In each culture boys and girls are expected to behave in a particular manner. When children grow up they also come to know of like cultural norms and they want to mould themselves accordingly.

**Interests**

A child who has many interests in extrovert and the one who has very few interests in introvert. The introvert child very often centre his attention on his self alone. Now the teachers and parents have come to realize the bad impact of extroversion and introversion. In the absence of some good interest, the personality does not take a happy turn.

**Intelligence**

A child of average intelligence adjusts himself in his environment somehow. But a very gifted (or) backward child has to face much difficulty in his environment. Naturally intelligence is directly related to personality development.

**Special Aptitudes**

The children, who have special aptitude for dramatics etc., also face difficulty in adjustment in the same way as gifted children do. Being different from other children of the group, he gets immediate attention of others.

**Being Born in a Minority Group**

Being boom in a minority group has a special effect on personality development. In India caste system is prevalent, particularly in Hindu society. Caste system affects development of personality. A Brahman (or) Kshatriya child considers himself superior to children of other castes. This feeling certainly has its impact on the personality of children of different castes.

**Social Popularity**

Popularity of the child has its impact on the development of personality. The children who feel that other children praise them develop a kind of self regard sentiment. The child,
who is friendly with others and is full of self-confidence, has a large circle of friends. This feature increases his popularity more.

**Playmates and Friends**

With the development of group feeling, the friends and playmates of the child begin to influence his personality. The child tries to acquire various traits in order to get appreciation from his friends and playmates. At the same time he tries to remove the defects of his personality.

**• ROLE OF PERSONALITY IN ORGANIZATION**

Personality plays a key role in organizational behavior because the way that people think, feel and behave affects many aspects of the workplace. People’s personalities influence their behavior in groups, their attitudes and the way they make decisions. Other aspects of personality in organizational behavior include interpersonal skills, which hugely affect the way that people act and react to things during work. In the workplace, personality also affects such things as motivation, leadership, performance, and conflict. The more those managers understand how personality in organizational behavior works, the better equipped they are to be effective and accomplish their goals. People have many different views of the world that affect their personalities. When a situation arises, an individual will handle it based upon his or her personal values, beliefs and personality traits. These traits are developed throughout a person’s lifetime and cannot be easily changed, so it is more helpful for managers to attempt to understand the role of personality in organizational behavior than to fight it.

Traits such as openness, emotional stability, and agreeableness all predict that an individual will have less conflict, work better in teams, and have positive attitudes about his or her work. This type of personality in organizational behavior should be placed in situations where he or she would be working with or leading others. Those who do not have these traits will have less motivation and be more negative when they are placed in these same situations. Positive interpersonal skills are a personality trait that greatly affects the workplace.

Individuals who exhibit this trait generally enjoy working with others more than those who do not. They have the empathy and sensitivity that enables them to get along well with others. People with this trait are often placed in roles where they work with customers, manage employees, or mediate problems.

Decision-making and independence are greatly affected by personality in organizational behavior. Personality traits such as self-efficacy, conscientiousness, and pro-
activity contribute to good decision-making under pressure and independence while traits such as neuroticism and not being open do not. Managers can place individuals with these traits in appropriate positions to do their best work. Placing individuals with certain characteristics in jobs that best suit them raises their levels of motivation. It also affects their overall job performance because they are happier on a daily basis. This affects the overall productivity of the workplace because more is getting accomplished due to better attitudes and happier employees.

A long tradition of research in psychology and organizational behavior has attempted to link personality characteristics to job success. Models of personality are used in many organizational domains, including; selection and assessment, performance evaluation, organizational commitment, team-working, alleviating workplace stress, and management development, to name but a few. Several researchers have cited a link between personality and occupational success with job performance, turnover, expatriate success, leadership and promotion all reportedly linked to an individual’s personality.

For organizations, personality is, most importantly, a major criterion for selection of applicants. Mullins (1999) highlights, that it is quite rare for an organization not to take personality into account when selecting the right person for the job. However, while it is generally undisputed that personality is a key criterion for job success, how it is actually assessed or measured varies widely. Many organizations and more specifically selection committees rely solely on first impressions, intuition and gut feelings to ascertain a candidate’s personality and their suitability for a particular role. Research has shown, however, that traditional unstructured interviews have poor reliability and validity in predicting job performance and do not serve as a valid means of assessing a candidate’s personality.

