
CHAPTER-1

INTRODUCTION

1.1 Introduction

We, human beings, are all social animals. We live in a society which is complex and rigid in nature. To develop the feelings of humanity in our children we impart education to them. This education is imparted at various levels such as pre-primary level, lower-primary level, upper-primary level, secondary level, higher secondary level and higher education level in various streams of knowledge and profession. All this education imparted helps one to develop various competencies viz. competency of profession, ability to work, cope with situations, etc. Thus, education is imparted throughout the country to develop one into a human being.

Education given to the students is imparted by skilled and professionally trained persons called as teachers. These teachers are such persons who undergo a training of specially designed courses and thus they develop their competencies in such a manner that they may prove to be effective in developing the competencies in their students. Thus, it is necessary that a teacher's competencies are well and fully developed so that they can bring the desired changes in their students.

A teacher is a human being on whose shoulders the society levies its need to develop the competency of its learners. So, from this view point of the society it becomes vital for the teacher also to develop his own competencies in all directions so that he proves to be an effective teacher for the learner. This development of the teacher takes place from the moment when he enters an institute to become a teacher. It is thus the responsibility of the Teacher Education Institution (TEI) to check at certain intervals that the desired competencies are developed in the pre-service teachers.

Apart from teaching competency, today the role of a teacher has changed, as a teacher has to look at his students from various different dimensions. The students come to the school from a complex society. The students are also human beings. They have a complex behaviour and psychology. They have their own emotions. It is the duty of the teacher to understand their emotions and psychology. Thus, the pre-service teacher has to develop his competency in such a way that he understands the psychological needs of his future students. Since the students come from different localities, villages, cities, houses, etc. their learning needs also differ. They have different experiences of the society. It is here where the teacher has to be more attentive. Nowadays each and every parent wants his child to study properly and in a brilliant manner. To satisfy this need of the parents the teacher has to remain more and more cautious about his behaviour. A teacher has to be emotionally intelligent. The teacher has to develop a bridge between him and the students. This bridge can be well developed by a teacher who is more emotional.

Thus it is a present day expectation from the pre-service teachers to be more emotional and develop their emotional intelligence so that they prove out to be more effective. As stated by *Mayer and Salovey* (1997), "Emotional intelligence is a set of abilities to perceive accuracy, appraise, and express emotion, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth." Psychologist John D Meyer, Peter Salovey and Daniel Goleman have come up with an answer by introducing the concept of Emotional Intelligence. In the words of **Goleman**, "*...there is definitely much more to success in life than possessing a high Intelligence Quotient*" and this realization eventually brought the concept of Emotional Intelligence.

The concept of Emotional Intelligence is an extension of the concept of social intelligence as proposed by *Howard Gardner* in his theory of Multiple Intelligence. Emotional Intelligence is a way to characterize skills and abilities that help us to recognize emotions in ourselves and others, understand them and use language to communicate them; harness the power of emotions as a tool in cognitive activities like problem solving, reasoning and creativity, and manage emotions both in ourselves and in other people. In short, the four major domains governed by Emotional Intelligence can be summarized as

1. Understanding the emotion of self
2. Managing emotion of self
3. Understanding emotion of others
4. Managing of emotion of others

So, today a pre-service teacher is required to develop his emotional intelligence so that he can be more effective in the teaching interaction with his students. With the demand of present day scenario it becomes imperative to know whether in our pre-service teacher training programmes, we are focusing on developing teaching competencies in a water tight compartment or through the curriculum, activities and practices during the year we are trying to build up on their emotional intelligence also. Again emotional intelligence cannot be taught but it can be built upon. So it becomes more important to note whether those pre-service teacher trainees having good emotional intelligence are also relatively good at picking up teaching competencies and even vice versa. And, hence the present study was undertaken to know about the correlation between teaching competence and emotional intelligence of pre-service teacher trainees.

1.2 Statement of the Problem

The problem of the study can be stated as-

"A Study of the Relationship Between Emotional Intelligence and Teaching Competence of Pre-Service Teachers."

1.3 Explanation and Operationalization of the Terms

➤ Emotional Intelligence

According to *Goleman*, (1995) **"Emotional Intelligence is a skill of self control, zeal and persistence and the ability to motivate oneself."** He has given four components of Emotional Intelligence viz.

- Self-Personal Competence
- Self-Management
- Social Competence
- Relationship Management

The present study takes into consideration emotional intelligence of teachers and so focuses on the following four components as given by Dr. Shubra Mangal in her tool-

- Awareness of Self and Others - implies being aware of one's own self and others with whom the teacher is interacting. This factor subsumes the art of empathizing, influencing, commitment, appropriate assessment of one's own capabilities and awareness of the organization where the person is working.
- Professional Orientation –refers to the quality of a teacher who can adapt to changes and bring put positivity in a diverse situation.

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- Intrapersonal Management or Self Regulation – refers to the traits of self confidence and self control through which a teacher can assert himself/herself in public independently.
 - Interpersonal Management –refers to those set of skills which a teacher needs e.g. competencies like teamwork capabilities, problem solving, building bonds and initiating a change.

➤ **Teaching Competence**

As per Cambridge Advanced Learner's Dictionary, Teaching Competence is- "**The ability to give someone knowledge or to instruct or train someone well.**"

A teacher has to perform a host of activities inside and outside the classroom. Thus the effectiveness or ineffectiveness of teaching is closely linked to teacher competence. A competent teacher would also create classroom conditions and climate, which are conducive for student learning.

➤ **Pre-service Teachers**

Pre-service teachers in this study refer to all those undergoing training in B.Ed. courses in the education colleges.

1.4 Objectives of the Study

The following objectives were formulated for the study

1. To assess the Teaching Competence of the Pre-service teachers
2. To measure the Emotional Intelligence of the Pre-service teachers
3. To find out the relationship between Emotional Intelligence and Teaching Competence of pre-service teachers
4. To find out the relationship between Emotional Intelligence and Teaching Competence of Male pre-service teachers

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5. To find out the relationship between Emotional Intelligence and Teaching Competence of Female pre-service teachers

Based on the above questions the researcher had following questions in mind.

1. What is the level of teaching competence of the Pre-service teachers?
2. What is the level of teaching competence of the male Pre-service teachers?
3. What is the level of teaching competence of the female Pre-service teachers?
4. What is the level of emotional intelligence of the Pre-service teachers?
5. What is the level of emotional intelligence of the male Pre-service teachers?
6. What is the level of emotional intelligence of the female Pre-service teachers?
7. Is there any relationship between emotional intelligence and teaching competence of the pre-service teachers?
8. Is there any relationship between emotional intelligence and teaching competence of the male pre-service teachers?
9. Is there any relationship between emotional intelligence and teaching competence of the female pre-service teachers?

Based on the research questions mentioned above, following hypotheses were formulated by the researcher-

1.5 Hypotheses

The following hypotheses were formulated for the study.

1.5.1 There will be no significant relationship between Emotional Intelligence and Teaching Competence of pre-service teachers.

1.5.2 There will be no significant relationship between Emotional Intelligence and Teaching Competence of male pre-service teachers.

1.5.3 There will be no significant relationship between Emotional Intelligence and Teaching Competence of female pre-service teachers.

1.6 Delimitations and Limitations of the study

The study is delimited to the Pre-service teachers in B.Ed.course of English Medium Education Colleges, of Sardar Patel University, V.V.Nagar.

Due to time limitation, the researcher observed two teaching sessions of each of the pre-service teachers to evaluate their teaching competence.

1.7 Rationale of the study

As we know, human beings are social animals. We all live in a society. The pre-service teachers also come from the same society. These pre-service teachers are the future teachers. They have to deal with the expectations of the management, colleagues, parents and the students. In short they deal with the expectations of the society. To deal with these expectations is a big challenging situation for the teachers. They are supposed to deal with human beings like them who possess intelligence and emotional intelligence too. The scenario of teaching profession has changed a lot. It is not merely teaching now but it is now the overall development of the students. Now the class is needed to be more student centred. To make one's class more interesting a teacher has to be more emotionally intelligent and then only he will be able to be an effective teacher. These pre-service teachers are specially trained for this purpose. They also possess intelligence. This intelligence can be social and even emotional which affects our behavior in the society in one or the other way. According to Goleman **“individual success at work place is 80 percent contingent on Emotional Intelligence (EQ) our IQ gets us selected as EQ gets us promoted”**. Thus it is very much vital for these pre-service teachers to be high in their EQ and thus become the best in their profession. In the education process the teacher will try to develop social, political, economical, moral values and ethics in a child. This is possible only if the

teacher is having these qualities in his own self. A need for high emotional intelligence among the pre-service teachers is required because they are the future teachers. It is these pre-service teachers who will be going to the society and in turn will go to the schools, where they will have to deal with emotions of staff colleagues, higher authorities, parents and the most important are students. Along with being emotionally intelligent, they also need to be competent enough for their profession. They must possess skills which are like the bows in armour. Without the bows it becomes difficult to tackle the situations. Questions often arise that teachers should be competent enough or should they be emotionally intelligent? Is one because of the other? Does one help in the development of the other? What is the cause and what is the effect? What if a teacher has a very high teaching competence but then he/she is not able to deal with students in the classroom? Are skills of explanation, reinforcement, questioning, illustration, evaluation, etc. enough to be an effective teacher? What if a teacher is able to establish a good rapport with students but fails at the transactional part of the curriculum? These questions and many more made the researcher take up the present study to find out the possibility of relationship between the emotional intelligence and the teaching competence of the pre-service teachers.

1.8 Scheme of Chapterization

The dissertation has been divided into six chapters. The scheme of chapterization is as follows.

Chapter-1: Introduction The chapter begins with an introductory note and states the problem of study with the explanation of key terms. It also states the objectives of the study undertaken, hypotheses framed and rationale of the study as perceived by the researcher.

Chapter-2: Conceptual Framework This chapter focuses on the conceptual framework or theoretical background of the study undertaken.

Chapter-3: Review of Related Literature The chapter begins by stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work.

Chapter-4: Methodology of Investigation The chapter focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for data collection as well as data analysis.

Chapter-5: Data Analysis, Interpretation and Discussion In this chapter the collected data have been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

Chapter-6: Findings, Suggestions and Educational Implications The last chapter of the dissertation deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field.

CHAPTER-2

CONCEPTUAL FRAMEWORK

2.1 Introduction

“The rules for work are changing, we are being judged by a new yard stick, not just how smart we are as our expertise, but how well we handle ourselves and each others.”

-Daniel Goleman

Before a decade it was believed that Intelligence Quotient was responsible for success in life. Based on this assumption number of intelligence scales have been developed. However those scales are not meant for predicting why some people are better in interpersonal relationship, more acceptable to the better management of their lives, career and stress. Then what qualities of mind or spirit determine who would succeed? With the passage of the time validity of intelligence quotient as the only measure of a person's intelligence and success has been formally questioned. There always have been numerous examples of people with high Intelligent Quotient (IQ) who failed in achieving in life what they wanted to achieve, and there are numerous example of people whom we thought as dumb but they worked well. How is it possible? It means that there is something more than Intelligence Quotient (IQ) which determines success. The investigation continued over the year all over the world. Psychologists *John D. Meyer, Peter Salovey and Daniel Goleman* have come up with answer by introducing the concept of the Emotional Intelligence. In the words of Goleman, “There is definitely much more to success in life than possessing a high Intelligence Quotient” and this realization eventually brought the concept of Emotional Intelligence.

According to Goleman **“individual success at work place is 80 percent contingent on Emotional Intelligence (EQ) our IQ gets us selected as EQ gets us promoted”**.

The roots of Emotional Intelligence can be traced back to over 200 years, the famous psychologist *Edward Lee, Thorndike* through his concept of Social Intelligence laid down a solid function of the essence of the emotional intelligence in 1920. Human relations as commonly visualized are day to day feelings with other people at home and at work, the success or failure of task depends on our handling the situation and the people involved with.

Emotional Intelligence is grounded primarily in psychobiology and modern neuroscience. Harvard psychologist, *Harvard Gardner* was the first one to point out the distinction between intellect and emotional capacities and introduced his theory of ‘Multiple theory’ 1983 including interpersonal skill and intrapersonal intelligence.

Most of the problems in our life whether childhood or adolescent problems, work situation problems or political, regional or international problems are the result of the mishandling of the involved sentiments, feelings and emotions of the individuals or concerned group of individuals, society and the nations. The view points and the ideas propagated by Daniel Goleman have brought a revolution in the field of child care, home, school and work place management. It has also provided sufficient support to the guidance and counseling services including physical and mental health problem. Although these may seem a bit exaggerated in the tall claim that (Emotional Intelligence) is a sure guarantee for the unqualified advantage in life, there is no denying the fact that’s one’s emotional make up count quit to deal successfully with other people and with one’s own feelings. Since the quality counts significantly, towards one’s success in one’s area of achievement it may help one to step in the require success.

2.2 Emotional Brain and Emotional Hijacking

Let us see in the human brain, where emotion comes from and why we need it in everyday life, including in the organizational context. Primitive instinctual emotional responses are the keys to survival. For instance, when we get afraid, fear drives the blood into large muscles, making it easier to escape. Surprise triggers our eyebrows to rise, allowing the eyes to widen their view and gather more information about an unexpected event, pleasant or otherwise. Disgust wrinkles up the face and closes the nostrils to keep out foul smells.

In the human brain, there are two most significant structures which are mainly responsible for emotional responses: amygdala and neo-cortex. The amygdala is an almond-shaped brain structure, in the limbic system of the brain that decodes emotions, in particular, the stimuli that are threatening to the organism. Amygdala is responsible for all kinds of emotional responses such as, delight, disgust, fear and anger, and is the source of the instinctual passions of fear, aggression, nurture and desire. Neo-cortex, on the other hand, in the pre-frontal lobe, is thinking part of the brain which helps to take rational decision by reflecting and reasoning.

The modus operandi of amygdala and Neo-cortex are very interesting to study. The lack of conscious censorship is amygdala's characteristic. It makes an emotional judgement as soon as it gets an alarming or pleasant signal, without having words to describe them. This, sometimes, leaves us unable to describe our feelings. It is the amygdala that causes traumatic events to be recalled when other events that happened in adjacent time periods are forgotten. On the contrary, neo-cortex is the domain of reason, the central processing house for all sensations that are perceived. It gives a more comprehensive understanding of what is happening around us, and how it affects us. It is the neo-cortex that generates our thoughts, but it is the limbic system

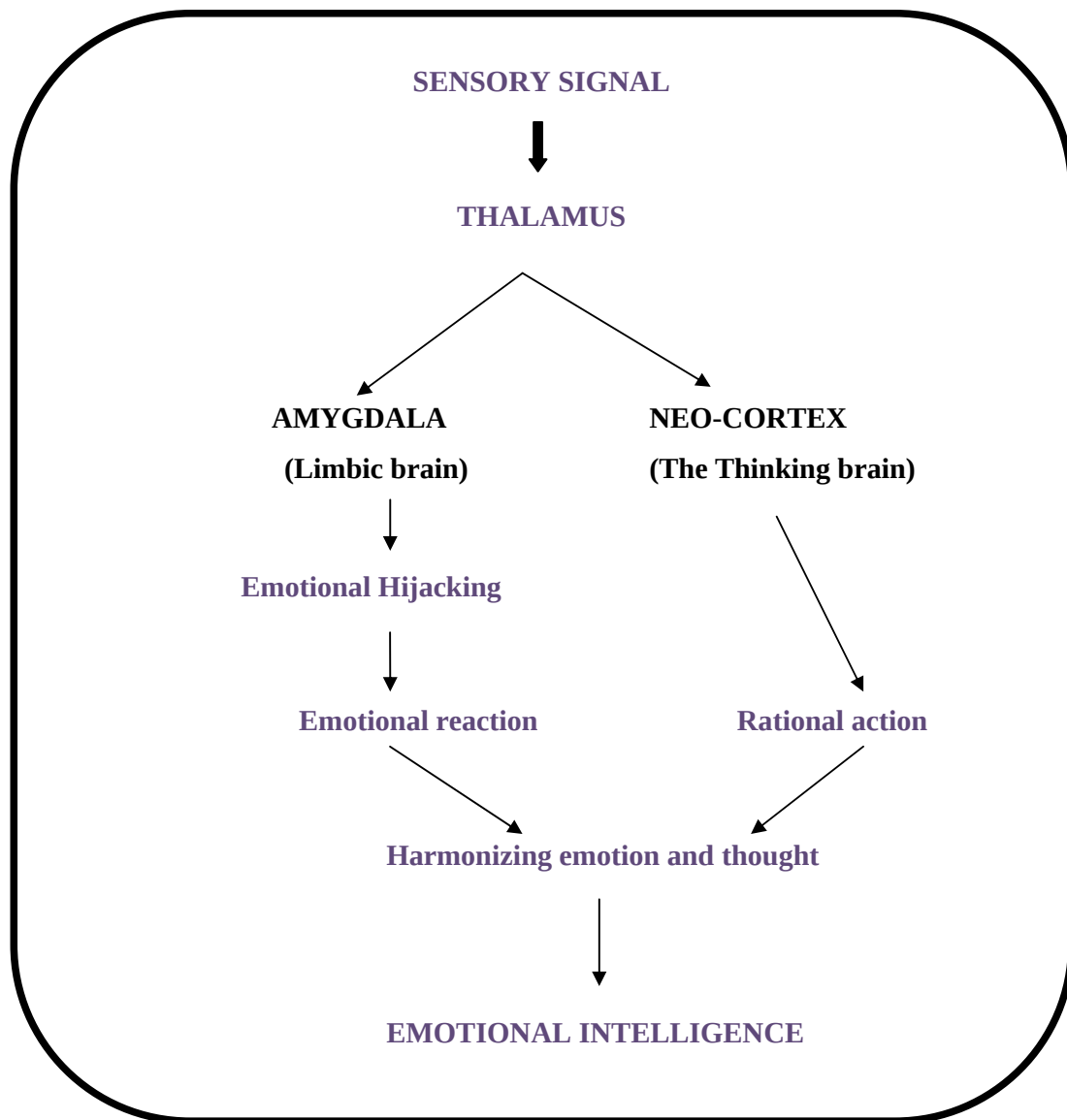
that provides feeling to those thoughts. Being the most advanced species in the animal world with both neo-cortex in prefrontal lobe and amygdale, human brain acts differently than those of the other species. On the one hand, the human brain is directed by the action of amygdale that is, the passionate reaction, and on the other hand, the neo-cortex drives it to experience, the reasoning for the responses, justification for that and the memory of the experience. Animals such as reptiles, don't have neo-cortex and therefore, cannot experience and learn anything such as maternal love; this is why baby snakes have to hide to avoid being eaten by their parents.

