CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Teacher constitutes the real dynamic force in the school and in the educational system. The energy and forceful personality of teacher has direct and indirect impact on the coming generations and it is teacher who broadens the outlook of the youth under his charge, thus surpassing the international and geographical barriers. It is said that progress of the nation and of mankind depends substantially on the teacher in a system of education.

Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend on their involvement in their work and the satisfactions they derive from it.

A number of operational definitions for intelligence emphasize that the intelligence is an ability to adjust an ability to learn, an ability to carry abstract thinking and the like. Some researchers go on saying that the intelligence, concrete or
mechanical or motor intelligence or mental ability is an essential element in all aspects of human behavioural. Everybody possesses it more or less. The mental alertness is dealt here as any function pertaining to the mind, such as awareness, perception, imagination, reasoning and the like. The alertness means keenly watchfulness ready for sudden action.

Today colleges of education are credit to teacher is a well-established practice. In the recent past however, this issue was a battleground for university educators and liberal arts professors. There is still little agreement among training institutions about the appropriate amount of course credit to be assigned to prospective teaching.

As the demand for more and better student teaching for more candidates has grown training institutions have looked to be universities for support if not leadership. In many parts of the country department official’s school personnel and university educators have formulated comprehensive plans for both the regulation and the support of student teaching while this is an encouraging development. There is no guarantee that there will be substantive improvements in the quality of student teaching. All too frequently the changes in student patterns are dictated by expediency and hunch rather than by comprehensive analysis of the training needs of the beginning teacher.
There is no component of teacher education which enjoys more supports from the education community and which is evaluated so positively by beginning teachers as students teaching. A growing number of individuals inside and outside the profession are raising questions about the very nature of student teaching. The general mental alertness of prospective teacher's effects on their teaching efficiency, Hence, the present study is intended to identify the general mental alertness of prospective teachers in relation to their personality, interest in teaching attitude towards teaching and academic achievement.

1.2 MENTAL ALERTNESS

Professional characteristics of teachers require having good mental health. However, a large number of the teachers’ job stress and mental health studies have shown that groups of teachers generally low level of mental health was significantly lower than the general population. With the current advancement of our region's higher education system, teacher positions, the title of tenure was broken, teachers, highly educated labor requirements and excellent reward excellent teachers, have given the establishment of distribution system which has posed a great challenge to all those questions groups of teachers had varying degrees of psychological impact.
According to Pohjonen (2001) mental ability represents a person’s “brain power” in different aspects of competency, including verbal, mathematical, spatial, and logical reasoning, which is one of the most important components of functional abilities for a teachers, especially mental worker, to perform teaching tasks. It has been suggested that teachers physical and mental health, and teaching ability change with age and health conditions, irrespective of gender and occupation. Ferris et al. (2001) found that the relationship between work performance and social skill were stronger among workers with high mental ability.

Challenging the mind to take in new information not only means that one will learn new things, but as an added benefit, one will also acquire a higher level of mental alertness.

From time to time, everyone experiences problems with attention and focus. Stress, fatigue, and general health can all lead to reduce mental abilities. The ability to concentrate exists when hormones, neurotransmitters and chemicals found in the brain, such as dopamine, all are present in the right amounts in the prefrontal cortex of the brain. Dopamine is sometimes known as the “pleasure chemical” in the brain and levels rise when someone experiences something enjoyable. When this happens, concentration levels increase in an effort to continue high
dopamine levels. When attention wanes, dopamine levels drop and in an effort to increase dopamine levels, additional and interesting activities are naturally sought.

1. The teachers’ personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing:

2. It is not merely desirable but essential for a teacher to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature, which induce people, and again especially children, to make mistakes.

3. One would hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that one is aware of the intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which ones life shall be
guided. There is no contradiction ones in saying that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. Teacher will not get into the profession with a low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable (they happen!) and able to improvise, if necessary at less than a moment's notice.

Hart (2003) states that nowadays, researchers who are interested in mental ability have been limited to childhood intelligence, and few previous papers addressed the relationship between social skill, work performance and mental ability. The reality is that the relationship between mental ability and occupational stress among workers and how mental ability affects psychological work performance remain unclear.
Common Causes for Inability to Focus or Concentrate

There are a number of reasons the brain may have a difficult time keeping focused and retaining attention to the task at hand. Two of the most common reasons would be lack of sleep and stress.

- **Lack of Sleep** - A good night’s sleep helps to rejuvenate the body. Without sleep, people become oxygen deprived. Oxygen is necessary for the brain to produce dopamine and other chemicals to help keep focused.

- **Anxiety or Stressful Situations** - Stress also impacts the chemicals in the brain. Stress increases chemicals such as epinephrine and cortical. These chemicals can create a hyper focus mode causing people to concentrate on the stress-inducing situation. It becomes difficult to think about anything else, including work.

The concept of mental health is intrinsically complex. No single and simple formulae can be offered for reducing its rich variety to a dry definition. Though mental health has been a subject of great attention to man, yet scholars do not agree on a single definition of it. However, they have tried to define mental health in various ways and approaches that is-
1. Harmonious development of personality
2. Satisfying interpersonal relationship
3. Personal and social adjustment
4. Personal qualities of the individual and
5. Emotional maturity

According to Thurston (1952), “Mental alertness refers to the kind of thinking flexibility and versatility and individual possesses that makes it possible for him to adjust to new situation.”

The general mental alertness plays impermanent role for enhancing teaching effectiveness especially to the prospective teachers undergoing teacher training programme both primary and secondary. The mental alertness influences on the personally interest in teaching attitude towards teaching profession and academic achievement of prospective teacher. The general mental alertness helps in solving the classroom problems modification of personality traits, enhancing the interest classroom teaching and possessing the positive attitude towards teaching and teaching profession many research work have been conducted in interest achievement. The present study throws the light on the role of general mental alertness in having interest in teaching possessing positive attitude towards
teaching and teaching profession and finally possessing favorable personally traits for classroom teaching.

Hurlock (2010) summarized the factors as important ingredients of mentally healthy personality development of realistic evaluation of self, others, situations and achievement, acceptance of reality, responsibility, development of anatomy, emotional control, goal and other orientation, social acceptance and inculcation of a philosophy of life directedness.

1.2.1 HOW TO REMAIN MENTALLY ALERT

As people in western society experience a longer lifespan, the need to remain independent will continue to grow. However, while it is true that people need to be in good physical shape to ensure healthy living in their later years, that’s only one part of the puzzle.

People accept the fact that being in good [physical] shape will help them experience a longer and happier life. But most do not have that perception for memory or cognitive fitness says Greenberg (1995).
Research shows that when one grows older, one can see change in four areas of intellectual function: attention, processing speed, flexibility and short-term memory. If processing speed is slowed and the ability to pay attention diminishes, and one cannot jump between different tasks as easily, and it also makes it difficult to acquire new information states Greenberg (2009).

If people wish to improve their mental alertness, one needs to look at mental health in the same way with the physical health—as a fitness issue. As one gets older, one attributes some changes in mental alertness to aging or lifestyle, with memory problems being a common symptom. However, Greenberg (1995) says this is not limited only to baby boomers and the elderly.

People in 20s and 30s of their age often experience similar memory problems when faced with information overload due to life experiences such as starting a new job or expecting a newborn baby. Greenberg (1995) suggests looking at how to improve attention by examining lifestyle and understanding that certain aspects of it may be making it difficult for one to remain focused and acquire information.
There are many strategies for remaining alert. In fact, new research shows that as one grows with age, there is much one can do intellectually to if not reduces the aging process then to maintain good levels of mental alertness.

Some activities that will help to improve mental alertness by providing stimulation, which forces one to maintain attention and focus:

- **Play Games**: One need to play games that challenge to think fast and work quickly. Such games will challenge those areas of the brain that deal with attention, multitasking and processing speed—all of which can be lowered with aging.

- **Exercise**: Participating in an aerobic activity (walking briskly) that is not overly strenuous a few times a week is not only a good cardio workout but good for ones brain, too! Research suggests that regular aerobic activity improves performance on cognitive tests, including memory tests. Exercise spares gray matter in those areas of the brain—such as the prefrontal and temporal lobes—most affected by aging.

- **Socialize**: Being involved in activities at the local community center, church, synagogue or mosque is a great
way to remain mentally healthy. Volunteer at a local charity. Get together with friends and family on a weekly basis—or call them regularly.

1.3 EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait Emotional Intelligence model, a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. Different models have been proposed for the definition of Emotional Intelligence and disagreement exists as to how the term should be used. Despite these disagreements, which are often highly technical, the ability Emotional Intelligence and trait Emotional Intelligence models (but not the mixed models) enjoy support in the literature and have successful applications in different domains.

The root of the world emotion is motere, the Latin verb “to move”, plus the prefix “e” to connote “move away”, suggesting that a tendency to act is implicit in every emotion. Emotion refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act. The oxford English Dictionary defines emotion as “any agitation or
disturbance of mind, feeling, passion; any vehement or excited mental state”.

There is a long – standing debate about which emotions should be considered primary – the blue, red, any yellow of feeling from which myriad blends come – or if there are primary emotions at all. The argument for a set of core emotions is based to some extent on studies that suggest there are universally recognized facial expressions for four emotions; fear, anger, sadness, and enjoyment. The universality of facial expressions of emotion was probably first noted by Darwin, who saw it as evidence that these signal have been stamped by evolution into the central nervous system. According to some theorists the following families of emotion are universal.

- **Anger**: fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and perhaps at the extreme, pathological hatred and violence.

- **Sadness**: grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and when pathological, severe depression.

- **Fear**: anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess,
dread, fright, and terror as a psychopathology, phobia and panic.

- **Enjoyment**: happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and at the far edge, mania.

- **Love**: acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation, and agape.

- **Surprise**: shock, astonishment, and amazement, wonder.

- **Disgust**: content, disdain, scorn, abhorrence, aversion, distaste, and revulsion.

- **Shame**: guilt, embarrassment, chagrin, remorse, humiliation, regret, mortification and contrition.

Each of these categories has a basic emotional nucleus at its core, with its variants rippling out in myriad mutations. In the outer ripples are moods, which, technically speaking, are more muted and last far longer than an emotion (it is relatively rare to maintain range all day, for example, but less rare to be in an irritable mood, during which shorter bouts of anger are easily triggered). Beyond moods are dispositions, the temperamental proclivity to evoke a given emotion or mood such as melancholy, anxiety, or cheer. Further beyond such inclinations are the disorders or emotion such as clinical depressive disorders or
generalized anxiety disorder, in which an individual feels chronically trapped in a toxic state.

Emotional intelligence is a way of recognizing, understanding, and choosing how does one think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what to learn; it allows to set priorities; it determines the majority of daily actions. Because emotional intelligence is so closely tied to the ways people relate to themselves and others. Research suggests it is responsible for as much as 80% of the “success” in peoples lives.

