

Introduction

CHAPTER – I

INTRODUCTION

“Man is neither a mere intellect, nor the gross animal body, nor heart or soul alone. A proper and harmonious contribution of all the three is required for making of the whole man and constitutes the true economics of education.”

- Mahatma Gandhi

Education is as old as human race. Since the very dawn of civilization, it has been regarded as an essential concomitant of the evolution of human society. Gandhiji has rightly stated that education should help in the development of the head, the heart and the hand. The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. But studies reveal that Intelligence Quotient (IQ), which is related to the cognitive aspect, contributes no more than 25 per cent to one's overall success. Cognitive intelligence is often equated with eventual success in many areas. “There are many instances where people with high IQ flounder whereas those of modest IQ do surprisingly well” (Maulding, 2002). It has been accepted by all that education should help the individual to solve the challenges of life and make successful adjustment in life. The purpose of education should not be to simply provide food for the brain but it should replenish the heart as well. Swami Vivekananda had rightly pointed out, “It's the heart which takes one to the highest plane which intellect can never reach.”

Functional theorists view emotions as central in all aspects of all human activity – cognitive processing, social behaviour and even physical health. Emotions are not just a matter of the heart. Researches have shown that they are also a result of brain biochemistry. Emotional signals in the brain are felt throughout the body – in the gut, in the heart, in the neck, in the head and other parts of the body. These sensations are important signals and if analysed properly, helps us to make decisions and initiate actions. Prolonged experience of negative emotions damages the chemical system, the immune system, the endocrine system and every other system in our body and as a result many serious illnesses set in. Mayer and Salovey (1995) say that disturbed feelings and emotions can lead to poorer health if an individual does not process the relevant emotional information. Physical illness may lead to problems related to social behaviour and even to cognitive aspects. Bar On (1997) proposed that emotional intelligence contributes to psychological well being. He suggested that in addition to traditional IQ tests, emotional intelligence can make a unique contribution to “a better understanding of people and also use their potential to succeed in various aspects of life”. Dawda and Hart (2000) found that emotional intelligence scores were positively related to measures of emotional health, and negatively related to neuroticism and psychopathology. Thus, emotions pervade all domains of human experiences and hence emotional intelligence has been an emerging topic for psychological, educational, and management researchers and consultants and has gained importance in recent years.

1.1 EMOTIONAL INTELLIGENCE – AN OVERVIEW

Emotional intelligence is a comprehensive term which incorporates the intricate aspects of both emotions and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. These twin - qualities are inseparable and they exercise a tremendous influence in the lives of individuals.

Emotional intelligence is the ability to perceive, imagine and understand emotions and to use that information in decision making. Researches in neurobiology (LeDoux, 1996) have shown that human mind is made up of two parts – one that thinks and one that feels. The mind that thinks is the rational mind and that which feels is the emotional mind. It is found that emotional mind acts faster than the rational mind. It can overpower, even paralyse the thinking brain. It is a fact that students who are angry, depressed or anxious cannot take in information efficiently or deal with it well. The intellect cannot work at its best without emotional intelligence. In short, out-of-control emotions make smart people stupid. Emotional intelligence, thus involves the capacity to carry out reasoning in regard to emotions, and the capacity of emotions to enhance reasoning. Besides, expressing a wide range of emotions, it is important for every individual to manage his / her emotional experiences. Emotional self regulation refers to the strategies adopted by people to use emotions in different situations to accomplish the goals. Cognitive development as well as social experience fosters emotional understanding.

1.2 EMOTIONAL INTELLIGENCE AND TEACHERS

Teachers as knowledge workers need to be sensitized to the goals of the existing knowledge society. Helping students in all-round development and achieving academic excellence are the traditional goals of education. Teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment and community involvement (Marzano and Marzano, 2003). Teacher-student relationships provide an essential foundation for effective classroom management and classroom management is the key to high student achievement. Teachers who are self-aware, compassionate and capable of containing strong emotions are more successful than those who lack these qualities, even though the latter may have intellectual capacities. Emotionally intelligent teachers are fully aware of the importance of accepting and responding to emotions of students at the right time. They understand that recognition and sincere appreciation mitigate stressful situations. Human connection counterbalances stress and inspires the best in people.

Social neuroscience makes clear that the emotional tone of a classroom can be set to a large extent by the teacher. The neural wiring between our thinking and emotional centers can enhance or inhibit the brain's ability to learn. Researches in neuroscience (Pert, 1997) have shown that while two people interact, their emotional centers produce an impact on each other. This indicates that when students and teachers interact, it creates a

climate where teachers can help students get and stay in better brain states for learning.