However, **Le Doux (1986)** has explained that the instinctual and passionate responses of the primitive brain take priority over the thoughtful, considered responses of the neo-cortex and human beings are actually genetically programmed to be driven by the instinctual passions (due to amygdala's action). This is termed as 'Emotional hijacking'. Because of his 'emotional hijacking', despite our best efforts to keep our emotional outburst under control, many times, they lead us to take certain sudden actions. While explaining the 'emotional hijacking' in human brains, Le Doux (1986) has mentioned that amygdale, in the limbic system of the human brain, acts as an alarm system which, through specific emotional response, copes up with the emergency situation and alerts the major parts of brain. 'It triggers the secretion of the body's fight-or-flight hormones, mobilizes the centers for movement, and activates the cardio-vascular system, the muscles, and the gut'. Sensory signal from sensory organs first goes to brain's thalamus; another signal is routed to the brain's rational part of neo-cortex. Neo-cortex gathers and evaluates the information and then initiates its appropriate response. The input stream, which is a shorter route from thalamus to amygdale, is quicker (12 milliseconds as opposed to 25 milliseconds to the neo-

cortex) and the amount of information is lesser. As a consequence, it operates as a quick primal scan to check for danger, or opportunity even before the neo-cortex fully comprehends the information. This phenomenon is termed as 'emotional hijacking'. However, the largest portion of sensory information goes to the neo-cortex. In the prefrontal lobes of neo-cortex, the information is analyzed, planned and coordinated and as a consequence, more calculated response is generated. For instance, while strolling on grass in a park, if someone sees long, curved shape in the grass, he leaps out of the way before he realizes it is only a stick that looks like a snake. Then he calms down, his cortex gets the message a few milliseconds after his amygdala to respond more rationally. It naturally modulates the actions of amygdala. 'The connections between amygdala (and related limbic structures) and the neo-cortex are the hub of the battles or cooperative treaties struck between head and heart, thought and feeling. This circuitry explains why managing emotion is so crucial to effective thought, both in making wise decisions and in simply allowing us to think clearly'. **This phenomenon of modulating emotional responses is the essence of the construct of emotional intelligence.** Emotional Intelligence, therefore, does not propose to eliminate the emotional feelings from the actions. Rather, it proposes an appropriate cooperation between amygdala and neo-cortex to analyse the situation, people associated with it and consequently modulates the emotional response.

The above has been schematically represented in the following figure.

Figure: 2.1: Neuroscientific basis of Emotional Intelligence



2.3 History of Emotional Intelligence

The term Emotional Intelligence first originated in 1920 by E.I.Throndike, at Columbia University but he used the term “Social Intelligence” to describe the skill of

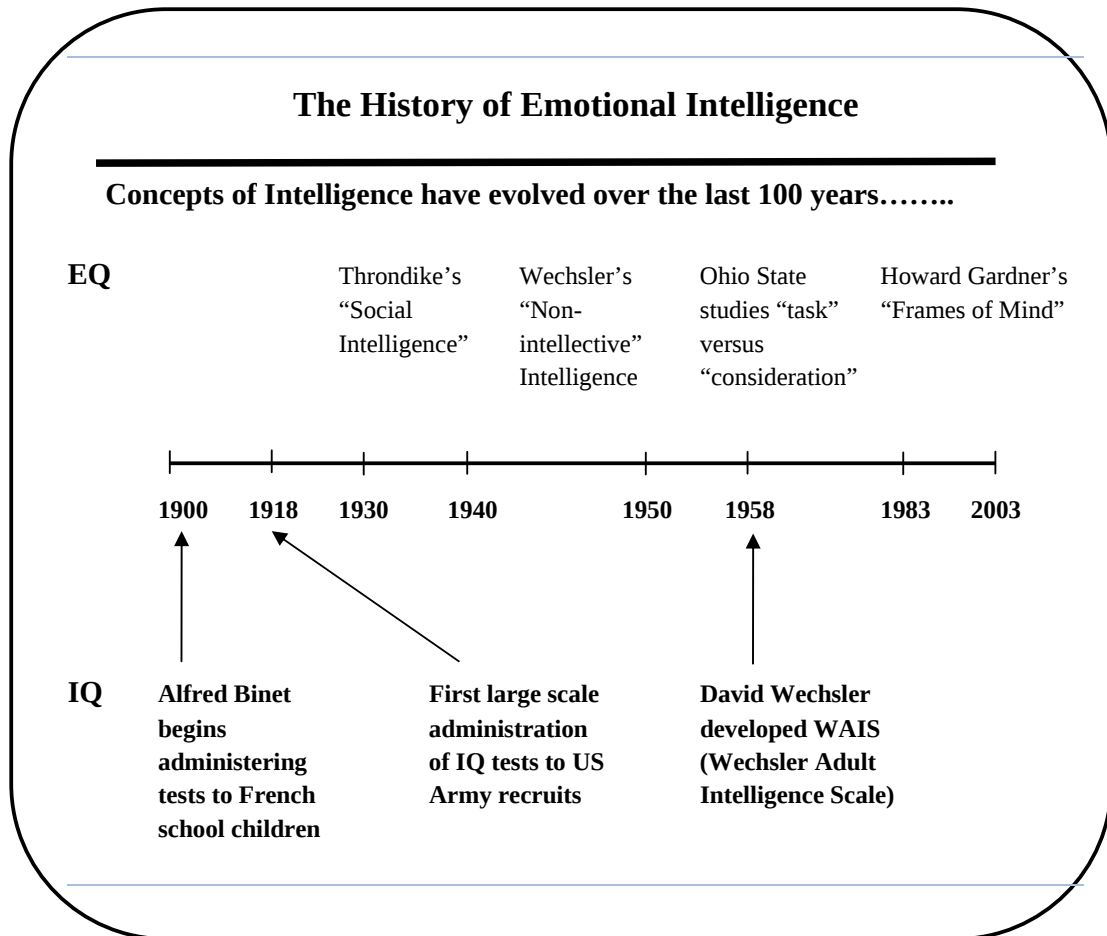
getting along with Charles Darwin in 1872, who theorized a broader emotional Social Intelligence used, for survival and adaptation in humans.

In 1985, Wayne Leon Payne, a graduate student at an alternative liberal arts college in U.S.A. wrote doctoral dissertation which included the term “Emotional Intelligence” in the title. This seems to be the first academic use of the term “Emotional Intelligence”. After it in 1990 the work of two American University professors John Mayer and Salovey was published in two academic journals. John Mayer and Salovey were trying to develop a way of scientifically measuring the difference between person’s ability in the era of emotions. They found that some people were better than others at things like identifying their own feelings, identifying the feelings of others and solving problems involving emotional issue. After that they have developed test which measures what they called “Emotional Intelligence”.

Actually the person most commonly associated with term emotional intelligence is a writer Daniel Goleman. Goleman had been writing articles for the magazine “Popular Psychology” and then later for the “New York Times” news paper. Between 1994 and 1995 he was evidently planning to write a book about emotional literacy. During writing of that book, he was visiting a school to see what programmes they had for developing emotional literacy. He was also doing a lot of reading about emotions in general. During his reading, Goleman came across the work of Mayer and Salovey. At some point it seems Goleman or his publisher decided to change the title of his upcoming book “Emotional Intelligence” and so in 1995 the book “Emotional Intelligence” was published. Goleman began to appear on American television shows such as Oprah Winfrey and Phil Donahue. He also began a tour to promote the book. As a result the book became an international best seller. It remained on the New York Times best seller list for approximately one year. In short term “Emotional

Intelligence” was coined by Pater Salovey and John Mayer in 1990 and then it was popularized by Daniel Goleman in 1995. In Goleman’s ground breaking best seller book “Emotional Intelligence: Why it can matter more than IQ?”

Figure 2.2 : Timeline of Emotional Intelligence



Emotional Intelligence has reintroduced the debate about the extent to which emotions and cognition can be considered as distinct and which, if any, assumes greatest importance in social academic and occupational success. Intelligence can be defined as an ability to think in the abstract and to learn and adapt to the environment (Mayer et al, 2004) Binet produced a measure of intelligence which was presented as culturally non biased (Fancher 1985) and a common factor, ‘g’, is typically used to

represent this general ability. Intelligence Quotient (IQ) is considered to be a reasonable predictor of suitability for a range of occupations and there is a general acceptance that individuals with high IQ will be more successful in academic and occupational performance. Neisser et al (1996) claim a correlation of 50 between IQ scores and school grades. Individual teaching styles notwithstanding, the relationship between IQ test scores and academic success appears to be universally accepted. However, there is growing evidence which suggests that IQ may not be the most reliable predictor of success (Goleman, 1995) Indeed, there appears to be other elements to intelligence beyond the purely cognitive element which pertains to Intelligence Quotient.

Howard Gardner (1983) introduced the concept of multiple intelligences, dividing intellectual ability into seven separate domains: visual/spatial; verbal/linguistic; logical/mathematical; bodily/kinesthetic; musical/rhythmic; interpersonal and intrapersonal. Each domain represented a separate and distinct form of intelligence. Gardner claimed that, while each domain need not be independent, it could be possible to excel in one domain yet be lacking in another. This theory enabled educators to develop a wider strategy of teaching and learning styles in order to provide greater opportunities for learning to occur. The teacher can capitalize on better learning opportunities that match the individual's strengths. Gardner also claimed that, while certain cultures may elevate specific domains with regard to importance, each domain or 'intelligence' has the potential to be considered important in its own right.

Although rarely credited for his work, *Payne* (1986) wrote about Emotional Intelligence four years before Salovey and Mayer (1990) and subsequently, Goleman (1995) popularized the concept. Payne's work was not initially cited by key authors

on the subject of Emotional Intelligence, having been overlooked in earlier literature searches. He focused more on the creative expression of emotions opposed to later constructs which seemed to highlight control of emotions more important than emotional expression. For example, Mayor and Salovey (1997) define Emotional Intelligence as the “capacity to reason about emotions”. and the ability to “regulate emotion,” a definition shared by Goleman (1995) who makes reference to our need to learn to control and regulate our emotions in order to “follow directions.” This need to learn to control and regulate our emotions in order to “follow directions”. This contrasts sharply with Payne, whose chief concern is society's tendency to historically suppress emotions, resulting in stifled growth and emotional ignorance.

Contemporary studies of Emotional Intelligence claim to concentrate on 'hot' intelligences which incorporate social, practical, personal and emotional information (Mayer and Salovey, 2004). The literature suggests a growing consensus towards the four-branch ability model of Emotional Intelligence (Mayer and Salovey, 1997, Schutle et al, 1998; Goleman 1998; Salovey et al, 2002; Boyztzis, 1999; Goleman et al, 2002; Mayer et al 2002; Bradlary and Greaves, 2005). The four branches consist of the ability to: perceive emotion, involving the capacity to recognize emotions through non verbal behaviour; use emotion to facilitate thought; understand demotions by analysis and prediction and manage emotions in the context of other personality characteristics.

Bradbury and Greaves (2005) found that the 'four branch model' of Emotional Intelligence could be represented by two subscales: personal competence (self-awareness and self-management) and social competence (social awareness and social skills). The same assertion is made by Goleman (2001) who produced a framework of emotional competencies. The four branch ability model serves as the basis for most

measures of Emotional Intelligence which will be discussed later. More recently, Ciarrochi et al (2003) and Petrides et al (2004) focused on the distinction between 'trait' Emotional Intelligence and 'ability' Emotional Intelligence, arguing that this distinction must be made before any attempts to measure Emotional Intelligence are taken.

2.4 Definition of Emotional Intelligence

Emotional Intelligence is a wide term, which captures a broad collection of individual skills and disposition, usually referred to as soft skills or intra and interpersonal skills that are outside the rational areas of specific knowledge, general intelligence and technical professional skill. With the limitation of their knowledge different psychologists have tried to define the terms Emotional Intelligence.

According to **Mayer and Salovey**, *"Emotional Intelligence is the ability of a person into alert to the thoughts feelings and emotions of one, self as well as to others."* Emotional Intelligence is the interpersonal emotional management and the interpersonal relationship.

Barron defined Emotional Intelligence as, *"Emotional Intelligence is the "series" of personal talent regarding the emotion and the thoughts of a person which would affect his successfulness in fighting with the demands and the pressure from all circumstances."*

According to **Cooper and Sawaf**, *"Emotional Intelligence is the ability in perceiving and expressing appropriately. It is also the ability to approach and build up a good impression which can support the ideas. It is ability to have good understanding of the sentiment and the process of the mood. It is also the ability to ponder and have a*

good control on the state of mind in order to instigating the exuberance the mind and the sagacious intelligence."

According to **Goleman**, *"Emotional Intelligence is the ability in realizing one's own feelings as well as the feelings of others in order to build up self inducement to manage personal emotion and emotion occurred from various occasion."*

According to **Josh Freeman**, *"Emotional Intelligence is the capacity to create positive outcomes in our relationship with ourselves and others. This reasonable skill creates joy, love and success of all kinds."*

According to **Ester Oriali**, *"Emotional Intelligence is the primary source of human energy, adjuration and drive."*

According to **Robert, Copper and Ayman, Sawaf**, *"Emotional Intelligence motivates us to pursue our unique potential and purpose and activities our inner most values and adjurations, transforming them from things we think about what we live."*

According to **Daniel Goleman**, *"It is the personal thoughts, the state of the mind biology and propensity to express. These expressions are anger, sorrow, fear, joy, love, revulsion, surprise, shame etc. While the moods which creep within the back of the mind would remain longer than the emotion. Whereas the word 'temperament' is spontaneous and is expressed to show itself."*

2.5 Meaning of Emotional Intelligence

A clear and scientifically useful definition of Emotional Intelligence however, is recognizable because it takes the terms emotion and intelligence and has something specific to do with the intelligent interaction of the emotions and thoughts, for example: "Emotional Intelligence presents ability to validity reason with emotion and to use emotion to enhance thoughts." So by Emotional Intelligence we refer to as the

capacity to reason about emotions to assess and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

2.6 Components of Emotional Intelligence

Table: 2.1 Four Branch Model of EI

	Self: Personal Competence	Other: Social Competence
Recognition	Self-Awareness • Emotional Self-awareness • Accurate self-assessment • Self-confidence	Social Awareness • Empathy • Service orientation • Organisational awareness
Regulation	Self-Management • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	Relationship Management • Developin others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Teamwork • Collaboration

2.6.1 Self Awareness

It is the ability to recognize and understand once moods, emotions and drives as well as their effects on others. All the five elements of co-operative learning are interlinked with each other. One affects the other and becomes a cyclic process. When the students are trained in the use of "Social skills" and effective 'positive interdependence' is establish between them it leads to 'promotive interactions' between

the group members. This helps in developing positive and healthy 'interpersonal relationships between individuals. They develop a sense and feeling of trust towards each other. The feeling that they were liked by others and had a distinct place in the team helps students understand their potential or makes them aware of themselves. This boosts up their self-confidence, enhanced their self-esteem and thus is able to develop a coherent and integrated self-identity. The physical, social and psychological changes promote psychological health of individuals including a happy disposition which further helps them improving their performance.