The idea of emotional intelligence is not new. The first known writings about the emotional basis of learning come from Plato. What is new, however, is the recognition that the cognitive, emotional, and social parts are deeply interconnected and interdependent -- that feelings dramatically influence the thinking, that the behaviours are inseparable from emotions.

- There is no thinking without feeling, no feeling without thinking.
- Action, feeling, and thought all affect one another.
- One literally makes choices about how one feel.
1.3.1 MEANING AND DEFINITIONS OF EMOTIONAL INTELLIGENCE.

The various approaches that were once called emotional intelligence are beginning to differentiate. Thus, one will see models and assessments and workshops using the following labels:

- Socio-Emotional Learning
- Emotional Competencies
- Competencies
- Soft Skills
- Emotionally Intelligent Behaviour

It is important to note that the history of the field is still being written. Mayer and Salovey (1993) have cited previous publications that used the term emotional intelligence and they generally do not credit themselves with inventing the term. Nevertheless, their publications in the field have been extremely influential and have formed the basis for much of the academic research and thinking in the field.

It is being able to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this to guide the thinking and actions (Salovey and Mayer, 1990). The
emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Salovey and Mayer, 1993). According to Goleman (1995) emotional intelligence consists of five components: Knowing ones emotions (self-awareness), managing them, motivating oneself, recognizing emotions in others (empathy), and handling relationships

These four areas are further defined, as follows:

- **Identifying Emotions** - the ability to recognize how one and those around are feeling.

- **Using Emotions to Facilitate Thought** - the ability to generate an emotion, and then reason with this emotion. (Also called Emotional Facilitation of Thought, or Assimilating Emotions.)

- **Understanding Emotions** - the ability to understand complex emotions and emotional "chains", how emotions transition from one stage to another.

- **Managing Emotions** - the ability, which allows one to manage emotions in self and in others.

It is very important to understand that Emotional Intelligence is not the opposite of intelligence, it is not the
triumph of head over heart - it is the unique intersection of both. Think about the definition of emotion, intelligence, and especially of the three parts of our mind – affect / emotion, cognition / thinking, volition/motivation. Emotional Intelligence combines affect with cognition, emotion with intelligence.

Emotional intelligence, then, is the ability to use ones emotions to help solve problems and live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution. It is the head working with the heart.

1.4 CONCEPT OF EMOTIONAL INTELLIGENCE

The earliest roots of emotional intelligence can be traced to Darwin’s work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as Thorndike (1920) used the term social
intelligence to describe the skill of understanding and managing other people.

Similarly, Wechsler (1940) described the influence of non-intellective factors on intelligent behaviour, and further argued that the people models of intelligence would not be complete until can adequately describe these factors. In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's (1962) view, traditional types of intelligence, such as Intelligence Quotient, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Greenspan (1989) also put forward an Emotional
Intelligence model, followed by Salovey and Mayer (1990), and Goleman (1995).

The conventional teaching just impart knowledge or fill students' brains with facts, but today's educators having a broader role of shaping students skills to manage their emotions, resolve conflict nonviolently, and make responsible decisions. In brief they develop subject intelligence as well as emotional intelligence of students. A good teacher makes student to learn; a great teacher ignite the spark to kindle a fire of thinking that burns forever. Teachers must possess the vital skills, personality characteristics and behaviours that students perceive to impact their motivation to learn. In such circumstances teachers working under Higher Educational Institutions (HEI) need to familiarize and practice Emotional Intelligence in their job setting.

As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it was not until the publication of Goleman's (1995) best seller Emotional Intelligence: Why It Can Matter More Than Intelligence Quotient that the term became widely popularized. Gibbs (1995) highlighted Goleman's book and was the first in a string of mainstream media interest in emotional
intelligence. Thereafter, articles on Emotional Intelligence began to appear with increasing frequency across a wide range of academic and popular outlets.

Emotional Intelligence entails the appropriate awareness, management, and expression of the range of these emotions. In this sense, many psychiatric in the fourth edition of Diagnostic and Statistical Manual of Mental Disorder – such as the anxiety and mood disorder – bespeak a deficit in affective self-regulation, which is a key capacity of emotional intelligence. To the extent that emotional intelligence skill like affective self-regulation can be cultivated, particularly in young people, the risk of developing such psychiatric disorders should be diminished.

To be emotionally intelligence is to have the personal skills that characterize a rich and balanced personality. Emotional intelligence includes, as Aristotle put it, the rare ability “to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way”. Emotional intelligence is distinct from intelligence quotient (I.Q), which is the ability to perform cognitive tasks adeptly; each of these kinds of intelligence is based in differing but interlinked neural circuitry, with emotional intelligence largely mediated by limbic and prefrontal areas and I.Q by neo-cortical zones alone.
Emotional intelligence and I.Q are not opposing competencies, but discrete and synergistic ones.

The theory of emotional intelligence offers a new psychological framework for primary prevention in psychiatry that integrates recent discoveries in cognitive, neurological science and child development. The competencies of emotional intelligence are crucial for the self-management of emotion and for the skillful handling of relationship. These abilities are learned throughout life, with primary learning occurring during childhood. Such learning shapes the underlying neurological circuitry, which continues to mature into adolescence. Emotional intelligence can be enhanced through the systematic offering of beneficial learning expired through remedial learning and coaching.

Those who fail to master the competencies of emotional intelligence face a spectrum of heightened psychiatric risk, such as mood and anxiety disorders, eating disorders, and substance abuse. Because these skills of emotional intelligence are teachable, offering children and adolescents opportunities to strengthen these competencies can act an inoculation against a spectrum of social and psychiatric risks.
1.4.1 MAJOR MODELS OF EMOTIONAL INTELLIGENCE

Substantial disagreement exists regarding the definition of Emotional Intelligence, with respect to both terminology and operationalizations. There has been much confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. At the present time, there are three main models of EI:

- Ability Emotional Intelligence models
- Mixed models of Emotional Intelligence
- Trait Emotional Intelligence model

1. The Ability-Based model: Salovey and Mayer's (1990) conception of Emotional Intelligence strives to define Emotional Intelligence within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of Emotional Intelligence was revised to: "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." The ability based model views emotions as useful sources of information that help one to make sense of and
navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviours. The model proposes that Emotional Intelligence includes four types of abilities:

- **Perceiving emotions** — The ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one’s own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

- **Using emotions** — The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon the changing moods in order to best fit the task at hand.

- **Understanding emotions** — The ability to comprehend emotional language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight
variations between emotions, and the ability to recognize and describe how emotions evolve over time.

- **Managing emotions** — The ability to regulate emotions in both oneself and others. Therefore, the emotionally intelligent person can harness emotions, even negative, and manage them to achieve intended goals.

The ability-based model has been criticized in research for lacking face and predictive validity in the workplace.

**Measurement of the ability-based model**

Different models of Emotional Intelligence have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap slightly different constructs. The current measure of Mayer and Salovey’s (1990) model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items. Consistent with the model’s claim of Emotional Intelligence as a type of intelligence, the test is modeled on ability-based IQ tests. By testing a person’s abilities on each of the four branches of
emotional intelligence, it generates scores for each of the branches as well as a total score.

Central to the four-branch model is the idea that Emotional Intelligence requires attunement to social norms. Therefore, the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual’s answers and those provided by a worldwide sample of respondents. The MSCEIT can also be expert-scored, so that the amount of overlap is calculated between an individual’s answers and those provided by a group of 21 emotion researchers.

Although promoted as an ability test, the MSCEIT is most unlike standard IQ tests in that its items do not have objectively correct responses. Among other problems, the consensus scoring criterion means that it is impossible to create items (questions) that only a minority of respondents can solve, because, by definition, responses are deemed emotionally 'intelligent' only if the majority of the sample has endorsed them. This and other similar problems have led cognitive ability experts to question the definition of Emotional Intelligence as a genuine intelligence.

In a study by Føllesdal the MSCEIT test results of 111 business leaders were compared with how their employees
described their leader. It was found that there were no correlations between a leader's test results and how he or she was rated by the employees, with regard to empathy, ability to motivate, and leader effectiveness. Føllesdal also criticized the Canadian company Multi-Health Systems, which administers the MSCEIT test. The test contains 141 questions but it was found after publishing the test that 19 of these did not give the expected answers. This has led Multi-Health Systems to remove answers to these 19 questions before scoring, but without stating this officially.

2. Mixed Models of Emotional Intelligence

The Emotional Competencies (Goleman) model

The model introduced by Goleman (1995) focuses on Emotional Intelligence as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main Emotional Intelligence constructs:

- **Self-awareness** — The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
• **Self-management** — Involves controlling one's emotions and impulses and adapting to changing circumstances.

• **Social awareness** — The ability to sense, understand, and react to others' emotions while comprehending social networks.

• **Relationship management** — The ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of Emotional Intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of Emotional Intelligence has been criticized in the research literature as mere "pop psychology" (Mayer and Caruso, 2008).

Individuals have profile of differing abilities in each of these areas; for instance, someone masterful at managing anger may be indepth at soothing someone else’s upsets. Neurological givens determine initial capacities within each domain of emotional intelligence. Each individual has underlying
neurological set points that determine temperament – for example, the ability to control emotional impulse, shyness, or irritability. Although the underlying basis for emotional competences is neural, the brain circuitry involved is malleable. To a great extent, each of the five domains represents sets of habit and responses that are learned, and so can be improved with appropriate effort.

Using a related measure, Linda (2000) found that the hallmarks of emotional intelligence are self-assurance, optimism, and social poise. Emotionally intelligent individuals have superior self-control and ability to motivate themselves. Life is meaningful for them; they are principled and responsible. They manage and express emotions appropriately, being assertive but sympathetic and caring in relationships. Their emotional life is rich but balanced; they are comfortable with themselves, others, and the social universe they live in. They manage stress with undue worry or rumination. They tend to be gregarious, spontaneous, playful, and open to sensual experience.

The Bar-On model of Emotional-Social Intelligence (ESI)

Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to
people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that Emotional Intelligence develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average E.Q.’s are in general more successful in meeting environmental demands and pressures. Individual also notes that a deficiency in Emotional Intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one’s environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional intelligence) and in scientific settings
3. The Trait Emotional Intelligence model

Petrides and colleagues (2009) proposed a conceptual distinction between the ability based model and a trait based model of Emotional Intelligence. Trait Emotional Intelligence is "a constellation of emotion-related self-perceptions located at the lower levels of personality". In lay terms, trait Emotional Intelligence refers to an individual's self-perception of their emotional abilities. This definition of Emotional Intelligence encompasses behavioural dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait Emotional Intelligence should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait Emotional Intelligence model is general and subsumes the Goleman and Bar-On models discussed above. The conceptualization of Emotional Intelligence as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the
construct and the theories and hypotheses that are formulated about it.

According to Salovey and Mayer (1990), the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion."

