

CHAPTER-I

INTRODUCTION

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1.1 INTRODUCTION –

The concept of emotional Intelligence (EI) is relatively a new idea in the popular culture. However, with the popularization of the concept ‘Emotional Intelligence’ has raised a very great deal of interest in the field of psychology, management and education.

The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in every day life. Whereas others with an average IQ succeed. At best IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces. So if we want to succeed in life, we need to introduce our emotions very well.

1.2 MEANING OF EMOTIONS –

The term emotional is derived from the Latin embower ,which means “ to shake ” ,“to stir up” and through all the literature of emotions, technical and popular , this note is frequently sounded. And further through different phrasings it may be used by different writers “Wasted reflexes ”,or “conflict of impulses” or “disorganized responses”. Most of them imply some complication or involvement or faultiness in the individual adjustment. The Oxford English dictionary

, (1961,P.124) defines emotion as,“ Any agitation or disturbance of mind ,feelings ,passion , any vehement or excited mental state .”

Crow and Crow ,(1964,P.83) , convey that an emotion “Is an affective experience that accompanies generalized inner adjustment and mental and psychological stirred-up states in the individual and that shows itself in his overt behaviour.”

McDougall ,(1949), considering instinct as an innate tendency maintains that,“An emotion is an effective experience that one undergoes during an instinctive excitement.” McDougall discovered 14 basic instincts and concluded that each and every emotion, whatever, it may be , is the product of some instinctive behavior . Mangal , S.K.(1995, P.61)

Morris, Charles G.(1979, P.386) , defines emotion as , “A complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behaviour patterns.”

Above definitions tend to describe emotions as some sort of feelings or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other types of behavioral acts.

There are hundreds of emotions with their blends, variations, mutations and nuances.

1.2.1 CHARACTERISTICS OF EMOTIONS :

According to Parmeswaran, E. G. and Beena, C. (1988, P.302), Emotional Experiences tend to show some characteristics. Some of them are as follows,

- 1) To a considerable extent emotions are accompanied by the activation or an aroused state in the organism.
- 2) They are normally accompanied by physiological changes in facial expressions, changes in physiological reactions like blood-pressure, heart beats, respiration etc.
- 3) Whenever an organism is experiencing an emotion, a lot of energy is released. This is true of many emotions. But there are also some emotions, like grief, where the energy and activity level are reduced.
- 4) In the case of many emotional experiences it is found that other activities like perception, learning, consciousness, memory etc. are affected. In some cases where the emotions are mild the influence may be positive and in other cases the influence may be disruptive.

- 5) Along with the bodily changes one also finds psychological changes or alternations in the content and state of consciousness. Very often, there is a clouding of consciousness, blocking of memory , a confusion in perception etc. thus ,emotions are complex experiences including a variety of bodily and also psychological reactions.

1.2.2 TYPES OF EMOTIONS :

According to Goleman,D.(1995,P.331), the types of emotions and some of the members of their families are as follows,

1. Anger :-

Outrage, resentment, wrath, exasperation indignation, vexation, acrimony, animosity, annoyance, irritability, hostility, fury and perhaps at the extreme, pathological hatred and violence.

2. Sadness :-

Grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection despair and when pathological severe depression is caused.

3. Fear :-

Anxiety, apprehension, nervousness, concern
consternation, misgiving , worriness, qualmedginess , dread
,fright, terror result into psychopathological phobia and panic.

4. Enjoyment :

Happiness, joy, relief, contentment, bliss, delight,
amusement, pride, sensual pleasure, thrill, gratification,
satisfaction, euphoria, whimsy and at the far edge mania.

5. Love :-

Acceptance, friendliness, trust, kindness, affection,
opportunity, devotion, adoration, infatuation.

6. Surprise :-

Shock ,astonishment, amazement wonder.

7. Disgust :-

Contempt , disdain, scorn, abhorrence , aversion
,distaste ,revolution.

8. Shame :-

Guilt, embarrassment, chagrin, remorse,
humiliation, regret.