2.6.2 Self Management

It includes controlling one's emotions and impulses and adapting to changing circumstances. Co-operative learning inherently calls for self-management by students. The element of individual accountability instills in them the feeling that in order to function within their groups they need to come prepared with assignments completed and they must understand the material they are going to contribute to the group. Students are given training about their responsibilities towards the group and how to be effective group member. The 'promotive interaction' within the group help students control their emotion and impulses and help them learn self-management techniques. From a psychological view co-operative learning fosters self-efficacy among students. Student's self-direction is generated in part by the high expectation by the teacher and the high degree of responsibility placed upon the student for their learning.

2.6.3 Social Awareness

It is the ability to sense, understand and react to others emotion while comprehending social networks. The elements of 'positive interdependence' and 'promotive interaction' of co-operative learning helps the learners understand interpret and identify, colleague's feelings, cultivate rapport with heterogeneous people, acquired the potential to turn adversarial relationship into collaborative alliances, show emotional concern including reassurance and caring for other team members and finally help to create a team environment where member can express their feelings.

2.6.4 Relationship Management

It refers to proficiency in managing relationship and building networks and the ability to find common ground and built rapport. The element of 'interpersonal and small group skills'. and 'group processing' of co-operative learning train the students in social skills. Students do not come by these skills naturally. The students are trained in these specific skills by asking group members to identify what behavior help them work together by asking them to reflect on them contribution to the group's success or failure, students are made aware of the need for healthy, positive helping interaction and relationships when they work in groups. Through co-operative learning students are able to create a team culture which is supportive, informal, comfortable and non-judgmental. They are able to develop professional as well as positive personal relationship with other team members through fostering trust, confidence and commitment. They procure the ability to interact with the team members and other deter conflict, be aware of, ease and dissipate underlying tensions and through this they are able to stimulate co-operation, collaboration which goes well beyond the

classroom through well develop communication and social skills they are able to establish a positive team climate which provide support and respect for one another.

2.7 Concept of Emotional Intelligence

Eysenck has believed that the emotional intelligence is the product co-efficient of many variables such as simulation, food, cultural, factor, family, education, personality, health, experience, socio economic status. The development of social intelligence can only be acquired when a person has physical and biological heredity readiness. This is called the biological intelligence. This will lead to the development of sagacious intelligence of the brain. Whereby Eysenck called this psycho metric intelligence he believed that it has at least four factors e.g. family culture, social and economic status and education received.

Every human has a same basic sentiment, but in different levels. The sentiments are more in degree than in type. EI is the interpersonal emotional management and the interpersonal relationship. EI the matter of sagaciousness in utilizing one's own emotions to comply with the target of the work and the everyday life. EI can be seen through people's action in various circumstances. Although each man has his own mind and wit to think but man has different wisdom in knowing his own thoughts.

2.8 Importance of Emotional Intelligence

Several authors advocated Emotional Intelligence as an important factor in predicting success and capacity to solve problems. Emotional Intelligence focuses on the individual's ability to recognize or use his or her emotional state to solve problems. The emotional intelligence is greatly associated with the proper maturity such as the patience to wait without being self conferred. The Emotional Intelligence of a person

may vary from the childhood, adolescence and the maturity. Emotional Intelligence is also correlated with the prototype personality in his normal behavior. A person has to take time in changing and developing. Emotions are powerful organizing of thoughts, action and also paradoxically indispensable for reasoning and rationally. Emotional Intelligence comes to the aid of the IQ. When people need to solve important problems or to make a key decision and enable them to accomplish this in a superior fashion and fraction of the time.

Emotional Intelligence allows people to think more creatively and use their emotions to solve problems. Goleman believes that Emotional Intelligence appears to be an important act of psychological abilities that is related to life success.

2.9 Emotional Quotient Vs Intelligence Quotient

The mental process which closely correlates with the wisdom and personally will affect the personal ability differently, according to various circumstances. Ethically a person can use his knowledge, conscience, self-denial and contemplation in every aspect that is truthful and proper to the time, place person and occasion. The brain process is the generator of Intelligence Quotient and Emotional Quotient. The Emotional Quotient is the result of the study on the structure and the function of various parts of the brain.

It is essential to develop both sides of the brain in a good balance to accomplish the happiness and successfulness of a man, not only should the brain function on the analyzing and thinking promptly and precisely with keenness on solving problems, but the ponderance should also be given to the development of the brain which deals with the mood and the sensation, while Intelligence Quotient can be clearly developed through the heredity, circumstances and the learning. It was believed that each man's

intelligence quotient would get its peak in the teenage and in the first part of maturity. The development of intelligence quotient is rather complicated and takes time. Only the cognizing and appreciating can develop the emotional quotient but it needs the serious co-operation from all sides such as the family, school and mass media. The emotional quotient of each mass will not be limited through the heredity. The Emotional quotient drives from the learning, can develop through the whole life, as long as the person learns from experience. Hence, the emotional quotient is a matter of suavity under the circumstances and the culture, rather than the heredity. Emotional quotient is not opposite of Intelligence quotient. A person with high rational intelligence does not automatically possess high Emotional quotient for all people to be well rounded, it is thus necessary to enhance both their Intelligence quotients and Emotional quotients. A high Emotional Quotient is exhibited by tolerance, empathy and compassion for other, the ability to verbalized feelings and the resilience to bounce back from emotional upsets. Emotional may be more important than intelligence quotient one's ability to achieve success and happiness. Intelligence quotient is inherent while Emotional quotient can be developed and matured even in adulthood and proves beneficial to one's own health relationship and performance.

2.10 Importance of Emotional Intelligence for Teachers

Teaching is considered to be one of the most stressful occupations, especially because it involves daily work based on social interactions where the teacher must make great efforts to regulate not only his or her own emotions, but also those of students, parents, administration, colleagues etc. A teacher is a mechanism to bring about a positive social and behavioral change in the students by presenting before him a model behavior. The teacher can be most powerful force in modeling an emotionally

intelligent behavior and teaching how to deal with peers, how to be aware of one's strengths and weaknesses, how to control anger, resolve conflict, react in certain situations and motivate students. In era of tremendous work load and several competitions, a teacher need to profess and act in emotionally intelligent manner so that the students in turn can imbibe these positive characteristics and turn out to be positive and dutiful citizens of the nation. Along with the design and execution of an intelligent curriculum, its effective implementation requires an emotionally intelligent teacher who can sense the slight changes in the classroom and can maneuver the teaching strategies of a successful education programme. As Sutton and Whealey, (2003) Emotional competence of teachers is necessary in general for both their own wellbeing and for effectiveness and quality in carrying out teaching learning process in the classroom and in particular for the socio-emotional development of students. Upadhyaya (2006) found that student-teachers with low EI are more uneasy and worried about future, unhappy, feeling failures, are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high EI are more self-confident, hard working, help others in a constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. Goleman through his bestselling books 'Emotional Intelligence- why it can matter more than Intelligence Quotient(IQ)' and 'Working with Emotional Intelligence,' has stressed the following factors while showing the importance of Emotional Intelligence: i) Emotional intelligence, may be the best predictor of success in life (iii) unlike what is claimed of IQ, we can teach and improve in children and in any individual, some crucial emotional competencies, paving way for increasing their Emotional Intelligence and thus making their life

more healthy, enjoyable and successful in the days to come; (iv) the concept of Emotional Intelligence is to be applauded not because it captures the essence of what our children or all of us need to know for being productive and happy; (v) IQ and even standard achievement be predicted more by emotional and social measures than by academic ability; (vi) in working helps him in all spheres of life through its various constituents or components namely knowledge of his emotions (self-awareness), managing the emotions, motivating oneself and recognizing emotions in others (empathy and handling relationships).

Thus in order to identify and develop such characteristics in our teachers we need to focus and assess the Emotional Intelligence of a teacher and if need be adopt some strategies to enhance their Emotional Intelligence.

2.11 Teacher Competence

A teacher is a mechanism to bring about a positive social and behavioral change in the students by presenting before him a model behavior. A teacher has to do several activities such as plan properly, provide effective instruction and evaluate the learning using appropriate methods and techniques. That means, a teacher has to perform a host of activities inside and outside the classroom. Thus the effectiveness or ineffectiveness of teaching is closely linked to teacher competence. Competent teacher would also create classroom conditions and climate, which are conducive for student learning.

2.12 What is teaching?

Some educationists consider teaching to be a broad concept which includes all activities to be carried out for organizing learning experiences.

Let us take an example, considering the following activities:

- i) Teacher presents a lecture.
- ii) Teacher conducts a discussion session.
- iii) Students learn from the self-instructional material.

Are all these teaching activities?

We shall consider only the first two (i & ii) activities as a part of teaching. The third activity does not have the direct involvement of teachers, although it is also very much a part of the instructional process. Hence, all the three activities are components of the instructional system, but only the first two can be considered strictly as teaching. There are many more activities apart from these that the teacher has to perform in the classroom and outside it in order to provide the required learning experiences to students. Some of these are, planning for the class, preparing for the class, preparing the necessary learning material, giving a demonstration, conducting seminars and supervising practical work. There are many more. All of these comprise teaching activities. And hence, one may say that teaching is what the teacher does not only for providing instructional experiences, but also for generating a climate conducive for learning. This would mean that 'teaching' will also include maintaining discipline, etc.

Thus it is clear from the preceding discussion that teaching is what the teacher performs for the organizing of learning experiences as well as for providing the supporting climate necessary for effective learning.

2.13 Competence/Competency

Competency is a term used extensively by different people in different contexts. So it is defined in different ways. Teacher education and job performance of a teacher are

the contexts in which this term is used. Competencies are the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher, must demonstrate for successful completion of the teacher education programme. A few characteristics of a competency are as follows:-

1. A competency consist of one or more skills whose mastery would influence the attainment of the competency.
2. A competency has its linkage with all the three domains under which performance can be assessed. It covers the domains of knowledge, skill and attitude.
3. Competencies, since have a performance dimension of them, are observable and demonstrable.
4. Because the competencies are observable, they are also measurable. It is possible to assess a competency from the performance of a teacher. It is not necessary that all competencies of a teacher have the same extent of knowledge, skill and attitude. There may be some competencies of a teacher which have the same extent of knowledge, skill and attitude. There may be some competencies involving more of knowledge than skill and attitude, whereas, some competencies may be skill/performance loaded.

There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. This is known as teacher competence. In other words, teacher competence refers to “the right way of conveying units of knowledge, application and skills to students”. The right way here includes knowledge of content, processes, methods and means of conveying content.

Any definition of teacher competence depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context. Nevertheless, in order to know if we possess the necessary competencies in a given situation, we have to be judged on the basis of our ability to produce certain effects. But, there are as many ways of being effective as there are effects. Moreover, there could be disagreement even amongst ourselves over the effects that a teacher is expected to produce. It calls for value judgements and decisions as to how we wish to view teaching.

The research studies conducted so far indicate that there does not exist a single set of competencies which all the effective teachers possess or all the ineffective ones lack. We should collect information regarding when, how, who and what the purpose of each competency is most likely to be useful to. In other words, the concept of teacher competence is highly situational one and involves value judgements where on absolute set of competencies is effective in relation to all kinds of learner groups.

2.14 Teacher Competencies

There are many roles that a teacher is expected to perform both inside and outside the classroom, and at times, even outside one's institution. The work or efforts a teacher has to put in by way of planning, combining the content of the subject, with the materials needed for the class, etc, as a part of the teacher's repertoire. In other words it includes those abilities and skills that make a teacher competent inside a classroom, and which may also have to be displayed outside the classroom.

2.15 Classification of Teacher Competencies

Essentially, teachers have two major roles in the classroom:

- 1) To create the conditions under which learning can take place i.e. the social side of teaching.
- 2) To impart, by a variety of means, 'knowledge' to their learners – the task oriented side of teaching.

The first term could be termed as the 'enabling' or 'management function and the second, the instructional function. These complement each other as the later would be, more or less impossible without the former. In practice, it is very difficult to separate the two and often, one performs both functions simultaneously.

2.15.1 Management function

While setting up learning activities in the classroom, the teacher is often required to play a managerial role which includes motivating, organizing the learning group, classroom management and evaluation.

2.15.2 Instructional function

The instructional side of teacher's role includes different presentations and communication skills like lecturing, questioning, explaining, dramatizing, using audiovisual aids, etc.

Another way of classifying teacher competencies is to look at teaching essentially as something that is obtained in the classroom, i.e. classroom interaction involving the teacher, the students and the different opportunities that are set up for facilitating learning. These opportunities include the different teaching modes (discussions,

demonstrations, lectures, etc.) evaluation, motivation, classroom management, and constitute the process aspect of teaching. These have certain antecedents to it that mainly include planning and knowledge of subject matter.

Below given Table shows the functioning of planning and interaction in classroom.

Table 2.2 Function of Planning and Interaction in classroom

<u>Planning</u>	<u>Interaction in classroom</u>
Setting objectives	Diagnosing
Need analysis	Motivating
Selecting content	Presenting
Selecting method	Questioning
Preparing teaching materials	Controlling
Preparing evaluation tools	Discussing
	Evaluating
	Providing feedback
	Answering

2.16 Teacher Competencies according to National Council for Teacher Education (NCTE)

Following competencies have been identified by the NCTE-

1. Contextual Competencies
2. Conceptual Competencies
3. Content Competencies
4. Transactional Competencies
5. Competencies Related to other Educational Activities
6. Evaluation Competencies
7. Management Competencies
8. Competencies Related to working with Parents
9. Competencies related to working with Community and other Agencies

2.17 Repertoire of Teaching Competencies

Based on the above competencies, the teacher's repertoire would seem to comprise of the following-

1. Knowledge of subject matter.
2. Planning for the course/lesson.
3. Motivating learner groups.
4. Presentation and communication skills.
5. Evaluation
6. Classroom management and discipline.

2.17.1 Knowledge of subject matter:-

Adequate knowledge in the content areas would be essential for any teacher to perform competently. The acquisition of knowledge and understanding of any subject

would not be just a matter of collecting facts and information about the subject, more importantly, it is learning to think in a way that is characteristic of that discipline be it Mathematics, Physics or History. For, example, a teacher of Physics expects knowledge about the physical world or arrives at generalizations regarding the physical phenomena not by authority of another person or a book but by a verification process, which is typical of the way in which the knowledge in Physics is built. Also, the knowledge, thus, acquired are organized conceptually to provide a conceptual structure to the discipline of Physics, which is coherent and stable.

Furthermore, the way a teacher ‘handles’ a subject or a discipline is influenced by his/her beliefs and attitudes with regard to the subject. Researchers have identified two basic types of teachers. These are not absolute opposites but are persons with tendencies towards one extreme or the other. Through the statements given below and indicate whether or not you agree with them and whether or not you believe in them.

One type of teacher believes that:

- Disciplines such as Physics, Chemistry, Sociology, Anthropology, and Languages, have distinctly different structures.
- There are very distinct boundaries between these disciplines and one should not try to intermingle them.
- Each discipline has a large ‘content’ and ‘information base’ which has to be learnt.
- There are appropriate standards of performance in each discipline.
- Learner’s performances can be evaluated according to the standards laid down by that discipline.
- The teacher’s main task is to evaluate and correct learners’ performances.

The other type of teacher believes that:

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- The ability to organize thought, to interpret facts, and to apply them, is more important than the knowledge of facts or the widening of information base.
 - Learners are intrinsically interested and naturally inclined to explore new worlds.
 - The teacher's main task is to set up dialogues in which learners reshape and reorganize their existing knowledge through interaction with others.
 - Learners are as capable of setting up the criteria for assessment of performance as the teachers.
 - Learners already know a great deal and also have the ability to extend and refashion their knowledge.

These two different sets of beliefs have several implications in the teaching style and classroom management activities. The first type of teacher, also called the transmission teacher, will need to maintain a high degree of control over the learners in order to create these conditions under which the subject can be right. The other type of teacher, called the interpretation teacher, would prefer to allocate the responsibilities for learning amongst the learners. Control is maintained by persuasion and by appeal to the better judgement of the learners.

But, in actual practice one has to arrive at some synthesis of both these sets of beliefs, depending particularly on (a) the entry behavior of the learners- their previous knowledge and their ability to comprehend and learn on their own, etc. and (b) the structure of the topic that one is being introduced.