**The Four-Branch Model of Emotional Intelligence**

The four-branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer and Salovey, 1997). The following diagram depicts Emotional Intelligence areas:
Figure No. 1.1: Model of Emotional Intelligence According to Mayer and Salovey, 1997

More specifically, this model defines emotional intelligence as involving the abilities to:

1. **Perceive emotions:** The nonverbal reception and facial expressions such as happiness, sadness, anger, and fear, were universally recognizable in human beings. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions. For example: seeing student's face one asks ‘what happened’, hearing once voice over phone one asks ‘are you alright?’

2. **Using emotions to facilitate thoughts:** This was the capacity of the emotions to guide the cognitive system and promote thinking and help direct thinking toward matters that are truly important. A number of researchers have
suggested that emotions are important for certain kind of creativity to emerge. For example: if one doesn’t understand the hunger of another he cannot get the thought of helping the poor, if the teacher fails to understand weakness of student, then he cannot evolve ways to overcome student’s problem

3. **Understanding emotions:** Emotions convey its own pattern of possible messages, and actions associated with those messages. This coupled with the capacity to reason about those meanings. For example, a poor participation by the student in particular subject means the students feel alien to the group or course

4. **Managing emotions:** Finally, emotions often can be managed. To the extent that it is under self control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the person’s emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals. An emotionally intelligent teacher can guide students in a better way
1.4.2 EMOTIONAL INTELLIGENCE IN THE WORKPLACE

Emotional intelligence is critical in all aspects of our life. Emotional intelligence can play some sort of role in leadership, career development and our work-life. This role is being defined as one speak, through empirical research and theorizing.

Emotional intelligence does not and should not be thought of as a replacement or substitute for ability, knowledge or job skills. Emotional intelligence is hypothesized to enhance workplace outcomes but does not guarantee it in the absence of suitable skills. Applications of emotional intelligence in the workplace may include these:

- **Career Development** - If one has an aptitude for understanding people, and oneself, perhaps one should consider a people-intensive career such as those in the mental health field.

- **Management Development** - Managers who focus on their technical skills do not manage, they're just in charge. Understanding and enhancing emotional intelligence may enhance certain management skills and styles.
• **Team Effectiveness** - Teams are more than the sum of the individual parts. The glue which holds teams together may be supplied by emotional intelligence.

Many people do not yet grasp the concept of emotional intelligence. It is because of this fact that people tend to forget to practice and enhance it. It is not only the intelligence quotient that makes the world go round. Attaining the right emotional intelligence will help to remain standing strong even when the world keeps going around us. Emotional intelligence is the ability to better attune oneself with feelings. Many people do not have emotional intelligence because they have a difficulty expressing what they feel or understanding their feelings in the first place.

The need to attain emotional intelligence is best to do it under the guidance of someone who has attained sufficient emotional intelligence themselves. It is also best to attain emotional intelligence by emulating a model, parents or friends would help a great deal in this aspect. The question pertaining on how to attain emotional intelligence should be approached in a lighthearted manner. Though it takes time for it to fully develop, it is still easy to train. The first step in attaining emotional intelligence is in becoming emotionally literate. One
has to know what one is feeling and have to know what’s causing it rather than blaming certain people or certain situations. Thoughts do not play any role in attaining emotional intelligence, it is feelings. One has have to prevent thoughts from dictating what one should or should not feel. Feelings come from within and are stimulated by a person or a circumstance. It cannot be dictated it just appears.

One great characteristic of people who have attained emotional intelligence is that they are responsible for what they feel and they use these feelings to help them make wise decisions. Knowing and understanding own feelings is different from understanding the feelings of others, but both have to work together. In order to attain emotional intelligence, one has to understand what other people are feeling and respect them for it. It is important to empathize with other people and accept their feelings.

Try not to control or lecture others when they are verbalizing their problems. This will not help them. This will only put them on the defensive and any means to help them would fail. Rather, one should just try to listen. People who have attained emotional intelligence know how to give regard to other people’s feelings and listen to what’s evoking those feelings.
Try to avoid people who are negative. This will not only help develop emotional intelligence, it will only hamper it. Give emotional intelligence room to grow and develop by surrounding oneself with positive people willing to support.

How to attain emotional intelligence is a question that has been disregarded over time. Now that one know how to attain it and the benefits it can give to ones life, it might be time to think over that question one more time and perhaps apply it to ones own life.

1.4.3 IMPORTANCE OF EMOTIONAL INTELLIGENCE

Researchers investigated dimensions of emotional intelligence (EI) by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term "emotional intelligence" came into use. Grade school teachers have been teaching the rudiments of emotional intelligence since the year 1978, with the development of the Self Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at "raiseing the level of social and emotional competence" (Goleman,
Social scientists are just beginning to uncover the relationship of EI to other phenomenon, for example, leadership (Ashforth and Humphrey, 1995), group performance (Williams and Sternberg, 1988), individual performance, interpersonal/social exchange, managing change, and conducting performance evaluations (Goleman, 1995). And according to Goleman (1995), Emotional intelligence, the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come.

- **Emotional Intelligence (Emotional Health) of Teachers:**

  It is useful to look at Goleman's five major factors of Emotional Intelligence and summarizes Emotional Intelligence into the following components: Emotional self-awareness, managing one's own emotions, using emotions to maximize intellectual processing and decision-making, including self-motivation and developing empathy (the art of social relationships and managing emotions in others).

- **Emotional Intelligence (Emotional Intelligence Health) is important for Teachers.**

  It influences in what one does: A sad designer cannot design beautiful portrait. It affects whom one meets: An angry nurse cannot show empathy to ailing patient. It determines how
one look: Unpleasing facial gesture of teacher demotivates students. It expresses the feelings: Just seeing the face students can understand how one feels. It decides the course of life: Happiness is voyage (road) it is not destiny, job satisfaction of teachers depends on their attitude. It helps to express emotions appropriately instead ignore them. Escape from one problem is not solution for that problem, instead react naturally and try to find the root cause of that problem. A person start using drugs just to hide the disappointment, this would add more pain to life, better it is to get conviction to overcome it.

The term emotional intelligence (EI) was popularised by Goleman (1995) who claimed that emotional intelligence "can be as powerful, and at times more powerful, than I.Q.". Emotional intelligence was first referred to in academic literature in 1990 and defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey and Mayer, 1990). That year an empirical study demonstrated that "aspects of emotional intelligence appear to be abilities, in the traditional sense, that can be measured" (Mayer, DiPaolo and Salovey, 1990).
Mayer et. al., (2001) later refined their definition to state that emotional intelligence is "an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them". This definition of the concept differs from that used by some others (Bar-On, 1997; Goleman, 1995, 1998; Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim, 1998). Fortunately, while definitions vary, "they nevertheless tend to be complementary rather than contradictory" (Ciarrochi, Chan and Caputi, 2000).

1.4.4 MEASURES OF EMOTIONAL INTELLIGENCE

Many of the current measures of emotional intelligence, both ability (for example, Mayer Salovey Caruso Emotional Intelligence Test [MSCEIT]) and self-report (for example, Schutte Self-Report Inventory [SSRI]), owe their development to the theoretical framework proposed by Salovey and Mayer (1990). Mayer and Salovey revised their model in the year 1997, detailing a four-branch model of emotional intelligence: 'managing', 'understanding', 'using' and 'identifying' emotions (Brackett and Mayer, 2003). It is based on the authors' deepening commitment to understanding emotional intelligence
as an ability (Austin et. al., 2004) and is described as being both hierarchical and developmental (Mayer and Salovey, 1997). Each of the four branches is conceived as representing related emotional intelligence abilities, that is, the ability to

a) identify emotions,

b) use emotions to facilitate thought,

c) understand emotions, and
d) manage emotions to promote personal growth

An ability model of emotional intelligence suggests emotional intelligence skills can be taught and that individuals can learn and improve their competence in each of the four branches of emotional intelligence. For example, a teacher who is low on the second branch of emotional intelligence, ‘using emotions’, may be assisted to learn the skills required for "harnessing different emotions to encourage different approaches to problem solving" (Perry, Ball and Stacey, 2004).

The four-branch model of emotional intelligence is the basis for the development of the Reactions to Teaching Situations measure (RTS) (Perry et. al., 2004; Perry and Ball, 2005). The RTS, was developed by Perry et. al., (2004) for use with teachers. The RTS provides ten vignettes of typical teaching situations and asks a respondent how likely they are to respond
in one of four ways, each corresponding to one of the four branches of emotional intelligence identified by Mayer and colleagues (Mayer and Salovey, 1997; Mayer et. al., 2001).

Schutte et. al., (1998) and Van Rooy, Alonso and Viswesvaran (2005) found that females have significantly higher reported emotional intelligence than do males. A similar result was found by Atkins and Stough (2005). However, Petrides and Furnham (2000) found that males 'overall' and 'self motivation' estimates of emotional intelligence were significantly higher than were females' estimates. These authors suggested males score higher on self-estimates of emotional intelligence than do females because females may tend towards self-derogation on self-report measures.

In contrast, a study of pre-service (student) teachers using the RTS, by Perry et. al., (2004) found that females reported significantly higher emotional intelligence than did males. Other studies show remarkably similar results. (Ciarrochi et. al., 2000; Day and Carroll, 2004). Women scored significantly higher than did men on overall emotional intelligence. Interestingly, the sample populations in these studies are fairly typical of many of the studies undertaken in emotional intelligence research, that is, university students, more women in the sample than men
and the majority being in their early twenties. As a result it is not known whether the results would generalise to other populations. Many researchers and authors recommend that further studies explore the relationship between gender and emotional intelligence (Barchard and Hakstian, 2004; Perry et. al., 2004; Schaie, 2001; Van Rooy et. al., 2005).

To be deemed as intelligence, emotional intelligence should increase with age and experience as is the case with other cognitive abilities (Mayer et. al., 1999) or at least vary with age (Schaie, 2001). In a study by Atkins and Stough (2005) the relationship between age and emotional intelligence was explored with studies using the MSCEIT and the SUEIT. Only the SUEIT subscale 'Emotions direct cognitions' was significantly and positively correlated with age, especially for women executives. All other correlations between emotional intelligence and age were small but in the direction expected. In contrast, there were no significant age effects for overall emotional intelligence or any of the four branches of emotional intelligence when measured by the MSCEIT. Similar results have been found in other studies (Day and Carroll, 2004; Perry et. al., 2004). However, results in these studies may have been affected by restriction of range for
age and experience which may make it difficult to detect relationships with emotional intelligence (Schaie, 2001).

The main evidence for a positive correlation between emotional intelligence and age is presented in the manuals for the MSCEIT (Mayer, Salovey and Caruso, 2002) and EQ-i: S (Bar-On, 1997). Even so, effect sizes for age appear to be very small (Atkins and Stough, 2005). Results from an Australian study provide some support for a weak significant correlation between age and emotional intelligence (Palmer, Manocha Gignac and Stough, 2003).