On the other hand, what research has consistently found is that using psychometrically robust personality inventories can make selection decisions more systematic and precise. In fact, Black (2000) reported that, in selection and assessment, personality had good incremental validity, over and above general cognitive ability, thus illustrating the importance of incorporating personality profiling in selection decisions. Essentially it makes sense for organizations that devote substantial resources to establishing and maintaining a good fit between people and their jobs to begin this process at the time of selection. Regardless of how one conceptualizes personality there is one thing that is certain – personality is enduring, it is consistent across situations and by ascertaining a person’s
personality we should be able to predict their likely future behavior. In organizational terms this means being better equipped to predict job performance, potential for promotion, the likelihood of a seamless transition into a new team and the list goes on. Employing psychometrically robust personality inventories is therefore an obvious choice. Not only do personality inventories offer an objective means for measuring and comparing candidates’ personalities, they represent a very accessible, flexible and effective addition to selection decisions and in fact to any number of organizational initiatives. Personality inventories are a reliable and objective means of establishing information about candidates that is directly related to the way they are likely to perform in a job and the information obtained is very much complementary to other selection methods employed, thus improving the validity of the overall selection process. Research has also demonstrated the utility of personality inventories in stimulating discussion and increasing awareness on the strengths each individual employee has and the unique qualities and competencies they can bring to their role, thus making them an excellent source of information in leadership development programs, mentoring and coaching programs and management and training initiatives. Fundamentally, personality inventories are an invaluable tool in both selection and development contexts and if correctly administered and interpreted can be a very effective means of ensuring continuing organizational success. So whether you’re looking for innovation, leadership, decisiveness, resilience or relationship-building skills, personality profiling can provide you with accurate and objective information a resource not to be underestimated.

1.8 EMOTIONAL INTELLIGENCE

❖ EMOTIONS

Emotions are neither concepts or things or terms in a language. They are complex narrative structures that give shape and meaning to somatic and affective experiences feelings of the body (e.g., muscle tension) and of the soul (e.g., emptiness), whose unity is to be found neither in strict logical criteria or in the perceptible features of objects, but rather in the types of self-involving stories they make it possible for us to tell about our feelings.

Thus Emotions are an integral and inseparable part of everyday organizational life. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. To be effective the cognitive processes must be in control
of the emotions, so that they work for rather than against. Here comes the importance of emotional intelligence.

**EMOTIONAL INTELLIGENCE DEFINED**

The term Emotional Intelligence came to popular attention due to a book written by the psychologists/author Daniel Goleman (1995). But, as he notes in that book, he did not come up with term. Many people claim that two American psychologists Salovey and Mayer woned and used the term in 1990 when they published *Emotional Intelligence: Imagination, Cognition and Personality*. Some others claim evidence for the use of the term prior to this publication on Emotional Intelligence. Goleman, however, regards Salovey and Mayer as the confounders of the theory of emotional intelligence. Whatever be the claim, one thing is certain: It was Goleman of the New York Times who adopted the term and introduced it in his best-seller *Emotional Intelligence: Why it can matter more than I.Q.* The phrase, sooner than before, shot into significance when Goleman claimed that IQ accounts for only 20 percent of a person’s success in life while EQ (Emotional Intelligence or Emotional Quotient) accounts for the rest of the 80 percent success.

The Emotional Intelligence has its roots in the concept of social intelligence first identified by Thondike (1920). Social intelligence is the ability to understand and relate to people. Thondike defined social intelligence as the ability to understand and manage men and women, boys and girls—act wisely in human relations. Emotional Intelligence includes interpersonal and intrapersonal intelligence in the Gardner’s (1983) theory of multiple intelligence. Interpersonal intelligence is the ability to understand other people; what motivates them, how they work, how to work cooperatively with them. Successful sales people, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. Interpersonal intelligence is a correlative ability turned inward. It is a capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life. Emotional Intelligence is thus viewed as a form of social intelligence that involves the ability to monitor one’s own and other’s emotions to discriminate among them and to use the information to guide one’s thinking and actions (Salovey and Mayer, 1993).