Development of emotional intelligence begins at home and is continued in school. Teachers, next to parents are responsible for the nurture of emotional intelligence among children. In order to nurture emotional intelligence of students, teachers can help students to take time everyday to analyse and tune into their core instincts. They can train the students to connect thoughts and feelings, because people who make an effort to maintain a connection between what they are thinking, saying and doing, on one hand, and what they are feeling, on the otherhand , bring the wisdom of their core instincts to their decisions and actions (Segal, 2002). Students should also be made to listen to the feelings of others and empathize with how other people perceive and feel. It is the duty of the teacher to contain his/her own emotions and help students also to develop the skill of emotional containment. Containing emotions does not mean suppressing or ignoring them but being in charge of when and how we express them. Students should be taught to be adaptable and treat challenges as unique experiences and take decisions with confidence. As emotional intelligence is a blend of instinct and intellect, teachers have to play a path-breaking role concerning the intellectual and attitudinal tuning of students. It has to be understood that teaching, unlike any other profession is dealing with subjects- who are neither inert nor static but live human beings, suspicious, willful, impressionable, and at the same time autonomous. Hence teachers should take care that an emotionally warm classroom climate, which fosters creative innovations,

performance and lasting relationships characterized by human touch of joy, care, trust, reward, and team spirit, is maintained.

1.3 EMOTIONAL INTELLIGENCE AND PERFORMANCE

When emotional intelligence is taken proper care of, learning will become interesting, meaningful and purposeful. This will naturally reflect on the good academic performance of the students. Emotion and cognition can be integrated to influence performance on a variety of tasks (Gray, 2004). Emotional intelligence or balance of emotion is an absolute and instrumental value to be developed by all individuals and is more important for students. An individual's personality traits, mood swings, and positive and negative emotions have an impact on all aspects of performance and indirectly affect one's peers as well. Violent outbursts, aggressiveness and demonstrative techniques are often expressed only by the unstable and those who are driven by instincts, passion or whims.

Academic performance comprises creativity, problem-solving and decision-making capacity, co-operational and team work, leadership abilities, adaptability and on top of all, execution or application of knowledge and skills. Emotion and disposition can make or mar one's performance and morale and get reflected in the interactions that an individual has with others. Psychologists, medical professionals and scientists confirm that the mood or emotional stance a person brings with him or her to any setting has a strong effect on academic performance. Emotions can influence thought processes by promoting different information processing strategies (Forgas, 1995).

For example, positive emotions tend to promote heuristic processing (Schwarz, 1990) and may be useful for creative tasks (Isen et al., 1987), whereas negative emotions hamper deeper processing. When people experience positive emotions, they tend to remain at peace with themselves and efficient throughout the day.

1.4 STATEMENT OF THE PROBLEM

A realization of the significance of emotional intelligence in the educational scenario prompted the investigator to take up the present investigation entitled “**Emotional Intelligence and Performance of Secondary Teacher Trainees**”. This investigation is an attempt to assess the emotional intelligence and its relation to the academic performance of teacher trainees.

1.5 OPERATIONAL DEFINITION OF KEY TERMS

The key terms used in the title of the study are explained below :

1.5.1 Emotional Intelligence

According to Bar-On (1997), emotional intelligence is defined as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. In our education-based model emotional intelligence is defined as a confluence of developed abilities to know and assess oneself, establish and maintain healthy and productive relationships, get along and work well with

others in achieving positive results, and effectively manage the demands and pressures of daily life and work.

1.5.2 Performance

Performance generally means an activity or behaviour that leads to a result, and here it refers to academic performance. Academic performance includes the performance of teacher trainees in theory and practicals. Performance in theory refers to the achievement in written examinations and assignments taken by the teacher trainees during the Bachelor of Education (B.Ed.) Course. Performance in practical relates to the mastery of skills in areas such as teaching, community social work, scouts and guides, fine arts, laboratory experiments and preparation of instructional materials and records. The aggregate of marks obtained in both theory and practicals has been taken as the index of the total academic performance.

15.3. Secondary Teacher Trainees

The term 'secondary teacher trainees' refers to students who pursue their Bachelor of Education Course in Colleges of Education, their basic eligibility being graduation. After completion of the Bachelor of Education Course they will be qualified to be appointed as teachers in secondary and higher secondary schools.

1.6 NEED FOR THE STUDY

It is an accepted notion that the development of a nation depends upon the quality of education imparted to its citizens. Teachers play a crucial role in moulding and shaping the personality of the children. The student-teacher relationship has been shown to predict academic success over several years (Hamre and Pianta, 2001 and Pianta and Stuhlman, 2004). More specifically, the student-teacher relationship affects children's motivation to learn. Children who are highly motivated and self-confident are actively engaged in the learning process (Deci and Ryan, 1985). A positive, warm relationship with a teacher motivates students to achieve and to please their mentors. Conversely, children who have a relationship characterized by conflict with the teacher are less involved in classroom activities and are more likely to struggle academically (Ladd and Burgess, 2001). Thus it is clear that the student-teacher relationship is important in promoting children's academic success through pleasant emotional environment characterized by warmth and low conflict as well as improved motivation.