When there has been a relationship between age and emotional intelligence, it has been weak and the same can be said for the relationship between experience and emotional intelligence. Day and Carroll (2004) found that years of experience correlated positively but weakly with overall emotional intelligence and with three of four subscales of the MSCEIT.

Emotional intelligence might be higher in executive populations than it is among those working in more general roles in organisations (Palmer, Gardner and Stough, 2003), which supports previous assertions that emotional intelligence might
be associated with higher occupational status and success (Goleman, 1995; 1998).

Emotional intelligence is often the most important factor in determining success or failure in a career path. Putting aside downsizing in a weakening economy, more employees are fired or fail to gain promotions because they have failed to develop their EI than for any other reasons. Parents and teachers who help youngsters develop their EI make a wonderful contribution to the future success of the youngsters. It is a person's ability to deal with one's own emotions and the emotions of others in a constructive manner, a manner that promotes teamwork and productivity rather than conflict. Perhaps, most importantly, it is an ability that can be taught and 'grown' just like the other intelligences.

The most direct way to answer this is to describe what one will see if a person is exhibiting a high level of the five basic components of Emotional Intelligence. The person will show these skills:

1. **Self-awareness** - the person recognizes one's emotions and the causes of same. In effect, one is an observer of self who
can then make clearer or more informed decisions about personal action.

2. **Self-regulation** - the person, armed with self-awareness, controls one's actions carefully rather than just reacting to a situation solely on the basis of impulse generated by an emotion-generating event. (This is not a matter of denying or hiding emotions but rather of not being ruled by emotions.)

3. **Self-motivation** - when something goes wrong, the high EI person does not ask "what is wrong?" But "what can I (or we) fix?"

4. **Empathy** - the person exhibits interest and an ability in recognizing the feelings of others. Empathy gives one the ability to "walk in the other person's shoes."

5. **Effective relationships** - using the previously listed four skills, the person communicates with others in a way that addresses their as well as one's own needs. The emphasis is on solving problems together, not unnecessary confrontation. The high Emotional Intelligence person communicates with a constructive goal in mind.

Of course, the opposite of high Emotional Intelligence is not difficult to recognize. If one is exposed to a colleague who is
highly emotional, quick to act on ones emotions and has little or no sensitivity to the feelings of others; that colleagues communications often tend to hurt or antagonize others. As more and more institutions perceive their dependence on good teaming among staff members and on earning the goodwill of pupils who may not tolerate rudeness, such institutions are both seeking staff members with high Emotional Intelligence and implementing training to improve the emotional intelligence skills of existing staff members.

1.4.5 THE NATURE OF EMOTIONAL INTELLIGENCE

Several studies have demonstrated that students with high IQs do not necessarily succeed in their adolescent and adult lives. While individuals with purely high IQs possess a great range of intellectual interests and abilities, they have difficulty dealing with their own emotions and with the emotions of others. Other intangible characteristics and abilities, such as self-motivation, impulse control, the ability to regulate one’s own emotions, and empathizing with others clearly have an effect on a person’s accomplishments in life; these qualities have been collectively termed “emotional intelligence.” People with high emotional intelligence levels excel socially, are outgoing and
cheerful, are rarely fearful or worried, and are sympathetic and caring in their relationships. Emotional intelligence can be broken down into five main domains: knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

1. **Knowing one’s emotions.** People deal with their emotions by either being aware of them, engulfed by them, or accepting of them. Individuals who are aware of their emotions are able to manage their emotions more easily because they are able to recognize that they are feeling a particular emotion at a certain time and are able to reflect on their emotions. Conversely, those who are engulfed by their emotions are not very aware of their own feelings, and therefore become lost in them, resulting in a feeling of being overwhelmed by their emotions. People who are accepting of their moods are clear about their feelings, but they also do not try to change them. In addition, being aware of one’s emotions also plays a role in making decisions, such as in trusting one’s “gut feeling.” Therefore, individuals who are aware of their own emotions are able to have a more certain sense of how they really feel about the decisions they make throughout their lives.
2. **Managing emotions.** Anger is a powerful emotion that builds on itself; escalating anger is caused by a series of aggravations, resulting in emotion’s ability to overcome reason. Ways in which people manage their anger include reflection on the situation, distraction through a long walk or exercise, and relaxation. However, if individuals are not aware of their anger, it will be difficult for them to cool off. Worry is another emotion that can spiral out of control without careful management. Chronic worry can lead to an intensifying cycle, possibly leading to phobias, obsessions and compulsions, or panic attacks. Worry can also worsen feelings of melancholy and depression. Like anger, worry can be controlled through self-awareness of its onset, and further control may be achieved through relaxation techniques. Individuals who are able to manage their emotions can more easily rebound from setbacks, disappointments, and frustrations, while those who are poor managers of their feelings find themselves always fighting feelings of distress and anger.

3. **Motivating oneself.** Managing one’s emotions in order to reach a goal is essential for paying attention, mastery, creativity, and self-motivation. For example, students who are anxious, angry, or depressed have difficulty learning.
Students who are overwhelmed by worry before an exam will not be able to perform well because they will be worrying about failing rather than thinking about the exam questions. When emotions overpower concentration, as in the aforementioned situation, the working memory is overwhelmed, making even simple tasks such as reading a sentence difficult. In contrast, positive motivation has an obvious positive function in successful individuals. Self-motivation may include pleasure from performing the current task, a healthy degree of anxiety, optimism, or hope. In addition, emotional self-control, or the ability to stifle impulsiveness and delay gratification, is the building block for achievement.

Successful individuals have described situations in which they have achieved a level of peak performance, and have disappeared into an ecstatic and steady absorption in the moment. This state is called “flow” or “the zone.” People in the flow state have perfect control over the task at hand, are able to unconsciously respond to changing demands, and receive positive self-feedback in the form of ecstasy and relaxation. Some have proposed using the concept of flow in education. Entry to the flow state can occur when students find a task they are skilled at, and face it at a
level that slightly taxes their ability. In addition, because being in the flow state results in positive self-feedback, students who are in flow will be more interested in what they are learning about. Further, students in the flow state are not bored because their tasks are not too simple, nor are they worried and anxious because their tasks are not overly difficult. Being able to get into the flow state enables outstanding performance of all types; people who have this skill tend to be more highly productive and effective in any enterprise.

4. **Recognizing emotions in others.** Empathy, or the ability to perceive the subjective experience of another person, develops from self-awareness; if people are more understanding of their own emotions, they will be more adept in understanding the feelings of others. The development of empathy begins in infancy through the process of attunement between parent and child. Through attunement, parents let their children know that they have a sense of what that child is feeling. Lack of attunement during infancy may develop into later emotional dysfunction for the child; a study demonstrated that a cohort of violent criminals had life histories that suggested emotional neglect and lack of attunement during infancy.
and childhood. Not surprisingly, lack of empathy is a common characteristic in murderers, rapists, and child molesters. In contrast, individuals who are empathic are more attuned to the subtle social signals that indicate what others need or want, making them proficient in occupations such as the caring professions, teaching, sales, and management. In addition, empathy is the root for caring for others and acts of altruism.

5. **Handling relationships.** While the exchange of emotions between people is often subtle and virtually unnoticeable, these emotional signals are essential in interpersonal interactions; people who are poor at receiving these cues are prone to problems in their relationships. Individuals who possess interpersonal intelligence are skilled in organizing groups, negotiating solutions, personal connection, and social analysis. Unlike some people who would do almost anything to gain approval, these individuals are able to please others while staying true to themselves and without compromising their own beliefs or values. Studies of children trying to become part of an established play group have found that popular children take time to passively observe the group dynamic, eventually join the group in a tentative and cautious
fashion, and then continue to observe the group’s interactions in an attempt to understand the group dynamic before entering in the group activity or conversation. On the other hand, children who have trouble reading other’s emotions are often frustrated, unpopular, and socially isolated. The ability to initiate and maintain relationships is due, in large part, to skill in managing emotions in others.

1.5 PERSONALITY

The word “Personality” is a much-abused term. It has been defined in so many different descriptive functions that one can legitimately question the wisdom of continuing to use the word as a scientific term. For some Psychologists, personality is synonymous with the organisms’ total behaviour repertoire. For others, the world refers only to a certain selected aspects of psychological, functioning to compound the confusion there exists a well institutionalized popular concept of personality the referent here is the general manner of the person thought in common parlance of someone having a “nice” or “engaging” personality if it relates caring to others. Some one else whose
manner is characteristically antagonistic is an adjusted to have an “unpleasant” or even “offensive” personality.

Personality covers the whole nature of the individual and is therefore difficult to define psychology does not regard personality as a passive integrity but as that dynamic character of the individual, which finds expression through his conduct, and activities it does not enquire into the words of Woodworth, personality means “ The total quality of an individuals behaviour”. Personality is not however a mere aggregate but is the unity or integration of manifold manifestations like pleasure love hate activity in activity and hope despair of the individual.

In spite of the diversity of meaning that attends the use of the term “personality” it is intention to retain it as a descriptive category within the framework which has established the word can serve as eminently useful function. As employed here personality will refer to the organizational or integration aspect of behaviour. It is a fundamental property of psychological functioning that except in the instance of extremely deviant conduct various behaviours of the organism are not autonomous acts each response that a person performs is part of an overall pattern of activity that evolves as a function of ones particular life experiences what refers to as the psychological uniqueness of the individual is in large measure a matter of the distinctive way
in which each person reactions are integrated to constitute a
behaviour integration that given person evolves is what is
designated by the term his “personality.”

The word ‘personality’ is very wider and abstract in its
concept and meaning. Allport (1937) called personality one of the
most abstract words in our language and listed 50 distinct
meaning that were derived from fields as diverse as theology,
philosophy, sociology, law and psychology. Although there is
some disagreement among contemporary personality theorists
about the meaning of personality but there is agreement what
people generally do is influenced by stable characteristics that is
their personality. He defined personality synthetically as
“Personality is the dynamic organization within the individual of
those psychological systems that determine his unique
adjustments to his environment”.

Prince (1929) explains about personality “As the sum total
of all the biological innate dispositions, impulses, tendencies,
appetites and instincts of the individual and the dispositions and
tendencies acquired by experience”.

Angyl (1941) views “Personality is to be regarded as the
total organism which includes the social self and other factors
which bind the individual into sapper individual relationships”.
For Murphy (1937) “Personality is a structured whole definable
in terms of its own distinctive structural attributes in an organism environment field, each aspect of which stands in dynamic relation to the others.”

Eysenck (1953) defines “Personality is the more or less stable and enduring organization of a person’s character, temperament, intellect, and physique, which determines his unique adjustment to the environment.”

McCrae and Costa (1989) view to personality as enduring emotional, interpersonal, experimental, attitudinal, and motivational styles that explain behaviour in different situation.

Hogna (1991) opines that personality has two fold meaning which must be discerned properly. The first is a social reputation of an individual which refers to the way an individual is perceived by others; it is the personality from observer’s and public perspective which can be verified. Second one refers to the structures, dynamics, processes and propensities that explain why a person behaves in a characteristic way; it is private and must be inferred.