2.17.2 Planning for the course or lesson

Teachers' planning refers to that aspect of teaching where teachers formulate a course of action. It is an activity that is typically carried out in the absence of students and

before the actual teaching. Long range planning or planning for a semester or a year, may not involve deciding what to teach- if the course of study is prescribed for a given level. But even here, it would still involve deciding what to teach first, and what next and also planning for other supplementary activities that might act as a ‘bridge’ or a “gap-filling exercise”. It also includes some kind of (probably an informal) assessment of what students come to teachers for. This may not uniformly relate to the entire class. For example, if it is the first year undergraduate General English class, you would have to think of where all students have come from, like say, whether they belong to an English medium stream or are from different regional languages medium. If it is the later, then, the number of years of formal training in English of each has to be considered. So also, what would be the likely proficiency level of each of them? Long range planning also involves the restructuring of the course and the kind of treatment that each unit/topic/lesson should receive; deciding on which ones should be dealt with in details and which cursorily, which ones need more time and effort on the teacher’s and student’s part and which don’t.

2.17.3 Motivating learner groups

Even when the plan is good, an important function of the teacher in implementing it, is to motivate those learners who are demotivated to the task of learning and nurture those who are already well motivated. There are several ways in which one can achieve this:

- By giving students meaningful, relevant and interesting things to do.
- By adopting a positive attitude towards learners (praising and encouraging the positive efforts by learners will help to keep up motivation).

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- By giving encouraging feedback to their responses to oral questions or written assignments.
 - By involving learners in the classroom activities that demand inter-student communication and co-operative efforts on their part.
 - By linking the day's lesson with that of the next and also (if possible) to other subjects by drawing from their past experiences and proceeding at a place that is most suitable to them.
 - By building into the tasks, some amount of flexibility, so that learners with varying abilities and experiences find them challenging even while, not frustrating their efforts.

2.17.4 Presentation and Communication

After ensuring the students' interest in the learning, a teacher in the classroom is to transact with the students in the context of a specific subject matter. The teacher is expected to communicate with the students in a number of ways so that the learners attain various types of learning outcomes. In order to achieve this effectively, the teacher may have to manifest various types of skills including lecturing, explaining. Eliciting through questions, conducting discussion, dramatizing, reading, demonstrating; using audio-visual aids, etc. all these may be categorized into skills for effective presentation and communication in the instructional situation.

2.17.5. Evaluation

Evaluation of the students' achievement of a pre-specified objective is part and parcel of a teachers' function, what would these evaluation skills include? Preparing question papers? Taking viva voce? Yes, all these are included in the evaluation

process. But these are only a part of the total evaluation function of a teacher. He has to observe the students in many different situations in order to judge the extent to which the expected terminal behaviours have been actually achieved by them. This includes so many activities. A teacher has to, first of all, select the suitable techniques and tools of evaluation. It is obvious that one cannot measure the length of a stick by using a weighing machine. Similarly, for measuring the skills of performing experiments, one cannot have a written examination. Hence the teacher has to select the suitable techniques and tools for measurement according to what he would like to measure.

Once the tools are decided on, one has to set about measuring the concerned behavior. This would give the actual achievement of the terminal behavior. A teacher should compare the actual terminal behavior of the students with their expected behavior. This helps him to judge the extent to which the expected terminal behavior has been achieved. The gap between the two indicates the areas in which the students have not learnt. The teacher should make use of this feedback to improve his teaching as well as to provide the necessary remedial help to the students.

2.17.6. Classroom management and discipline

Instructional process in the class can go on effectively only when there is a healthy and conducive climate in the class. Thus, classroom management becomes a very critical function of a teacher. The teacher has to possess various skills which would help him in managing the class in such a way that a healthy and conducive climate prevails. These skills are so important that, unless a teacher possesses these to a reasonable extent, he/she will not even be able to stand up or stay for a while in a class to manifest his presentation or evaluative skills, however proficient he may be.

2.18 Emotional Intelligence of Teachers and Teaching Competence

The view points and the ideas propagated by Daniel Goleman have brought a revolution in the field of child care, home, school and work place management. Emotional Intelligence matters a lot nowadays in order to promote oneself higher. A teacher may be possessing a high teaching competence but he/she also needs to have a high EQ in one own self, than only the teacher will be able to teach to his students how to deal with situations, manage one's own emotions, solve problems, come out of conflicts with peers etc. Thus, if in the present developing Indian society we are able to develop high EQ among our Pre-service teachers than slowly and gradually we will be able to find out better solutions to the problems of Indian society.

CHAPTER: 3

REVIEW OF RELATED LITERATURE

3.1 Introduction

“The review of relevant literature is nearly always a standard chapter of a thesis or dissertation. The review forms an important chapter in a thesis where its purpose is to provide the background to and justification for the research undertaken.”

-Bruce (1994)

Literature is the mirror of culture in our society. Its various literacy forms describe many aspects of human nature as well as problem related to society, its traditions, customs etc. To study any particular problem, it is better to review the literature that specially describes society especially in context to the problem. It enhances one's knowledge as well as attributes on insight which help him to bring definite solution of the problem. According to *Brog and Gall* the review of literature in education research provides us with the terms of getting to the frontier in the particular field of knowledge. If one fails to build the foundation of knowledge provided by the review of the literature the work is likely to be shallow and naïve. Therefore the most important step in a research is conducting the review of related literature.

The review of related literature provides the highlights of related references, background and justification for the research which were undertaken by the past researcher. It contains systematic location, analysis and definition of the materials, which involves the information related to the problem. The researcher has selected a particular topic for his research but to know more about his selected topic and how past researcher has done on the same, what are their objectives, which method they followed etc. review of related literature is done by him. When the researcher refers

related literature it serves the purpose of guide to the investigator in understanding and defining the problem accurately and systematically. This review helps the researcher to proceed ahead in his study. It also helps to prepare a proper design for the study and research.

“A crucial element of all research degrees is the review of relevant literature. So important is this chapter that its omission represents a void or absence of a major element in research.”

Objectives of Reviewing the Related Studies

- To identify gaps in the literature.
- To know about the past researches and to built up the knowledge about the present study.
- To identify other people working in the same fields.
- To increase the brief knowledge about the subject area.
- To review the related literature for having theoretical and research based knowledge for the present study.

The studies reviewed for the present investigation have been mentioned as under:

3.2 Review of Studies conducted in India

Chauhan P. (2012) made an attempt to study the Emotional Intelligence of the Pre-service physical education teachers of Patan and V.V. Nagar colleges. The objectives of the study were-

- To assess the Emotional Intelligence of Pre-service teachers of Physical Education.
- To assess the 'Awareness of Self and Others' of Pre-service teachers of Physical Education.

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- To assess the 'Professional Orientation' of Pre-service teachers of Physical Education.
 - To assess the 'Intra-personal Management' of Pre-service teachers of Physical Education.
 - To assess the 'Inter-personal Management' of Pre-service teachers of Physical Education.
 - To compare the Emotional Intelligence of Male Pre-service Physical Education teachers with Females.

A Descriptive method was used to carry out the research. The sample comprised of 39 pre-service physical education teachers drawn from S.S. Patel College of Physical Education, V.V. Nagar and Department of Physical Education, Patan, selected through convenient sampling method. The inventory of "Teachers Emotional Intelligence" by Dr. Subhra Mangal having 200 statements categorized into four factors was employed as a tool in the present study.

The major findings of the study were-

- Majority of the pre-service physical education teachers had average or below average awareness of self and others.
- Majority of the pre-service physical education teachers had below average or average professional orientation.
- Male teachers were found to be relatively better in professional orientation than their female counterparts.

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- Pre-service physical education teachers were found to be below average, average and even poor in intrapersonal management skills in the descending order.
 - Female pre-service physical education teachers were found to better in intrapersonal management than their male counterparts.
 - Out of the total sample, only 6.45 per cent male pre-service physical education teachers were found to have high emotional intelligence, while the majority number of the male pre-service physical education teachers stood in the category of below average emotional intelligence.

Singh A. & Singh T. (2012) examined the relationships between Spiritual Intelligence (SI), Emotional Intelligence (EI) and Cognitive Intelligence (CI), and role of gender in these relationships of 471 student-teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab). The objectives of the study were-

- To assess the Spiritual Intelligence, Emotional Intelligence and Cognitive Intelligence of the student-teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab).
- To assess the Spiritual Intelligence, Emotional Intelligence and Cognitive Intelligence of the Male student-teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab).
- To assess the Spiritual Intelligence, Emotional Intelligence and Cognitive Intelligence of the Female student-teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab).

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- To find out the relationship between the Spiritual Intelligence, Emotional Intelligence and Cognitive Intelligence of the Male student-teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab).
 - To find out the relationship between the Spiritual Intelligence, Emotional Intelligence and Cognitive Intelligence of the Female student-teachers studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab).

A Descriptive survey method was used for the study. They were assessed by the Standard Progressive Matrices (SPM) developed by J. Raven, J.C. Raven and J. H. Court (revised 2000), Seven-Fold Emotional Intelligence Scale (SFEIS) developed by Khera, Ahuja and Sarabjeet (2004), Spiritual Intelligence Scale (SIS) developed by Dr. Tirath Singh (2006).

The major findings of the study were-

- It is apparent that only for males the correlation between CI and SI is positive and significant, and between CI and EI, and SI and EI low negative but not significant. But for females all the correlations between CI and EI; CI and SI; and SI and EI are positive and significant. For total, the correlations between SI and EI; CI and EI; and CI and SI are positive (very low to moderate) and significant.
- It was concluded that male and female student-teachers had equal commonness between SI and CI.
- It was concluded that male and female student teachers had equal commonness between SI and EI.

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- It was concluded that female student teachers had more commonness between CI and EI than male student-teachers.

Negi S. (2011) made an attempt to study the emotional intelligence of teachers working in Government and Private Senior Secondary School, and also gave suggestions to improve the emotional intelligence of teachers. The objectives of the study were-

- To study and compare the overall Emotional Intelligence on its components, of teachers with respect to certain variables like gender, Government Schools and Private Senior Secondary Schools.
- To study the interaction effects of gender of teachers and type of administration of Government and Private Senior Secondary Schools on the components of EI.

In order to achieve the said objectives the following hypotheses was formulated-

- Teachers of Government and Private Senior Secondary Schools do not differ significantly with respect to the overall emotional intelligence as well as on different components of EI.
- Male and Female teachers do not differ significantly on the overall emotional intelligence as well as on different components of emotional intelligence.
- There is no significant interaction effect of gender and type of school on emotional intelligence of teachers.

Depending upon the objective of the study the descriptive research method was selected for the interpretation and analysis of the study.

The Sample of the study consisted of 300 teachers (150 Male and 150 Female) selected by convenient sampling method from 8 Government and 9 Private Senior Secondary Schools of Mandi district of Himachal Pradesh.

To collect the requisite data for the present study, the Teachers' Emotional Intelligence Inventory constructed by Dr. (Mrs.) Shubhra Mangal consisting four components of EI was implemented.

The Major Findings of the study were-

- There was no significant difference in the 'awareness of self and others' of male and female teachers.
- Teachers of different types of schools differ significantly in their mean scores on 'awareness of self and other.' The teachers of Government schools are significantly better on this component of EI than the private school teachers.
- The interaction effect of Gender of the teachers and Type of schools i.e. Government and private schools are not significant on the component of awareness of self and others.
- A significant difference was found in the Professional Orientation of male and female teachers. Male teachers possess better Professional Orientation compared to females. It means that gender does affect the level of Professional Orientation of teachers.
- Teachers teaching in Private and Government Schools differ significantly on the component of Professional Orientation of EI. The Government school teachers are better on Professional Orientation than the private school teachers.
- Type of the school and gender of the teachers interact with each other to affect the Professional Orientation of teachers significantly.
- Male and Female teachers do not differ significantly on the component of intrapersonal management.

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- Teachers teaching in Government Schools were found to be better on the component of intrapersonal component than their counterparts teaching in Private Schools.
 - Gender of the teachers and type of school in which the teachers teach do not interact with each other to affect the score on the component of intrapersonal management significantly.
 - There is no significant difference between male and female teachers in the level of their interpersonal management.
 - The groups of teachers teaching in Government and Private Schools of different schools do not differ significantly in their mean scores on interpersonal management.
 - There is no interaction effect gender and the type of school to affect the ability of teachers significantly on the interpersonal management.
 - There is no significant difference between the male and female teachers in their emotional intelligence.
 - Type of school has been found to affect the overall emotional intelligence of the teachers significantly in favour of the teachers teaching in Government Schools.
 - Type of the School and gender of the teachers interact with each other to affect the Emotional Intelligence of the teachers significantly.

Padhi S. & Verma J. (2011) conducted a study to examine the relationship between teacher effectiveness, emotional intelligence and life satisfaction, and also to know the interaction effect of emotional intelligence and life satisfaction on teacher effectiveness of secondary school teachers. The objectives of the study were-

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- To study the Teacher Effectiveness of secondary school teachers in relation to Type of school management Place of habitation.
 - To study the Emotional Intelligence of secondary school teachers in relation to Type of school management Place of habitation.
 - To study the Life Satisfaction of secondary school teachers in relation to Type of school management Place of habitation.
 - To study the correlation between Teacher effectiveness and Emotional Intelligence of secondary school teachers. Teacher effectiveness and Life Satisfaction of secondary school teachers.
 - To find out the association of type of School Management with respect to Teacher Effectiveness, Emotional Intelligence, and Life Satisfaction.
 - To find out the association of Place of Habitation with respect to Teacher Effectiveness, Emotional Intelligence, and Life Satisfaction.
 - To study the interaction effect of Emotional Intelligence and Life Satisfaction on Teacher Effectiveness of secondary school teachers.

The null hypotheses formulated for the investigation were-

- There will be no significant difference between government and private secondary school teachers on Teacher Effectiveness.
- There will be no significant difference between Urban and Rural secondary school teachers on Teacher Effectiveness.
- There will be no significant difference between Government and Private secondary school teachers in their Emotional Intelligence.
- There will be no significant difference between Urban and Rural secondary school Teachers in their Emotional Intelligence.

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- There will be no significant difference between Government and Private secondary school teachers in their Life Satisfaction.
 - There will be no significant difference between Urban and Rural secondary teachers in their Life Satisfaction.
 - There will be no significant correlation between Teacher Effectiveness and Emotional Intelligence of Government/Private secondary school teachers, separately and Government and Private secondary school teachers together.
 - There will be no significant correlation between Teacher Effectiveness and Emotional Intelligence of Rural/Urban secondary school teachers, separately and Urban and Rural secondary school Teachers together.
 - There will be no significant correlation between Teacher Effectiveness and Life Satisfaction of Government/Private secondary teachers separately and Government and Private secondary school teachers together.
 - There will be no significant correlation between Teacher Effectiveness and Life Satisfaction of Urban/Rural secondary teachers separately and Urban and Rural secondary school teachers together.
 - Teacher Effectiveness of secondary school teachers does not depend on the Type of School Management (government/private).
 - Teacher Effectiveness of secondary school teachers does not depend on the Place of Habitation (urban/rural).
 - Level of Emotional Intelligence of secondary school teachers does not depend on the Type of School Management (government/private).
 - Level of Emotional Intelligence of secondary school teachers does not depend on the Place of Habitation (urban/rural).
-

-
- Level of Life Satisfaction of secondary school teachers does not depend on the Type of School Management (government/private).
 - Level of Life Satisfaction of secondary school teachers does not depend on the Place of Habitation (urban/rural).

A Descriptive survey method was used for the study, in which total 12 higher secondary schools including six government and six private schools were selected randomly. By proportionate stratified random sampling technique 10 teachers out of total number of teachers from each government and private school were selected randomly. Total 120 teachers (60 from government and 60 from private schools) were selected. A Teacher Effectiveness Scale developed and standardized by Kumar and Mutha (1974). It contains 69 positively-worded items presented through five-point Likert type scale, Emotional Intelligence Scale developed and standardized by Dhar, Hyde and Pethe (2002). It contains 34 items on a five-point scale. It measures 10 factors of emotional intelligence, Life Satisfaction Scale developed and standardized by Singh and Joseph (2009). It measures life satisfaction on the basis of five dimensions. It contains 35 positively-worded items were used as tools to collect the data.

The major findings of the study were-

- Government/Private and Urban/Rural schools teachers have almost equal level of Teacher Effectiveness/Emotional Intelligence/Life Satisfaction.
- There is a positive relationship between Teacher Effectiveness and Emotional Intelligence of secondary school teachers.
- There is insignificant relationship between Teacher Effectiveness and Life Satisfaction of secondary school teachers.

-
- There is insignificant association between levels of Teachers Effectiveness /Emotional Intelligence and Type of School Management.
 - There is significant association between levels of Teacher Effectiveness /Emotional Intelligence/ Life Satisfaction and Place of Habitation.
 - There is significant association between levels of Life Satisfaction and Type of School Management.
 - Level of Emotional Intelligence and level of Life Satisfaction both separately affect Teacher Effectiveness but in case of their joint/interaction effect, it does not significantly affect Teacher Effectiveness scores.

Indu H. (2009) conducted a research on the Emotional Intelligence of secondary teacher trainees. She assessed five hundred and two teacher trainees for their Emotional Intelligence. Objectives of the study were-

- To compare the mean scores of Emotional Intelligence in relation to gender.
- To study the influence of type of family on Emotional Intelligence of teacher trainees.
- To compare the Emotional Intelligence of the teacher trainees on the basis of types of institution namely, government, government-aided, and private colleges of education.

