SUMMARY

INTRODUCTION

The Indian education commission (1964-66) has rightly remarked in the opening sentence of the report that the destiny of India is now beings shaped in his/her class rooms. Hence teacher performance is the most crucial input in the field of education. Whatever policies are be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers, as much through their personal example, as through the teaching learning process. We are on the threshold of the development of new technologies likely to revolutionize teaching in classrooms. But unfortunately the process of updating curriculum of teacher education has been very slow. Much of the teachers education is irrelevant even to the contemporary requirements, leave alone those of future. The selection procedures and recruitment systems for teachers have also not been kept pace with the needs in terms of either number or of quality. So much is expected of the teachers, yet teaching has become the last choice in the job market.

In recognition of importance of teachers and their role in developing the nation’s human and material resources the Government of India appointed two National Commissions on teachers, one for the school stage and the other for the higher education in 1980. In our pledge to make a knowledge superpower by 2020, it hardly needs stressing that the education of teachers has to be assigned a high priority. Towards this end, “teacher educators” have to be completely reoriented and geared up with appropriate levels and vision of competence, commitment and concern. Teacher educators are those who educate teachers. They are responsible to develop new strategies of teaching skills among prospective teachers only fully satisfied teacher educators input good and effective quality of education to teacher trainees. Satisfaction towards his/her job is one of the major and probably the important factor in contributing quality education.

Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is the acquisition of that type of knowledge, skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher.
There has been an increasing concern at various levels in the field of teacher education with regard to the quality of teacher educators and the need for appropriate orientation to them. A variety of teacher educators programs are popularly recognized as pre-service and in-service programs of teacher education. Significantly while teachers at all stages –primary school to university are required to experience these programmes , teacher educators are perhaps the only set of teachers not to fall into any of these. In any preparation, they have been discharging their roles as teacher educators with practically no perception of what their roles are and in a total unpreparedness, they enter teacher educator institutes to educate school teachers. Teacher educators are not mere teachers but are entrusted with the responsibilities of providing professional education to potential teachers. They need to have not only a clear understanding of the distinctive in the knowledge based in the teacher education but also the competence to teach it in appropriate forms to their students .Hence it becomes essential to study some selected psychological variables like emotional competence, self confidence, adjustment and life satisfaction of the teacher educators.

**EMOTIONAL COMPETENCE**

Coleman, (1970) studied emotional competence and reported that it is the efficiency that an individual acquires to deal with emotional situations and several other dissociable but related processes and is a blend of essentially five competencies. These are i) adequate depth of feeling, ii) adequate expression of extra emotions, iii) ability to function with emotions, iv) ability to cope with problematic emotions, v) encouragement of positive emotions.

**SELF CONFIDENCE**

According to Jha and Bharti (2006), self confidence of a person becomes stronger when the person has positive impression of himself and his evaluation of adequacy. The term is used to describe how secure a person is in their own decision and actions. It can be applied generally or to specific situations as tasks. Self confident persons also have satisfaction in life.
Emotional competences gradually incorporate moods and preferences and finally focus on their interpersonal trades including self confidence, morale and life philosophies (Damon and Hart, 1986).

ADJUSTMENT

Adjustment is a lifelong process and can be defined as a person’s interaction with his environment. It is a process in which an individual learns certain ways of behavior through which he enter a relationship of harmony or equilibrium with his environment. He thereby tries to lead a life acceptable to society (Mohan and Singh, 1989). Initially the concept of adjustment was biological in its nature and was termed as adaptation. The term adaptation has been replaced by “adjustment” which now stands for psychological survival in which psychologists are more interested i.e. the subject of their interest is individual’s adjustment to social or inter-personal pressure and not only adaptation to physical world (Lazarus, 1961).

LIFE SATISFACTION

Life satisfaction has emerged as a key variable by which to measure perceived well-being (Curnruils, 2001). Well being is comprised of the scientific analysis of how people evaluate their lives for the moment and for longer periods. These evaluations include the emotional reactions people experience, and the judgments they form about their life satisfaction (Diener, Oishi & Lucas, 2003).