An individual’s characteristic patterns of thought, emotion, and behaviours together with the psychological mechanisms- hidden or not-behind those patterns. (Funder, 2001)

To be a successful class teacher one must come to grips with the basic question: ‘how well do I get along with my pupils?”
The answer to this question depends largely upon teachers personality. Personality is very important in classroom teaching. If it is not as good as one thinks it should be, one can improve upon it. There are two ways of handling this: alter the goals or alter yourself to meet the goals. In this writing attention is directed not to the goals of the teacher, but to the teacher’s personality.

Few people understand the meaning of personality and its importance in the classroom. Some feel that personality is the kind of person one just happens to be, others have said that “it is being like others.” Most important, many teachers do not realize the nature of their own short comings simply because they do not fully grasp the significance of the role of personality.

In terms of behaviour it may be defined as “the characteristic pattern of behaviour through which the individual seeks to adjust oneself to ones social environment”. (Biswas and Aggarwal, 1971).

The total psychological and social reactions of an individual; the synthesis of the subjective, emotional and mental life, behaviour, and his reactions to the environment; the unique or individual traits of a person are connoted to a lesser degree by personality than by the term character. (Dictionary of Education, Good, 1959).
1.5.1 Concept of Personality:

The term personality actually comes from the Latin word “persona” which means masks used by actors on the stage but personality in the modern usage of the term means the real individual and not the disguised individual.

Personality covers the whole nature of the individual and is therefore difficult to define. Psychology does not regard personality as a passive entity but as that dynamic character of the individual which finds expression through his conduct and activities. It does not enquire into the words of Woodworth, personality means “the total quality of an individual’s behaviour”. Personality is not however a mere aggregate but is the unity or integration of manifold manifestations like pleasure, love, hate, activity in activity and hope, despair of the individual.

There is an increasing tendency among psychologists nowadays to use trait - approach to the study of personality. A personality traits, in the words of Woodfuff (1952) is “Some particular quality of behaviour such as cheerfulness or self-reliance, which characterises the individual in a wide range of his activities and is fairly consistent over a period of time”. The personality would be a some of these traits accept that it is more than a mere some of separate qualities. It has some unity for example a certain person is not nearly cheerful and self-reliant:
but is cheerfully self-reliant. Another person is peevishly dependent and still another may be cheerfully dependent. Each individual has ones own unique style of functioning, which is only roughly characterised by naming ones traits.

Personality is, in a sense, self-expression of one to the outer world. An individual starts shaping the personality from birth through interaction with numerous variables; that is, one lays the foundations of ones own life. In modern social life, a healthy personality development enables the individual to perform the social role effectively, to lead an organized and happy life and to gain a meaning in the society. Schools, a social institution, are the main environmental factors effective in the development of personality. Teachers and parents are the ones who influence the student most. The studies up to now have showed that the personality of a teacher surely affect his students (Aydın, 1998). Especially in the studies carried out in the classroom environment, it is observed that students, while evaluating their teachers, pay more attention to their personalities than their professional characteristics and thus adopt them as their own behaviours (Tan, 1992, Soner, 1995, Lewis, 2000).
The teacher should feel the importance of the profession. A teacher would be showing a dishonesty of purpose if once having entered it, they are engaged in other pursuits. Without an exclusive attention to one's job, one would fail in bringing forth a fine harvest of young men and women who are able to contribute their best for the welfare of mankind. If one takes teaching to as work just to make the living because nothing else is available, one will lack the essential zeal required by the teaching profession. One must be a teacher first and the teacher last. A person who wants to join this profession must feel the call for it. “If a teacher has not an ideal aim, he had better to take to shop keeping at once, he will there doubtless find an ideal within his capacity,” states Octkay (1994). In the words of the Secondary Education Commission, “They will not look upon their work as an unplayable means of earning a scanty living but as an avenue through which they are rendering significant social service as well as finding some measure of self fulfilment and self expression.”

Few people understand the meaning of personality and its importance in the classroom. Some feel that personality is the kind of person one just happens to be, Domjan (2003) said that "it is being like others." Most important, many teachers do not
realize the nature of their own shortcomings simply because they do not fully grasp the significance of the role of personality.

It is quite important for teachers to be friendly and approachable so that pupils feel that they can come to them for advice. Pupils should be encouraged to ask questions and get involved in classroom debates and discussions. The teacher should be able to communicate with lots of different types of people because they will be teaching a range of pupils with different personalities.

A great teacher will always be firm but fair. Many teachers can be strict and firm with their pupils but also gain a great deal of respect from them. They need to find the right balance between being kind and fun and being tough and strict.

All teachers should have an interest and strong passion for their chosen subject. They should be determined to develop and initiate their pupil's interest in education in general and the subject that they are teaching. It takes some special skills to be able to engage some pupils and a good teacher will have the ability to do this.

What many people do not realize is that having a fun of personality is fairly important for a teacher. Pupils need to learn
and work hard, but they would not be interested in doing this if both the work and the teacher is boring and not very engaging.

Another great personality trait for a teacher is imagination and the ability to be creative and try new things. Teacher’s need to come up with new and interactive ways of teaching their subject that are both educational and interesting. They need to be the type of person that is open to trying new things and adaptive to change in the workplace. Teachers do have to follow a very strict structure but there is certainly room for a bit of flexibility and creativity when meeting objectives.

Teachers also need to be very responsible and organised in everything that they do. Taking care of children and teenagers is an important job that has a great deal of responsibility. Lessons need to be planned in advance so that every lesson is structured and productive. There can be a surprisingly large amount of paperwork involved in this job and therefore good administration skills are important.

Personality refers to all aspects of a person that influence the characteristics, ways of performing, thinking, and feeling. In order to become an efficient and effective teacher, one must strive to be competent. One should possess the personality traits
essential for good quality education. These traits are physical, intellectual, social, and emotional. A teacher must be physically, intellectually, socially and emotionally fit to teach.

Teachers and learners are related to one another. One would not exist without the other. In connection with this, the teacher has more responsibilities and duties towards pupils. The success of the school's educational plan depends on how the teacher performs the duties and responsibilities and how teachers play the acts role and functions in school. It has always been the teacher’s main goal to facilitate the learning of students. The success depends on how competent the teacher is. The activities of the teacher should focus on classroom instruction and on the benefit of the children trusted to ones care. The teacher is directly liable for the excellent performance of the learners. The teacher has to prepare her teaching systematically, makes use of most modern methods, strategies and techniques skillfully.

Attainment of the objectives and goals of the school depends on its human resources especially the teachers. The teachers’ conditions and capabilities, self-perceptions, sense of worth and attitudes toward work are essential factors in the success of learning principles of the school. And most of all, the
personality traits of a teacher contribute much to the efficiency and effectiveness in teaching and for good quality education.

In some situations, if the teacher is short-tempered, she is likely to rouse unpleasant experience among her pupils, who in turn may cause disciplinary problems. While if the teacher is responsive, accommodating, jolly and compassionate, this contributes to solve disciplinary problems.

The pupils have more confidence in their teacher, if the teacher herself is capable, such as in academic preparation, mastery of the subject matter, command of the language and experience. Mastery of the subject matter is the most important factor to have discipline in class. Pupils become restless if they feel the teacher does not know what and how to teach a lesson. Pupils are good observers; they can easily notice the uncertainty.

Teacher’s personality is one of the major factors achieving quality education. To improve pupils’ achievement levels, teachers must be knowledgeable and strive harder to keep informed of the most up-to-date methods and techniques in teaching.
Various professionals have different personality requisites for success. It is very important to understand one’s own strengths and weaknesses to succeed in a career.

In teaching, the kind of person one is are has a direct bearing on how well one promotes learning. It is not only what one knows that counts, but what one is counting, too.

1.5.2 The Dynamics of Personality:

Freud (1962) was brought up under the influence of the strongly deterministic and positivistic philosophy of nineteenth century science and regarded the human organism as a complex energy system, which derives its energy from the food it consumes and expends it for such various purposes as circulation, respiration, muscular exercise, perceiving thinking and remembering, Freud (1962) saw no reason to assume that the energy that furnishes the power for breathing or digesting is any different save in form. After all to be defined in terms of the work it performs. If the work consists of a psychological activity such as thinking then it is perfectly legitimate Freud (1962) believed to call thus form of energy psychic energy. According to the doctrine of the conservation of energy, energy may be
transformed from one state into another state but can never be lost from the total cosmic system. It follows from this that psychic energy may be transformed into physiological energy and vice versa. The point of the personality is the id and its instincts.

**Instinct:** An instinct is defined as an inborn psychological representation of an inner somatic source of excitation. The psychological representation is called wish and the bodily excitation from which it stems is called a need. Thus, the state of hunger may be described in physiological terms as a condition of nutritional deficit in the tissues of the body whereas psychologically it is represented as a wish for food. The wish acts, as a motive for behaviour. In other words, an instinct exercises selective control over conduct by increasingly one’s sensitivity for particular kinds of stimulation. The hungry person is more sensitive to food stimuli, the sexually aroused person is more likely to respond to erotic stimuli.

An instinct is a quantum of psychic energy or as Freud (1962) put it “a measure of the demand made upon the mind for work”. All the instincts taken together constitute the sum total of psychic energy available to the personality. As previously pointed out the idea the reservoir of this energy and it is also the
seat of the instincts. The id may be considered to be a dynamo that furnishes psychological power for running the manifold operations of personality. This power is derived of course from the metabolic processes of the body.

An instinct has four characteristic features a source, an aim, an object, and an impetus. The source has already been defined as a bodily condition or a need. The aim is the removal of the bodily excitation. The aim of the hunger instinct for example is to abolish the nutritional deficiency, which is accomplished of course by eating food. All of the activity that intervenes between the appearance of the wish and its fulfillment is subsumed under the heading of object. That is object refers not only to the particular thing.

The impetus of an instinct is its force or strength, which is determined by the intensity of the underlying need. As the nutritional deficiency becomes greater up to the point where physical weakness sets in the force of the instinct becomes correspondingly greater.

According to Freud’s instincts, the source and aim of an instinct remain constant throughout life unless the source is changed or eliminated by physical maturation. New instincts may appear as new bodily needs develop in contrast to this constancy of source and aim the object or means by which the
person attempts to satisfy the need can and does very considerably during the life time of the person. This variation is object choice is possible because psychic energy is displaceable. In other words, objects can be substituted for one another, which is definitely not the case with either the source or aim of an instinct. The behaviour is said to be an instinct derivative. Thus if the first sexual object choice of the baby is the manipulation of its own sex organs and it is forced to give up this pleasure in favour of more innocuous forms of bodily stimulation such as sucking the thumb, playing with the toes.