The null hypotheses formulated for the investigation were-

- There is no significant difference in the Mean scores of Emotional Intelligence of teacher trainees in relation to gender.
- There is no significant influence of type of family on Emotional Intelligence of teacher trainees.

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- There is no significant difference in the Emotional Intelligence of teacher trainees on the basis of type of institution namely, government, government-aided and private colleges of education.

A Descriptive survey method was used for data collection. The sample consisted of 502 teacher trainees studying in five different Colleges of Education Coimbatore district. The researcher constructed her own tool namely, Emotional Intelligence Scale (EIS) based on Bar-On's conceptualization of the dimensions of Emotional Intelligence. The split-half method was adopted for the calculation of reliability coefficient for the present tool and the value was found to be 0.74. The high reliability coefficient of correlation shows that the present tool is a reliable device to assess the Emotional Intelligence of teacher trainees. The statistical measures used for data analysis were Mean, Standard Deviation, 't' test and Analysis of Variance.

The findings of the study were-

- Majority of teacher trainees of Coimbatore district possess average Emotional Intelligence.
- The Male and Female teacher trainees did not differ in their Emotional Intelligence.
- There was no significant difference between the Emotional Intelligence of teacher trainees based on the sub-samples; type of family and type of institution.

Bhasin C. (1988) An attempt has been made to study the teaching aptitude and its relationship with teaching effectiveness among the higher secondary school teachers of Madhya Pradesh. Other factors influencing teaching aptitude and teaching effectiveness were also studied. The objectives of the study were-

-
- To study the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers.

The sample comprised of 300 male and 300 female teachers from science and human science disciplines, drawn from government and non-government schools of urban and rural areas, taken by the random method. They were administered the Teaching Aptitude Test of Prakash and Shrivastava and the Teacher Effectiveness Test of Kumar and Mutha. The collected data were treated using inferential statistics.

The major findings of the study were-

- It was found that teaching aptitude had a significant positive correlation with teaching effectiveness, but it had no direct relationship with teacher-community participation.
- A significant difference was found between science and human sciences teacher in relation to teaching aptitude.
- No significant difference was found between rural and urban, government and non-government, and male and female teachers with regard to their aptitude and effectiveness.

Kaur A. (1988) made an attempt to study the development of Professional Competency of Social Studies and Mathematics teachers as related to process and structure variables of educational environment in Government in-service training centres. The Objectives of the study were-

- To study the comparative efficiency of in-service programmes organized respectively for Social Studies and Mathematics Teachers separately at Patiala and Jalandhar.

-
- To study the relative impact of educational environment on the teaching effectiveness, teaching attitude, rigidity flexibility, educational awareness, achievement and school results of Social Studies and Mathematics Teachers exposed to in-service training and that of teachers unexposed to any such training.
 - To make comparison of Social Studies and Mathematics Male and Female Teachers exposed to in-service training and that of teachers unexposed to any such training with respect to the measure of teaching effectiveness, teaching attitude, rigidity, flexibility, educational awareness achievement and school results of teachers.
 - To study the impact of process variables on teacher achievement and school results as the measure of professional competency.
 - To find out the relative impact of physical structure of in-service institutions upon the criterion measure of professional competency.

The study had an experimental design in which out of the three divisional level Government in-service training institutions of Punjab, only the two located at Patiala and Jalandhar were randomly selected. The sample consisted of 480 trained graduate teachers, 240 from each institution, who had been teaching class 8 students. The tools used in this study included the teacher effectiveness scale of Pramodkumar & D. N. Mutha, The teacher attitude scale of Garewal, The rigidity flexibility scale of John Rehflish, The educational awareness test of T.R. Sharma & Paramjitkaur, The achievement test in Social Studies and Mathematics for teachers, developed by the investigator, the school results of teachers, an opinionnaire, & a questionnaire.

Measures of Central Tendency and dispersion, Analysis of variance, “t” test and multiple regression equation were employed to analyze the data.

The major findings of the study were-

- In-service education and training significantly contributed to the development of professional competency of Social Studies and Mathematics teachers as related to process variables- i.e. teaching effectiveness and educational awareness of teachers- structure variables- i.e. teacher attitude and rigidity-flexibility of teachers.
- Process and structure variables had a positive bearing on product variables i.e. achievement of teachers and school results of teachers.
- Achievement of teachers as a criterion measure of professional competency was positively co-related with only one of the process variables i.e. teaching effectiveness.

Meera S. (1988) A Study to explore the relationship between factors of teaching aptitude and teacher behaviour components which may bring to light observations helpful to teacher-educators. The objectives of the study were-

- To explore the classroom verbal behaviour of student-teachers through Flanders’ technique.
- To find out if there is any relationship between teacher behaviour and teaching aptitude.
- To study the relationship between various aptitude factors and different components of classroom behaviour.

-
- To study if there is a significant difference among teachers behaviour of teacher-trainees in different disciplines.
 - To compare the behaviour of student-teachers who have secured high scores in the aptitude test with those who have low aptitude scores.
 - To estimate the statistical significance of relation and draw inferences.

A random selection of 60 student-teachers undergoing the B.Ed. course at the Avinashilingam Institute for Home Science and Higher Education (a deemed university), Coimbatore, constituted the sample. There were 12 student teachers from each of the five disciplines- English, history, biological sciences, physical science and mathematics- in the sample. The tools used were Flanders' (1970) Ten Category System of Interaction. Analysis and the Teaching Aptitude Test of Thilagam. Pearson's product-moment correlation and 't'test, were used in the treatment of the data.

The major findings of the study were-

- The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders.
- Large variations occurred in TOR, TRR and PIR. TQR and PIR were much less than the norm.
- Teacher Talk Ratio was significantly correlated with three of the teaching aptitude factors and the total Teaching Aptitude Score.
- There was a significant negative correlation between Silence, Confusion Ratio and three aptitude factors and the total aptitude score.

-
- There was a significant correlation between Teaching Aptitude Score and Content Cross Ratio.
 - Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR.
 - The English teacher talked less and responded less than the mathematics teacher.
 - The English teacher's instantaneous response and content emphasis also were less compared to the mathematics teacher's.
 - A comparison of history and biological science teachers showed that there was more pupil talk in the biological science class than in the history class.
 - The teacher-pupil interaction was rather slow in the science class, as compared to history.
 - The physical science teacher also responded less than the history teacher and the pupil-talk percentage was higher in the physical class than the history class.
 - The high-aptitude group and the low-aptitude group differed significantly in four behaviour components.
 - Teacher Talk, Teacher Response and Content Emphasis were significantly higher in the high-aptitude group. [MC 0088]

More R.T. (1988) an attempt to study the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers. The objectives of the study were-

-
- To find out the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers.
 - To find the extent of reliability of the statements made in all quarters that there is a dearth of qualified teachers and that even after years of Independence, there is no change in the criteria for admissions to B.Ed. colleges thereby resulting in poor output.

The sample comprised 500 male and female teachers taken from secondary schools in Nagpur, Wardha, Bhandara, and Gadchiroli Districts, through purposive sampling. The tools used were Cattell's 16- Personality Factors questionnaire (Hindi version of S.D. Kapoor), the teaching Aptitude Test (TAT) of Jaiprakash and Shrivastava and the Teacher Effectiveness Scale of Pramod Kumar and Mutha. The collected data were treated using quantitative techniques.

The major findings of the study were-

- Out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important.
- The total personality of a teacher was found to be affecting his teaching.
- There was a significant difference in the male and female teachers as regards the factors E,F,H, and M.

Prakasham D. (1988) A study comparing the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of

teaching competency across sex differentiation and territorial variation. The objectives of the study were-

- To compare the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation.
- To estimate the relationship of school organizational climates and teaching competency to teacher effectiveness under various types of school climates.
- To study the relative effects to school organizational climates and teaching competency on teacher effectiveness.

The sample comprised of 800 teachers from 120 government, local body, private non-Christian and Christian schools teaching Classes IX, X and XI of Rajpur and Bilaspur Districts together with 92 principals, selected by the random quota sampling technique. The researcher used the School Organisational Climate Description Questionnaire (SOCDQ) of Motilal Sharma, the General Teaching Competency (GTCS) of B.K.Passi and M.S. Lalitha, and the Teacher Effectiveness Scale (TES) of Pramod Kumar and D.N.Mutha. Mean, SD, 't' ratio, Pearson's product-moment coefficient of correlation and ANOVA were computed while treating the data.

3.3 Review of the Studies Conducted Abroad

A number of studies have been conducted abroad on emotional intelligence at various levels and professions.

Kooker et al (2007) examined the increasing shortages of registered nurses in the USA, using an emotional intelligence framework to help analyze nurses' stories about their professional practice. The qualitative study attempted to identify factors that

might relate to nurse retention and improved patient outcomes. Their concept of 'nursing professional practice' was based on Blois et al's (2005) elements: autonomy, accountability, mentoring, collegiality, respect, trust; integrity, knowledge and activism. They also conceptualized the outcomes of professional nursing practice as: quality patient care; professional satisfaction and autonomy in nursing practice. They asked the research question, "Is there evidence in the stories of professional practice that reflect the competencies of emotional intelligence as it relates to improved processes and outcomes for patients/clients and nurses?". Previously written narratives by nurses for an earlier study (Shultz, et al, 1998) were re analyzed.

The model of EI used in the study was based on Goleman's (1995) model, a four factor conceptual model comprising of: self awareness; social awareness; self management and social management. Sixteen nursing narratives were analysed for thematic concepts that were later verified by the original authors. 83 participants were selected by the researchers on the basis that they were considered to be "reflective individuals" and "visionaries beyond the boundaries of their own position". As a contradiction to this claim, the authors also state that they tried to represent the broader nursing community. The dangers of selector bias appear to have been overlooked by this attempted justification which was compounded further when the authors disclosed that the participants had all represented a high degree of retention in the profession.

Micro and meta analyses were used to locate sections of each narrative into one of the four subsets of emotional intelligence. Social awareness (30 percent) had the highest representation followed by social management (28 percent), self awareness (27 percent) and self management (15 percent). On the basis of these findings, the researchers recommend that future nurses should be screened for emotional

intelligence competencies to identify candidates who would be more likely to stay in the profession.

Gertis et al (2005) examined burnout among 380 nurses in the Netherlands who work with individuals who have learning disabilities and severe behavioral problems. Using Bar-On's EQi (Bar-On,1997), Gertis et al found that while female nurses, who were high in EI, were not necessarily protected, low Emotional Intelligence scores tended to be associated with burnout. However, the authors also found that, possessing poor social skills, also protected against burnout, leaving the reader confused as to the predictive relationship of Emotional Intelligence to occupational burnout. Humpel and Caputi (2001) found no significant relationship between Emotional Intelligence and perceived stress among 43 mental health nurses 94 using Mayer et al's (1999) multi factor Emotional Intelligence scale (MEIS). Emotional Intelligence scores were found to be lower in female nurses, with less experience in mental health, than was found in inexperienced male nurses.

It would appear that Emotional Intelligence has a relationship with stress and burnout in nursing at the lower end of the scale, with low Emotional Intelligence predicting burnout. However, there are suggestions that Emotional Intelligence might increase the type of stress that comes with enhanced awareness of risks and an absence of this awareness may actually be a protective mechanism against stress and burnout.

Rochester et al (2005) carried out a survey of 17 graduates from two teaching hospitals in inner city Sidney and in the region of New South Wales. The survey was to try and identify the capabilities that were regarded as most important within the first five years of qualified practice. The researchers were interested in the degree to which the technical proficiency remains important in nursing, emotional intelligence

capabilities were identified by managers and by the graduates as the most significant factors that enhanced practice. The survey involved a semi structured interview, based on a 'Graduate Capability Framework' and 'Productive Adult learning Framework' (Scott et al, 2001). Seventeen registered nurses were identified by "key staff" as high early career performers. Managers were given the task to identify individuals who were performing at a high level of excellence when compared to their contemporaries. Five separate Universities were identified as the undergraduate institutions.

Once the individuals had been identified, the managers were interviewed to ascertain the criteria that they used to make their judgment. Three main areas were used: consistent delivery of work to a specific standard by an allotted time; high levels of client satisfaction and high levels of co-worker satisfaction. This was in keeping with a previous study carried out by Scott and Yates (2002). The selected nurses were asked to complete a 38 item questionnaire using a five point likert scale. The sub categories in the scale were: Emotional Intelligence-Personal; Emotional Intelligence-Interpersonal; Intellectual Capacity; Profession Specific Skills and Knowledge and Generic Skills and Knowledge. The researchers identified items that were ranked highest and lowest on importance and performance.

The items that were ranked highest came from the emotional intelligence subscales with interpersonal emotional intelligence emerging as the strongest category. The highest ranked item on 'importance' was 'the ability to empathise and work productively with people from a wide range of backgrounds.' The lowest ranked item of 'importance' was the 'ability to chair and participate constructively in meetings.' The item that was ranked highest in importance but low on performance was 'being able to remain calm under pressure or when things go wrong.' The item ranked highest in importance and performance was 'being able to set and justify priorities.'

The researchers concluded that high performing nurses demonstrated emotional and social intelligence and operate in a contextually appropriate way.

Ashkanoy and Tse. (2001) explore the emotional underpinnings of transformational leadership from a variety of perspectives including member exchange and emotional intelligence. A model is provided that links empirical and theoretical works on leadership are developed. Explanation and interpretations of the various elements of EQ and related studies on emotions are further used to developed preposition that helps explain what elements may be at work in making a leader charismatic or transformational.

Caruso, Mayer and Solavey (2001) presented an overview of an ability model of EQ and explore the role that IQ plays in effective leadership. According to them, EQ plays in effective leadership. According to them EQ underlies a leader's 'people' or 'relationship' skills. They apply their model or EQ to leadership in work in work organization and discuss why organization should consider EQ in the selection and development of managers and leaders. Ability models have given new respectability to the discussion of emotions in the work place and they have proven to be of immense value. Such enthusiasm is important because leader of today are still chosen for their functional expertise. If leaders do lack EQ, They may be unmoved by calls for greater understanding of emotional in workplace.

Thomas (2001) undertook a study to determine the effect of group counseling among adolescents in enhancing their emotional competence. A group counseling programme consisting of 12 sessions, spread over a span of 16 days were given to the

experimental and control groups. The emotional competence scale was used to find a significant increase in their emotional competence.

Mayer (2001) examined the researcher based concept of emotional intelligence. Topics discussed in his study included the biology of mind, other parts of personality, emotional traits, cognitive traits, emotion as information, understanding emotion, management of emotion, measuring emotional intelligence as ability, a description of the multifactor Emotional Intelligence Scale (MEIS) scoring and finding and feelings with (MEIS). It was concluded that the fields of cognition and effect provided some of the foundation for a new theory of emotional intelligence.

Carothers et al (2000) piloted and analyzed a 34 item measurement tool to assess the attributes of medical school applicants in Ohio. 147 applicants were assessed and their scores compared with traditional admission criteria, such as prior academic attainment and interview assessments. The researchers were concerned about the tendency for students to be accepted on the basis of their biomedical knowledge, regardless of their ability to relate to and empathies with patients. The increase in primary case, and the growing awareness of the public in medical matters, demands that doctors improve their interpersonal skills to ensure that their communication is both clear and person centered. Carothers et al (2000) described the skills that are needed to improve in medical students, as emotional intelligence skills.

Carrothers et al (2000) concluded that measures of EI should be used to helping recruitment and selection processes in medical education on the basis that they measure different attributes than traditional processes and, the attributes that are being measured, are regarded by medical experts as essential to the profession.

Cherniss (2000) conducted a study in which executives were analyzed by a search firm showed that these who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in higher relevant previous experience or IQ. In other words, emotional intelligence was a better predictor of success than higher relevant previous experiences or high IQ. The executive was high in emotional intelligence in 74 percent of successes and only 20 percent of the failures.

Cavallo and Brienza (1999) conducted a study on three hundred and fifty eight managers to assess if there are specific leadership competencies that distinguish high performance from average performances. Randomly selected participants' code for performance rating, potential code, gender, functional group and regional area. More than fourteen hundred employees took part in a 183 question mutilated survey that measured a variety of competencies associated with leadership performance including those commonly referred to as Emotional Intelligence. Result showed that the highest performing managers have significantly more "emotional competence" than other managers. The high potential managers received high scores in the emotional competencies by peers and supervisors, but not by subordinates, some gender difference was found, with supervisors rating female higher in adaptability and service orientation, which have rated females higher on Emotional self-awareness, conscientiousness; developing others, service orientation and communication. Direct reports scored male higher in change catalyst.