**DEFINITIONS OF EMOTIONAL INTELLIGENCE:**

According to Goleman (1995) Notion of Emotional Quotient includes knowing what you are feeling and using that knowledge to make good decisions. Goleman’s Emotional...
Quotient has five components: self-awareness, self-regulation, motivation, empathy and adeptness in relationship. In fact he breaks down emotional competency into two abilities: empathy and social skills although his framework does not appear to be much different from that of his predecessor.

Cooper (1999) defined emotional intelligence as the ability to sense, understand and effectively apply: the power and acumen of emotions as a source of human energy and influence.

According to Encyclopedia Dictionary and Directory of Education (2005) emotional intelligence is concerned with achieving one’s goals through the ability to manage one’s own feelings and emotions, to be sensitive to and influence other key people and to balance one’s motives and drives with conscientious and ethical behavior.

COMPONENTS OF EMOTIONAL INTELLIGENCE

According to Salovey and Mayer (1990) emotional intelligence categorized into five domains:

1. Self Awareness: Observing yourself and recognizing of feeling as it happens.
2. Managing Emotions: Handling feelings so that they are appropriate to realized what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
3. Motivating Oneself: Channeling emotions in the service of a goal; emotional self control’s delaying gratification and stifling impulse.
4. Empathy: Sensitivity to other’s feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
5. Handling Relationship: Managing emotions in others, social competence and social skills.

THREE MAIN ASPECTS OF EMOTIONAL INTELLIGENCE (EI)

EI has quite many aspects altogether. There are three important aspects which have to be looked into.

(i) **Emotions as conscious experience:** In the life of an individual any unforgettable experience would be primarily related to the dominant feelings. These feelings are being of happiness, anger and fear. All these will constantly occur at the conscious level. These emotions seem to be of paramount importance in our individual and social adjustment. At times these may lead us towards destruction and inclinations to anti-social element. All the
same, there are personal values of many kinds in the society at large which will enable us to show loyalty to any type of social reform.

(ii) Emotions as physical response: There are two types of physical changes involved in emotional response. One is of external response of bodily or facial expression which plays a vital role in manipulating the scenario. The other important response of this sort is the internal changes. It is the fact that any strong emotion is accompanied by intensity of internal changes which involves muscular, chemical, glandular and neural activity in our physical system. The human persons express their emotional responses by facial expressions and other physical gestures.

(iii) Emotions as motives: It is through emotions that the total picture of our motivational pattern functions. If we don’t have emotions, we are equal to stone or iron. The emotions are involved in complex physiological changes in the organism. The emotions may direct an individual either towards goal or away from some unidentified situation. Therefore, emotions could be both pleasant and unpleasant.

THREE MAIN COMPONENTS OF EMOTIONAL INTELLIGENCE

(i) Emotional Perception: It is mainly the ability to identify definitely the emotions of one as well as of others. This also indicates the discrimination between honest and dishonest expressions of emotion.

(ii) Emotional Regulation: It is mainly the ability to monitor and alter the intensity and direction of an emotion in oneself and in others. This also includes the ability to discard negative emotions to adaptation so that an individual is socially accepted by others as a human person.

(iii) Emotional Knowledge: This is nothing but understanding of emotions and utilize it after the understanding of it for social usefulness. This also indicates that the understanding of emotions could be channelized to develop creativity in order to achieve the aim in life.

BASIC COMPETENCIES OF EMOTIONAL INTELLIGENCE

There are two major types of competencies:-

(i) Intrapersonal Competence or Personal Competence: It is the capacity to manage oneself by knowing and understanding one’s own feelings, wishes, needs, desires and an individual wants intrapersonal competency.
(ii) **Interpersonal Competency or Social Competency**: This type of competency will drive oneself to realize the ability to be sensitive to other people’s emotions and psychological states. An individual’s feelings, wishes and needs are to be shared with other individuals.