The displacement of energy from one object to another is the most important feature of personality dynamics. It accounts for the apparent plasticity of human nature and the remarkable versatility of human behaviour. Practically all adult person’s interests, preferences, tastes, habits and attitudes represent the displacements of energy from original instinctual object—choices. They are almost all instinct derivatives Freud’s theory of motivation was based solidly on the assumption that the instincts are the sole energy sources for human behaviour.
1.5.3 IMPORTANCE OF PERSONALITY

Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behaviour that are unique to the individual (Callahan, 1966). Some social psychologists take the position that personality is purely a matter of social perception - that it is meaningless to speak of anyone's personality apart from the particular people who interact with him, get impressions about him, and use trait terms in describing him (Holt, 1971). A trait is a simple behavioural pattern - a disposition or tendency to behave in a describable way. According to Allport (1966), a trait (1) is more generalized than a habit, (2) is dynamic and determinative in behaviour, (3) may be viewed either in the light of the personality which contains it, or in the light of its distribution in the population at large, and (4) cannot be proved nonexistent by the sheer fact that some acts are inconsistent with it.

Research on teacher personality is based on the assumption that the teacher as a person is a significant variable in the teaching-learning process. Personality influences the behaviour of the teacher in diverse ways, such as interaction with students, methods selected, and learning experiences chosen (Murray, 1972).
The effective use of a teacher's personality is essential in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner even in the absence of the spoken word (nonverbal communication). The teacher whose personality helps create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality (Callahan, 1966).

Each individual has characteristic attributes of personality, which influence both the manner in which one behaves toward others and the ways in which they respond. The teacher with pervasive authoritarian characteristics, for example, is likely to reflect them in his relationships with students and in the techniques used in instruction (Morrison and McIntyre, 1972.)

The school is more than a place where knowledge and skills are taught and learned: it is a miniature community in itself where members interact and influence the behaviour of each other (Shoben, 1962). The nature of interactions and influences in the school is an important factor in determining the learner's perceptions of school and his attitudes toward school-related persons and activities (Finley, 1969). This factor involves the interplay between the personality of the teacher and that of the learner.
According to Kahn and Weiss (1973), it can be postulated from the theory of interpersonal perception that a learner's attitudes toward the teacher will affect the attitudes toward the courses taught by the teacher and toward the school.

It may be further postulated that the learner's attitude toward a teacher is a function of the teacher's personality.

Nelson (1964) reported that teachers and pupils in junior high school deviate significantly in terms of their attitudes toward each other. He found that teachers are cognitively oriented toward pupils while pupils are affectively oriented toward teachers.

Teacher personality is, therefore, directly and indirectly related to learning and teaching in the affective domain as well as to that in cognitive and psychomotor domains.

Reports of great teachers commonly stress their personalities, rather than their scholarship or technical teaching skills. When concerned with the student's development of identity,

Hilgard (1965) suggests that should not be afraid of showing feeling. Objectivity can be served by showing that there are those who believe otherwise, but there is no need to do obeisance to other viewpoints by sterilizing our own enthusiasm into a vapid eclecticism.
Erikson (1964) distinguishes between the identifications that help shape a growing personality, and the identity that is later achieved. That is, the child identifies itself with significant people, such as parents and teachers, and incorporates attitudes, ideals, and personality traits from them.

There are several reasons why one should give attention to the matter of personality:

1. To bring about understanding: Someone has said, "to understand is to begin to cure." If the teacher has trouble getting along with people, if he cannot take criticism or suggestion, if one feels inadequate, then some facet of the personality must be changed. One is not born with personality in the sense term is used. Personality is developed and acquired, not inherited. It grows continuously and can be altered to suit the demands. Personality is not something that just happens. It is the definite result of cultivation as one goes on in life. Just as one must keep weeds and grass out of a flower bed, so one must eliminate undesirable elements in the realm of personality. The door of the mind must be closed to the evil things of life, to bad habits and questionable indulgences. Let the teacher look at oneself with a view toward better
understanding. "Examine yourselves, whether to be in the faith; prove your own selves". If a weakness exists, then correct it.

(2) It is a great asset: Next to the knowledge of truth, personality is the greatest asset in the life of the Christian who teaches. It is the power with which one wins other people and inspires personal devotion in others. A positive personality is the "feather in the cap" of the Bible class teacher.

(3) Most classroom problems are people problems: Because of this, one must understand people in order to successfully. The clash of personalities is nothing new. In addition to knowing oneself, the other person must be given consideration. A teacher with a pleasing personality may be the center of argumentation resulting in classroom rowdyism. On the other hand, an irritating and belligerent student can suddenly become pleasant and cooperative. Personality definitely affects others one-way or the other. This demonstrates the need for placing top priority on a working understanding of personality.

The more one understands personalities, the better they become in processing people problems in the classroom.
1.5.4 THE DEVELOPMENT OF PERSONALITY

As suggested above, personality can be changed and altered. A poor personality cannot be the result of heredity in the sense that one inherits a good or bad personality. It is the result of our own outlook and response to things around us; this shapes our personalities. As Holmes (1986) said, "I am part of all that I have met." If one can learn to read, to write, and even speak by practice, one can also learn the skills of good personality.

Unlike the physical bodies, which grow almost automatically, personality needs constant self-direction. Some of the areas needing attention are: sincerity, personal integrity, humility, courtesy, charity and wisdom. These characteristics should be a part of the Christian's life regardless of whether or not one is teaching. These are musts in the life of the tutor. They are the necessary ingredients of a successful teacher. That may improve their personality by:

(1) Admitting that your personality can and should be changed. It was Fosdick who said: "the beginning of a wise ambition lies in man's accepting himself as himself and
not as someone else, and in trying to make the most and the best of that self and not another."

(2) Take an inventory of oneself. Personality wise, where does one stand? What are the weaknesses, strong points and where in ones life as a teacher, does one expect difficulty in making desirable changes? A simple method that will work if one is willing to apply oneself to it, is this (Suggested above, but not simplified):

(a) Awareness that ones personality must be improved.

(b) Desire to improve ones personality traits.

(c) Analyze ones good and bad traits.

(d) Plan wisely and systematically for improvement.

(3) Be honest in ones responses. The results will be as accurate as your willingness to be candid with oneself.

1.6 INTEREST IN TEACHING

Teaching students is a daunting challenge for most teachers. Students look for meaning and significance in relation to their own lives in what they are taught. A clever teacher will
capitalize on this and personalise their lessons with regard to what is going on in the lives of their students at the moment. They want to know about now and not what happened a hundred years ago in some remote part of the world. Unfortunately, it may take a lot of effort on the part of the teacher but keeping up to date with technology and the events that may interest students is vital to getting and holding their attention.

As a rule, most students are quite self-centred. They love to talk about themselves, what they think, what they do not like and are quite emotional. A creative teacher may organise activities like sharing journal entries or writing newspaper articles for a newspaper students have created themselves. This allows students to express themselves freely and talk endlessly about a topic they are interested in: their own ideas.

Prior to learning students need to know why they are doing something, how it can help them and how it relates to their lives. Everyone prefers interesting lessons but it is impossible to make all lessons fun as some subject matter is just boring by nature. Students are aware of this and even though they are generally in favour of fun they realise that good learning takes an effort. All
lessons can be made relevant even if the subject itself is not the most inspiring in the curriculum.

Most of the teacher training colleges depend on qualifications and a short interview, plus in some cases teaching experience for admitting prospective teachers for training. No aptitude test or a test to determine interest in teaching is used. Consequently it may happen that many or almost all the trainees may be the ones who are devoid of the bent of mind or aptitude necessary for teaching. Hence the imperative need to ensure that the trainees admitted are those who have some teaching aptitude or interest, as otherwise the training programme would neither be fruitful nor effective and economical, A number of factors necessary, for being successful in teaching, constitute as a whole the aptitude for teaching. Intellect, attitude towards children, interest in teaching, sincerity, self-acceptance, knowledge of subject matter, knowledge, of children, professional growth and personality may be some such factors- Though quite a few of these are important and are required to be assessed in the case of trainees seeking admission, interest in teaching seems to be a relatively more significant and essential factor.
Resources a Teacher Should Use When Teaching Students

Resources are the teacher’s magic wand. They help put teaching methods into use through appropriate and adapted activities. Here are some particularly useful resources when teaching students:

1. **Music**: Students love and relate to music. It is a way for them to express themselves and learn at the same time.

2. **Group work**: Students are social animals and even though they may be quite self-conscious, they crave relationships and peer interaction.

3. **Role-playing and acting**: This is a great way for students to let themselves go and express themselves freely. Role-playing allows them to vent their feelings in a safe way, as it can be perceived as just a "role" that a student is playing and not their true selves.

4. **Class knowledge**: Students know a lot about various topics and a teacher should tap into their interests and passions for class content.

5. **A quick pace**: Students do not have a long attention span for a single topic unless various short activities are used with a quick pace.
6. **Games**: Students are competitive in that they like to show off and win in groups.

Not quite-yet-adults and not-still-children is a difficult thing to be. Interests vary, emotions run high and frustrations deep. However, the average teenager is an inquisitive, charming contrast of innocence and worldliness and has a thirst for knowledge that is endless. A teacher who understands the characteristics of a teenage learner, effective teaching methods and the resources to put those methods into practice is a teacher who will motivate and challenge a teenage class to learn with interest.

Teaching consists in exchange of views, expressions and overall knowledge between the learners and the teachers where a teacher is bound to act as a good communicator in the class. Teacher should have meaningful learning experience with which one would deliver skills by virtue of model of gesture, which are accepted by the learners virtually. A learner must have a feeling of inquisitiveness with which an open ended question between the two—one is a teacher and another one is the participant who can ask question relevant to the topics specified to the teaching as generalized in the class. One criterion of techniques of
teaching is ‘Telling is not a teaching’ for which ‘Repeat, Recap and Review’ are important for effective teaching.

1.7 ATTITUDE TOWARDS TEACHING PROFESSION:

The word attitude (from Latin “aptus”) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Teaching is a highly noble profession, most suited one especially for women. Teachers are always a boon to society. Through their intelligence, patience and wisdom, they attempt to not only hone the learner’s intellect and aptitude but also, create a well-rounded personality. Teaching has an influence in developing ones mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance.

Attitude denotes the inner feelings or beliefs of a person towards a particular phenomenon.
An attitude is often defined as tendency to react favourable or unfavourable towards a designed class of stimuli, such as a national or racial group or an institution.

Thurstone (1931) defined attitude in the following manner “Attitude is the affect for or against a psychological object. The term psychological object may refer to physical object, a person, an idea, a plan of action, a form of conduct in fact, it may refer to any idea about which the subject may express positive or negative affect.

Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group a custom or an institution (Anastasi, 1982).

Attitude is considered as a predisposition to behaviour. According to Young (1951), an attitude is a learned and more or less generalized and effective tendency or predisposition to respond in a rather resistant and characteristic manner usually positively or negatively (for or against) in reference to some situation, idea, value, material object or class of such objects or person or group of persons.