De Morat (1998) conducted a study titled Emotional socialization in classroom context as functional Analysis to examine teacher students' interactions in

kindergarten. The results suggested that classrooms provide opportunity for children to learn appropriate emotional expressiveness from their teacher.

Reid (1998) conducted an empirical investigation of secondary students' emotion and causal attributes with the sample of 27 Vancouver secondary students. The result suggested that information about attribution and emotion is marked when students are forced to use a positive/negative dichotomy to evaluate a classroom achievement outcome.

Clark (1997) carried out their study on 130 executives and found that how well people handled their own emotions determined how much people around them preferred to deal with them.

Rosenthal (1997) and his colleagues discovered that people were best at identifying other's emotions were more successful in their work as well as in their social lives.

Wagner (1981) in his doctoral dissertation explored the connection between Enneagram types and Jungian typology by comparing the raw values gathered from an Enneagram test with those of the Myers-Briggs test (a Jungian type test). The study gives the conclusion that there is a highly significant difference between the nine Enneagram types and their values on the Mayers Briggs raw value scale. MBTI arise from psychology and moves towards personal development and spirituality, whereas the Enneagram rise from spirituality and is used in psychology. The study also finds some further correlation between the Enneagram triads and the Jungian types. Heart types are more likely to be extrovert perceptive and feeling types. Head types are

more likely to be introverted, intuitive thought types. Kut types are in general more likely to be intuitive types.

3.4 Implications of the Review of Related Literature for the Present Study

- It is seen that very few researchers in India have carried out their research in this area of emotional intelligence compared to that of the other countries. It seems still emotional intelligence is an untouched area of research for the researchers in India.
- After reviewing the literature it was observed that now researchers have started taking interest and giving recognition to emotional intelligence as an important factor in performance and success of individuals.
- Studies have been conducted to find the relation between emotional intelligence and success in different jobs like medicine and management.
- Some studies have been carried out in the area of education also. Still much is needed.
- It was felt that teacher education is a field where having emotionally intelligent teachers becomes imperative and further it may also help in knowing the relationship of Emotional Intelligence and Teaching competence.
- Since, the researcher is having a good experience of teaching the researcher chose to take up a study specifically in this area to check the relationship of Emotional Intelligence and Teaching Competence.

CHAPTER-4

METHODOLOGY OF INVESTIGATION

4.1 Introduction

The present chapter deals with the design of the study, population, sampling procedure and sample of the study. It describes in detail the planning and procedures followed for conducting the study. The detailed description has been given as under-

4.2 Research Method

The present study has utilized the descriptive method of carrying out research. The descriptive method research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to true valid general conclusions from the facts discovered. They are restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. They are more than just a collection of data; they involve measurement, classification, analysis, comparison, and interpretation. They collect and provide three types of information: 1) What exists with respect to variables or conditions in a situation; 2) What we want by identifying standards or norms with which to compare the present conditions or what experts consider to be desirable, and 3) How to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of experts.

4.3 Research Type

It is a Co-relational type of research. Correlation type of research studies are a frequently used types of descriptive research concerned with determining the extent of

relationship existing between variables. They are used to obtain description of existing phenomenon and enable a researcher to ascertain the extent to which variations in one variable are associated with variations in another. The magnitude of relationship is determined through the use of the coefficient of correlation. It involves the collection of two or more sets of measurement on a sample of subjects and computation of the coefficient between these sets of measurements. Several types of relationships can hold between the two sets of measurements. The direction of the relationship may be positive or negative; the degree of relationship between the variables may vary from perfect, to high, to average, to no relationship; the relationship may be linear or curvilinear.

4.4 Population

The population for the present research comprised of Pre-service teachers of English Medium Colleges of Sardar Patel University, V.V. Nagar.

4.5 Sample and Sampling Procedure

The sample of the present study comprised of 30 pre service teachers selected from Waymade College of Education, V.V.Nagar. The sample for the present study was selected through random sampling method (lottery method).

Table 4.1: Sample of the Study

Sr. No.	Name of the college	Male	Female	Total
01	Waymade College of Education, V.V. Nagar.	09	21	30

4.6 Tool Used

The following standardized tools were used in the present study. Their description is given below-

4.6.1: Teachers' Emotional Intelligence Inventory

The inventory of "Teachers Emotional Intelligence" by Dr. Subhra Mangal was employed as a tool in the present study to measure the Emotional Intelligence of the pre-service teachers. **(SEE APPENDIX-A)**

The tool has 200 statements which have been categorized into four factors such as

1. Awareness of self and others
2. Professional orientation
3. Intrapersonal management
4. Interpersonal management

The factor 'awareness of self and others' comprises of 75 statements, 'professional orientation' of 42 statements, 'intrapersonal management' of 24 statements and 'interpersonal management' comprises of 59 statements. In total there are 106 positive statements and 94 negative statements.

- **Reliability and Validity of the Inventory**

- 1) Reliability

Reliability of the inventory was established through two methods:

- a) Test-Retest Method
- b) Split-Half Method

Reliability coefficients of the inventory are 0.96 through test retest method and 0.95 through split half method.

2) Validity

All the types of validity namely Content, Construct and Criterion related validity were established for the tool. Criterion related Validity coefficients are 0.55 through MTAI and 0.65 through Ratings of teachers by their headmasters.

4.6.2: B. K. Passi's General Teaching Competence Scale

"General Teaching Competence Scale" by B. K. Passi and M. S. Lalita was employed as a tool in the present study to assess the teaching competence of the pre-service teachers. **(SEE APPENDIX- B)**

The tool has 21 items which have been categorized into five factors such as

1. Planning (Pre-Instructional)
2. Presentation (Instructional)
3. Closing
4. Evaluation
5. Managerial

The factor 'Planning' comprises of 04 statements, 'Presentation' of 11 statements, 'Closing' of 02 statements, 'Evaluation' of 02 statements, and 'Managerial' comprises of 02 statements. Each statement has a maximum 7 rating points against it. The sum of the ratings against at the 21 items constitutes the score on General Teaching Competency (GTC Scale) of the teacher being observed. The maximum score possible is 147 and the minimum is 21.

- **Reliability and Validity of the Inventory**

Reliability of the Scale - The inter-observer reliability coefficients ranges from 0.85 to 0.91.

Validity of the Scale- The scale has factorial validity. Scott's coefficient of inter-observer ranging from 0.78 to 0.82.

4.7 Data Collection

With the permission of the Principal of the college the researcher administered the Teachers' Emotional Intelligence Inventory, measured the Emotional Intelligence of the pre-service teachers. The researcher also went along with the pre-service teachers when they delivered their practice lessons and observed 2 teaching sessions of each pre-service teacher by using B. K. Passi's General Teaching Competence Scale. In all 60 teaching sessions were observed by the researcher, two for each pre-service teacher.

4.8 Data Analysis

The data was analyzed according to the procedure stated in the manual of both the tools employed. Preliminary analysis was done using Percentage. The scores of the pre-service teachers on different components of Teaching Competence scale were summed up. Similarly, the scores of the pre-service teachers for the four components were calculated separately and then their total emotional intelligence was calculated.

The further analysis was done using the Product Moment Correlation method to find out the correlation between emotional intelligence and teaching competence of pre - service teachers.

The analysis of the data and its interpretation has been discussed in the next chapter in detail.

CHAPTER-5

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

5.1 Introduction

The data collected through administration of Teachers' Emotional Intelligence Inventory and observation of teaching sessions on General Teaching Competence Scale respectively, was analyzed and then interpretations were drawn. The data procured through the study has been presented in tabular form as under-

5.2 Data Analysis and Interpretation

Table 5.1 Total Emotional Quotient of Pre-Service Teachers

Factor	Category	Description	Number of Male	% of Male	Number of Female	% of Female
Total EQ (Combined)	A	Very High	-	-	01	4.76
	B	High	01	11.11	-	-
	C	Average	01	11.11	03	14.28
	D	Below Average	05	55.55	15	71.42
	E	Poor	02	22.22	02	9.52
	Total		09	100	21	100

As observed in Table 5.1, out of 30 pre-service teachers where in 9 were males and 21 were females, 55.55 per cent of males and 71.42 percent females were found to have below average Emotional Intelligence. 22.22 per cent male and 9.52 per cent female

pre-service teachers were observed to have poor emotional intelligence. 11.11 per cent and 14.28 per cent females were found to have average emotional intelligence, respectively. Only 11.11 per cent male pre-service teachers out of 30 had a high emotional intelligence and only 4.76 per cent females out of total 30 had very high emotional intelligence.

Figure 5.1: Total Emotional Quotient of Pre-Service Teachers

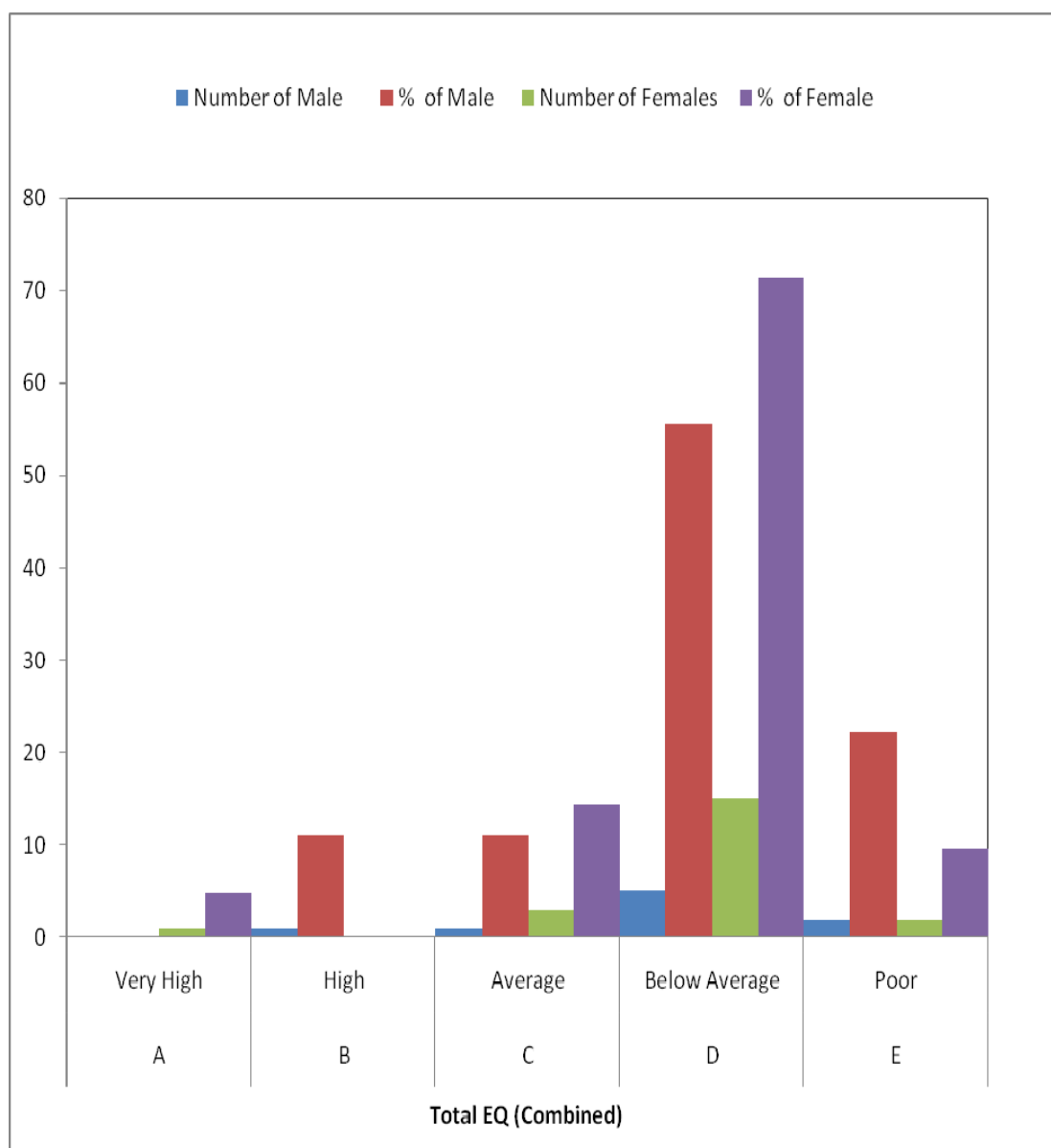


Table 5.2 Level of Awareness of Self and Others of Pre-service Teachers

Factor	Category	Description	Number of Male	% of Male	Number of Female	% of Female
Awareness of Self and Others	A	Very High	-	-	01	4.76
	B	High	01	11.11	-	-
	C	Average	01	11.11	06	28.57
	D	Below Average	05	55.55	12	57.14
	E	Poor	02	22.22	02	9.52
	Total		09	100	21	100

As observed in Table 5.2, out of the 30 pre-service teachers, 55.55 per cent of males and 57.14 per cent females were found to have below average awareness of self and others, on the scale. 11.11 percent of males and 28.57 per cent of females were found to have average score. In all 22.22 per cent males and 9.53 per cent females were found to have poor awareness of self and others. Only 11.11 per cent and 4.76 per cent female pre-service teachers were found to have high and very high awareness of self and others respectively.

Figure 5.2: Level of Awareness of Self and Others of Pre-service Teachers

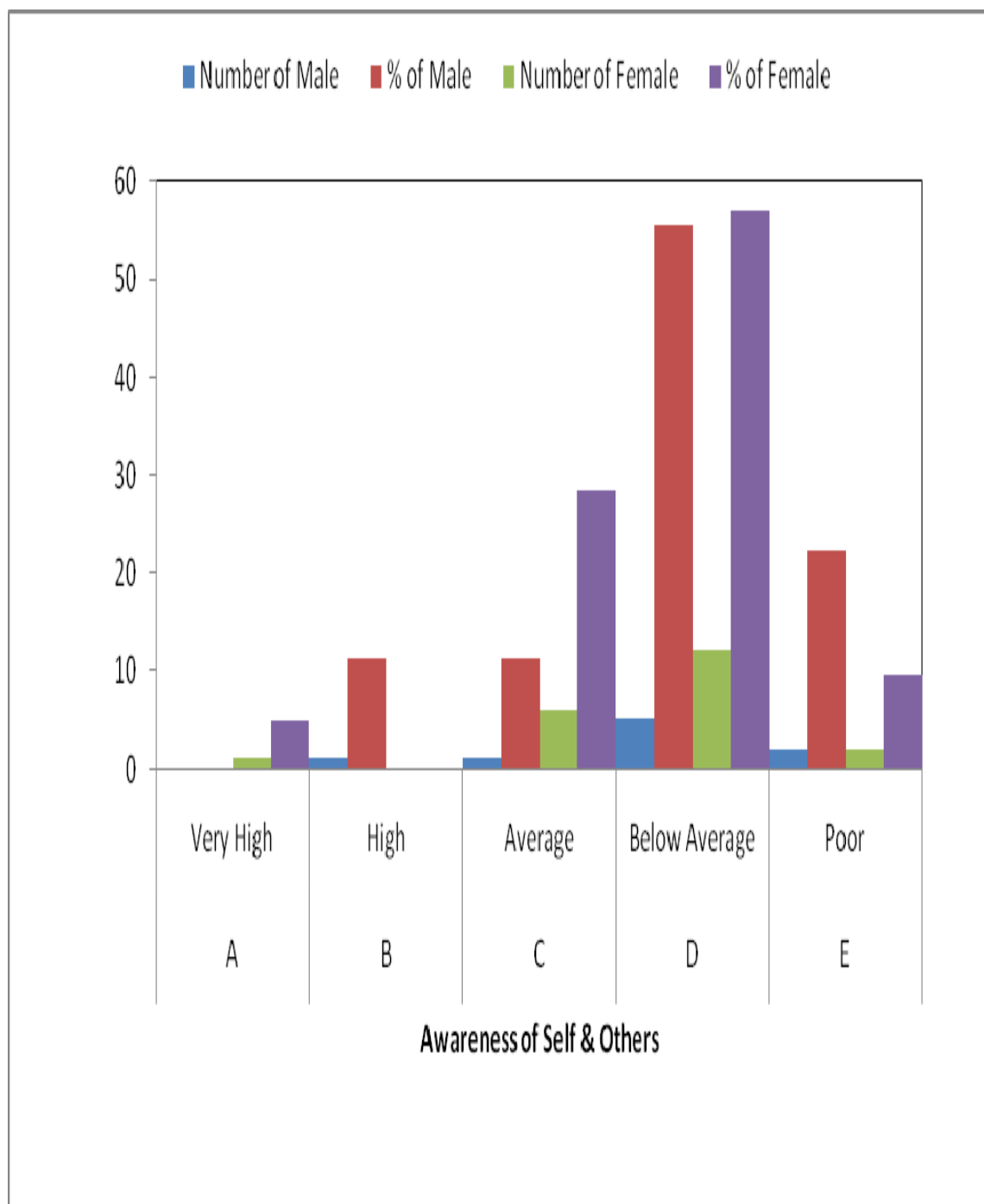


Table 5.3 Level of Professional Orientation of Pre-service Teachers

Factor	Category	Description	Number of Male	% of Male	Number of Female	% of Female
Professional Orientation	A	Very High	-	-	02	9.52
	B	High	-	-	02	9.52
	C	Average	01	11.11	05	23.80
	D	Below Average	04	44.44	10	47.61
	E	Poor	04	44.44	02	9.52
	Total		09	100	21	100

As observed in Table 5.3, 44.44 per cent males and 47.61 per cent females were found to have below average professional orientation on the scale. 44.44 per cent males and 9.52 per cent females were found to have poor score on the scale. In all 11.11 per cent males and 23.80 females were found to have average professional orientation. Only 9.52 per cent female pre-service teachers were found to have high and very high professional orientation, while none of the male pre-service teacher was found to have very high or high professional orientation.