1.2.3 ROLE OF EMOTIONS :

Emotions play a vital role in ordering human experiences. Without them, life would be flat and devoid of excitement. Emotions often provide the stimulus or motivation to act in a certain way. They provide the inner force that attracts one person to another, or that repels one person from another. Emotions provide a sense of feeling with and for others. They provide a sense of security, help person cope with frustration, alert them to dangers and force them into action.

At the same time, emotions are also the cause of certain problems. Some times, for example, people say or do things, they might later regret- primarily because they were acting on the basis of emotions rather than a responded response.

Emotions are the effective aspects of the instinct. The development of the emotions should therefore, be given as much attention as is given to the development of the instincts. So it is very necessary to train the emotions shall run riot and imbalance the whole personality of the individual.

Emotions are prime movers of the thought and conduct and their education and control is very important.

1.3 EMOTIONAL INTELLIGENCE :

Traditionally , psychologists have focused on cognitive aspects while working on Intelligence. However there were researchers who recognized early that the non-cognitive aspects were also important.

Robert Thorndike ,wrote about ‘ Social Intelligence .’ .Wechsler,(1943) was proposing that the non-intellective abilities are essential for predicting one’s ability to succeed in life. R. Plutchik, in his recent theory of emotion (1970) has given three dimensional structure or model of emotion. In that model he has given a number of implications. One such implication is that , ‘emotion involves cognition’. It proves that emotional intelligence is a kind of emotion.

At the time of emotional excitement, when intelligence enters into the emotion are individual starts,

- Observing the situation.
- Understanding the things properly which are the causes for emotional excitement.
- Finding the reasons.
- Controlling the emotions.
- Expressing the emotions in right way.

This is in fact , the work of Emotional Intelligence.

The following passage from “ The Nicomachean Ethics” by the Greek philosopher Aristotle,(384-322 BC) is often quoted as an illustration of emotional intelligence: , “ Those who are not angry at things they should be at are thought to be fools, and so are those who are not angry in the right way at the time , or with the right persons , for such a man is thought no to feel things nor to be pained by them and since he does not get angry, he is thought unlikely to defend himself.””Colman,A.M.,(2001 , P.241) , what Aristotle has said is exactly the right work of Emotional Intelligence.

Emotional Intelligence focuses on the softer skills of building and maintaining human relationships. This aspect of life assumes a lot of importance since a person is not detached from the human element, be it work place , the home front or the social circle, human interactions are inevitable, and our success depends to a large extent on what we make of these interactions and relationships.

Emotional intelligence is an attempt to extend our understanding of intelligence by going beyond what we traditionally measure by Intelligence test. Emotional Intelligence adapts a wider perspective and helps us extend our understanding of our interactions with other and social world around us.

We believe that through education all round development of an individual takes place .However, at the same time we give less importance to cognitive development and totally neglect the emotional development. We forget that academic intelligence offers virtually no preparation for the turmoil or problem. We as teachers and educationists need to aware of this truth and make emotional development an important objective of education by integrating it to curriculum. It is also the demand of 21st century.

1.4 STATEMENT OF THE PROBLEM:

“A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF STUDENT TEACHERS”.

1.5 DEFINITION OF THE TERMS :-

EMOTIONAL INTELLIGENCE:-

According to Goleman, Daniel, (1998), “Emotional Intelligence is the capacity to recognize our own feelings and those of others for motivating our-selves and for managing emotions well in ourselves and in our relationship”.

OPERATIONAL DEFINITION :

The score obtained on the Emotional Intelligence Test (E.I.T.) for student teachers to be prepared by researcher is based on Goleman's Emotional Competency Model. This model includes five basic emotional and social competencies.

I) Emotional competencies :

- 1) Self-awareness
- 2) Self-regulation
- 3) Motivation

II) Social competencies :

- 4) Empathy
- 5) Social skills

This study is concerned with 10 competencies of emotional intelligence, two from each competency. They are as follows;

- 1) Accurate Self Assessment
- 2) Self-confidence
- 3) Self-control
- 4) Conscientiousness
- 5) Initiative
- 6) Optimism

- 7) Understanding others
- 8) Developing others
- 9) Communication
- 10) Leadership

ACADEMIC ACHIEVEMENT :

“Knowledge acquired and skills developed in school subjects usually designated by test scores or by marks assigned by teacher or both”. Good ,C.V. (1973 ,P.7) .

“Knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests.” Biswas, A. and Aggarwal ,J.C. (1971 ,P.2) .

OPERATIONAL DEFINITION :-

For the purpose of this study, student teachers theory marks obtained in the terminal examination will be taken as their academic achievement score.

STUDENT TEACHER :-

“Trainee teacher particularly when engaged in teaching practice in schools.” G.Terry Page and Thomas J.B. (1977, P. 327) .

“A person enrolled in a school of Education who has been assigned to assist a regular teacher in a real school situation.” Good ,C.V.(1973, P.563).

OPERATIONAL DEFINITION :-

For the purpose of this research student teachers are the students , who have sought admission to the B.Ed. Course and are studying in colleges of education affiliated to Shivaji University ,Kolhapur , (Maharashtra) during the academic year 2002-2003.

1.6 SIGNIFICANCE OF THE STUDY :

This study is significant for the following reasons. This study has great significance as no such study has been undertaken earlier on student teachers.

Emotional intelligence is totally dependent on the environment. It is related neither to development of some organ nor to physiological process. There is ample scope for its development at any age. So the results of this study will be useful to the student teachers to improve their emotional intelligence.

Emotional intelligence gives new approach to student teachers who in future become teachers. This approach embraces the learner and learning in amore complete way than traditional schooling.

Education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom and therefore , nurturance of emotional intelligence becomes a prime concern for colleges of Education and Curriculum of B.Ed Course.

1.7 DELIMITATION OF THE STUDY:

This study is restricted to the Colleges of Education situated in Kolhapur District only and affiliated to Shivaji University ,Kolhapur (Maharashtra State).

1.8 OBJECTIVES OF THE STUDY :

- 1) To develop Emotional Intelligence Test (E.I.T.) for student teachers based on Goleman's Competency Model .
- 2) To measure the Emotional Intelligence of the student teachers.
- 3) To find out the academic achievement score of student teachers.
- 4) To study relationship between Emotional Intelligence score and academic achievement score of student teachers.
- 5) To study relationship between Emotional Intelligence score and academic achievement score of male student teachers.
- 6) To study relationship between Emotional Intelligence score and academic achievement score of female student teachers.
- 7) To study the relationship between Emotional Intelligence score and academic achievement score among student teachers of Arts, Science , Commerce faculties.

1.9 HYPOTHESIS OF THE STUDY :

In the light of the objectives stated earlier , the following hypothesis were formulated.

- 1) There is no significant relationship between emotional intelligence and academic achievement of student teachers.
- 2) There is no significant relationship between emotional intelligence and academic achievement of male student teachers.
- 3) There is no significant relationship between emotional intelligence and academic achievement of female student teachers.
- 4) There is no significant relationship between emotional intelligence and academic achievement among student teachers of Arts ,Science and Commerce faculties.

1.10 ORGANIZATION OF RESEARCH STUDY :

Chapter –I Introduction

The first chapter deals with the introductory discussion. It represents general background of the problem under investigation, states objectives , hypothesis and delimitation of the study.

Chapter –II Concept of Emotional Intelligence

The second chapter gives different concepts of Emotional Intelligence such as working of the emotional brain and discussion on ten competencies related to study.

Chapter-III Procedure for test construction and standardization.

The third chapter gives in detail the procedure of test construction, preliminary try-out , item analysis, reliability , validity standardization and norms of test construction.

Chapter –IV Review of related literature .

This chapter gives the review of the related research studies conducted in India and abroad.

Chapter –V Procedure for the research study.

The fifth chapter outlines the method adopted in this study , preparation of the tools, selection of the samples and collection of data .

Chapter -VI Analysis and interpretation of data.

The sixth chapter bears with tabulation, analysis and interpretation of data. The data is critically analyzed and reported.

Chapter – VII Summary, Conclusions, Recommendations and topic for further research.

The seventh chapter of this dissertation presents Summary in nutshell of the findings of the research study and suggests recommendations and topic for further research study in this area.