**IMPORTANT EMOTIONAL INTELLIGENCE**

The application of the principle of Emotional intelligence to the work and everyday life would be most advantageous. These are as follows:

1. **Communication**: Able to express one’s feeling and emotion in the appropriate occasion, with the understanding of the feeling of others. A person with EI knows how to smile? He knows how to listen patiently to other people’s problems. He will not feel/be alienated from the people, the nature or from his own life.

2. **Operation**: The Emotional Intelligence sublimes the initiation it would conduce production which responds to the target; promote better co-ordination in the work.

3. **Administration**: Emotional Intelligence enhances the talent of artful leader in utilizing people and in capturing their hearts. It gives chance for the administrator to study and develop the staff. It can influence people to accomplish require task.

4. **Service**: EI conduces the good listening and the responding with loyalty.

5. **Understand one’s own life as well as the others**: EI gives the introspective insight before getting to know others. The knowing of oneself and of others would induce interaction among them, where by the potentiality can be used in full and the family life would be happy through the understanding of each other.

**WHY DO WE NEED EMOTIONAL INTELLIGENCE?**

Emotional intelligence has proven a better predictor of future success than IQ. Emotional intelligence of a person increases his confidence, curiosity, intentionality, self control, capacity to communicate and ability to cooperate (Goleman, 1995). According to Goleman (1995), “Emotional intelligence, the skill that helps in harmonizing, should become increasingly as a work place asset in the years to come.” People high on EI are better able to pick up non-verbal cues in a communication procedure. People who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought (Druskat and Wolff, 2001). Emotional deregulation can lead to work and relationship difficulties and is associated with clinical problems such as anxiety and mood disorders. Deficits in emotional intelligence can create serious problems in our relationship
and influence our physical health. Individuals who are not aware of their own feelings cannot make intelligent choices, are often low in expressiveness (Malandro, Barker and Barker, 1994). Goleman (1995) suggests that concept of EI helps us to understand why people with high IQ’s don’t always do as well in life as those with more modest intellectual ability. Emotional intelligence may protect people from stress and lead to better adaptation.

1.9 STATEMENT OF THE PROBLEM.

“A STUDY OF TEACHER EFFECTIVENESS OF WOMEN STUDENT TEACHERS IN RELATION TO THEIR SELF-CONCEPT, ADJUSTMENT, PERSONALITY AND EMOTIONAL INTELLIGENCE.”

1.10 OBJECTIVES OF THE STUDY

1. To study the teacher effectiveness of women student teacher.

2. To study the teacher effectiveness of women student teacher in relation to their self-concept.

3. To study the teacher effectiveness of women student teacher in relation to their Adjustment.

4. To study the teacher effectiveness of women student teacher in relation to their Personality.

5. To study the teacher effectiveness of women student teacher in relation to their emotional Intelligence.

6. To study the teacher effectiveness of women student teachers due to the interaction of the variables to compare teaching effectiveness of the women student teachers in relation to their Self-Concept, Adjustment, Personality and Emotional Intelligence of women student teachers.

1.11 NEED AND SIGNIFICANCE OF THE PRESENT INVESTIGATION

Women teachers are important pillars of the educational system of any nation. Teachers are the builders of the society. They are considered to be the Nation Builders. To perform such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process. Teaching requires effective as well as qualitative improvement for the betterment of learners. At present it is felt that there is a decline in the quality of teaching. Recent research in the field
of education reflects that though the quality, competency, dedication and commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner or effectively.

The influence of teacher's personality on his teaching performance has been a fertile area of educational research during the past few decades. How the personality of the teacher interacts with his teaching ability is a critical factor in teacher effectiveness. The changing role of teacher from that of a dispenser of knowledge, to that of innovator, stimulator, motivator, helper, and agent of social change presumes that teachers possessing certain specific personality traits alone can perform any of these roles effectively (Baez, 1976). Personality traits which determine teaching success could be obviously subject specific. Identification of the personality traits associated with success in teaching a particular subject has not received the attention of researchers. The present study is an attempt to identify the personality traits essential for effective women student teachers.