Figure 5.3: Level of Professional Orientation of Pre-service Teachers

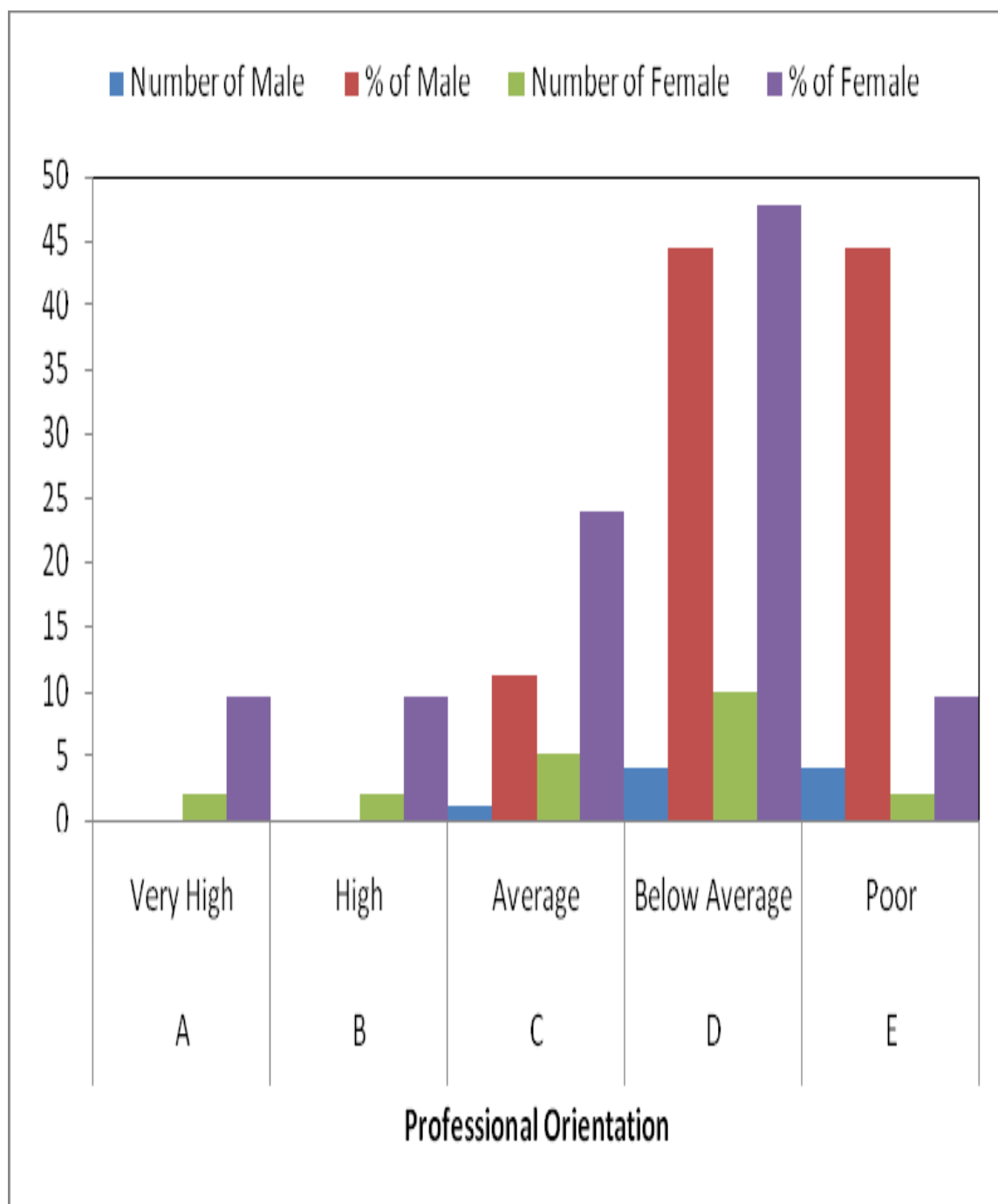


Table 5.4 Level of Intrapersonal Management of Pre-service Teachers

Factor	Category	Description	Number of Male	% of Male	Number of Female	% of Female
Intrapersonal Management	A	Very High	01	11.11	02	9.52
	B	High	-	-	01	4.76
	C	Average	01	11.11	02	9.52
	D	Below Average	04	44.44	08	38.09
	E	Poor	03	33.33	08	38.09
	Total		09	100	21	100

As observed in Table 5.4, 44.44 per cent males and 38.09 per cent females were found to have below average intrapersonal management. 33.33 per cent males and 38.09 per cent females were found to have poor intrapersonal management. 11.11 per cent males and 9.52 females were found to have average intrapersonal management. The same per cent of the pre-service teachers were found to have very high intrapersonal management whereas only 4.76 per cent females were found with high Intrapersonal management.

Figure 5.4: Level of Intrapersonal Management of Pre-service Teachers

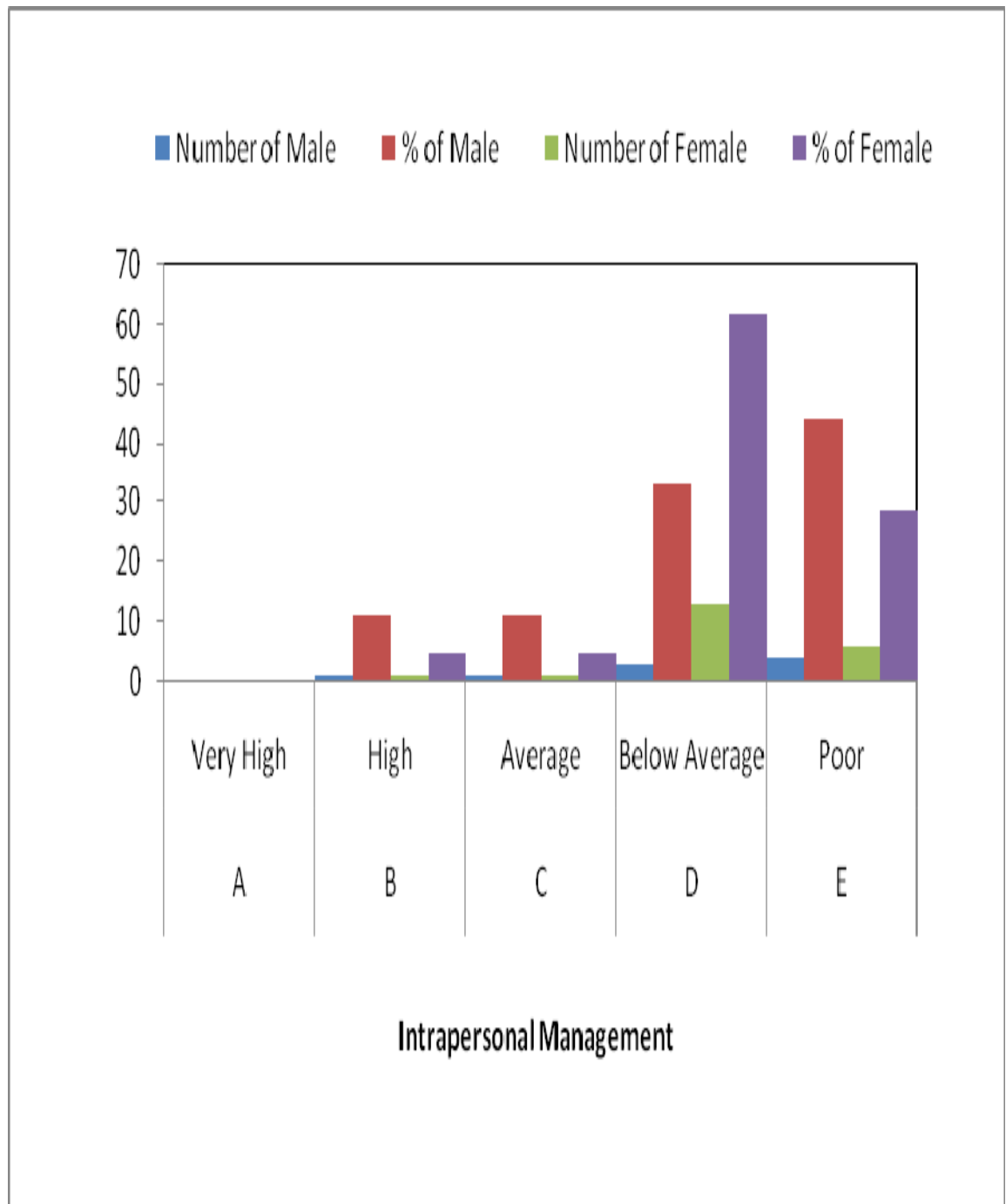


Table 5.5 Level of Interpersonal Management of Pre-service Teachers

Factor	Category	Description	Number of Male	% of Male	Number of Female	% of Female
Interpersonal Management	A	Very High	-	-	-	-
	B	High	01	11.11	01	4.76
	C	Average	01	11.11	01	4.76
	D	Below Average	03	33.33	13	61.90
	E	Poor	04	44.44	06	28.57
	Total		09	100	21	100

As is evident from Table 5.5, 33.33 per cent males and 61.90 females were found to have below average interpersonal management. 44.44 per cent males and 28.57 per cent females were found to have poor interpersonal management. 11.11 per cent males and 4.76 females were found to have high and average interpersonal management respectively, while none of the pre-service teachers were found to possess very high interpersonal management.

Figure 5.5: Level of Interpersonal Management of Pre-service Teachers

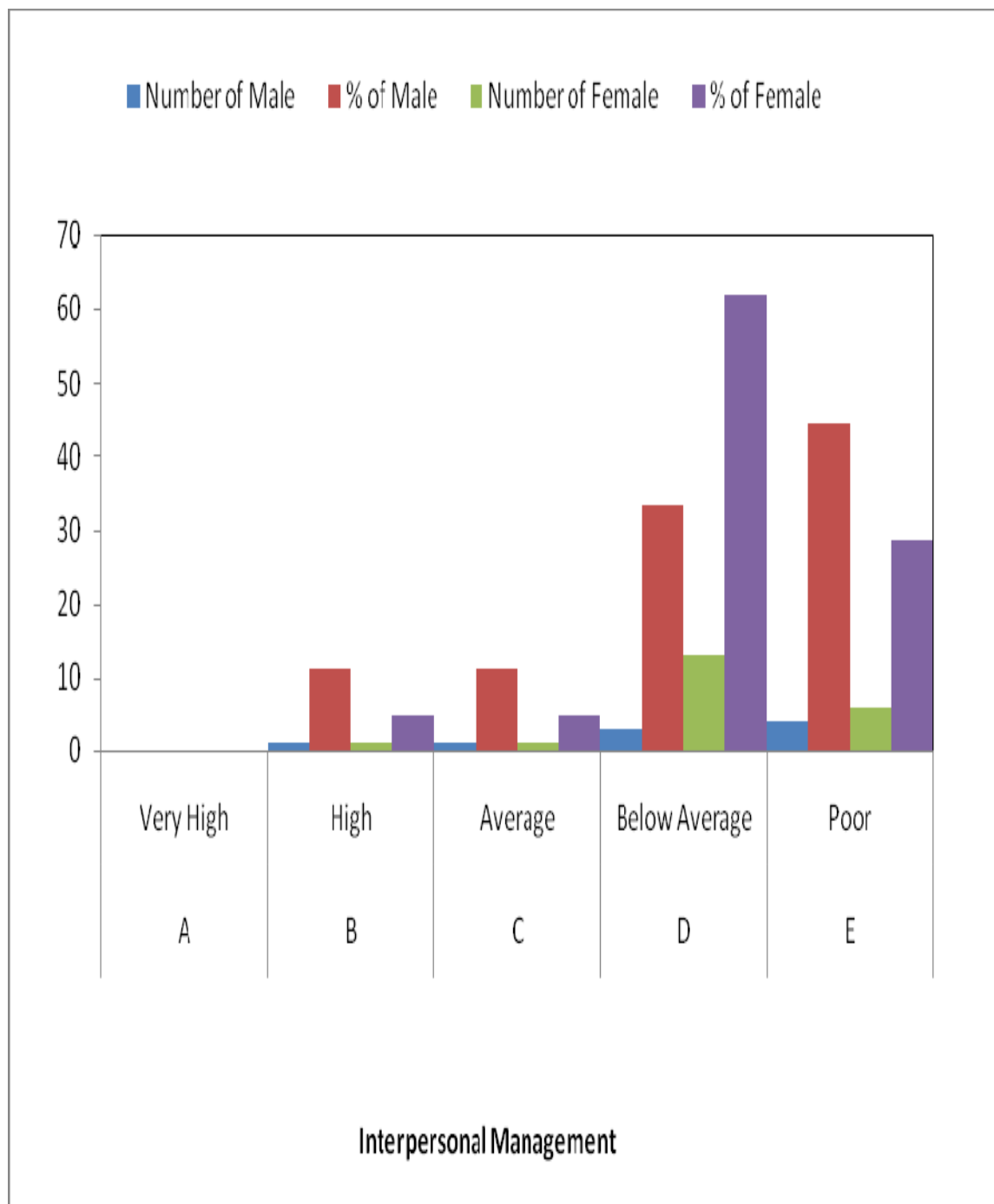


Table 5.6 Teaching Competence of Pre-service Teachers

Scores	Number of Male	% of Male	Number of Female	% of Female
1 - 30	-	-	-	-
31 - 60	-	-	-	-
61 - 90	03	33.33	02	9.52
91 - 120	06	66.66	17	80.95
120 & Above	-	-	02	9.52
Total	09	100	21	100

As is observed from Table no 5.6, 02 of the Female Pre-service teachers scored above 120 on Teaching Competence Scale. None of the Male Pre-service teachers scored above 120 on the Teaching Competence Scale. 17 of the Female Pre-service teachers scored between 91 to 120 on the Teaching Competence Scale. While 06 of the male Pre-service teachers scored between 91 to 120 on the Teaching Competence Scale. All of them scored a minimum 60 on the Teaching Competence Scale.