TEACHER EDUCATORS

Teacher Educators are those teachers who teach the prospective teachers of govt. and private institutions as well as department of education, affiliated colleges and universities. He/she is responsible to develop new strategies of teaching skills among prospective teachers. Teacher educator is a qualified professional person responsible for the preparation and in service training of teachers.

JUSTIFICATION OF THE STUDY

The emotional competence describes both awareness of others’ feelings, needs, and concerns, and a willingness to adjust one’s own behavior in light of them. An empathetic person can sense others’ feelings and appreciate their perspectives. In the
teaching context, an active interest in students enhances job orientation, particularly with respect to the ability to anticipate, recognize and meet pupil teachers needs (learner centered approach). It is well known that Emotional competence exerts a positive influence on student learning. Teacher Educators should be emotional managers i.e. able to manage self and pupil’s emotions which will ultimately affect teaching and learning as well. It has been reported that prospects of success can be enhanced through the development of specific areas of emotional competence, therefore, to find out the emotional competence of teacher educators and effect of various demographic variables on it, the present research study was undertaken. The findings of the research will be helpful in knowing the level of life satisfaction among the teacher educators which is the sole aim of education in the past, present and will be in future too. Life satisfaction is obviously influenced by job satisfaction. The job of teacher educators is mainly training the pupil teachers while in broader sense they should be efficient managers.

This study can provide assistance to both policy makers and administrators in understanding the degree of influencing factors like self confidence, adjustment, life satisfaction, gender, age and experience, type of management, locale of the teacher education colleges and salary on emotional competence of teacher educators. Hence this study also signifies that teacher educators working in private institution must be given due attention by the Government of India, to raise the quality of teacher education institutions.

STATEMENT OF THE PROBLEM

“A STUDY OF EMOTIONAL COMPETENCE OF TEACHER EDUCATORS IN RELATION TO THEIR SELF-CONFIDENCE, ADJUSTMENT AND LIFE SATISFACTION”

OPERATIONAL DEFINITION OF THE TERMS

Emotional competence: It is a demonstration of self efficacy in emotion eliciting social transaction. Emotional competence refers to a person’s ability in expressing or releasing
their inner feelings (emotions). It implies an ease around others and determines our ability to effectively and successfully lead and express.

**Teacher educators:** Teacher educators are those teachers who teach the prospective teachers of govt. and private institutions as well as department of education, affiliated colleges and universities. He/she is responsible to develop new strategies of teaching skills among prospective teachers. Teachers Educator is a qualified professional person responsible for the preparation and in service training of teachers.

**Self Confidence:** It is an attitude which allows individuals to have positive yet realistic view of themselves and their situations. It is characterized by a positive belief that individual can take control of his/ her life and of his/her plans. It is a belief in individual’s abilities. Confidence is the state of being certain that a chosen course of action is the most effective given the circumstances.

**Adjustment:** Adjustment is a process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. It is the ability to get along with others. This is based upon having the necessary skills to fit ourselves in with others and respond as desired by those with whom we associate.

**Life satisfaction:** It is related to the positive outcomes in life. It is the ultimate goal and human being strives to achieve this goal throughout their lives. Satisfaction with one’s life implies acceptance of life circumstances and the fulfillment of wants and needs for life as a whole.

**OBJECTIVES OF THE STUDY**

The objectives of the study are-

1. To measure the emotional competence of teacher educators.
2. To study the self confidence of teacher educators.
3. To study the adjustment of teacher educators.
4. To study the life satisfaction of teacher educators.
5. To study the influence of sex, age, experience, type of management, residing area and salary on the emotional competence of teacher educators.
6. To study the influence of sex, age, experience, type of management, residing area and salary on the self-confidence of teacher educators.

7. To study the influence of sex, age, experience, type of management, residing area and salary on the adjustment of teacher educators.