Allport (1935) defined attitude as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects with which it is related”. The affective quality of
attitude was also emphasized by Krech and Crutchfield (1948). They defined attitude as an “enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual’s world”.

Good (1959) defines attitude as “a readiness to reaction towards or against some situation, person or thing in a particular manner for example Love or Hate”.

Throughout the history of Social Psychology, attitude has played a central role in the explanation of social behaviour. It is usually defined as a disposition to respond favourably or unfavourably to an object, person, institution, or event. People can hold attitudes of varying degrees of favourability towards themselves and towards any discriminable aspect of their environment. Widely shared, Positive attitudes towards relatively abstract goods, (freedom, honesty, security_ are known as values.

Attitude is considered a hypothetical construct, being unobservable, it must be inferred from measurable responses that reflect positive or negative evaluations of the attitude object. Three categories of responses are distinguished, following a classification that goes back at least to Plato: attitudes can be inferred from cognitive responses or beliefs (reflecting the individual’s perception of, and information about, the attitude
object); affective responses (evaluations of and feelings towards the object); and entire responses (behavioural intentions, tendencies, and actions with respect to the object).

Although attitudes are sometimes viewed as containing all three response classes or components, most social psychologists identify and define attitudes in forms of affect or evaluation. (Campbell, 1963).

A learning outcome represented by a state of mental readiness which exerts a derivative, or compulsive influence upon an individual’s behaviour. It is a predisposition to react to a certain object in a certain way. There is some relation between verbal attitude and behaviour. A person generally says what he feels and his behaviour is mostly guided by his feelings. But it may not always be true. In matters of deep seated attitudes it has been found that though there has been a change in the verbal attitude, behaviour has remained almost unchanged. Attitudes are generally the outcome of values and more implied in the environment surrounding the young mind. Schools should therefore endeavour to build up a good environment where favourable attitude may find healthy nourishment. (Biswas and Aggarwal, 1971)

Attitude is an underlying disposition that enters, along with many other influences, into the determination of the variety of
behaviours towards the attitude object or class of objects, including statements of beliefs and feelings about the attitudes object and approach-avoidance actions with respect to it, Cook and Selltiz (1964).

A state of mental and emotional readiness on the part of professionals to react to any educationally significant situation in a manner that gives first place to the interest of society and the profession, that demonstrates appreciative of the situation’s educational implications, and that indicates ability and desire to corporate with others towards the solution of the problems involved. (Dictionary of Education, Good, 1959).

All these definitions point out to the underlying dimensions of ‘favourability’ and ‘unfavourability’ towards an object, which formed the cornerstone of Thurstone’s attitude scaling procedures. But some others like Fishbein and Ajzen (1972) have studied the problem of relationship between attitudes and behaviours. They view the attitudes as disposing the individual to think, feel and act in three sources. It is evident, therefore that attitudes consist of cognitive affective and behavioural components. However, the affective component remains the central aspect of the attitude.
Importance of Attitude Towards Teaching:

i. Teachers' lack of confidence due to poor conceptual and phenomenological foundations. In many countries around the world the number of lay teachers is high, and many of those that have undergone formal education are not ready for the job.

ii. The fact that most teachers most of the time behave as information providers. The basic model of teaching in this case is:
   a. spontaneous;
   b. belief that all students are identical and ready to follow same type of instruction;
   c. acceptance of models the teachers were taught; and
   d. lack of readiness about students' forms of learning and thought.

iii. Teachers have a tacit understanding, strongly shared by the students, that the important aspects of teaching. At Primary and Secondary levels this is done at the expense of a better treatment of phenomenology and intuition, seldom. There is an epistemological separation between theory and practice and the teachers'
performance in the teaching, as the result of their training at the university.

iv. Teachers do not carry out innovations of new curricula and methodologies. Partly due to entrenched beliefs about teaching, instead of teaching as a process, subject as a way of thinking. Good practices in teaching are expected to promote critical thinking, problem solving abilities and readiness for data interpretations as well as good communication skills. Teachers' attitudes indicate the lack of confidence to implement new projects and passively reject new methods and technologies. Reay (1975) states that one of the reasons for this attitude could be due to the little time allowed for preparation within the teacher's working day. Another explanation could be the teacher's personal style in the interpretation of curricula, content and pedagogy. Studies carried out in Brazil (Garrido et al., 1991) indicate that teachers show little interest and lack of compromise towards innovation in school.

v. The lack of coherence between the teachers' classroom attitudes and their expressed belief on active methods of interaction. Black (1989) reported a study made in a classroom were the teacher strongly believed in his
ability to conduct an interactive subject class. When observed, he was talking to the class 90% of the time. Activity dominated learning situation studies show that students listen to the instructor more than 50% of the laboratory time. Bliss (1977) did a naturalistic study and reported 43 stories about the laboratory. More than half of the students had bad recalls from their laboratory work. Carvalho (1992), mentions the dichotomy between the liberal discourse in opposition to repressing action that dominates the teacher training courses. A study of the beliefs and opinions of teachers about the nature of education (Souza et al., 1987) indicated that though teachers were less dogmatic about the nature of subject and approved curricular modifications and active methods in the classroom, their standing in the classroom indicated otherwise. Teachers pedagogical positions are quite traditional, giving great emphasis to presentation of knowledge and pupils' abilities to think in abstract terms.

vi. Teachers tend to see school failure as a result of the socio-psychological deprivation due to social conditions of child and family. Low expectations for these students generate poor teaching practices. Therefore, the
tendency to put the responsibility of their teachers ineffectual performance on the students.

vii. Last, but not the least, the conditions under which teachers work. Professional and social status; school infrastructure, poor libraries, laboratories, safety conditions, etc., create new variables that redefine the attitudes of even the most devoted and well prepared teacher. The analysis made by a secondary teacher (Cedrez, 1993) that comes from a country that enforces the implementation of official curricula via regular inspections of the classrooms presents a good picture about what goes on in the classroom, the official curriculum cannot be accomplished with the basic mathematics foundations the students bring from early school years. So, it is needed to train the students to do problems, instead of helping them to understand phenomena and learn the subject.

The concept of attitude occupies a very favored position in social psychology. Psychologists as well informed as Allport (1936) and Murphy (1937) consider it the central concept in the field; various textbooks have indicated its usefulness in the advance of the science; and the literature revolving around
"attitudes" has grown in the past 20 years to voluminous proportions. Yet the concept, despite its key position, is marked by considerable confusion.

A person's attitude is "the relatively stable overt behaviour which affects his status" Bain (1928). When a certain type of experience is constantly repeated a change of set is brought about which affects many central neurons and tends to spread over other parts of the central nervous system. These changes in the general set of the central nervous system temper the process of reception; they lead to the formation of certain general modes of receiving and integrating stimuli. In terms of the subjective life these general sets are called attitudes, Warren (1931).

Young (1931) states that attitudes in the narrow and more specific sense are essentially motor of the organism toward some specific or general stimulus. They rest upon innate stimulus-response patterns as these have become modified, elaborated, and integrated through learning in the social world. “Attitudes do not exist without reference to value meanings and meanings are related to situations of all sorts around which people have constructed habits and built up a series of images”.

According to Thomas (1937) an attitude is "a process of individual consciousness which determines real or possible activity of the individual in the social world".
The first definition refers to a particular kind of overt behaviour. The second points to a kind of neurological action. The third includes both neurological action and action that involves meaning, imagery, and value. The fourth definition points to any process of individual consciousness. These four views of attitude suggest the extent to which conceptions of the attitude differ. The published writings of psychologists show no general agreement upon what the term attitude denotes.

As this field is so vast having areas of specialisations, different skills and type of training are required for different levels. Areas of specialisation include teaching at nursery schools, middle schools, high schools, colleges, universities, institutes, special schools etc. Each level calls for a different expertise. If one loves to be with children, teaching at schools would be a good option, but if one wants to be with young adults, it is better to look at the college or university level. Good teachers can bring out the best in every student. They are the ones who make a difference in the lives of their students. Rousing students from their apathy and watching their curiosity grow is one of the biggest rewards of teaching.

Main reason for opting this career could be interest in the subject, secure professional career and regular annual
vacations. It can also be a second career for those who have retired from professional services.

Teaching is certainly a noble profession, but so is medicine and social work! Any profession one chooses, there is a need to be passionate about it. Love and passion should guide in whatever people do. All high scoring students may not essentially be good teachers. Before deciding on teaching as a career, analyze one's own aptitude as a teacher. There are certain basic temperamental and academic requirements to be a teacher.

One can be a good teacher if-

1. Love the subject and enjoy studying it.
2. Feel the need to know more about the subject, and therefore even as a student search for related books/materials, beyond the textbooks.
3. Have a tendency to read the same text again and again if one fails to understand it in the first reading. Do not give up till one get it clearly, that is, one needs to have an analytical mind.
4. During student life one often finds oneself explaining the course topics to ones classmates, always trying to make it as simple as possible, depending on the IQ of the student.

5. One is always interested in attending, submitting, presenting papers in seminars/conferences on your subject.

If these attributes exist then academics is certainly the way to go.

Qualities Of A Good Teacher-

- **Thorough knowledge of the subject**- Without thorough knowledge one cannot face the students. One must be confident about your subject. Higher courses like M.Phil and Ph.D help in in-depth study of the subject. Besides, essential tests for lectureship, like NET, CSIR, are meant to asses the depth of ones knowledge in a particular subject. It is difficult to clear these tests without sincere studies.

- **Accept the challenge**-Teaching college student is both interesting and challenging. College students, having crossed a certain age, are more aware and curious about the subject matter. (Not every student of course!) So the
lectures need to be interestingly practical. Particularly the postgraduate students pose several questions in the class for which the teacher has to be prepared. Such questions are a challenge but questions make teaching interesting too, as new questions increase your own knowledge too. One may not be able to answer all the questions on the spot. In such cases admit this and honestly promise to find out the answer. This increases the interest of the student too.

- **Eye contact**: Come fully prepared to the class. Do homework sincerely. The best way to retain the student’s interest is by direct eye contact while teaching. Make notes but do not read from them in the class. Memorize the major points beforehand. Write the main topics on the blackboard and then proceed to explain them one by one, constantly maintaining eye contact with the students. This will also help to notice, which students can understand and which ones cannot. Repeat for the slower ones. If one reads from notes, students will never develop interest. Therefore eye contact is a must. Eye contact also means confidence. Confidence to take on the class!
• **Stand and move while teaching** - The teacher can pass on the energy level to the students. The more one gestures with hands while explaining, the more one uses the board, the more one moves from one corner of the dais to another while explaining, the more one will be in charge of the class.

• **Repeat and allow interaction** - Try to gauge the class’s/individual student’s expressions. Repeat the explanation if one feels they haven’t understood.

• **Be approachable and encouraging** - Allow students to approach during free time to discuss the topics. Aim should be to enhance their interest in the subject.