Figure 5.6: Teaching Competence of Pre-service Teachers

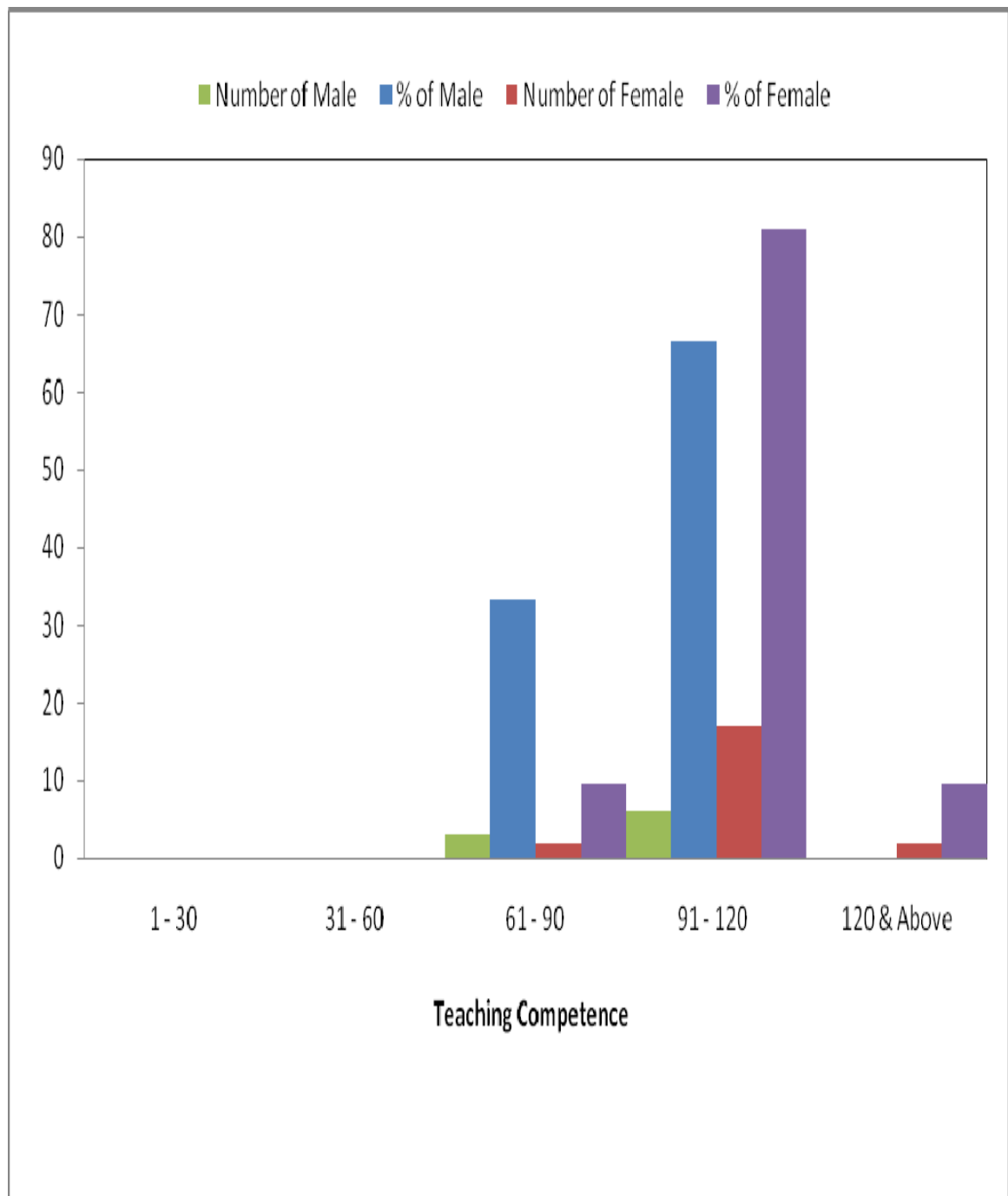


Table 5.7 Correlation between Emotional Intelligence and Teaching Competence of Pre-service teachers

Variables	N	df	r (cal)
Emotional Intelligence	30	28	0.5 *
Teaching Competence			

**Significant at 0.01level*

As is observed from the above Table No. 5.6, the coefficient of correlation between Emotional Intelligence and Teaching Competence was found to be 0.5 which is significant at 0.01 level of significance.

Hence, the hypothesis no. 1.6.1 formulated earlier that “there will be no significant correlation between Emotional Intelligence and Teaching Competence of Pre-service teachers’ is rejected.

The value of coefficient of correlation observed from the above table shows that a strong positive correlation exists between the Emotional Intelligence and Teaching Competence of the pre-service teachers.

Table 5.8 Correlation between Emotional Intelligence and Teaching Competence of Male Pre-service teachers

Variables	N	df	r (cal)
Emotional Intelligence	09	07	0.067 *
Teaching Competence			

**Not Significant*

As is observed from the above Table no 5.7, the coefficient of correlation between Emotional Intelligence and Teaching Competence of Male Pre-service teachers was found to be 0.067, which was found to be not significant.

Hence, the hypothesis no. 1.6.2 formulated earlier that “there will be no significant correlation between Emotional Intelligence and Teaching Competence of Male Pre-service teachers” is accepted.

The value of coefficient of correlation observed from the above table shows that a very weak, almost nil correlation exists between the Emotional Intelligence and Teaching Competence of the Male Pre-service teachers.

Table 5.9 Correlation between Emotional Intelligence and Teaching Competence of Female Pre-service teachers

Variables	N	df	r (cal)
Emotional Intelligence	21	19	0.67 *
Teaching Competence			

**Significant at 0.01level*

As is observed from the above Table 5.8, the coefficient of correlation between Emotional Intelligence and Teaching Competence of Female Pre-service teachers was found to be 0.67, which is significant at 0.01 level of significance.

Hence the hypothesis no. 1.6.3 formulated earlier that “there will be no significant correlation between Emotional Intelligence and Teaching Competence of Female Pre-service teachers” is rejected.

The value of coefficient of correlation observed from the above table shows that a strong positive correlation exists between the Emotional Intelligence and Teaching Competence of the Female Pre-service teachers.

5.3 Discussion

On the analysis of the above data it is evident that most of the pre-service teachers fall in the category of below average emotional intelligence. Most of the male pre-service teachers were found to have below average and poor, awareness of self and others, professional orientation, and Interpersonal management on the Emotional Intelligence scale. While most of the female pre-service teachers were found to be Average and

below average in all the components of the emotional intelligence scale. Both the Male and Female pre-service teachers need to develop their Intrapersonal and Interpersonal skills. As Intrapersonal skills requires a person to assert oneself in public independently by exhibiting positive emotional intelligence traits of self confidence and self control and interpersonal skills requires a person to manage with others like teamwork, capabilities, problem solving, building bonds and initiating a change are very much essential. It is clearly seen from this that the pre-service teachers need to develop their emotional intelligence. It is a matter of concern and measures in the direction of improving the emotional intelligence of the pre-service teachers must be taken. The present education system is witnessing a drastic change in it, so at this time it is a vital need for the present education system to have teachers who possess a high emotional intelligence.

Even on the Teaching Competence scale their score is not very high. It was average or just above average. The Female pre-service teachers were found to be to be superior in Teaching Competence than the Male pre-service teachers. The maximum score obtained by a pre-service teacher on the Teaching Competence scale was found to be 123 which were of a female. 02 pre-service teachers scored above 120, both of them were females. 23 pre-service teachers scored between 91 to 120 out of which 06 were males and 17 were females. 03 male pre-service teachers and 02 female pre-service teachers scored between 61 to 90.

During observation of their teaching sessions which was the third phase of their practice teaching, some of the Male pre-service teachers were observed to have lack in their planning and due to this lack; it affected their presentation and even their managerial part. They were unable to build a bond with the students and even their facial gestures showed that they were confused among themselves. They were seen to

stand at one place. Their voice lacked the confidence of that of a teacher. They even had problems with their content and their language proficiency. This male pre-service teachers were found to be average or below average in emotional intelligence. Among few of the male pre-service teachers it was noticed that they had fluency in their language as well as mastery in their content, as a result of which their teaching was effective and interesting. It was observed that they had good presentation ability and hence their managerial part was also good. They were able to understand the needs of the students of their class and they even willingly asked questions to such students and replied to their doubts. They had prior planned out activities according to the student's level. This helped them a lot in improving their professional orientation. Their interpersonal management skill was also well developed as they were able to build a good rapport with the students. This behavior of theirs in the previous class helped them in their succeeding classes. It was seen that such male teachers had a high emotional intelligence.

On the contrary the Female pre-service teachers proved to be outperforming than the Male pre-service teachers. In the classes of most of the Female pre-service teachers it was observed that the classes were very well planned out with activities. As observed in one of the science class that the female pre-service teacher used a self prepared cartoon concepts chart to explain R.B.C., W.B.C. and Malaria parasite. The students were seen studying attentively in her class. Even her managerial part of the lesson was also good. The same students were observed making noise and looked disturbed in the previous class of Communication skill. Even the same condition was observed in a class of Mathematics, the topic was of proportions, such topics are really uninteresting for the students but the female pre-service teacher with her planning and content mastery made the topic interesting to the students. Even the noticeable thing in her

class was that she managed to give more examples and made most of the students to participate in her class. Even she gave them certain techniques and new methods to find out the solutions. Both of these female pre-service teachers had a high Emotional intelligence and even their Teaching Competence was observed to be high.

Some of the Female Pre-service teachers were weak as they were seen having lack of professional orientation, they were also weak in the planning of their classes. They were seen less co-operative with the students. They had less developed interpersonal as well as intrapersonal skills. This was reflected in their behaviour in the class they either stood at one place or they tried to address the pupils staring at a particular pupil or corner of the class. Some of this type of classes made the students exhaustive though group learning was implemented and proper activities were planned out to make the teaching more interesting, attentive and effective, the reverse effect was seen in the class. Such female pre-service teachers were found to be poor, or below average in emotional intelligence.

Thus it is observed that the Emotional Intelligence of Male and Female pre-service teachers need to be improved upon. Even the educationists must try to plan out and implement such plans and policies that may help the pre-service teachers to improve their emotional intelligence. If such efforts are made than only we will have such teachers who will satisfy our future needs.

Thus the education system and the society must try to see to this problem and plan out for the development of the emotional intelligence of the pre-service teachers and in future get competent teachers.

CHAPTER- 6

FINDINGS, SUGGESTIONS, AND EDUCATIONAL IMPLICATIONS

6.1 FINDINGS

- Majority of Pre-service teachers (56.66 per cent) were observed to have below average Awareness of self and others.
- Only 11.11 per cent of Pre-service teachers possessed a high awareness of self and others.
- Only 4.76 per cent of Pre-service teachers scored very high on the component of awareness of self and others of the emotional intelligence scale.
- Female Pre-service teachers were observed to be better than the Male Pre-service teachers in Awareness of Self and Others.
- Most of the Pre-service teachers were observed to have below average Professional Orientation.
- Only 9.52 per cent Female Pre-service teachers were observed to have very high and high Professional Orientation respectively.
- A remarkable 44.44 per cent Male Pre-service teachers were observed to have poor Professional Orientation.
- Majority of the sample Pre-service teachers were observed to have below average Intrapersonal Management.
- From the total sample of 30 Pre-service teachers only 11.11 per cent Male Pre-service teachers and 9.52 Female Pre-service teachers were observed very high in Intrapersonal Management.

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- Both Male Pre-service teachers and Female Pre-service teachers had the same level of high and average Interpersonal Management with 11.11 per cent and 4.76 per cent respectively.
 - The Female Pre-service teachers were observed to be weaker than Male Pre-service teachers having below average in Interpersonal Management.
 - None of the Pre-service teacher is observed to have very high Interpersonal Management.
 - Majority of Pre-service teachers were observed to have Average, Below Average, and Poor Total Emotional Intelligence
 - Among the total sample of 30 Pre-service teachers majority of Pre-service teachers (66.66 per cent) were observed to have below average emotional intelligence.
 - Only 4.76 per cent Female Pre-service teachers and 11.11 per cent Male Pre-service teachers were observed to have very high and high Emotional Intelligence respectively.
 - Most of the Pre-service teachers including the Male and the Female Pre-service teachers were seen to have scored between 91 to 120 on the Teaching Competence Scale.
 - Only 05 Pre-service teachers, out of which 03 were Males and 02 were Females were found to score between 61 to 90 on the Teaching Competence Scale.
 - Only 02 Female Pre-service teachers were found to score above 120 on the Teaching Competence Scale.

6.2 Suggestions for Teacher Education Institutions

Emotional Competence can be inculcated in the Pre-service teachers through co-operative learning, Transformational learning, Self- Science curriculum and by developing programs like Mastering Emotional Intelligence, Emotional training and customized Leadership programs. In fact the same is done at the time of their training programme B.Ed. Even the training to be effective teachers is also imparted to them in the education colleges, but still they lack the practical part. Though they go for practice teaching, it is not enough. As they do not get enough of time to deal with the students with whom they are going to deal with in the nearby future. Even the students are not able to build a good rapport with the Pre-service teachers or the rapport build by them is false as they are aware that these Pre-service teachers are not their permanent teachers. To let this Pre-service teachers develop their Emotional Intelligence, become a competent teacher and make a tryout of getting aware of students with a varied psychological behaviour a more rigorous internship programme, as that which exists for the Doctors, Nurses, Engineers, Managers and other professionals, must also be implemented for the Pre-service teachers. This may prove out to be effective and fruitful and we may have more Emotionally Intelligent and Competent Teachers in the future.

6.3 Suggestions for further study

In view of the results obtained in the present study, following suggestions have been put forth to further carry out research in this particular area-

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- An instructional package to enhance emotional intelligence of pre-service teachers can be developed and implemented.
 - A study of the factors affecting emotional intelligence of pre-service teachers can be taken up.
 - A study of the factors affecting teaching competence of pre-service teachers can be taken up.
 - Above mentioned studies can also be taken up for pre-service and in-service teachers at primary, secondary and even higher education level.

6.4 Educational Implications

Many people rise to the top of their profession because they have a passion and innate talent they would seem to be born to do what they do. We cannot make a great sport person or violist out of someone who does not have the passion. Can we teach Emotional Intelligence to people who just don't care that much about how they relate to others? They love being Accountant, Engineers, Lawyers or Architecture and have had Management Rule's thrust upon them.

The good news is that Emotional Intelligence is an ability that is measurable, diagnosable, and improvable. The bad news is that these abilities cannot be imparted through a two-hour or a two day seminar. It must be learned on the job. There must be real life ongoing coaching and feedback.

So, Emotional Intelligence skills need to be nurtured and used by teachers in their classroom teaching, for enhancing their teaching competency and professional

performance. As Pre-service teachers have to be associated with the adolescent students, it is very essential that they take care to be emotionally stable themselves, possess higher Emotional Intelligence and help to maintain a sound emotional tone in the school. Institutions and government should provide facilities for enhancing the Emotional Intelligence of the Pre-service and In-service teachers. Provide more time and effort for developing affective skills as it leads to the development of Emotional Intelligence. Emotional Competence can be inculcated in the Pre-service and In-service teachers through co-operative learning, Transformational learning, Self-Science curriculum and by developing programs as Mastering Emotional Intelligence program, Emotional training programme and customized Leadership programs.

Emotional Intelligence appears as playing a vital role in shaping teaching style and creating conducive psycho-social environment in the classroom. Teacher, who is low on various dimensions of emotional intelligence, will teach in traditional teaching style and will strangle students' initiation. On the contrary, teacher who is high on various dimensions of emotional intelligence, will tend in empathic and democratic teaching styles as favorable to the all round development of students. A Pre-service teacher having the competencies of emotional intelligence will recognize the underlying reasons of good or bad feeling of emotions and will also identify which one can derail performance, subsequently, can manage their impulses and distressing emotion well and will stay composed and positive. A Pre-service teacher with accurate self-assessment competency becomes aware about his strengths and weaknesses and shows capacity of self-criticism and willingness to learn from experience and feedback.

A teacher instead of teaching Emotional Intelligence to the learners must take learners to practice them. To be an effective teacher is a tough challenge because each and

every child has a different Emotional Quotient so the teacher must be prepared to face the different situations. A teacher is a sculpture of the society. At the very first stage a teacher should have a good rapport with the students. The teacher should have positive attitude towards the student. A good and effective teacher must have sympathy and empathy towards the student. In the classroom a teacher must support and appreciate the students' work, if the student fails to achieve the specific target, teacher must be a facilitator. Such things can only be possible if the Pre-service teachers during their training programme are given exposure to such situations. In fact such training is given to the Pre-service teachers in their college classrooms which help them to develop their knowledge in child psychology and pedagogy. This equips them with a theoretical base but, they lack the practical one. Though they have to visit a number of schools at the time of delivering their practical lessons they do not get enough of exposure to such situations of the classroom, they do their job just for the sake of completing it and getting marks. If the same is given under an internship programme as it is for the Medical Doctors then it may prove very much fruitful to the Pre-service teachers and they may develop their Emotional Intelligence skills like intrapersonal skills, interpersonal skills, professional orientation, social awareness and self awareness. This in turn may again prove to be helpful to them in their Planning, Presentation, Evaluation, Managerial and Closing of their classes. In short they can develop their Teaching Competence and be an Effective teacher.

If the teacher works with the emotional quotient it will be very helpful in progressing students' abilities. Emotional Intelligence can enhance the intrapersonal skills, interpersonal skills, understanding of emotion, recognize the emotion and managing the emotion of the students' in well manner. "Emotional Literacy" was used by Cooper and Swaf this is meant for the sagacity in knowing one's own emotion. This

will relate the actual feelings and thoughts. It is the ability to discern one's own sentiment to him for the benefit and to get the result. Salovey has used this word in this book. Emotional maturity was presented by Abrahamsen to refer to those who are content with their moods when freely associated with various situations in life. Whereby, they are able to respond to their own needs at the same time. He emphasized that each man should build up his own emotional maturity to conduct to his own emotional comfort from this emotional insight, he believed that emotional comfort would be an index to the good mental health. Such a character would be happy with every activity of life. He would have no personal conflict. He would be open to new experience and could become his own feeling doctor.

6.5 Conclusion

Pre-service teachers need to be sensitized towards the concept of Emotional Intelligence through various learning programmes and packages. Nobody in the teaching profession can be expected to navigate successfully across his/her entire academic career. Now a day's Emotional quotient is more important than Intelligent Quotient. According to Goleman Intelligent quotient aids in our selection and Emotional Quotient promotes us at the work place with the help of Emotional Quotient a teacher can built a healthy society. Thus, without Emotional Intelligence human progress is not possible hence, it needs to be nurtured along with the competencies at the pre-service teacher education level.