The new taxonomies insist that the outcomes of instruction should go beyond cognitive domain. Newly developed curriculum gives emphasis to affective variables like values, interest, and attitudes, in one hand, and skills like psychomotor variables, on other hand. This forced the investigator to give greater attention to the self-concept, adjustment, personality and emotional intelligence of women student teachers. It is also believed in this context that the present study will be useful in identifying a list of generalized personality variables which predict teacher effectiveness in women student teachers. These findings will provide insight to the teachers effectiveness and teacher educators to modify their thoughts and actions according to the needs and objectives of present day teacher effectiveness.

The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teachers. So quality of teaching depends upon the efficiency of the teacher. One can say that teacher effectiveness is the capability of teachers to teach in such a manner that he gets success to bring the desirable change in the students' behavior. It is assessed not only from the academic pursuits and classroom teaching of the teacher but from the sum total influences exerted by the teacher upon the women student teachers. It is well know that effective teaching results into positive outcomes. Unfortunately before a teacher is recruited no effort is made to judge how effective the teacher will be and how effectively he will convey his abilities. It has been recognized that the personality of the teacher and healthy attitude towards his work contributes to effective and efficient teaching. The effectiveness of a teacher lies not only in the presentation of his subject matter in an
effective way but to make the whole environment of the classroom conductive for learning ensuring the all-round development of a child. Hence there is a need to see whether there is difference in teacher effectiveness in relation to gender or experience. The purpose of the study is to assess the teacher effectiveness of women student teachers.

In the present content of privatization, globalization and modernization, every individual of the society is confronted with one or the other person. This has severely affected man’s life in today’s society. The teacher is not exception to this. It means that even the women student teacher is also facing the problems in one way or the other in life. The women student teachers are found to be under pressure, tension and confusion. Because of this the women student teachers are not emotionally sound and healthy. A women student teacher who is not emotionally sound and healthy cannot contribute significantly for the good of the society. Therefore, it is in this context there is a need to orient and develop the women student teachers in relation to their emotional health. Consquently, when a women student teacher is emotionally well, he contributes his might for the good and program of the society. Therefore, it is in this context, the research investigator has undertaken the topic entitled-” A study of teacher effectiveness of women student teachers in relation to their self-concept, adjustment, personality and emotional intelligence ” and there in this regard the present study assumes social significance.

1.12. SCOPE OF THE STUDY.

The present study deals with the "A study of teacher effectiveness of women student teachers in relation to their self-concept, personality, adjustment and emotional intelligence". The study deals with the B.Ed women student teachers in north Karnataka. Here we have randomly collected the B.Ed college students as a sample. The main purpose of the study is to find out the relationship of Self-Concept Adjustment, personality and emotional intelligence on Teacher Effectiveness of the B.Ed. trainees. were studied using Pearson’s ‘r’. The step-wise regression analysis and partial correlation techniques were employed to study the relationship of Self- Concept and on Teacher Effectiveness.

The coefficient determination of was estimated to know the extent of predictive efficiency of Self-concept and personality in predicting Teacher Effectiveness. Two-way analysis of variance was used to study the effect of Self-Concept and emotional intelligence on Teacher Effectiveness which revealed the main effects of Self-Concept and adjustment .Thus using different statistical techniques the aspects of relationships of Self-Concept and personality on Teacher Effectiveness of B.Ed .Trainees were studied.
1.13 LIMITATIONS OF THE STUDY.

Limitation are some controls or restrictions present during course of research. This study is restricted to only north Karnataka B.Ed colleges of women student teachers.

1. The study delimits itself to the women student teachers.

2. In the present study the teacher effectiveness, self-concept, adjustment, personality and emotional intelligence are taken as by the appropriate tool used for the purpose.

3. The study delimits itself to all the women student teacher training colleges to teacher education of Karnataka state Akkamahadevi women's university affiliated only to the three district as a sample that has been chosen for the survey.

4. All the district or whole Karnataka state Akkamahadevi women's university is not considered in the present study as that would be almost impossible.

5. The present study is limited only to the sample collected by the research investigator of north Karnataka state.

6. Even though the population of B.Ed. trainees in north Karnataka is so large, the sample consisted of 600 B.Ed. trainees from fifteen colleges of education.