8. To study the influence of sex, age, experience, type of management, residing area and salary on the life-satisfaction of teacher educators.

9. To investigate the relationship among the emotional competence, self confidence, adjustment and life satisfaction of teacher educators.

**HYPOTHESES**

The following hypotheses were formulated for the study:

1. There is no significant difference between male and female teacher educators on their emotional competencies.

2. There is no significant difference on the self confidence between male and female teacher educators.

3. There is no significant difference on the adjustment of teacher educators on the basis of gender.

4. There is no significant difference on the life satisfaction between male and female teacher educators.

5. There is no effect of gender, age, experience, type of management, locale of colleges and salary on the emotional competencies of teacher educators.

6. There is no effect of gender, age, experience, type of management, locale of colleges and salary on the self confidence of teacher educators.

7. There is no effect of gender, age, experience, type of management, locale of colleges and salary on adjustment of teacher educators.

8. There is no effect of gender, age, experience, type of management, locale of colleges and salary on the life satisfaction of teacher educators.

9. There is no relationship among the emotional competencies, self confidence, adjustment and life satisfaction of teacher educators.
DELIMITATIONS OF THE STUDY

1. The sample was restricted to teacher educators of Haryana state only.
2. The study was limited to a sample of 300 Teacher educators.
3. Teacher educators related to Education courses in aided and private colleges were considered for the sample.
4. Teacher educators working as lecturers were included in the sample.
5. Other variables such as Socio-economic status, marital status, religion, region, family background etc. were not taken into consideration.
6. Only emotional competence, self confidence, adjustment and life satisfaction of teacher educators were considered and other factors besides these variables were excluded.

SAMPLE FOR THE STUDY

Random sampling was used for the study. 300 Teacher educators of Teacher Education colleges of Haryana constituted the population.

TOOLS USED

The Following tools were used for collection of data.

a. Emotional competence scale by Sharma and Bharadwaj (2007).
c. Teacher's Adjustment Inventory by Mangal (1996).

METHOD OF THE STUDY

The present study mainly uses the descriptive method to study the Emotional Competence of Teacher Educators in relation to their Self confidence, Adjustment and Life satisfaction.
PROCEDURE FOR DATA COLLECTION

After the selection of tools, the investigator visited the selected teacher education colleges of Haryana. To ensure quick and complete return of questionnaires and inventories she personally contacted the teacher educators. Before, giving the questionnaire and inventory, proper rapport was established with the subjects. Then, the purpose of the research study was explained to them. The teacher educators were assured that the present questionnaires and inventories were meant only for the research purpose and would not affect them in any way.

STATISTICAL TECHNIQUES USED

Having obtained the data representing the variables in the study, its proper statistical organization and processing was needed. It makes the data meaningful and understandable. The statistical techniques, which were chosen keeping in view the requirements of the objectives and hypotheses of the study were mean, standard deviation, standard error of the scores were calculated and t-ratios were found out. To check out the relation coefficient of correlations were also found out. The graphical technique i.e. the Bar diagrams were used where ever required.

MAIN FINDINGS OF THE STUDY

From the results of the study the following findings may be arrived at:

1. There were significant sex differences on all dimensions of emotional competencies between the male and female teacher educators. The male teacher educators were having higher level of emotional competence as compared to their female counterparts.

2. No significant differences existed on all dimensions of emotional competencies between the rural and urban college teacher educators.

3. Significant differences were found between the teacher educators of aided and self financed colleges in most of the dimensions of the emotional competence except the second one i.e. Adequate Expression and Control of emotions (AECE). The teacher educators of the aided colleges were found to have better emotional competence than those of self financed colleges.
4. On the basis of the age differentiation; it was found that significant differences existed on all dimensions of emotional competencies between the teacher educators above the age of 35 years and below 35 years. The teacher educators who were above 35 years in age were having more emotional competence than those below 35 years in age.