Children who are in the elastic period of their life are easily influenced by their teachers. A teacher's attitude-whether good or bad-trickles down to the students (Vail, 2005). The teacher's ability to deal with emotional problems is a powerful factor in moulding the minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. Teachers play an important role in the socialization of emotions of young children. They have the opportunity to discuss the emotions of children in the context of the

classroom situation (Ahn, 2005). A teacher who is able to carry out reasoning with regard to emotions and use emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils. An emotionally competent teacher is the heart and soul of any educational programme. As the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of emotional intelligence, which will play a vital role in their survival and fitness in the profession. Emotional intelligence is considered as one of the most fundamental dimensions of leadership and teachers being leaders should possess necessarily a high level of emotional intelligence.

Understanding the relationship between emotional intelligence and academic performance will also be of paramount importance to the teacher trainees in improving the teaching strategies and bringing about the needed impact on children through their teaching. Emotions are seminal to intrinsic motivation which is a key factor in academic achievement. Negative emotions can be traced back to the primeval survival instinct latent in all human beings. Negative emotions such as fear, anger, or disgust trigger us to immediate action under dangerous or extreme circumstances such as fight or flight mechanism to ensure survival of the species. In academic settings, this evolutionary response has little or no role to play and developing such emotions will not help us to expand our logical, critical, and creative thinking. Developing positive emotions, on the other hand, creates a more expansive and inclusive range of behaviours. This range of behaviours determines the academic achievement. These positive emotions encourage students to be

more creative, and to exchange ideas, create consensus and to enhance generative thinking. Positive emotions help people to be positive in their approach and positive people tend to have better cognitive abilities, greater focus and accuracy, sharper acumen and more innovative ideas which ultimately lead to optimal academic performance.

Therefore, it was felt that a study undertaken in this area will provide insight into the emotional intelligence of secondary teacher trainees and its impact on their performance.

1.7 OBJECTIVES OF THE STUDY

The major objectives of the study were to :

1. construct and validate a comprehensive psychological test for assessing the emotional intelligence of teacher trainees.
2. study the influence of emotional intelligence on academic performance of teacher trainees.
3. compare the mean scores in emotional intelligence in relation to gender.
4. study the influence of type of family on emotional intelligence of teacher trainees.
5. study the influence of the educational status of parents, number of siblings and ordinal position of teacher trainees on emotional intelligence.

6. study the influence of the economic status of the family on emotional intelligence of teacher trainees.
7. compare the emotional intelligence of the teacher trainees on the basis of type of institution namely, government, government aided and private colleges of education.
8. Compare the emotional intelligence of the teacher trainees on the basis of locality of institution namely, rural and urban.
9. compare the mean scores of emotional intelligence of teacher trainees belonging to Arts and Science stream.
10. compare the emotional intelligence of teacher trainees with hostel experience and without hostel experience.
11. study the interrelationship between the dimensions of emotional intelligence namely, intrapersonal ability, interpersonal skill, adaptability, stress management and general mood

1.8 HYPOTHESES

The major null hypotheses formulated for the investigation are given below :

1. there is no significant relation between emotional intelligence and academic performance of teacher trainees.

2. there is no significant difference in the mean scores of emotional intelligence of teacher trainees in relation to gender.
3. there is no significant influence of type of family on emotional intelligence of teacher trainees.
4. there is no significant influence of educational status of parents, number of siblings and ordinal position of teacher trainees on emotional intelligence.
5. there is no significant difference in the emotional intelligence of teacher trainees on the basis of economic status of their family.
6. 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.
7. there is no significant difference in the emotional intelligence of teacher trainees on the basis of locality of institution namely, rural and urban.
8. there is no significant difference in the mean scores of emotional intelligence of teacher trainees belonging to Arts and Science stream.
9. there is no significant difference in the means scores of emotional intelligence of teacher trainees with hostel experience and without hostel experience.

10. there is no significant interrelationship among the dimensions of emotional intelligence namely, intrapersonal ability, interpersonal skill, adaptability, stress management and general mood.

1.9 LIMITATIONS OF THE STUDY

- The area from where the sample has been drawn is confined to Coimbatore city. All the available teacher trainees from the Colleges of Education in Coimbatore city constituted the sample for the study.
- Of the different models of emotional intelligence proposed by different psychologists, Bar-On's model was taken as the basis for the construction of the tool in this study and hence the five dimensions of emotional intelligence were taken up for the investigation.
- The assessment of emotional intelligence is totally based on self-report data of the subjects.

1.10 ORGANISATION OF THE THESIS

Chapter – I - The introductory chapter starts with introduction, states the topic, defines the terms involved in the statement, justifies the selection of the topic, mentions objectives, hypotheses and limitations of the study.

Chapter – II - Gives an account on the theoretical overview of emotional intelligence and studies connected with the problem.

- Chapter – III** - Describes the development of the Emotional Intelligence Scale and explains in detail the method that has been adopted for carrying out this study.
- Chapter – IV** - Gives all the details regarding the analysis of data, the results and their interpretations.
- Chapter – V** - Reports the findings in a consolidated form, gives recommendations and implications of the present study and guidelines for future research.