• **Keep yourself updated** - Read more than one newspaper, journals, magazines, books and keep oneself updated.

• **Involve in research activities** - Writing for journals, conference presentations etc. sharpens knowledge as a teacher

### 1.8 ACADEMIC ACHIEVEMENT:

Academic achievement of the student is of major concern both to the parents as well as to the teachers. There are students
who demonstrate discrepancy between expected and actual achievement. These problems may be due to obvious factors such as physical deficiencies, ill health, emotional disturbances and absence from the school, unfortunate personal circumstances or inadequate environmental conditions in the classroom. Poor academic achievements are due to the impairment of psychological process like perception, attention and memory (Rana and Sinha 1996)

Academic achievement is the knowledge and skills developed by the student in the subject, in which one is imparted training in schools and subsequent success in life. It is the competence actually shown by the student in the subject in which one has received the instruction at school.

According to States Dictionary of Psychology “Academic achievement is specific level of attainment or proficiency in academic work as evaluated by teachers by the standardized tests or combination of both”.

According to Dictionary of Education, Good (1958), “The knowledge attained or skills developed in the school subject usually determined by test scores or by marks assigned by teachers or both”.
At the time of lively appraisal of educational development in India, when many changes are being witnessed in organisation, curricula and teaching techniques, it is pertinent to seek systematic and up-to-date information on the significant correlates of pupil achievement. It is appropriate, in this context, to consider at once factors, affecting the academic achievement in schools such as pupil’s intelligence, creativity, anxiety, socio-economic background and various personality traits of students. These factors are of utmost theoretical and practical importance in the development curricula and designing educational programmes to suit the needs of student with varied background. Further, the study of these factors assumes special significance in view of their implications for curriculum planning and for the classroom teacher. Investigation and studies on the correlates of achievement, thus, need to be thoroughly examined with a view to deriving maximum benefit from their findings for improved curricular development, efficient teaching and better academic achievement.

Research on correlates in general have mostly concentrated on studying the effect of certain independent variables, namely, teachers absenteeism, teachers burnout, n-achievement, emotional climate, educational facilities etc., on academic achievement.
Intellectual factors may also be the determinants of academic achievement and they must also be studied. The researchers have mainly been on teachers’ participation, their burnout and absenteeism and congenial atmosphere at school etc.

Much research has been done correlating anxiety measures with academic achievement. In most cases, moderate correlations were found between scores on anxiety tests and intellectual performance, teacher’s involvement in the school, school achievement, highly complex alternatives for exploration. But the levels of correlations suggest that the relationships are really quite complex and are affected by such factors and rate of input of stressful stimulation, other environmental conditions that are arousing and ability of the individual to process complex information.

Academic achievement of the learner is the primary concern of all types of educational endeavour. Particularly at secondary school stage, great emphasis is on achievement, right from beginning of formal education. To certain extent, achievement test is a good tool for the timely appraisal of the students’ learning which will form the basis for improvement, refinement and modification of teaching-learning process.
Academic achievement is affected by psychological factors like job satisfaction, teachers’ attitude, personal effectiveness and organizational culture etc.

Achievement is also affected by social factors like gender, age, type of school, location of school, school climate, medium of instruction, etc. In the present study the researcher has considered age, gender, educational qualification, type of management, teaching methods and locality as moderator variables to see the effect on academic achievement.

Assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge and understanding. It is universally accepted that the acquisition of factual data is not an end in itself but that an individual who has received education should show evidence of having understood the subject and relate to the life situation. But for obvious reasons the essay type of test and examinations are largely confined to the measurement of the amount of information, which students have acquired (Rao, 1990).

The concepts of over achievement and underachievement, logically speaking are meaningful in relation to some expected level of performance. Theoretically if ones performance is superior to the expected standard of performance then one may be regarded as over-achievements, were as when ones
performance is inferior then one may be regarded as under-achiever.

Taylor (2010) states that very low level of expectation tends to make a pupil accept very low standard of achievement, very high expectations lead to discouragement and diminished effort because of the feeling that one cannot live up to what is required of him. To be practical, the level of expectation needs to be geared to suit each individual’s capability. Hence every student should be encouraged and motivated to have academic success according to the tastes, interests and capacity. In this regard the teacher has to help the student to find ones worth and set the standards. And these standards should not be too low or too high but within the reach of the students and should enjoy the success every time there is an academic achievement. Kalam (2002) states “you can achieve if it you can dream”, “dream high”. Hence the students should be helped to dream within the reach and every time gives the test of success, which will work as intrinsic motivation for life to achievement success.

In the present study the researcher has considered some of the psychological factors like general mental alertness, personality, emotional intelligence, interest in teaching and attitude towards teaching profession that may affect the
academic achievement and their percentage of contribution towards academic year.

1.9 SCOPE OF THE STUDY

General mental Alertness is a board concept which involves many things in various fields. The present study is confined to identify the Role of General Mental Alertness in enhancing teaching efficiency of prospective teachers of College of Educations of Bijapur and Bagalkot districts. This study also deals correlation between General mental alertness and Personality, Interest in Teaching General Mental Alertness and Attitude towards teaching profession and Academic Achievement of prospective teachers.

1.10 NEED AND IMPORTANCE OF THE STUDY

The importance of awareness of the principles of mental health is commonly accepted. If the teachers were aware of the principles of mental health, then they would be able to perform their job satisfactorily.

Emotional intelligence allows thinking more creativity and uses emotion to solve problems. Goleman (1995) believes that emotional intelligence appears to be an important set of
psychological abilities that relate to life success. It is empathy and communicational skills as well as social and leadership skills that will be central to our success in life and personal relationships, rather than high Intelligence quotient. Goleman (1995) claim that if one wants to be a valued and productive member of the society it is better to have high emotional quotient.

Goleman (1995) argues that men particularly need to develop emotional skills, and gives many examples of men with high intelligence that were not successful because they had problems with other pupils skills. The research points that, people with high emotional intelligence generally have successful relationships with family, friends and fellow workers. They are also successful because they persist in the face of setbacks and channel their emotional energies towards achieving their goals.

But in India, very little is known as to how far the teachers are satisfied in their jobs and how far the knowledge of the principles of mental health contributes to their job satisfaction. It is from this gap in our knowledge that the problem of the study has emerged.

Research on teacher personality is based on assumption that a teacher as a person is a significant variable in the teaching – learning process. Personality influences the behaviour
of the teacher in diverse ways, such as interaction with student, methods selected, and learning experiences chosen. (Murray, 1972). The effective use of a teacher’s personality is essential in conducting instructional activity. Personality aids teaching, for communication takes place between the teacher and the learner even in the absence of the spoken word (nonverbal communication). The teacher whose personality helps create and maintain a classroom or learning environment in which student feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality. (Callahan, 1996).

The origin of the study is the keenly watchfulness ready for sudden action vigilant lively visible bright and the alike. The mental alert teacher can mange the classroom effectively. The general mental alertness plays an important role in enhancing teaching effectiveness having good personality traits possessing positive attitude towards teaching. The student teachers who are under-going secondary teacher training should be mentally alert while in the classroom by observing classroom discipline awareness about classroom climate keenly watching students behaviour, students performance level and individual learning capacity of the students.

Kaur (1992) conducted a study of relationship among creativity intelligence and academic achievement in different
subject of graders. The male intelligence was positively corrected with fluency flexibility originally and composite creativity than the female.

Pradhan (1990) conducted a study of creative thinking in relation to socio-economic states and scholastic achievement of the higher secondary students of Baroda city. The findings show that the sensitivity fluency, flexibility and originality were identified as the main factors linked with creative thinking. There was no significant relationship between creative thinking and socio-economic states. However it was found that there was significant and positive relationship between creative thinking and scholastic achievement. The relationship of fluency and originality with socio-economic states was found significant while relationship between flexibility and socio-economic states was found to be significant. However it was found that there was a positive and significant relationship between fluency flexibility originality and scholastic achievement.

The purpose of the study is to measure the teachers emotional intelligence, mental ability in action it asses an individual learning capacity for acquiring new knowledge and skills in the various dimensions such as attitude towards teaching profession, interest in teaching, personality and academic achievement.
The present study focuses on the prospective teachers' alertness in their desirable behaviour in classroom and maintaining cool personality traits, positive attitude, interests in teaching, which are helping in enhancing the teacher's effectiveness.

General mental alertness is a broad concept, which involves many things in various fields. The present study confined to identify the role of general mental alertness in enhancing teaching efficiency of prospective teachers of college of educations of Bijapur and Bagalkot districts. This study also deals with the correlation between General mental alertness, emotional intelligence, personality, Interest in Teaching and Attitude towards teaching profession and Academic Achievement of prospective teachers.

1.11 STATEMENT OF THE PROBLEM:

The present study is entitled as “A Study of General Mental Alertness, Emotional Intelligence, Personality, Interest in Teaching, Attitude Towards Teaching Profession in Relation to Academic Achievement of Prospective Teachers”.
1.12 OBJECTIVES OF THE STUDY

The objectives of the study are

1. To study the significant relationship among general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality with respect to their academic achievement of prospective teachers.

2. To study the significant difference between gender (male and female) of prospective teachers general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality with respect to their academic achievement.

3. To study the significant difference between medium of instruction (Kannada and English) of prospective teachers general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality with respect to their academic achievement.

4. To study the significant difference between teaching subjects (arts and science) of prospective teachers general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality with respect to their academic achievement.
5. To study the significant difference between educational qualification (graduate and postgraduate) of prospective teachers general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality with respect to their academic achievement.

6. To study the significant difference between types of management (Government, aided and unaided) of prospective teachers general mental alertness, interest in teaching, emotional intelligence, attitude towards teaching profession and personality with respect to their academic achievement.

1.13 LIMITATIONS OF THE STUDY

i. The present study is limited to prospective teachers of Colleges of Education of Bijapur and Bagalkot districts only.

ii. The sample is restricted to 350 prospective teachers of Colleges of Education.

iii. The study is restricted to prospective teachers of Colleges of education with different type of management (Government, aided and unaided) of Bijapur and Bagalkot districts.
1.14 OVERVIEW OF THE STUDY:

The Chapter I, deals with the brief introduction of the variables namely, General Mental Alertness, Emotional Intelligence, Personality, Interest in Teaching, Attitude Towards Teaching Profession and Academic Achievement, its need and importance of the study, objectives and limitations of the study.

The Chapter II, a brief review of related literature and how the related literature helped the researcher to design the present study are discussed.

The Chapter III, the methodology adopted for the present study is discussed. This chapter includes variables considered for the study, sample, tools used, hypotheses, procedure of data collection and statistical analyses of data are discussed.

Chapter IV deals with the analysis and interpretation of the data in the form of tables and graphical representation.

Chapter V presents a brief summary of the study. It also presents findings from the study, discussion and conclusions, along with educational implications of the study and suggestions for further research.

Bibliography and Appendices are given at the end.