5. Teacher educators with a teaching experience of below 3 years and above 3 years also differed on almost all dimensions of emotional competencies except the fourth dimension i.e. Ability to cope with Problem Emotions (AFE). The teacher educator with higher level of experience was having high level of emotional competence as compared to those with low level of teaching experience.

6. The monthly income of the teacher educators also affected their emotional competence; as it was found that those who were getting monthly salary more than Rs. 20,000/- were in the advantage group on emotional competence than those teachers with less than Rs. 20,000/- as monthly income.

7. On the self confidence variable of the study under hand it was found that there was a significant difference between the male and female teacher educators and the male teacher educators were having high of self confidence than their counterparts.

8. Rural Urban difference was also found on the self confidence between the teacher educators working in the rural and urban colleges. The urban college teacher educators were having less self confidence as compared to those of rural colleges.

9. Significant difference also was noticed on self confidence between the teacher educators working in the aided colleges and those of the self financed colleges. The teacher educators of the aided colleges were having less self confidence as compared to those of self financed colleges.

10. On the basis of age group; there were significant differences on self-confidence between the teacher educators with below and above 35 years in age. The elder teacher educators with more than 35 years were found to be low on self confidence than those with less than 35 years in age.
11. Teacher educators with the teaching experience of less than 3 years and those with more than 3 years also differed significantly on self confidence; and the teacher educators with more teaching experience were found to be low in self confidence than those with less than 3 years teaching experience.

12. It was also found that significant differences existed on self-confidence between teacher educators getting salary less than Rs.20,000/- and those whose monthly income was more than Rs. 20,000/. It was also proved that those teacher educators who were getting better salary were having less self confidence than those whose salary is low.

13. On the variable of adjustment, the sex differences were found on some areas of adjustment and not on all areas. Except the third and fourth area i.e. Professional relationship adjustment and Personal life adjustment of adjustment; male and female teacher educators were found to be better adjusted than their male counterparts.

14. On the rural-urban colleges difference; except the fifth area of adjustment i.e. financial adjustment and job satisfaction, teacher educators working in the rural colleges and those working in the urban colleges differed on first four areas of adjustment. The college teachers working in the urban colleges were found to be well adjusted than those of the rural colleges.

15. Teacher educators of aided colleges and those of the self financed colleges also differed on all areas of adjustment and the former were better adjusted than the teacher educators of self financed colleges on all areas of adjustment.

16. Age has also an effect on the adjustment patterns of teacher educators; because the teacher educators with below 35 years and above 35 years in age had differed in all aspects of adjustment; except the fourth one i.e. Personal life adjustment. The teacher educators with age above 35 years were found to be higher on the adjustment level as compared to those with less than 35 years in age.

17. On the basis of the teaching experience of teacher educators; it was found that except the fourth area of adjustment i.e. Personal life adjustment; there were significant differences on all other areas of adjustment between the teacher
educators with below 3 years and above 3 years as teaching experience. It was also found that teachers with more teaching experience were having better adjustment in their teaching profession than those with less experience.

18. Salary of the teacher educators has little effect on their adjustment. Except in two areas i.e. first and the fifth area (Adjustment with Academic and General environment of the institution and Financial adjustment and job satisfaction; they did not differ significantly on second, third and fourth areas of adjustment (Social-psycho-physical adjustment, Professional relationship adjustment and Personal life adjustment) between the teacher educators having monthly income below and above Rs. 20,000/-

19. On the variable of life satisfaction, it was found that male and female teachers differed and the male teacher educators were having better life satisfaction.

20. Teacher educators of rural and urban colleges also differed on life satisfaction variable of the study and the rural college teachers were having more life satisfaction than their urban competent.

21. Significant difference was found on life satisfaction between the teacher educators of aided and self financed colleges. The teacher educators of aided colleges were having better life satisfaction than those of self-financed colleges.

22. Teachers educators with below and above 35 years in age were also found to be different in life satisfaction, whereas the teachers with more than 35 years in age were having more life satisfaction than those with less than 35 years in age.

23. But the teaching experience did not have any effect on the life satisfaction; as teacher educators with less than 3 years and more than 3 years teaching experience did not differ significantly.

24. The monthly income of teacher educators had an effect on life satisfaction; as the teacher educators with below and above Rs. 20,000/- as monthly salary did differ on this variable. The teacher educators getting more than Rs. 20,000/- as monthly salary seemed to better enjoy life satisfaction than those whose monthly income is less than Rs.20,000/-.
25. There was significant, positive and high degree of correlation coefficient among the five dimensions of emotional competencies. It means there was a positive and high inter-relationship between all dimensions of emotional competencies.

26. There was a significant, positive and low degree of correlation between the five dimensions of emotional competencies and self confidence.

27. There was a significant, positive and low degree of correlation between the five dimensions of emotional competencies and life satisfaction.

28. There was no relationship between all dimensions of emotional competencies and five areas of adjustment; as all the correlation coefficients were found to be non significant and of very low degree.

29. The inter relationships were found between the five areas of adjustment; as all the correlation coefficients among the five factors were significant, positive and high in degree.

30. The correlations between the five areas of adjustment and self confidence were found to be significant, positive but very low, except the second area i.e. socio-psycho-physical adjustment where it did not show significant result.

31. The correlation coefficient between the five areas of adjustment and life satisfaction were also found to be significant, positive and very low. It means that relationship between adjustment and self confidence as well as adjustment and life satisfaction were found but at very low level.

32. Correlation between self confidence and life satisfaction was found to be positive and moderate.

CONCLUSIONS

From the above findings of the study, the following conclusion can be derived:

1. On emotional competence; the significant differences are found among teacher educators on the basis of sex, type of management, age, experience and monthly income, but not in case of location of the colleges where the teacher educators were working.
2. There are significant differences on self confidence variable among the teacher educators on the basis of sex, age, experience, location of the college where they are working, type of management and their monthly income.

3. Significant differences are found on the different areas of adjustment between the male and female teacher educators; teacher educators working in the rural and urban colleges; teacher educators of aided and self financed colleges; teacher educators with below and above 35 years of age; those with below and above 3 years of teaching experience and those getting monthly income below and above Rs.20, 000/-.

4. There are significant differences in life satisfaction among the teacher educators on the basis of sex, age, location of colleges, type of management and monthly income; but not on the basis of their teaching experiences.

5. Positive and very high correlation exists among the five dimensions of emotional competencies of teacher educators.

6. These are positive; but low relationship between five dimensions of emotional competencies and self confidence as well as emotional competence and life satisfaction of teacher educators.

7. There is no relationship between five dimensions of emotional competencies and five areas of adjustment of teacher educators.

8. There is positive and very high interrelationship among the five areas of adjustment of teacher educators.

9. There are positive but very low correlations between five areas of adjustment and self confidence as well as adjustment and emotional competencies of teacher educators.

10. There is a positive and moderate relationship between self confidence and life satisfaction of teacher educators.
SUGGESTIONS FOR FURTHER RESEARCH

While conducting the present research project, the investigator encountered many obstacles during the whole course of work. She thought of many other areas and professional problems which can be undertaken by the future investigators.

The following suggestions may prove to be worthwhile guidelines which may be useful in selecting and conducting the future research work.

1. The same psychological variables may be investigated on a sample of teachers under training i.e. B.Ed. students of teacher training colleges.
2. Such type of research work can also be done on the college teachers working in the professional and non-professional colleges of any stream i.e. engineering colleges, management institutions or even the medical colleges.
3. Many more psychological variables may be studied on the college teachers e.g. emotional intelligence, locus of control, self-efficacy, psychological well being and burn out etc related to their study.
4. A comparative study may be conducted on some selected psychological variables on the teachers under training and teachers in service at school level.
5. Studies on spiritual intelligence, social intelligence and other areas of positive psychology may be conducted in future related to the variables in the study.